



United Nations  
Educational, Scientific and  
Cultural Organization



# PHILIPPINES UNESCO

## COUNTRY PROGRAMMING DOCUMENT

2013-2016



# CONTENTS

## 3 MESSAGE

3 Message from Director and Representative, UNESCO Office, Jakarta

## 4 ABBREVIATIONS

## 7 EXECUTIVE SUMMARY

## 10 SITUATION ANALYSIS

Existing Country Assessments

Pertinent Development Issues

Challenges and Opportunities

Education

Natural Sciences

Social and Human Sciences

Culture

Communication and Information

## 32 PROPOSED COOPERATION FRAMEWORK

Education programmes

Natural sciences programmes

social and human sciences

Culture

Communication and information

Summary

## 39 PROGRAMME MANAGEMENT

## 41 ANNEX I: Status of Listed Programmes

## ANNEX II: Alignment of UNESCO Programme Areas with UNDAF Outcomes

## 48 REFERENCES

## 18 PAST AND PRESENT COOPERATION - LESSONS LEARNED

### EDUCATION

Description of principal UNESCO activities

Resources

Key results achieved

Lessons Learned

### NATURAL SCIENCES

Description of principal UNESCO activities

Resources

Key results achieved

Lessons Learned

### CULTURE

Description of principal UNESCO activities

Resources

Key results achieved

Lessons Learned

### COMMUNICATION AND INFORMATION

Description of principal UNESCO activities

Key results achieved

Lessons Learned

# MESSAGE FROM

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## Director and Representative, UNESCO Office, Jakarta

UNESCO Office, Jakarta is pleased to present the second edition of Philippines-UNESCO Country Programming Document 2014-2017 (PH-UCPD-2). The PH-UCPD is our organization's blueprint of action in working with the Philippine government and other stakeholders, 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, natural and human sciences, culture, and communication and information. The PH-UCPD will also be useful in defining UNESCO's role within the joint UN Programme in the country (United Nations Development Assistance Framework/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 Development Assistance Framework (2012-2018). 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 of the Philippines.

Pursuing the PH-UCPD 2014-2017 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 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 UNESCO Country Programme for the Philippines.

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

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ADDRESS	: Adopting Disaster Risk Reduction in Education for Safer Schools and Its Communities
ASEAN	: Association of Southeast Asian Nations
AIDS	: Acquired Immunodeficiency Syndrome
AJIC	: Asian Institute of Journalism and Communication
APIN	: Asia Pacific Information Network
AusAID	: Australian Agency for International Development
BREES	: Biosphere Reserves for Environmental and Economic Security
CBD	: Convention on Biological Diversity
CCA	: Climate Change Adaptation
CeCs	: Community e-Centres
CI	: Communication and Information
CICT	: Commission on Information and Communications Technology
CIDA	: Canadian International Development Agency
CMCs	: Community Multimedia Centres
COMPETENCE	: COMprehensive Programme to Enhance Technology, Engineering and ScieNCE Education
CONNECT-Asia	: Collaboration for Network-eNabled Education, Culture, Technology and Sciences Asia
CSE	: Comprehensive Sexuality Education
DENR	: Department of Environment and Natural Resources
DepEd	: Department of Education
DESD	: Decade on Education for Sustainable Development
DPRM	: Development Policy Research Month
DREAM	: Dance, Read, Express, Art, Music
DRR	: Disaster Risk Reduction
DRRM	: Disaster Risk Reduction and Management
ECCE	: Early Childhood Care and Education
EDUCAIDS	: UNAIDS Global Initiative on Education and HIV & AIDS
EFA	: Education for All
EFA GMR	: Education for All Global Monitoring Report
EMB	: Environment Management Bureau
ESD	: Education for Sustainable Development
FASPPED	: Forum of the Asia-Pacific Parliamentarians for Education
FORCE	: Fostering safer and resilient communities, a natural disaster and climate change education programme
FRIEND	: Flow Regimes from International Experimental and Network Data
GBV	: Gender-Based Violence
GDP	: Gross Domestic Product
GMR	: Global Monitoring Report
GNI	: Gross National Income
HDI	: Human Development Index
HIV	: Human Immunodeficiency Virus
HTC Kuala Lumpur	: Regional Humid Tropics Hydrology and Water Resources Centre for South East Asia and The Pacific under the auspices of UNESCO
ICHARM	: International Centre for Water Hazard and Risk Management under the auspices of UNESCO

ICT : Information, Communication and Technology  
IEC : Information, Education, and Communication  
IFAP : Information For All Programme  
IFI : International Flood Initiative  
IHP : International Hydrological Programme of UNESCO  
IOC : Intergovernmental Oceanographic Commission of UNESCO  
IPRs : Intellectual Property Rights  
ITGSE : International Technical Guidance on Sexuality Education  
JBIC : Japan Bank for International Cooperation  
JFIT : Japan Funds-in-Trust  
JICA : Japan International Cooperation Agency  
JTA : Joint Team on AIDS  
JUPMARP : Joint UN Program on HIV for Most At Risk Population  
KPHR : Key Populations at Higher Risk  
LGU : Local Government Unit  
LINKS : Local and Indigenous Knowledge Systems programme of UNESCO  
MAB : Man and the Biosphere Programme of UNESCO  
MAP : Madrid Action Plan for Biosphere Reserves  
MDGs : Millennium Development Goals  
MOST : Management of Social Transformations programme of UNESCO  
MOW : Memory of the World  
MTBMLE : Department of Education's adoption of Mother Tongue-Multilingual Education  
NatCom : National Commission for UNESCO  
NBSAP : Philippine National Biodiversity Strategy and Action Plan  
NC : National Commission  
NCCAP : National Climate Change Action Plan  
NDRRMP : National Disaster Risk Reduction and Management Plan  
NEDA : National Economic and Development Authority  
NFE : Non-formal Education  
NFSCC : National Framework Strategy on Climate Change  
NGO : Non-Governmental Organization  
NSTP : National Science and Technology Plan  
OAPN : Spanish Government  
PAGASA : Philippine Atmospheric, Geophysical and Astronomical Services  
PBCP : Philippine Biodiversity Conservation Priorities  
PDP : Philippine Development Plan  
PHIVOLCS : Philippine Institute of Volcanology and Seismology  
PH-UCPD : Philippines-UNESCO Country Programming Document  
PIC : Prior Informed Consent  
PNAC : Philippines National AIDS Council  
PPP : Purchasing Power Parity  
PREGINET : Philippine Research Education and Government Information Network  
R&D : Research and Development

# ABBREVIATIONS

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S&T : Science and Technology

SEAMEO INNOTECH : Southeast Asian Minister of Education, Organization Innovation and Technology

SHS : Social and Human Sciences Sector of UNESCO

SIDS : Small Island Developing States

SRA : Situation and Response Analysis

STIs : Sexually Transmitted Infections

StResCom : Strengthening Resilience of Coastal and Small Island Communities towards Hydro-meteorological Hazards and Climate Change Impacts project

SWITCH-in-Asia : Sustainable Water Management Improves Tomorrow's City's Health in Asia

TCS : Treatment, Care, and Support

TEVSAPHIL : Technical Vocational School Associations of the Philippines

TEK : Traditional Ecological Knowledge

TESDA : Technical Education and Skills Development Authority

TOT : Training of Trainers

UBRAF : The UNAIDS Unified Budget, Results and Accountability Framework

UBW : Unified Budget and Workplan of UNAIDS

UN : United Nations

UNAIDS : Joint UN Programme on HIV/AIDS

UNCT : United Nations Country Team

UNDAF : United Nations Development Assistance Framework

UNCCD : United Nations Convention to Combat Desertification

UNESCO : United Nations Educational, Scientific and Cultural Organization

UNFPA : United Nations Population Fund

UNICEF : United Nations Children's Fund

UNISDR : United Nations International Strategy for Disaster Reduction

UWM : Urban Water Management

WAD : World AIDS Day

WCECCE : World Conference on Early Childhood Care and Education

WGI : World Governance Indicator

WHO : World Health Organization



# EXECUTIVE SUMMARY



## The Philippines-UNESCO Country Programming Document (PH-UCPD)

The PH-UCPD 2013-2016 serves as the overall framework of programmes and projects to be supported by UNESCO in the Philippines. The PH-UCPD-2 is aligned with internationally-agreed development priorities particularly the UN Millennium Development Goals (MDGs), national development goals, and development priorities of the United Nations Educational, Scientific and Cultural Organization (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-2 will facilitate the planning, implementation and monitoring and evaluation of development interventions in five sectors, i.e., education, natural sciences, culture, social and human sciences, and communications and information, in coordination with other United Nations (UN) agencies to avoid fragmentation and duplication. The significance of this document is best appreciated in the Philippines where UNESCO is not a resident UN agency.

## Future follow-up

With the recent publication of the United Nations Development Assistance Framework (UNDAF) for the Philippines (2012-2018), the PH-UCPD-2 will be reviewed further in 2016 for revision and adoption for the following country programming document. 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

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## EXISTING COUNTRY ASSESSMENTS

The existing country assessments for the Philippines that are related to the fields of competence of UNESCO are as follows:

### **Common Country Assessment (2004):**

An in-depth analysis of the development problems in the Philippines, undertaken through a participatory process of consultations among United Nations agencies, its development partners both in the government and civil society, and with other donor agencies in the country. Poverty and vulnerability are recognized as a development challenge facing the country. Areas of development cooperation identified are: good governance; peace and security; ecological security; socioeconomic development; and human development (which includes Human Immunodeficiency Virus (HIV) / Acquired Immunodeficiency Syndrome (AIDS) prevention and education).

### **Country Environmental Analysis (2008):**

Prepared by the Asian Development Bank, the Country Environmental Analysis provides an analysis of general environmental trends in the Philippines and a strategic assessment of the lending and technical assistance pipeline in the context of the Philippine's key environmental issues. Main environmental concerns of the country include loss of watershed integrity, inappropriate and unsustainable land use and agricultural practices, degradation of forestland, and extensive road building; rapid population increase and rapid industrialization, causing increased congestion and pollution particularly in urban areas; environmental degradation of near shore coastal areas; and overexploitation of fisheries and permanent loss of coastal ecosystems from changes in land use due to urbanization and industrialization.

### **Strengthening of Hydrometeorological Services in Southeast Asia (2012):**

Drafted by the United Nations International Strategy for Disaster Reduction (UNISDR), the report assesses the Philippine Atmospheric, Geophysical and Astronomical Services (PAGASA)'s role as National Hydrometeorological Services of the Philippines. It identifies gaps and limitations, as well as its commitments and international cooperation to reduce disaster risk through hydrometeorological services in the Philippines.

## **Pertinent Development Issues**

The Philippine economy has been described as resilient. The country was much less affected by the global financial debacle as compared to other countries: the Gross Domestic Product (GDP) slowed to 1.1 percent in 2009 but recovered to 7.3 percent in 2010, bucking all estimates. At the end of 2009, the Philippines graduated to the rank of 'lower Middle-Income Country,' which implies less reliance on aid and greater capacity to shape its own development.

The performance of the Philippines in human development has also been respectable. It is classified as a medium-Human Development Index (HDI) country and is ranked 97th out of 169 countries (UNDP 2010), a ranking that is twelve notches higher than its Gross National Income



(GNI) per-capita rank, thus signifying a relatively strong capacity for leveraging its incomes for human development outcomes. After twenty years of martial rule and a 'people power' revolution in 1986, democratic institutions have been preserved by a vibrant and vigilant civil society.

**Table 1. Selected Key Indicators For The Philippines**

Indicators	Data	Year
Total population, million	94.85 million	2011
Population growth rate, annual	1.7%	2011
GDP per capita, Purchasing Power Parity (PPP) (current international \$)	\$ 4,140	2011
Inflation, GDP deflator (annual %)	4.2%	2011

Source: Retrieved on 5 November 2011 from the World Bank website: <http://data.worldbank.org/country/philippines>

The capacities of local governments have steadily improved since the devolution of key expenditure and revenue-generating powers to provincial/city and municipal governments in 1991.

Notwithstanding these gains however, the country has been unable to reach its per-capita income and human development goals. The latest Country and Asia-Pacific MDG progress reports indicate that targets pertaining to extreme hunger and poverty, universal primary education, and maternal and neonatal health are unlikely to be met in 2015 unless efforts towards these goals are substantially increased. The record over the longer term also shows that the country's campaign against poverty has been unsuccessful: there are roughly 2.6 million more income poor people in 2009 than in 1991, and wide sub-national disparities in both incomes and human development outcomes continue to exist.

The role that rapid and unmanaged population growth played in the persistence of income and human poverty is significant. With close to 100 million people and a population growth rate that is one of the highest in Asia, the population pressure has exacerbated poverty and fueled rapid urban population growth, overseas labour migration, and unprecedented environmental degradation. The inability of households to freely manage their fertility has severely affected women and children, as indicated by compromised nutrition, health and education achievements at the micro levels.

The Philippines also faces the challenges of inequalities and deprivations among certain groups in the society and across regions and provinces. The increase in the absolute number of poor Filipinos by 2.1 million between 2000 and 2006 is one of the most pressing development issues of the country suggesting the need for vigorous efforts towards inclusive growth. The unemployed and underemployed of the labour force, the rural households, the indigenous peoples, the urban slum-dwellers, the homeless, and child workers are among those who bear the pangs of powerlessness, marginalisation and vulnerability. And so do those living in isolated and rural areas such as the Autonomous Region of Muslim Mindanao, Caraga, Mimaropa and Bicol, having poverty incidences above the national average in 2006.

Having been deprived of opportunities and other forms of entitlement, the marginalized are not without assets. They have labour and, to a certain degree, social capital that they so intimately value. The challenge to development is to enhance these assets and allow the marginalised sector of the society participate in the development process through opportunity-creating redistribution efforts,

## SITUATION ANALYSIS



↑ A Sunday afternoon near the mouth of Davao River, Philippines.  
- Declan Hearne

such as expanding and deepening of human capital formation for gainful employment, providing access to basic services, tourism business opportunities, among others. Creating opportunities for the poor resolves the trade-off between equity and efficiency goals.

Fiscal constraints, food insecurity, poor governance, and armed conflict have also been continuing challenges. The critical fiscal constraint to growth has been weak revenue generation, specifically, the national government's poor and even deteriorating tax effort. Inadequate investment in rural infrastructure and appropriate technology, the slow development of labour-intensive industries and agri-based enterprises, questionable rice self-sufficiency policies and weak sector governance have, among others, caused a real productivity slowdown in agriculture and the rural sector.

Governance, as measured by the World Governance Indicator (WGI) percentile rankings, has deteriorated since 1996, reflecting political instability, corruption, decreasing regulatory quality and continuing episodes of human rights violations. The Philippines is home to two of the world's longest running armed conflicts – the Moro and Communist insurgencies – and the ancestral domain struggle continues to be a primary source of 'unpeace' in indigenous peoples' territories.

The country's rich biodiversity, considered a global resource, is under severe threat from population pressure, over-exploitation, oil and gas extraction and pollution. A fourth National Report to the Convention on Biological Diversity (CBD) was finalized in 2009 and a National Biodiversity Strategy and Action Plan (NBSAP) was adapted focusing on the following strategic areas: (1) expanding and improving knowledge on the characteristics, uses, and values of biological diversity; (2) enhancing and integrating existing and planned biodiversity conservation efforts with emphasis on in-situ

## SITUATION ANALYSIS

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activities; (3) formulating an integrated policy and legislative framework for the conservation, sustainable use and equitable sharing of the benefits of biological diversity; (4) strengthening capacities for integrating and institutionalizing biodiversity conservation and management; (5) mobilizing and integrating information, education and communication (IEC) system for biodiversity conservation; and (6) advocating stronger international cooperation on biodiversity conservation and management. A National Integrated Protected Areas System (NIPAS) has been established, with 101 protected areas already proclaimed. Two protected areas constitute the core zones of two Biosphere Reserves, which have been established in Palawan and in Puerto Princessa.

Finally, extreme climatic events and natural disasters are a persistent threat. The Philippines is the second largest archipelagic state in the world and is located within the typhoon belt of the Western Pacific and on the northwestern fringes of the Pacific Ring of Fire. Climate change is expected to cause increased weather turbulence. Flooding and prolonged droughts, intensifying risks to agricultural production, food security and vector-borne diseases are greatly exacerbating the already-fragile socio-economic conditions of the country. The poor, most of whom live in rural communities or along the coasts of the country's more than 7000 islands, are especially at risk because of their strong dependence on natural ecosystems.

Moving the country to a higher and robust growth path, sharpening the response of poverty reduction to growth, ensuring food security, and building resilience towards natural disasters and climate change will require strong and stable economic fundamentals and political institutions. This means critical reforms and investments in tax administration, transport, energy and irrigation infrastructure, science and technology, natural resource management, urbanization management, and public sector accountability mechanisms. A sound population development policy, accompanied by a well-targeted reproductive health programme, and improved access of the poor to land, finance and human capital investments will also be required. Building resilience towards disasters and climate change will require developing the capacities of local, national and sectoral institutions to mainstream disaster-risk reduction and 'climate-proof' development policies, programmes and projects.

## CHALLENGES AND OPPORTUNITIES

### Education

Considering the country's natural resources and great potential for competent manpower, the Philippines is committed to attain universal basic education as it pursues the country's basic education sector reform agenda. However, despite the government's efforts to reform the basic education sector, enormous challenges persist. The Philippine Development Plan 2011-2016 (PDP) cited the 2010 Education for All (EFA) Global Monitoring Report (GMR) on the country's under-performance in educational performance.

In improving basic education, the Department of Education (DepEd) is pursuing a 12-year basic education cycle through the K-12 Basic Education Program. It is anchored on public-private partnership with regional consultations. It engages the participation of all sectors with Local Government Units (LGU) as primary partners in classroom construction, hiring of locally-funded teachers, and in the conduct of feeding program. Review and formulation of curriculum and the study on the economic impact of additional two years in school are also crucial components of the program. The program ultimately envisions graduates with sufficient mastery of basic competencies.

## SITUATION ANALYSIS

While the K-12 Program expands education and enhances competencies, DepEd recognizes the challenges confronting the sector. For one, the need to ensure quality educational facilities addresses the persistent problem of classroom shortage. This problem is compounded by damages caused by typhoons and other disasters, a reality common in disaster prone areas. Another challenge is the low level of participation among school-aged children. School year 2009-2010 Net Enrolment Rates of 85.0 percent for elementary level and 62.4 percent in the secondary level are below the MDG and EFA targets. Cohort survival rate for elementary was 74.4 percent and for secondary, 78.5 percent in 2009. Completion rate was 72.2 percent for elementary and 73.7 percent for secondary.

The role of the education sector in response to HIV is becoming essential considering Philippines is one of seven countries (out of 60 reviewed) that has recorded more than 25% increase in new HIV cases in the last decade, making it unlikely to achieve MDG 6 targets by 2015. The draft "Situation-Response Analysis on the Education Sector Response to HIV, Drugs and Sexual Health" in the Philippines recommends strengthening programmes and policies related to funding, teacher training, curriculum revision and socialization to ensure that HIV and AIDS (Acquired Immunodeficiency Syndrome) prevention and control constitute an essential component of education in the country.

Department of Health data showed that 29% of reported HIV cases in 2011 was between 15-24 years old. Related to this data, one of the Joint UN Team (JTA)'s programme focuses is to improve the HIV knowledge of young people in the Philippines by implementing good quality, comprehensive sexuality education. UNESCO, UNFPA (United Nations Population Fund), UNICEF (United Nations Children's Fund), WHO (World Health Organization) and the UNAIDS (the Joint United Nations Programme on HIV/AIDS) Secretariat will support a range of actions as part of this Joint Programme, in alignment with the Philippine government's 5th AIDS Medium-Term Plan 2011-2016, with the goal of reducing sexual transmission of HIV among young people by 30 per cent by 2015.

### **The 2011 and 2012 EFA GMRs have highlighted the following notable challenges in the Philippines:**

- Child mortality rate is about 30 per thousand live births. Under-5 mortality rates are more than four times as high among children of mothers with no education as among those having mothers with some secondary education. Only 38% of children aged 3 to 7 were enrolled in a pre-primary or primary school programme in the Philippines. Almost one in three children in the Philippines suffers from moderate or extreme stunting. This highlights the need to invest in integrated approaches that give equal importance to all aspects of early childhood development.
- The out-of-school number fell by nearly 23,000 per year on average from 1999 to 2004, but by only 16,000 annually from 2004 to 2008. The out-of-school number in the Philippines would be roughly unchanged at 961,000 in 2015 based on the 1999-2008 trends, but the country's recent slowing in progress towards universal primary education means a continuation of the more recent 2004-2008 trend would lead to an increase to just over 1 million.
- Projection data suggest that the Philippines will still have large illiterate populations in 2015, and may be unlikely to achieve the literacy goal.
- Education spending fell as a share of national income and conflict continued to affect a large part of the country.
- In conflict-affected area of the Autonomous Region in Muslim Mindanao, the incidence of extreme education poverty is twice as high for women aged 17 to 22 from poor households as for their average national counterparts, and non-attendance at school for those aged 7 to 16 is more than four times the national average.



## SITUATION ANALYSIS



- Attention needs to be paid to poor young men who are more gender disadvantaged and require different targeted strategies. Boys from the poorest households are getting left behind. Around 56% of girls acquire foundation skills, compared with just 35% of boys. There are around six to seven male teachers for every ten female teachers.
- Employers reported strong demand but lack of supply for attributes such as creativity, initiative, leadership and ability to work independently.



Heavy settlement near the mouth of Davao River, Philippines.

- Declan Hearne

### Natural Sciences

To emphasize the value of Science and Technology (S&T) in the country's economy, the National Science and Technology Plan for 2002-2020 (NSTP 2020) considers S&T as the foundation of future economic development in the Philippines. The new PDP's thrusts are massive infrastructure development, higher governance standards, human development and human capital formation, direct poverty-relief, and employment-generation. Along these development directions lies the strategic role of science and technology in the country's effort to attract high-quality and high-productivity activities for greater economic returns. But despite the commitment of the government to promote S&T as a development strategy, the sector has been plagued with a number of issues, aggravated by a hindering environment that does not favour its fulfilment. In 2009, the Research and Development (R&D) investments from the government's science budget was recorded at less than 0.2% of the country's GDP, much lower than the standard one percent of GDP recommended by UNESCO for developing countries.

Philippine Agenda 21 continues to be the guiding document for the country's strategy for sustainable development. The action agenda for protecting the ecosystems, includes forests and upland, coastal and marine, urban ecosystems, freshwater, lowland and agricultural, minerals and biodiversity.

## SITUATION ANALYSIS

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The Philippines is known to be one of the 18 megadiverse countries where biological and genetic resources or biodiversity is rich. The flora and fauna in the Philippines are also among the world's top 10 in terms of endemism. However, biodiversity in the country is also among the most endangered in the world. As of 2008, 221 species of fauna and 526 species of flora have been included in the list of threatened species. The continually increasing demands for food, energy, and other goods, coupled with the pressures exerted by rapid development and economic growth, have put much stress on the country's natural environment resulting in the destabilization of ecosystems, destruction of natural habitats and an alarming rate of biodiversity loss. The number of species threatened with extinction (Target 7B, MDG 7) increased from 183 in 1992 to 221 in 2006.

While protected areas have increased significantly in size during the last 5-10 years, national and donor efforts in the upcoming 5 years will focus on the establishment of a marine protected areas system and strengthening of the conservation of marine biodiversity. Financing protected areas remains a key challenge for both marine and terrestrial protected areas. The capacities of provincial and local authorities, including protected areas offices, to manage protected areas in a financially sustainable manner remain low. With continued economic growth and increasing extraction of natural resources, including oil and gas, Philippines faces the challenge of balancing the conservation of biological diversity and sustainable development.

Philippines has also adapted a National Framework Strategy on Climate Change (NFSCC 2010-2022) and a National Climate Change Action Plan (NCCAP 2011-2028). Climate Change adaptation



## SITUATION ANALYSIS

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and mitigation remains a priority for the Philippine government, while less attention is given to land degradation/ and to the United Nations Convention to Combat Desertification (UNCCD).

The Philippine's Medium Term Development Plan 2004-2010 aims at strengthening the protection of vulnerable and ecologically fragile areas, especially watersheds and areas where biodiversity is highly threatened. Reviews of the NBSAP, including the latest 2002 review, have identified the need to further strengthen the sustainable interaction between humans and resources and the urgent need to further balance utilization and conservation of resources. The approach of UNESCO's Man and the Biosphere (MAB) Programme to reconcile sustainable development with biodiversity conservation by promoting and adopting the biosphere reserves is of high relevance to Philippine's biodiversity conservation as well as sustainable development agendas, including Agenda 21. The Philippine Biodiversity Conservation Priorities (PBCP), identified during the 2002 NBSAP review, includes the territories of Philippine's present and planned biosphere reserves.

After 21 years of revisions and refilling in the two legislative bodies, on May 27, 2010 the Philippines passed the Disaster Risk Reduction and Management (DRRM) Act, Republic Act 10121 also known as "An Act Strengthening the Philippine Disaster Risk Reduction and Management System, Providing for the National Disaster Risk Reduction and Management Plan, Appropriating Funds, Therefore and Other Purposes". Unlike the previous law, the new law is pro-active in giving importance to mitigation and preparedness measures. Based on this act, in December 2011, the Philippines developed a comprehensive National Disaster Risk Reduction and Management Plan (NDRRMP) 2011-2028. The NDRRMP aims to strengthen the capacity of the national government and LGUs, together with partner stakeholders, to build the disaster resilience of communities, and to institutionalize arrangements and measures for reducing disaster risks, including projected climate risks, and enhancing disaster preparedness and response capabilities at all levels. Implementing the DRRM is the responsibility of both the national and the local governments. However, the people are equally accountable to do their own preparedness, mitigation and communication or early warning of impending disasters to ensure one's survival and safety.



## SITUATION ANALYSIS



↑ Community-based monitoring of Binugao River, Davao, Philippines.  
- Declan Hearne

The indigenous people of the Philippines, known as “tribal Filipinos”, have a long history of struggle and adaptation to most natural disasters that have hit the country, such as typhoons, floods, and rough seas. The indigenous knowledge embedded in their traditional housing and watercraft construction techniques, as well as social dynamics and the harmonious relationship of the Filipinos with their environment, have proved successful for the communities’ survival and coping with the various ecological stresses. Representing 126 ethno-linguistic groups and about 10% of the national population, the traditional ecological knowledge (TEK) of these peoples has implications also for biodiversity and intellectual property rights (IPRs). In recognition of the importance of protecting TEK for future generations, the 1987 Constitution (Article XIV Section 17) and several laws and guidelines pertain to guidelines on biodiversity, bio-prospecting, Prior Informed Consent (PIC), traditional medicine, and wildlife resources conservation. The challenge remains, however, as migration, lack of youth involvement, and modernization have all contributed to disappearance of TEK.

The 2010 Philippines’ MDG progress report shows that the proportion of the Philippines population with access to safe water has risen during the last decades reaching around 81.4% in 2008. However, 17 million of people are still unable to access safe water despite abundant water resources. The country faces the threat of emerging water scarcity. Lack of urban planning, indiscriminate urban development, lack of investment in water, problems of water resource management, and the impact of climate change threaten water security and sustainability. Deforestation and lack of effective management of forest and freshwater ecosystems have led to the further deterioration of watersheds, limiting aquifer recharge and increases water runoff and soil erosion. Therefore, in order to improve and protect water quality induced by the rapid expansion of economic activities and the population growth, the government has implemented river rehabilitation project as well as strict pollution control law. The Philippine Clean Water Act of 2004 provides a strategy aiming at

## SITUATION ANALYSIS

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protecting and controlling pollution of water, air and land for more effective utilization of resources through a multi-sectoral and participatory approach. The Department of Environment and Natural Resources (DENR) is mandated for the protection and conservation of the country's environmental and natural resources supported by the Environment Management Bureau (EMB). The reduction of water pollution in priority in rivers is also highlighted in the PDP 2011-2016 as important for protection and conservation of natural resources. In addition, as the country is particularly threatened by extreme climatic events and natural disasters, the government has set among its priorities the implementation of measures to support climate change resilience as mentioned in PDP 2011-2016 and the UNDAF 2012-2018.

### Social and Human Sciences

To sustain economic growth, create jobs and reduce poverty, the Philippine government is now poised to capitalize on good governance and anti-corruption as strategies that will translate the PDP into goals, objectives, programmes and projects that target priority sectors and areas in the country.

Recognizing the importance of research in policy-making, the Philippine government declared the month of September each year as the Development Policy Research Month (DPRM) by virtue of the Malacanang Proclamation Number 247 in 2002. This is an initiative of the government, in coordination with the Philippine Institute for Development Studies, to promote and draw national awareness on the role of policy research in national development. The government will in turn tap the wealth of social scientists that help develop methodologies and systems to identify the poorest of the poor.

One of the most vulnerable sectors in the Philippines is youth because of lack of economic and political opportunities to be directly involved in policy-driven development. It is difficult for youth to find employment owing to their lower qualifications and relatively short work experience. This situation leads to high youth unemployment in the Philippines. In the last survey conducted by the National Youth Commission, it was observed that unemployed and out-of-school youth comprised 40 per cent of the total youth population, which is about one third of the total population. Youth, as a sub-sector, are also easily affected by economic downturns. Despite improvements in social service delivery during the past decade and increased awareness among youth of health issues such as HIV and/AIDS, Filipino youth continue to face many social problems. As a result, youth have the highest poverty incidence among the various sectors of society.

### Culture

In the current UNDAF 2012-2018, cultural development is considered as a cross-cutting principle upon which national development priorities are anchored. Indeed, this reflects key global developments including the outcome document of the MDG, General Assembly Resolution (A/65/L.1), and two Resolutions on Culture and Development that the United Nations General Assembly adopted respectively in 2010 (65/166) and 2011 (66/208), which have all emphasized the importance of culture for development and called for the integration of culture into global and national development policies. The current UNDAF will endeavour to mainstream the cultural dimension of development, capitalizing on UN experiences in applying culture-sensitive programming approaches, including the development and use of culturally appropriate domains, the conservation of endangered cultural sites, practices, and expressions, and the management of cultural change.



## SITUATION ANALYSIS



Children by the  
bank of Davao  
River, Philippines.

- Declan Hearne

Recognition of cultural diversity is a key factor of sustainable development. Promotion of cultural diversity is translated into actions of respecting human rights; promoting intercultural dialogue; the fight against racism; and action in favour of indigenous peoples. These actions ensure harmonious coexistence and willingness to live together peacefully.

The Philippines is a strong supporter of culture and development. At global level, the Chairman of the National Commission for Culture and the Arts participated in the High Level Segment of the UN General Assembly Thematic Debate on Culture and Development (New York, 12 June 2013) which was opened by UN Secretary-General Ban Ki-moon, with the participation of UNESCO Director-General and 14 government ministers, who all stressed the role of culture in achieving development goals. In their intervention policy makers called to put culture at the heart of the priorities of the Post 2015 agenda.

At operational level, in the framework of the 1972 World Heritage Convention, the Government of the Philippines carried out enormous work to implement the 1972 World Heritage Convention. The Government has also put forward its candidature for election to the membership of the intergovernmental World Heritage Committee at the 19th General Assembly in November 2013 (UNESCO). The Historic Town of Vigan, inscribed on the World Heritage List in 1999, was recognized as a model of best practices in World Heritage site management, on the occasion of the 40th Anniversary of the World Heritage Convention in 2012. The distinction has been officially announced and certificate was presented to the Mayor of Vigan during the closing event of the Celebration in Kyoto, Japan, November 2012.

# SITUATION ANALYSIS

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## Communication and Information

In the Philippines, the communication media system is democratic and independent. Vast developments in the mass media, community media, telecommunications and information technology in the past decade have given Filipinos more opportunities for growth in various fields. The Digital Review of Asia Pacific 2007/2008 (2007) reported that as of 2005, the Philippines had the third highest mobile phone density among Association of Southeast Asian Nations (ASEAN) countries after Singapore and Malaysia.

There has also been a continuous increase in internet access nationwide, from 12 percent in 2007 and 33 percent in 2008 to 36 percent in 2009-2010. Among those with internet access, 52 percent have access at home, while 50 percent visit Internet cafes. To bridge the digital gap, the Commission on Information and Communications Technology (CICT) has installed about a thousand Community e-Centers (CeCs) all over the country.

The Philippine CI sector is faced with issues and challenges as well, such as the killing of journalists, the lack of government transparency, the lack of access to public domain information, the digital divide, and the lack of media education and information literacy. Thus there is an urgent need to address these issues, especially in regard to journalism ethics and media policies. President Benigno Aquino III has expressed his commitment to work with media organizations to “come up with terms and conditions” that would serve as guidelines for the media during crisis situations.

As for the country’s communication for development efforts, the PDP 2011-2016 contains communication for development initiatives such as inclusive growth through the institutionalization and mainstreaming of systems that “promote objective decision-making, professionalism, transparency and accountability.” In addition, the PDP is committed to support the institutionalization of “cultural and values-oriented projects” in the mass media and the internet through partnerships with the media, the private sector and civil society organizations.

## 2 PAST AND PRESENT COOPERATION LESSONS LEARNED



→  
Participants of the  
"Regional Workshop for  
Green Action in East  
Asia: Centred on Teacher  
Capacity Building for  
Climate Change Education"  
(Jakarta, 18-20 May 2012)

### EDUCATION

#### Description of principal UNESCO activities

- In 2010-2011 UNESCO Office, Jakarta endeavoured to strengthen promotion of the EFA goals through launches of the 2010 and 2011 Education for All (EFA) Global Monitoring Reports (GMRs), strengthening capacities of the media, and supporting participation of country representatives in the Forum of the Asia-Pacific Parliamentarians for Education (FASPPED).
- A Forum and Launch of the 2012 EFA GMR in the Philippines was organized on 12-13 November 2012. UNESCO Office, Jakarta presented the 2012 EFA GMR focusing on Youth and Skills: Putting Education to Work, specifically highlighting the Philippines. Philippine Cabinet Secretary Joel J. Villanueva keyed the Philippine launch of the 2012 EFA GMR on 12 November 2012 held in Pasig City, Metro Manila. The event was organized by the Asian Institute of Journalism and Communication (AIJC) and UNESCO Office Jakarta, in partnership with the Technical Vocational School Associations of the Philippines (TEVSAPHIL). As many as 64 participants attended the event, representing the academe, non-government organizations, government agencies, media and other sectors working on technical and vocational education and training.
- In 2010, UNESCO supported the participation of a representative from the Philippines to the "World Conference on Early Childhood Care and Education (WCECCE)" (27-29 September 2010, Moscow, Russian Federation) as a rapporteur.
- Interventions were made to strengthen inclusive education, notably through writing the UNESCO "Standards, Guidelines and Indicators for Strengthening School-to-Post-School Transition Programmes for Students with Physical Disabilities and Sensory Impairments" that was shared with the Department of Education during a workshop held in Malaysia in April 2011.
- UNESCO has been at the forefront of advocating the use of the mother tongue as medium of instruction. It has conducted studies and developed learning tools and standards towards



this end. UNESCO lauds the Department of Education's adoption of Mother Tongue-Multilingual Education (MTBMLE) through DepEd Order No. 60 Year 2008.

- UNESCO Office, Jakarta has also supported and strengthened Education for Sustainable Development (ESD) in the Philippines' education sector through the promotion of regional policy dialogues among experts from the Office's five cluster countries. In the "Third ESD Country Report Meeting", which took place on 5 June 2012, senior education policy makers from the five countries met to exchange experiences, best practices, and lessons learnt on ESD development and implementation. As a result of the event, a compendium was produced detailing national progress and next steps in ESD implementation for each country. In the second policy dialogue event, which took place from 7-8 June 2012, twenty-five national educational experts from the five cluster countries came together to discuss their policies vis-à-vis UNESCO's 'ESD Lens', a tool for reviewing ESD policy and practice. As a result of this meeting, representatives from the five cluster countries strengthened their capacity to mainstream ESD content and approaches into national policy.
- In addition, UNESCO Jakarta participated in the 13th Southeast Asian Minister of Education, Organization, Innovation and Technology (SEAMEO INNOTECH) International Conference on ESD<sup>7</sup> held in Manila from 11 – 13 Dec 2012. The event provided an opportunity for the Office to give an updated summary of its Green Schools Programme to an audience of international colleagues working in the subsector as well as the chance to gather new insight on the 'landscape' of ESD in SE Asia and to build potential partnerships. Through sharing of knowledge and good practices from the region, the Philippines will be further assisted in integrating the principles of ESD in their policies and programmes on Climate Change Education, Education for Disaster Risk Reduction, and Teacher Education.
- The Philippines' innovative efforts in literacy and alternative learning system (non-formal education/NFE) have been recognized in various UNESCO awards, the most recent of which was Honourable Mention in the UNESCO King Hamad Bin Isa Al Khalifa Prize for the Use of Information, Communication and Technology (ICT) in Education.
- The national capacity to respond to HIV in the Philippines was strengthened using the EDUCAIDS (UNAIDS Global Initiative on Education and HIV & AIDS) framework with support provided by UNAIDS through the Unified Budget and Workplan (UBW) and UNESCO's Regular Programme budget. These activities have focused on providing technical support to the Philippines National AIDS Council (PNAC) and developing the pioneering and substantive Joint UN Programme on HIV Prevention for Key Populations at Higher Risk (KPHR) in the Philippines with UNAIDS co-sponsors in JTA.
- A "Situation-Response Analysis of the Education Sector Response to HIV, Drugs and Sexual Health in the Philippines" had been completed in 2011, following their participation in a workshop in Jakarta in 2009. The draft results of the five country reviews were presented in a regional workshop in the first quarter of 2011 in Malaysia and then further evaluated during the Roundtable Discussion held in Manila, Philippines in the second quarter of 2011. The Analysis was published on-line in 2012 (<http://unesdoc.unesco.org/images/0021/002175/217576E.pdf>).
- UNESCO sponsored WAD (World AIDS Day) Video Design Competition for Secondary School Students: "I am the Next Generation Antivirus: Responding to HIV and AIDS through Responsible Choices" In 2010. This activity employed the wide reach of YouTube to access a large juvenile audience with works displaying short movie production talents of young adults attending public and private schools in Manila.

## PAST AND PRESENT COOPERATION LESSONS LEARNED

- A “Comprehensive Sexuality Education Workshop: Addressing HIV, Drugs and Sexual Risk Behaviours for Youth in Formal and Non-Formal Sectors in the Philippines” was held in October 2012. Through the workshop, the International Technical Guidance on Sexuality Education (ITGSE) was introduced to Government officers within the formal education sector and non-formal and informal sector practitioners working/responsible for Comprehensive Sexuality Education. Strategic advocacy by UNESCO with key partners in the Philippines has contributed to Department of Education’s use of the UNESCO core organizational document, the ITGSE, as a standard for the sexuality education curriculum (referred to as Family Health). The ITGSE was developed by UNESCO in collaboration with UNFPA, UNICEF, WHO and UNAIDS in 2009.
- In 2013, UNESCO supported the Philippines National AIDS Council, Department of Education, Department of Health and academician to develop five modules based on the ITGSE for social welfare facilitators as well as to pilot them in four shelter homes in Manila. The Philippines Department of Social Welfare and Development has committed to use these modules as their training guide.

### RESOURCES

The above activities were financially supported by UNESCO Office, Jakarta’s regular programme and extra-budgetary (UBW and Japan Funds-in-Trust (JFIT)) resources.

### Key results achieved

- In strengthening promotion of the EFA goals, parliamentarians who are members of the FASPPED were strengthened to implement endeavours to achieve the EFA and MDG goals, particularly through supporting teachers in rural areas, and legislating free and compulsory education laws at least at the primary level.
- Launching and discussing the 2010 and 2011 EFA GMRs in the Philippines provided a forum for key country representatives to monitor progresses in achieving the EFA goals, review their challenges and lessons learnt, and propose suggestions for improvement.
- The 2012 EFA GMR provides policy and programme options for the Technical Education and Skills Development Authority (TESDA)’s Development Plan 2012-2016 and DepEd K to 12 Basic Education Programme. Technical-vocational education is being introduced as an alternative stream to provide senior high school students with opportunities to acquire certifiable vocational and technical skills. The two-day launch and forum culminated with a motion, by TEVSAPHIL chair and president Alejandro Escaño and approved by the TEVSAPHIL officers present, for TEVSAPHIL to partner with the government in promoting technical-vocational training and education for the Filipino youth. Following the discussions held during the Forum on the 2012 EFA GMR, TEVSAPHIL is now challenged to partner with the Government in promoting technical-vocational training and education for the Filipino youth.
- Participation of the country representative in strengthening Early Childhood Care and Education (ECCE), WCECCE deepened her knowledge and commitment to strengthen equitable ECCE programmes in the country.
- The UNESCO “Standards, Guidelines and Indicators for Strengthening School-to-Post-School Transition Programmes for Students with Physical Disabilities and Sensory Impairments” developed has strengthened key government officials’ capacities to implement their inclusive education programmes.

## PAST AND PRESENT COOPERATION LESSONS LEARNED



- The “Situation and Response Analysis (SRA) of the Education Sector’s Response to HIV, Drugs and Sexuality in the Philippines” provided the country with a mapping of the sector’s current response and planning of future policy and programming. Media professionals improved their skills in using social media in awareness campaigns about HIV prevention and AIDS.
- The Government of the Philippines is using ITGSE as evidenced-informed basis to develop national guidelines to be used as part of their efforts to reduced sexual transmission of HIV. ITGSE has already been utilized by the Department of Education in developing the new K to 12 Basic Education Curricula, that started in 2012 and target completion by 2017 to replace the 2001 curricula. This activity supported the Joint UN Program on HIV for Most At Risk Populations (JUPMARP) 2012-2014, which is a sub-outcome of the finalized UNDAF 2012-2018, in the form a Joint Implementation Plan. The final draft of Joint Program was signed by all cosponsors Head of Agencies in the Philippines. The UBRAF activities supported the JUPMARP 2012-2014 outcomes on HIV prevention; and universal access to treatment, care and support (TCS) services.
- Education policy makers and practitioners deepened their knowledge on how to more strongly reorient their curriculum, policy, standard practice and programmes to address sustainability. Through sharing of knowledge and good practices, guidelines and materials, key representatives were equipped to further strengthen ESD in the country.

↑ 2nd Country Report Meeting on Education for Sustainable Development (Jakarta, 20-21 June 2011)

### Lessons Learned

- UNESCO recognizes the Philippine Government’s commitment to pursue the EFA Movement. However, we view with concern the findings of the 2010 EFA GMR which referred to the Philippines as a “country that should not have had difficulty in meeting its targets.” The UNESCO Report also noted that “despite policy, curricular and programmatic changes, key performance indicators, particularly for basic education, have either stagnated or in some cases, shown negative trends.” Recent performance indicators indicate that the country is unlikely to meet MDG 2 – Universal primary education.
- Good education practices in the Philippines are not adequately documented and shared nationally and globally. In this regard, UNESCO Jakarta needs to work more closely with local media partners to enhance skills of journalists covering the education beat, specifically in

## PAST AND PRESENT COOPERATION LESSONS LEARNED

analyzing and interpreting statistics (e.g., education budget, performance indicators), accessing and utilizing databases, and analyzing and reporting on issues and trends.

- The 2010 UNAIDS Report on the Global AIDS Epidemic highlighted the Philippines as one of seven countries that has recorded more than 25% increase in new HIV cases in the last decade at a time when at least 56 countries have either stabilized or achieved significant declines in rates of new HIV infections. This means the country is unlikely to achieve its MDG 6 targets by 2015. Unprotected sex remains the leading mode of HIV transmission (89%), Sub-sectors of the youth, specifically young males engaging in unprotected sex, and young female sex workers, are also increasingly at risk. In some areas, one in three of the key population at high risk is between 15 to 17 years of age. Concerns lie in poor, inadequate and suppressed awareness on fertility, adolescent sexuality and development – areas where UNESCO can contribute by providing technical support in the field of comprehensive sexuality education for educational authorities, trainer and teachers.
- For the Philippines, initial challenges involved in convincing DepEd to take a lead role in this project. In the process of the activity, PNAC is the government body with the mandate and permission to develop CSE material as part of their task to reduce HIV infections. Hence DepED, as an active member of PNAC, was willing to collaborate, but only under the leadership of PNAC. This was politically the correct approach given the sensitive nature of the subject material.

### NATURAL SCIENCES

#### Description of principal UNESCO activities

- Under the framework of UNESCO Jakarta regional bureau flagship programme FORCE: fostering safer and resilient communities, a natural disaster and climate change education programme, UNESCO Jakarta supported two activities:
  1. In 2010, in cooperation with the Philippine Institute of Volcanology and Seismology (PHIVOLCS) in developing awareness, preparedness, and education materials for community and schools, focusing on earthquakes and tsunamis. The materials produced were based on UNESCO-Intergovernmental Oceanographic Commission (IOC)'s awareness, preparedness, and educational publication and several selected materials from Indonesia adapted for the Philippines;
  2. A project titled Strengthening Resilience of Coastal and Small Island Communities towards Hydro-meteorological Hazards and Climate Change Impacts (StResCom) was launched late 2010, with the Philippines as one of the target countries (along with Indonesia and Timor Leste). The focus of the project is on the contribution of local and indigenous knowledge to community-level DRR and climate change adaptation (CCA) in coastal and small island communities and aims to support greater integration of local and indigenous knowledge with scientific knowledge in DRR and CCA practice and to bring such practice into policy.
- Within the framework of the International Hydrological Programme (IHP), in particular the Regional Steering Committee for Southeast Asia and the Pacific and its crosscutting programme Asia-Pacific FRIEND (Flow Regimes from International Experimental and Network Data), the Philippine IHP/National Commission (NatCom) has contributed to the development of the Catalogue of Rivers for South East Asia and the Pacific. Four river basins in the Philippines were incorporated in the Catalogue: Ilog Magat, Ilog Pampanga, Ilog Itaas ng Agno, and Pasig-Marikina

## PAST AND PRESENT COOPERATION LESSONS LEARNED

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at the Laguna de Bay Basin.

- Within the framework of the International Flood Initiative (IFI), the Philippine IHP National Committee – in collaboration with two category water-related centres, i.e., the Regional Humid Tropics Hydrology and Water Resources Centre for South East Asia and The Pacific (HTC Kuala Lumpur) in Malaysia and the International Centre for Water Hazard and Risk Management (ICHARM) in Japan – was involved in the project Flood Forecasting and Warning System in Tropical Region. The assessment was carried out in the Pasig-Marikina river basin of Metropolitan Manila, Philippines in 2009 - 2010. The results were presented in the seminar on “Flood Forecasting and Warning System for Tropical Region” which was held on March 2010 in Kuala Lumpur, Malaysia.
- With regard to water education, UNESCO Office in Jakarta has been supporting since 2004 the participation of Philippine scientists and government officials to the IHP Nagoya Training Courses which are held annually in Japan.
- Under the framework of Comprehensive Programme to Enhance Technology, Engineering and Science Education (COMPETENCE), UNESCO Jakarta has been collaboration with PREGINET (Philippine Research Education and Government Information Network) since 2007 to expand partnerships with STI policy institutions and organizations in Philippines to promote common understanding and mutual learning through sharing of information, ideas, good practices and successful models in STI policy-making among the STI community in Southeast Asia. UNESCO Jakarta has continued working with PREGINET through activities of Collaboration for Network-enabled Education, Culture, Technology and Sciences Asia (CONNECT-Asia). These activities consist in creating an effective and flexible mechanism for using ICT-mediated educational systems and network-enabled teaching and learning methods, broadening and enhancing people’s access to knowledge and information, sharing expertise and experience, improving connectivity among educators and researchers, opening up national/regional education and research communities to the international arena, and further developing human resources.
- UNESCO Jakarta is currently working with local partners and foreign donors to implement two of the Regional Science Bureau’s flagship programmes, BREES (Biosphere Reserves for Environmental and Economic Security) and SWITCH-in-Asia (Sustainable Water Management Improves Tomorrow’s City’s Health in Asia), which addresses the unsustainable aspects of current urban water management practices by developing and testing innovative solutions and approaches. The Bicol province, a typhoon-prone area, benefits from the pilot initiatives of BREES (2010-2017) and SWITCH-in-Asia (2011-2015), by strengthening the provincial government’s capacities to plan and adapt to climate change, particularly in the areas of environmental management, economic development and disaster management. Support provided to local partners in the Bicol province towards the sustainable management of natural resources and to promote parts of the Bicol province as a Biosphere Reserve resulted in the adaption of a roadmap by key stakeholders to establish Philippines third Biosphere Reserve.
- UNESCO has supported the participation of relevant MAB partners in international MAB activities, promoting the exchange of knowledge among BRs managers in the South East Asia region, and strengthening the participation of the MAB Philippine stakeholders in the SeaBRNet.
- The Palawan Biosphere Reserve is actively participating in the newly created World Network of Island and Coastal Biosphere Reserves. During the last meeting of this Network, which was held in Estonia in June 2013, participant agreed to hold the next meeting of the Network in the Palawan Biosphere Reserve in June 2014.



## PAST AND PRESENT COOPERATION LESSONS LEARNED



Participants of the  
"Comprehensive  
Sexuality Education  
Steering Committee  
and Working Group  
Meeting (Manila, 15  
May 2013)



### Resources

The regional flagship programmes described above were financially supported by JFIT and the Spanish Government (OAPN).

### Key results achieved

- The Jakarta Tsunami Information Center of UNESCO office Jakarta implemented, in cooperation with the Philippines Institute for Vulcanology and Seismology (PHIVOLCS), Tsunami Awareness and Preparedness Tools and Materials Assessment Project. The project adapted and published a number of publications for the Philippines in Tagalog language: the Tsunami Teacher DVD; Tsunami Glossary; Awareness stickers; AH... Ngayon Alam Ko Na; and Earthquake safety Card. These materials were used in community and school preparedness activities such as teachers' training in Pagadian City; teachers' training in Malabon district – Navotas; and training for daycare workers of Navotas and the barangay (community) daycare centres.
- For the StResCom project, the national workshop held in July 2011 led to the consolidation of the project's team in the Philippines, involving members of government (Philippine Atmospheric, Geophysical and Astronomical Services Administration, Climate Change Commission, Office of Civil Defense and Disaster Risk Reduction Network Philippines), academia, and local and national Non-Government Organization (NGO)'s. This then led to action research in 2011-2012 in three sites (Rapu-Rapu Island, Alabat Island and Angono Rizal), which resulted in identification and documentation of local and indigenous knowledge that can be used to reduce the impacts of climate change and to mitigate impacts of hydro-meteorological hazards.
- With the support of UNESCO, Philippines is in the process of establishing a third biosphere reserve (in addition to Palawan and Puerto Galera) in Camarines Sur Province with Mt. Isarog Natural Park at its core. Stakeholder commitment and a roadmap to nominate the biosphere has been achieved as well as strengthened capacities of key stakeholders in promoting and



## PAST AND PRESENT COOPERATION LESSONS LEARNED



Dr. Mee Young Choi in National Workshop on Reorienting Teacher Education towards EFA & ESD in the Philippines (28 March 2012)

adapting the Biosphere Reserve concept. Biosphere reserves serve as tools for reconciling sustainable development with biodiversity conservation and as learning and on-ground testing sites for biodiversity and sustainable development targets. Through the series of meetings and workshops carried out, UNESCO has also assisted in revitalizing the MAB Philippines Committee, strengthening the MAB programme at national level and giving more relevance to its activities.

- Within the framework of IFI, the results of the assessment of Pasig-Marikina river basin of Metropolitan Manila, carried out in 2009-2010 were presented during the seminar “Flood Forecasting and Warning System for Tropical Region” in March 2010. It has helped promoting reduction system by the establishment of strategic partnership to work on flood disaster reduction technology and management.

Within the framework of the IHP, four river basins in the Philippines were incorporated in the Catalogue of Rivers for South East Asia and the Pacific: Ilog Magat, Ilog Pampanga, Ilog Itaas ng Agno, and Pasig-Marikina at the Laguna de Bay Basin. This catalogue has allowed information exchange for a better development and management of water resources in each country and has promoted mutual understanding of hydrology and water resources in the region.

### Lessons Learned

- UNESCO commends the Philippine United Nations Country Team (UNCT) for recognizing S&T as a cross-cutting theme in the UNDAF 2012-2018. As the lead UN agency for Science, Technology and Innovation, UNESCO underscores the crucial role of S&T in poverty eradication and

## PAST AND PRESENT COOPERATION LESSONS LEARNED

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sustainable development and in addressing pressing global challenges such as climate change, desertification, water scarcity, deforestation, biodiversity loss, and the food and energy crises.

- Being archipelagic, the Philippines needs climate change adaptation plans for the imminent displacement and infrastructural transformations that may take place when natural disasters inevitably happen. The National Climate Change Framework Strategy takes on climate proofing approaches for national and local planning. The Philippines hosted the International Conference on Biodiversity and Climate Change in 2011, in order to underscore the nexus between these two phenomena. UNESCO needs to pursue further knowledge exchange among experts and practitioners to mainstream international guidelines based on good practices.
- PHIVOLCS has a strong mandate in raising public awareness and education. In the Philippines other organizations and stakeholders refer to awareness, preparedness, and educational materials published by PHIVOLCS. Therefore, working with such an organization eases UNESCO in making sure that the output will be used and widely distributed.
- Involving government stakeholders from the beginning is key to obtain support, and ensuring that results of the project are mainstreamed into government policies and programmes. StResCom project in the Philippines has been successful in this aspect, and the team will continue to work with key government stakeholders and with the local NGO's to ensure that people's voices at the local level will come through to governments at the national level.
- Philippines has been actively participating in regional programmes and publications led by the Water Sciences unit of UNESCO Jakarta within the Asia-Pacific region such as the Regional Steering Committee for Southeast Asia and the Pacific, Asia Pacific FRIEND and the Catalogue of River For Southeast Asia and the Pacific. However, it is now important to establish sources of funding in order to enhance UNESCO's presence and effectiveness in implementing programmes under the PH-UCPD-2.
- The political will on various levels to promote biosphere reserve and the MAB Program is high and the MAB programme's objectives are of high relevance to Philippine's development and environmental conservation agendas. A strong national MAB Committee is of high importance for the MAB programme to succeed. An ongoing restructuring of the national MAB Committee is an important step to further strengthen MAB and the implementation of the Madrid Action Plan for Biosphere Reserves (MAP) in Philippines. The elaboration of a national MAB strategy including the identification of new potential biosphere reserves and strengthening of the functions of the existing biosphere reserves can serve as a tool to translate the political will into concrete actions.
- Philippine's biosphere reserves are expected to serve as tools for climate change mitigation and adaptation measures. Increased cooperation and coordination of biosphere reserves with the authorities responsible for the implementation of relevant biodiversity and environmental multilateral agreements is relevant to improve the reserves' role as climate change response tools.
- A 2012 national performance rating of Philippines Biosphere Reserves, using 15 criteria for sustainability showed that the performance of Puerto Galera as a Biosphere Reserve is "unsatisfactory" and the performance of Palawan as a Biosphere Reserve is "marginally satisfactory". Further capacity building on various level is relevant to ensure satisfactory MAP implementation.

## PAST AND PRESENT COOPERATION LESSONS LEARNED



### CULTURE

#### Description of principal UNESCO activities

- The State Party continues to implement measures to ensure the long-term conservation of The Rice Terraces of the Philippines Cordilleras. In 2001, the site was placed on the List of World Heritage in Danger. However, since then the National and Provincial Governments have worked to address the threats and concerns identified when the property was put in the List of World Heritage in Danger. In 2012, the World Heritage Committee recognised the efforts of the Philippines in improving the conservation of the site and it was removed from the World Heritage List in Danger.
- Further, the UNESCO World Heritage Centre has mobilized international technical assistance from the Netherlands Funds-In-Trust to support emergency stabilization and reconstruction of collapsed terrace walls and irrigation systems in the Rice Terraces of the Philippines Cordilleras World Heritage property following the impact of three consecutive typhoons in October 2011.
- UNESCO supports awareness-raising activities and capacity-building workshops of the 1972 World Heritage Convention in the country. Assistance was provided by UNESCO for the Second Cycle of Periodic Reporting on the Implementation of World Heritage Convention for Southeast Asia Focal Points and Site Managers. UNESCO also supported the participation of the Philippine focal point for the World Heritage sites at the Second Cycle of Periodic Reporting on the Implementation of World Heritage Convention for Southeast Asia held in Beijing and Jakarta in 2010.

↑ Youth participation to develop facilitator's manual on sexuality education in the Philippines

## PAST AND PRESENT COOPERATION LESSONS LEARNED

→  
**Regional workshop  
 on Integrating Local  
 and Indigenous  
 Knowledge related to  
 Hydro-meteorological  
 Hazards and Climate  
 Change Adaptation with  
 Scientific Knowledge:  
 Lessons learned, Manila,  
 Philippines, 18 – 21  
 April 2013.**



- Civil society organisations are very active in undertaking activities for the promotion of the cultural conventions of UNESCO. From 2010-2011, UNESCO supported the project entitled 'the DREAM World Institute Programme' which aims to offer art programmes (visual arts, dance, music, words and other forms of creative expressions) to disabled and disadvantaged children and indigenous youth from the Philippines.

### Resources

The 'Dance, Read, Express, Art, Music (DREAM) World Institute Programme' was funded by UNESCO's extra budgetary resource, Felissimo Group from Japan.

### Key results achieved

- The endangered Rice Terraces of the Philippines Cordilleras World Heritage Site has been successfully recovered through appropriate corrective measures implemented by the Philippine Government. The success of these measures was recognised in the 2012 decision by the World Heritage Committee to remove the site from the List of World Heritage Sites in Danger.
- The Implementation of the World Heritage Convention was promoted through the participations of the Philippines delegations supported by UNESCO in several meetings concerning the protection and conservation of World Heritage Sites. The active participation of the Philippines officials will enhance national capacities in ensuring long term preservation of World Heritage Sites.
- The UNESCO supported programme of DREAM World Institute that has contributed to the UNPDF outcome no.3 on the strengthening of institutional capacities to increase productivity and sustainable development for the poor, vulnerable groups, young men and women within the country.
- The inscription of the Jose Maceda collection onto the programme of the UNESCO MOW Register has increased awareness on the importance and significance of the documentary heritage, and the inscription of these important ethno-musicological archives has also contributed to the promotion of the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.



## PAST AND PRESENT COOPERATION LESSONS LEARNED

### Lessons Learned

- Recognizing that cultural diversity is a key factor of sustainable development, the Philippines are very committed to promoting interreligious dialogue and intercultural understanding. Since 2004, the Philippine government has introduced and/or co-sponsored a number of items relating to these topics in the agenda of the UN General Assembly. In 2010, the representative of the Philippines at the UN introduced a draft resolution on the “Promotion of interreligious and intercultural dialogue, understanding and cooperation for peace” which was adopted in December 2010 (A/RES/65/138). However, while practically focusing on the preservation, promotion and safeguarding of the tangible and intangible cultural heritage, the country is urged to promote more cultural diversity, the fight against racism, action in favour of indigenous peoples and so forth. These actions ensure harmonious coexistence and willingness to live together peacefully.

## COMMUNICATION AND INFORMATION

### Description of principal UNESCO activities

- In 2009, UNESCO supported an activity organized in cooperation with the Philippines-based Asian Institute for Journalism and Communication as an attempt seeks to analyse the root causes of impunity against media practitioners in the Philippines. The activity, “Multidisciplinary Inquiry on the Culture of Impunity in the Killing of Filipino Journalists” also recommends policy options and an action agenda from a multidisciplinary perspective.
- In order to promote free flow of ideas, UNESCO organized the Fifth Session of the ICT Literacy Workshop in partnership with AIJC, and the NatCom in November 2010. The theme of the session was “Information Policy: Information Access, Media and Information literacy” which provided a forum to discuss and develop an action plan for establishing Information For All Programme (IFAP) Committees in the APIN countries.
- The National Commission on Culture and Arts (NCCA) also deserves praise for nominating the Jose Maceda collection to the UNESCO Memory of the World (MOW) Register. The collection has now been inscribed in the UNESCO Register and it contains ethno-musicological and musicological materials that include more than 50 years of research in almost 80 Filipino and Southeast Asian languages.

### Key results achieved

This activity has helped sensitize the Member State on the importance of freedom of expression and the dangers that impunity for crimes against media professionals represents for freedom and democracy.

### Lessons Learned

The Philippines is regarded as one of the most dangerous countries to practice journalism. Over the past years, UNESCO has issued statements condemning the killing of Filipino journalists. This is well within its mandate, as UNESCO is the only UN agency mandated to promote freedom of expression and freedom of opinion. UNESCO and the NatCom have partnered to convene a series of Multidisciplinary Roundtable Discussions on the Culture of Impunity in the Killing of Filipino Journalists.

# 3 PROPOSED COOPERATION FRAMEWORK

The cooperation framework for this PH-UCPD-2 aligns proposed UNESCO programmes with the strategic outcomes of the UNDAF for the Philippines (2012-2018). The proposed UNESCO programmes for the Philippines address three key outcome areas and eight sub-outcomes.

## Education programmes

The Education Unit in the Jakarta Office is assisting governments of its cluster to meet the goals of the global EFA and Decade of Education for Sustainable Development (DESD). Our major emphasis is in encouraging and supporting reforms in the development of quality, effective and efficient education systems by assisting people, particularly impoverished and marginalized groups, with gaining access to educational opportunities, resolving social conflicts, and competing more effectively in the global market. Our efforts focus on improving the quality of basic education by removing barriers to participation and learning. We also help develop innovative solutions for the effective and adequate provision of appropriate out of school education for disadvantaged women, children in difficult circumstances and in poor and remote areas, children with special needs, and illiterate and unskilled adults.

In supporting UNDAF Outcome 1 on Education and HIV/AIDS, UNESCO will focus on providing support to strengthen country capacity in implementing Comprehensive Sexuality Education in the new K to 12 curricula using the International Technical Guidance on Sexuality Education as a standard. The 2013 EFA GMR on the theme Teaching and Learning for Development will be launched and discussed in the country, with the aim to better reach UNDAF Outcome 1 on improving access to quality educational services. Within the framework of UNDAF Outcome 4, ESD will continue to be strengthened to better equip the country with resilience towards climate change and disasters.

To support the objectives of the UNDAF for the Philippines, UNESCO's Education Unit is proposing three programme initiatives to: (1) support efforts to prevent HIV infections; (2) strengthen ESD; and 3) support commemoration of international days and launches of EFA GMRs within the framework of EFA.

No.	Programme Name	STATUS		
		P	PO	O
<b>I</b>	<b>EDUCATION</b>			
1	Comprehensive Sexuality Education addressing HIV, Drugs and Sexual Risk Behaviors for Youth		√	
2	Strengthening Education for Sustainable Development in the Cluster Countries		√	
3	Supporting the Cluster Countries in commemorating international days and launches of EFA GMRs within the framework of EFA		√	



## Natural sciences programmes

**Basic science programmes.** The Basic Sciences Unit of UNESCO Office, Jakarta strives to meet the following objectives: promote capacity building in the basic sciences for sustainable development through international cooperation, networking and training, emphasizing interdisciplinary interactions across the basic and applied sciences; promote capacity-building in the development of science, technology and innovation policy (including gender dimension) to provide an enabling environment to the capacity building initiatives; and, enhance public S & T literacy through the promotion of science education for all.

**Environmental sciences.** The approach of the Environmental Sciences Unit to sustainable development is characterized by long-term commitments to site conservation, development of broad-based partnerships and interdisciplinary cooperation, enhanced exchange of scientific knowledge and information, and building a strong relationship with local peoples, especially in Natural World Heritage Sites and Biosphere Reserves.

UNESCO is working on broader environmental issues such as eco-disasters, climate change, desertification, island ecosystems, the linkages between biological and cultural diversity and other topics relevant to Philippine's development and environment agenda, including the National Climate Change Action Plan and National Biodiversity Strategy and Action Plan. UNESCO is working with government, non-governmental organizations, academic institutions, private sector and local communities to establish lasting environmental and development solutions. UNESCO's support to Philippines during the period 2013-2018 will focus on the promotion of Natural World Heritage and the MAB for sustainable development including the promotion of biosphere reserves in support of the implementation of the Madrid Action Plan and the promotion of Biosphere Reserves as climate change response tools. UNESCO Ecological Science related activities fall under UNDAF Outcome Area 4, 'Resilience toward disasters and climate change'. UNESCO will particularly address UNDAF sub-outcome 4.2 on Climate Change Adaptation including UNESCO support to increasing capacities of vulnerable communities including in biosphere reserves, to adapt to climate change. UNESCO support to Environment and Natural resources conservation and protection will focus on activities under the UNESCO MAB-Programme with the goal of increasing the capacities of national and local government officials and communities to conserve and sustainably manage the country's environment and natural resources, including biodiversity and sustainable energy sources. UNESCO will also support the participation of Philippines in international environmental forums, aiming to promote exchange of knowledge and to position Philippines in the forefront of the combat against climate change and environmental degradation.

**Engineering sciences and technology.** UNESCO Jakarta's Engineering Sciences and Technology Programme focuses on: raising awareness of the importance of Sciences and Technology, mobilizing Science Knowledge for Sustainable Development through Information and Communication Technologies collaborated with PREGINET, promoting implementation of renewable energy technologies by supporting human resource development and by assisting policy formulation; assisting university – industry collaboration and encouraging technology transfer; and supporting engineering institutions in the Southeast Asian region.

Sciences for Society. The Sciences for Society Unit's mandate is to promote environmental knowledge of local and indigenous peoples as essential to the conservation of biological and cultural diversity, and thus an integral building-block for sustainable development. Its activities are focussed on interdisciplinary and intersectoral issues central to UNESCO's programme on Local and Indigenous Knowledge Systems (LINKS) and an intersectoral strategy for Small Island

## PROPOSED COOPERATION FRAMEWORK

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**Developing States (SIDS).** During the period 2013-2018, the Science and Society Unit, together with the Disaster Risk Reduction Unit, will continue implementation of the StResCom Project in the Philippines. In the second phase of the project, expected to end May 2013, local and indigenous knowledge self-assessment tool, and awareness-raising & educational materials that incorporate local and indigenous knowledge will be developed. Building upon the outputs of the second phase, in the third phase (2013-2014), through the project, educational & awareness raising materials will be disseminated, and demonstration activities and a capacity building program for relevant stakeholders on knowledge-based risk reduction for coastal and small island communities will be implemented.

**Water Sciences.** The Water Sciences Unit promotes integrated water resources management in Asia and the Pacific by providing support for technical projects, cooperative research networks, capacity-building, community-based initiatives, training and NFE at national and regional levels. UNESCO Jakarta has coordinated activities on water resources in Southeast Asia and the Pacific over the last thirty years in close cooperation with 17 IHP National Committees or Focal Points including the Philippines nominated and established by UNESCO Member States. The National Committees all help to ensure that IHP maintains its multidisciplinary approach and remains responsive to country needs, as their members are drawn from various sectors of society. UNESCO Jakarta could contribute to the achievements of the objectives of the Philippine Development Plan (2011-2016) and the Philippines UNDAF in water field, by proposing a better integrated water resources management through the implementation of five projects part of two major programmes. Indeed, projects under the IHP and the SWITCH programme could continue to support the conservation, protection and rehabilitation of natural resources of the country as well as to contribute to a better resilience towards disasters and climate change.

**Disaster Risk Reduction and Tsunami Information.** The Disaster Risk Reduction Unit plays a role in promoting knowledge, innovation and education aimed at enhancing disaster prevention and preparedness. The purposes are to promote a better understanding of natural hazards such as earthquakes, landslides, volcanic eruptions, floods, tsunamis, droughts and of their intensity, to help set up reliable early warning systems, to encourage the adoption of suitable building design, to help protect educational buildings and cultural monuments, to strengthen environmental protection for the prevention of natural disasters, to enhance preparedness and public awareness through education and training, and to foster scientific and technical post-disaster investigation.

### PROPOSED NATURAL SCIENCE PROGRAMMES

To support the objectives of the UNDAF for the Philippines, UNESCO's Natural Sciences Programme is proposing eleven programme initiatives to: (1) promote renewable energy and energy efficiency policies and planning; (2) mobilize science knowledge for sustainable development; (3) support professional engineering networks; (4) strengthen environmental and economic security in biosphere reserves; (5) promote integrated water resources management; (6) promote the concept of sustainability science; (7) develop alternative economies for sustainable communities; and (8) reduce disaster risk and enhance climate change adaptation.

### Social and human sciences

In accordance with its mission to advance knowledge, standards and intellectual cooperation to facilitate social transformations conducive to the universal values of justice, freedom and human

## PROPOSED COOPERATION FRAMEWORK

No.	Programme Name	STATUS		
		P	PO	O
<b>II</b>	<b>NATURAL SCIENCES</b>			
1	Building human and institutional capacity on renewable energy and energy efficiency policies and planning		√	
2	Mobilizing science knowledge for sustainable development through Information and Communication Technologies		√	
3	Supporting professional engineering networks to improve engineering qualifications and professional standards and assisting institutional capacity building with a strong focus on Science and Technology partnerships with Industry		√	
4	Biosphere Reserves for Environmental and Economic Security		√	
5	International Hydrological Programme: <ul style="list-style-type: none"> <li>• Asia-Pacific FRIEND</li> <li>• Flood Forecasting and Warning System in Tropical Region</li> <li>• Catalogue of Rivers for South East Asia and the Pacific</li> <li>• Training Courses</li> </ul>			√ √ √ √
6	SWITCH-in-Asia	√		
7	COMPETENCE in Asia: The Role and Contribution of Higher Education Institutions– Sustainability Science		√	
8	Developing alternative economies for sustainable communities through creative ecotourism, biodiversity conservation and integrated water management	√		
9	Adopting Disaster Risk Reduction in Education for Safer Schools and Its Communities (ADDRESS)	√		
10	Children and Youth in Disaster Risk Reduction	√		
11	Mobilizing local and indigenous knowledge and practices to enhance community-based resource management, climate change adaptation, disaster risk reduction, and education for sustainable development		√	

dignity, the Social and Human Sciences (SHS) programme fosters the links between researchers and the policymaking community, through the intergovernmental Management of Social transformations (MOST). The SHS Unit's strategy aims to develop a coherent and consolidated programme with two large initiatives, support and guide nationally owned development policies and programs, and address the needs of the most vulnerable, marginalized and disadvantaged groups. SHS Unit will focus in two main thematic areas: 1. promote youth engagement as partners for development and peace, and 2. elaborate solutions for building livelihoods and social resilience to environmental changes. SHS will attach special importance to inclusion of vulnerable and disadvantaged regions and communities.

## PROPOSED COOPERATION FRAMEWORK

### PROPOSED SOCIAL AND HUMAN SCIENCES PROGRAMMES

To support the objectives of the UNDAF for the Philippines, UNESCO's SHS Unit is proposing two programmes to: (1) protect livelihoods and foster social resilience to global environmental changes, contributing to the UNDAF sub-outcomes 4.1 Disaster-risk reduction and management and 4.2 Climate change adaptation; and (2) facilitate youth civic engagement that will contribute to the UNDAF outcomes 3.1. Citizens' participation and oversight and 3.4. Conflict prevention and peace building.

No.	Programme Name	STATUS		
		P	PO	O
<b>II</b>	<b>SOCIAL &amp; HUMAN SCIENCES</b>			
1	Developing innovative management in order to protect livelihoods and foster social resilience to global environmental changes	√		
2	Facilitating youth civic engagement	√		

### Culture

Culture activities of UNESCO Office in Jakarta are developed in line with the UNESCO's established functions, i.e., advocacy, standard-setting and capacity building. The Culture Unit's activities include: promotion of ratification of UNESCO's Conventions related to culture in particular the 1970 Convention on the Means of Prohibiting and preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property as well as the 1995 UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects; raising public awareness on the importance of safeguarding tangible and intangible cultural heritage; strengthening of capacity for national officials in cultural heritage management; promotion of cultural tourism for sustainable development and long-term livelihood enhancement through income generation based on the cultural tourism; museum development through capacity building; and promotion of cultural diversity and cultural industries for the development in the cluster countries.

### PROPOSED CULTURE PROGRAMMES

In the context of the culture for development and its contribution to the achievement of the MDGs, as well as the Philippines Development Plan (2011-2016) which strives to achieve the generated employment and sustainable livelihoods through cultural tourism, UNESCO's Culture Unit proposes two programmes to: (1) provide World Heritage Education; and (2) promote the safeguarding of the tangible and intangible cultural heritage through the implementation of UNESCO's cultural normative instruments.



## PROPOSED COOPERATION FRAMEWORK

No.	Programme Name	STATUS		
		P	PO	O
III	<b>CULTURE</b>			
1	World Heritage Education for Young People in the Philippines	√		
2	Capacity building programme for the safeguarding of intangible cultural heritage through the effective implementation of the UNESCO 2003 Convention in the Philippines	√		

- In the framework of the Upstream process for the implementation of the World heritage Convention, the UNESCO World Heritage Centre has mobilized extra-budgetary funding from the Korean Funds-in-Trust (approved in early April 2013) to support the Pilot Project on the Batanes Protected Landscapes and Seascapes, Philippines. Consultations with the Advisory Bodies (IUCN and ICOMOS) have been held to decide on the methodology to assist the Philippines authorities with this nomination. A scoping mission has been planned for January/February 2014. Taking into consideration the past problems with the nomination and the apparent shifts in the choice of criteria proposed by the authorities, the Advisory Bodies and the World Heritage Centre have decided to focus on capacity building, as a first step to ensuring that the management of the possible future nomination is adequate and sustainable. This will also provide the necessary time to identify the adequate scope and criteria of the nomination.
- In addition, the International Assistance from the World Heritage Fund for Strengthening Conservation Management Policies for Tubbataha Reef National Park was approved in November 2012 and the project has been implemented and the World Heritage Centre is mobilizing more support to the management authorities of the national park

### Communication and information

The Communication and Information (CI) Unit in Jakarta focuses mainly on promoting freedom of expression and freedom of the press. Journalism training sessions and journalism education are conducted in disaster/post-disaster zones as well in conflict/post-conflict zones. Advisory services on media legislation are provided to decision-makers to ensure media independence and pluralism that is fundamental in democracy. Provision of communication and information access to local communities is done through the development of Community Multimedia Centres (CMCs). The goal is to open a gateway to active membership of the global knowledge society making information and communication as the basic tools for the marginalized segments of society.

The Unit also addresses climate change issues in their relation to the media, through capacity building of media professionals in providing information that is critical in stimulating policy debate and in building public understanding of the urgency of climate change which is essential to mitigate its negative impacts and to avert human suffering. In 2011, the Unit initiated a major new initiative—Media and Information Literacy Curriculum—which provides training to teachers to equip them with the knowledge and skills to address issues relating to new technologies, the information age and emergence of social media.

## PROPOSED COOPERATION FRAMEWORK

No.	Programme Name	STATUS		
		P	PO	O
1	Earth Reporting: Promoting Journalistic Excellence in Climate Change Reporting		√	
2	Newswomen in Asia: Development of a Textbook on Media and Gender in Asia	√		
3	Media and Information Literacy: Promoting the Adoption of Curriculum within education institutions in the Philippines		√	

### PROPOSED COMMUNICATION AND INFORMATION PROGRAMMES

To support the objectives of the UNDAF for the Philippines, UNESCO's Communication and Information Unit is proposing three programmes to: (1) promote journalistic excellence in environmental and climate change reporting; (2) address the lack of adequate materials at universities for gender and media studies; and (3) promote the adoption of media and information literacy curriculum in educational institutions.

#### Summary

Collectively, the 21 programmes detailed in this document are expected to contribute to the Philippines' national priorities by supporting several objectives and outcomes of the UNDAF. These programmes have been selected and designed to maximize UNESCO's expertise in order to support of the Philippines in a systematic and coordinated effort with other UN agencies and development partners.

# 4 PROGRAMME MANAGEMENT

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Management of the PH-UCPD-2 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.

## Partnerships

This PH-UCPD-2 will be fully implemented through partnerships 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 – NatCom of the Philippines; national committees of intergovernmental programmes 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-2 and providing necessary technical assistance. 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 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 startup 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

## PROGRAMME MANAGEMENT

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detailed proposals for submission to multilateral donor agencies such as the World Bank and Asian Development Bank and bilateral agencies including the European Commission, 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.

The NatCom shall link with National Economic and Development Authority (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.

### **Social Mobilization and Advocacy**

The adoption of this document requires social mobilization and advocacy in order to create awareness, understanding and appreciation of PH-UCPD-2's objectives, planning process and contents. The PH-UCPD-2 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.



# ANNEX I:

## STATUS OF LISTED PROGRAMMES

P = PROPOSED PO = PROPOSED/ONGOING O = ONGOING

NO	PROGRAMME NAME	STATUS		
		P	PO	O
<b>I</b>	<b>EDUCATION</b>			
1	Comprehensive Sexuality Education addressing HIV, Drugs and Sexual Risk Behaviors for Youth		√	
2	Strengthening Education for Sustainable Development in the Cluster Countries		√	
3	Supporting the Cluster Countries in commemorating international days and launches of EFA GMRs within the framework of EFA		√	
<b>II</b>	<b>SCIENCES</b>			
4	Building human and institutional capacity on renewable energy and energy efficiency policies and planning		√	
5	Mobilizing science knowledge for sustainable development through Information and Communication Technologies		√	
6	Supporting professional engineering networks to improve engineering qualifications and professional standards and assisting institutional capacity building with a strong focus on Science and Technology partnerships with Industry		√	
7	Biosphere Reserves for Environmental and Economic Security		√	
8	International Hydrological Programme: <ul style="list-style-type: none"> <li>• Asia-Pacific FRIEND - Flood Forecasting and Warning System in Tropical Region</li> <li>• Catalogue of Rivers for South East Asia and the Pacific</li> <li>• Training Courses</li> </ul>			√ √ √ √
9	SWITCH-in-Asia	√		
10	COMPETENCE in Asia: The Role and Contribution of Higher Education Institutions–Sustainability Science		√	
11	Developing Alternative Economies for Sustainable Communities through creative Ecotourism, Biodiversity Conservation and Integrated Water Management	√		
12	Adopting Disaster Risk Reduction in Education for Safer Schools and Its Communities (ADDRESS)	√		
13	Children and Youth in Disaster Risk Reduction	√		
14	Mobilizing local and indigenous knowledge and practices to enhance community-based resource management, climate change adaptation, disaster risk reduction, and education for sustainable development		√	

## ANNEX I: STATUS OF LISTED PROGRAMMES

NO	PROGRAMME NAME	STATUS		
		P	PO	O
III	SOCIAL AND HUMAN SCIENCES			
15	Developing innovative management in order to protect livelihoods and foster social resilience to global environmental changes	√		
16	Facilitating youth civic engagement	√		
IV	CULTURE			
17	World Heritage Education for Young People in the Philippines	√		
18	Safeguarding the intangible cultural heritage through the strengthening of national capacities for the effective implementation of the 2003 Convention in the Philippines	√		
V	COMMUNICATION AND INFORMATION			
19	Earth Reporting: Promoting Journalistic Excellence in Climate Change Reporting		√	
20	Newswomen in Asia: Development of a Textbook on Media and Gender in Asia	√		
21	Media and Information Literacy: Promoting the Adoption of Curriculum within education institutions in the Philippines		√	

# ANNEX II:

## ALIGNMENT OF UNESCO PROGRAMME AREAS WITH UNDAF OUTCOMES

Table 2. Alignment Of And Unesco Programme Areas With Undaf Outcomes

UNDAF OUTCOMES	Expected Result of UNESCO Activity	Performance Indicator and benchmarks	Available resources in US\$	Mobilization Target in US\$
<p><b>Outcome 1: Universal access to quality social services, with focus on the MDGs.</b></p> <p>The poor and vulnerable will have improved access to and utilisation of quality social services, with focus on the MDGs least likely to be achieved.</p> <p>Food and nutrition security</p> <p>Universal healthcare</p> <p>Reproductive, maternal and neonatal health</p> <p>Education</p> <p>Social protection</p> <p>HIV and AIDS</p>	<p>Through launch and discussion of the EFA GMR and commemoration of international days, it is hoped that policy options and an action agenda could be proposed in addressing the issues.</p>	<p>Event held to launch and discuss the EFA GMRs and commemoration of international days, actively participated by key Government officials.</p>	17,000	50,000
	<p>Strengthened capacity of national stakeholders through implementation and adaptation of the ITGSE into the local context</p>	<p>At least 3 more national institutions catering to youth participates in adaptation of ITGSE.</p> <p>At least 3 more national institutions catering to youth confirm use of adopted ITGSE in programming and curriculum development.</p>	5,000	10,000

## ANNEX II: ALIGNMENT OF UNESCO PROGRAMME AREAS WITH UNDAF OUTCOMES

UNDAF OUTCOMES	Expected Result of UNESCO Activity	Performance Indicator and benchmarks	Available resources in US\$	Mobilization Target in US\$
<p><b>Outcome 2. Decent and productive employment</b></p> <p><b>for sustained, greener growth.</b> More men and women will have decent and productive employment for sustainable, inclusive and greener growth.</p> <p>2.1 Productive employment for sustainable and greener growth</p> <p>2.2 Decent work mechanisms</p>				
<p><b>Outcome 3. Democratic governance.</b> Capacities of claimholders and duty bearers will have been strengthened to promote human rights, inclusivity, integrity, accountability and the rule of law in governance.</p> <p>3.1 Citizens' participation and oversight</p> <p>3.2 Integrity and accountability</p> <p>3.3 Local development planning and management</p> <p>3.4 Conflict prevention and peace-building</p> <p>3.5 Population and development</p> <p>3.6 Women's empowerment</p>	<p>Youth organizations are empowered and young men and women are involved in their communities' development processes.</p>	<p>Number of organizations taking part in the decision-making process.</p> <p>Number of youth leaders attending capacity building trainings.</p>	3,000	150,000



## ANNEX II: ALIGNMENT OF UNESCO PROGRAMME AREAS WITH UNDAF OUTCOMES

UNDAF OUTCOMES	Expected Result of UNESCO Activity	Performance Indicator and benchmarks	Available resources in US\$	Mobilization Target in US\$
<p><b>Outcome 4. Resilience toward disasters and climate change.</b></p> <p>Adaptive capacities of vulnerable communities and ecosystems will have been strengthened to be resilient toward threats, shocks, disasters, and climate change.</p> <p>a. Disaster risk reduction and management</p> <p>b. Climate change adaptation</p> <p>c. Environment and Natural Resources protection and conservation</p>	<p>Policy recommendations and programmes are developed on Climate Change Education, Education for Disaster Risk Reduction, and Teacher Education addressing environmental challenges encountered in the country in promoting sustainable development.</p>	<p>The Philippines enhance capacities in strengthening their Climate Change Education, Education for Disaster Risk Reduction, and Teacher Education integrating the principles of ESD through sharing of good practices and experiences, formulation of policy recommendations, and development of improved programme to address identified challenges in promoting sustainable development. At least 1 regional high-level meeting will be held involving key representatives. Policy recommendations and toolkits will be published and disseminated.</p>	3,000	200,000
	<p>Enhanced local government and communities' oversight over development programmes and government services related to environmental management and protection and adaptation of livelihoods.</p>	<ul style="list-style-type: none"> <li>• Number of communities trained on resilience and adaptation to climate change effects.</li> <li>• Number of local policies developed and implemented.</li> </ul>	30,000	200,000

## ANNEX II: ALIGNMENT OF UNESCO PROGRAMME AREAS WITH UNDAF OUTCOMES

UNDAF OUTCOMES	Expected Result of UNESCO Activity	Performance Indicator and benchmarks	Available resources in US\$	Mobilization Target in US\$
	Improved Water Interoperability Networks for Global Change Adaptation and sustainable urban water management			
	Maintained interoperability of water networks in the South East Asia - Pacific region to address water challenges and implement IHP activities	Regional Steering Committee meetings organised annually  through Asia Pacific FRIEND network, effectively populated water archive and publication of the Catalogue of Rivers	30000	
	Improved scientific understanding and knowledge exchange on hydrological variability with respect to global changes	Meetings/workshops and demo sites organised to promote ecohydrology approach for integrated water resources management		
	Improved specific knowledge of hydrologists of the country by providing appropriate training programme	IHP Training Courses are effectively organised	10000	
	Improved knowledge and accessibility to the various flood forecasting and warning systems employed in Asia and the Pacific region and other water related hazard countermeasure contents.	State-of-the-art report developed highlighting the comparisons between various flood forecasting and warning systems employed in participating countries  Water-related hazard contents incorporated and accessible in the Disaster Reduction Hyperbase project	20000	200,000

## ANNEX II: ALIGNMENT OF UNESCO PROGRAMME AREAS WITH UNDAF OUTCOMES

UNDAF OUTCOMES	Expected Result of UNESCO Activity	Performance Indicator and benchmarks	Available resources in US\$	Mobilization Target in US\$
	Developed overall, flexible, strategic approach towards sustainable Urban Water Management (UWM) through action research, demonstration sites and capacity building	<p>Project documents on UWM developed based on in-situ assessments</p> <p>Action research tailored to the local site priorities and needs identified to adjust existing technologies and promote new ones</p> <p>Demosites established to test and showcase new and innovative approaches</p> <p>Capacity Building/ Awareness Raising on water-related challenges in the local site developed as well as the corresponding human resource capacities and quality training programmes</p>	15000	2,500,000
	<p>Reconcile sustainable development and conservation for resilient communities</p> <p>Sustainable management of land and water resources</p>	<p><b>Performance Indicator:</b></p> <p>Number of new biosphere reserves</p> <p><b>Benchmark</b></p> <p>By 2018 at least one new Biosphere reserve is established</p> <p><b>Performance Indicator:</b></p> <p>Number of Alternative Economy options such as Ecotourism worked out</p> <p><b>Benchmark</b></p> <p>At least one region has adopted alternative economies</p>	30,000	<p>500,000</p> <p>3,000,000</p>
	Strengthen coastal and small islands communities resilience towards hydro-meteorological hazards and climate change impacts (through "StResCom" project)	<p>LINK assessment tool developed and piloted</p> <p>Educational &amp; awareness-raising materials incorporating LINK developed and disseminated</p>	100,000	

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