



United Nations
Educational, Scientific and
Cultural Organization

A collage of three images: a woman in a white shirt sitting at a computer workstation, a group of children sitting at a green table engaged in an activity, and a scenic view of a blue lake surrounded by green hills and a small boat.

THE PHILIPPINES - UNESCO
COUNTRY PROGRAMMING
DOCUMENT
2009-2011

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TABLE OF CONTENTS

MESSAGES	
Message of Hon. Alberto G. Romulo Secretary, Department of Foreign Affairs	ii
Message of Hubert Gijzen, Ph.D Director and Representative UNESCO Office, Jakarta	iii
ABBREVIATIONS	v
EXECUTIVE SUMMARY	1
The PH-UCPD	1
The Process	1
Future follow-up	2
SITUATION ANALYSIS	3
Overview and Issues and Challenges	3
Education	3
Science and Technology	8
Culture	13
Social and Human Sciences	19
Communication and Information	22
PREVIOUS AND ONGOING UNESCO INITIATIVES	25
Education	25
Science and Technology	27
Culture	31
Social and Human Sciences	33
Communication and Information	33
COOPERATION FRAMEWORK	36
PROGRAMME MANAGEMENT	39
Partnership	39
Monitoring and Evaluation	39
Resource Mobilization	39
Social Mobilization and Advocacy	40
REFERENCES	42
Annex 1 Relation between UNESCO's Strategic Programme Objectives (SPOs) and identified the Philippines-UNESCO Country Programming Document (PH-UCPD) interventions	44
Annex 2 Examples of Proposed Programmes and Projects	46

MESSAGE OF HON. ALBERTO G. ROMULO
Secretary of Department of Foreign Affairs
Republic of the Philippines

The Philippine Government welcomes the crafting of the Philippines-UNESCO Country Programming Document 2009-2011 (PH-UCPD) initiated by the UNESCO Office, Jakarta and prepared in cooperation with the UNESCO National Commission of the Philippines.

The Philippines has benefited tremendously from various UNESCO programmes and projects in all its areas of competence and hopes to further advance Philippines-UNESCO cooperation through the PH-UCPD.

The PH-UCPD, a systematic approach to program planning and development, will serve as the overall framework in defining areas of partnership between UNESCO and various sectors of Philippine society.

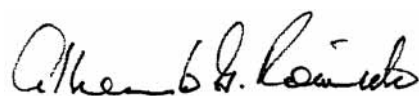
Proposed PH-UCPD interventions are aligned with internationally-agreed Development priorities to which the Philippines is committed as well as with the Medium-Term Philippine Development Plan. (2004-2010).

The PH-UCPD comes at an opportune time as our UN Country Team is finalizing the Common Country Assessment (CCA) and eventually the UN Development Assistance Framework (UNDAF). The ongoing preparation of these two documents has provided UNESCO useful inputs in the crafting of the PH-UCPD. Its successor document for 2012-2016 will be synchronized with the national government development planning cycle and the new country programming cycle of other UN agencies in the Philippines.

The National Commission envisions itself as playing a key role in the planning, management and evaluation of the programs and projects included in the PH-UCPD.

With its steadfast commitment to sustain the fruitful partnership between the Philippines and UNESCO, the National Commission looks forward to working closely with UNESCO in ensuring that the programs and projects under the PH-UCPD are pursued and their development goals and objectives attained.

Mabuhay!



ALBERTO G. ROMULO

Secretary of Foreign Affairs and Chairman,
UNESCO National Commission of the Philippines

MESSAGE OF HUBERT GIJZEN, Ph.D
Director and Representative, UNESCO Office, Jakarta

UNESCO Office, Jakarta is pleased to present the Philippines-UNESCO Country Programming Document 2009-2011 (PH-UCPD). The PH-UCPD is our organization's blueprint of action in working with the Philippine government and other sectors, such as civil society and the private sector, in the pursuit of the national development goals and objectives along UNESCO's areas of competence — education, science and technology, natural and human sciences, culture, communication and information. The PH-UCPD will also be useful in defining UNESCO's role within the joint UN Programme in the country (UNDAF).

UNESCO has been supporting programmes in the Philippines for more than 60 years now. With the PH-UCPD, UNESCO will be working with a development framework that will facilitate a coordinated and systematic partnership with development stakeholders. A consultative process was adopted in the preparation of the document. This ensured that the proposed programme is demand driven and enjoys the support of Government and other stakeholders. Consistent with UNESCO's philosophy, the UCPD highlights sectoral, intersectoral and interdisciplinary perspectives.

The PH-UCPD development benefited from a new UN Common Country Assessment (CCA) which was developed by the UN Country Team. This CCA will be the basis for the preparation of the next UN Development Assistance Framework (UNDAF). UNESCO's active participation in the drafting of the CCA enabled the Organization to address issues directly related to our mandate.

The programmes and projects included in the PH-UCPD are consistent with the Philippines' commitments to the UN Millennium Development Goals and to other internationally-agreed development priorities, and with national development goals defined in the Medium-Term Philippine Development Plan (2004-2010). With a view to provide more focus, the programmes and projects proposed converge toward a common goal: Education for Sustainable Development. Sustainable development, which includes social justice and the alleviation of poverty, is highlighted in UNESCO's mission statement and reflected in the Organization's overarching objectives. The PH-UCPD also benefits from a recently introduced regional programming approach of the UNESCO Office, Jakarta, which entails the development of Regional Flagship Programmes.

The PH-UCPD should be seen as an interim document and will be updated and extended once the new UNDAF has been prepared. Most of the programmes and projects included in this document will extend beyond the 2009-2011 time frame and therefore may be included in the successor country programme (for 2012-2016), which will be fully aligned with the upcoming UNDAF. The Philippine UN Country Team has decided that country programmes shall be synchronized

with the development planning cycle of the Philippine government. This synchronization will also facilitate the UN system's goal of "delivering as one," as UN agencies can now harmonize their respective national programmes and projects.

Pursuing the PH-UCPD 2009-2011 will be challenging, considering that UNESCO is a non-resident UN agency in the Philippines. Nevertheless, UNESCO is committed to develop strong partnerships, and work closely with the Philippines National Commission for UNESCO, in order to ensure effective implementation of the programme. It will draw support from the wider UNESCO family – national committees of intergovernmental programmes, UNESCO centers and institutes worldwide, and UNESCO associated schools and clubs.

UNESCO Office, Jakarta is grateful to the Philippine government and key development partners from civil society organizations, the private sector, academia, professional associations, and mass media for providing valuable inputs in the preparation of this pioneering UNESCO Country Programme for the Philippines. Special thanks go to Ambassador Preciosa Soliven and her team from the Philippines National Commission for UNESCO for their invaluable support and assistance in the preparation of this document. We are confident that the PH-UCPD will contribute significantly to the attainment of an enhanced quality of life for the Filipino people in the years ahead.



Hubert Gijzen, Ph.D
Director and Representative
UNESCO Office, Jakarta



ABBREVIATIONS

• ADM	: Alternative Delivery Mode
• ALIVE	: Arabic Language and Islamic Values Education
• ALS	: Alternative Learning System
• APPEAL	: Asia Pacific Programme of Education for All
• ASEAN	: Association of Southeast Asian Nations
• ASPEN	: Asian Physics Education Network
• BALS	: Bureau of Alternative Learning System
• BEAM	: Basic Education Assistance in Mindanao
• BEIS	: Basic Education Information System
• CeCs	: Community e-Centers
• CI	: Communication and Information
• CLC	: Community Learning Center
• DepEd	: Department of Education
• DESD	: Decade on Education for Sustainable Development
• DOST	: Department of Science and Technology
• EFA	: Education for All
• ESD	: Education for Sustainable Development
• FRESH	: Focusing Resources on Effective School Health
• GAMABA	: Gawad ng Manlilikha ng Bayan
• ICH	: Intangible Cultural Heritage
• ICT	: Information, Communication and Technology
• IHP	: International Hydrological Programme
• LGU	: Local Government Unit
• MDGs	: Millennium Development Goals
• MLSD	: Middle-Level Skills Development
• MOOE	: Maintenance, Operations and Other Expenses
• MOW	: Memory of the World
• MTPDP	: Medium Term Philippine Development Plan
• NatCom	: National Commission
• NCCA	: National Commission for Culture and the Arts
• NCTs	: National Cultural Treasures
• NDCC	: National Disaster and Coordinating Council
• NFE	: Non-formal Education
• OFWs	: Overseas Filipino Workers
• OSIST	: One-Stop Information Shop of Technologies
• PALIHAN	: Palitan ng Husan at Sanayan
• PCEP	: Philippine Cultural Education Programme
• PH-UCPD	: Philippines-UNESCO Country Programming Document
• PV	: Photovoltaic
• R&D	: Research and Development
• RE	: Renewable Energy



- RESGEST : Regional Secretariat on Gender Equity in Science and Technology
- RPL : Recognized Prior Learning
- SEACLLSD : Southeast Asian Center for Lifelong Learning for Sustainable Development
- SEAMEO INNOTECH : Southeast Asian Minister of Education, Organization Innovation and Technology
- SEDIP : Secondary Education Improvement Project
- SEF : Special Education Fund
- S&T : Science and Technology
- SHS : Sector for Social and Human Sciences
- SLTs : Schools of Living Traditions
- SMS : Short Message Service
- SOA : School on Air
- SPOs : Strategic Programme Objectives
- STEPAN : Science and Technology Policy Asian Network
- STRIVE : Strengthening Basic Education in the Visayas
- TEEP : Third Elementary Education Project
- TVET : Technical Vocational Education and Training
- UNCT : United Nations Country Team
- UNESCO : United Nations Educational, Scientific and Cultural Organization
- UNESS : UNESCO National Education Support Strategy
- UNICEF : United Nations Children's Fund
- UNISPAR : University-Industry-Science Partnership
- WB : World Bank

Executive Summary



The PH-UCPD

The Philippines-UNESCO Country Programming Document (PH-UCPD) 2009-2011 serves as the overall framework of programmes and projects to be supported by UNESCO in the Philippines. The PH-UCPD is aligned with internationally-agreed development priorities particularly the UN Millennium Development Goals (MDGs), national development goals defined in the Medium Term Philippine Development Plan (MTPDP) 2004-2010, and development priorities of UNESCO as indicated in the UNESCO Medium-Term Strategy for 2008-2013.

As a programming tool to highlight UNESCO's contributions to development efforts in the Philippines, the PH-UCPD will facilitate the planning, implementation and monitoring and evaluation of development interventions in five sectors, i.e., education, science, culture, social and human sciences and communications and information in coordination with other UN agencies to avoid fragmentation, duplication and even competition among UN agencies. The significance of this document is best appreciated in the Philippines where UNESCO is not a resident UN agency.

The Process

In preparing the PH-UCPD, the consultative planning process was adopted, highlighting sectoral, inter-sectoral and inter-disciplinary perspectives from government, civil society organizations, academe, and business and industry, complemented by a desk study analyses of relevant UN and UNESCO documents, national development plans (i.e., updated MTPDP), sectoral development plans (e.g. education, science and technology, human and social sciences and information and communication technology), and several sector reform programme documents. The desk analysis was further enriched by in-depth interviews with resource persons from the five sectors.

The National Commission of the Philippines (NatCom) was actively involved in the preparation of the PH-UCPD. The NatCom Secretariat provided inputs on recent and ongoing programmes and projects supported by UNESCO and NatCom, and the chairpersons of the NatCom committees provided inputs for the situation analysis and the proposed programme interventions.



Participation in national and international workshops and forums on development issues such as the UNESCO Education Support Strategy (UNESS), Education for Sustainable Development, Basic Education Sector Reform Agenda, 4th Asia Pacific Information Network Meeting and the Sub-Regional Forum on Information for all Programmes helped in identifying possible programmes or projects for inclusion in this document. Public schools in the marginalized province of Southern Leyte in Eastern Visayas were visited on 16–19 February 2009 to examine firsthand the needs and concerns of education stakeholders and validate initial proposed programmes and projects. Eastern Visayas is also site of the e-Disaster Management Project supported by UNESCO through an emergency grant in 2007. Several community-based communication projects were also visited during the preparation of the country programming document.

Programme specialists from UNESCO Office, Jakarta also provided additional inputs on current and emerging regional and national development issues and potential programme or project interventions in their respective fields of expertise.

In finalizing the proposals in the PH-UCPD, a one-day project planning workshop was convened on 4 May 2009. The workshop provided occasion to enhance and validate the draft cooperation framework, enrich the initial proposals included in the draft document, and generated new proposals.

Future follow-up

With the decision of the United Nations Country Team (UNCT) to synchronize the UN country programming with the national development programming cycle, the PH-UCPD will be reviewed further in 2011 for revision and adoption as country programming document for 2012–2016 to synchronize with the incoming MTPDP and other UN country programmes. This will further strengthen the partnership and collaborative action of the Government of the Republic of the Philippines and UNESCO, including the other UN agencies.



1 Situation Analysis

Overview and Issues and Challenges

The Philippines is reported as a country with high potential to achieve social and economic progress given its rich natural resources and a great mass of competent and skilled manpower. An archipelago of 7,107 islands, it is the only country in Southeast Asia that shares no land border with its neighboring countries. Compared with most developing countries, the Philippines has a high literacy rate, noting its basic literacy rate of 93.4% and its functional literacy of 84.1%.

In spite of the country's abundant natural resources and world-class talents, the Philippines still reels with problems in reducing poverty and raising the standard of living of its people, probably exacerbated by the on-going financial crisis, casting doubts in the country's capacity to achieve the MDGs by 2015, particularly those that involve poverty, universal primary education and health.

To fulfill its MDG commitments, however, the Philippines continues to pursue its road map to sustainable development by implementing programmes and projects as embodied in its MTPDP, 2004–2010. At the core of the MTPDP are challenges in education, science and technology, culture, social and human sciences and communication and information—areas that are also UNESCO's line of work.

Education



The Philippines is committed to the attainment of universal basic education as affirmed at the 1990 Jomtien Conference on Education for All (EFA) and the 2000 Dakar World Education Forum. Within these UN frameworks, the education sector implements innovative projects aimed at achieving quality education for all such the Early Childhood Education, full scale implementation of School-

Based Management, upgrading teaching-learning in Science, Math and English, providing computers in every public schools, and strengthening of Madrasah and Indigenous Peoples education, among others.

These innovative projects in the formal education sector are complemented by the non-formal and informal education, zeroing in on the taking-off of the alternative learning system (ALS) as implemented by the Bureau of Alternative Learning Systems



(BALS) that spans the pre-literacy to higher skills continuum, encompassing non-formal and informal sources of knowledge and skills or competencies such as the home, church, mass media, the environment, or even life itself. Meanwhile, TESDA's technical and vocational education and training (TVET) programmes provide employable knowledge and skills to individuals outside the formal education system.



Additionally, several innovative programmes and projects were implemented by the Department of Education (DepED), with assistance from donor agencies, such as the Third Elementary Education Project (TEEP), Secondary Education Improvement Project (SEDIP), Basic Education Assistance in Mindanao (BEAM), and Strengthening Basic Education in the Visayas (STRIVE). UNICEF also has its Child-Friendly School Movement and the Student Tracking System. Positive gains in education can also be attributed to initiatives of the regional and division offices and the increased support from local government, non-government organizations, and international aid agencies.

The most significant ongoing education reform initiative is the school-based management (SBM) programme, which empowers the school and the community to work together in delivering quality education aimed at improving learners' performance and total well-being.

The aforementioned innovative programmes and projects were relentlessly pursued to arrest the visibly declining performance of the education sector. The Philippine Midterm Progress Report on the 2007 MDGs noted that the country is lagging behind its targets of achieving access to primary education. Millions of children remain deprived of educational opportunities, many of them because of poverty.

The UNESCO EFA Global Monitoring Report 2009 also reported that children in the poorest 20% of the population receive five years less education than children from the wealthiest families. Poverty compels school children to engage in income-



generating activities, resulting in frequent non-attendance in school and subsequent dropping out. Official figures put the number of working children between the ages 5-17 at 4 million, with 70% of them from the rural areas (2000-2001 National Survey of Children). Of the 4 million, about 30% are not attending school. The prevalence of malnutrition among children 0-5 years old in 2005 is 25% percent (2008 Draft Common Country Assessment-Philippines). It is sad to note that the malnourished are more prone to repeat grade levels and drop out or achieve less in school.

There are also long-standing concerns on the quality of basic education in the Philippines. The World Bank (WB) (2006) reported that the Philippines ranked nearly last in student performance on mathematics and science tests compared to the rest of the East Asia region. Also, more than 90% of elementary graduates failed the High School Readiness Test, which assessed mastery of basic competencies in the elementary curriculum.

Tertiary education is generally of low quality, as evidenced by (1) low passing percentage in professional licensure examinations conducted by the Professional Regulation Commission (PRC); (2) incompatibility of graduates' credentials with desired competencies for the workplace or for entrepreneurship, and (3) lack of ability of graduates to be gainfully employed, with only 20 percent of college graduates readily finding employment (Syjuco, 2006).



The Alternative Learning System (ALS) and the Alternative Delivery Mode (ADM) appear to have great potential in complementing the efforts of the formal sector in order to achieve or approximate, at least, universal primary education. BALS implements two flagship programmes, i.e., Basic Literacy Programme (BLP) and Accreditation and Equivalency (A & E) in marginalized communities across the country. These programmes are delivered through the Bureau's cadre of mobile teachers and through a contracting scheme with qualified education service providers. The other programmes/projects of BALS are Informal Education, Community Learning Centers, Indigenous People's Education, Arabic Language and Islamic Values Education (ALIVE), Literacy for Differently-Abled Persons, and Mobile Teacher Programme.



In terms of curriculum content, BALS has developed the Core Competencies of Basic Education for the ALS along five learning strands: communication skills, critical thinking and problem solving, sustainable use of resources/ productivity, development of self and a sense of community, and expanding one's world vision. An Indigenous Peoples Core Curriculum has also been developed based on the overall ALS curriculum.



ALS learning materials have either been revised or developed. These materials include basic literacy materials; A&E learning modules; informal education materials for children, adolescents, parents, and disadvantaged children; and ALS materials for ALIVE. In terms of delivery mode, multimedia materials including radio and computer-based instructional materials have been produced and are now being utilized.

Despite the significant accomplishments of BALS, its budget remains miniscule compared with that of the two other bureaus in charge of formal schooling. In 2007, the percentage share of the BALS budget in the total DepEd budget was only 0.17%. At the region/division/district levels, there is no Maintenance, Operations and Other Expenses (MOOE) budget for ALS programmes and services. The Special Education Fund (SEF) of Local Government Units (LGUs) is not available to ALS. Because of funding problems, BALS is hard put in scaling up successful projects, hiring additional mobile teachers, and expanding and refining its two flagship programmes.

There is also the need for a mind shift especially among traditional educators who are still biased against learning strategies outside the school system. While flexible entry and re-entry to both formal and ALS systems have been facilitated through comparability, accreditation and certification, some educators still have doubts on competencies acquired outside the school setting.

The ALS curriculum needs upgrading particularly in values education and in enhancing the two learning pathways, i.e., further education for those accredited for elementary schooling and who wish to continue secondary education, and the



world of work (employability and entrepreneurship) for those who prefer to earn. The curriculum needs further refinement to be outcome-based with the desired knowledge, attitudes and values related to functional literacy, lifelong learning/life skills and social participation.

Moreover, improvement in ALS assessment and certification strategy is a priority need. BALS recognizes the necessity to restudy age requirements for those who want to avail of the A&E test which is currently restricted to out-of-school youths and adults aged 15 years and above. The test should be administered more often (online A&E test will make the system available anytime, anywhere) and should be beyond the standard paper-and-pencil test. BALS supports the SEAMEO-INNOTECH recommendation to institutionalize a certification system that recognizes prior learning (RPL) that was developed during the Non-formal Education (NFE) Project.

BALS' mobile teachers working in remote villages are less than 1,300 nationwide. They do not even have welfare benefits and are not provided with teaching and transportation allowances. There is a need to strengthen competencies and provide for the career growth of ALS facilitators, instructional managers, assessment experts, and mobile teachers. Efforts are ongoing to include ALS in the curriculum of pre-service teacher education institutions.

Another concern is inadequate research, monitoring and evaluation. ALS baseline data will be integrated in the enhanced Basic Education Information System (BEIS).

The need to rationalize BALS' mandate and setup has been expressed. Bureau officials recognize that there is an overlapping of roles, functions and responsibilities among government agencies engaged in ALS, resulting in lack of accountability. BALS should be in charge of setting standards, monitoring and facilitating, advocacy and social and resource mobilization, and engage less in delivering frontline services.

In the case of ADM, DepED and other educational institutions have piloted its use. According to SEAMEO-INNOTECH, in order to achieve the goal of EFA, the formal school system must be expanded to include an option for children and youth to learn



Science and Technology

“anytime, anywhere and in any way” through ADM. Policy options have also been defined related to the use of ADM to increase participation and retention rates in formal school system.

The Philippines recognizes Science and Technology (S&T) as a crucial factor for productivity, competitiveness, job creation, sustainable development and poverty alleviation; thus, putting it at the forefront of the national agenda as a key driver of economic growth.

The MTPDP 2004-2010 for S&T calls for mobilizing knowledge, productivity, economic growth and job creation. The policy imperatives over the medium term give attention to knowledge creation, dissemination and technology transfer.

Under MTPDP, projects and programmes were prioritized to support the following: (1) S&T policies on making the Philippine National Innovation System work, zeroing in on Filipinovation aimed at elevating Filipino inventions in the global setting; (2) competitiveness of the country’s knowledge and S&T workers; (3) knowledge creation and transfer to upgrade technologies and increase productivity; and (4) technology-based entrepreneurship.

Several initiatives in S&T are being undertaken by the government, business and industry, academe, and NGOs. The *Balik (Returning) Scientist Programme* attempts to reverse the brain drain by inviting foreign-based Filipino scientists to come home and share scientific knowledge in priority areas of alternative fuel, biotechnology, environment, pharmaceuticals, etc.

Technology diffusion was started in September 2008 through the Department of Science and Technology (DOST) One-Stop Information Shop of Technologies (OSIST) portal to make available mature technologies that are ready for commercialization to the public via <http://www.osist.dost.gov.ph>.





Greater access to Information, Communication and Technology (ICT) education was also promoted, with 60 public elementary schools in Mindanao receiving information and communication technology packages from the DOST Science Education Institute (DOST-SEI). The packages include laptop computer, multimedia projector, software packages and other peripherals. The project provides teacher and principal management training, annual science camps, laboratory equipment support, development of aptitude tests, preparation of a handbook for parents and principals and a manual of the project, and support for library and reference materials.



However, S&T in the Philippines is beset with issues and challenges. R&D investments continue to be meager, noting that the 2007 science budget of P3.7 billion is only 0.14% of the country's gross domestic product, much lower than the standard one percent of GDP recommended by UNESCO for developing countries. The 2009 budget may be similar to the 2008 budget of P5.4 billion but still far less substantial compared with other Association of Southeast Asian Nations (ASEAN) countries like Malaysia (0.69%) and Singapore (2.12%). While the private sector contributes 68% of the total Research and Development (R&D) expenditure, there is a need to promote greater R&D investments in this sector.

The meager R&D investments result in lack of opportunities for S&T professionals, forcing them to go abroad, while students who go to college enroll in courses perceived to have greater employment opportunities such as nursing. The cycle goes on, as the low number of R&D personnel in the country results in low scientific outputs.

Structural gaps in the S&T and R&D sector such as inefficiencies in the structure of incentives and allocation of R&D resources serve as obstacles to new programmes and activities which could help attain S&T and R&D goals.

New S&T policies need to boost productivity, economic growth and job creation through increased knowledge-intensive economic activities while maintaining social cohesion. S&T policies and research should also consider the changing environment



such as weather changes, impact on agriculture, emerging trends in energy, and issues such as growth of genetically-modified foods and effects of pollution particularly on water and marine resources. There is also the need for long-term planning to fast-track the growth of science in the country.

To facilitate dissemination of research findings and promote technologies for practical application, there is a need for diffusion of knowledge. The tie-up between industry and the academe should be strengthened for effective transfer of appropriate technology and advanced skills needed by the industry and for the production of higher value goods and services. This partnership also involves developing government capacity and an intellectual property regime to license newly developed technologies to private enterprises that can sell and distribute them in local and international markets.

There is also a need to facilitate and utilize sufficient information on the scientific and technological experiences and know-how of other countries. In some cases, the knowledge required to solve pressing problems is already being applied in other countries but remains unknown locally because of poor information retrieval and dissemination.

Access to knowledge and technology, which is vital to the development of rural and remote areas, should be adequate in many regions of the country through more community e-centers to link communities, facilitate trade and commerce, and empower rural communities. The e-centers should also be able to address the need for information on appropriate responses to climate change especially for fishers and farmers, particularly on protecting marine environment and resources which are at risk as a result of changing climate and sea-level rise.

Several factors contributing to environmental degradation and vulnerability to natural disasters are linked to climate change adaptation and affect sustainable socio-economic development. Some of these priority issues are as follows:





Biodiversity. The Philippines is one of the 17 megadiversity countries and one of the world's leading laboratories on biodiversity, having two-thirds of the world's diverse and unique plants, animals and ecosystems. About 70% of all terrestrial vertebrates and 70-80% of flowering plants in primary forests are found in the country. The country is part of the Coral Triangle with 76% of all known coral species, 37% of all known coral reef fish species, 33% of the world's coral reefs, the greatest extent of mangrove forest in the world, and spawning and juvenile growth areas for the world's largest tuna fisheries.

Threats to maintaining the country's rich biodiversity are classified into five broad categories: (1) habitat destruction, i.e., logging, fires, land conversion, siltation, destructive fishing methods, and encroachment and occupancy in protected areas; (2) overexploitation, i.e., population pressure, poverty and paucity of livelihood opportunities, dearth of values, and the "open access" nature of many bio-resources; (3) chemical or environmental pollution, i.e., pollutants that overwhelm the ecosystems and overtax the dispersal and self-cleansing capacity of the atmosphere, water bodies and land; (4) biological pollution, i.e., introduction of exotic species in wetland ecosystems at the expense of endemic and indigenous species; and (5) inadequate institutional and legal capacities.



Disaster mitigation and climate change adaptation. With the country's topography and physical characteristics of land coupled with geologic formations and rainfall patterns across the archipelago, extensive areas are highly vulnerable to natural hazards like typhoons, earthquakes, floods, volcanic eruptions, lahar flows, landslides, tsunamis and tidal surges. The high and extensive effects of natural hazards on economic growth are apparent in the list of recent natural disasters in the Philippines. In the last quarter of 2004, the National Disaster and Coordinating Council (NDCC) reported that more than PhP 574 million worth of agricultural products, infrastructures and private properties in five regions of the country were lost.

Climate change is expected to worsen the severity and frequency of climatic hazards in the global arena and to amplify the socio-economic difficulties of Filipino families, such as hunger and water scarcity. Moreover, risks associated with the projected spread of vector-based insect-borne diseases, such as malaria and dengue, due



to warming temperatures are increasing. The country's vulnerability to severe weather will worsen the disparity between the rich and the poor. Provinces and regions identified by the Manila Observatory to be at risk to climate and weather-related changes are areas with a high poverty incidence. Climate change marginalizes indigenous peoples whose customs and livelihood are deeply rooted in the well-being of the environment, devaluing their "contribution to the conservation and protection of biological diversity and ecosystems which is crucial for the prevention of climate change."



Water. A growing population and industries and agricultural production have created an ever-growing demand for fresh water. But as demand increases, the potential to extract is increasingly becoming limited as extraction of groundwater exceeds renewal. Watersheds are slowly being denuded and surface waters have become more polluted from a combination of various factors including nutrients, pathogens, garbage, and hazardous waste. Pollution has seriously degraded water quality in many of the country's water bodies, reducing the supply of freshwater for human consumption.

Local governments are in the best position to address water pollution through ordinances on septage management and sanitation. The Save the La Mesa Watershed Project of the ABS-CBN Foundation through its *Bantay Kalikasan* (Guardians of Nature) is a good example of a private-sector led project.

Energy. Government has passed Republic Act 9513 or the Renewable Energy Act of 2008 that provides fiscal and non-fiscal incentives for renewable energy investors, including tax credits on domestic capital equipment and services, special realty tax rates on equipment and machinery, tax exemption of carbon credits, duty-free importation mechanisms, and income tax holidays, among others. The government also aggressively supports the development of the bio-fuel industry as a source of renewable fuel through RA 9367 or the Biofuels Act of 2006, which directs its use in public transport, among others.



The Philippines has 200,000 megawatts of potential renewable energy (RE). Untapped sources all over the country include 70,000 MW potential wind energy source, 169 watts/m² solar energy, 27.8 MW potential aggregate micro-hydro power, 265 million MW ocean energy potential, and the biomass potential which will save the Philippines over 80 million barrels of fuel oil equivalent in the next four years.

The country has been a world leader in harnessing geothermal energy. Filipino engineers and scientists have developed local expertise in geothermal resource exploration and development, steam field design, and steam production for large-scale baseload power generation. In Ilocos Norte province, 15 wind turbines are used to harness energy while the vast potential for solar energy, popular in off-grid *barangays* (villages), can counter the prohibitive cost of extending power transmission and distribution lines and the difficulty of transporting fuel for diesel generators to remote areas. Solar photovoltaic (PV) technologies are well proven in the country. The challenge is to make these viable and sustainable in areas where they can be shown to be the least-cost energy solutions.

Culture

The MTPDP 2004-2010 states that “culture should be seen as central to any form of development in the pursuit of economic prosperity and national unity” and “meaningful and sustainable development must emanate from the culture of the people.”



Seven thematic areas provide the overall framework for cultural policy and programmes in the Philippines: mainstreaming of culture and development in plans, policies, programmes, and projects; institutionalization of cultural education; implementation of programmes for the promotion of culture and artistic development; promotion of sustainable heritage conservation approaches; creation of special cultural programmes in line with national peace and unification initiatives; generation of jobs or livelihood from cultural tourism and cultural industries; and expansion of cultural exchanges and agreements with other countries.



The MTPDP outlines the major challenges that the area of culture is facing in the Philippines. These are: highlighting and harnessing positive Filipino cultural resources in promoting social responsibility, good governance, and sustainable development; developing a strong system of protection and promotion of Filipino cultural heritage; democratizing and providing mechanisms for opening opportunities for all to participate in the national cultural development process; promoting a culture of peace and unity and strengthen national identity; intensifying cultural action towards protecting indigenous peoples' rights, fostering harmony in cultural diversity; providing a systematic and institutionalized cultural education programme, which calls for, among others, improved collaboration among government education agencies and other educational institutions; and implementing cultural programmes amidst the resource constraints facing the government.



One of the key concerns in Philippine cultural policy is the protection and promotion of cultural heritage. The Philippine Government, as signatory to two UNESCO heritage conventions, particularly the Convention Concerning the Protection of the World Cultural and Natural Heritage (1972) and the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), focuses on protecting World Heritage Sites (WHS) and intangible cultural heritage inscribed under the latter convention.

The Philippines has sites inscribed in the World Heritage List under both categories of cultural and natural heritage, which are currently facing challenges that threaten their authenticity and integrity notwithstanding risks from earthquakes, soil erosion, air pollution and pressures from urbanization and inappropriate planned infrastructures. Philippine cultural heritage sites and properties are grouped under three major listings, namely, 1) Baroque Churches of the Philippines (1993) composed of the Church of San Agustin (Intramuros, Manila), Church of La Nuestra Señora de la Asuncion (Santa Maria, Ilocos Sur), Church of San Agustin (Paoay, Ilocos Norte), and Church of Santo Tomas de Villanueva (Miag-ao, Iloilo); 2) Historic Town of Vigan (1999); and 3) Rice Terraces of the Philippine Cordilleras (1995), covering Banawe, Mayoyao, Kiangan,



and Hungduan. Two natural sites in the World Heritage List are Tubbataha Reef Marine Park (1993) and Puerto Princesa Subterranean River National Park (1999). The Rice Terraces, however, continue to deteriorate due to “irregular development” that threatens to erode the heritage landscape.

Efforts by the government to protect these cultural sites and properties are relentlessly undertaken. In cooperation with national cultural agencies, LGUs, and private/non-government cultural organizations, projects to conserve declared National Cultural Treasures (NCTs) and other significant cultural properties (such as the work on the Maranao Torogan in Marawi, the Loay Complex in Bohol, the Las Piñas Bamboo Organ, and churches such as San Vicente Ferrer in Dupax, Nueva Vizcaya and San Juan Bautista in Jimenez, Misamis Occidental) are undertaken in various parts of the country. In the Province of Ifugao, the Ifugao Cultural Heritage Office was established to consolidate and strengthen various cultural heritage programmes within a multi-sectoral framework.

The country’s intangible cultural heritage has two masterpieces of oral literature included in the UNESCO Representative List of the Intangible Cultural Heritage of Humanity: the Hudhud Chants of the Ifugao (2001), which are narrative chants traditionally performed by the Ifugao community during the rice sowing season, at harvest time, and at funeral wakes and rituals; and the Darangen Epic of the Maranao People of Lake Lanao (2005), an ancient epic song that encompasses a wealth of knowledge of the Maranao people of Mindanao.

The Philippines also institutionalized the Gawad sa Manlilikha ng Bayan (GAMABA; National Living Treasures Award) in 1992. Administered by the National Commission for Culture and the Arts (NCCA), the Award honors citizens or groups of citizens who have reached a high level of technical and artistic excellence in any unique Filipino traditional art.

To further support the protection of different forms of intangible heritage, the Government has instituted a programme for the establishment of Schools of Living Traditions (SLTs) as a means of ensuring the transmission of some of the most important indigenous knowledge, skills, and traditions from the elders to the young members of the community. Seventy-four SLTs across different communities were



established and have been receiving support since 2004. The Province of Ifugao has organized 19 SLTs integrated in public elementary schools in seven municipalities to promote the continuous transmission of the Hudhud Chants to the younger generations. A similar programme will be replicated to preserve the Darangen Epic. The foremost challenge facing the SLT programme is the sustainability of established schools once the initial resources provided by government for its setup have been used.

Various projects and activities have also been undertaken to systematize and improve cultural education in the country within the framework of the Philippine Cultural Education Programme (PCEP). Training activities and workshops on curriculum and instructional materials development have been conducted for teachers, focused on improving teaching techniques and approaches to cultural education and developing a better perspective on Filipino culture. Informal education programmes have been implemented for government agencies, grassroots cultural workers, and the general public. Some 300 public libraries and schools also have received 152,000 copies of publications and 8,000 electronic materials on culture and arts.

Several cultural policies and laws have been successfully put in place or enacted. In 2007, for example, the National Archives of the Philippines Act (Republic Act No. 9470) was passed into law, while the Agreement between the Republic of the Philippines and the Holy See on the Cultural Heritage of the Church was finalized and signed. Work on the National Cultural Heritage Act continues. The proposed bill aims to protect national cultural patrimony by strengthening the conservation mandate of the NCCA and its affiliated cultural agencies and securing stiffer and heavier penalties for those who violate the country's cultural heritage. On the international level, the Philippines is in the process of ratifying the following UNESCO conventions: Convention on the Protection and Promotion of the Diversity of Cultural Expressions; Convention on the Protection of Underwater Heritage; and Convention on the Retrieval of Cultural Treasures and Heritage which were illicitly trafficked during war.

While the Philippines is signatory to only two conventions – those pertaining to the protection of World Heritage Sites and intangible cultural heritage, UNESCO Philippines National Commission (NatCom) interventions are guided by other key



normative instruments, namely, Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005); Convention on the Protection of the Underwater Cultural Heritage (2001); Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970); Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954); and Universal Copyright Convention (1952, 1971).

In line with the national policy prescribing the creation of Local Culture and Arts Councils and the integration of the MTPDP for Culture in local development plans (Department of Interior and Local Government Circular No. 2002-81), a number of LGUs have been assisted in the planning and implementation of locally-identified projects. These Councils hold much potential in tapping cultural resources to promote good governance and sustainable local development.

In support of national peace-building efforts, especially in Mindanao, culture and peace projects have been implemented. The Mindanao Youth Peace and Development Advocacy Component of the Mindanao National Initiatives (Mindanao NATIN) Project, brought together some 800 youth delegates from Lumad, Christian, and Muslim communities in 2005. The collaborative linkages on peace activities among national government agencies, LGUs, and grassroots organizations can be used to pursue UNESCO's "culture of peace" agenda further.

The Philippine Government also intends to continuously support the expansion of public access to the arts and artistic expression. An outreach programme – Sining Panglahat (Art for All) – seeks to provide artists and performing groups with opportunities to present their work before regional audiences and encourage the participation of the wider public, especially the less-privileged. In 2005, a culture and arts programme (KALAH! Cultural Services for the Poor) catering to the poor in 28 provinces with the highest incidence of poverty was launched. Activities under this programme were used also to advocate key development concerns and thrusts such as poverty alleviation, peace building, cultural rights, and the UN MDGs.

NCCA stressed the imperative of arts and culture as a defining factor of peace and development by being a "catalyst for social change and a force for values education," in relation to the achievement of the UN MDGs. Thus, the government through the



NCCA provides direction to UNESCO-supported projects, such as the DREAM Ensemble that seeks to address poverty.

Given the existing and emerging challenges in the sector, the Philippines has identified the following priority strategies for 2008-2010, as contained in the updated MTPDP:

- More effective strategies to reach out to more agencies and relevant cultural issues in the different sectors shall be identified and implemented.
- Promotion of sustainable heritage conservation approaches shall be more actively pursued in the management of heritage sites and properties, alongside efforts to finally pass the proposed National Cultural Heritage Act. The sustainability of SLTs shall also be seriously addressed. Particular attention shall be given in building the local communities' capability to conserve and preserve their cultural resources. This thrust entails a more conscious effort in transferring expertise and knowledge of sound conservation principles to those involved in the actual management of sites and other forms of heritage. It will not only make the process of conservation more efficient but also minimize the incidence of mishandling and application of inappropriate interventions, which pose a serious threat to the integrity of heritage resources and add to the cost of conservation. As a matter of priority, the identification of a more effective solution to the problem of conserving the Rice Terraces of the Philippine Cordilleras and other endangered cultural heritage shall be pursued with utmost urgency.
- Improving cultural education which shall continue to be advocated to a wider audience of educators and policy makers. While interventions in this area are presently being implemented, they shall be constantly assessed in terms of impact and responsiveness to the actual needs of educators and learners alike.
- Much economic benefits can be gained from the development of creative industries





and promotion of tourism in heritage sites and local events. However, emerging issues on commoditization and ethics – the tensions that arise between economic profits on one hand and cultural rights and the integrity of cultural heritage on the other – are well recognized. Concerned cultural agencies must ensure that these issues are addressed.

- The educational value of heritage tourism shall also be maximized through the preparation of reliable information on sites and properties, provision of sufficient training to site managers and personnel, and effective communication approaches and materials. Recognizing the urgency of preserving Filipino traditional arts and crafts through practical and technical education, culture-based industries shall form part of the priority areas in technical vocational education and training (TVET) or middle-level skills development (MLSD).

Social and Human Sciences

The Social and Human Sciences (SHS) plays a vital role in facilitating the understanding and interpretation of the social, cultural, political and economic environment. As a specialized sector of UNESCO, SHS implements its mission of advancing knowledge, standards and intellectual cooperation to facilitate social transformations that promote the universal values of justice, freedom and human dignity. Its four priorities are: ethics in science and technology, particularly bioethics; human rights and the fight against discrimination; philosophy and human sciences; and social transformations.

In the Philippines, the Social and Human Sciences Committee of the NatCom pursues UNESCO's SHS agenda at the country level. Seeking to empower the social

and human sciences sector in the country, the Committee works closely with the Philippine Social Science Council (PSSC), an umbrella organization that consolidates the resources of local social scientists “to enhance their impact on the improvement of the quality of life of the nation and the development of a just and humane society.”

In pursuing its mission, the SHS faces the following issues and challenges.





Poverty Alleviation and Migration. SHS works on social transformations mainly involves applying social science research to the social, economic and institutional problems of present-day societies. In the Philippines, social transformation that promotes justice, freedom and human dignity continues to be addressed as part of the challenge of poverty alleviation. A major objective of the MTPDP 2004-2010 is eradicating extreme poverty and hunger.



A direct offshoot of the poverty issue is Philippine migration, specifically the phenomenon of Overseas Filipino Workers (OFWs). Based on the 2007 Survey on Overseas Filipinos of the National Statistics Office, 76.5% are blue collar workers. Under the SHS priority area of social transformations, international migration is seen as a source of potential economic, social, political and cultural problems. For OFWs, problems include illegal recruitment, racial profiling and discrimination, physical and sexual abuse, involvement in conflict/war, and human trafficking, among others. Policies need to be formulated and implemented to help avoid or resolve these problems.

Multiculturalism and Conflict. The persistent and age-long conflict in Mindanao, which erupts in recurrent armed clashes between government forces and Muslim rebel groups and, as a more recent development, the bombings and kidnappings by an extremist group (Abu Sayyaf), spotlights the vulnerability of a multicultural and multilingual society like the Philippines. Despite efforts of various sectors to broker peace and promote sustainable development in Mindanao, a resolution of the conflict remains elusive.

Bringing in the paradigm of “dialogue among civilizations” into the ongoing peace process could provide an opportunity for a breakthrough in Mindanao. As espoused by the UN, this dialogue sees diversity as an opportunity and integral component of growth. It opens lines of communication between and among diverse groups, working toward mutual understanding, tolerance, peaceful coexistence, cooperation and security.



For long-term impact, the dialogue paradigm has to be brought into the intersectoral initiatives in Education for Sustainable Education (ESD). A UNESCO priority, ESD will provide the new generation with the needed attitudes, abilities and wisdom to succeed in a natural and social environment that is fast evolving and severely threatened.



Ethical Considerations in S&T. Ethics in science and technology, and bioethics in particular, cannot be distanced from the ethical climate provided by government and business in the Philippines. Transparency International's Global Corruption Barometer 2007 marks the Philippines as one of the ten countries most affected by petty corruption in the world. Bertelsmann Foundation 2008 reports that more than 30% of funding for government contracts is lost to corruption annually. In the Social Weather Stations (SWS) Business Survey on Corruption 2007, three out of five managers were asked for a bribe in at least one transaction the previous year.

This political and economic environment poses a major challenge on the ethics in science and technology, which entails establishing ethical benchmarks and defining a framework for laws and regulations to guide scientific progress and technological development. Social, cultural, religious and philosophical backgrounds, which help shape ethical mindsets should be key considerations in setting standards.

Social Studies. The NatCom SHS Committee has reviewed the country's Social Studies curriculum and textbooks in view of UNESCO's philosophy for social transformation. The findings indicate that if education is to prepare the new generation to promote sustainable development for the common good, Philippine education must enhance and strengthen teaching-learning of social studies at all levels of basic education.

Aside from a re-prioritization of information, Social Studies education requires interventions to stimulate critical, cooperative, caring and creative thinking for application to how people choose to live in the 21st century. This reality requires Philippine society at neighborhood levels to have capabilities in risk assessment for



Communication and Information

community development proposals; appreciation for preventive health and nutrition; understanding of crisis response and disaster management; supportiveness for new eco-friendly standards and indices of success; and willingness to live together peacefully and with respect for difference.

Social Studies for the early 21st century Philippines can provide government and UNESCO with a social base primed to create a society founded on UNESCO's contemporary sentiments.

Communication and Information (CI) is the most dynamic sector in today's emerging Knowledge Societies as a result of the rapid pace by which information communication technologies (ICTs) are introduced. The CI Sector was designated by UNESCO as the lead in "building inclusive Knowledge Societies through information and communication," with two sectoral priorities, i.e., fostering free, independent and pluralistic communication and universal access to information, and promoting innovative applications of ICTs for sustainable development.

The Philippine communication media system with its democratic framework operates as an independent and free enterprise. The last decade saw the unprecedented growth and development of the communication sector, including mass media, community media, telecommunications, and information technology. Philippine communication can now be considered as one of the most developed in the Asian region. Metro Manila has 30 dailies: 12 broadsheets, with nine in English and three in Chinese, and 18 tabloids (2007). These dailies claim a total circulation of over seven million (2005). About 150 community papers outside Metro Manila regularly come out weekly or daily. Radio as another pervasive mass medium reaches 98% of the population. Radio stations nationwide total 993 (National Telecommunications Commission, 2007). Television is also a pervasive media channel. The 2004 4As Media





Factbook showed TV household ownership as follows: Metro Manila (96%), Mega Manila (94%), Luzon (77%), Visayas (86%), and Mindanao (83%). Cable TV, on the other hand, is enjoyed by 36% of 2.2 million homes in Metro Manila.

Philippines' teledensity (or the number of landline telephones in use for every 100 individuals living within an area) is a low 7.7 (2005). For cellular mobile phones, 43 million subscribers (NTC, 2006) translate to a high subscriber density of 49.29. Eighty-one percent (81%) of Filipinos between the ages of 15 to 64 use short-message-service (SMS) or "texting" to communicate with one another (Synovate's Media Atlas study, 2008). With an estimated minimum of one billion text messages sent daily, the Philippines has earned the title of "texting capital of the world."

The Internet population is urban, young and sophisticated, and belongs to the upper and middle class economic strata (AC Nielsen, 2005). Internet usage went up in 2008 (33%) compared to 2007 (12%), while nearly all respondents (90%) indicated emailing as their main activity in cyberspace (Synovate, 2008). IDC estimated 22 million Filipino Internet users in 2008. This number is being advanced by Internet cafes, about 1,500 to 5,000 throughout the country. To bridge the digital gap, the government has installed 845 Community e-Centers (CeCs) nationwide.



The CI sector faces numerous issues and challenges. Foremost is the killing of Filipino journalists, thus creating a culture of impunity in the country, exacerbated by the relative absence of direct government intervention in curbing alleged media abuses as a result of the inadequate resources of media's regulatory bodies to monitor compliance with the codes of practice. Second is the perceived lack of government transparency, which undermines citizens' right to access and use public domain information. The more information that is openly available from and about the government (and other powerful organizations), the less likely will government (and the other organizations) be able to hide illegal acts, corruption, and misrule. Conversely, excessive secrecy breeds tyranny. For more than a decade now, a bill on the right to information has been filed in both houses of Congress. Even with a persistent and committed lobby especially by civil



society organizations, Congress still has to enact such legislation. Third is the digital divide between rich and poor as evident by the disparities in very low ownership of personal computers (only 7%, FLEMMS 2003), in the estimated personal computer penetration of 1.9 for every 100 persons (2006). However, the high teledensity of 49.29 for mobile telephones provides an opportunity for the rural population and lower income groups to catch up.

A substantial amount of information produced and made electronically available, however, is outside the confines of any form of statutory protection. This is public domain information (PDI), which is not commonly understood or appreciated. In contrast to the sustained global advocacy for respect of intellectual property rights, hardly any initiative to promote the use of PDI is being done. Finally, with the pervasive presence and influence of media, the challenge is to take control through media education and information literacy. The National Economic and Development Authority (NEDA) listed, as number one on its specific action agenda, the need to “broaden and systematize media education to support both the alternative learning system and formal education subsystems of basic education” (FLEMMS 2003).

2 Previous and Ongoing UNESCO Initiatives

The Philippines has adhered to education philosophies, principles and practices advocated by UNESCO as the lead UN agency dedicated to human resource development. The country has also actively participated in global and regional UNESCO education programmes. Philippine education reform is further enriched by other “value-added” dimensions which UNESCO brings into the transformational process and are drawn from its multidisciplinary and intersectoral features – culture sensitivity, values and ethical considerations, adherence to sustainable development and the building of an inclusive knowledge society.

Education



Philippine education reforms have hewn closely to the global EFA movement which UNESCO spearheads. The Philippines EFA 2015 is anchored on UNESCO’s four pillars of learning – learning to know, learning to be, learning to do, and learning to live together. There is also the growing recognition of integrating related concepts of lifelong learning

and life-wide learning which UNESCO has also pursued and promoted. Lifelong learning imbues on each individual and society the value for continuing learning and knowledge. Life-wide learning acknowledges that authentic education can be achieved even outside the formal school system.

UNESCO takes the lead in the UN Decade on Education for Sustainable Development (DESD) 2005–2014. Toward this end, it has developed the ESD framework, programmes, and monitoring and evaluation indicators for adoption in various countries. The Secretary-General of the UNESCO National Commission of the Philippines, Ambassador Preciosa S. Soliven, was a member of the UNESCO-IUCN-CEC DESD Guidelines Review Team which developed the performance indicators of the national monitoring system. The Southeast Asian Center for Lifelong Learning for Sustainable Development (SEACLLSD) of the Philippines, created through Executive Order 483, seeks recognition as a UNESCO Category



Il institution. The Center, through teacher training and curriculum development, aims to nurture individuals from infancy to adulthood who are self-sufficient and adhere to sustainable development practices. The UNESCO Executive Board is now reviewing the application.

An innovative programme supported by UNESCO is the Palitan ng Husay at Sanayan (PALIHAN) or the exchange of skills and expertise. PALIHAN is a non-formal technical/vocational skills training programme designed for youth-at-risk, out-of-school youth and street youth between ages 17-24 years in Metro Manila. PALIHAN aims to address youth alienation by equipping young people with life and vocational skills to develop their sense of responsibility and to foster a positive outlook so that they could contribute to society.



UNESCO also has a technical-vocational project, “Women and Out-of-School Youth of the Muslim Communities,” in Taguig City, where Madrasah/Islamic classes and skills training are combined in a formal training environment. The project responds to the need for entrepreneurial or livelihood skills among Muslim women and youth to help uplift their economic condition.

In Mindanao, UNESCO has implemented the Focusing Resources on Effective School Health (FRESH) programme in four pilot schools. Conceptualized to address health-related problems that interfere with learning, the project has installed water and sanitation systems and set up a health clinic in several schools. Gender, Peace and Development (GenPeace) Project was also implemented in Southern Philippines, which zeroed in on community driven, non-formal education and literacy programmes for out-of-school youths and adults, integrating peace education and are gender and culture sensitive.

The Philippines takes part in the Community Learning Center (CLC) project which has been carried out since 1998 within the framework of UNESCO’s Asia-Pacific Programme of Education for All (APPEAL) and with the financial assistance of Japan and Norway. A CLC is a local place of learning outside the formal education system,



which could be an already existing infrastructure such as the health center, church, mosque, primary school or other suitable venue. Located in both rural and urban areas, a CLC is usually set up and managed by local residents in order to provide various learning opportunities for community development and improvement of the quality of life.

UNESCO has established ASPnet (Associated Schools Project Network), a network of schools interested in carrying out activities to improve the quality of education, particularly its ethical, cultural and international dimensions, by developing effective teaching approaches, methods and materials.

UNESCO also supported the completion of the UNESCO National Education Support Strategy (UNESS) Philippines, which serves as the blueprint for assistance in Philippine education from UNESCO and other EFA-participating organizations of the UN system.

Science and Technology



For the past 60 years, UNESCO has been supportive of various programmes and projects on S&T. Some of these initiatives are described below.

Biodiversity is a challenge being addressed by the UNESCO Philippine NatCom with a sense of urgency, in partnership with government and non-government organizations. All sectors are convinced that concrete steps need to be taken to avert damage to the environment and to mitigate the social and economic effects on the population.

In support of the UNESCO Programme Man and Biosphere, the S&T Committee of the Philippine NatCom established the UNESCO-MAB Philippines, Inc. It participated in the Environment Audit of two Biosphere Reserves in Puerto Galera, Oriental



Mindoro and Palawan Province. Another project is focused on the Agusan Marsh in northeast Mindanao. In 2007, the Agusan Marsh was nominated to the Wetland Biosphere Reserve and World Heritage.

Under the UNESCO Participation Programme, the National Committee on Marine Sciences of the Commission, with financial support from the S&T Committee, is undertaking the project “Developing an Integrated Decision Support System to Mitigate the Impacts of Climate Change: The UNESCO Approach” (UNESCO-CC-IDSS). It seeks to conduct studies on different aspects of the environment to enable scientists not just to detect but most importantly to forecast the consequence of changes in our seas in relation to nutrient loads, temperature, habitat cover, thresholds of impact for different species and habitats, land use patterns, and goods and services derived from them. This approach will help planners identify sustainable management strategies.

In the area of Natural Products Chemistry, on-going initiatives include the development of natural herbal drugs and the development and standardization of functional foods and nutraceuticals. It also seeks to develop pharmaceutical products for priority health problems, including the development of diagnostics for the control and prevention of priority diseases. Efforts are also focused on the development of drugs/vaccines for local needs.

In Mathematics Education, the interactive exhibit “Experiencing Mathematics” has provided opportunities for Filipinos of all ages to be engaged in situations where mathematics can be seen. The exhibit includes more than 25 models which viewers can play and experiment with to discover how math works in various scenarios. From 24 June to 23 August 2008, students and teachers from different grade schools, high schools and colleges in Metro Manila and nearby provinces came to the exhibit and witnessed mathematics in a different light. The project was a partnership of Ateneo de Manila University, UNESCO and the French Embassy.





The International Hydrological Programme (IHP) is UNESCO's intergovernmental scientific cooperative programme that is devoted to water research, water resources management, and education and capacity-building, and the only broadly-based science programme of the UN system in this area. The Philippines has an active National Committee for UNESCO-IHP. The Committee hosted the 15th Regional Steering Committee Meeting for Southeast Asia and the Pacific UNESCO International Hydrology Programme in November 2007 to share and disseminate knowledge, information and technology on hydrological and water management sciences.

The Philippines has benefited from the Asian Physics Education Network (ASPEN), a forum for sharing and discussing active learning techniques that can be adapted to culture-specific environments. With the high density of qualified faculty and technological facility clustered around Metro Manila, ASPEN has addressed the problem through the Summer Instructor's Physics Workshop in the last three years. The workshop was conducted by the Ateneo de Manila University and attended by 30 instructors from nine different colleges and universities from different regions of the Philippines.

Created by the UN Gender Advisory Board, the Regional Secretariat on Gender Equity in Science and Technology (RESGEST) has been implementing programmes aimed at eliminating gender inequalities and capacitating women as a potent force in S&T development and, eventually, in nation-building.

With the completion of the first five years of implementation in 2005 of RESGEST, Dr. Ester Ogena prepared the handbook, "Performance Review of RESGEST (2000-2005) and Options for Future Directions (2006-2010)." This tool is used as basis for improving the planning and implementation of regional programmes.

The Filipinnovation strategy discussed earlier is crucial as the DOST envisions the creation of employment for people and economic recovery of the country through techno-preneurship. Combining the values of innovativeness and entrepreneurship, techno-preneurship uses radio in reaching out to a greater number of audiences. In



partnership with an organization of Asian Institute of Management entrepreneurship professors, the DOST implemented the Techno-preneurship Course or School-on-Air (SOA) in 2005-2006 with modules on DOST priority technology sectors such as energy, information technology, and metals and engineering.

For DOST, participation in the Science and Technology Policy Asian Network (STEPAN), established in 1988, is a significant partnership with the regional network of ministries and institutions from 18 member countries in Asia and the Pacific. STEPAN aims to improve science, technology and innovation capacities in the region through a combination of policy development and policy upgrades, training, research, and assistance.

The University-Industry-Science Partnership (UNISPAR) Programme launched by UNESCO in 1993 seeks to promote university participation in the industrialization process of Third World countries. The UNISPAR site in the Philippines is the University of the Philippines in Los Baños for the Children's Environmental Education at the School of Environmental Science and Management.

Other programmes/projects which were mostly supported by the NatCom include the following: roundtable discussions on "Funding of Initial Activities Leading to Philippine Membership in the Washington Accord," "Institutional Reforms for National Water Governance through Legislation Institutional Support for the Biofuels Cluster"; publication of Dr. Fraterno T. Abad's Manuscripts on "Taxonomy of the Intertidal Crinoids of Puerto Galera Mindoro; International Coastal Clean Up in Puerto Galera, Mindoro Oriental, 20-21 September, 2008; International Year of Planet Earth Exhibit, 27 October-7 November, 2008; Etho-Botany of Sea Vegetables, Its Potentials and Effects on the Socio-Economic Life of Fisherfolk in Biliran Province, Region VIII, November 2008 to present; Development of a Module to Enhance Writing and Presentation Skills of Student Researchers in the PSHS System, November 2008-July 2009; Special Outreach Marine Programme Zamboanga, 28-29 January, 2009; and research dissemination and policy workshop on the findings of the Study on Migration and the Family, December 2008.



Culture

The priority cultural areas and principles enunciated in the various UNESCO conventions are implemented through the following priority strategies, programmes and projects:



Philippine World Heritage Conservation. The Philippine World Heritage Conservation programme involves intervention projects on the endangered Rice Terraces of the Philippine Cordilleras such as the proposed Twinning Programme with the Cinque Terre of Italy, promotion of the *tinawon* rice, development of infrastructure guidelines, and promotion of the Ifugao cultural industry. It also involves the re-nomination of the expanded Tubbataha Reefs Marine Park and preparation of dossiers and nomination of Mount Apo and Mount Hamiguitan as Sanctuaries of Endemism in Mindanao as well as of Batanes Cultural Landscapes to the World Heritage List.

Intangible Cultural Heritage Safeguarding. The ICH programme preserves living traditions in live performances of traditional music and dance. Initiatives involve the establishment of the Philippine Intangible Cultural Heritage Committee, establishment of a national inventory of intangible cultural heritage, and organization of a national forum on intangible cultural heritage.

Alamat: 1st International Conference on Myths and Symbols. Hosted by the University of the Philippines Manila in November 2008, the Conference served as venue for the presentation and discussion of various studies on myths and symbols all over the world.

Theater Production of "Tatlong Kuwento ni Lola Basyang". "Tatlong Kwento ni Lola Basyang" is a classical ballet production of the Anvil Publishing edition of Filipino tales. As a pioneering effort, Ballet Manila aims to reintroduce masterpieces of Philippine literature to the young generation of Filipinos.

ILOHAN: Culture-Based Action for Climate Change Mitigation and Adaptation. This project is a cultural action on climate change among vulnerable social groups in Laguna Province. It aims to build the socio-cultural base of the MakiBanLaw ecoregion as action to mitigate and adapt to the impact of climate change.



Translation into English and inclusion of French subtitles of the documentary film “Sayaw sa Alon” on the endangered cultural heritage of the Bajau/Sama Dilaut. Sayaw sa Alon (*Dancing on Waves*) project, an English translation with French subtitles for international audiences and worldwide dissemination, is a documentary on Endangered Cultural Heritage of the Bajau or Sama Dilaut. It is a dance-documentary about the vanishing culture of an indigenous group also known as the sea gypsies of Southern Philippines.

Animated Flash Fiction Scriptwriting Contest. The event aims to come up with short animated feature projects that promote cultural diversity and encourage the development of original Filipino content in animation, in partnership with the Animation Council of the Philippines, Inc.

San Agustin International Music Festival. The San Agustin International Music Festival is an annual celebration of culture, history, and the life works of Fray Andrés de Urdaneta held at the San Agustin Church, a World Heritage List site and a rich repository of historical, sacred artifacts. The festival affords guests to listen to the music of the pipe organ of the church, the biggest baroque Spanish organ in the Philippines made in the 18th century.

Batanes Art Exhibit at the Metropolitan Museum. Apart from highlighting the beauty of Batanes, the exhibit aims to start a discourse on the campaign for the recognition of Batanes province as a UNESCO world heritage site, raising several issues to get the public and the world to see and acknowledge the outstanding value of the cultural landscape of the province to humanity.

International Year of Languages. An exhibit and nationwide forum of indigenous peoples, students, academicians, government agencies’ representatives, and members of the diplomatic community, the project aims





Social and Human Sciences

to increase awareness of language issues and mobilize partners and resources for supporting the implementation of strategies and policies in favor of language diversity and multilingualism in the country.

NatCom Philippines through its SHS Committee has undertaken a number of projects in pursuit of the Sector's mission of advancing knowledge, standards and intellectual cooperation. This includes the following:



Book review and critique such as: *Rewriting the Textbook Development Process Using the NatCom Social Science Framework : A Course for Textbook Writers and Editors*; *Review of the Health Messages and Concepts in Public Elementary and High School Textbooks in the Philippines*; *Review of the Health Messages and Concepts in Public Elementary and High School Textbooks in the Philippines*; *Development of Teaching Notes for Health Education Teachers*; and a book *on Cooperatives, Social Capital and the Shaping of State Transformation*.

Workshops and conferences such as *Workshop on Good Citizenship Values*; *Cognitive Psychology Lecture Series on Changing Metaphors of Learning: Implications for Teaching in Philippine Schools*; *Workshop on the Integration of Good Citizenship Values, Part II*; *SHS Roundtable Conference on Social and Human Sciences: Envisioning their Role in the 21st Century Philippine Education*; *National Social Science Congress VI*.

Karunungan Festival I: Schools of the People as the Philosophy of Education for the 21st Century and *Karunungan Festival II: Celebrating the Teaching of Social Studies for the 21st Century*.

Communication and Information

The Information for All Programme (IFAP) is a UNESCO Intergovernmental programme which involves UN Member-States in harnessing new opportunities of the information age to create equitable societies through better access to information. The IFAP Philippines National Committee was organized in November 2007 with Executive Committee members appointed in early 2008 by the Secretary of Foreign Affairs and NatCom Chair. IFAP Philippines to date has convened policy forums, completed policy research on information access, participated in legislative advocacy work, and organized a sub-regional forum with participants from four ASEAN countries.



Other initiatives in this sector include the following:

(1) *UNESCO Participation Programmes*: Policies on Information Access and Transparency (An Analysis of Philippine Laws, Issuances, Agency Guidelines, and Bills on Information Access); setting-up of the Philippine Public Service Broadcasting; Philippine National Observatory on the Information Society (PNOIS), which is the Philippine leg of the UNESCO Information Society Observatory; publication of the *Model Curricula for Journalism Education for Developing Countries & Emerging Democracies*.

(2) *IPDC-Supported Programmes and Projects*: Improving the Content and Expanding the Outreach of the Philippine Journalism Review; *Tambuli Community Radio Stations*, empowering rural communities through information.

(3) *NatCom-supported Projects*: Radio Dramas for Peace by Cebu Youth; TV Feature on People Power Broadcast, featuring the collection of radio broadcasts of the 1986 People Power Revolution as reported by Radio Veritas, Radio Bandido, DZRH, and Voice of the Philippines; Gawad Kalinga-AIJC Community Communication Project, which aimed to develop a community communication system that the pilot GK village could use to meet its information needs.



(4) *Preservation and Access of Documentary Heritage*. The Philippines has successfully placed the Paleographs documents of the Hanunoo, Buhid, Tagbanua and Pala'wan indigenous groups and the Radio Broadcast of the People Power Revolution in the International Memory of the World (MOW). The Philippine MOW Committee identifies documentary heritage for inclusion in the national register. It helps the government and relevant institutions to be aware of the total documentary heritage held by various organizations and private individuals and the need for coordinated efforts to protect the country's endangered heritage.



(5) *Conducting a research on Community Radio on Rural Empowerment in Philippines:* DYMT FM, Voice of Mount Manduyog is a community radio station based at the Aklan State University (ASU). The community radio is nationally and internationally recognized in rural communication promoting people's empowerment. Prof. Porferio G. Bullo, from ASU has done research on this radio that details the development and importance of radio on rural empowerment, its features and functions, programming and policies, to difficulties encountered and lessons learned. The result of his research has been published in UNESCO's website in August 2008.

(6) *Research on the contribution of Tambuli Community Radio Stations:* The research that was done by the Singapore-based Asia Media and Information Centre (AMIC) started in August 2008 and expected to be completed by August 2009. The main objective of this research is to look at the contribution that the Tambuli community radios have made in strengthening access of the communities to communication and information.



(7) *Training for Southern Philippines journalists in Cebu on ethics and on the issue of safety for journalists:* The training was organised in cooperation with the Philippines-based Centre for Media Freedom and Responsibility (CMFR) in 2004, specifically targeted at journalists from Southern Philippines areas where many problems taking place with regards to journalism professions, such as journalism ethics and the killing of journalists. The training combined subjects about ethics of the profession and the protection of journalists' safety in hostile environments.

(8) *Other UNESCO-supported projects:* Website on Muslim Mindanao for Journalists and other Communicators; Regional Electronic Access to Communication and Health in Eastern Visayas (REACH-EV); The e-Knowledge Public Domain Project, which promoted the use of public domain and open source information, initially in five development areas, namely health, education, science, environment and small business; and established a network of 15 community radio stations which broadcast useful information (e.g., literacy, reproductive health, gender, etc.) using the local language.

3 Cooperation Framework

The process of developing this first PH-UCPD adopted a consultative approach, which built on the national development priorities of the Philippines on the one hand, and on the UNESCO Strategic Programme Objectives (SPOs) on the other. As such, the UCPD reflects the priorities of the country and UNESCO.

The strength of such a consultative approach is in the support it has generated from both Government and other stakeholders because it is rooted in the country-specific context, while at the same time, it allows a strong entry to position UNESCO's global mandates and specific programme objectives into the UNDAF process.

Annex 1 shows the linkages between UNESCO Interventions in the Philippines, and UNESCO SPOs.

As UNESCO's major roadmap for the Philippines, the PH-UCPD adopts the Organization's mission statement which states that "As a specialized agency of the United Nations, UNESCO contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information."

Furthermore, the programmes and projects identified in this country programme are consistent with the five overarching objectives of UNESCO: (1) Attaining quality education for all and lifelong learning; (2) Mobilizing science knowledge and policy for sustainable development; (3) Addressing emerging social and ethical challenges; (4) Fostering cultural diversity, intercultural, dialogue and a culture of peace; and (5) Building inclusive knowledge societies through information and communication. The programmes and projects included are likewise consistent with the MTPDP (2004–2010).

The PH-UCPD programmes and projects are interrelated and converge toward a common goal – Education for Sustainable Development (ESD). Most of these interventions relate with other programmes and projects within the particular sector





and even outside the sector, thus, emphasizing UNESCO's unique intersectoral and interdisciplinary character. This intersectorality ensures that there is a common direction and that the PH-UJCPD is not a mere "shopping list" of projects but has a shared area of convergence. It is important to note that UNESCO's Medium-Term Strategy 34 C/4 reiterates intersectorality: "Capability-building and education in the basic and applied sciences as well as the social and human sciences will be essential component of UNESCO's efforts to attain quality education."

For the Education Sector, the theme is alternative learning system and alternative delivery mode for sustainable development. The priority project "Integration of SD in Basic Education" covers both formal and non-formal setting. The project on ALS and ADM focuses on the proposed emergency education in Mindanao and the Informal Education (InfED) for Indigenous Peoples.

Intersectorality can be demonstrated in the application of lessons and concepts from the IP informal education project in projects of the Science Sector, e.g., "Upgrading and Harmonizing Technical, Technological and Engineering Education in the Philippines," "Community-based Climate Change Mitigation and Adaptation" and a regional project "Tsunami Awareness and Preparedness Tools and Materials Assessment."

Similarly, projects under the Culture Sector, e.g., "Safeguarding the Rice Terraces of the Philippine Cordilleras" and the "Promotion of World Heritage Education Among the Youth through Educational Print and Visual Materials" can provide lessons on cultural sensitivity in the planning and management of other projects.

The programmes and projects in the Social and Human Sciences require continuing education, communication and information including media coverage, e.g., "Strengthening Social Studies in Basic Education" and "Multidisciplinary Research on Filipino Migration." These two proposals will involve development of public information materials using multimedia formats, e.g., print, broadcast and electronic.

The proposed projects in the Communication and Information Sector relate to each other and with projects in the other sectors. The Peace Advocacy and



Communication Programme require continuing education for journalists in specialized reporting, e.g., peace journalism, human rights reporting, investigative reporting.

Eleven priority projects, therefore, are proposed in the PH-UCPD, including a regional project, i.e., “Tsunami Awareness and Preparedness Tools and Materials Assessment Project” that will be implemented in 2009-2010 with funding from UNESCAP. All projects proposed in the PH-UCPD are focused on development issues and concerns of the Philippines as embodied in the MTPDP. The 11 priority projects also revolve around UNESCO’s Medium-term overarching objectives and within its fields of competence.

Other proposed projects which were developed and included by Philippine stakeholders as priorities will be categorized as “Possible Additional Projects.”

The Possible Additional Projects are:

EDUCATION	SCIENCE AND TECHNOLOGY	CULTURE	SOCIAL AND HUMAN SCIENCE	COMMUNICATION AND INFORMATION
Assessment Packages for ALS Basic Literacy.	Understanding the Hydrologic-Geomorphologic-Ecologic Interactions to Ensure Ecological Integrity and Biodiversity in the Agusan Marsh including the Agusan River Basin.	Schools of Living Tradition.	Ethical Principles and Standards in Traditional and Alternative Medicines.	E-knowledge Public Domain Information–Multimedia Content Development.
Accreditation and Equivalency (A&E) Programmes.	Developing Science and Mathematics Storybooks for Muslims and Indigenous Communities in Mindanao.	Mapping of Philippine Cultural Heritage in Danger.	Human Rights Education Programme.	E-communication Services Health Emergency Management System Replication.
	Angat River Integrated Water Resources Management.	Mainstreaming Sustainable Development Heritage Tourism Approaches.		

4 Programme Management



Management of the PH-UCPD presents a challenge to UNESCO since it is not a resident agency in the Philippines. The country is part of the UNESCO Office, Jakarta: Regional Science Bureau for Asia and the Pacific and the Office of the UNESCO Representative to Indonesia, Malaysia, the Philippines and Timor-Leste.

Partnership

This pioneering PH-UCPD will be fully implemented through partnership with relevant international organizations and at the national level with government agencies, civil society organizations, business and industry, academia and other important sectors. UNESCO Office, Jakarta will also draw support from the UNESCO family – the NatCom of the Philippines; national committees of intergovernmental programmes such as the Memory of World and Information for All Programme; and UNESCO associated schools and clubs in various parts of the country. The Jakarta cluster office will also call upon relevant UNESCO centers and institutes worldwide to provide respective technical expertise and other forms of support in implementing this country programme. At present, UNESCO has 29 such centers and institutes.

Monitoring and Evaluation

UNESCO Office, Jakarta will maximize the use of ICT in monitoring progress of the PH-UCPD and providing necessary technical assistance. Thus, it will support the upgrading of the ICT resources of NatCom Philippines.

Consistent with the call for decentralization and empowerment of national commissions, NatCom Philippines, through its five sectoral committees and with assistance of the secretariat, will play a critical role in monitoring the implementation of the country programme. The NatCom commissioners are recognized experts in their respective fields and therefore have the competence needed to do monitoring and evaluation work. Monitoring and evaluation activities may be planned and commitment by both NatCom Secretariat (committees) and UNESCO Office, Jakarta.

Resource Mobilization

The funding requirements of the different programmes and projects included in this country programming document can be generated from various sources. Among major sources are government funds through regular allotments of relevant government line departments or agencies (NatCom Philippines) as included in the annual General Appropriations Act, and UNESCO's regular programme



funds (including participation programme) and extrabudgetary funds generated from donors and development agencies. UNESCO Office, Jakarta and NatCom (e.g. via participation programme) shall endeavor to provide counterpart or start-up funding for as many priority programmes and projects in the country programme.

With NatCom provided observer status in the UN Country Team, access to financial assistance by various multilateral and bilateral agencies under a joint programming scheme will collaboratively be explored.

The UNESCO Philippines NatCom, together with possible assistance from UNESCO programme specialists, is encouraged to assist partners (programme and project proponents) to develop detailed proposals for submission to multilateral donor agencies such as the World Bank and Asian Development Bank and bilateral agencies including the European Commission, US Agency for International Development (USAID), Canadian International Development Agency (CIDA), Australian Agency for International Development (AusAID), Japan International Cooperation Agency (JICA), Japan Bank for International Cooperation (JBIC), and various German foundations, among others.

NatCom shall link with NEDA to facilitate access to financial support from the donor community and actively participate in regular donors' meetings convened by the Philippine government through NEDA.

The adoption of this document requires social mobilization and advocacy in order to create awareness, understanding and appreciation of PH-UCPD's objectives, planning process and contents. The PH-UCPD must be seen as a "partnership contract" between UNESCO and the Philippine government and other stakeholders in pursuing shared development goals and objectives within the purview of UNESCO's mandate.



Social Mobilization and Advocacy



Several social mobilization and advocacy strategies to be undertaken include the following:

- Convening of a special event to launch the PH-UCPD, with leaders from government and other sectors of society
- Presentation of the PH-UCPD to the UN Country Team
- Presentation of the PH-UCPD to multilateral and bilateral development agencies
- Preparation and publication of a popular version of the PH-UCPD (including CD version)
- Preparation of project profile flyer for each programme and project
- Preparation and dissemination of news stories on the PH-UCPD
- Uploading of PH-UCPD in the websites of UNESCO Office, Jakarta and National Commission of the Philippines
- Regular tri-media releases on the impact of recent and ongoing UNESCO-assisted programmes and projects
- Convening of public forum series on policy issues related to UNESCO's priority concerns and/or alternative development strategies

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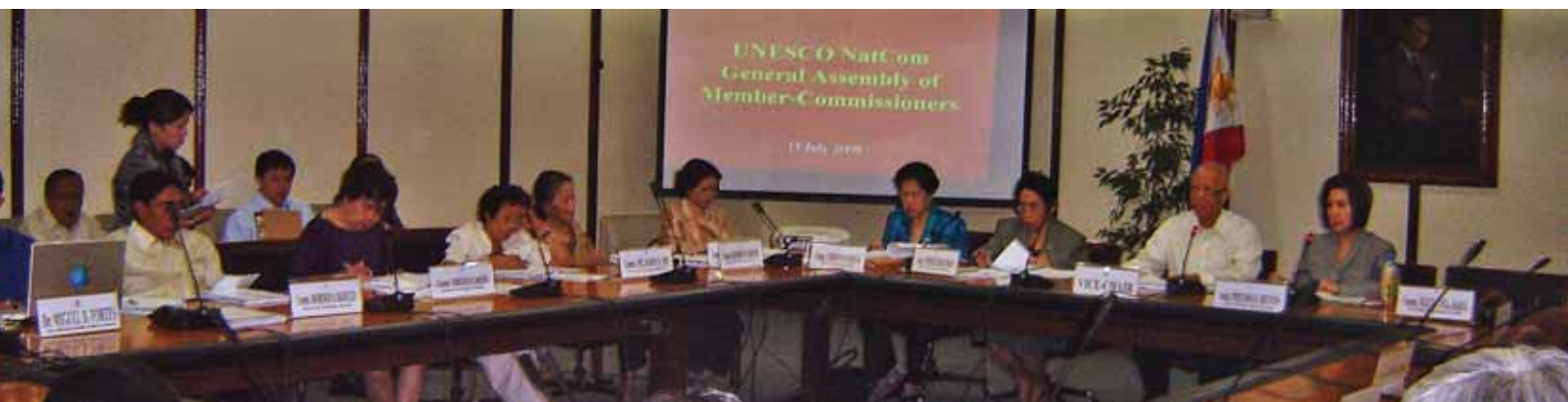
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Annex 1



The Philippines-UNESCO Country Programming Framework 2009–2011

Relation between UNESCO's Strategic Programme Objectives (SPOs) and identified the Philippines-UNESCO Country Programming Document (PH-UCPD) interventions

UNESCO PROGRAMME OBJECTIVES	PH-UCPD INTERVENTIONS
<p>Overarching objective 1: Attaining Quality Education for All and Lifelong Learning</p>	<p>Integration of Sustainable Development in Basic Education.</p>
<p><i>Strategic programme objective 1:</i> Strengthening UNESCO's global lead and coordination role for EFA and providing support to national leadership in favour of EFA.</p>	<p>Design of an Alternative Delivery Mode and Alternative Learning System for Emergency Education in Mindanao and for the Informal Education of Indigenous Peoples</p>
<p><i>Strategic programme objective 2:</i> Developing policies, capacities and tools for quality education for all and lifelong learning as well promoting education for sustainable development.</p>	
<p>Overarching objective 2: Mobilizing Science Knowledge and Policy for Sustainable Development</p>	<p>Upgrading and Harmonizing Technical, Technological and Engineering Education in the Philippines.</p>
<p><i>Strategic programme objective 3:</i> Leveraging scientific knowledge for the benefit of the environment and the management of national resources.</p>	<p>Community-based Climate Change Mitigation and Adaptation.</p>
<p><i>Strategic programme objective 4:</i> Fostering policies and capacity-building in science, technology and innovation.</p>	
<p><i>Strategic programme objective 5:</i> Contributing to disaster preparedness and mitigation.</p>	
<p>Overarching objective 3: Addressing Emerging Social and Ethical Challenges</p>	<p>Strengthening Social Studies in Basic Education.</p>
<p><i>Strategic programme objective 6:</i> Promoting principles, practices, and ethical norms relevant for scientific and technological development.</p>	<p>Multidisciplinary Research on Filipino Migration.</p>
<p><i>Strategic programme objective 7:</i> Enhancing research-policy linkages on social transformations.</p>	
<p><i>Strategic programme objective 8:</i> Fostering research on critical emerging ethical and social issues.</p>	

<p>Overarching objective 4: Fostering Cultural Diversity, Intercultural, Dialogue and a Culture of Peace.</p>	<p>Safeguarding the Rice Terraces of the Philippine Cordilleras.</p> <p>Promotion of World Heritage Education Among the Youth through Educational Print and Visual Materials.</p>
<p><i>Strategic programme objective 9:</i> Strengthening the contribution of culture to sustainable development.</p>	
<p><i>Strategic programme objective 10:</i> Demonstrating the importance of exchange and dialogue among cultures to social cohesion and reconciliation in order to develop a culture of peace.</p>	
<p><i>Strategic programme objective 11:</i> Sustainably protecting and enhancing culture heritage.</p>	
<p>Overarching objective 5: Building Inclusive Knowledge Societies Through Information and Communication.</p>	<p>Center for Peace and Advocacy.</p> <p>Addressing the Culture of Impunity in the Killings of Filipino Journalists.</p>
<p><i>Strategic programme objective 12:</i> Enhancing universal access to information and knowledge.</p>	
<p><i>Strategic programme objective 13:</i> Fostering pluralistic, free and independent media and infostructures.</p>	
<p><i>Strategic programme objective 14:</i> Support through UNESCO's domains to countries in post-conflict situations and post-disaster situations.</p>	

Intersectoral initiatives

SECTORS	EDUCATION	SCIENCE	CULTURE	HUMAN AND SOCIAL SCIENCES	COMMUNICATION AND INFORMATION
Projects	<p>Integration of Sustainable Development in Basic Education*</p> <p>Design of an Alternative Delivery Mode and Alternative Learning System for Emergency Education in Mindanao and for the Informal Education of Indigenous Peoples*</p>	<p>Upgrading and Harmonizing Technical, Technological and Engineering Education in the Philippines*</p>	<p>Promotion of World Heritage Education Among the Youth through Educational Print and Visual Materials*</p>	<p>Multidisciplinary Research on Filipino Migration*</p>	<p>Center for Peace and Advocacy*</p> <p>Addressing the Culture of Impunity in the Killings of Filipino Journalists*</p>

Annex 2



Examples of Proposed Programmes and Projects



PROJECT PROFILE

Integration of Sustainable Development in the Basic Education Curriculum

Location	National
Partners (Proponents)	SEA Center for Lifelong Learning for Sustainable Development; Government Organizations (GO) / agencies, such as the Department of Education, National EFA Committee, Commission on Higher Education, Department of Social Welfare and Development, Department of Health, Department of Agriculture, Department of Science and Technology, etc; Local Government Units; and Non-Government Organizations.
Potential External Support Agencies	Asian Development Bank, US Agency for International Development, UNICEF, UNESCO.
General Objectives	To generate a Basic Education Curriculum integrated with Sustainable Development concepts/contexts, standards, competencies and other concerns.
Duration	5 years
Estimated Budget	US\$1 million

BACKGROUND

Education for Sustainable Development (ESD) has its roots in the history of two distinct areas of interest of the United Nations and Sustainable Development. The primary goal of the Decade of Education for Sustainable Development (DESD) is laid out in the UNGA Resolution 59/237 in which the General Assembly “encourages integration in their respective education systems, sustainable development strategies, and when appropriate in international development plans.” Furthermore, the General Assembly “invites Governments to promote public awareness of and wider participation in the Decade inter alia, through cooperation with and initiatives engaging civil society and other relevant stakeholders, especially at the beginning of the Decade.

In December 2002, resolution 57/254 on the United Nations Decade of Education for Sustainable Development (2005–2014) was adopted by the United Nations General Assembly and UNESCO was designated as lead agency for the promotion of the Decade.



OBJECTIVES

- Conceptualize the framework which will give direction in preparing the Sustainable Development Standards, Concepts/Contents, Strategies, Values and Evaluation/ Assessment of the project
- Identify and involve government, non-government and civil society that are implementing sustainable development programmes
- Accumulate and analyze reports on results of consultations, seminars, workshop and other modes in deriving basic information relevant to Sustainable Development efforts
- Validate reports and semi-final draft of the Framework, Continuum, Basic Concepts, Standards, Competencies and M & E
- Pilot test the prepared materials using valid criteria relevant to the preparation of the framework and sustainable development continuum which will be integrated in existing basic education curriculum
- Analyze tryout results of the pilot test and revise as needed
- Prepare final version of the Framework, Continuum with the integration of Sustainable Development concerns in basic curriculum
- Monitor and evaluate results

PROJECT COMPONENTS

- Research and documentary analysis
- Conceptualization of the framework
- Validation of the initial outputs and agreements relevant to the preparation of the curriculum
- Curriculum continuum preparation
- Training of teachers and programme monitors
- Try out of the outputs in selected areas in the different regions of the country
- Production of the revised version of the outputs
- Implementation of the materials produced
- Monitoring and Evaluation (M & E)



PROJECT PROFILE

Design of an Alternative Delivery Mode and Alternative Learning System for Emergency Education in Mindanao and for the Information Education of Indigenous Peoples

Location Autonomous Region in Muslim Mindanao (ARMM) and Central Mindanao

Partners (Proponents) Bureau of Alternative Learning System, DepED, Department of Education Autonomous Region in Muslim Mindanao (ARMM) and Central Mindanao, SEAMEO-INNOTECH, U.P. Open University, Office of Muslim Affairs, Komisyon sa Wikang Pilipino, Translators Association of the Philippines and selected NGOs.

Potential External Support Agencies UNESCO, UNICEF, Asian Development Bank, World Bank, Selected Resident Embassies in the Philippines, and National Commission on Indigenous Peoples.

General Objectives There is a need to address the educational needs of children and youth who are denied access to education because of natural and man-made calamities. The frequency and intensity by which these calamities occur make it difficult if not impossible to use the traditional or mainstream delivery system, i.e., classroom setting. In Mindanao, among the most lingering calamities is armed conflict.

Additionally, there are 11.78 million indigenous peoples (IPs) in the Philippines who are the most marginalized as they are excluded through social discrimination, economic marginalization, political disenfranchisement and cultural displacement. Informal Education (InFed) is an alternative learning intervention that can address the special needs of the indigenous peoples who cannot be covered by the formal or non-formal education.

Alternative delivery system (ALS) and alternative delivery mode (ADM) provide options for children affected by armed conflict as well as for the indigenous peoples. This proposal aims to design and pilot test research-based ALS and ADM systems in emergency education in two regions in Mindanao and in selected IPs/ICCS.

Duration 2 years



Estimated Budget | US\$ 3,125,000 (Emergency Education)
US\$ 185,000 (InfED for IPs)

BACKGROUND

The current humanitarian crisis in Mindanao began in August 2008. It was reported that as of December 2008, there were about 400,000 internally displaced persons (IDPs) mostly residing in host communities and makeshift shelters. Among the most seriously affected by the conflict are children and young people. A UNICEF Report noted, *“Classes at all levels have continued to be suspended affecting many IDP children in the provinces of Maguindanao, Shariff Kabunsuan and Sultan Kudarat. Many of these children, have not gone back to school since August 2008. ...Around 6,000 primary and secondary schoolchildren in Maguindanao and 3,000 primary and secondary schoolchildren in Sultan Kudarat, affected by recent displacements need urgent emergency education assistance, if not through resumption of formal classes, then through alternative delivery modes.”*

Even if the current humanitarian crisis is temporarily resolved, it is likely that this will continue to be a recurring problem. Thus, designing an emergency education programme using ALS and ADM should be a priority. The programme can also be adopted in areas which are frequently affected by natural calamities.

The existing ADM in the elementary level is the modular Modified In-School Off-School Approach applicable to Grades 4 – 6. Meanwhile, ALS implements a radio-based literacy programme for learners. These two mechanisms can be used as flexible methods to continue the education IDPs.

On the other hand, The IPs, totaling 11.78 million, constitute the most marginalized and vulnerable segment of the Philippines population. Different IPs have their own customs and tradition, that need to be factored in in a culturally-sensitive curriculum. Poverty incidence of IPs in the ARMM, Region XI, Region XII, Region II and CAR is 41.54%, depriving them of being in school as a result of poverty.



ACTIVITIES

Emergency Education

- Document and analyze lessons and experiences in the implementation of ALS and ADM in emergency education in Regions X, XII and ARMM during emergency situation and in various countries
- Develop an emergency education system utilizing ADM and ALS technology
- Produce multimedia ADM and ALS learning resource for emergency education
- Record lessons and experiences in the initial implementation of emergency education system
- Generate policy support to institutionalize the emergency education system

InfED for IPs

- Design and implement informal education interventions and education services
- Develop and provide appropriate informal education materials/short-term packages that focus on developing life skills and are responsive to IP learners' rights and interests and use the mother tongues of selected communities.
- Capacitate ALS implementers to ensure effective delivery of InfED
- Conduct advocacy activities on InfED and other forms of ALS among parents, OSYs, LGUs and educational partners and stakeholders to obtain inputs and support for InfED and other ALS programmes
- Conduct InfED classes in selected indigenous communities
- Document, monitor and evaluate InfED classes focusing on teaching-learning strategies and learning outcomes



PROJECT PROFILE

Upgrading and Harmonizing Technical, Technological and Engineering Education in the Philippines

Location	National
Partners (Proponents)	Government Agencies (Department of Education (DepEd), Technical Education and Skills Development Authority (TESDA), Commission on Higher Education (CHED), Professional Regulation Commission (PRC), Department of Science and Technology (DOST), National Academy of Science and Technology (NAST); Non-governmental Organizations (Philippine Technological Council (PTC), Accredited Professional Organizations (APO's) in Engineering, Philippine Association of Technological Education (PATE), Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), The Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCU), Federation of Accrediting Agencies of the Philippines (FAAP), Foundation for Engineering Education Development (FEED); Schools; Industry.
Potential External Support Agencies	UNESCO, Asian Development Bank, World Bank, UNDP.
General Objectives	Within the framework of national development and global partnerships, this project aims to formulate and promote suitable programme educational objectives, measurable outcomes and the continuous quality improvement systems for the Philippines education system for engineer technicians, engineer technologists and professional engineers. It aims to upgrade and harmonize the various levels of the said system, from secondary school to graduate school.
Duration	3 years
Estimated Budget	US\$ 300,000
BACKGROUND	<p>There are three engineering occupational groups within the wider engineering profession: professional engineers, engineering technologists, and engineering technicians. They are distinguished by the level of engineering expertise they each represent. A developing country needs the services of all occupational groups. Corresponding to the level of expertise required, the duration of educational formation needed for each occupation varies. Many countries make it possible to ladder up from technician to technologist to professional engineer. One challenge for countries is to have harmonized curricula to make such shifts in programmes efficient from the point of view of student time and effort and of school resources.</p> <p>To encourage mobility across national borders, countries have entered into accords that recognize the substantial equivalence of national accreditation systems of educational programmes. For professional engineers there is the <i>Washington Accord</i>; for engineering technologists the <i>Sydney Accord</i> and for engineering technicians the <i>Dublin Accord</i>.</p>



The Philippines has a long history of accreditation of educational programmes. However, it has yet to move towards a system that is acceptable to the international accords, i.e., independent of the schools being accredited, industry-linked and outcomes-based.

The Philippine engineering education system itself can stand significant improvement. Whereas most if not all other countries require 16 years of education from first grade to graduation from college, the Philippines requires only 15. A definitive assessment of how this affects the qualification of Filipino graduate engineers and of where the gap lies yet has to be made.

Another issue is the need to improve the quality of high school graduates being admitted into engineering schools if any significant improvement in tertiary level engineering education is to be achieved. The system of science high schools and special science sections in public high schools also need to be strengthened. A “multiplier effect” could be achieved with teacher training programmes.

At the other end of the spectrum, research capability has to be built in the graduate schools. National development in this day and age requires an array of new knowledge borne of research. Engineering graduate schools are expected to play a major role in research, investments in which have been shown to yield significant social returns.

ACTIVITIES

- Harmonize the education system so that a student can ladder up from technician to technologist to engineer
- Improve the accreditation systems for technical, technological and engineering academic programmes in order for the Philippines to successfully bid for representation in the Dublin, Sydney and Washington Accords
- Support the formation and reformation of accreditation organizations and support the process of membership application in these accords
- Support the training of accreditors and faculty on the outcomes-based system of education and accreditation
- Stimulate and support the creation and implementation of practicum and design courses in the curricula
- Identify and help close the one year gap in engineering education between the Philippines and most other countries
- Support the creation of common-use laboratories for technical-vocational and engineering schools
- Strengthen science and technology education at the secondary level. Teachers’ training programmes could be designed and implemented
- Build capacity for engineering education and research at the graduate level
- Stimulate and support graduate research especially those related to poverty alleviation, environment and sustainable development



PROJECT PROFILE

Community-based Climate Change Mitigation and Adaptation

Location Four sites from the following coastal provinces will be selected as the study sites. They represent the three major island divisions of the country (Luzon in the north, Visayas in the middle, and Mindanao in the south). Their ranks in relation to their vulnerabilities to the 4 climate change impacts are also given:

Province	El Nino	Rainfall change	Temperature rise	Typhoon
Aurora	15 th	4 th	6 th	5 th
Palawan	2 nd	3 rd	3 rd	19 th
Occtl. Mindoro	5 th	8 th	12 th	12 th
Davao Oriental	4 th	<20 th	13 th	<20 th

Partners (Proponents) The principal proponent is the UP Marine Science Institute CS, Diliman, QC. The main partners at the provinces will be the following:

Aurora – Aurora State College of Technology

Palawan – Palawan Council for Sustainable Development Staff

Occidental Mindoro – LGU of the Municipality of Sablayan

Davao Oriental – LGU of the Municipality of Mati

Collaborators have been identified and have given their consent: Regional and municipal offices of the Bureau of Fisheries and Aquatic Resources of the Department of Agriculture (DA-BFAR), of the Department of Environment and Natural Resources (DENR), Department of Education (DepEd), and of the Department of Science and Technology (DOST).

General Objectives The proposal aims to incorporate scientific information to community level policy-making as part of the environmental governance process of adaptation in relation to climate change. The focus product is policy advice via a socially acceptable climate change mitigation and adaptation measures for the communities.

Duration 2 years

Estimated Budget US\$ 289,500



BACKGROUND

The Philippines is highly vulnerable to climate change for several reasons. Foremost is its archipelagic nature with nearly all of its major population centers located in coastal areas. The Philippines also lies along the path of tropical storms. About 20 typhoons pass through the country every year. Since, climate change is predicted to cause more intense and more devastating storms, the coastal populations of more than 800 communities are at greater risk. Most coastal communities are fishing villages and are among the poorest sectors in society. The fisher families congregate along the coast where land is considered free and yet their houses are not built with materials that can withstand increment weather. Relocating these villages will pose a major challenge to local leaders.

One unique element about embarking on climate change adaptation measures is that the solution is intricately intertwined with environmental protection and ecosystem based management. In time of climate change, the coral reefs, seagrasses, and mangroves, in addition to providing the food and livelihood, also provide valuable shelter from storm surges and wave action. Seagrasses lower water temperature and, together with the reefs, dampen strong waves. It is as valuable as a man-made fortification such as a seawall, if not more so. For one, due to the cost the latter entails, it is not an option that is viable for these poor communities. In addition, having a seawall built in a given area is subject to political consideration. More importantly the natural coastal ecosystems are self-maintaining and therefore do not require costly maintenance. The solution is also within the control of fisher folk and the coastal communities and their interplay in the overall governance process.

What it entails is a change in attitude and greater appreciation of these ecosystems' economic and ecological role in relation to climate change mitigation and adaptation. Fisher folks, however, will not be able to solve the problem by themselves because the resource destruction is caused by the interplay of several factors. Factors such as pollution and siltation are beyond the sphere of influence of coastal inhabitants. Given this, a social-ecological systems (SES) approach is imperative.

SPECIFIC OBJECTIVES

- To gathering of on-the-ground information that include assessment of current and potential ocean-related climate risk to existing infrastructures in particular and the general populace in general



- To assess current state of climate change awareness of the different stakeholder groups
- To investigate long-term adaptation strategies for coastal protection

The analysis will include the cost-benefit of hard engineering structures and healthy coastal ecosystems, (i.e., coral reefs, seagrass beds, and mangroves), which in turn considers the social costs and the political and ecological inferences over the immediate and longer term.

PROJECT COMPONENTS

The following are the components of the project:

1. Policy review — This component includes: (a) a review of existing national and local laws and plans on climate change adaptation context; (b) gaps identified in policies and provide technical inputs in preparation of barangay, municipal and provincial laws and policies to support implementation of climate change adaptation plans.
2. Vulnerability Assessment — This component will make use of spatially explicit characterization of social demography and coastal habitats to come up with hazard, exposure, vulnerability and risk indices for the pilot-sites. The expanded phase will also include determining how the intensity of risk can be modulated by existing policies or guidelines related to climate change or disaster management, as well as, by any proposed infrastructure for flood mitigation or existing measures for habitat protection.
3. Bio-Physical ecosystem and resources assessment — The main output revolves around physical modeling, i.e., coming up with a hazard index for storm surge and coastal erosion. The models are important forecasting tools especially for the engineering and economic components. Changes in the hazard index, for example, by altering wave intensity and/or sea level, provide valuable inputs in determining appropriate engineering and economic adaptation measures. The biological subcomponent which deals with fisheries issues, e.g., overfishing, coral reef destruction, among others, and their significance on a larger canvas in dealing and understanding climate change in an integrated way, will be carried out.



4. Engineering — The outputs include: (a) formulating policy advice on infrastructure-related ordinances for climate adaptation and (b) crafting site-specific technical specifications for the road networks and school buildings. These were achieved by undertaking review of existing infrastructure-related policy documents to include national laws and issuances, local ordinances, plans and guidelines on climate change adaptation coupled with conducting informant interviews with relevant stakeholders.
5. Training Needs Assessment — Assessment of site-specific training needs to enhance the capabilities of the community and the Local Government Unit officials, staff and employees to be able to adapt and improve their preparedness to climate change. The output of this assessment will be the basis for the preparation of training modules that will be implemented in the later phase of the project.
6. Socio-economic — The component aims to enhance the acceptability of the proposed climate change adaptation measures to the communities. This component works closely with the other components particularly the biophysical and engineering components in validating the appropriate adaptation measures. Tools like cost-benefit analysis will be employed with the overarching goal of demonstrating the positive impacts (or social benefits, e.g., hazard mitigation and protection of properties, and sustainable livelihood) of the adaptation measures that will be proposed for the recipient communities.



PROJECT PROFILE

Tsunami Awareness and Preparedness Tools and Materials Assessment Project

Location	Regional (Indonesia, the Philippines, Timor-Leste, and Thailand)
Partners	<ul style="list-style-type: none"> • In Indonesia, the Indonesian Institute of Sciences (LIPI) will be the implementing partner. The Meteorological and Geophysical Agency (BMG), GTZ, and the Society for Disaster Management (MPBI) will be involved in identifying national materials for disaster awareness and preparedness. LIPI and MPBI will be involved in identifying specific local communities for field activities and testing of materials • In the Philippines, the Philippine Institute of Volcanology and Seismology (PHIVOLCS) will be the implementing partner. The National Disaster Coordination Council and PHIVOLCS will identify specific local communities for the field activities and testing of materials • In Timor-Leste, the National Disaster Management Directorate will be the implementing partner • In Thailand, the National Disaster Warning Centre will be the implementing partner, responsible for identifying specific local communities for the field activities and testing of materials. The Asian Disaster Preparedness Center will also be involved in identifying national materials for disaster awareness and preparedness
External Support Agencies	UNESCAP from the Multi-donor Voluntary Trust Fund on Tsunami Early Warning Arrangements in the Indian Ocean and Southeast Asia.
General Objectives	This project proposal will address the need for a depository of tsunami hazard information, tools and materials (i.e., assessment tools, public awareness tools, training material, best practice information and other relevant information) in order to optimize the use of these materials for wider public awareness and education. The project will assess and test the available information, tools and awareness materials within the context of each country, make necessary adjustments to the tools and materials, and assess their adequacy for use in communities in their local languages.
Duration	18 months
Estimated Budget	US\$ 600,000



BACKGROUND

Indonesia and Thailand were among the countries hardest hit by the 2004 Tsunami. The Philippines also experienced a destructive tsunami that was generated in the Gulf of Moro and in the Celebes Sea in 1976 that killed about 8,000 people in coastal communities in North and South Zamboanga, North and South Lanao, North Cotabato, Maguindanao and Sultan Kudarat (Mindanao), and in the neighboring Sulu Islands. In 1994, a 7.1 magnitude earthquake in Mindoro triggered a tsunami that left at least 41 persons dead, mostly children and old people. In 1992, a tsunami in Flores and Pulau Babi killed about 1,952 people. This is evidence that the surrounding islands, including Timor-Leste, are also vulnerable for tsunamis. In October 2005, the Minister of Interior, Civil Protection Directorate, National Disaster Management Office in Dili, Timor-Leste expressed in the National Disaster Risk Management Plan that the East Timorese population felt unprotected and clearly vulnerable to earthquake and potential tsunamis. Based on an assessment mission lead by IOC to Timor-Leste in December 2007, not much has been done so far to develop tsunami warning capacity in the country.

Following the series of tsunami disasters after 2004, a lot of effort was put not only into developing tsunami early warning systems but also into community preparedness. A number of tools and community awareness and preparedness materials were developed through various activities by national and international institutions. While the need for simplest action to prepare for, mitigate, and respond to a tsunami are critical, most of these materials and tools not really adequate or readily available for wider public usage. Many of the latest tools and materials are still in English, this is also limits the usage in the coastal areas that don't understand English. In addition to the language, some of the material misses the context of locality.

SPECIFIC OBJECTIVES

- Develop the capabilities to use adequate materials adapted to the specific local demand (language, culture and environment)
- Establish wider community awareness
- Prioritize the tools and awareness materials that are useful for coastal areas in each country through:
 - Understand the local context of each country's public awareness
 - Understand best tools and approaches to public awareness
 - Understand the tools and awareness materials required for public awareness, training and education



PROJECT ACTIVITIES

- Develop a depository
 - Collect available tools and awareness materials
 - Code and compile tools and awareness materials
 - Develop tools and awareness packages for the public and other stakeholders
 - Develop JTIC as a multi-lingual information centre for tsunami tools and awareness materials
- Preliminary Assessment and Consolidation
- Data Collection and formatting
- Development of Depository Materials
- Development of Different Language Versions of JTIC Website (Thai, Tagalog, and Tetum)
- Promotion and introduction of tools and awareness materials in pilot coastal areas
- Project management, reporting, monitoring and evaluation



PROJECT PROFILE

Safeguarding the Rice Terraces of the Philippine Cordilleras

Location	Ifugao Province (Rice Terraces is a World Heritage Site)
Partners	Local governments of Bangaan, Nagacadan, Hungduan, Mayaoyao Central and Battad, Ifugao Terraces Commission (ITC), Ifugao State College of Agriculture and Fishery, National Commission on Culture and the Arts (NCCA), Department of Tourism, Department of Agriculture, Department of Environment and Natural Resources, UNESCO National Commission of the Philippines and the Culture Committee of UNESCO Philippines NatCom.
Potential External Support Agencies	<ul style="list-style-type: none"> • UNESCO • Embassy of Japan to the Philippines • Japan Bank for International Cooperation (JBIC) • Japan International Cooperation Agency (JICA)
General Objectives	The project seeks to assist in the rehabilitation efforts of the damaged rice terraces not only by using appropriate technologies but also by raising public awareness of the value of their cultural heritage and mobilizing collective action in protecting and preserving authentic tribal culture. Proposed project interventions include establishment and strengthening of local institutions and communities involved in the protection and rehabilitation of the rice terraces. The project aims to harness the potential of cultural industries and cultural tourism in Ifugao for job creation, economic growth and poverty reduction while adhering to sustainable development practices.
Duration	3 years
Estimated Budget	US\$ 2,500,000

BACKGROUND The Philippines with UNESCO and other international organizations have initiated several projects for the rice terraces in the Cordilleras aimed at promoting cultural landscapes and safeguarding the value of its cultural heritage for future generations. UNESCO's overall strategy is to harmonize cultural and environmental conservation. For over 2000 years, the indigenous communities have integrated their cultural values into traditional environmental and agricultural systems. Knowledge and practices have been transferred to succeeding generations through oral traditions.



Population pressure, unsustainable agriculture and environment practices, etc. have adversely affected the ecosystem in the area. In 2001, the rice terraces of the Cordilleras were inscribed in the World Heritage List in Danger.

The Ifugao Terraces Commission was created in 1994 with the mandate to lead in the preservation of the rice terraces. A six-year Master Development and Conservation Plan for Ifugao Province was adopted. Presidential Decrees 260 and 1505 declared the terraces as national treasure. The area is also protected by a law on National Integrated Protected Areas System (NIPAS).

Some funds have been made available by national government agencies and local government units to rehabilitate some community irrigation systems and terraces. However, more coordinated long-term funding and sustained resource generation mechanisms are needed. Early initiatives such as community-based land use and zoning processes consistent with local cultural values should be expanded. Local land use maps should also reflect the watershed and irrigation system of the terraces. The ancestral domain claims of local farmers also need support.

ACTIVITIES

- Strengthen the Ifugao Cultural Heritage Office as a provincial learning center in heritage management and eco-cultural tourism
- Capacitate officers/staff of the proposed ICHO and related local government offices and community leaders in heritage management, village-level conservation, etc.
- Develop sustainable eco-tourism strategies with clear action plans for identifying, conserving and developing heritage assets
- Develop and implement a Conservation and Management Plan for the Rice Terraces of the Philippine Cordilleras



PROJECT PROFILE

Promotion of World Heritage Education Among the Youth Through Educational Print and Visual Materials

Location	Jakarta Cluster Region (Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste)
Partners	UNESCO National Commission of the Philippines-Culture Committee, UNESCO Memory of the World Philippines Committee, UNESCO World Heritage Centre, Associated Schools Project Network (ASPnet), UNESCO Regional Office Bangkok, International Council on Monuments and Sites (ICOMOS), International Union for Conservation of Nature (IUCN), Local Heritage Non-Government Organizations.
Potential External Support Agencies	UNESCO, Japan Bank for International Cooperation (JBIC), Japan International Cooperation Agency (JICA), Embassy of Japan to the Philippines.
General Objectives	<ul style="list-style-type: none"> • Encourage the youth to become involved in heritage conservation at local and global levels • Promote awareness among the youth on the UNESCO 1972 World Heritage Convention for a better understanding of the interdependence of culture • Develop new and effective educational multimedia approaches and materials • Create a new synergy among educators, heritage experts, environmental specialists, State Parties, development actors and other stakeholders in the promotion of World Heritage Education at national and international levels • Mainstream film literacy programme in schools
Duration	24 months.
Estimated Budget	US\$ 904,000
BACKGROUND	Launched in 1994, the World Heritage Education (WHE) Programme has provided young people with knowledge, skills, and a network which enable them to become involved in heritage protection at the local and global levels. New pedagogical approaches have been developed to mobilize the youth for this purpose.



The World Heritage in Young Hands was produced and distributed by the World Heritage Centre in 1998 to 700 Associated Schools in 130 countries to educate the youth on World Heritage sites, the history and traditions of their own and other cultures, ecology, and the importance of protecting biodiversity, and threats against the sites.

This initiative was followed by the UNESCO and Nippon Hoso Kyokai Japan (NHK) partnership in 2004 with NHK's production of a five-minute documentary series on more than 140 World Heritage sites.

Also, the World Heritage Education Resource Kit and the locally-specific Vigan Heritage Education Art Activity Sheets are excellent educational materials which need to be sustained. Hence, this Project Proposal seeks to provide continuous initiatives to sustain this goal.

Meanwhile, the Philippines Memory of the World (MOW) Committee has been implementing the Film Literacy Programme (FLP) for elementary to high school students. The objective is to promote awareness of documentary heritage. The FLP has three components: (a) film showing accompanied by learning process; (b) production of educational materials including 3D animator and interactive DVO digital productions; and (c) creation of film literacy centers. The FLP can be used as strategy in implementing the WHE Programme.

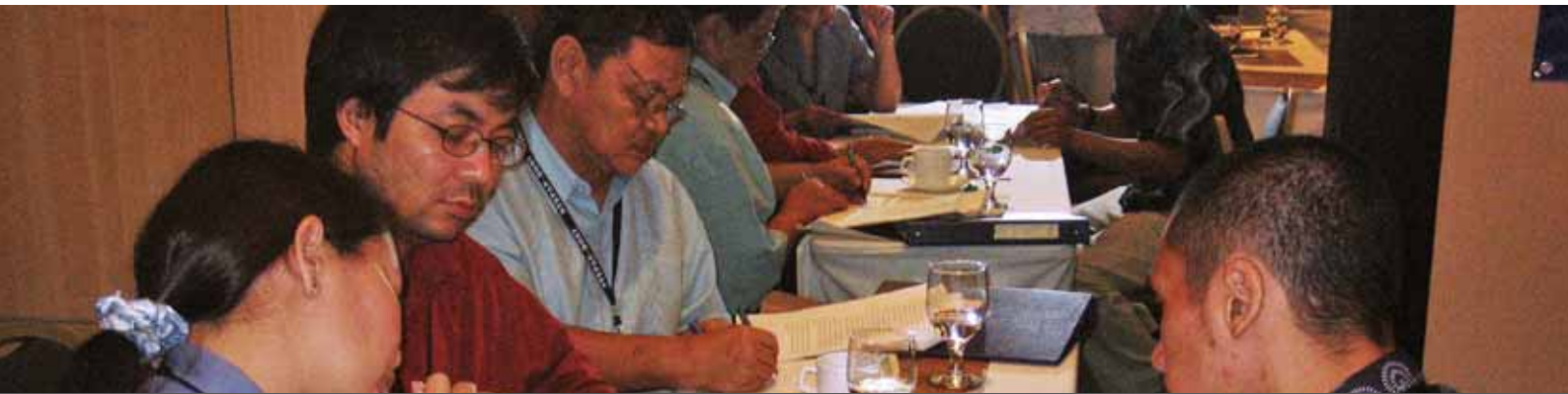
SPECIFIC OBJECTIVES

- Organize education experts and national/world heritage experts in the Asia/Pacific Region, especially the Jakarta cluster region, to strengthen working alliances for further implementation of the UNESCO WHE programme
- Strengthen the involvement of teachers in raising youth awareness on the importance of World Heritage (including documentary heritage), utilizing updated supplementary education kit with audiovisual tool, films, etc.
- Facilitate the incorporation of World Heritage in the school curriculum as a core subject and as part of extra-curricular activities
- Utilize creative and participatory methods of teaching, involving students in research, data collection and analysis, role-playing and simulation exercise, field workshops, and actual production work



**PROJECT
ACTIVITIES**

- Capacity building and community outreach cultural heritage management through long-term proactive World Heritage Educational measures
- Re-establishment/update of the WH educational materials with digitalized film on Asia's WH sites in danger
- Inventory/organization of FLP materials
- Identification of schools for the pilot workshop/forum
- Outreach of heritage education for local populations
- Conduct of WHE (including FLP) workshops and/or forum
- Production of information materials and educational tools
- Conduct of assessment



PROJECT PROFILE

Strengthening Social Studies in Basic Education

Location	National
Partners (Proponents)	UNESCO National Commission of the Philippines and the Philippine Social Science Council.
Potential External Support Agencies	UNESCO, Department of Education, UNICEF, Australian Agency for International Development (AusAID), World Bank.
General Objectives	<p>Social Studies needs to be recognized as entry point for social & human sciences in basic education. By doing so, the educational system in the elementary and high school levels can improve its ability to teach critical thinking and evidence-based research for applications in everyday problem-solving, decision-making and civics challenges. Likewise, Social Studies needs to be reconfirmed as equal in rank to “English, Math and Science” that have been singled out as priorities in basic education.</p> <p>To strengthen further social studies in the Philippines, the PSSC will prepare its first Philippine Social Science Report (PSSR) to document the state of social and human sciences in the country and forward recommendations on how SHS could be more relevant to current and emerging challenges.</p>
Duration	2 years
Estimated Budget	US\$ 145,000
BACKGROUND	<p>The DAKAR Framework for Education Action calls on education to help learners “improve their lives and transform their societies.” The UNESCO National Commission Social & Human Science Committee has reviewed the country’s Social Studies curriculum and textbooks in view of UNESCO’s philosophies for social transformation and Education for All goals.</p> <p>The findings indicate that if education is to prepare the New Generation to promote sustainable development for the common good, Philippine education must enhance and strengthen Social Studies learning at all levels of basic education. Aside from a re-prioritization of information, it requires interventions to stimulate critical thinking for application</p>

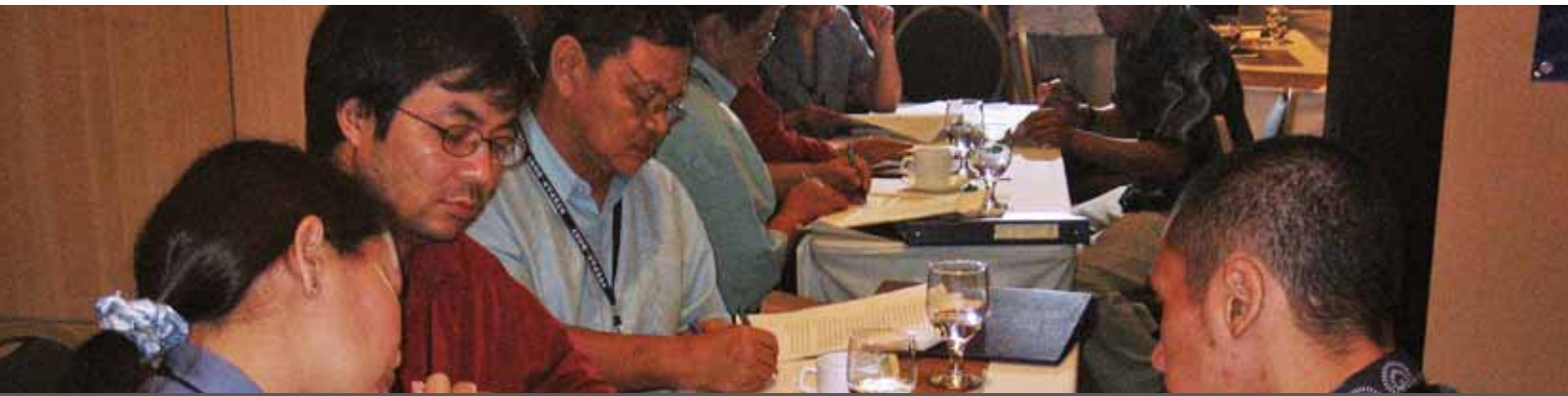


to how people choose to live in the 21st century reality. It is a reality that requires Philippine society at neighborhood levels to have some capabilities in risk assessment for community development proposals; appreciation for preventive health and nutrition; understanding of crisis response and disaster management; supportiveness for new eco-friendly standards and indices of success; as well as a willingness to live peacefully and with respect for difference.

Social Studies for the early 21st century Philippines can provide government and UNESCO with a social base primed to create a society founded on UNESCO's contemporary sentiments supported by the country.

OBJECTIVES

- To prepare a conceptual framework for social studies spread out over all the years of basic education, noting linkages between social studies and other subject areas
- To compile best practices, existing learning aids, and data about pilot programmes in social studies, civics, and related experiments leading towards strengthening School-Based Management
- To determine student learning goals for self-assessment, self-expression, and self-reform towards self-reliance at grade levels when dropout is significant
- To prepare a "Manual for Teaching Social Studies in Early 21st Century Philippines" with a developmental glossary to use as a stop-gap reference and teaching guide for social studies teachers, teacher-training institutions and learning-aid makers
- To assist textbook publishers and other learning-aid makers in enhancing social studies material that address positive 21st century social transformation
- To strengthen the *Karunungan* Advocacy Group with its support for "schools of the people," catalyze the creation of a social studies teachers club and study the feasibility of creating an Institute of Social Studies linked to social and human scientists around the country, the Asian region and the world
- To prepare the 2009 Philippine Social Science Report which presents a situation analysis on various fields of social sciences in the Philippines and examines current and emerging issues and trends in the various related disciplines
- To disseminate the 2009 Philippine Social Science Report to various educational institutions, professional associations, mass media, international linkages institutions, among others, as an authoritative document on the status of social science disciplines in the country



**PROJECT
COMPONENTS
AND
ACTIVITIES**

- Design of a conceptual framework for the teaching of social studies in basic education.
- Research, inventory and compilation of best practices (including teaching-learning resources) in teaching social studies in basic education
- Development of a Manual for Teaching Social Studies in Early 21st Century Philippines
- Continuing orientation of textbook writers and publishers on the conceptual framework and best practices in teaching social studies
- Holding of an annual *Karunungan* conference on social studies teaching (learning).
- Preparing the 2009 Philippine Social Science Report



PROJECT PROFILE

Multidisciplinary Research on Filipino Migration

Location	National
Partners (Proponents)	Philippine Social Science Council (PSSC) and Philippine Migration Research Network (PMRN).
Potential External Support Agencies	UNESCO, International Labor Organization (ILO), International Organizations on Migration (IOM), European Union, UNDP.
General Objectives	Migration research provides the knowledge base that can make a difference in policy formulation and decision making. By doing research for policy making, social scientists strengthen the social dimension in national development plans and strategies to support economic goals. There is a need for government planning offices to review indices for measuring social change as potential end-goals and priority goals in themselves, in addition to economic goals. Migration research can provide valuable inputs to this development planning process.
Duration	3 years
Estimated Budget	US\$ 200,000
BACKGROUND	<p>Under the UNESCO Management of Social Transformations (MOST) Programme, a research programme on New Migrations and Growing Ethno-Cultural Diversity in the Asia-Pacific Region: Social and Political Issues was implemented by the Asia-Pacific Migration Research Network. The Philippine Migration Research Network is part of this larger network. It was organized in 1996 through the initiative of the Philippine Social Science Council, which is the National Liaison Committee for the MOST Programme in the Philippines.</p> <p>The research programme has built a knowledge and information base on the role of migration as a major factor in the transformation of societies in the Asia-Pacific region.</p> <p>With the continued internal and international movement of Filipinos, other dimensions of the migration issue emerge. Research on Filipino migrants must be sustained to help policy makers formulate legislation and guidelines that are problem-oriented and forward-looking.</p>



SPECIFIC OBJECTIVES

- To formulate a migration research agenda which may include the following:
 - changing ideas of nationalism and new identities of migrants
 - migration and regionalisms
 - transnational residents in the Philippines
 - influence of OFWs on political practices in their countries of work
 - absentee voting of overseas Filipinos
 - movement of Muslims outside Mindanao to other parts of the country
 - communication patterns and behavior among OFW family members
 - access and use of ICT among OFW family members
- To implement research agenda
- To present research findings and identify policy options during a series of policy forums to be convened by the project
- To publish selected research studies

PROJECT COMPONENTS AND ACTIVITIES

- Workshop on Research Agenda
- Conduct of research on priority research agenda by Philippine Migration Research Network members
- Conduct of policy forums on migration
- Preparation and popularization of policy options on migration issues and concerns
- Publication of selected research studies



PROJECT PROFILE

Center for Peace Communication and Advocacy

Location	National
Partners (Proponents)	UNESCO National Commission of the Philippines, Asian Institute of Journalism and Communication (AIJC), Kapisanan ng mga Brodkaster ng Pilipinas (National Association of Broadcasters), Office of the Presidential Adviser for Peace Process (OPAPP), Philippine Association of Communication Educators, Philippine Press Institute (PPI).
Potential External Support Agencies	UNESCO, European Union, Australian Agency for International Development (AusAID), United States Agency for International Development (USAID), Japan Foundation, UNDP, Selected Resident Embassies in the Philippines, e.g., USA, United Kingdom, France, Norway.
General Objectives	The Center for Peace Communication and Advocacy shall promote peacemaking and peace building through communication and advocacy by: building a knowledge base on peace studies and culturally appropriate peace building strategies; utilizing existing knowledge on conflict and conflict resolution strategies in the design of conflict resolution strategies, such as peace negotiations and mediation; linking stakeholders, specifically journalists and other communication professionals, to resource networks and peace constituencies; developing creative public information and advocacy strategies using traditional and new media; conducting peace communication research, including analysis and documentation of the role of communication and mass media in peace; and documenting case studies in peacemaking and peace building using various communication formats and channels.
Duration	3 years
Estimated Budget	US\$ 175,000
BACKGROUND	Much research on peace and conflict has been done, with some of the knowledge translated into training, mediation, and conflict resolution strategies. However, very little of this knowledge has been popularized and translated into media messages and communication approaches, to achieve “authentic dialogue characterized by trust, caring, empathy, and non-judgmental mindsets.”



There is a need for a communication programme that can situate the conflict problem in the public consciousness by engaging the people through continuing consultation and dialogue. Culturally appropriate messages will be crafted by avoiding stereotypes and intended omission of facts.

The role of the mass media in peace building is another important dimension. Among the communication channels, media have the widest reach and penetration and are regarded as the primary and most credible source of news and information. Media have the “power” to create a culture of peace and promote social cohesion and cultural tolerance.

Highlighting social science perspectives in peacemaking will be addressed by the Center through its documentation and translation of social science and historical research that can illuminate some of the root causes of conflict.

ACTIVITIES

- Develop a peace communication research agenda which will be pursued from a multi-disciplinary perspective, initially to include the following:
 - Communication strategies in the peace process (negotiation)
 - Mass media coverage of the peace process
 - Indigenous peacemaking approaches
- Develop a peace journalism programme consisting of the following projects:
 - Peace journalism training at two levels, for media executives and decision makers and for reporters and filed correspondents
 - Designation of peace journalism fellows who will write in-depth articles, broadcast TV productions or air radio features
 - Peace journalism awards which will recognize outstanding work in peace journalism in print, television and radio
- Organize peace communication policy forums
- Popularize knowledge generated from previous peace research studies, conferences, books and other scholarly publications, etc.



PROJECT PROFILE

Addressing the Culture of Impunity in the Killings of Filipino Journalists

Location	National
Partners (Proponents)	Center for Media Freedom and Responsibility (CMFR), Center for Community Journalism and Development (CCJD), Freedom Fund for Filipino Journalists (FFFJ), Kapisanan ng mga Brodkaster ng Pilipinas (KBP), Philippine Press Institute (PPI), Philippine Association of Communication Educators (PACE), Philippines Communication Society, Probe Productions.
Potential External Support Agencies	UNESCO, European Union, Network Media Programme of the Open Society Initiative, United States Agency for International Development (USAID), Australian Agency for International Development (AusAID), Selected Resident Embassies in the Philippines, Various German Foundations, e.g., Friedrich-Ebert-Stiftung (FES), Konrad Adenauer Foundation (KAF), Hanns Seidel Foundation (HSF).
General Objectives	There is need for a more strategic and comprehensive approach in addressing the problem of killings of Filipino journalists which has cultivated a “culture of impunity.” In addition to greater vigilance in ensuring safety and protection of journalists and the immediate and impartial investigation and prosecution of cases, more proactive and long-term responses are needed. These actions may include a multidisciplinary study on the root causes of the killings; setting up of a policy environment that further protects and preserves press freedom; enhancing professionalism among journalists; and continuing public education and advocacy on the role of journalists in society.
Duration	3 years
Estimated Budget	US\$ 120,000
BACKGROUND	The Paris-based <i>Reporters Without Borders</i> dubbed as the most dangerous country for journalists outside war zones. According to the Center for Media Freedom and Responsibility (CMFR), 78 journalists have been killed in the line of duty since democracy was restored in 1986. The slow wheels of justice and seeming “tolerance” for the journalists’ deaths have fostered a “culture of impunity” that leaves media practitioners vulnerable and unprotected.



Over the years, UNESCO Director General Koichiro Matsuura has consistently condemned the killings of Filipino journalists. In March 2009, the Director General, through the Assistant Director General for Communication and Information, requested for information on the status of investigations into the killing of six Filipino journalists.

Various professional media organizations in the Philippines have been at the forefront in addressing the issue. The FFFJ was created by various media organizations and is involved in monitoring cases, linking with relevant law enforcement agencies, documentation and advocacy, and assistance to families of victims. The CMFR has established a database on killings of journalists since 1986. It has published the 2007 and 2008 Philippine Press Freedom Reports. The CCJD has been conducting training courses nationwide on the safety and protection of local journalists. The PPI and KBP work closely with FFFJ member-organizations in addressing the problem of impunity.

The UNESCO National Commission of the Philippines – Communication Committee convened on 14 April 2009 a meeting of the above media organizations to come up with an action plan (programme) that can address the issue on a long-term, comprehensive and coordinated basis. The components of this proposal reflect the major agreements arrived at during the meeting.

PROJECT COMPONENTS

Research

- Continuing monitoring and documentation of investigation and prosecution of criminal cases involving the killing of journalists
- Policy research on structures, systems and procedures (including laws) on investigation and prosecution of cases involving the killing and safety of journalists
- Research on the “culture of impunity” in the killing of journalists using a multidisciplinary framework



Advocacy

- Research and publication of Annual Philippine Press Freedom Report 2009 to 2011
- Video documentaries on Safety and Journalists and Killing of Journalists
- Policy forums for mass media, judiciary, journalism (communication) schools, legislature and other relevant sectors on safety and protection of journalists

Capability Building

- Workshop series for journalists on safety and protection of journalists
- Seminar-workshop for journalists and journalism students on media laws, ethics, and responsibilities
- Workshop for police officers and prosecutors on the workings and culture of mass media (including freedom of the press)

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