UNESCO

United Nations
Educational, Scientific and
Cultural Organization

# FEASIBILITY STUDY ON THE ESTABLISHMENT OF

# AN INTERNATIONAL CENTRE FOR THE UNESCO ASPNET (ICUA)

# IN SANYA, HAINAN PROVINCE, PEOPLE'S REPUBLIC OF CHINA,

# AS A CATEGORY II CENTRE UNDER THE AUSPICES OF UNESCO

# FINAL REPORT

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UNESCO, November 2017

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# I.    BACKGROUND

1.    In May 2017, the Ministry of Education of the People's Republic of China (P.R. China) proposed the creation of an International Centre for UNESCO Associated Schools Project network (ASPnet) in Sanya, Hainan Province, as a UNESCO Category 2 Centre under the auspices of UNESCO. This formal request results from the extensive consultation among the Hainan Provincial People's Government, the Ministry of Education, and the National Commission of P.R. China for UNESCO and is presented as a follow-up to the official visit of President Xi Jinping to the Headquarters of UNESCO in Paris on March 27, 2014. It further advances the commitment of the P.R. China to support UNESCO in its contribution to the Sustainable Development Goals (SDGs), notably through the advancement of mutual respect and cross-cultural communication, with the instrumental role played by cultural exchange and Information and Communication Technology (ICT) for development (International Conference on ICT and Post-2015 Education, 23-25 May 2015, Qingdao, P.R. China).

2.    At the provincial level, the Hainan Provincial Government has already committed to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all through a Framework Agreement signed with UNESCO (August 2017) to support the international coordination of the ASPnet with 1 million USD. The Hainan Department of Education also hosted the International Conference of the UNESCO ASPnet in Sanya, Hainan Province, in April 2017. More than 80 participants from some 40 countries came together to discuss the future of the ASPnet in the context of the 2030 Education Agenda.

3.    In response to the proposal, and in accordance with the UNESCO Integrated Comprehensive Strategy for Category 2 Institutes and Centres under the auspices of UNESCO, as adopted by the General Conference (37 C/Resolution 93), the Director-General of UNESCO decided for the present feasibility to be undertaken. The assessment of the proposal applied specific evaluative criteria: (i) relevance and potential impact; (ii) independency and sustainability; (iii) cooperation and partnerships.  The assessment consisted of a review of the proposal against relevant UNESCO's Guidelines and strategic documents, a field mission to Hainan Province (23-26 October 2017) and Qingdao (27-28 October 2017), site visits, semi-structured interviews with Government officials both at senior and working level, representatives of the National Commission of P.R. China for UNESCO, experts, and potential partners.

4.    Ms. Sabine Detzel (ASPnet International Coordinator), Ms. Sayaka Tsutsui (Programme Officer, Executive Office, UNESCO Bangkok Office), and Ms. Cecilia Tinonin (Consultant) were appointed to conduct the field mission.  The assessment process was positive and collaborative with all involved stakeholders. The team deeply appreciated the extensive preparatory work - which included a survey to Category II Institutes - conducted by the host Committee, the Hainan Provincial Department of Education and the Hainan Educational Research and Training Institute (HERTI). This study has enabled a clarification of the potential steps forward in the establishment of the ICUA with key stakeholders, such as government officials, experts and leading actors involved in the Centre.

5.    This Report presents the main findings, and highlights the main conclusions and recommendations. It also clarifies a number of specific questions arising from the information gathered during interviews, and preparatory reports further describing the proposal. Annex I includes a list of meetings held and people interviewed.

## II.    FINDINGS

## RELEVANCE AND POTENTIAL IMPACT

### *Contribution to UNESCO's Strategic Objectives*

6.      UNESCO ASPnet is a global network of over 11,000 schools committed to the Organization's mission and vision. ASPnet schools apply innovative pedagogical methods to transmit UNESCO values and principles to present and future generations. In the current international framework, ASPnet plays a crucial role in promoting concrete actions towards the achievement of the target 4.7 of the Sustainable Development Goals (SDGs). That is, ASPnet contributes to ensure that: ˝all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development˝. Yet, the promotion of such knowledge and skills entails positive spill-overs effects on the achievement of other SDGs (e.g. SDG5).


7.      In response to the Internal Oversight Service Evaluation Report (2016), the revitalization of the network prioritizes the working mechanism of interacting, that is *communication* and *networking,* to foster the exchange flows on UNESCO thematic areas among ASPnet stakeholders worldwide. The potential added value of ICUA would lie in supporting such global interactive function through ASPnet students and teachers exchange, an annual ASPnet international forum, the provision of an online platform and a resource library. The ICUA would also complement, and enhance, the fundamental working pillar of the network, namely *teaching* and *learning* through capacity development of ASPnet stakeholders. The ICUA has the mission of stimulating inclusive, equitable, and quality education systems, through the promotion of effective and inclusive cooperative partnerships among UNESCO ASPnet members, especially in the developing countries in the Asian and African regions. It also aims at identifying successful experience of innovation, and best practices in the development of basic education.

8.      The assessment has not found any eventual redundancy of the proposed Centre with Category 2 entities under the auspices of UNESCO or with other similar institutions created by other United Nations systems organization. In comparison to Category 2 Centers operating in the field of education under the auspices of UNESCO, the unique feature of ICUA would lie in its sharp focus on the ASPnet, while serving the whole Organization in increasing its outreach. Many UNESCO publications in all thematic areas are channeled throughout the network as teachers training, and student learning materials. The creation of the Center would therefore enhance the effectiveness of the dissemination, and increase the use of resources, by introducing them through meetings and teachers training activities. Overall, the visibility of UNESCO at the ground level could be further heightened.


9.      Under the guidance of the ASPnet International Coordination, the ICUA envisages itself as serving the global ASPnet community as a platform for cultural exchanges and mutual learning on UNESCO thematic areas, contributing to the quality of education for all through sharing knowledge and integrating policy and practices across regions, enhancing partnerships among ASPnet member schools, launching programs on capacity development as well as joint programs, establishing partnerships among member institutions for cooperation at the sub-regional, regional and global level.

*Programmatic linkage between the Centre's activities and UNESCO's ASPnet*

10.     The current UNESCO Medium-Term Strategy (37 C/4) does not include an explicit reference to the ASPnet. The UNESCO Approved Program and Budget (38 C/5) requests the program to contribute to the achievement of the Strategic Objective 2, namely "Empowering learners to be creative and responsible global citizens", and in particular to Expected result 8: "Member States integrate peace and human rights education components in education policies and practices". The 37 C/5 also mandates the UNESCO Institute for Information Technologies in Education (IITE) with a special role in supporting the ASPnet in delivering quality programs and projects on learning for the future.

11.     In compliance with provisions under the 38 C/5, the ICUA would support UNESCO in increasing the number of ASPnet members that deliver quality programs and projects on peace, human rights and other UNESCO and UN priorities, through the promotion of intercultural exchanges, capacity development and an online platform for ASPnet members. In collaboration with IITE, the ICUA would also contribute to increase the number of ASPnet members supported to deliver quality programs and projects on ICT in education.

## TYPE, NATURE AND SCOPE OF ACTIVITIES

12.     As the ICUA is not operational yet, the assessment clarified that the nature of the ICUA is threefold: (i) the scope of activities will be ASPnet-oriented and hence global; (ii) the focus will be majorly on primary and secondary education; (iii) the initial work plan of the Centre is developed around 8 projects. The four proposed functions of ICUA are in line with the modalities of actions of Category 2 Institutes, namely (i) Knowledge production; (ii) Capacity development; (iii) Technical support; (iv) Information sharing. Further, the ICUA would carry out its activities at the global, regional and sub-regional levels. At the *global level*: activities would include international conferences and meetings, publications, and dissemination of information; at the *regional level*, it would be focusing on training courses on capacity development targeting in particular countries in the Asia-Pacific region; at the sub-regional level, activities would be targeting basic education programs for developing countries in South-East Asia, South Asia and Central Asia.

*Knowledge production*

13.     The ICUA would conduct comprehensive research through the following three project components:

> ➢ **Resource library:**  For more than six decades, the ASPnet has been translating UNESCO programs into concrete school-based actions. There is therefore scope for generating evidence on the impact of such interventions at the micro-level through the collection of data as well as historical anecdotal evidence.

> ➢ **Digital literacy:** This research project would aim at assisting ASPnet schools to meet the challenges brought by globalization and new technologies so as to improve access, equity and governance of schooling. The Hainan Province is already a pilot zone for the introducing ICT in basic education (e.g. broadband network, network teaching environment, digital educational resources, ICT based teaching and personalized learning and ICT-based educational management), and has already conducted extensive research for advancing ICT in education (e.g.  500 teaching

materials developed including class videos and learning resources). At present, the rate of multimedia equipment in classroom is 83 percent.

> **ASPnet curriculum development:** Research would focus on the emerging needs and trends of ASPnet schools. The preparatory Committee also expressed interest in conducting joint research/publication and to provide translation into Chinese of ASPnet materials. The ICUA would make full use of and/or adapt the existing training materials provided by the UNESCO, including its Regional Office for the Asia-Pacific region. In addition, the ICUA would develop educational materials, collect the cases studies on ASPnet-oriented professional development of teachers, upgrading the leadership of the ASPnet Headmasters and develop the related training materials.

*Capacity development*

14.      The Center is committed to widen the outreach of ASPnet capacity development initiatives in UNESCO thematic areas, such as gender equality in education, teacher education, ICT in education, Global Citizens Education (GCE) and Education for Sustainable Development (ESD). The specific project component will be the following:

> **ASPnet Teachers Training:** The ICUA would carry out training programs on various ASPnet topics for ASPnet teachers, especially from primary and secondary schools, in order to promote their continuing professional development, and enhance their teaching abilities in ASPnet related thematic areas.

*Technical support*

15.      The Center is committed to provide policy, professional and technical support for developing countries in terms of school partnerships, educational exchange and cooperation through the following two project components:

> **ASPnet people-to-people exchange:** The ICUA would set up special scholarships/fellowship and events to encourage exchange among ASPnet students and teachers through various educational exchange activities, such as summer/winter camps, summer schools, short-term study tours and visiting programs. The Hainan Department of Education has been already promoting the internationalization of education through partnerships established with over 200 education institutions in over 50 countries and involving 5,000 students per year in international people-to-people exchange. Further, the ICUA would encourage, in close collaboration with the National Commission of P.R. China for UNESCO, more schools to proactively join the ASPnet network at the national level. Currently, the ASPnet network in P.R. China comprises 10 schools.

> **International ASPnet Forum:** The ICUA would organize an ASPnet international forum on a regular basis on ASPnet related topics, such as ICT for development, ESD, GCE, so as to promote the circulation and exchange of successful experiences and best practices. Evidence has been found on the ability of the involved stakeholders to host influential international events. Recent major events in the field of education includes the 2017 International Conference of the UNESCO ASPnet and the 2016 International Forum on Cross-border Education.

Under the framework of China-ASEAN cooperation, Hainan has hosted a series of activities, such as China-ASEAN University Presidents Forum and China-ASEAN Governors/Mayors Dialogue.

*Information sharing*

16.     Through expanding collaborative research and interdisciplinary cooperation among ASPnet institutions by virtue of ICTs, the International Center would assist ASPnet schools to fully tap into the potential of ICT in schooling, and generate more opportunities for teachers and students. In particular, the ICUA proposed to develop:

> ➢ **Information and Communication Platform:** In view to facilitating the barrier-free communication among ASPnet schools, teachers, and students, the online resource and information platform would apply clouding computing, big data and artificial intelligence to its development. It aims at creating an effective information base, data base as well as resource library through a comprehensive multilingual website where online courses, synchronous classes, teachers' interaction and learning assessment can be accessed both online and off line through individualized profiles. The online platform would complement, and not overlap, the Online Tool for ASPnet (OTA). National stakeholders clarified that UNESCO will own such data.

## INDEPENDENCE AND SUSTAINABILITY

*Legal status*

17.     Among the criteria established in the Integrated Comprehensive Strategy for Category 2 Institutes and Centres (Document 37 C/18 Part I), both the independent functionality and financial sustainability play a central role for assessing the feasibility of the proposal.  For the General Conference established that while Category II Institutes and Centres are associated with UNESCO through a reporting mechanisms, UNESCO shall bear neither responsibility nor liabilities of any kind, be it managerial, financial or otherwise. Furthermore, the IOS Audit Report (2016) on Category 2 Institutes and Centers under the auspices of UNESCO highlights sustainability as the main area of concern.

18.     The ICUA would enjoy an independent legal status as well as the legal capacity required for concluding contracts. The Hainan Department of Education on behalf of the national government would serve as the responsible body for the ICUA and provide for its financial, administrative and logistical needs. It would coordinate all linkages with other relevant Ministries/Departments of the Government at the provincial and national level, and ensure the establishment of the International Centre as an autonomous and independent non-profit legal entity under the national law of the P.R. of China registered in Sanya. The National Commission of the P.R. of China for UNESCO confirmed that the legal status of ICUA would perfectly resemble the same status of the other two existing Category II Institutes in the field of education in the country.[1] The National Commission also confirmed that the ICUA would undergo periodic independent audit reports of the financial statements.

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1 The two Centers are the Teacher Education Centre in Shanghai, and the International Centre for Higher Education Innovation in Shenzhen.

*Financial sustainability*

19.     During the initial 6 years, the Hainan Provincial Government would financially support the ICUA with the estimated annual disbursement of 7 million CNY (approximately 1 million USD) from its annual public finance budget towards expenditures related to constructing the permanent venue, human resources, operational and running costs. Policy support would also take the form of lower taxation and talent introduction. The Hainan Province has also received expressions of interest for financial contributions from the private sector for program activities and ensured that external fundraising would comply with relevant UNESCO guidelines in the area of private-public partnership.

*Governance*

20.      Interviews conducted during the field mission confirmed that the structure of the governance of the ICUA would include the Governing Board (the ICUA Council), the Advisory Board, and the Executive Body and that the ICUA would adopt the Director-responsibility system under the leadership of the Governing Board (Figure 1).  The Governing Board would be the decision-making body of ICUA. It would govern the whole operations of the Center, such as approval of the statute and regulations, work plan, approval of the annual budget, selection among distinguished experts and appointment of the Director, and strategic guidance and supervision. The Governing Board would be elected every four years, and it would meet regularly at least one a year.

21.     The Governing Board would be composed of: (i) a representative of the UNESCO Director-General, (ii) a representative of the National Commission of the P.R. of China for UNESCO, (iii) a representative of the Hainan Provincial People's Government, (iv) a representative of Sanya Municipal People's Government, (v) a representative of the Expert Advisory Group of the International Center, (vi) a representative of ASPnet Schools; (vii) Director of the International Center, (viii) Representative of HERTI.

22.     The Advisory Committee would be the consultative body of the Center. It would be composed of 5 or 7 members selected among national and international experts. It would provide guidance for the projects and activities related to international exchange and cooperation in the field of basic education.  Under the leadership of the Director, the Executive Body of ICUA would be composed of 5 Departments.

23.     The Hainan Provincial Department of Education would entrust the HERTI to be responsible for the ICUA management under the guidance and supervision of the ICUA Governing Board. HERTI is a professional public research institute attached to the Hainan Department of Education. Its focus is on educational policy, curriculum reform, basic education, vocational and continued education, training of headmasters and teachers. Highly engaged in the field of ICT for education and internationalization, the HERTI has been granted with 9 national awards and over 20 provincial awards. It also has developed web-based educational research. For instance, its *hao-yan* net is a renowned educational website in China. Among its registered users are 110,000 teachers and 1,5 million students, playing a vital role in sharing high quality educational resources. Furthermore, it has dispatched over 600 school headmasters and teachers for overseas training, and more than 2,000 teachers and students in bi-directional exchange programs.

24.     In line with provisions contained in the Integrated Comprehensive Strategy for Category 2 Institutes and Centers (37 C/18 Part I), the ICUA would comply with the Organization's reporting framework for Category 2 Centers. Furthermore, the National Commission for UNESCO also holds annual national meetings for all Category II Centers in P.R. China for assessing their results

**Figure 1**: Proposed Organigram of ICUA[2]
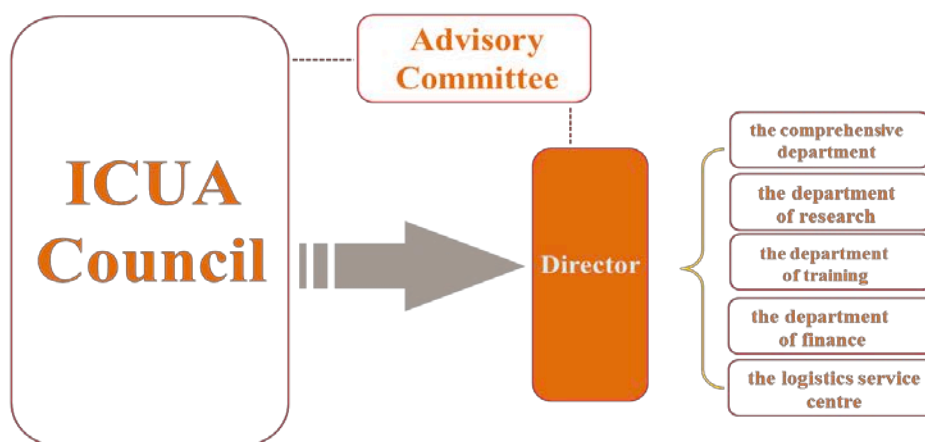


*Source:* Report by the Preparatory Committee

and enhancing exchange of best practices. The monitoring of activities will therefore be enforced at the two levels. At the Center level, the ICUA would release its quarterly bulletin on activities undertaken.

*Human resources*

25.     The Committee appointed for the preparatory work for the establishment of the ICUA confirmed that the Center would, in addition to the Director, initially recruit 20 staff members. Among criteria for selection of staff, languages skills and previous experience at the international level would play a prominent role. The recruitment would be conducted both at the national and international level.  In particular, it is currently envisaged that 10 staff would be selected from HERTI, and 10 staff would be internationally recruited. In the hiring of ICUA staff, gender equality and the proportion of working languages will be taken into consideration. More full-time and supporting staff would be recruited based on further development of the ICUA and its activities in the future.

*Location and premises*

26.     Following the proposal, the Provincial Government is planning the permanent site of the Head Office of ICUA in Lizhi Valley Educational Park of Education and Science, currently under construction.  For a transition period, the Sanya University offered free of charge to the Hainan Department of Education 14,000 m$^2$ of its existing office resources with shared educational facilities and services, including accommodation provided in Bailuyuan Hotel in the premises of the University. This location would serve as a temporary site for the initial two years (i.e. 2018-2020).

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[2] Please note that the Comprehensive Department refers to the General Office, which deals with general issues, administrative affairs, Human Resources and financial matters. The ICUA Council refers to the Governing Board.

**Figure 2:** Temporary site of the Head Office of the ICUA



*Source:* Report by the Preparatory Committee

27.     The team inspected the potential temporary Head Office located in No.1 Shuxin Building at the University of Sanya (Figure 2). The space is a three-floors building, and includes 4 multimedia classrooms, 3 self-study rooms, 7 administrative offices, a conference room, exhibition space, library, arts and student reception center and archives. Visiting ASPnet students and teachers would have full access to libraries, art galleries, and sport facilities including swimming pools and football fields, located at the University.

28.     Whereas the Head Office, meeting venues and training centers would be registered and located in Sanya, the specific project component related to the development of the online platform would be implemented in Qingdao, Shandong Province. The establishment of an *international network center base* would build network platforms for knowledge-sharing, cross regional policy and practice of effective exchanges and cooperation, also providing help for remote collaborative interactive videos and documents sharing among ASPnet schools, real-time project meetings, network communication, broadcasting of "master" classes, sharing the last developments of the United Nations and relevant educational and cultural resources across countries, to ensure fast and strong global cooperation so as to promote the overall objectives and specific goals of Education 2030.

29.     The establishment of the international network base in Qingdao would take advantage of the expertise and experience of this province in building high quality educational information infrastructure and public service platform system. Interviews with stakeholders highlighted that the regional promotion mode of Qingdao education informatization has taken the lead in the country. Broadband for all schools and premium internet resources for all classes became a reality. For instance, 90 percent of all schools became Smart-campus. RMB 220 million Yuan (USD 33.13 million) have been invested on 'synchronous classroom' construction and application, covering 744 schools with 'sync-classrooms' and 'intelligent teaching'. Information technology and subject teaching have been integrated and combined.

## COOPERATION AND PARTNERSHIPS
### *Cooperation with other UNESCO entities*

30.      The ICUA proposed to cooperate with the UNESCO Asia-Pacific Regional Bureau for Education in Bangkok on resource and information sharing, and organization of joint meetings and workshops. Moreover, the ICUA would include such educational cooperation into its overall objectives so as to promote the access, equity and quality of schools in the Asia-Pacific region. The Center also clarified that it is interested in the specific programs/networks mentioned in the proposal namely, but not limited to, UNESCO Asia-Pacific Program of Educational Innovation for Development (APEID), UNESCO Education Research Institutes Network (ERI- Net), and UNESCO Entrepreneurship Education Network (EE-Net), and would like to take part in, and learn from them.

31.      In the context of the Asia-Pacific region, the UNESCO Bangkok Office has been developing teachers' guides, classroom modules, toolkits, etc. in the areas of Global Citizenship Education (GCED), Gender, School Related Gender-based Violence (SRGBV), Inclusive Education, Mother Tongue Based-Multilingual Education (MTB-MLE), the World Heritage and Intangible Cultural Heritage, climate change, etc. While UNESCO Bangkok disseminates its publications, the Center has a potential to reinforce the dissemination, roll-out, and piloting of, those materials at the school level both regionally and globally. Such materials could also be made available for ASPnet teacher trainings at the Center.

32.      It has been envisaged that the Center could also potentially function as an ASPnet-related human resource hub. It could establish a database on ASPnet teachers/students/schools that took part in the programs organized by the ICUA. Such database can also be used to identify/recommend appropriate ASPnet stakeholders/schools to the UNESCO Bangkok Office, to enhance the participation of ASPnet schools to its international meetings/workshops.

33.       The experience of the UNESCO Institute for Information Technology in Education (IITE) would contribute to ICUA for the design of training programs to apply ICT to basic education. In particular, cooperation with the Category I Institute would support the development of the information network and communication platform of UNESCO ASPnet. Preliminary meetings between stakeholders have already been taken place to investigate potential synergies and collaboration.

34.      In regard to cooperation with Category 2 Centers, the ICUA expressed a strong interest in developing close collaborations with the 10 educational institutes established under the auspices of UNESCO so as to commit itself to developing partnerships among ASPnet schools, building an effective platform for the transnational and trans-regional exchanges among ASPnet teachers, students and schools, and promoting the common development of their education system.


35.       In the region, the ICUA could seek cooperation with the Asia-Pacific Centre of Education for International Understanding (APCEIU) and the South-East Asian Centre for Lifelong Learning for Sustainable Development (SEA-CLLSD). The connection among schools

and communities in the context of sustainable development is also a topic of interest, which could be jointly developed with the International Research and Training Centre for Rural Education (INRULED). In addition, the Center could seek collaboration with International Center for Higher Education Innovation Center (ICHEI) to conduct thematic studies.

*The role and contribution to be provided by UNESCO*

36.    In accordance with 37C/18 Part I, the ICUA would welcome the UNESCO's guidance, mentoring and evaluation. The Center would also welcome UNESCO representatives actively participating in its work. The Center understands that UNESCO would not be legally and financially liable for the ICUA. It therefore expects:

– to be invited to relevant UNESCO conferences and meetings as an observer;
– to receive guidance in organizing UNESCO ASPnet International fora;
– to be involved in the implementation of educational exchange and cooperation programs based on relevant strategic objectives in the field of education listed in C/4 and C/5 documents adopted by the General Conference of UNESCO;
– to participate in the implementation of relevant programs in the area of basic education;
– to be able to share information, and research outcomes, with UNESCO Member States and the relevant UNESCO institutions at official fora;

37.    The Center also foresees UNESCO to provide technical support to ICUA in the following format:
– to include ICUA in cross-regional activities that are consistent with UNESCO's global priorities;
– to provide technical support and assistance to the programs and activities of ICUA, including expert guidance;
– to coordinate the cooperation with other UNESCO institutes and centers in different regions and countries;
– to ensure the participation of representatives from UNESCO to international Conferences, workshops, programs, trainings and other activities launched by the ICUA;
– to dispatch UNESCO officials and specialists to attend important meetings and discussion hosted by ICUA.

38.    In-depth interviews with the ASPnet International Coordinator led to conclude that the establishment of the Center would not negatively impact the work of the Secretariat. The creation of ICUA is favorably seen as a complementing, and supporting, the network and its activities.

## III.   CONCLUSION

39.      Based on the findings of this assessment, the proposal of establishing a Category 2 Center on UNESCO ASPnet fulfils, and complies, with the guidelines and criteria regarding the establishment of relations between UNESCO and the Institutes and Centres to be placed under its auspices, as stipulated by the General Conference in it 37 C/Resolution 93.  In particular, the present study concludes:

40.      **Relevance and potential impact**: In line with the Education 2030 Incheon Declaration and Framework for Action, the ICUA aims at establishing relevant pragmatic and inclusive cooperation partnerships in the field of education among ASPnet schools.  The establishment of ICUA can facilitate collaboration, mutual learning and exchanges, and capacity development initiatives and joint programs on UNESCO thematic areas for ASPnet members. Its identity would therefore be unique and not replicate the mandate of other existing Centers. The potential impact embedded in the establishment of the ICUA lies in widening the outreach of ASPnet activities and their coverage, and enhancing UNESCO's visibility on the field through the further dissemination of its publications and training materials.

41.      **Type, scope and nature of activities:** The proposed scope of activities at sub-regional, regional and global level is coherent with the existing realities, and needs of the network.  The establishment of ICUA, as an effective communication and cooperation platforms for promoting knowledge sharing and cross-regional policies and practice, would ensure to promote global cooperation, especially strengthening South-South cooperation and multilateral cooperation as well as facilitating capacity building and development. Evidence has been found on the ability of the proposed Center to undertake the proposed activities.

42.      **Independence and sustainability:** The assessment concludes that the Center would comply with the requirement of independence in terms of the legal status and financial sustainability. The proposed structure of the governance also meets UNESCO guidelines.

43.      **Cooperation and Partnerships:** The Center seeks the cooperation with UNESCO headquarters as well as with the UNESCO Bureau for Education in the Asia and Pacific in order to implement joint programs and capacity development activities in the region. The ICUA has already undertaken preliminary meetings with IITE to investigate potential partnerships in view of developing the online platform and designing projects in the areas of ICT in education.

## IV.   RECOMMENDATIONS

44.    This feasibility study recommends to the Executive Board at its 204<sup>th</sup> session the establishment of the International Center for UNESCO ASPnet (ICUA) in Sanya, Hainan Province, P.R. China, as a Category 2 Centre under the auspices of UNESCO. Both parties did not propose any changes or deviation to the Model Agreement.

45.    Following consultations, and an assessment of readiness, with the Preparatory Committee during the field mission, the present feasibility study also recommends the following actions to be taken by the proponent to establish and strengthen the Center:

i.   **Funding and involvement of the private sector**:  To ensure that the involvement of the private sector complies with the relevant United Nations Guidelines through the adoption of specific provisions in the Statute of the ICUA.

ii.   **Communication:** To ensure that the entire spectrum of operational activities of the ICUA can be delivered to ASPnet members in all regions and therefore, in several languages. This includes provisions for requesting multi-language skills in the Terms of Reference of the ICUA Staff.

iii.   **Online platform**: To develop the proposed website in synergies with the existing Online Tool for ASPnet (OTA) to ensure complementarities as well as avoidance of any overlapping functionalities. It is also recommended a close involvement of IITE in the design and development of the proposed website in view of quality assurance and data protection.

iv.   **Targeting:** To ensure that ASPnet students exchanges include participants from all UNESCO regions, while maintaining a specific focus on 'South-South' cooperation. The targeting of the capacity development initiatives shall also widen its scope to include ASPnet stakeholders in all UNESCO regions.

v.   **Governance:** The elected Governing Board of the ICUA shall consider specific provisions in its Statute to include representatives of ASPnet from different regions in its membership.

# Annex I: List of persons interviewed

**Meetings with Government officials, Representatives of the National Commission of P.R. China for UNESCO and stakeholders in Hainan Province**

– Cao Xiankun, Director-General of the Education Department of Hainan Province

– Chen Guangrui, Deputy Director of Higher Education, the Provincial Department of Hainan

– Chen Hui, Vice-president of Hainan Middle School

– Chen Li, President of Hainan Educational Research and Training Institute

– Chen Zhenghua, Director of Educational Equipment Administration, the Provincial Department of Hainan

– Chong Runzhi, Vice Secretary-general of Hainan Provincial Government

– Dai Yuming, Vice Mayor of Sanya Municipal Government

– Dai Zhen, Vice Director of Foreign Affairs Office of Hainan Province

– Gong Hao, Secretary-general of Huashi Education Institute (Invited Expert)

– Li Yuenan, Vice Director-general of the Education Department of Hainan Province

– Lyu Rui, Headmaster of Sanya No.9 Primary School

– Pan Huali, President of Haikou Binhai No.9 Primary School

– Qu Ping, President of Ledong Huangliu Middle School of No.2 Secondary School Attached to East China Normal University

– Wang Lu, Vice Governor of Hainan Provincial Government

– Wang Xiaoyun, Director of Financial Audit Department of the Education Department of Hainan Province

– Wang Yayan, Inspector-general of Education of Haikou Municipal Government

– Wu Ping, Director of the Education Department of Sanya Municipal Government

– Yu Xiaoping, Director of Education Department, Secretariat of National Commission of the People's Republic of China for UNESCO

– Zeng Weilu, Director of Basic Education Department of the Education Department of Hainan Province

− Zhang Chao, Director of Office of International Cooperation and Exchanges of the Education Department of Hainan Province

− Zou Wentao, Researcher of Development Planning Department of the Education Department of Hainan Province

## Meetings with Government officials, Representatives of the National Commission of P.R. China for UNESCO and stakeholders in Qingdao

− Chen Weiqing, Deputy Director, Translation and Interpretation Division, Qingdao Municipal Foreign Affairs Office

− Deng Yunfeng, Member of the Standing Committee of the CPC Qingdao Municipal Committee; Executive Director, Qingdao Municipal Education Bureau

− Gong Hao, BOD Chair, Shanghai Huashi Jincheng High-Tech (Group) inc.

− Jiang Lin, Deputy Executive Director, Qingdao Municipal Education Bureau

− Qin Xi, Office administrator, Qingdao Municipal Education Bureau

− Sun Xilian, Director, Section of International Cooperation and Exchanges, Qingdao Municipal Education Bureau

− Sun Xingming, Director, Basic Education Section, Qingdao Municipal Education Bureau

− Zhang Sifeng, Director, Centre of Equipment and Information Technology, Qingdao Municipal Education Bureau