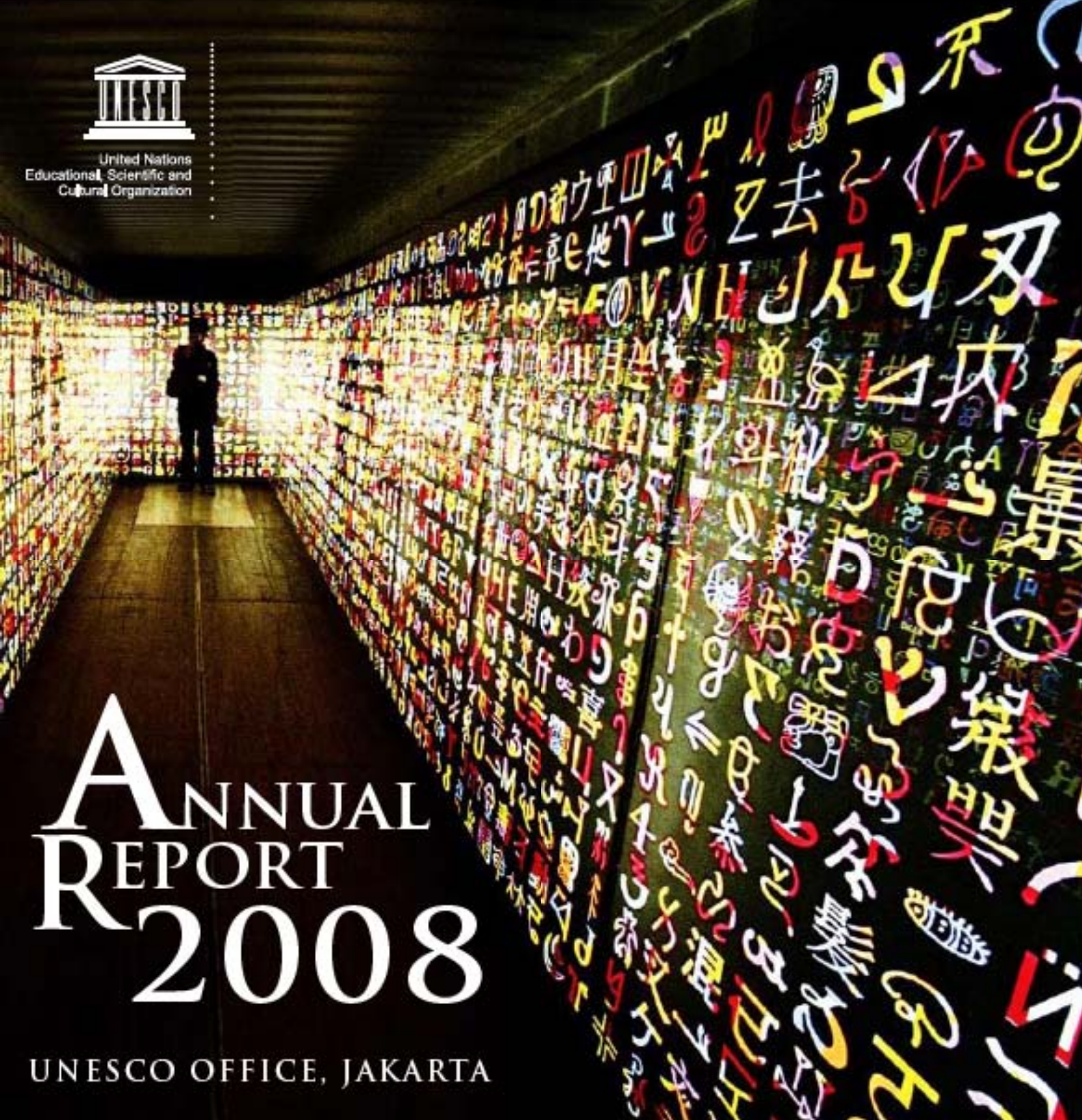




United Nations
Educational, Scientific and
Cultural Organization

ANNUAL REPORT 2008

UNESCO OFFICE, JAKARTA

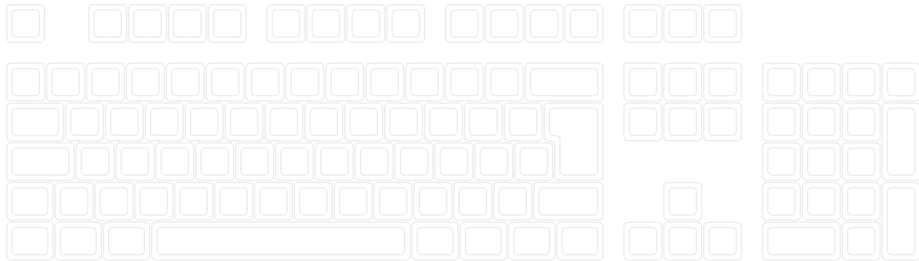


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Also visit UNESCO Headquarters' website at www.unesco.org



Foreword	ii
UNESCO Today	iv
UNESCO in Numbers	vi
UNESCO Goodwill Ambassador: Christine Hakim	vii
United Nations Reform	viii
UNESCO Office, Jakarta: Budget 2008	x
UNESCO Office, Jakarta: Fact Sheet	xiii
Glimpses of a Field Office	xiv
Creating Learning Communities for Children : Embedding a Culture of Quality Education for All	1
EDUCATION	
Strengthening the Education Responses to HIV and AIDS	7
HIV-AIDS	
Changing Approaches to Changing Environments	9
ENVIRONMENTAL SCIENCES	
Science for Society	15
COASTAL REGIONS AND SMALL ISLANDS	
Science Knowledge and Policy for Sustainable Development	19
BASIC SCIENCES	
Mobilizing Science Knowledge Through Information and Communication Technologies	23
ENGINEERING SCIENCES AND TECHNOLOGY	
Living with the Planet	29
EARTH and WATER SCIENCES	
Building Disaster Resilience Communities	39
DISASTER RISK REDUCTION	
The Power of Culture	45
CULTURE	
Continuously Improving People's Access to Communication and Information: a Long Journey	53
COMMUNICATION and INFORMATION	
Dili Antenna Office	59
UNESCO Office, Jakarta Staff	65
Publications 2008	69
Regional Networks	77
National Commissions in Asia and Pacific	81
UNESCO Partners	89

UNESCO OFFICE, JAKARTA

CLUSTER
OFFICE FOR
BRUNEI
DARUSSALAM,
INDONESIA,
MALAYSIA,
PHILIPPINES
AND
TIMOR-LESTE

REGIONAL
SCIENCE
BUREAU FOR
ASIA AND
THE PACIFIC

Foreword

This Annual Report 2008 of the UNESCO Office, Jakarta presents an overview of the main programmes and activities along the two dimensions of the Jakarta Office as the Regional Science Bureau for Asia and the Pacific, and as a Cluster office representing UNESCO in Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste.



[UNESCO Jakarta, Siti Rachmania]

Starting last year we have adopted a new style for the annual reports, presenting the information in a more compact and lighter format. The Annual Report 2008, therefore, only shares the highlights of what has been done and what has been achieved, and I would encourage you to visit our website for further information (www.unesco.org/jakarta). Here you will have access to full reports, documents, and to further background information on the office, its programmes and activities.

The year 2008 presented the start of a new cycle in UNESCO's Medium-term Strategy 2008-2013. This comes at a time when the UN system is working hard towards improved coherence and

synergy between the various programmes, funds and specialized agencies, with a view to ensure that the full diversity and depth of expertise available across the UN is mobilized to respond effectively to the global challenges of the twenty-first century. An important development for the UN system in the region was the expansion of the Asia-Pacific Regional Directors Team (RDT). In November 2008, the first meeting took place of the expanded Asia-Pacific Regional Directors Team, with members and representatives from 15 UN agencies. Both the Director of UNESCO Office, Bangkok and the UNESCO Office, Jakarta are members of the Regional Directors Team. This new modality and the inclusiveness of the new RDT is expected to significantly improve the interaction,

cooperation and 'delivery as one' of the UN system in the region. Besides, the Jakarta Office continued to work on the development of coherent and demand driven country based programmes (UCPD), which articulate UNESCO's role within the country's Development Plan and within the joint UN Programme (UNDAF). The development of UCPDs for Timor-Leste and the Philippines were initiated in 2008, and will be available mid 2009. Simultaneously, the Education unit of the office started the development of UNESCO Support Strategy documents (UNESS) for Indonesia, the Philippines and Timor-Leste. The UCPDs and UNESS documents will be useful in defining UNESCO's role at the country level.

In Timor-Leste the UN System developed a new UNDAF (2009-2013), via a process of regular consultations with the Government. The new UNDAF was signed in September 2008, and will become operational in January 2009. UNESCO has a substantial role in this joint UN programme, exercising its mandate in the fields of education, science, culture and communication and information. In 2008 the UN System in the Philippines started working on a new joint UN Programming cycle (UNDAF), but upon request by the Government it was decided to postpone this, with a view to align the new UNDAF with the next Medium Term the Philippines Development Plan (2011-2017).

In terms of programme delivery and activities, the year 2008 was again full of important highlights and milestones. In March 2008, Indonesia hosted the 7th Ministerial Review Meeting on Education for All in Bali, followed by a Senior Officials meeting held in Jakarta, 22-24 October 2008. UNESCO's Director General Mr. Matsuura attended the E-9 meeting in Bali and met on that occasion with Muhammad Jusuf Kalla, Vice President of the Republic of Indonesia. Malaysia hosted the 43rd Ministerial Council Conference of the 'South East Asian ministers of Education Organisation' (SEAMEO) from 12-14 March 2008 in Kuala Lumpur, which was also attended by UNESCO Director-General Mr. Matsuura. During the opening ceremony

the Director-General signed an updated Memorandum of Understanding (MoU) with the new Director of SEAMEO. During his visit to Malaysia, the Director-General also followed up on the establishment of the International Centre for South-South Cooperation in Science, Technology and Innovation, which was recently approved as a Category II centre under the auspices of UNESCO. Another milestone was the inscription of the Melaka and George Town 'Historic Cities of the Straits of Malacca' on UNESCO's World Heritage List in July 2008. This inscription is the first Cultural World Heritage listing in Malaysia. In May, the Philippines National Commission hosted the 14th Quadrennial Conference of the National Commissions for UNESCO of Asia and the Pacific Region, and the Director General's consultation with National Commissions of Asia and the Pacific Region. The President of the Philippines, H.E. Gloria Macapagal-Arroyo opened the event and delivered a speech to the delegates. On 11 October, the President of the Republic of Indonesia, H.E. Dr. Susilo Bambang Yudhoyono, officially inaugurated the Operation of the Indonesian Tsunami Early Warning System (Ina-TEWS), developed in the aftermath of the devastating Tsunami of 26 December, 2004 which killed an estimated 160,000 people in Indonesia alone. UNESCO/IOC coordinated the development of the Ina-TEWS through the Intergovernmental

Coordination Group for the Indian Ocean as well as through the UNESCO Office, Jakarta.

The year 2008, also witnessed a further expansion of partnerships in the Cluster countries and the science region. MoUs were signed with a range of regional and national partners, including SEAMEO, School on Internet Asia, INHERENT, The Nature Conservancy, and others. The strengthening of partnerships will continue in the coming period, as this will contribute to the further improvement of the delivery, the impact and the visibility of UNESCO's programme in the cluster and in the region.

During the coming year, we aim to build on our past performance, seeking particularly to strengthen UNESCO's position in joint UN programmes in the Cluster countries, and in the development of a strong regional science programme for Asia and the Pacific. While there will undoubtedly be unforeseen challenges within the next twelve months, I believe that the office is in good shape to meet them. I thank all staff and partners for their invaluable contribution to the achievements over 2008, and I look forward to working with all of you for continued success in 2009 and beyond.

Hubert Gijzen

Director and Representative

UNESCO TODAY

Building a World of Peace and Progress through the Sharing of Knowledge

Born in 16 November 1945, at a time when the world was appalled by two devastating wars, UNESCO (United Nations Educational, Scientific and Cultural Organization) foundations were rooted in the concerns of the time.



The premise: All tyranny, including that which led to World War II, is propagated through ignorance and prejudice. For this specialized United Nations agency, it is therefore not enough to build classrooms in devastated countries or to publish scientific breakthroughs. Education, Social and Natural Science, Culture and Communication-Information are the means to a far more ambitious goal: to build peace in the minds of men.

For, if peace is to exist, it must first of all be desired by the women and the men of the whole world. But before that idea takes shape in the minds of each one of us, a long road remains to be traveled.

All individuals, no matter where they live, must have the opportunity to learn how to reason and to cultivate humanistic values,

the first as the motor for material progress, the second to lay the foundations for peace and respect for human rights. An educated population, aware of its fundamental rights, is more likely to share in the fruits of democracy. And sharing the benefits of science and technology equally among the peoples of the world will improve their health and well-being.

However, harmony between peoples is still fragile. Day after day we are forced to recognize that this goal of peace and the common welfare is still distant. Solidarity and sharing are therefore more than ever cardinal values. UNESCO then fosters these values by multiplying and reinforcing educational, scientific and cultural relations, pursuing two closely linked objectives: development which, beyond the simple demands of material progress, must also respond to a full range of human aspirations without jeopardizing the heritage of future

generations; and establishment of a Culture of Peace, based on education for responsible citizenship and full participation in democratic processes.

This is particularly the case in the world of the 2000's, where the era of globalisation confronts us with new ethical and practical challenges. Unprecedented wealth and well-being for those connected into the global economy is balanced precariously against increasing poverty and marginalisation of those who are not.

Inequities in participation in the benefits of globalisation are largely a product of imbalances in education and social and economic access; whilst, globalisation's information-based homogenising cultural force increasingly threatens diversity between cultures. At the heart of addressing the challenge of globalisation is the need to foster a strengthened

dialogue among cultures and among civilisations.

UNESCO is working to create the conditions for genuine dialogue based upon respect for shared values and the dignity of each civilization and culture. This role is critical, particularly in the face of terrorism, which constitutes an attack against humanity. The world urgently requires global visions of sustainable development based upon observance of human rights, mutual respect and the alleviation of poverty, all of which lie at the heart of UNESCO's mission and activities.

UNESCO's basic **mission** in the 2000's is therefore translated into **three main strategic thrusts**:

1. developing universal principles and norms, based on shared values, in order to meet emerging challenges in education, science, culture and communication, and to protect and strengthen the "common public good";

2. promoting pluralism, through recognition and enhancement of diversity together with the observance of human rights; and,

3. promoting empowerment and participation in the emerging knowledge society through equitable access, capacity-building and sharing of knowledge.

UNESCO Principles

UNESCO, in all its activities, is guided by three fundamental and inseparable principles:

- **Universality**
- **Diversity**
- **Dignity**

These principles are closely related to the values of justice, solidarity, tolerance, sharing and equity, respect for human rights and democratic principles.

UNESCO is not a funding agency. Its internal budget is less than that of a medium-sized university in an industrialized country. Therefore, UNESCO's strategies focus on catalytic actions that mobilize international and national support through extra-budgetary funding, particularly from the United Nations Development Programme, the Asian Development Bank, voluntary contributions and some donor countries under fund-in-trust agreements.

Unique within the UN system is the way of participating with its member states. Instead of a country's representation and interests being decided by officials inside the government, UNESCO has created the principle of representation through National Commissions, endorsed and officially supported by the governments, but consisting of experts in the fields covered by UNESCO's mandate. National Commissions may therefore consist of educators, artists, scientists, politicians, journalists and anthropologists - a broad range of the intellectual strengths available within the member states. National and international non-government organizations (NGOs) also participate in UNESCO's mission. In addition, the Organization collaborates with other UN agencies, for example, those involved in development, child welfare, the environment or finance. These links with specialists in every part of the world enable UNESCO to act as a clearing-house for the knowledge and cultures of the world.

Through its strategies and activities, UNESCO is actively pursuing the **Millennium Development Goals**, especially those aiming to:

- **halve** the proportion of people living in extreme poverty in developing countries by 2015
- **achieve** universal primary education in all countries by 2015
- **eliminate** gender disparity in primary and secondary education by 2005
- **help** countries implement a national strategy for sustainable development by 2005 to reverse current trends in the loss of environmental resources by 2015.

To fulfill its mandate, UNESCO performs five principal functions within its spheres of competence, a single activity sometimes fulfilling several of these:

- **A laboratory of ideas:** anticipating and defining the most important emerging problems in the light of the ethical principles UNESCO champions, and identifying appropriate strategies and policies to deal with them;
- **A standard-setter:** serving as a central forum for articulating, building understanding, benchmarking, and mobilizing agreements and international opinion related to the ethical, normative and intellectual issues of the time;
- **A clearing house:** gathering, transferring, disseminating and sharing information, knowledge, best practices and innovative solutions, and testing them through pilot projects;
- **A capacity builder in Member States:** organizing international cooperation in building human and institutional capacities to deal with the challenges addressed within UNESCO's mission; and,
- **A catalyst for international cooperation:** as a technical multi-disciplinary agency, assuming a catalytic role in introducing innovation, effective intervention and wise practice into development assistance through multilateral and bilateral cooperation.

UNESCO in Numbers

As of October 2007, UNESCO has **193** Member States and **6** Associate Members. **180** Member States have established permanent delegations to the Organisation at its Headquarters in Paris.

The UNESCO Secretariat employs around **2,100** civil servants from some **170** countries. More than **700** staff members work in UNESCO's **58** field offices around the world.

UNESCO's Associated Schools Project Network (ASPnet), commonly referred to as UNESCO Associated Schools, is a global network of some **8.500** educational institutions in **178** countries (ranging from pre-schools and primary to secondary schools and teacher training institutions), who work in support of quality education in practice.

UNESCO cooperates with intergovernmental organizations (IGOs) which do not belong to the United Nations system but have working relations with UNESCO. In order to strengthen such cooperation, UNESCO has signed agreements with **80** IGOs.

305 international NGOs and **27** foundations and similar institutions maintain official relations with UNESCO. Many others cooperate on an occasional basis with the Organisation's sectors, not only at international and regional levels, but also at national level.

A group of more than **43** eminent personalities - the Goodwill Ambassadors - use their talent and status to help focus the world's attention on the work and mission of UNESCO.

The UNITWIN/UNESCO network which comprise of **635** University Chairs and **60** Twin Universities, involving over **770** institutions in **126** countries, encourages research, training and development in higher education.

In 2008 UNESCO's Regular budget: **US\$ 916,203**; Extra-budgetary budget: **US\$ 3,874,172**

UNESCO Goodwill Ambassador: Christine Hakim

In March 2008, a prominent Indonesian actor, Christine Hakim, was named UNESCO Goodwill Ambassador for Teacher Education in Southeast Asia by the Organization's Director-General, Koïchiro Matsuura.

Christine Hakim was designated in recognition of "her efforts to raise public awareness about education and the plight of teachers in Indonesia, as well as her contribution to spreading UNESCO's message of peace and tolerance, and her commitment to the ideals and objectives of the Organization".

She has received various prestigious awards at national and international level. A member of the jury at the 2002 Cannes Film Festival, Christine Hakim recently received a lifetime achievement award



Christine Hakim received an appreciation plate from the head of Sikka District for her support in UNESCO School Disaster Preparedness activities in Maumere, Sikka District. [ UNESCO Jakarta, Ardito M. Kodijat]

from Manila's Cinemanila Film Festival and was nominated an Asian Heroine by Time Magazine Asia in 1999. She has given her name to the foundation she established to provide milk for undernourished children on the island of Java and the region of Aceh. This charitable organization also offers scholarships for Indonesian children and young film directors.

As a UNESCO Goodwill Ambassador, Christine Hakim will lend her support to

UNESCO's activities aimed at reducing the shortage of teachers, improving their working conditions and promoting quality education, particularly in Southeast Asia. She will be particularly involved with the Organization's programme to help these countries coordinate their policies regarding the training and status of teachers.

United Nations Reform

Also in 2008 the UN system continued to work hard towards improved coherence and synergy between the various programmes, funds and specialized agencies, with a view to ensure that the full diversity and depth of expertise available across the UN is mobilized to respond effectively to the global challenges of the 21st century.



[UNESCO Jakarta, Lala Amiroeddin]

The UN reform agenda, aimed at coherence, efficiency and enhanced high-quality delivery is bound to have a major impact on UNESCO's action at the global, regional and country levels for the years to come. It will be a challenge, but also a real opportunity, for UNESCO.

In response to the UN reform, the UNESCO Office, Jakarta has embarked on a strategy, which aims at maximising programme delivery in Cluster countries and in the region (ASPAC) in terms of effectiveness, impact and visibility. The main elements of this strategy include:

- The development of coherent and demand driven **country based programmes** (UCPD), which articulate

UNESCO's role within the country's Development Plan and within the joint UN Programme (UNDAF). A pioneering UCPD was produced for Indonesia in October 2007, and the development of UCPDs for Timor Leste and the Philippines were initiated in 2008 (available mid 2009).

- The **development of strong partnerships** in the region. This includes partnerships at National level, with Government, National Commissions, stakeholders, and donors, and at Regional level, with a.o. SEAMEO (new MoU was signed by DG UNESCO and Director SEAMEO in March 2008), ASEAN, ICSU, AIT, ADB, university networks, and with Category II Centres. The strengthening of cooperation with National Commissions receives particular attention, and has resulted, for instance, in the Philippines,

where UNESCO is a non-resident agency, in the participation of the NatCom Secretary General in the UNCT (observer status).

- **Improvement of programme effectiveness**, which is crucial considering the limited resources available via the Regular Programme. The aim is to gradually shift the office portfolio from a large number of smaller, activity based actions towards a coherent and consolidated programme (regional and national). In 2008 a new modality of cooperation with the Japanese Ministry of Education (MEXT) was agreed, that led towards the establishment of a regional science programme for Asia and the Pacific, coordinated by the UNESCO Office, Jakarta. The objective is to build this JFIT programme further out into a

regional programme on “Science and Technology for Sustainable Development in Asia and the Pacific”. Similarly, at country level, the UCPDs (and UNDAFs) will guide the development of larger extra-budgetary initiatives, which provide opportunities for collaboration with partners, including other UN agencies.

Simultaneously, the Education unit of the office started the development of UNESCO Support Strategy documents (UNESS) for Indonesia, the Philippines and Timor Leste. The UCPDs and UNESS documents will be useful in defining UNESCO’s role at the country level, and therefore in positioning UNESCO’s work in new UNDAF programmes. For the Jakarta Cluster Office this is relevant in view of new and upcoming UNDAF cycles for Timor Leste, Indonesia and the Philippines.

In Timor Leste the UN System developed a new UNDAF (2009-2013), via a consultative process with the Government and with other development partners. The new UNDAF will become operational in January 2009. UNESCO has a substantial role in this joint UN programme, exercising its mandate in the fields of education, science, culture and communication and information. In 2008 the UN System in the Philippines started working on a new UNDAF, but upon request by the Government it was decided to postpone this, with a view to align the new UNDAF with the next Medium Term Philippines Development Plan (2011-2017). The UN system in Indonesia has started preparatory work on the new UNDAF

and has decided to develop joint UN programmes for three Regions (Aceh/Nias, NTT, and Papua) known to represent the poorest regions in Indonesia.

An important development for the UN system in the Asia and the Pacific region was the expansion of the Regional Directors Team (RDT). In November 2008, the first meeting took place of the expanded Asia-Pacific Regional Directors Team, with members and representatives from 15 UN agencies, including UNESCO. UNESCO is represented in the RDT by

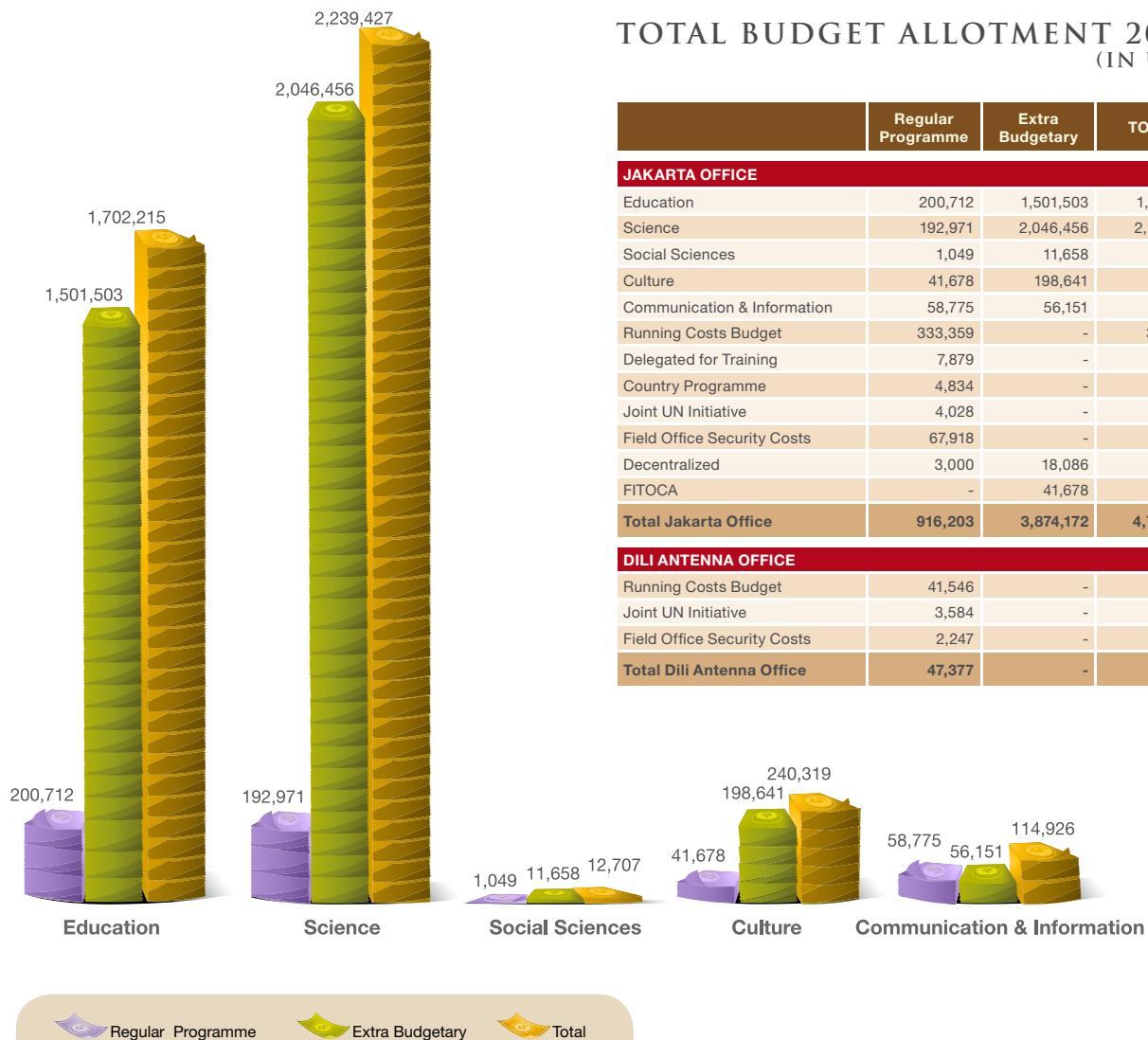
both the Director of UNESCO Bangkok Office (Regional Bureau for Education), and the Director of UNESCO Jakarta Office (Regional Bureau for Science). This new modality and the inclusiveness of the new RDT is expected to significantly improve the interaction, cooperation and ‘delivery as one’ of the UN system in the region. To that end one of the key roles of the RDT relates to providing guidance, ensuring coherence of technical support to RCs and UNCTs, and to provide quality support and assurance to UNDAF processes.

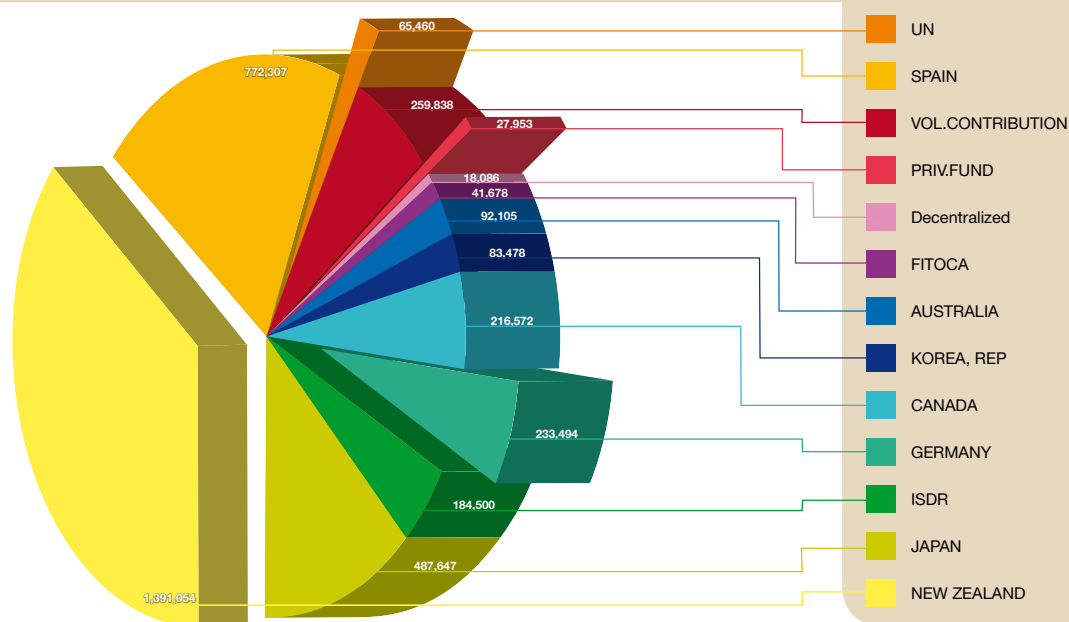
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[UNESCO Jakarta, Lala Amiroeddin]

UNESCO Office, Jakarta: Budget 2008





SOURCES OF EXTRABUDGETARY FUNDS ALLOTMENT 2008

Sector/Sources of Funds	TOTAL	Science	Education	Culture	Communication and Information	Social Sciences	FITOCA
Australia	92,105		92,105				
Canada	216,572	216,572					
Germany	233,494	233,494					
ISDR	184,500	184,500					
Japan	487,647	485,332		2,315			
Spain	772,307	772,307					
Korea, Rep	83,478	83,478					
New Zealand (NZ AID)	1,391,054		1,391,054				
UN	65,460	47,117	18,343				
Vol. Contribution	259,838			196,326	51,854	11,658	
Priv. Fund	27,953	23,656			4,297		
Decentralized	18,086	2,100	11,623	4,363			
FITOCA	41,678						41,678
Total	3,874,172	2,048,556	1,513,125	203,004	56,151	11,658	



■ Countries represented by UNESCO Office, Jakarta

Brunei Darussalam, Indonesia, Malaysia, Philippines, Timor-Leste

■ Countries Covered by UNESCO Office, Jakarta as Regional Science Bureau for Asia and the Pacific

Afghanistan, Australia, Bangladesh, Bhutan, Cambodia, China, Cook Islands, Democratic People's Republic of Korea, Federated States of Micronesia, Fiji, India, Islamic Republic of Iran, Japan, Kazakhstan, Kiribati, Kyrgyzstan, Lao People's Democratic Republic, Maldives, Marshall Islands, Mongolia, Myanmar, Nauru, Nepal, New Zealand, Nieu, Pakistan, Palau, Papua New Guinea, Republic of Korea, Russian Federation, Samoa, Singapore, Solomon Islands, Sri Lanka, Tajikistan, Thailand, Tokelau, Tonga, Tuvalu, Turkmenistan, Turkey, Uzbekistan, Vanuatu, Vietnam

REGIONAL SCIENCE BUREAU FOR ASIA AND THE PACIFIC

MANDATE:

- Regional Science Bureau for Asia and the Pacific
- Representative to Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste

MISSION:

To contribute to peace and human development in an era of globalization through education, sciences, culture and communication.

UNESCO Office, Jakarta: Fact Sheet

HISTORY:

- 1951** established as the UNESCO Field Office for Southeast Asian Science Cooperation (SEASCO)
- 1967** became the Regional Office for Science and Technology for Southeast Asia (ROSTSEA)
- 1993** renamed the UNESCO Office, Jakarta in keeping with the house-wide policy on office names
- 2001** became UNESCO Office, Jakarta: Regional Science Bureau for Asia and the Pacific and Office of the UNESCO Representative to Indonesia, Malaysia and the Philippines
- 2002** the Democratic Republic of Timor-Leste signed the Instrument of Acceptance for Membership of UNESCO (31 October 2002)
- 2003** became UNESCO Office, Jakarta: Regional Science Bureau for Asia and the Pacific and Office of the UNESCO Representative to Indonesia, Malaysia, the Philippines and Timor-Leste
- 2005** Brunei Darussalam became the 191st Member State of UNESCO on 17 March 2005. The country is covered by the UNESCO Office in Jakarta, Indonesia
- 2007** produced Indonesia-UNESCO Country Programme Document (IUCPD); a document which contains programmes and activities developed and to be implemented in close cooperation with the Government of Indonesia strengthened the office in Dili, Timor-Leste to become UNESCO Antenna Office, headed by an international staff with a number of local staff

SPECIFIC THEMES

- Reducing poverty through education for all, applying scientific knowledge to the benefit of the poor, and removing social, cultural and communications barriers to equity.
- ‘Humanising globalisation’ through building cultural and communication bridges, assurance of cultural heritage and empowerment of the marginalised to participate.
- Bridging the digital divide through socio-technical innovation.
- Redressing marginalisation of women and young people.
- Assisting in combating the threat of HIV/AIDS through providing essential knowledge, and changing negative attitudes and behaviours through education and advocacy.
- Empowering indigenous cultures confronting the modern world.
- Creating a sustainable world for present and future generations through linking science and ecological knowledge with an understanding of community and social processes.
- Promoting freedom of expression, freedom of the press, free flow of information, and improving people’s access to communication and information.
- Promoting peace by addressing the challenges of globalisation - root causes of poverty, equity of access to knowledge and natural resources, and the ethical values and attitudes that lie behind global action.

Glimpses of a Field Office

A picture tells a thousand words, but moving pictures tell you the whole story

by: Ardito M. Kodijat

Working on community preparedness and training in coastal areas, we met many people: some knowledgeable, some ignorant, and many interested, but in general they were not well-informed. Since the 2004 Indian Ocean Tsunami, if people are asked “Do you know what a tsunami is?” their answer will most likely be “yes”, but when we probed deeper, they realised that their knowledge was limited. Unless they have had some sort of past earthquake or tsunami experience, many still have no idea of the destruction they can wreak.

GIS images and aerial photos showed how devastating the 2004 disaster was. However, in general, people (in the coastal areas) see the images of damaged houses and infrastructure but cannot get a real sense of the destruction. When interacting with communities or giving preparedness training, video footage of the tsunami in Aceh gives a much better conceptual idea of the hazard. These clips show vividly the massive wave of water surging into the city, bringing the debris of trees, wrecked houses and cars, and help the viewer to understand extent of the destruction and the misery.

“It is easier to meet the training objectives using these videos; they help participants comprehend and respond better than through lectures or pictures”



▲ The Mayor of Jogjakarta and the Chairman of LIPI watched the “10 Menit Kehidupan” video together with students and teachers in the amphitheater of the Gedung Pintar (Science Centre) in Yogyakarta. [LIPI/Alan Jaelani]

Four years after the tsunami, images and footage of the destruction still amaze viewers, whether or not they have seen it before. The UNESCO/IOC Jakarta Tsunami Information Centre (JTIC), Indonesian Institute of Sciences (LIPI) and GTZ International see the importance of these images as a continuous reminder of the hazard as well as to preserve the memory of the devastation. In cooperation with Batas Langit Production house, we developed educational videos, narrated in Indonesian, as an introduction to training. The objective was to provide basic information about the tsunami early warning system and preparedness that can be easily understood and applied by communities. These videos help the viewer to understand how earthquakes and tsunamis happen; the hazards; the importance of an early warning system; the importance of being prepared and reducing risks; and the need for standard operating procedures as well as regular drills and simulation to build a culture of preparedness. The video series, entitled “10 Menit Kehidupan” (10 Minutes that Can Save Lives), received a very positive response from over 1,300 students and teachers at the 4th National Exhibition on Disaster Preparedness in Yogyakarta in October.

The LIPI Community Preparedness Team uses these videos in their training in Banda Aceh and Jakarta and as Tsunami



▲ Elementary Students waiting in line to enter the amphitheater of the Gedung Pintar (Science Centre) in Yogyakarta to preview the "10 Menit Kehidupan" video [© UNESCO Jakarta/Ardito M Kodijat]

Drill Training in Gorontalo. They noted, "It is easier to meet the training objectives using these videos; they help participants comprehend and respond better than through lectures or pictures". GTZ uses these videos to train their local partner facilitators in Java and Bali. In Kebumen, the videos were broadcast by the local TV station. UNESCO has used the videos in the training of CLCC facilitators as well as in several exhibitions and workshops. As one viewer commented, "A picture says a thousand words, but moving pictures tell you the whole story".

A Long Journey to Learning

*by: Remegio "Redj" Alquitrán
UNESCO Dili Antenna Office*

In May 2008 I had the chance to re-visit Los Palos district on the eastern side of the island. My first visit was in January 2008, courtesy of the National Directorate of Non-Formal Education, UNESCO's main partner in the Community Learning Centres (CLC) programme, to see the site of a future CLC project.

The visit in May was rather special as it was the inauguration of two of the three CLCs being piloted in Timor-Leste. It was

to be a big, high profile event, as some of the country's key leaders were invited, including the President, Prime Minister, President of the National Parliament, Ministers and UN officials. But due to the bad weather and the absence of helicopter landing sites in the area, none of the invited guests, except for the Secretary of State for Culture and the National Director for Non-Formal Education, could make it. It was to have been an opportunity for government officials and decision makers to see what a CLC is all about and what it can do for the education and learning of people in communities.

Hope sparked in the hearts of community leaders when we visited in January 2008. One in particular was delighted to hear that the CLC project would soon commence. "We have waited for a long time," he said. UNESCO introduced the CLC concept to Timor-Leste in 2005. Plans for a pilot project were postponed due to the 2006 crisis but picked up again in 2007 by the Ministry of Education. A CLC, as a local place of learning outside the formal education system, usually set up and managed by local people, is intended to generate social transformation by providing learning opportunities that enhance the overall quality of life of individual members of the community.

The journey to Los Palos takes a minimum of 5 hours from Dili. However, upon seeing the CLC, built through the hard work of the community, it was worth it.

We then travelled to catch the inauguration of the second CLC in Kraras village. This took another day. Due to heavy rain and muddy conditions, we had to travel the last six kilometres on foot. We were welcomed the Timorese way, by more than 200 people with traditional drums and music. It was indeed a day of celebration for the community.


In the early 1980s, during the resistance, more than 300 people were reportedly killed in a massacre in Kraras. The establishment of the CLC is a testament to the spirit of this remote community. The CLC will be a source of learning for the whole community, young and old. During

the ceremony, young people demonstrated the carpentry and handicraft skills they have acquired, showcasing what a CLC can do for the community.

The journey to the pilot CLCs in Timor-Leste was indeed long literally, and perhaps the process of learning and educating through the CLCs will take time, but the first step has been made, and that is the key to achieving the goal of community people learning for their own growth and development.

Learning is a process and sometimes, if not always, it really takes time.



▲ CLC National Workshop held in October 2007, Dili, Timor Leste |  Ivanildo Nascimento, MoE, Timor Leste]

Radio Nikoya: One Happy Chapter of a Very Sad Story

by Arya Gunawan

Banda Aceh in December 2008 was a stark contrast compared to the city shortly after it was hit by the tsunami in December 2004. Back then, there was wreckage, rubble and ruins, corpses of tsunami victims, faces full of sadness, and a long anthology of tragic stories that could be heard everywhere we went. But when I returned to Banda Aceh on 22 December 2008 – only four days before the 4th anniversary of the tsunami – what I saw was a city of renovated buildings and congested streets.

One of the many changes I noticed was in Lampaseh. This particular area, located in the heart of the city and only few hundred meters from the coast, was one of the hardest hit. On my visit in 2005, I saw many destroyed buildings, including the Radio Nikoya premises. People in Banda Aceh relied on this station for news and information, produced under a Danish Embassy-supported UNESCO project. Not only was the station completely destroyed, but two of the crew, the director/owner, his two brothers and his father were killed as well.

Now Lampaseh looks crowded, with semi-permanent kiosks and newly rehabilitated houses lining the roads. There is also an embryo of a building on a 200 m² plot of land. This is the semi-completed studio of Radio Nikoya, erected on the old site.



▲ (above) Faisal Daud, with moustache, accompanied by his staff, in front of his new radio station in Lampaseh, December 2008 [UNESCO Jakarta, Arya Gunawan]. (right) Faisal Daud, the owner of Radio Nikoya before the ruins of his radio station in January 2005 [Torben Brandt].



“Nikoya survives, and it will survive in years to come, because of its hardworking crew and the support of its listeners.”

Following the tsunami, the radio received full assistance from UNESCO, including production and broadcast equipment, a studio in a rented house, operational costs for one year, and training on management, broadcasting and journalism. The station came back on air on 31 May 2005. Since then Nikoya has regained its position as a reliable source of information in Banda Aceh. It has worked with local governments, NGOs and the private sector through talkshows and commercial advertisements. This has enabled Nikoya to stand on its own, and even to finance the reconstruction of its new studio since mid-2008.

Faisal Daud, Nikoya's Director, looked proud when he gave me a quick tour of the station. “We plan to complete the reconstruction by May 2009, and we will have another official launch. We hope a UNESCO representative can be present,” he said. “I could not imagine how this building could have materialized if UNESCO had not provided support throughout the restoration process,” he added.

“Nikoya survives, and it will survive in years to come, because of its hardworking crew and the support of its listeners,” I replied. “UNESCO was just an intermediary.”

I flashed back to the scene four years ago, when Faisal also accompanied me to this very location, looking like it had just been bombarded by an air attack. I also saw the cloud covering Faisal's face, knowing that he had lost a radio station, a father, three brothers and two station employees. Now, I can only see his smile, and the optimism in his eyes. I felt the same happiness and optimism – as if I had just read a happy chapter in a sad story – as I realised that one more contribution from UNESCO has brought benefits for many. I pray that Nikoya and the whole of Aceh is blessed with a brighter future.



EDUCATION

Creating Learning Communities for Children : Embedding a Culture of Quality Education for All

In 2008, UNESCO Jakarta supported a comprehensive package of efforts in Indonesia, Malaysia, the Philippines, Timor-Leste and Brunei Darussalam towards achieving the six Education for All (EFA) goals.



▲ Opening of the SEAMEO Meeting in Kuala Lumpur (13 March 2008) [© Bobir Tukhtabayev]

Supported by NZAID, the UNESCO-UNICEF-GOI **Creating Learning Communities for Children (CLCC)** programme is one major endeavour implemented in Indonesia since 1999. CLCC aims to improve the quality of primary schools through the introduction of more effective School Based Management, Active, Joyful and Effective Learning (student centred learning), and Community Participation. Through CLCC, the capacity of key educational stakeholders at national and sub-national levels is developed in order to strengthen, sustain, and mainstream the CLCC approaches in support of primary schools.

Several achievements of the CLCC were reached in 2008. The CLCC model was expanded and replicated by 46 out of 50

District Governments in 12 Provinces, to at least 2,200 primary schools in their areas. In addition, two Provinces supported expansion of CLCC to 20 non-target Districts. Significant progress was achieved in soliciting ownership and strategic support for CLCC institutionalization across three Directorates within MoNE. This was manifested in the form of significant budget allocations for the institutionalization of CLCC within each of the three Directorates.

This commitment of MoNE is also reflected in a number of actions taken by the Ministry, including the establishment of a CLCC/SBM Resource Centre under the Directorate of Kindergarten and Primary Education, technical cooperation in developing appropriate training

materials, and training of the Government Education Quality Assurance Institute and the Centre for the Development and Empowerment of Teachers and Education Personnel. Moreover, the Directorate of Higher Education moved to integrate the CLCC approach into the teacher training curriculum, and utilized CLCC schools for practical training of the teacher trainees.

In supporting mechanisms at national level, the School Based Management (SBM) Secretariat at MoNE has become a “National SBM Development Team”. At the sub-national levels, SBM Teams were established in 12 CLCC Provinces and 46 Districts.

The overall training methodology of the “CLCC Programme Phase 2” was finalized. A workshop was conducted to finalize a set



▲ Opening of the E-9 Meeting in Bali (11 March 2008) [© Bobir Tukhtabayev]

of core SBM indicators. A Second Round of National Training of Trainers is being conducted.

Several districts are initiating the replication of CLCC into their overall primary education planning process. West and Central Lombok Districts recommended replicating CLCC in two more Sub-districts using their own budget. In other districts such as Manokwari, the Government has committed to provide matching funds for CLCC-related activities.

A survey conducted by MoNE in December 2008, covering 65 Provincial Master Trainers from Western and Central part of Indonesia showed that master trainers improved their CLCC skills. Field monitoring visits throughout 2008 showed

improved institutionalization of CLCC. From 40 school samples in Subang and Garut, 31 schools met all CLCC criteria, while the remaining 9 schools met more than half of the criteria.

LIST OF ACTIVITIES

Early Childhood Policy Review

■ Malaysia and the Philippines participated in the Final Regional Seminar on Early Childhood Policy Review in Bangkok on 6-8 February, while in November Indonesia and Brunei Darussalam took part in the Southeast Asia Sub-regional Dissemination Seminar on Early Childhood Policy Review in Kuala Lumpur. The country representatives were enlightened on conducting an ECCE policy

review, identified strategies to achieve the ECCE EFA goal, and established stronger networks.

Improvement of Teacher Education and Training as a Focus of Educational System Reform

■ The Vice President of the Republic of Indonesia, H.E. Mr. Jusuf Kalla and the Director-General of UNESCO, Mr. Koichiro Matsuura, opened the Seventh E-9 Ministerial Review Meeting on “Improvement of Teacher Education and Training as a Focus of Educational System Reform” on 10-12 March 2009 in Bali. Following this meeting, the E-9 Senior Officials’ Meeting on the same theme was held on 22-24 October in Jakarta. These meetings have strengthened networks for collaborative action on teacher improvement.

Reaching the Unreached

■ Malaysia participated in the SEAMEO-UNESCO-ASEAN **Reaching the Unreached**: Meeting of Southeast Asian Countries to Achieve the EFA Goals Together by 2015, held on 2-4 September 2008 in Bangkok.

Forum of Asia-Pacific Parliamentarians for Education (FASPPED)

■ Malaysia and the Philippines

participated in the Parliamentary Conference for Education in the Asia Pacific Region: Establishment of the **Forum of Asia-Pacific Parliamentarians for Education (FASPPED)** on 24-25 October in Jakarta. As FASPPED members, the Parliamentarians are expected to forge stronger partnerships and stimulate legislative discussion leading to the issuance of creative laws for achieving the EFA goals.

South-South Cooperation

■ Education policymakers from Egypt, Morocco, Mauritius and Sudan visited Indonesia from 31 January to 2 February to share relevant experiences and built stronger networks for collaboration.

Bridges - Dialogues Towards a Culture of Peace

■ The event is being held from November 2008 until April 2009 in Malaysia and Thailand. The event will strengthen the ASEAN network to promote international understanding and develop long-lasting forms of cooperation.

Enhancing the Relevancy of Higher Education Programmes with Labour Market Demands

■ Preparations were made for an Experts' Meeting on the Employability of Graduates, to be held in February 2009 in Penang, Malaysia. The meeting will kick off a number of research studies on graduate unemployment and case studies on how selected universities train and prepare their IT graduates for the labour market. An Indonesian researcher developed



► Inauguration of the Parliamentary Conference on EFA in the Asia Pacific Region [Indonesian National Commission for UNESCO]

capacity in this area through UNESCO's support for his participation at the Asia-Pacific Regional Preparatory Conference for the 2009 World Conference on Higher Education: 'Facing Global and Local Challenges: the New Dynamics for Higher Education in Macao SAR (PR China) in September 2008.

Developing Capacity of the Ministry of Education of Timor-Leste (MoE TL) for its Education Statistical Information System

■ EMIS personnel based in the MoE TL participated in this tailor-made course at UNESCO Bangkok, where they analysed the challenges faced by the country with regard to the availability of educational statistics and identified possible activities. They also took part in the UNESCO Institute for Statistics 2008 Regional Workshop on Education Statistical Data and Indicators for East, West and South Asia in Bangkok from 9-13 November. The MoE has been asked to establish a Task Force to finalize the standardized Annual School Survey Questionnaire, which will be

used as the basis for the compilation of an Annual Education Yearbook.

Assisting MoE TL Develop Educational Capacities

■ Support was provided for key MoE TL representatives to participate in various international and regional trainings and meetings. This has contributed to the enrichment of knowledge, capacities, and supporting networks that will lead to improved practices in inclusive education, mother tongue-based education, education for sustainable development, reaching the educationally unreached groups, early childhood care and education, and higher education.

Creating Inclusive, Child Friendly and Gender Sensitive Schools

■ A third revision of the UNESCO ILFE (Inclusive, Learning-Friendly Environment) Toolkit in Indonesian was reprinted and disseminated to education stakeholders. In collaboration with Indonesia's Foundation for Inclusive and Non-Discriminatory Education, of International Development



▲ Group discussion during the Inclusive and Gender responsive workshop [© UNESCO Jakarta/Julianti Ng]

Partners [IDP] Norway, a workshop on Creating Inclusive, Child Friendly and Gender Sensitive Schools was organised for teachers, school principals, members of school committees and district education officials in Payakumbuh District, West Sumatra, on 23-26 August 2008.

Education for Sustainable Development

■ Within the framework of the UN Decade of Education for Sustainable Development (ESD) 2005-2014, a Southeast Asia ESD Coordination and Capacity Building Workshop was organised on 9-12 September 2008 in Manila, the Philippines. ESD focal points from the region enhanced capacities to lead and coordinate ESD, strengthen political will for ESD, link and establish support for ESD-related initiatives, develop national ESD monitoring systems and establish international partnerships on ESD. UNESCO Office,

Jakarta supported the participation of Malaysia and Indonesia.

Educational Innovation for Sustainable Development

■ UNESCO supported keynote speakers at the 2008 International Conference on Educational Innovation on 6-8 May 2008 in Kuala Lumpur, Malaysia. Participants learned more about best practices in the latest international educational innovations, and strengthened networks.

First World Creative Youth Forum (WCYF) 2009: Education for Sustainable Development

■ Preparations were made for the Forum, which will be held in

collaboration with the Brotherhood of Destiny, Inc., in Baliuag, the Philippines on 5-10 May 2009. WCYF 2009 aims to build capacities among young people to take proactive actions related to Peace and Human Rights, Climate Change, Sustainable Lifestyles, Entrepreneurship, Education and Technology and Advocacy for Sustainable Development.

Empowering Marginalized Groups through the Provision of Vocational Skills and Life Skills to Address Poverty Reduction

■ Thirty-five students from marginalized families are enrolled in the Technical and Vocational Skills Training Programme for Street Children and Out-of-School Youth (PALIHAN) for the 2008-2009 period. The programme has been implemented in Metro Manila in cooperation with ERDA Tech Inc. since 1997. Since 2004, another 25 students have been annually sponsored through the **UNESCO Community Service Award programme** to enrol in the TVE programme at ERDA Tech Senior Secondary School.



▲ Students of PALIHAN project on presenting school project [© UNESCO Jakarta/ERDA Tech Inc.]



▲ Active, Joyful and Effective Learning introduced through the UNESCO-GOI-UNICEF Creating Learning Communities for Children programme [UNESCO Jakarta/Bambang Irianto]

Regional Study of Secondary Level Technical and Vocational Education: Policies and Rationales for Skills Development

■ In cooperation with UNESCO Office, Bangkok, support was provided for Indonesian and Philippine representatives to participate in a Regional Meeting Bangkok in May to develop this regional study. In Indonesia, the delivery of TVET by formal and non-formal education providers has been closely analysed through the Study. The Study will be a sustainable source of comprehensive information and recommendations for the provision of more effective and efficient TVET systems.

Community Learning Centres

■ Non-formal and informal education personnel of Indonesia's MoNE attended the International Seminar on Community Learning Centres: Participation,

Empowerment and Networking for Sustainable Development on 23-27 June in Bandung, Indonesia. Representatives from 23 countries developed institutional capacities and commitments to strengthen the sustainability of CLCs through policy/legislative support.

Languages Matter!

■ To mark the 9th International Mother Language Day on "Languages Matter!", a workshop on Mother Tongue as a Tool to Fight against Illiteracy: Strategies and Challenges, an exhibition and a cultural performance were organised by the Indonesian National Commission for UNESCO on 25 February 2008 at MoNE Indonesia. The events were organised in cooperation with the Embassies of Bangladesh, India and Pakistan.

In cooperation with IDP Norway, the UNESCO DVD on Promoting Mother Tongue-based Multilingual Education was translated into Indonesian, and 500 copies were printed and disseminated.

It is our sincere hope that these educational endeavors can empower the people to bring forth better social and economic options that can improve their lives.

Within the framework of the 2008 International Year of Languages, UNESCO Office, Jakarta assisted Timor-Leste and Indonesia in promoting the important use of multilingualism in education. Key representatives from Timor-Leste participated in three international seminars on languages, and UNESCO Office, Bangkok provided resource persons for the Bilingual Education Conference organized by Timor-Leste. Indonesia marked the 9th International Mother Language Day with a workshop on 'Mother Tongue as a Tool to Fight against Illiteracy'. A DVD on Promoting Mother Tongue-based Multilingual Education was translated, printed, and disseminated.



Strengthening the Education Responses to HIV and AIDS

As the UN specialized agency for education, UNESCO has been designated within the UNAIDS technical support division of labour as the lead organization for HIV prevention education.

Within the context of EDUCAIDS, in 2008, UNESCO Office, Jakarta continued its work to strengthen the education sector's response to HIV and AIDS through various means.

HIV - AIDS



▲ Ambassador Preciosa Soliven, Executive Director of the UNESCO National Commission of the Philippines, speaks at the opening of the Regional Workshop on the Development of a Pre-service Teacher Education Manual on HIV and AIDS. Dr. Vilma Labrador, Undersecretary, Department of Education, also attended. [UNESCO National Commission of the Philippines]

One such means was supporting the development and piloting of teaching and learning materials for pre-service and in-service teacher education in three countries (Indonesia, Malaysia, the Philippines) and through Community Learning Centers (CLCs) in the non-formal education system for Indonesia. A regional workshop was held in Manila in February 2008 to facilitate the sharing of experiences and lessons learned from the separate in-country activities in the previous year. UNESCO Office, Jakarta is also continuing to assist UNESCO Office, Bangkok (the Regional Bureau for Education) by facilitating the in-country adaptation of the *HIV Preventive Education Information Kit* for School Teachers in Indonesia and Timor-Leste.

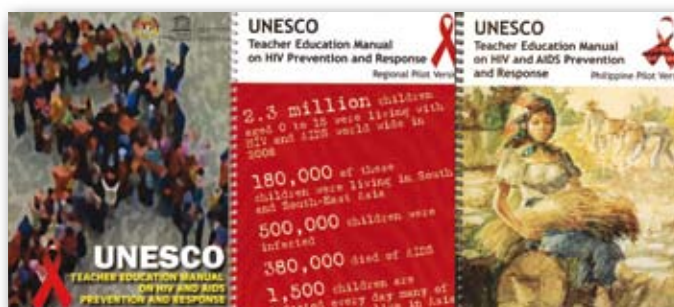
At the tertiary level, in 2008 UNESCO Office, Jakarta initiated a project on enhancing access to HIV and AIDS education through e-learning. It aims to develop course materials (in English) on

HIV and AIDS to be piloted and offered as e-learning courses mainly for university students and faculty, but also accessible to professionals and NGOs, over the School on Internet (SOI).

UNESCO is also working to strengthen the education sector's response to HIV and AIDS by spearheading policy and curricular reform and innovative approaches, and by coordinating such efforts with other UN agencies. Thus in 2008 UNESCO Office, Jakarta initiated the establishment of a

sub-working group on HIV and Education under the donors' Education Sector Working Group (ESWG). This aims to set standards and improve collaboration and harmonization of education sector responses to HIV and AIDS. It will then lead country-level actions to accelerate and improve education sector responses to HIV and AIDS.

As the leading agency in the sub-working group, UNESCO Office, Jakarta has proposed a joint review of education sector responses to HIV, which will be followed by a process to develop an education sector strategic plan with emphasis on education sector responses for most-at-risk adolescents. The results of this initiative will be used to formulate recommendations for updated strategic plan for HIV prevention education, which will link to the national education curriculum and national education strategy as well as the national strategy on HIV and AIDS. Implementation is planned for 2009, initially in Indonesia and then expanded to Timor-Leste and the Philippines.



► The regional version of the Teacher Education Manual on HIV and AIDS Prevention and Response underwent adaptation for Malaysia, the Philippines and Indonesia. [UNESCO Jakarta]



ENVIRONMENTAL SCIENCES

Changing Approaches to Changing Environments

In the last years, no other word has had as much use and impact as the word 'change'. 'Change' has been used in reference to politics, society, and in science – sometimes all in a single sentence. In particular, 'climate change' has had a tremendous impact on our understanding of our lives and environment now and in the years to come.



▲ *Elephas maximus sumatrensis* - Sumatran Elephant [© UNESCO Jakarta, Koehn Meyers]

This understanding is both forcing and inspiring all of us, including the Environmental Sciences Unit in the Asia and Pacific Region, to think of ways in which we can work together to mitigate the negative effects of climate change. In the last year, the Environmental Sciences Unit has focused on working with the Man and Biosphere Programme (MAB) and its Biosphere Reserve networks, as well as under the umbrella of the World Heritage Convention with the Natural World Heritage properties, throughout the region to formulate strategies and actions that will stimulate dialogue among policy makers, practitioners, scientists, managers and local communities to address issues of global change in the region. We are

hopeful that these discussions will not only affect the management issues of the Biosphere Reserves (BRs) and Natural World Heritage properties (NWH) and their respective communities but will also lead to the mainstreaming of global change issues into a broader policy framework.

Jeju Initiative: Island and Coastal Biosphere Reserves, and Climate Change

Islands and coastal areas represent a large part of the rich biodiversity in the Asia-Pacific Region and provide a wide range of environmental, economic, social and cultural services. However, they face increasing threats through climate change. It is imperative that efforts to combat

climate change need stress the need for management responses at the ecosystem level. The Man and Biosphere Programme, using the World Network of BRs, can address this need by developing strategies and actions, and disseminating lessons that can be adopted at the regional and global scale.

In 2005, during the 9th EABRN meeting on the 'Conservation and Sustainable Use of Insular Biosphere Reserves', the government of Jeju Province, Republic of Korea, proposed an initiative to improve the management of island and coastal BRs in the Asia-Pacific region, particularly in the context of climate change. The Jeju Initiative 2006-2011, supported through Funds-In-Trust by the Jeju Special Self-



▲ International Conference on Coastal and Island Biosphere Reserves, Jeju Island BR, ROK, December 2008 [UNESCO Jakarta]

Governing Provincial Government, is implemented by UNESCO Office, Jakarta.

Under this Initiative, UNESCO Office, Jakarta, in collaboration with the MAB Vietnam National Activities Committee, brought a number of scientists, BR managers and authorities from Palawan BR in the Philippines and Jeju BR in the Republic of Korea to the Cat Ba Biosphere Reserve in Haiphong, Vietnam for a special in-situ training on the integrated management of island and coastal biosphere reserves. The training, in January 2008, focused on integrating conservation in island and coastal BRs with poverty reduction efforts; environmental education; coordinating management activities with land-owners, local communities, management agencies, scientists, and NGOs to fulfil the functions of BRs; and using the mandate of the BRs to achieve sustainable development goals.

At the end of the year, the National MAB Committee of the Republic of Korea, the Korean National Commission for UNESCO and Jeju Special Self-Governing Province organised an International Conference on Island and Coastal Biosphere Reserves: Climate Change & Island and Coastal Ecosystems in Jeju. The objectives of the conference were, first, to discuss the impacts of climate change on island and coastal ecosystems as well as climate change adaptation and mitigation by using BRs as models for sustainable development, and second, to strengthen international cooperation for the future. The conference resulted in the 'Jeju Declaration', in which all participants underlined their commitment to combat climate change in island and coastal Biosphere Reserves.

LIST OF ACTIVITIES

Man and the Biosphere (MAB) Programme

The 3rd World Biosphere Reserve Congress, Madrid, Spain

■ The 3rd World Congress on Biosphere Reserves in February 2008 was attended by over 800 representatives from 531 biosphere reserves in 105 countries, private and state institutions working with them and civil society organizations. The Congress produced the Madrid Action Plan (MAP) 2008-2013, which provides a strategic framework and targeted actions for strengthening the role of Biosphere Reserves. As part of this discussion, UNESCO Office, Jakarta facilitated discussions with Asia-Pacific member states on highlighting the need to use cultural tools to manage Biosphere Reserves and develop global strategies to address climate change issues concerning island Biosphere Reserves.



► Madrid Action Plan

Siberut Island Biosphere Reserve, Indonesia

■ In collaboration with the Green Siberut Association, (PASIH, Perkumpulan Siberut Hijau), UNESCO Office, Jakarta, carried out the following activities:

“Strengthening Community Based Disaster Preparedness in Indonesia” with support from the United Nations International Strategy for Disaster Reduction (UN-ISDR) to reduce the vulnerability of the indigenous community to natural disasters, primarily earthquakes and tsunamis, through an integrated, community-based approach, using both indigenous and scientific knowledge systems;

“Empowerment of customary environmental management in Siberut Biosphere Reserve” with the support of the Ommersteyn Foundation in Belgium to strengthen indigenous participation in the natural resources management in Siberut Biosphere Reserve.

Natural World Heritage

Monitoring of Lorentz World Heritage Site, Indonesia

■ With the aim of providing World Heritage site assistance to the Indonesian authorities, UNESCO Office, Jakarta, the International Union of Conservation (IUCN), and

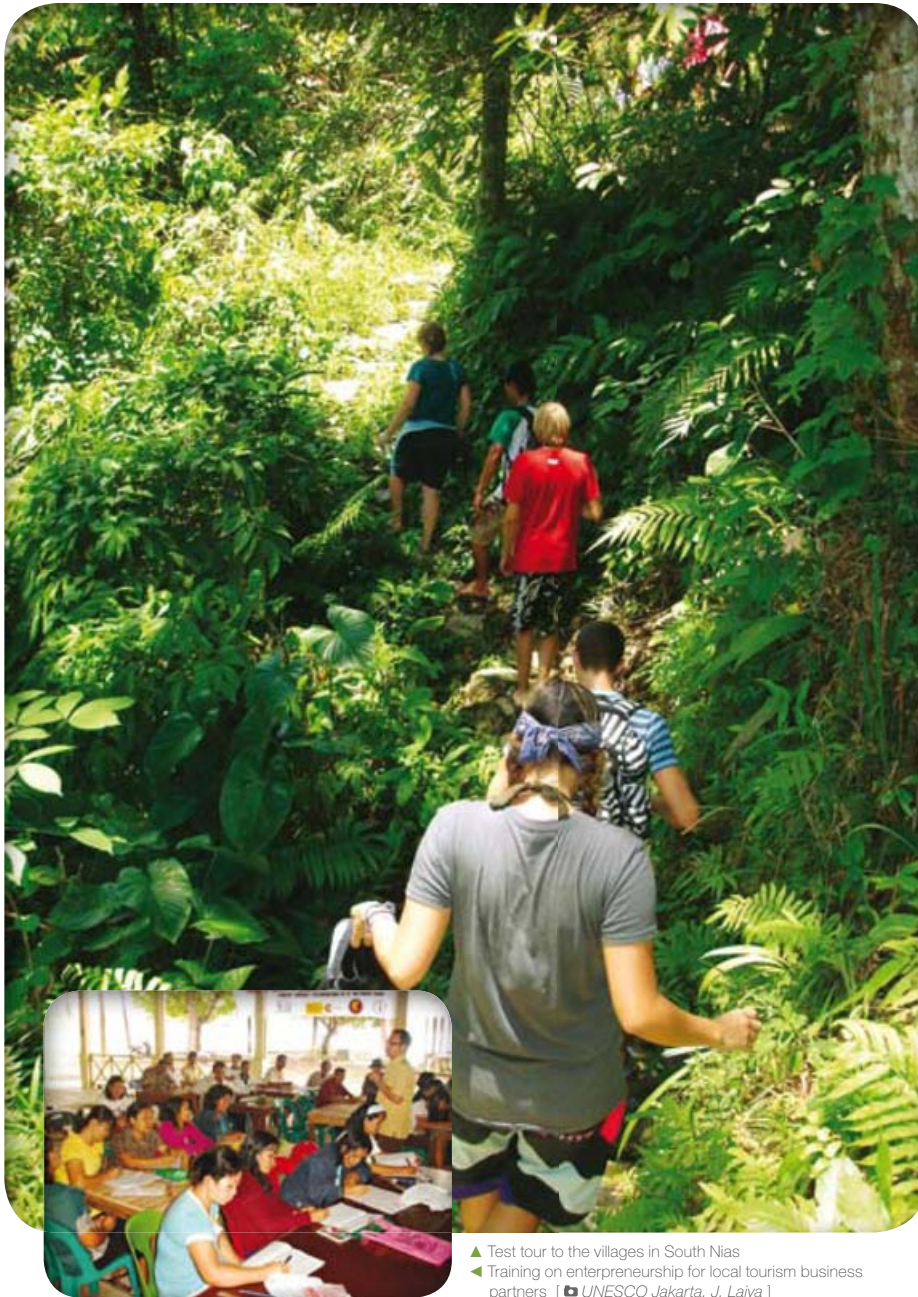
PHKA (Directorate General of Forest Protection and Nature Conservation, under the Ministry of Forestry) jointly carried out a field mission in March 2008 to the Lorentz National Park. The mission, which provided a series of recommendations to the Indonesian authorities, is part of a larger and ongoing effort to address threats and develop a holistic approach to managing World Heritage sites.

Post-tsunami Assistance for Gunung Leuser National Park (GLNP), Biosphere Reserve and Tropical Rainforest Heritage of Sumatra, Indonesia

■ As a follow-up to the post-tsunami assistance to Gunung Leuser National Park (2005-2008) and through support from the Autonomous Organization for National Parks, Spain (OAPN, Organismo Autónomo Parques Nacionales de España) and the Ministry of Environment, Agriculture and Marine Affairs, Spain (MARM, Ministerio de Medio Ambiente y Medio Rural y Marino), UNESCO worked with GLNP and local authorities as well as other stakeholders to improve technical and infrastructural capacity to address threats to GLNP and adjacent areas. These efforts included the training of management authorities; development of law enforcement strategies; development of database management, park monitoring systems and a GIS;



▲ (left) Gunung Leuser National Park [UNESCO Jakarta, Siti Rachmania]; (right) *Amorphophallus* sp. - the tallest flower [UNESCO Jakarta, Suer Suryadi]



▲ Test tour to the villages in South Nias
 ▼ Training on entrepreneurship for local tourism business partners [UNESCO Jakarta, J. Laiya]

and acquisition of new equipment and park facilities, as well as ecosystem restoration. UNESCO, GLNP authorities and the Wildlife Conservation Society (WCS) also carried out an awareness campaign in schools and villages adjacent to Gunung Leuser National Park. The purpose of this activity was to increase local awareness among local communities, particularly future conservation leaders, of the local and global value of the park and, thereby, build a grassroots constituency to support present and future conservation activities. The holistic approach to the management of the National Park as a World Heritage Site and a Biosphere Reserve has culminated in the development of key intervention tools to combat threats.

Ecotourism

Eco and Cultural Tourism Development in South Nias, Indonesia

■ In its second year of implementation, UNESCO has carried out a number of joint activities with partners (e.g. the Tourism and Culture Office of South Nias, Java Pavilion, Ragi Buana Foundation, and the Indonesian Guides Association) as part of a larger effort to develop sustainable community-based tourism in South Nias. These activities, supported by the Spanish Agency for International Development Cooperation (AECID, Agencia Española de Cooperación Internacional para el Desarrollo) are a follow-up to a series of



▲ ASEAN Jamboree 2008 - 4R principle training [Kwarnas PRAMUKA]

workshops and meetings with local and national stakeholders in which priority interventions were identified. Activities included a comparative study for local stakeholders on community-based ecotourism; capacity building of local guides, communities, local businesses and authorities on accommodating national and international tourists; and the development of a communication network amongst local stakeholders.

Heritage Tourism in East Nusa Tenggara, Indonesia: Contributing to the Millennium Development Goals (MDGs)

■ With the support of the Spanish Agency for International Development Cooperation (AECID) and in order to promote heritage tourism in East Nusa Tenggara province (NTT, Nusa Tenggara Timur) as a platform

for the sustainable development of the region, UNESCO, Indonesia's Ministry of Culture and Tourism and its partners focused on a three-pronged effort. The Centre for Tourism Studies (PUSPAR, Pusat Studi Pariwisata) at Gadjah Mada University carried out a study to examine the potential for the development of heritage tourism in local communities as part of the MDGs. The project further conducted an awareness campaign on heritage tourism, including the publication of a supplement in the National Geographic Indonesia magazine on NTT Heritage Tourism sites. The project is also carrying out capacity building and small scale intervention efforts with pilot communities in collaboration with Burung Indonesia.

Capacity Building & Research

UNU/INWEH/UNESCO International Training Course on Biodiversity in Mangrove Ecosystems

■ A course aimed at building professional and institutional capacities to undertake

monitoring and conservation of natural resources and biodiversity in coastal ecosystems, particularly mangrove ecosystems, and to promote and encourage development of network of professionals working in the region, was held at the Center of Advanced Study in Marine Biology, Annamalai University, India, organized in collaboration with the United Nations of University (UNU)-International Network on Water, Environment and Health (INWEH).

ASEAN Scout Jamboree 2008 Training Workshop and Exhibition

■ UNESCO supported the Indonesian Scout Movement (Kwarnas, Kwartir Nasional Gerakan Pramuka) in the organization of a training workshop on the 'Impacts of Global Change' during the ASEAN Scout Jamboree in Jakarta, Indonesia, on October 2008. The training targeted youth from the ASEAN region as future leaders, and taught them the 4R principles (Reduce-Reuse-Recycle-Replant) as an initial step to mitigate and adapt to climate change.

Ya'ahowu Tome! This expression in Nias means, "welcome, my guest", and was used as the slogan for our awareness campaign on sustainable tourism in South Nias. During the implementation of our ecotourism project, UNESCO decided to conduct all its community-based efforts in the local language to ensure a full and committed participation by local community members. Through our Niassan project assistant, all meetings, training and capacity-building activities were carried out in Niassan.



COASTAL REGIONS AND SMALL ISLANDS

Science for Society

The year 2008 brought a structural change to the former Environment and Development in Coastal Regions and Small Islands (CSI) unit in UNESCO Office, Jakarta.

In line with an extended focus and an emphasis on science policy for sustainable development, the CSI unit changed its name to the “Science for Society” (SCS) unit.



▲ Marine Science Training Course Support and Internship-Award
[UNESCO Jakarta, Jan H. Steffen]

Southeast Asia’s coral reefs and associated ecosystems play a significant economic role supporting subsistence fisheries and marine tourism, and provide important indirect services, e.g. by reducing coastal erosion and offering nursery grounds for economically important fish species. Unfortunately these values are being lost, since threats to coral reefs have been consistently increasing over the last two decades, leading to a marine ecological crisis rivaling the current economic crisis. Local and indigenous knowledge, often exemplified in traditional management regimes for specific marine resources, often loses out against greed and short-term economic interest. Destructive fisheries, overfishing and land-based pollution are known to have caused widespread degradation to reefs

in Southeast Asia, while global warming and related sea surface temperature variations have led to repeated coral bleaching events in most countries of the region. In response, government and non-government institutions have initiated a range of scientific and participatory coral reef management programs at national and local levels.

In January 2008, a national workshop was held in Sanur, Bali, to foster an alliance among stakeholders involved in reef resource conservation and management. The workshop was attended by representatives from the government and national and international NGOs.

Following technical discussions and case studies from Indonesia and the Philippines, all participants underlined their commitment

to develop and support a national Database System on Coastal Ecosystems and their Management. In order to support the process stakeholders decided to share necessary resources and to establish a national Steering Committee, a Scientific Working Group and a Technical Working Group in support of the work of the National Commission on Marine Conservation (KOMNASKOLAUT).

LIST OF ACTIVITIES

Marine Science, Environment and Development of Coastal Regions and Small Islands – Standard Setting and Capacity Building for Sustainable Coastal Resource Management



[UNESCO Jakarta, Jan H. Steffen]

Marine Science Training Course Support And Internship Award

Over the last seven years more than 100 students have followed the innovative and regionally unique curriculum of the 3-months intensive Marine Science Special Training Course (MST) at the Fisheries and Marine Science Faculty at Bogor University. Supported by the German Academic Exchange Service (DAAD), the MST has attracted local students in their final year before graduation (S2) and increasingly, lecturers and students from other Indonesian universities. Course components include Oceanography, Acoustic Instrumentation and Remote Sensing, Marine Microbiology, Marine Plankton and Benthos Ecology, Mariculture, Marine Pollution, Capture Fisheries and Stock Assessment, Coastal Zone Management as well as Scientific Writing. The different fields are presented by more than 20 lecturers, mainly from IPB and BIOTROP Bogor, but also from Europe. UNESCO-SCS staff supported the course every year since its inception by lecturing

on coral reef resource management issues and aspects of collaborative marine resource management. During each of the last seven years, high-achieving students have had the chance to be rewarded with a 12-months internship in UNESCO's Coastal and Small Island Programme. The interns become full members of the SCS team for a year, with responsibilities for outreach and environmental education activities, environmental database development and marine science projects in their specific field of interest. Asti Swastihayu was awarded with an internship with SCS for the period from August 2007 to June 2008.



[UNESCO Jakarta, Jan H. Steffen]

Capacity Building for Biodiversity Conservation in Collaboration with the ASEAN Centre for Biodiversity (ACB)

Over the course of 2008 UNESCO-SCS engaged in a fruitful cooperation with the ASEAN Centre for Biodiversity (ACB). In preparation for the 9th Conference of the

Parties (COP9) under the Convention on Biodiversity (CBD), the SCS Programme Specialist was invited by ACB to Manila in May to brief CBD Delegates from ASEAN member states on marine aspects of regional importance, particularly with regard to the CBD Programmes of Work on marine and coastal biodiversity, marine protected areas and on island biodiversity. UNESCO presented its perspective on the role of Biosphere Reserves and natural World Heritage sites to ASEAN country delegates at another regional ACB workshop in May held in Bogor, on the Role of Transboundary and Serial Protected Areas in Biodiversity conservation. Discussions held with ACB at COP9 of the CBD in Bonn in June led to the participation of SCS in a regional workshop on module development in support of regional competency levels for protected area staff in ASEAN member states in Kota Kinabalu, in October as well as SCS support for a regional ACB workshop in Kuta, Bali in November, aimed at a Marine Biodiversity Gap Analysis in further support of ASEAN-wide CBD implementation, focusing in particular on Indonesia, the Philippines, Malaysia and Vietnam.

Development of a Marine Conservation Database to Support Sustainable Monitoring and Management of Coastal Ecosystems

In January 2008, a national workshop in Sanur, Bali, was attended by representatives from the Indonesian Ministry of Marine Affairs and Fisheries; the Centre for Conservation Information (PIKA) of the Ministry of Forestry and Nature Conservation (PHKA); the Coral

Reef Rehabilitation and Management Programme (COREMAP); Conservation International Indonesia Program; the Wildlife Conservation Society; the Nature Conservancy; the World Wide Fund for Nature (WWF) Indonesia; Jaring Pela/Telapak; the Indonesian Coral Reef Foundation (TERANGI); Bahtera Nusantara Foundation (YBN); the Indonesian Centre for Environmental Information (PILI); Reef Check Indonesia (RCFI); and Putri Naga Komodo (PNK). Participants agreed to build and support a national database system on coastal ecosystems and their management (for details see the main activity section preceding this list of activities).

Contributing to Scientific Diving Standards

■ Scientific diving education and certification systems in Europe, Australia and the US can serve as models for an adapted Indonesian accreditation system, leading to a national certificate acknowledged by the international

scientific diving community. UNESCO SCS funded the first national workshop on the Establishment of National Standards for Scientific Diving, hosted by the Faculty of Fisheries and Marine Science at Bogor University in May 2008.

E-Learning

■ In an intersectoral cooperation with the Basic Sciences and the Engineering Sciences and Technology units in UNESCO Office, Jakarta, and supported by Japanese Funds-in-Trust, a programme was initiated to explore opportunities for the development and effective dissemination of e-learning modules through existing regional and national IT networks. A regional study commissioned by the three UNESCO units in 2008 revealed a consistently growing range of methodological approaches and potential target groups for distance learning. Through collaboration with the Faculty of Fisheries and Marine Science at Bogor University and building on the experience gathered

over the last seven years from the Marine Science Special Training Course, distance-learning modules focusing on different fields of tropical marine science are being developed for distribution through IPB's website and the Indonesia's INHERENT e-learning network.

Marine World Heritage

■ Throughout 2008 SCS has been supporting the work of the Indonesian National Working Group on Marine World Heritage under the coordination of the Ministry for Environment. The working group continued its cooperation with representatives of the six sites proposed for a serial marine world heritage nomination: Derawan Islands, Bunaken Marine National Park (MNP), Wakatobi MNP, Taka Bonerate MNP, Banda Islands and the Raja Ampat archipelago. In December 2008 the Office of the Coordinating Minister for Social Welfare (MENKOKESRA) established an extended task force in support of the nomination.



[UNESCO Jakarta, Jan H. Steffen]



BASIC SCIENCES

Science Knowledge and Policy for Sustainable Development

In the context of contributing to the achievement of UNESCO's overarching objective for Science—to mobilize scientific knowledge and policy for sustainable development—UNESCO promotes capacity building in the basic sciences and mathematics, and the harnessing of their applications in addressing social and environmental problems.

Although current regional challenges, such as emerging infectious diseases, environmental pollution, natural disasters and climate change, require multidisciplinary intersectoral approaches, the basic sciences and mathematics form the core scientific skills essential for developing such multidisciplinary expertise, and create the essential scientific underpinning for innovations that lead to economic benefits.

UNESCO also promotes capacity development to foster discussion and debate on emerging issues relevant to

the crafting of science, technology and innovation policy, and corresponding organizational structures for policy implementation, especially in developing countries. Moreover, recognizing that policy development requires effective communication and interaction amongst scientists and the various stakeholders of the overall science and technology enterprise, including lawmakers, media and the general public, UNESCO also promotes capacity building in science communication.

In view of the limited resources available for basic sciences, the strategy concentrates on promoting regional

research and training networks and professional organizations in physics, chemistry, life sciences and mathematics, leveraging the synergy of concerted action by scientists and researchers. Through these networks, UNESCO fosters collaborative work and collective responsibility to upgrade capacity in basic sciences and mathematics in the region. It also promotes the development of a supportive science, technology and innovation policy framework that would link the efforts of research and education networks to the needs of industry and society, in a manner that would ensure inclusive access and benefits to all sectors—not just the major industrialized



▲ An example of a student exhibit demonstrating the theme of "science and technology for sustainable development" at the SEAMEO arch for Young Scientist competition in Penang, Malaysia. [SEAMEO RECSAM]

and urban populations, but also groups such as rural communities, cultural minorities and women.

Capacity building activities

Capacity building activities in basic sciences and mathematics mainly take the form of (a) support for the organization of regional meetings and conferences that facilitate interactions and exchanges among scientists, researchers and science educators; (b) assisting the publication and distribution of journals to promote opportunities for scientists and researchers to publish their work and make the information available to a wider global audience; and (c) the provision of technical expertise for regional events to foster youth interest in science and mathematics.

In the area of science policy development and training of science managers, one example of a capacity building activity is the development of an e-learning course on grassroots innovation management.



▲ Participants at the ASPEN Active Learning Workshop in Physics and Engineering in Kuching, Sarawak, Malaysia do their laboratory exercises. [Swinburne University of Technology, Dr. Alex Mazzolini]

The project seeks to promote a cooperative effort in making available tools and resources for human resource development in the fields of science and technology, in informal, non-traditional ways, to complement the formal education and training system and emphasize the role of science and technology for sustainable development. The project is supported by the Japan Funds-in-Trust.

The specific objective of this sub-project is to develop a set of course materials for an e-learning platform operating in the region, the School on Internet (SOI) Asia network. The course will introduce students to the concepts of grassroots innovation management and present some interesting case studies from the actual experience of developing countries. Experts from universities and management schools are helping to develop the course materials.

LIST OF ACTIVITIES

Capacity building in the basic sciences and S&T policy for sustainable development

Support was provided for the following conferences, training workshops and meetings to enable the participation of scientists from developing countries:

- Penang, Malaysia, 2-7 March 2008: Staff from UNESCO Office, Jakarta



▲ The Thirteenth Asian Symposium on Medicinal Plants, Spices, and Other Natural Products in Hyderabad, India, was well-attended (ASOMPS XIII) by scientists and researchers from all over the world. [Indian Institute of Chemical Technology]



▲ Prof. Sirimali Fernando, Chairperson of the National Science Foundation of Sri Lanka lights the traditional flame to open the international workshop on science journalism in Colombo, while H.E. Mr. Tissa Vitarana, Minister for Science and Technology of Sri Lanka (left) and UNESCO Kalinga Awardee and President of the Indian Academy of Sciences, Prof. D. Balasubramanian (right) look on. [National Science Foundation, Sri Lanka]

provided technical support for the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Center for Science and Mathematics (RECSAM) in the form of services as Chief Judge of the Mathematics competition at the Sixth Regional Congress and Search for Young Scientists, and as an invited speaker on the theme of the Congress, *Science and Mathematics Education for Sustainable Development*.

■ Bangkok, Thailand, 28-30 May 2008: The Southeast Asian Mathematical Society (SEAMS) International Conference on Algebra and Related Topics (ICART) 2008 at Chulalongkorn University.

■ Kuching, Sarawak, Malaysia, 8-10 July 2008: The ASPEN Active Learning Workshop in Science and Engineering, held at Swinburne University of Technology Kuching Campus.

■ Colombo, Sri Lanka, 8-10 September 2008: An International Workshop on Science Journalism, held by the National Science Foundation.

■ Jakarta, Indonesia, 16-17 September 2008: An Experts' Group Meeting on the Development of an E-learning Course on Grassroots Innovation Management.

■ Quezon City, Philippines, 27-29 October 2008: An International Conference on Science Education at the University of the Philippines National Institute for Science and Mathematics Education (UP NISMED).

■ Hyderabad, India, 3-7 November 2008: The 13th Asian Symposium on Medicinal Plants, Herbs, Spices and other Natural Products (ASOMPS XIII), held at the Indian Institute of Chemical Technology (IICT).

■ Hyderabad, India, 3-4 November 2008: Informal meetings of focal points of the Regional Network on Natural Products Chemistry and the ASOMPS International Advisory Committee, at IICT.

Information sharing through publications and websites

- Distribution of the Southeast Asian Bulletin of Mathematics – 6 issues
- Publication of the STEPAN Newsletter – 2 issues
- Maintenance of the STEPAN website, www.stepan.org
- Maintenance of the RESGEST website, www.resgest.org

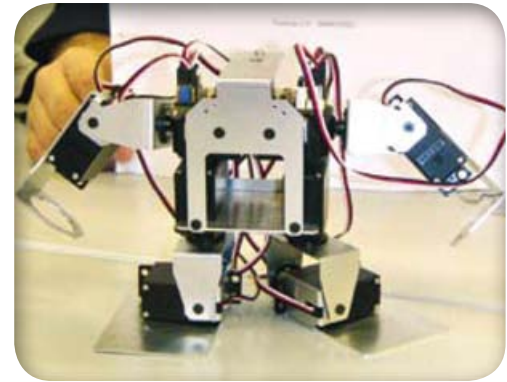
Science and Language: In this era of globalization, with scientific research being pursued in different countries, with their different linguistic communities and contexts, miscommunications and misinterpretations are unavoidable. Difficult scientific concepts, for which precision of description and understanding are important, may be caught in between different languages which colour the interpretations of the concept differently, and there is a risk that some nuance in the concept becomes "lost in translation". For example, are there subtle differences in how an American and a Chinese physicist would conceptualize "time" or "space" because they come from different linguistic communities? How much do linguistic differences limit the pace of development of research, and ultimately the realization of the full potential of science as a glorious human achievement in itself, and as an instrument to solve humanity's problems?



ENGINEERING SCIENCES AND TECHNOLOGY

Mobilizing Science Knowledge Through Information and Communication Technologies

In 2008, the Engineering Sciences and Technology (EST) unit, with its mobilizing science knowledge in Asia and the Pacific region through Information and Communication Technologies (ICTs) programme, focused on the development of technical human resources and capacity building in Science Technology and Engineering Education, Renewable Energy Policy and Technology, and University-Industry Collaboration and Technology Management.



▲ Interactive methods on joyful learning of technology. [Sato Studio]

EST launched an e-learning programme in May 2007, in collaboration with the School on Internet Asia Project (SOI) and the Indonesian Higher Education and Research Network (INHERENT). SOI is the satellite-based network led by Keio University that connects 27 universities in 13 countries in Asia, while INHERENT is a high-speed backbone network dedicated to supporting research and education communities within Indonesia, currently connecting 180 Indonesian universities. INHERENT is managed by the Directorate General of Higher Education (DIKTI,

Direktorat Jendral Pendidikan Tinggi) of the Ministry of National Education. In 2008, UNESCO established formal partnerships with Keio University and DIKTI by signing an MoU for the mobilisation of scientific knowledge using IT networks, aimed in particular at contributing to quality higher education. These networks have very powerful technical infrastructure and expertise, allowing them to reach a large audience over a wide geographic area in Asia. These partnerships have enabled us to mobilize high-level expertise in a broad range of science areas.

The e-learning programme has already developed the following courses:

Innovation and Technology Management Module

- S&T Policy formulation for the utilization and innovation of grassroots technologies (2009)*
- Capacity building for university-industry cooperation and technology management (2009).

* Year of broadcast

Human Security Module

- E3i village (Energy, Economy and Environment independent village/Eco-village concept) research (2008).
- Financing renewable energy projects (2008). This is a video conference featuring five panellists in Tokyo, Bangkok and Jakarta.
- Renewable energy policy and planning (2007).
- Bioenergy for achieving the MDGs (2007).
- Solar solutions for energy wise communities (2007).
- Coastal resources management for small islands and communities (2009).
- HIV/AIDS prevention education (2009).

UNESCO Lecture Series (2008-2009)

UNESCO provided lectures about UNESCO programmes and activities in Science, Education, Culture, Communication, from the UNESCO Office, Jakarta and UNESCO Office, Bangkok officers in charge of each discipline. The topics include education (primary and higher), ecology, disaster, science and technology policy, hydrology, geology, marine studies, media & communications and cultural issues.



▲ UNESCO Lecture Series: Science programme specialist lectures to Indonesia, Japan and the Philippines for UNESCO e-learning programme [SOI/UNESCO Jakarta, Alia Febriana]

Lecture Archive Site

(<http://e-learning.dikti.go.id/unesco>)

■ UNESCO continued to work with the National Institute of Informatics Japan and DIKTI to develop an efficient and user friendly e-learning archive site. This site is open to the general public.

UNESCO also worked with other global and regional education and research networks in 2008, including the Trans Eurasia Information Network (TEIN), Global Development Learning Network (GDLN), JICA-net (Japan International Cooperation Agency Network), MYREN from Malaysia and PREGINET from the Philippines. We plan to collaborate further with these networks to expand the geographical coverage of the e-learning programme.

A feasibility study was conducted in 2008 to analyze current regional distance learning programmes and identify urgent topics for S&T learning for which course materials need to be developed. Based on the results of this study, new content will be added.

LIST OF ACTIVITIES

Capacity Building for University-Industry Partnerships

■ The importance of private sector involvement in sustainable R&D has long been recognized. As a follow-up to a regional workshop on University-Industry Technology Transfer in 2006, UNESCO convened an experts' meeting in 2008 to develop new teaching and learning



▲ Experts meeting on University – Industry Partnerships and Technology Transfer [UNESCO Jakarta, Alia Febriana]

resources in the form of capacity building materials for technical universities to strengthen university-industry partnerships and technology management systems.

The Capacity Building for University-Industry Partnership course is being developed in collaboration with Tokyo University, Seoul National University, National University of Singapore, Chulalongkorn University, Gadjah Mada University and the World Intellectual Property Organization. The course aims to raise awareness and build competencies among university staff to manage partnerships, technology and IP assets.

The course will be broadcast through UNESCO's e-learning programme in 2009.

UNISPAR Programme

■ EST has been maintaining UNESCO Chairs in the region under the UNISPAR (University-Industry Science Partnership) Programme, which promotes industry-sponsored UNESCO Chairs and university-industry partnerships.

Toyota UNESCO Chair

■ Toyota Motor Corporation and UNESCO established three Toyota-UNESCO chairs in Environmental Management at Nankai University in China, the University of the

Philippines Los Banos (UPLB), and the Prince of Songkla University in Thailand in 1999. These Toyota Chairs completed their projects in 2008.

Chair holder Prof. Zhu Tan of Nankai University, together with 10 academic and research staff, undertook a project on Capacity Building for Public Participation in Environmental Impact Assessment and the Circular Economy. Prof Antonio Alcantara of UPLB conducted an environmental education and advocacy program for young stewards for two years, while Prof. Chatchai Ratanachai of the Prince of Songkhla University carried out activities in the field of Environment and Hazardous Waste Management and Eco-Tourism in Thailand.

Mitsubishi Heavy Industry UNESCO Chair

■ Prof. Nguyen Si Mao implemented the fifth year of MHI UNESCO Chair activities in 2008 on Clean Coal Technology and Environmental Protection in Vietnam at Hanoi University of Technology in three major areas: engineering education, research and development and public awareness. The MHI-HUT UNESCO chair will enter the final year of the second phase in 2009.

Renewable Energy

■ Six lectures for the E3i village course were broadcast through the e-learning programme by Prof. Kamaruddin Abdullah of Darma Persada University in July. The course presented effective and productive uses of locally available renewable

energy sources to support demand from households, small and medium enterprises and transportation in rural villages.

UNESCO assisted Darma Persada University to organize an international workshop on Renewable Energy Technology Applications to Support E3i Villages. During the workshop, a video conference on financing renewable energy projects was held with five panellists in three locations (Tokyo, Bangkok and Jakarta) was held to explore more effective and workable ways and means to link available financing schemes and ready-to-apply renewable energy technology to improve village level economies.

A virtual platform for energy policy discussions was created and maintained at www.energyforumasia.org. The archive server for the e-learning course is at <http://e-learning.dikti.go.id/unesco>.

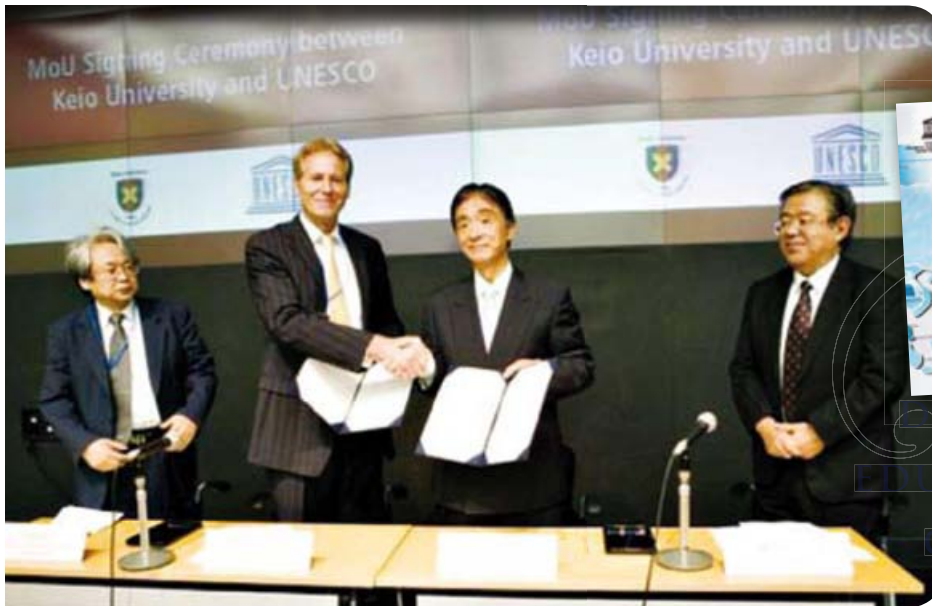
Establishing Formal Partnerships with SOI and INHERENT

■ A Memorandum of Understanding was signed between UNESCO and Keio University on 26 June in Tokyo Japan, for Mobilizing Science Knowledge for Sustainable Development in Asia and the Pacific through Information and Communication Technologies. Under the MoU, UNESCO and Keio agree to work together to contribute to strengthening

national and regional higher education in Asia and developing human resources, particularly in science, technology and engineering through ICTs.

Preparation for the 2nd Science and Technology Camp

■ The 1st Science and Technology Camp for Children was held at the end of 2006 in collaboration with the Government of Brunei. Encouraged by the success of this camp, EST started planning the second camp, which will be held in February 2009 in Phnom Penh, Cambodia in collaboration with the Ministry of Education, Youth and Sports, the Royal University of Phnom Penh and the UNESCO Phnom Penh



▲ Keio University and UNESCO signed the MoU for "Mobilizing Science Knowledge in Asia and Pacific through ICTs" to collaborate with the School on Internet Asia project. [School on Internet/UNESCO Jakarta]



Distance
Education
Courses



▲ Researchers from Mitsubishi Heavy Industries visiting Dalat Nuclear Energy Research Center through the UNESCO chair programme at the Hanoi University of Technology [[Hanoi University of Technology](#)]

Office. The camp will also be supported by the Japanese Society of Mechanical Engineering, the Singapore Science Center and LEGO Education. The camp aims to encourage a hands-on or active learning approach to teaching science, while showing that science can be exciting and fun.

Science and Technology Policy

■ UNESCO, in collaboration with the Japan International Cooperation Agency and the ASEAN Committee on Science and Technology organized an on-line seminar on Science and Technology Policy in ASEAN, which was broadcast

from UNESCO Office, Jakarta to Phnom Penh through JICA-net. Lectures included

ASEAN and Cooperation in Science & Technology (Mr. Emir Rio Krishna), ASEAN's Experiences on S&T Governance: Regulatory Framework of Incentives for Scientists and Scientific Organizations (Wanna Suksriboonamphai), The Role of UNESCO in Science, Technology and Innovation Policy Development (Linda Posadas), and UNESCO Activities in S&T in Asia and the Pacific (Masami Nakata).

Workshops and Seminars


■ EST supported the Engineering Institution of Cambodia to attend the ASEAN Federation of Engineering Organizations, 2-3 June 2008 in Hanoi, Vietnam.

EST supported Pelita Harapan University to host the IEEE ASEAN Workshop and Symposium on Higher Education in Engineering and Technology in Jakarta, 23-24 October 2008.

Language is a tool for humans to share information and knowledge. Modern information technology has significantly lowered the barrier to communicating rapidly across vast distances in various languages. Science and Engineering are the foundation of this technology. However, one of most pressing issues in Science and Technology Education is the diminishing interest of young people in taking science courses or going into scientific or technical fields. We need to work hard to ensure that the next generation has the tools to be able to leverage information technology to communicate in their own languages.



Earth Sciences EARTH SCIENCES *ciences*

The Flaming Cliff, Mongolia – the place where many dinosaurs and their related fossils were firstly excavated by the famed Roy Chapman Andrews of the American Museum of Natural History, USA in 1930s [ Yong Il Lee]

Living with the Planet

UNESCO Office, Jakarta, through its Earth Sciences Programme, has been working over several decades to improve the understanding of the geological environment and the use of geological knowledge for sound environmental development.



▲ Invertebrate burrows in dune sands (Southern Gobi desert, Mongolia) [© Yong Il Lee]

The vehicle to achieve this goal is the International Geoscience Programme (IGCP), an international research programme on global geological problems, implemented through a network of national committees.

International Geoscience Programme (IGCP)

The IGCP serves as a multinational platform for multidisciplinary geo-environmental researchers to exchange knowledge and methodology on a multitude of geological problems of global importance.

Currently, the joint efforts of UNESCO and IUGS (the International Union of Geological Sciences) in managing the IGCP are enabling thousands of scientists

in about 150 countries to participate in the forum. This is precisely the goal of the programme: to bring together scientists from different countries and disciplines to stimulate dialogue and facilitate communication among researchers all over the world.

IGCP improves the interaction and networking between geo-hydro and environmental scientists in solving fundamental geoscientific problems relevant to sustainable development. In line with UNESCO's medium-term plan, strategic outlines and work plan and budget, IGCP is evolving from a programme with focus on **fundamental sciences** to one concentrating on **applied geosciences**, including the mitigation of geo-hazards such as earthquakes, landslides and volcanic eruptions. IGCP has become more interdisciplinary in

nature and cooperates very actively with the Division of Water Sciences to strengthen the UNESCO's key priorities in the natural sciences.

LIST OF ACTIVITIES

Structural and Tectonic Correlation across the Central Asia Orogenic Collage: Implications for Continental Growth and Intracontinental Deformation - Symposium of IGCP Project No. 480

■ Oslo, Norway, 9 August 2008: The topic of the symposium, Tectonics and Crustal Growth in Central Asia, was intended to bring together those who look at geochemical and geochronological parameters and those who study the stratigraphy and structural geology of various areas of Central Asia with a view to finding common ground in the study of

continental growth in the region. Scientists from eight countries took part in the symposium, and the discussions clearly demonstrated a common understanding that solutions to the complex problem of continental growth—including an understanding of crustal age and of the processes that build continental crust—can only be reached through a comprehensive analysis of all geological aspects.

Paleoclimates in Asia during the Cretaceous: their variations, causes, and biotic and environmental responses – 3rd International Symposium of IGCP Project No. 507

■ Ulaanbaatar, Mongolia, 15-16 August 2008: The theme of the meeting, Cretaceous Paleoclimates of Asia, attracted more than 80 participants from six countries, including 20 students from Japan, Korea and Mongolia. Following the Symposium, a field excursion to the southern Gobi region provided an opportunity for participants to observe the sites of various studies on Cretaceous nonmarine strata and paleontology as well as some excellent outcrops of late Early Cretaceous containing abundant dinosaur fossils.

Twenty manuscripts about the Cretaceous geology in Asia related to

paleoclimates have been collected and now being processed for publication in an international peer-reviewed journal, *The Island Arc* (SCI indexed), published by Blackwell Publishing Co.

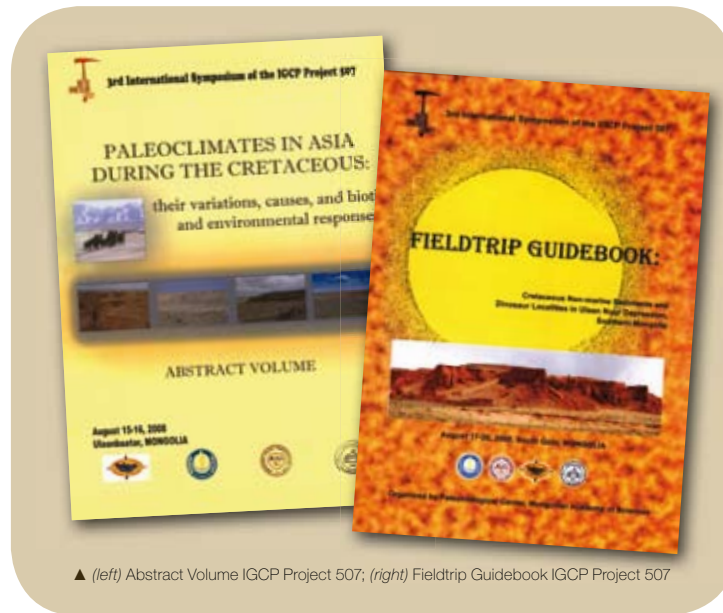
and other geological subjects related to East and South Asia, particularly the origin and assembly process of Gondwana-derived terranes and the final emplacement of these terranes into the Asian continent during the Phanerozoic time. The symposium ran in parallel with the International Conference on Geoscience Resources and Environments of Asian Terranes (GREAT 2008), which was held to commemorate the 50th anniversary of Chulalongkorn University's Department of Geology.

GROWNET – Meetings of IGCP Project No. 523

■ Oslo, Norway, 6-7 August 2008: Two meetings of the GROWNET project were held during the 33rd International Geological Congress following the Hydrogeology Sessions on 'Ground water development

– Lessons learned in low-income countries and in Aid Projects-A symposium related to IGCP Project GROWNET', and 'Management of Coastal Aquifers'.

GROWNET meetings were also held during the year in Brisbane, Australia (during the 11th International River Symposium in September) and Djibouti (during the International Symposium on Ground Water in Volcanic Terrain in December).



▲ (left) Abstract Volume IGCP Project 507; (right) Fieldtrip Guidebook IGCP Project 507

Geological Anatomy of East and South Asia: 4th Symposium of IGCP Project No. 516

■ Bangkok, Thailand, November, 2008: The symposium, sponsored by the Department of Geology of Chulalongkorn University, provided an opportunity to discuss stratigraphy, tectonics, structural geology, sedimentology, mineral resources, magmatism, paleomagnetism, paleogeography, paleontology, paleoceanography, environmental geology



▲ Group Photo of 3rd Symposium of the IGCP 507, Ulaanbaatar, Mongolia [© Yong Il Lee, 2008]

Rapid Environmental/Climate Change in the Cretaceous Greenhouse World: Ocean-Land Interactions – Workshop of IGCP Project No. 555

■ Oslo, Norway, 8-9 August, 2008:

This workshop, also held at the 33rd International Geological Congress, looked at the Causes of oxic-anoxic changes in Cretaceous marine and non-marine environments and their implications for Earth systems.

The following scientists were supported by IGCP 555: Yuri Zakharov (Russia) reported isotope and palaeontological evidence for Cretaceous climatic oscillations in the Bering area; Mihaela Melinte (Romania) introduced oxic-anoxic changes in Cretaceous marine deposits of the Romanian Carpathians and indicated new high-resolution stratigraphic data. Li Guobiao (China) reported on new foramiferal biostratigraphy of the Cretaceous Xialabolin Formation, Zada, southwestern Tibet, and the stratigraphy of

that key section; William Hay (USA) started with a thorough comparison of Cretaceous climate and today's climate change scenario; Oliver Friedrich (Germany) gave an overview of the Cretaceous paleoceanography and paleoclimate of the tropical proto-north Atlantic; Ines Wendler (Germany) gave an in-depth report on mid-Cretaceous cyclic oscillations in oxygenation; while Michael Wagnreich (Austria) revealed the story from OAE 2 anoxia to oxic CORBs of the Ultrahelvetics (Austria).



Water Sciences

WATER SCIENCES

ciences

Living with the Planet

The Water Sciences Unit is directly involved with the coordination of water resources activities in cooperation with our Headquarters in Paris and a large number of global and local partners.



▲ Salt production in Ninh Thuan | ▣ UNESCO Jakarta, Giuseppe Arduino]

One of our main programmes is the International Hydrological Programme (IHP), UNESCO's intergovernmental scientific programme in water resources, which aims to improve the scientific and technological basis for the development of appropriate methodologies for the management of water resources and the protection of the environment (please visit www.unesco.org/water/ihp for further information). UNESCO Office, Jakarta, has been supporting projects, research activities, information sharing through cooperative networks and scientists, publications, workshops and training courses.

In 2008, support continued to the Artificial Aquifer Recharge Project in Binh Thuan Province, Vietnam, where massive desertification over the last three decades

has led to considerable water shortage during the dry season in this area. To follow up the previous project initiatives, which began in 2004, UNESCO Office, Jakarta supported the Vietnamese Academy of Science and Technology (VAST) to carry out (1) monitoring of the groundwater system in Binh Thuan; (2) meteorological observation with daily acquisition of data related to precipitation, temperature, and humidity at the two stations in Hong Phong and Bau Noi; (3) a hydrogeological investigation in the easternmost part of Binh Thuan with particular reference to the coastal zones of the Binh Thuan Province; and (4) groundwater and surface water sampling, including chemical and isotope analyses.

UNESCO Office, Jakarta has also built capacity and networking among Vietnamese scientists and introduced the project to the international scientific

community by supporting three scientists to present the project at international events.

Another key activity during the year was a Hydrogeological Investigation in the Karst Area of Ninh Binh Province, Vietnam. Following a request from the Ministry of Science and Technology, a preliminary hydrological investigation was carried out in this limestone karst area 100 km south of Ha Noi to where water resources are both affected and degraded by flood events and sea intrusion. The assessment focused on the springs fed by the karst aquifer.

Building on the success of previous activities, the Ministry of Science and Technology (through VAST) also requested a hydrogeological investigation in the coastal areas of Ninh Thuan Province, 350 km northeast of Ho Chi Minh, where



groundwater is affected by massive seawater intrusion.

This seems primarily due to human-induced pumping of brackish water from shallow coastal sand dune aquifers, mainly for irrigation purposes. Moreover, industrial salt production could also be increasing groundwater salinization by gravity and diffusion processes. Therefore, the process of salt water intrusion in the coastal area of Ninh Thuan Province will probably spread inland, progressively increasing groundwater salinity locally, even at levels higher than the sea. The problem is compounded by the limited knowledge of the hydrogeological setting and the lack of any assessment of the surface and groundwater resources of the Province. Hydrogeological

▲ Hoang Long River,
Ninh Binh Province,
Viet Nam

▶ Ninh Binh Province,
Viet Nam
[UNESCO Jakarta,
Giuseppe Arduino]

Hydrogeological



monitoring (water level variations and the most important physio-chemical parameters) of selected hydrogeological global systems inland and above all in coastal areas, is therefore recommended to evaluate the existing level of salt intrusion by means of observation wells and detailed geophysical investigations.

LIST OF ACTIVITIES

16th Regional Steering Committee Meeting for UNESCO – IHP Southeast Asia

■ Ulaanbaatar, Mongolia, 29 September to 3 October 2008: The meeting brought together representatives from all IHP National Committees from the region to coordinate annual activities such as international symposia, the preparation of the Catalogue of Rivers for Southeast Asia and the Pacific, and activities carried out in the framework of IHP, such as the Flow Regimes from International Experimental

and Network Data (FRIEND). The meeting was held in conjunction with the International Conference on *Uncertainties in Water Resource Management: Causes, Technologies and Consequences*. The proceedings of the conference are available online at www.unesco.org/jakarta.

Asia Pacific Flow Regimes from International and Experimental Network Data (AP-FRIEND)

■ The AP-FRIEND is an IHP project organized by the IHP Regional Steering Committee for Southeast Asia and the Pacific (RSC SEAP). Launched in 1997, the project's first phase provided a framework for research to improve the understanding of hydrological science and water resources management in the region through comparative studies of the similarity and variability of the regional hydrological occurrences and water resource systems. The significant achievements of Phase I of AP-FRIEND—the results of the efforts of nearly 200 members in five working groups—are summarized in the Asia Pacific FRIEND Report for Phase 1 (1997-2001), published in 2002 (*IHP V – Technical document in Hydrology No. 9, Regional Steering Committee for Southeast Asia and the Pacific, UNESCO Office, Jakarta 2002*). In November 2008, AP-FRIEND published its Report on the Rainfall Intensity Duration



▲ Tam Coc, Ninh Binh Province, Viet Nam [© UNESCO Jakarta, Giuseppe Arduino]

Frequency (IDF) Analysis for the Asia Pacific Region. This was the culmination of a process that began in 2005 during the AP-FRIEND Meeting in Kuala Lumpur.

Representatives from Australia, China, Indonesia, Japan, Korea, Malaysia, New Zealand, the Philippines and Vietnam observed that the different participating



▲ 16th Regional Steering Committee Meeting in Ulaanbaatar, Mongolia [© Mongolian IHP National Committee]



▲ Ninh Thuan Province, Viet Nam

- ▶ Sampling and measurement of a small diameter well in Ninh Thuan
[UNESCO Jakarta, Giuseppe Arduino]

Managing
MANAGING
Aquifer
AQUIFER
Recharge
RECHARGE



countries employed different methods of analysis for their rainfall intensity-duration-frequency (RIDF) curves, and it was decided that a worthwhile undertaking would be to learn from the various participating countries how their RIDF analysis are conducted. The country representatives were asked to supply extreme rainfall data from their own countries for a comparison of the various methods used in RIDF analysis and estimating design rainfalls.

Capacity Building and Skills Development to Enhance Employability in the Water and Sanitation Industry

■ Hanoi, Vietnam, 8–9 April 2008: In line with the UNESCO Education Sector's communication strategy, the UNESCO-UNEVOC International Centre (Bonn), UNESCO (Jakarta), and InWEnt (Germany), in partnership with NIVA (Norway), the UNEVOC Centre in Vietnam, and with support from UNESCO's Hanoi Office, organised a consultation meeting with stakeholders and potential project partners with the aim of promoting capacity building and skills development initiatives for employability in the water and sanitation industry.

The consultation meeting produced guidelines and identified areas for improvement, allowing the project team to finalise an existing draft project development plan for seeking extra-budgetary fund sources.

18th IHP Nagoya Training Course: Satellite Remote Sensing of Atmospheric Constituents

■ The IHP Nagoya Training Courses have been conducted since 1991 and attended by some 190 participants from various research institutions and governmental organisations. The IHP Nagoya Training Courses are organized by UNESCO Office, Jakarta and the Institute of Hydrospheric-Atmospheric Sciences (HyARC) of Nagoya University in Japan. Financial support is provided by a Trust Fund to UNESCO from Japan's Ministry of Education, Culture,



- ▶ IHP Nagoya Forum (www.ihpnagoyaforum.org) [UNESCO Jakarta]
- ▼ Lecture during the 18th IHP Nagoya Training Course [HyARC Nagoya University]

Sports, Science and Technology (MEXT). The training courses are held in Japan on an annual basis for participants from the Southeast Asia and Pacific region.

The 2008 training course focused mainly on the fundamentals of satellite remote sensing and its application to atmospheric sciences.

In July 2008, UNESCO Office, Jakarta, in collaboration with Nagoya University launched the IHP Nagoya Training Courses website (www.ihpnagoyaforum.org). The website provides:

- information on training courses and upcoming events;
- training course materials for download (textbooks of past training courses);
- a discussion forum in which participants can exchange ideas, expertise, etc.;
- a photo gallery of past training courses.



The ancient Greeks already thought of the cycle of water; their first observation was that all the river waters flow into the sea but doesn't increase its level. So they thought that water was infiltrating from the sea into the interiors of the earth and changed to vapor status because of the increasing earth heat and dissociate the salty part; this vapor was then raising to surface and changing to water status and outpouring from sources, therefore giving origin to rivers. The idea was there but the process wasn't the correct one! (*From the book "L'Avenir de l'eau" by Erik Orsenna)

Here is water in this part of the world languages:

Australia..... Water	Fiji..... Way	Laos PDR Nam	New Zealand.. Water	Timor-Leste.... Bee
Cambodia..... Tuk	Japan..... Mizu	Malaysia..... Air	PNG..... Ranu	Vietnam..... Nuoc
China..... Schuey	Korea DPR..... Moule	Mongolia..... Us	Philippines..... Tubig	
Indonesia..... Air	Korea Rep..... Moule	Myanmar Ye	Thailand..... Nam	



DISASTER RISK REDUCTION

Building Disaster Resilience Communities

Since the 2004 tsunami in Aceh, UNESCO Office Jakarta has supported various activities to build community resilience to disasters through an intersectoral approach that combines culture, education, science and communication.



▲ Participant of Community Preparedness Activity reading JTIC Tsunami flyers [© UNESCO Jakarta, Ardito M.Kodijat]

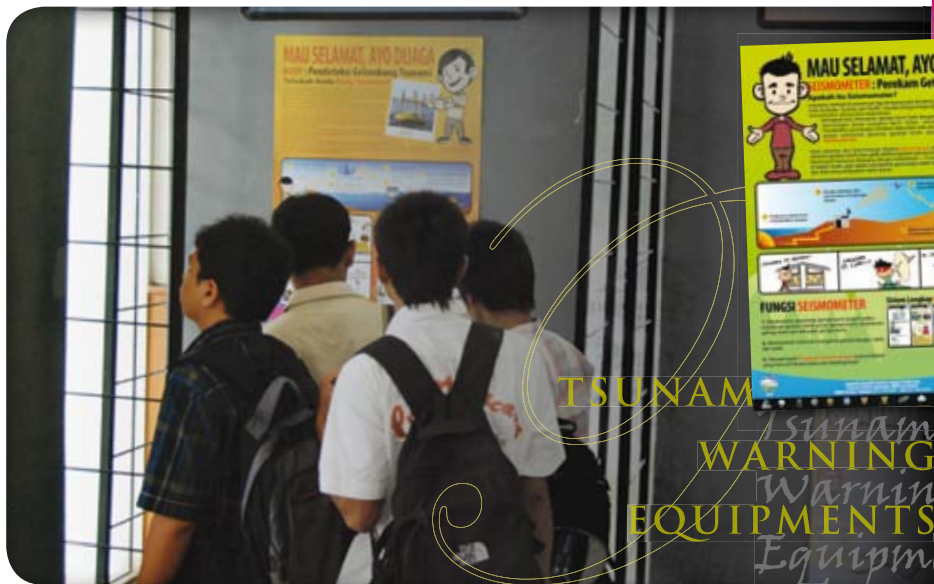
In 2008 UNESCO continued to play a role in disaster risk reduction through coordinating international donors for the development of Indonesia's Tsunami Early Warning System; the establishment of the Jakarta Tsunami Information Centre; and building community preparedness models. In addition UNESCO also continued to participate actively in the UN Technical Working Group on Disaster Risk Reduction (UN TWG DRR); the Consortium for Disaster Education (CDE); the DRR Convergence Group and Community Disaster Risk Management (CBDRM).

In November 2008, the President of Indonesia launched the Indonesian Tsunami Early Warning System (INA TEWS). This system was developed by the Indonesian government with the

support of several donor countries, including Germany, Japan, the USA, China and France. For the past three years UNESCO has provided support for the coordination of these international donors. Now, however, although the system still needs further development, the donors' role has lessened. Moreover, the network

of national and international institutions involved in the development of INA TEWS has strengthened considerably, reducing the need for UNESCO to act a liaison. UNESCO's role in future will therefore shift to focus more on capacity building and assuring the sustainability of the early warning system.

The Jakarta Tsunami Information Centre (JTIC) was initiated by the Intergovernmental Oceanographic Commission (IOC) of UNESCO with the support of the Canadian International Development Agency (CIDA). The objective of JTIC is to increase awareness about the development of the Tsunami Early Warning System in Indonesia and on tsunami hazards through its information service. Its website, www.jtic.org, which focuses in particular on tsunami information, materials, and tools compiled from verified sources, has reached communities that are seeking useful and practical information on tsunami preparedness.



▲ Learning about Tsunami Early Warning Equipments (buoy, seismometers, GPS, Tide Gauge, and Sirine) through education and awareness posters. [UNESCO Jakarta, Ardito M. Kodijat]



As part of its role in creating awareness communities, in 2008 the Jakarta Tsunami Information Centre (JTIC) focused on providing support for education and awareness-raising about the Tsunami Early Warning System equipment.

The integrated early warning system requires the use of various items of sophisticated equipment, some of which has been installed in remote places. Due largely to a lack of awareness of its purpose, some of this equipment has been vandalized or stolen. Working with national and local institutions, JTIC developed educational posters that can be used to enhance understanding and support among communities and local

governments and support local police and community enforcement.

Survivors of tsunamis in Aceh and Pangandaran have had experiences that can provide practical lessons to all of us. Working with experts, JTIC compiled these experiences in the form of a 'lessons learned' booklet that helps readers to understand what to do—and what *not* to do—if they are faced with a tsunami.

In collaboration with the Indonesian Institute of Sciences and GTZ International Services, JTIC also produced a video as an introduction to training on four different topics: Earthquakes and Tsunamis and Associated Hazards, the Tsunami Early

Warning System, Tsunami Preparedness and Mitigation, and Standard Operating Procedures and Tsunami Simulation. The video, entitled *10 Menit Kehidupan* (10 Minutes that Can Save Lives), it is a well narrated, compelling introduction to the four topics in Bahasa Indonesia.

In 2008, through funding from ISDR, UNESCO collaborated with the Indonesian Society for Disaster Management on developing and promoting a module to assess community preparedness for a range of hazards. This tool, which is designed to be user-friendly, can be used to measure preparedness and identify any weaknesses that need to be addressed by the community. Similar initiatives are

also supported at the local level: UNESCO worked with KOGAMI in Padang on documenting and developing guidelines, taking the city of Padang as a model of community preparedness. This document will contain valuable lessons learned that can be adapted to other regions.

LIST OF ACTIVITIES

Jakarta Tsunami Information Centre

Jakarta Tsunami Information Website

- The JTIC website was updated with new information, news, media reviews, and other materials.

Public Education and Community Preparedness

- Mentawai, 19 November 2008: JTIC supported UNESCO's ECO unit in providing training to stakeholders, school teachers, religious and village leaders, the local education agencies and the police departments of three villages (Muara Siberut, Muntei, and Malleppet) in the South Siberut sub-district. The training was organised by local NGO PASIH (*Perkumpulan Siberut Hijau*) in the Siberut National Park Complex.

Development of Tsunami Education and Awareness Materials

JTIC produced three new products:

- Tsunami Early Warning System Equipment Posters. To encourage communities to secure, protect and assist in maintaining this equipment, these

posters provide educational information on seismometers, tsunami buoys, tide gauges, GPSs and sirens.

- *Surviving a Tsunami: Lessons Learned from Aceh and Pangandaran*. This booklet records the experiences of some of the tsunami survivors and presents some important lessons on tsunami survival.

- *10 Menit Kehidupan* (10 Minutes that Can Save Lives): Introduction to the training videos. This video, a joint production of UNESCO/IOC-JTIC, the Indonesian Institute of Sciences, and GTZ International-GITEWS, provides a short introduction and overview of the four training video topics: Earthquake and Tsunami; Tsunami Early Warning Systems;

Preparedness and Mitigation; and SOP and Tsunami Exercises.

Training Activities

JTIC participated in the following training programmes focusing on Tsunami Education and Awareness Materials:

- The IOC/ICG IOTWS Training Workshop on the Development of Standard Operating Procedures (SOP) for Indian Ocean and Southeast Asian Countries (12–16 May 2008).

- Strengthening Tsunami Warning and Emergency Response Regional SOP Training Workshop, organised by Meteorology, Climatology and Geophysics Agency (BMKG, *Badan Meteorology,*



▲ Elementary School Children after watching the 10 Menit Kehidupan video at the 4th National Exhibition on Disaster Preparedness in Jogjakarta. [UNESCO Jakarta, Ardito M. Kodijat]

Klimatologi dan Geofisika) and UNDP Regional Office (11–15 August 2008).

- Community and Public Awareness Programmes: Socialization and Promotion of the Jakarta Tsunami Information Centre.

- Biak, Papua, 25-26 July 2008: JTIC joined with the Indonesian Institute of Science (LIPI) in a Regional Disaster Preparedness Exhibition.

- 11 November 2008: JTIC and the Tsunami Early Warning Coordinator supported the launch of the Indonesian Tsunami Early Warning System, which was officially inaugurated by the President of Indonesia. On this occasion JTIC also exhibited its products.

- Yogyakarta: During the 4th National Disaster Preparedness Exhibition, JTIC launched the Tsunami Early Warning Systems Equipments Posters and the booklet *Surviving a Tsunami: Lessons Learned from Aceh and Pangandaran*, and soft launched the 10 Menit Kehidupan (10 Minutes that Can Save Lives) video.

- Bali, 12-14 November 2008: JTIC hosted an exhibition booth presenting its products at the 1st International Conference on Tsunami Warning.

- Banda Aceh, Nanggroe Aceh Darussalam: the Annual International Workshop and Expo on Sumatra Tsunami Disaster and Recovery was held.

26 December 2008: A National Tsunami Drill was conducted simultaneously in three districts, Bantul in Central Java, and Gorontalo and Manado in North Sulawesi. JTIC provided Tsunami Kits to each district to for distribution as public information and education material. UNESCO/IOC-JTIC also acted as an International Observer for the Drill in Gorontalo.

Building Models for Disaster Risk Reduction

Development and promotion of an assessment module to measure community preparedness for multiple hazards

- UNESCO, together with MPBI, established a technical working group consisting of disaster experts and scientist



▲ The President of the Republic of Indonesia, Susilo Bambang Yudhoyono, accompanied by Ministry for Research and Technology, Minister for Transportation, Director General for the Agency for Meteorology, Climatology and Geophysics, Director of UNISDR, and Parliamentary State Secretary of BMBF Germany on video conference with the Governor of Aceh to test the warning system at the Launching of the Indonesian Tsunami Early Warning System. [ BMKG]



from various institution and universities, to adapt the existing earthquake and tsunami preparedness assessment into a user-friendly multi-hazard assessment. Materials collected from various sources on a range of hazards, including tsunami, earthquake, flood, mud, forest fire, landslide, volcano eruption, infectious disease and drought, were assessed by experts through focus group discussions, trialled and revised to produce the finalised tools.

Development of a Model Community for Disaster Preparedness

Tools, practices and capacities for an exemplary level of community preparedness were developed in Padang together with KOGAMI. The activities

included an SOP simulation; capacity building for Pusdalops (the Center for Disaster Coordination), sub-district and neighbourhood leaders and religious leaders; teacher training and local curriculum development; facilitating the development of a legal framework in Padang to support preparedness; the preparation and implementation of local risk reduction plans; publication of awareness raising materials and the improvement of the public information system.



▲ Students and Teachers watch the "10 menit kehidupan" video on the topic of Earthquake, Tsunami and the hazards [UNESCO Jakarta, Ardito M. Kodijat]

► Disaster Expert Focus Group Discussion Meeting in building Disaster Preparedness Assessment Tools. [UNESCO Jakarta, Yuli Sari Yeni]

Within the framework of the 2008 International Year of Languages, the Jakarta Tsunami Information Centre highlighted the importance of language to provide a clear understanding of disaster risk reduction. JTIC focuses on developing materials in the language understood by the indigenous communities. Tsunami awareness materials and tools were translated into Indonesian and adjusted and adapted to the local context before being widely disseminated, and the 10 Minutes to Live video was narrated in Indonesian to ensure that it will be easily understood by the local communities.



CULTURE

Culture *ulture*

The Power Of Culture

In 2008, the main activities carried out by UNESCO Office, Jakarta's Culture Unit were connected to the promotion of the UNESCO 1972 Convention concerning the Protection of the World Cultural and Natural Heritage, focusing on World Heritage education, technical assistance and capacity building.



▲ Beautifully carved stone-bas relief on Borobudur Temple Compounds, UNESCO World Cultural Heritage is facing deterioration [[UNESCO Jakarta](#), [Himalchuli Gurung](#)]

World Heritage Education for Youth

“Based on the belief that only by instilling a deep sense of responsibility towards our common heritage in tomorrow’s decision makers can the planet’s rich cultural and natural diversity endure.”

whc.unesco.org/education

Many of UNESCO Office, Jakarta's World Heritage activities were focused on building awareness among youth of the need for them to take responsibility for their heritage. The *Indonesian World Heritage Youth Campaign*, organised by UNESCO Office, Jakarta in collaboration with the Ministry of Culture and Tourism, the Borobudur

Heritage Conservation Office, PT. Taman Wisata and the Indonesian World Heritage Youth Network (INDOWYN), was held in five major cities (Jakarta, Bogor, Bandung, Yogyakarta and Medan) in May 2008 and culminated at the Borobudur Temple Compounds. Youth—at 17 campaign points in the five cities—cultural officials, community representatives and media were all involved in the campaign. A total of 14,125 handprints of young people, collected during the campaign, expressed their commitment to safeguard the Borobudur Temple Compounds, one of the seven World Heritage sites in Indonesia. UNESCO Office, Jakarta also supported publication of 60,000 bilingual (English and Indonesian) promotional brochures entitled *I've been to Borobudur*.

Students and youth were among the key targets of the *One World in Diversity*

exhibition at Artha Gading Mall in Jakarta in May and June. UNESCO Office, Jakarta took part to promote the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage, and distributed over 1000 sets of promotional materials (a map, a leaflet and a puzzle) containing a brief description of the Outstanding Universal Values of the seven World Heritage sites in Indonesia.

Later in the year, a three-day training on 'World Heritage Education for Indonesian Youth', organised by INDOWYN and supported by UNESCO Office, Jakarta and the Department of Culture and Tourism, provided a forum for young people to voice their concerns about heritage, enhance their understanding of the 1972 Convention and to get the knowledge they need to become more involved in the conservation of World Heritage sites. More than

25 of tomorrow's leaders from Jakarta, Yogyakarta, Semarang, Bandung and Bogor, along with officials from UNESCO Office, Jakarta and the Department of Culture and Tourism, attended the training.

Technical Assistance and Capacity Building

“Inscription on the World Heritage List is a catalyst to raising awareness about heritage preservation on the part of governments and citizens alike.... Regular reporting on the state of conservation of inscribed sites ensures the upkeep of their outstanding qualities”

whc.unesco.org/en/soc

To assist the Indonesian authorities to respond to the World Heritage Committee recommendations concerning the state of conservation of the Borobudur Temple Compounds, representatives from the World Heritage Centre (WHC) and the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM) undertook a technical assistance mission to Borobudur in October 2008, supported by the Netherlands Funds-in-Trust. UNESCO Office, Jakarta facilitated the mission.

During the mission, the Ministry of Culture and Tourism office in Borobudur

organised a National Training Workshop on the Management of World Heritage Sites in Indonesia alongside a two-day workshop on the elaboration of strategies to mitigate threats within the framework of an overall risk management plan. This was a follow-up to the Disaster Risk Management Training Workshop in July 2007. UNESCO Office, Jakarta provided technical expertise for the elaboration of the strategy at the request of the Ministry.

LIST OF ACTIVITIES

Celebration of the International Mother Language Day

■ Jakarta, 21 February 2008: This celebration was organised by UNESCO Office, Jakarta and the Indonesian National Commission for UNESCO. The occasion provided an opportunity to recall the objective of the Day: the recognition of linguistic diversity and the importance of multilingual education.

Strengthening National Capacities for Implementing the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

■ Jakarta, 17-18 April 2008: This two-day workshop was organised jointly by UNESCO Office, Jakarta, the Ministry of Culture and Tourism and the Indonesian National Commission for UNESCO. The objectives were to strengthen national capacities for implementing the 2003 Convention by providing stakeholders with information and strategies, such as the inventorying of intangible cultural heritage with the participation of communities, and



▲ Representatives from UNESCO Office, Jakarta, Ministry of Culture and Tourism and UNESCO Paris at the Workshop Press Conference in Jakarta, 17 April 2008 [© UNESCO Jakarta, Dwi A. Indrasari]



▲ A group of elementary school students learning about UNESCO World Heritage sites during One World in Diversity Exhibition in Jakarta, 20 May-1 June 2008 [UNESCO Jakarta, Andi Widjanarko]

understanding the timeline and procedures for the preparation of nomination files to the Representative List and to the List of Intangible Heritage in Urgent Need of Safeguarding.

UNESCO Participation during the 10th Jakarta International Handicraft Trade Fair (INACRAFT)

■ Jakarta, 25 April 2008: UNESCO Office, Jakarta was invited to share information about the UNESCO 'Award of Excellence for Handicrafts' programme in conjunction with the INACRAFT Awards ceremony for the winners of the best handicraft products at the national level on April 2008.

A two-day workshop on the 'Award of Excellence for Handicrafts' programme was organised jointly by UNESCO Office

Bangkok, the Association of Exporters and Producers of Indonesian Handicrafts and the ASEAN Handicraft Promotion and Development Association in consultation with UNESCO Office, Jakarta.

Workshop on Cultural Diversity Programming Lens

■ Jakarta, 13 May 2008: A one-day workshop on the Cultural Diversity Programming Lens (CDPL) was organised by UNESCO Office, Jakarta in collaboration with UNESCO Bangkok. Richard Engelhardt, the Regional Advisor for Culture, was the resource person. The purpose of the workshop was to introduce the concept of CDPL for application in various programme activities of UNESCO Office, Jakarta. Twenty-five members of all units of the office attended the workshop.

UNESCO Asia-Pacific Heritage Awards for Culture Heritage Conservation: Presentation and Discussion at the Museum of Bank Indonesia, Jakarta, Indonesia

■ Jakarta, 14 May 2008: The UNESCO Regional Advisor for Culture, Richard Engelhardt, made a presentation on UNESCO's Asia-Pacific Heritage Awards for Culture Heritage Conservation programme to around 100 participants at the Museum of Bank Indonesia. The event was organised by UNESCO Office, Jakarta jointly with the Indonesian Architecture Association (*Ikatan Arsitektur Indonesia*), the Centre for Architectural Documentation (*Pusat Dokumentasi Arsitektur*) and the Museum of Bank Indonesia.

Workshop on Cultural Diversity Programming Lens for the UNCT in Timor-Leste

■ Dili, Timor-Leste, 16 May 2008: UNESCO Office, Jakarta, in collaboration with UNESCO in Dili and UNESCO Bangkok, organised a one-day workshop on the Cultural Diversity Programming Lens (CDPL) for the United Nations Country Team (UNCT) in Dili to introduce the concept of CDPL to the UNCT members in Timor-Leste and to build competencies in applying the Cultural Diversity Programming Lens concept to UNDAF exercises. Twenty-four people attended the workshop from the UNCT in Timor-Leste (including representatives from UNDP, UNICEF, UNMIT, UNHCR, IOM, FAO, ILO, WHO, OCHA, OHCHR,

UNIFEM, UNFPA, UNESCO), as well as representatives from the Ministry of Education and Culture of Timor-Leste.

Exhibition of UNESCO World Heritage Sites at Artha Gading Mall

■ Jakarta, May-June 2008: UNESCO Office, Jakarta participated in the One World in Diversity exhibition at Artha Gading Mall in Jakarta. The main objective of UNESCO's participation in this event was to showcase the Outstanding Universal Value of UNESCO World Heritage sites.

14,125 Youth Handprints for the Safeguarding of Borobudur Temple Compounds, a World Heritage site in Indonesia

■ Magelang, May 2008: An Indonesian youth World Heritage campaign was jointly organised by UNESCO Office, Jakarta, the Ministry of Culture and Tourism, the Borobudur Heritage Conservation Office, PT. Taman Wisata and INDOWYN from 05-15 May 2008 in Jakarta, Bogor, Bandung, Yogyakarta and Medan, and from 18-20 May 2008 at the Borobudur

site. This event involved youth at 17 campaign points throughout the five cities, as well as 17 universities, cultural officials and community representatives and the media. The activities served as a platform for the promotion of the 1972 World Heritage Convention and the 2003 Intangible Cultural Heritage Convention. To raise awareness and disseminate information on the Borobudur site, UNESCO Office, Jakarta supported the production of 60,000 bilingual (English-Indonesian) brochures entitled *'I've been to Borobudur'*.



▲ More than 100 young people from five major cities in Indonesia participating in the Youth Campaign for the Safeguarding of Borobudur Temple Compounds in Magelang, 18 May 2008 [UNESCO Jakarta, Dwi A. Indrasari]

Message from Mme Françoise Rivière, UNESCO Assistant Director-General for Culture, on the occasion of the inauguration of the Bali Culture Congress.

■ Denpasar, 14 June 2008: On 14 June, Himalchuli Gurung, Programme Specialist for Culture, UNESCO Office, Jakarta, delivered a message from the UNESCO Assistant Director-General for Culture on the occasion of the inauguration of the Bali Culture Congress held in Bali, Indonesia.

Inaugurated by H.E. Mr Jero Wacik, the Minister for Culture and Tourism of the Republic of Indonesia, the First Bali Culture Congress was held from

Safeguarding of the
SAFEGUARDING OF
Intangible Cultural
THE INTANGIBLE
Heritage
CULTURAL HERITAGE

14-16 June 2008 on the theme *Budhijna Pratyaspatti*, meaning 'Cultural Deepening, Spiritual Gathering and New Awakening.'

The Congress, organised in conjunction with the 30th anniversary of Bali Arts Festival, convened some 400 participants and several speakers from Indonesia and abroad.

Borobudur Participatory Video Project

■ Magelang, June-July 2008: The Sacred Bridge Foundation, in collaboration with UNESCO Office, Jakarta, developed a Participatory Video on the intangible cultural heritage of Borobudur, showcasing the dance of Gatholoco, Candirejo Village, Borobudur. Given the importance of local stakeholders' involvement in the process of inventorying the nation's intangible cultural heritage stipulated in the UNESCO 2003 Convention, the Participatory Video project was developed together with local communities.

Presentation of the Nomination File of Indonesian Batik to UNESCO Office, Jakarta

■ Jakarta, 4 September 2008: The representatives of the Coordinating Ministry for People's Welfare and the Indonesian Batik community presented to UNESCO Office, Jakarta a copy of the Nomination File of Indonesian Batik for consideration for inscription on the UNESCO Representative List of Intangible Cultural Heritage. The Government of Indonesia submitted the nomination file to UNESCO in Paris in September 2008.

Launching of Culture Sector Publications by UNESCO Office, Jakarta

■ Jakarta, 3 September 2008: The launch of a booklet on Nias, posters on the intangible cultural heritage of Nanggroe Aceh Darussalam and the *Kotagede Homeowner's Conservation Manual* was held at UNESCO Office, Jakarta. These publication and promotional materials were produced to promote the rich cultural heritage in post-disaster areas of Nias Island, Nanggroe Aceh Darussalam and Yogyakarta in Indonesia.

In conjunction with the launch, 90 photographs featuring the outstanding vernacular architecture, traditional settlements, cultural/natural landscape, megaliths and traditional crafts of Nias were displayed at UNESCO Office, Jakarta from 3 to 5 September 2008.

Development of Promotional and Publication Material on Aceh Intangible Cultural Heritage

■ Jakarta, September 2008: The theme of the 2009 calendar produced by UNESCO Office, Jakarta was the 'Intangible Cultural Heritage of Nanggroe Aceh Darussalam: Creation, Protection, Continuation'. The calendar features a collection of outstanding intangible cultural heritage from Aceh. Most of the collection is shown courtesy of the Provincial Museum of Nanggroe Aceh Darussalam, which collaborated on the production of the calendar along with the Aceh Heritage Community Foundation.

Experts' Technical Assistance Mission to Borobudur World Heritage Site

■ Magelang, 25-31 October 2008: Representatives from the World Heritage Centre (WHC) and the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM) undertook a mission to Borobudur under the Netherlands Funds-in-Trust. This mission was aimed at assisting Indonesian authorities in the implementation of the recommendations made by the World Heritage Committee concerning the state of conservation of the Borobudur World Heritage Site.

In conjunction with the mission, a Workshop on the Management of World Heritage Sites in Indonesia was organised by the Ministry of Culture and Tourism in Borobudur. Feng Jing, Programme Specialist for Asia and the Pacific Section of WHC, Gamini Wijesuriya, Project Manager for Sites Unit of ICCROM and Masanori Nagaoka, Programme Specialist for Culture of UNESCO Office, Jakarta participated as keynote speakers in the workshop, which brought together national and local officials responsible for the management of the World Heritage properties in Indonesia.

Disaster Risk Management Training Workshop and Elaboration of Risk Management Plan for Prambanan World Heritage Compounds

■ Magelang, 29-30 October 2009: In conjunction with the Workshop on the Management of World Heritage Sites in Indonesia, a two-day workshop on the elaboration of the strategy/list of recommendations to mitigate the threats through the framework of an overall risk-management plan was organised in Borobudur. UNESCO Office, Jakarta supported the elaboration of the strategy through the provision of technical expertise involving Mr Rohit Jigyasu, Conservation Architect and Risk Management Consultant, at the request of the Ministry of Culture and Tourism of Indonesia.

Cultural Heritage Protection Handbooks in Indonesian

■ Jakarta, November 2008: UNESCO Office, Jakarta, in close consultation with the Directorate of Museums of Indonesia's Ministry of Culture and Tourism of Indonesia, translated the Cultural Heritage Protection Handbook series into the Indonesian language. The series comprises "Security at Museums", "Care and Handling of Manuscripts" and "Documentation of Artifacts Collections".

This programme is aimed at illustrating appropriate measures to ensure the conservation of movable cultural heritage. Local language versions of the Handbooks will enable museum staff to overcome any linguistic barriers and facilitate their comprehension of the specific terminology of museum management.

Workshop on Cultural Heritage of Aceh and Nias

■ World Bank Office, Banda Aceh, 21 November 2008: This one-day workshop on the cultural heritage of Aceh and Nias was organised by the World Bank Office in Banda Aceh, supported by the Aceh-Nias Rehabilitation and Reconstruction Agency (BRR, *Badan Rehabilitasi dan Rekonstruksi*) and the Provincial Government of Aceh. Masanori Nagaoka, Programme Specialist for Culture at UNESCO Office, Jakarta gave a presentation on *Economic Development by Safeguarding Cultural and Natural Heritage and Community-based Sustainable Cultural Tourism in Aceh and Nias, Indonesia*. The workshop was attended by more than 25 participants from the Aceh Provincial and Banda Aceh Municipal offices of Culture and Tourism, local NGOs, BRR, World Bank and UNESCO Office, Jakarta.

The purpose of the workshop was to review the status of the cultural heritage in Aceh and Nias as well as ongoing initiatives carried out by the government and NGOs. Participants gave presentations, followed by discussions and brainstorming on cultural heritage protection and rehabilitation, management capacity, local economic development and the interventions that still need to be taken.

World Heritage Education for Indonesian Youth

■ Puncak, West Java, 28-30 November 2008: This three-day training was conducted in Puncak by the Indonesian



▲ Workshop on Cultural Heritage of Aceh and Nias in Banda Aceh, 21 November 2008 [© UNESCO Jakarta, Dwi A. Indrasari]

World Heritage SITES Management



▲ National Training Workshop on the Management of World Heritage Sites in Indonesia in Borobudur, Magelang, 27 October to 3 November 2008 [UNESCO Jakarta, Dwi A. Indrasari]

World Heritage Youth Network, supported by UNESCO Office, Jakarta and the Ministry of Culture and Tourism. The training was attended by more than 25 young people from five major cities in Indonesia (Jakarta, Yogyakarta, Semarang, Bandung and Bogor), officials from UNESCO Office, Jakarta and the Ministry of Culture and Tourism.

The purpose of the training was to generate further understanding on the implementation of the 1972 UNESCO Convention and to provide young people with the necessary knowledge and commitment to become involved in the protection of cultural and natural heritage. Dwi A. Indrasari, Programme Assistant for Culture, made a presentation to initiate a dialogue with young people on how to become involved in heritage conservation.

Discussion and Experts Meeting: 25 years after the Borobudur Restoration

■ Magelang, 17-18 December 2008:
Within the framework of the Netherlands Funds-in-Trust for enhancing the capacity

of Indonesian national and local authorities to follow up the decisions of the World Heritage Committee, UNESCO was invited to take part in this Discussion and Experts Meeting organized by Borobudur Heritage Conservation Office under the Ministry of Culture and Tourism in Magelang, Indonesia.

The participants included former members of the 1973-1983 restoration team, representatives from the Ministry of Culture and Tourism, the Ministry of Public Works, PT. Taman Wisata Candi Borobudur, Prambanan and Ratu Boko, local governments and universities, and representatives from the Borobudur community. During the meeting, Masanori Nagaoka, Programme Specialist for Culture, UNESCO Office, Jakarta gave a presentation on Enhancing Management Effectiveness at Borobudur Temple Compounds World Heritage Property.

The ninth International Mother Language Day on 21 February 2008 was the occasion of a double celebration as it also marked the launch of the International Year of Languages with the slogan "Languages matter!" Both occasions provided an opportunity to recall the objective of the Day to Member States: the recognition of linguistic diversity and the importance of multilingual education.

Cultural diversity is closely linked to linguistic diversity. However, within the space of a few generations, more than 50% of the 7,000 languages spoken in the world may disappear. Therefore, activities to foster respect for, and the promotion and protection of all languages, particularly endangered languages, in all individual and collective contexts should be encouraged.



COMMUNICATION AND INFORMATION

Continuously Improving People's Access to Communication and Information : a Long Journey

We left behind the year 2008 with mixed feelings – half encouraging but still bringing concerns – with regard to the development in the field of Communication and Information (CI) in Indonesia, Malaysia, the Philippines, Timor-Leste and Brunei Darussalam.



▲ Aceh Library [UNESCO Jakarta, Yunita Mandolang]

In these countries we saw, on the one hand, an improvement in people's access to communication and information, especially through the use of Information and Communication Technologies (ICTs), yet on the other hand we saw that the freedom of the press has still not yet developed optimally. In this region we can find the freedom of the press being exercised at its highest level, yet at the same time we have witnessed the rampant killing of journalists while their killers enjoy impunity. There were also situations where people's access to communication and information influenced the political process and saw ruling parties experience significant losses.

The overall picture with regard to CI in the UNESCO Office, Jakarta cluster countries in 2008 was characterized by two shades: bright on the one side but still grey on the other. Indonesia presents a good example. The year 2008 saw the birth of the Public Information Law, which was finally passed by parliament in April, some seven years after the draft was first submitted to the legislators. UNESCO Office, Jakarta made a significant contribution to this lengthy process, through a series of activities ranging from experts' meetings, public seminars and the publication of books to promote and build awareness of the importance of this Law.

Now that the Public Information Law has been passed, the public can now—in theory—have access to information deemed to be related to the interest of the public. This Law should also make the work of journalists easier. But ironically, in the same year, Indonesia saw a number of instances where public access to information was denied, such as when the Government declined to disclose the names of milk producers whose products had been scientifically proven to have been contaminated by bacteria. Press freedom was also undermined, as in the trial of the Jakarta-based Tempo news magazine, which faced a lawsuit filed by a powerful businessman who believed that his name had been defamed by

the magazine's investigative reporting on an alleged tax fraud implicating the businessman. Thanks to situations such as these, Indonesia is ranked 111th out of a total 173 countries surveyed by the Paris-based organisation Reporters Without Borders in its 2008 Annual Index of Press Freedom. This position was lower than Indonesia's previous rank of 100th among 169 countries surveyed.

With all these dynamics, the CI Unit of UNESCO Office, Jakarta believes that there is no room for complacency, even though people's access to communication and information, as well as press freedom, have greatly improved in the ten years since the reform era began in Indonesia in 1998. There is still much to be done to address many crucial issues, and it may be a long and winding road towards

addressing them. The activities presented in this Annual Report are part of that journey.

LIST OF ACTIVITIES

Further support to the Communication and Cultural Centre in Banda Aceh

■ In cooperation with the Nurul Fikri Foundation, three people were recruited in February on one-month contracts to rearrange the equipment inventory and the website of the Communication and Cultural Centre (CCC) in Banda Aceh. The CCC, which can be used by the public to access information and participate in various trainings on capacity building in post-tsunami Aceh, was established by UNESCO Office, Jakarta in 2006 with funds from UN-OCHA.



▲ Discussion session on access to information and freedom of the press in Jakarta [© UNESCO Jakarta, Arya Gunawan]

Training on peace journalism for community radio broadcasters in Timor-Leste

■ Organised in cooperation with the Jakarta-based Institute for Press and Development Studies (LSPP), this training gave the 15 participants a new perspective on how to use community radio for peace building efforts in a country that is still vulnerable to conflicts in their various manifestations. The training, which was held in April, was video recorded and a manual based on the training was also published to be used in similar trainings in the future.

Meeting of selected members of Indonesia's Local Radio Network for Democracy (LRND)

■ The LRND, which consists of 30 local radio stations across Indonesia from Aceh to Papua, was started in 1998/1999—the beginning of reform era in Indonesia. It was supported by a number of donors, including the Danish International Development Assistance (Danida), until

Quality Children Programmes



▲ TV producers took a photo session with the trainer after the Quality Children's TV workshop [© TVRI/UNESCO Jakarta]



▲ Crew of Jayagiri Community Radio producing an education programme [UNESCO Jakarta, Yunita Mandolang]

2004. The meeting, held in Jakarta in April, was aimed at exploring ideas for future collaborative activities.

Celebrating the World Press Freedom Day (WPF)

■ WPF, which falls on 3 May every year, was marked in 2008 by UNESCO with a public seminar in Jakarta in collaboration with Indonesia's Press Council. The theme, Press Freedom, Access to Information and People's Empowerment, was chosen in response to the birth of Public Information Law that came into effect in April. Resource persons included Leo Batubara (Press Council), Agus Sudibyo (activist), Zulkarimein Nasution (lecturer of University

of Indonesia), Toriq Hadad (Chief Editor of Tempo magazine), and Mas Achmad Santosa (lawyer and expert). The seminar proceedings were published.

Discussion with public television broadcasters on the Independent Editorial Guidelines for Public Broadcasters

■ This book, which presents best practices in editorial aspects of public broadcasting, was published to provide useful guidelines for public broadcasting organisations in Indonesia. The discussion was organised in cooperation with the Television of the Republic of Indonesia (TVRI) on 19 June, with about 50

broadcasters from TVRI participating. Resource persons included Zulkarimein Nasution (author of the book), Jalaluddin Rakhmat (communication expert).

Training for local media on MDG-related issues and on investigating local budgets

■ The trainings were held in Surabaya (23 June), Denpasar (25 June) and Mataram (27 June), Indonesia. About 20 local journalists participated in each training, which focused on how to report on poverty issues in relation to potential corruption in the planning process and use of local budgets. Resource persons included Teten Masduki (anti-corruption activist), Atmakusumah Astraatmadja (veteran journalist), and local leaders.

Regional workshop: Training of Trainers on Information Literacy

■ Held in Port Dickson, Malaysia, 14-18 August, in cooperation with Universiti Teknologi Mara, Malaysia, the workshop was funded by UNESCO's Information for All Programme as part of a series of similar workshops in other regions. The aim was to provide the 35 participating trainers and potential trainers in information literacy with comprehensive and up-to-date knowledge on information literacy.

Workshops for journalists on peace journalism and safety for journalists in Indonesia and Timor-Leste

■ In collaboration with the Jakarta-based Institute for Press and Development Studies (LSPP), this series of trainings was

held from August to October in various post-conflict and conflict-prone areas, namely Palu, Ternate, Bandar Lampung, Palembang and Jambi in Indonesia, and Dili in Timor-Leste.

Establishment of Community Multimedia Centres for Education

■ A series of trainings to build the capacity of managers of Community Multimedia Centres (CMC) was held from August to October in Jayagiri, Bandung. The training, organised by P2PNFI Jayagiri, a government institution that is part of Indonesia's National Education Department, focused on the development of community radio and the use of technology as an education tool. The training provided insights on exploring possibilities for producing educational content areas to satisfy audience preferences. Training on Website Development for Information Management

and Managerial Skills were also provided. CMC Jayagiri includes youth groups in the community, national telecentre networks, content and service providers, governments, and organisations that fund telecentre activities.

In-country workshop on quality children's television programmes

■ This workshop was organised on 14-18 October in cooperation with the Malaysia-based Asia Pacific Institute for Broadcast Development (AIBD) and Television of Republic of Indonesia (TVRI) to equip the 17 participating TV producers with knowledge and skills for producing good quality children programmes for TV. The trainer was Ms. Hyunsook Chung of AIBD.

Memory of the World Seminar

■ The seminar on the Memory of The World, organised by the Indonesian National Commission for UNESCO and

the Indonesian Institute of Sciences on 5 December, was attended by librarians, historians, archaeologists, as well as experts in manuscripts, oral traditions, performing arts and linguistics. Prof. Dr. Timbul Haryono presented a study of Nagara Kertagama, a palm leaf manuscript that was approved by the Memory of the World Regional Committee for Asia and the Pacific in 2008. The manuscript, testifies to the democratic attitude and openness of authority in an era that still adhered to the rights of kingship. The other topics were I La Galigo, presented by Dr. Roger Tol, and Mak Yong by Dr. Prudentia MPS, M.A.

Activities with Aceh Provincial Library

■ UNESCO's post-tsunami assistance to the Library, completed in 2007 with support from Credit Suisse Group, consisted of the reconstruction of an annex reading room, provision of two mobile library units and more than 3,000 books for its collection. These follow-up activities in December 2008 included the further provision of books for the mobile libraries, training for school teachers in Banda Aceh on library management and a series of mobile library roadshows combined with movie screenings, which were attended by more than 200 students from various elementary schools.

Manuscript of Research on Community Radio in the Philippines

■ DYMT community radio—the voice of Mount Manduyog—is based at Aklan State University, the Philippines. In cooperation with the people of Banga, the radio station provides a venue for the dissemination of



▲ Participants of information literacy workshop in Malaysia [© UNESCO Jakarta]



▲ Elementary school children in Neuheun, Aceh enjoying movie screening [© UNESCO Jakarta, Arya Gunawan]

information on new farming technologies and community affairs that enhances income and community participation. The research was conducted to assess DYMT's performance over its first decade, to reveal the socio-demographic characteristics of the participants, the performance of DYMT as perceived by the participants with reference to the function of community radio, and to discover their perceptions on the essential features of community radio as they observed in DYMT. The manuscript, published by UNESCO Office, Jakarta, can be downloaded from www.unesco.org/jakarta

Research on the Economic Sustainability of Community Radio in the Philippines

■ UNESCO supported the Asia Media Information and Communication Centre (AMIC), Singapore on its community radio

research project. AMIC has been studying a selected number of Tambuli community radio projects to examine how economic viability has been achieved. The objective of the study, led by Dr Kalinga Seneviratne, Head of Research of AMIC, is to provide potential and existing community radio

broadcasters with some good examples and lessons on how to run a viable community radio station. The results will be published in late April 2009.

Development of Muslim Mindanao Website

■ Muslim Mindanao is a website developed for the peace process, which highlights peacemaking and peace-building initiatives and developments in Muslim Mindanao, the Philippines through local content that presents various sides on each topic. It also provides a medium for dialogue and public discourse toward developing a common understanding and consensus on critical issues concerning Muslim Mindanao. The Asian Institute of Journalism and Communication, which has been maintaining the website, envisions promoting the website among colleges and universities with journalism and communication departments in order to create a multiplier effect among the youth of the region.

Language is the primary vector for communicating knowledge and traditions, thus the opportunity to use one's language on global information networks such as the internet will determine the extent to which one can participate in emerging knowledge societies. However, thousands of languages worldwide are absent from internet content. Huge numbers of the world's population cannot enjoy the full benefits of technological advances or obtain information essential to their wellbeing and development. By supporting the development of multilingual cyberspace, UNESCO promotes wider access to information and offers possibilities through ICT for the preservation of endangered languages.



2008 Annual Report: Dili Antenna Office (Timor-Leste)

The year 2008 saw good visibility for UNESCO in Timor-Leste through its Dili Antenna Office, which was reactivated in late 2007. A number of key accomplishments and milestones were achieved during the year, the most significant of which was the participation of UNESCO in Timor-Leste's UNDAF (United Nations Development Assistance Framework) for the period 2009-2013. This is the second UNDAF since the restoration of Timor-Leste's independence in 2002.

DILI ANTENNA OFFICE

The UNDAF is a development framework outlining the UN's contributions to the national development priorities of the country, including UNESCO's specific interventions under the three main outcomes and result areas: democratization and social cohesion, poverty reduction and sustainable livelihoods, and basic social services, with the consolidation of peace and stability as the cornerstone of UNDAF.

While the UNDAF was developed and finalized in early 2008, our Timor-Leste

UCPD (UNESCO Country Programme Document) was also developed under the support for UNESCO's participation in country-level programming exercises/joint UN initiatives. The TL-UCPD is the first strategic document to outline UNESCO's specific interventions and programme outcomes in Timor-Leste based on its mandate. Likewise, the first UNESS (UNESCO National Education Support Strategy) document, also developed during the year, outlines UNESCO's specific interventions in the education sector. These two strategic documents are the basis for the continuous involvement

of UNESCO in the country and lay the foundation for future programming activities.

Our Dili Antenna Office has been coordinating the implementation of planned activities under the regular programmes and budget for 2008, working closely with the different Programme Units and teams at UNESCO Office, Jakarta.

In **Education**, two specific programme activities have been carried out to support the Ministry of Education (MoE) of Timor-Leste. 'Capacity Development for Timor-



▲ The EMIS follow-up mission in Timor-Leste, carried out by UNESCO Office, Jakarta and Bangkok in discussion with World Bank and UNICEF colleagues in Timor-Leste. The meeting focused on sharing and outlining UNESCO's technical assistance in strengthening the EMIS system of the Ministry of Education. [Dili Antenna Office, Redj. Alquilran]

BILINGUAL
Bilingual
EDUCATION IN
Education in
TIMOR-LESTE
Timor-Leste

Leste's Education Statistical Information System (ESIS)' involved joint missions in which staff from UNESCO's Jakarta and Bangkok Offices worked in Dili with the MoE on the diagnosis of the needs of the Ministry with regard to supporting the efficient functioning of the EMIS. UNESCO will continue its technical support to EMIS together with key stakeholders such as UNICEF and the World Bank. The second intervention, 'Assisting the Building of Educational Capacities of the Ministry of Education Personnel of Timor-Leste' supported the MoE by providing travel grants to key MoE personnel to participate in international trainings, workshops and conferences on various broad and specific areas, themes and topics in education. In April 2008, Dr. Sheldon Shaeffer, Director of UNESCO Bangkok Regional Office, was one of the keynote speakers at the

International Conference on Bilingual Education in Timor-Leste, organised by the MoE. UNESCO also participated in two other key MoE activities during the year, the Joint Annual Review of the MoE and the National Education Congress.

The 'Support to the Museum to Museum Partnership Programme' is a continuing intervention for the Culture programme in Timor-Leste in collaboration with the National Directorate for Culture/Secretariat of State for Culture. UNESCO initiated the programme a few years ago, bringing other stakeholders on board to support the initiative through capacity building by means of training key Culture personnel on museum management in Australia. Five (5) members of the Culture Directorate staff who underwent training at the Museum of Arts Gallery, Northern Territory (MAGNT)

and Melbourne University in 2008 with AusAID support applied the skills and knowledge acquired in preparing and assisting the exhibition of Timorese cultural arts and artefacts in Darwin, Australia, which opened in November 2008 at the MAGNT. In May 2008, a Cultural Diversity Programming Lens Workshop was conducted with the UN Country Team in Timor-Leste to enhance their knowledge and stimulate ideas on integrating culture and diversity principles in development programming. Mr. Richard Engelhardt, UNESCO Bangkok Regional Advisor for Culture Programmes in the Asia and the Pacific, was the main resource person during the workshop. Likewise, several staff from the Culture Directorate/Secretariat of State for Culture attended a number of international conferences and workshops related to culture programmes as part of UNESCO's continuing support for capacity building.



▲ The EMIS follow-up mission in Timor-Leste by UNESCO Office, Jakarta and Bangkok meeting officials of the Ministry of Education in Timor-Leste [© Dili Antenna Office, Redj. Alquitrán]

In **Science**, the start of year 2008 was an opportunity to develop a big proposal for science education aimed at expanding its scope. It was designed to cover certain strategic components of Timor-Leste's national science education strategic plan, which UNESCO helped develop. UNESCO also initially supported its implementation, focusing on teacher training, establishing science laboratories and providing science learning equipment. The project was funded under JFIT, partnering with the National University of Timor-Leste and the Catholic Teachers' College in Baucau district. The newly developed expanded proposal was intended to generate extra-



UNESCO National Commission of Timor-Leste

◀ First Lady Kirsty Sword-Gusmao, wife of the Prime Minister of Timor-Leste, Kay Rala Alexandre Xanana Gusmao, attended the launch of the Singapore National Commission for UNESCO and the Educators' Workshop in May 2008 as a representative of the National Education Commission of Timor-Leste and as the Goodwill Ambassador for Education in Timor-Leste. She is also the current Chairperson of the newly established UNESCO National Commission of Timor-Leste. [Singapore National Commission for UNESCO]

budgetary funding to further support science education in Timor-Leste with a view to taking a more holistic approach that focuses on developing science and technology in Timor-Leste for sustainable development. Meanwhile, the Basic Science programme has provided support by sending science teachers to attend international workshops and conferences on teaching basic sciences in schools. Under the **HIV-AIDS** programme, initial discussions were held with the Ministry of Education to adapt the HIV-AIDS Prevention Information Toolkit for Teachers developed by UNESCO Bangkok. The planned adaptation project will be led

by MoE, which will work closely with the Ministry of Health and UNICEF. The adaptation of the UNESCO HIV-AIDS advocacy toolkit will begin in early 2009.

Two workshops were held in Dili under the **Communication/Information programme** in 2008: training on peace journalism and investigative reporting for journalists in April, and training on ethical and non-partisan reporting for journalists in post-conflict and post-disaster situation in September. The trainers were from the Jakarta-based Institute for the Study of the Press and Development (LSSP, Lembaga Studi Pers dan Pembangunan), who

provided inputs and served as resource persons with the support of UNESCO's local media organization partners in Timor-Leste, the Timor-Leste Media Development Center (TLMDC) and the Timor-Leste Journalists Association (AJTL).

To cap the year, UNESCO in Timor-Leste recorded a significant achievement with the establishment of the Timor-Leste National Commission (TL NatCom) for UNESCO. The TL NatCom for UNESCO was created through the expansion of the existing National Education Commission, which sits within the structure of the Ministry of Education as a policy and

advisory body. The membership of the TL Natcom consists of the members of the National Education Commission with the addition of new members representing the other UNESCO mandates. The Chairperson of the TL National Commission for UNESCO is First Lady Kirsty Sword-Gusmao, who is also Timor-Leste's Goodwill Ambassador for education. The formal launch of the Timor-Leste Natcom for UNESCO is slated for early 2009.

LIST OF ACTIVITIES

International Workshops and Conferences Attended by Timor-Leste for Education:

Regional Workshop on the Southeast Asian Center for Lifelong Learning for Sustainable Development

■ Manila, Philippines, 3-4 March 2008: Attended by the Director General of the Ministry of Education.

Sub-Regional Workshop on Expanding Teacher Education on HIV-AIDS based on In-country Adaptation Experiences in Indonesia, Malaysia and the Philippines

■ Manila, Philippines, 14-15 February 2008: Attended by an official from Timor-Leste.

14th Quadrennial Conference of NatComs for UNESCO of Asia/Pacific Region and DG's Consultation with NatComs for UNESCO in Asia/Pacific on Preparation of Draft Programme



▲ Training for Timorese journalists in September 2008 under the Communication/Information programme support to Timor-Leste. The workshop, which was on peace journalism, was facilitated by Jakarta-based LSSP with TLMDC and AJTL supporting the activity. [Dili Antenna Office, Redj. Alquitrán]

and Budget for 2010-2011 (35 C/5)

■ Manila, Philippines, 19-23 May 2008: The Director General of the Ministry of Education of Timor-Leste took part.

Inclusive Education Conference

■ Bali, Indonesia, 29-31 May 2008: Attended by a team from the Ministry of Education in Timor-Leste, supported by UNICEF in Dili and UNESCO.

Launch of Singapore NatCom for UNESCO and UNESCO Educators' Workshop

■ Singapore, 28-29 May, 2008: Attended by the First Lady Kirsty Sword-Gusmao, who represented Timor-Leste as a Goodwill Ambassador for Education and as a member of the National Education Commission in Timor-Leste.

Active Learning Workshop in Science and Engineering

■ Kuching, Sarawak, Malaysia, 8-10 July 2008: One participant from the National University of Timor-Leste attended this workshop at the Swinburne University of Technology, Kuching Campus.

SEA-CLLSD (Lifelong Learning for Sustainable Development)

■ Manila, Philippines, 2-3 September, 2008: Attended by the Director General of the Ministry of Education of Timor-Leste as a follow-up to meetings to set up CLLSD.

SEAMEO-UNESCO-ASEAN Conference on Reaching the Unreached for Education (EFA)

■ Bangkok, Thailand, 2-4 September 2008: Education officials from Timor-Leste attended the Conference, which focused on identifying unreached areas

and identifying strategies to reach them to achieve the EFA goals.

South East Asia Education for Sustainable Development (ESD) Coordination and Capacity Building Workshop

■ Manila, Philippines, 9-12 September 2008: Attended by the Minister of Education of Timor-Leste, Minister Joao Cancio Freitas, and Mr. Edmundo Viegas, member of the National Education Commission of the Ministry of Education in Timor-Leste.

Regional Workshop Mother Tongue-Based Literacy Programmes

■ Kathmandu, Nepal, 15-19 September 2008: Attended by the Deputy Director General of the Ministry of Education in Timor-Leste.

Parliamentary Conference for Education in Asia Pacific and Establishment of FASPPED

■ Jakarta, Indonesia, 24-24 October 2008: Attended by one National Parliamentarian from the Government of Timor-Leste.

UIS Regional Workshop on Education Data and Indicators in East, South and West Asia

■ Thailand, Bangkok, 9-13 November 2008: The Head of the EMIS Unit/National Directorate for Policy and Planning Office of the Ministry of Education in Timor-Leste and the Advisor of the EMIS Unit attended this workshop, which was organised by UNESCO/UIS/AIMS.



▲ International Conference on Bilingual Education in Timor Leste (May 2008) [© UNICEF Timor Leste]

In April 2008, the Ministry of Education joined forces with UNICEF, UNESCO and Care International to organise the First Timor-Leste Conference on Bilingual Education. On that occasion, Minister of Education Joao Cancio Freitas stated that, "The Constitution of Timor-Leste identifies Tetum and Portuguese as the official languages. Both English and Bahasa Indonesia are used as working languages and the Constitution also states that other national languages are also valued and developed by the State. Given this multilingual landscape within Timor-Leste, school children, parents and teachers have varying experiences and exposure to these languages. It is important to highlight that majority of the Timorese are bilingual and there is an increasing number of multilingual Timorese. Being aware of the challenges we are facing in languages and education for children, we have embarked on setting up policies which will establish solid foundations for education in Timor-Leste".

This statement provides an overview of the key challenge for language development and promotion in Timor-Leste.



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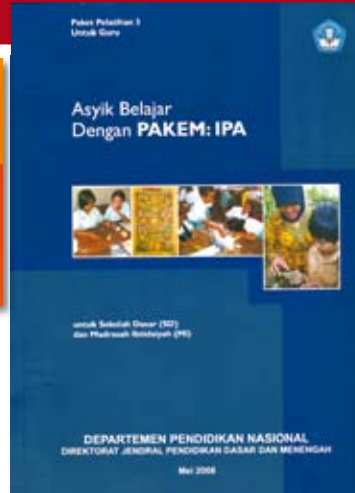
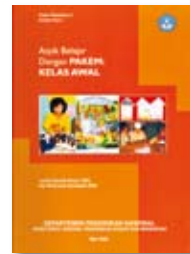
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ro.martins@unesco.org

Publications 2008

EDUCATION

- UNESCO - Ministry of National Education of Indonesia –UNICEF, 2008: Asyik Belajar dengan PAKEM: Matematika
- UNESCO - Ministry of National Education of Indonesia –UNICEF, 2008: Asyik Belajar dengan PAKEM: IPS
- UNESCO - Ministry of National Education of Indonesia –UNICEF, 2008: Asyik Belajar dengan PAKEM: IPA
- UNESCO - Ministry of National Education of Indonesia –UNICEF, 2008: Asyik Belajar dengan PAKEM: Kelas Awal
- UNESCO - Ministry of National Education of Indonesia –UNICEF, 2008: Asyik Belajar dengan PAKEM: Bahasa Indonesia
- UNESCO - Ministry of National Education of Indonesia –UNICEF, 2008: Paket 1 Modul Pelatihan Praktik yang Baik
- UNESCO - Ministry of National Education of Indonesia –UNICEF, 2008: Paket 2 Modul Pelatihan Praktik yang Baik
- UNESCO - Ministry of National Education of Indonesia –UNICEF, 2008: Panduan Implementasi MBS/CLCC Fase 2



- UNESCO – Ministry of National Education of Indonesia – UNICEF, 2008: VCD Program Creating Learning Communities for Children (Program MBS) Seri Audio Visual untuk Pelatihan PAKEM: Mata Pelajaran Bahasa Indonesia untuk Kelas V

- UNESCO – Ministry of National Education of Indonesia – UNICEF, 2008: VCD Program Creating Learning Communities for Children (Program MBS) Seri Audio Visual untuk Pelatihan PAKEM: Pembelajaran Kelas Awal Bahasa Indonesia dan IPA untuk Kelas I

- UNESCO – Ministry of National Education of Indonesia – UNICEF, 2008: VCD Program Creating Learning Communities for Children

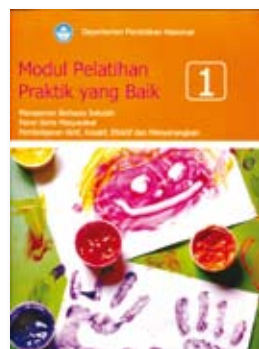


(Program MBS) Seri Audio Visual untuk Pelatihan PAKEM: Mata Pelajaran IPS untuk Kelas IV dan VI Semester II

- UNESCO – Ministry of National Education of Indonesia – UNICEF, 2008: VCD Program Creating Learning Communities for Children (Program MBS) Seri Audio Visual untuk Pelatihan

PAKEM: Mata Pelajaran Matematika untuk Kelas IV Semester I dan II

■ UNESCO – Ministry of National Education of Indonesia – UNICEF, 2008: VCD Program Creating Learning Communities for Children (Program MBS) Seri Audio Visual untuk Pelatihan PAKEM: Mata Pelajaran IPA untuk Kelas IV Semester II



■ UNESCO – Ministry of National Education of Indonesia – UNICEF, 2008: VCD Program Video Pembelajaran PAKEM Bahasa Indonesia dan IPS untuk Kelas V dan VI Semester I

■ UNESCO – Ministry of National Education of Indonesia – UNICEF, 2008: VCD Program Video Pembelajaran PAKEM Matematika dan IPA untuk Kelas V Semester I

■ UNESCO – Ministry of National Education of Indonesia – UNICEF, Reprinting, 2008: “Belajar Tanpa Batas”: Kisah Manajemen Berbasis Sekolah di Indonesia

■ UNESCO, Reprinted, 2008: UNESCO ILFE (Inclusive, Learning-Friendly Environment) Toolkit in Indonesian language, third revision.

■ UNESCO, 2008: Study of Secondary Level Technical and Vocational Education: Policies and Rationales for Skills Development in Indonesia

■ UNESCO - International Development Partners (IDP) Norway, 2008: UNESCO DVD on Promoting Mother Tongue-based Multilingual Education in Indonesian language.



■ UNESCO – Government of the Philippines, 2008: UNESCO National Education Support Strategy (UNESS) for the Philippines

■ UNESCO – Government of Timor-Leste, 2008: UNESCO National Education Support Strategy (UNESS) for Timor-Leste

ENVIRONMENTAL SCIENCES

- Proceedings of the 1st Scientific Conference on the Agusan Marsh, Butuan City, Agusan del Norte, Philippines, 21-23 May 2007. J. H. Primavera (Editor). Philippines Council for Aquatic and Marine Research and Development, Philippines and UNESCO Office, Jakarta.
- The Special Issue 2008 of MAB China magazine, Special Coverage: Cultural Diversity, The Chinese National Committee for Man and the Biosphere and UNESCO Office, Jakarta.
- Ekologi dan Budaya Flores Barat (Ecology and Culture of West Flores). A booklet on the ecology and culture of West Flores, East Nusa Tenggara, Indonesia – as supplement of the National Geographic Indonesia magazine, December 2008 edition.

- Heritage Tourism in East Nusa Tenggara, Indonesia: Contributing to the Millennium Development Goals. A report of a study on SWOT analysis, cost and benefit analysis and recommendations (implementation strategy) for developing heritage tourism in East Nusa Tenggara Indonesia which may contribute to the MDGs. PUSPAR UGM (Centre for Tourism Studies, Gadjah Mada University), UNESCO Office, Jakarta and AECID.



- Proceedings of the Ecotone-SeaBRnet 2007, Maolan Biosphere Reserve, Libo County, Guizhou Province of P. R. China, 7-12 November 2007; available in pdf file, from www.unesco.org/jakarta.

BASIC SCIENCES

- Teacher Education Manual on HIV and AIDS Prevention and Response (Malaysian Pilot version)
- Teacher Education Manual on HIV and AIDS Prevention and Response (Philippines Pilot version)
- Teacher Education Manual on HIV Prevention and Response (Regional Pilot version)
- STEPAN Newsletter - June 2008 edition
The STEPAN Newsletter is published twice a year by the UNESCO Jakarta Office in support of the Science and Technology Policy Asia Network (STEPAN).
- STEPAN Newsletter - December 2008 edition



ENGINEERING SCIENCES AND TECHNOLOGY

■ **UNESCO Lecture Series Brochure**
As a collaboration between UNESCO Jakarta Office and the Directorate of Higher Education, Indonesia, a series of individual distance lectures were launched during September 2008-January 2009. The lectures consists of UNESCO's fields of expertise such as education, science and technology, media and communication, Hydrology and others. The lectures were broadcasted via INHERENT (Indonesian Higher Education Research Network), and SOI Asia network with participants of faculty from universities.

■ **www.robotcamp.org**
This website concludes UNESCO activities offering a joyful hands-on activities for children in learning about science and technology, collaboratively with peers from various cultural background. The website includes First Robot Camp in Brunei and Second Camp in Phnom Penh.

■ **<http://e-learning.dikti.go.id/unesco>**
As implementation of UNESCO-Indonesia's Directorate of Higher Education's MOU, a server was established serving as web portals for UNESCO courses materials repository. The portal used open source based learning management system and open for public who wants to access UNESCO's many materials in different fields such as Renewable Energy, Technology Transfer, HIV/AIDS and UNESCO Office, Jakarta special lectures on various fields of expertise.

■ **www.energyforumasia.org**
The website serves as an online discussion forum for Energy related matters, especially to promote renewable energy. The web also hosts materials and news of activities from three courses of UNESCO



e-learning on Renewable Energy, namely Renewable Energy Policy and Planning for Sustainable Development, Bio-energy for Achieving MDGs in Asia, Solar Solutions for Energy Wise Communities in Asia.

WATER SCIENCE

■ **Proceedings International Conference on Uncertainties in WRM causes, technologies and consequences.jpg** Title: Proceedings of International Conference on "Uncertainties in Water Resource Management: causes, technologies and consequences"

Edited by: Prof.D.Basandorj, Dr.D.Oyunbaatar

■ **Asian Pacific FRIEND: Rainfall Intensity Duration Frequency (IDF) Analysis for the Asia Pacific Region**
Edited by: Trevor M. Daniell and Guillermo Q. Tabios III



DISASTER RISK REDUCTION

■ Indonesian Tsunami Early Warning System Posters

JTIC in collaboration with Ministry of Research and Technology, BPPT, BMG, and Bakosurtanal, published INA TEWS posters to support a public awareness which contains of educational and information materials. The posters are made in 5 themes, i.e. (i) Tsunami Buoy, (ii) Earthquake Seismograph, (iii) Tide Gauges, (iv) Tsunami Sirens and communication, and (v) GPS

■ Short video introduction to the trainings

UNESCO/IOC-JTIC, GTZ-International Services and the Indonesian Institute of Sciences (LIPI) produced a short Video Introduction to the Trainings titled “10 Menit Kehidupan” in four different subject matters, i.e. (i) Earthquake and Tsunami Disaster, (ii) Tsunami Early Warning System, (iii) Disaster Preparedness and Mitigation, (iv) SOP, Simulation and Drills.

■ Development of Booklet

“Surviving a Tsunami: Lessons Learned from Aceh and Pangandaran”

The booklet compiles the learning experiences from tsunami in Aceh (December 2004) and Pangandaran (July 2006). It provides the scientific and technical knowledge about earthquake, tsunami generation, hazard, devastation, impact, survival life experiences, and lessons learned from tsunamis in Aceh and Pangandaran.



CULTURE

■ Cultural Heritage Protection Handbook. In line with UNESCO Movable Heritage and Museums Programme which strongly encourages its partners to translate the Cultural Heritage Protection Handbook series into respective local languages, UNESCO Office, Jakarta in close consultation with the Directorate of Museum under the Directorate General of History and Archaeological Heritage of the Ministry of Culture and Tourism of the Republic of Indonesia translated the Handbook into Bahasa Indonesia. The translated Handbook series are “Security at museums”, “Care and handling of manuscripts” and “Documentation of artifacts’ collections”

■ Intangible Cultural Heritage of Nanggroe Aceh Darussalam: Creation, Protection, Continuation.... The 2009 calendar is produced following the ratification of UNESCO 2003 Convention on the Safeguarding of the Intangible Cultural Heritage by the Republic of Indonesia in October 2007. Part of a series of publications for the promotion of the intangible cultural heritage in post-conflict/post-disaster situations of Aceh-Nias in Indonesia and Timor-Leste, the calendar features a collection of outstanding intangible cultural heritage from Nanggroe Aceh Darussalam. Printed in September 2008. A collaboration among UNESCO Office, Jakarta, the Provincial Museum of Nanggroe Aceh Darussalam and Aceh

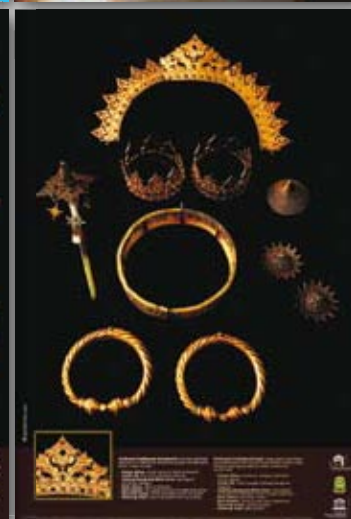
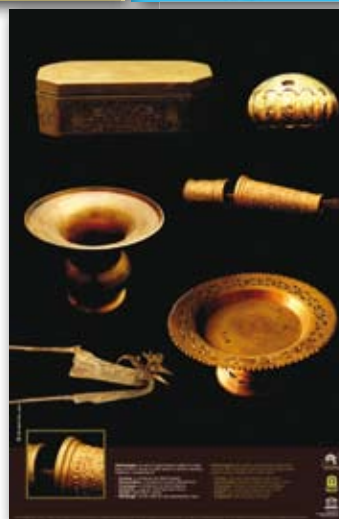


Heritage Community Foundation.

■ Intangible Cultural Heritage of Nanggroe Aceh Darussalam. The posters, a set of three, feature the unique intangible cultural heritage of Nanggroe Aceh Darussalam. Printed in September 2008

The posters was made in collaboration with the Provincial Museum of Nanggroe Aceh Darussalam and Aceh Heritage Community Foundation. Within the framework of UNESCO Office, Jakarta’s activity for the safeguarding of cultural heritage, the launching of ‘Nias booklet’, ‘posters on intangible cultural heritage of Nanggroe Aceh Darussalam’ and ‘Kotagede Homeowner’s Conservation Manual’ was held at UNESCO Office, Jakarta on 3 September 2008.

■ Cultural Tourism for Sustainable Development in Nias Island, Indonesia.





A booklet on UNESCO Project entitled Support to Redevelopment of Cultural Tourism whilst Protecting the Cultural Heritage which was implemented August 2006-June 2007. The Project was within UNDP Aceh-Nias Emergency Response and Transitional Recovery (ERTR) Programme, under UN Joint Programming in Telukdalam, South Nias. The booklet was printed in September 2008 and is written in English and Indonesian.

■ I've been to Borobudur. A brochure is produced to showcase the Outstanding Universal Value of Borobudur, one of the seven World Heritage Sites in Indonesia.

Within the framework of UNESCO Office, Jakarta's activity for the promotion of the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage, UNESCO Office, Jakarta supported the Indonesian World Heritage Youth Network (INDOWYN) in the production, printing and dissemination of the bi-lingual (English and Indonesian) brochures in May 2008 in close collaboration with Ministry of Culture and Tourism, Borobudur Heritage Conservation Institute, PT. Taman Wisata.



■ The Seven World Heritage Sites in Indonesia. A set of promotional materials consisting of a map, a leaflet and a puzzle is produced by UNESCO Office, Jakarta in May 2008 to promote the seven World Heritage sites in Indonesia within the framework of UNESCO Office, Jakarta's activity for the promotion of the 1972

Convention concerning the Protection of the World Cultural and Natural Heritage.

■ Borobudur Participatory Video Project. A participatory video featuring the intangible cultural heritage of Borobudur, showcasing the dance of Gatholoco, Candirejo Village, Borobudur in Magelang,

Central Java Province, Indonesia. The video was produced by UNESCO Office, Jakarta in close collaboration with the Sacred Bridge Foundation in July 2008 within the framework of the UNESCO activity for safeguarding intangible cultural heritage.

COMMUNICATION AND INFORMATION

■ Newsletter and Brochure
CI Unit has published new editions of its newsletter in March and brochure in September 2008.

■ Keterbukaan Informasi dan Kebebasan Pers (Access to Information and Freedom of the Press)
This publication is a compilation of papers in a seminar in commemorating the World Day of Freedom of Press in 2008, published by UNESCO and Indonesian Press Council.

■ Muslim Mindanao Website
The website developed for the peace process, which highlights peacemaking and peace-building initiatives and developments in Muslim Mindanao, the Philippines, created and maintained by Asian Institute of Journalism and Communication for journalists and communicators.



■ National Radio Documentary
The DVD contains of selection of national radio documentary production as a final output of training on radio journalism for radio professional in Timor-Leste, focused on the application of peace journalism. Published by UNESCO and Institute for Press and Development Studies, Jakarta.

■ Manuscript of Research on Community Radio in the Philippines
The manuscript is published based on research that was conducted to assess the first decade performance of DYMT community radio, in Aklan State University, the Philippines.

Regional Networks

EDUCATION

1. Asia/Pacific Cultural Centre for UNESCO (ACCU)

Year of Establishment: 1971
 Contact Person: Mr. Kunio Sato
Director General Asia/Pacific Cultural Centre for UNESCO (ACCU)
 6 Fukuromachi, Shinjuku-ku,
 Tokyo, 162-8484 JAPAN
 Tel : +81 (3) 3269-4435
 Fax : +81 (3) 3269-4510
 Email: literacy@accu.or.jp

2. SEAMEO Regional Centre for Educational Innovation and Technology (INNOTECH)

Year of Establishment: 1965
 Contact Person: Prof. Erlinda C. Pefianco
Centre Director
 P O Box 207, UP, Diliman, Quezon City
 1101, PHILIPPINES
 Tel : +63 (2) 924-7681 to 4
 Fax : +63 (2) 921-0224
 Email: innotech@seameo-innotech.org

3. International Research and Training Centre for Rural Education (INRULED)

Year of Establishment: 1994
 Contact Person: Dr. Zhai Haihun
Director of INRULED
 No. 2 Nongda West Street, Baoding
 071001, Hebei, P.R.CHINA
 Tel : +86-312-2171893

Fax : +86-312-2170234, 2171894
 Email: inruled@inruled.org

4. Asia-Pacific Centre of Educational Innovation for Development (APEID)

Year of Establishment: 1973
 Contact Person: Ms. Molly N. N. Lee
Coordinator of APEID
 UNESCO Asia and Pacific Regional
 Bureau for Education
 P.O. Box 967, Prakanong Post Office
 Bangkok 10110, THAILAND
 Tel : +66 (2) 3910577 (ext. 212)
 Fax : +66 (2) 3910866
 Email: apeid@unescoykk.org

5. Associated Schools Project Network (ASPnet)

Year of Establishment: 1953
 Contact Person: Mr. Sigrid Niedermayer
International Coordinator
 7, place de Fotenoy, 75352 Paris 07 SP
 Tel : +33 (0) 1 45 68 10 80
 Fax : +33 (0)1 45 68 56 39
 Email: s.niedermayer@unesco.org

6. Asia-Pacific Centre Network of Education and Values Education (APNIEVE)

Year of Establishment: 1995
 Contact Person: Dr. Lourdes R. Quisumbing
President
 UNESCO/PROAP-APNIEVE

c/o Miriam College Foundation
 Katipunan Road, Loyola Heights
 Quezon City, PHILIPPINES
 Tel : +63 (2) 426-0172
 Fax : +63 (2) 426-0169
 Email: lourdes@quisumbing.net

BASIC SCIENCES

1. Science and Technology Policy Asian Network (STEPAN)

Year of Establishment: May 1988
 Contact Person: Professor Fortunato de la Pena, STEPAN Chairman (until September 2008)
Undersecretary for S&T Services, Department of Science and Technology (DOST)
 Gen. Santos Ave., Bicutan, Taguig,
 Metro Manila
 Tel : +63 (2) 837 0086
 Fax : +63 (2) 837 2937
 Email: ftdp@dost.gov.ph
Dr. M.C.N. Jayasuriya
 STEPAN Chairman (from October 2008)
Director, National Science Foundation
 47/5 Maitland Place,
 Colombo 07, SRI LANKA
 Tel : +94 (1) 694 770
 Fax : +94 (1) 694 754
 Email: dir@nsf.ac.lk

2. Asian Physics Education Network (ASPEN)

Year of Establishment: 1981
 Contact Person: Dr. Alex Mazzolini

Leader, Applied Optics Group
 Centre for Atom Optics and Ultrafast Spectroscopy (CAOUS)
 Faculty of Engineering & Industrial Sciences, Swinburne University of Technology
 PO Box 218 Hawthorn, Victoria AUSTRALIA 3122
 Tel : +61 (3) 9214 8866
 Fax : +61 (3) 9214 8264
 Email: amazzolini@groupwise@swin.edu.au

3. Regional Network for the Chemistry of Natural Products

Year of Establishment: December 1975
Contact Person: Dr. Amelia P. Guevara
Professor of Chemistry and Vice President for Academic Affairs
 University of the Philippines System
 Quezon Hall, UP Diliman, Quezon City, PHILIPPINES
 Tel : +63 (2) 926-4736
 Fax : +63 (2) 436-7535
 Email: amelia.guevara@up.edu.ph

4. Regional Network for Microbiology and Microbial Biotechnology

Year of Establishment: March 1975
Contact Person: Dr. Morakot Tanticharoen
Director, National Centre for Genetic Engineering and Biotechnology (BIOTEC)
 113 Phaholyothin Road, Klong 1, Klong Luang, Pathumthani 12120, THAILAND

Tel : +66 (2) 564 6700
 Fax : +66 (2) 564 6705
 Email: morakt@biotec.or.th

5. ASEAN Institute of Physics (ASEANIP)

Year of Establishment: 1980
Contact Person: Prof.S.C.Lim
 Dept. of Physics, Universiti Kebangsaan Malaysia, Bangi, Selangor, MALAYSIA
 Tel : +60 (3) 829 2890
 Fax : +60 (3) 829 2880
 Email: sclim@pkrisc.cc.ukm.my

6. Association of Asia Pacific Physical Societies (AAPPS)

Year of Establishment: 1990
Contact Person: Dr. Tien T. Tsong
President, AAPPS Council
 Institute of Physics
 Academia Sinica, Nankang, Taipei, TAIWAN 115
 Email: tsongtt@phys.sinica.edu.tw

7. Southeast Asian Mathematical Societies (SEAMS)

Year of Establishment: 1972
Contact Person: Prof. Dr. Wanida Hemakul
President, SEAMS
 Department of Mathematics, Faculty of Science, Chulalongkorn University
 Bangkok 10330, THAILAND
 Tel : +66 (2) 218 5145
 Fax : +66 (2) 255 2287
 Email: wanida.H@chula.ac.th

8. Federation of Asian Chemical Societies (FACS)

Year of Establishment: August 1978
Contact Person: Prof. Junghun Suh
President, FACS
 Professor, Department of Chemistry
 Seoul National University
 Seoul 151-747, KOREA
 Tel : +82 (2) 886 2184
 Fax : +82 (2) 874 3704
 Email: jhsuh@snu.ac.kr

9. Regional Secretariat for Gender Science and Technology (RESGEST)

Year of Establishment: 1997
Contact Person: Ms. Wati Hermawati
Program Coordinator, RESGEST
 UNESCO Office, Jakarta
 Jl. Galuh II, No. 5, Kebayoran Baru, Jakarta, INDONESIA
 Tel : +62 (21) 739 9818
 Fax : +62 (21) 7279 6489
 Email: w.hermawati@unesco.org

DISASTER RISK REDUCTION (TEWS & JTIC)

1. UN/ISDR Asia and the Pacific

Contact Person: German Velasquez
 c/o UNESCAP-UN Conference Centre Building
 Rajdamnern Nok Avenue
 Bangkok 10200, THAILAND
 Email: isdr-bkk@un.org

2. GTZ - GITEWS

Year of Establishment: 2007

Contact Person: Mr. Harald Spahn,
Team Leader German Indonesian

Cooperation for Tsunami Early Warning (GITEWS)

Capacity Building in Local Communities
GTZ Office, Jakarta

Menara BCA

Grand Indonesia, Level 46

Jl. M.H. Thamrin No. 1,
Jakarta 10310,

Email: harald.spahn@gtz.de

www.gtz.de/www.gitews.de

3. ADPC – Asian Disaster Preparedness Centre

Year of Establishment: 2007

Contact Person: Mr. Atiq Kainan
Ahmed

Social Scientist

EARTH SCIENCES

1. Coordinating Committee for Geoscience Programmes in East and Southeast Asia

Year of Establishment: 1966

CCOP Technical Secretariat

Thai CC Tower, 24th Floor, Suite 244-245
889 Sathorn Tai Rd., Sathorn, Bangkok
10120 THAILAND

www.ccop.or.th

ENGINEERING SCIENCES & TECHNOLOGY

1. ASEAN Federation of Engineering Organisations (AFEEO)

Contact person: Ir. Dr. Gue See Sew
Gue & Partners Sdn. Bhd.

39-5, Jalan 3/146, The Metro Centre,
Bandar Tasik Selatan

57000 Kuala Lumpur, MALAYSIA

Tel : +60 (3) 9059 5395

Fax : +60 (3) 9059 5869

Email: gnp@gueandpartners.com.my or
ssgue@pc.jaring.my

www.aseanengineers.com

2. Greater Mekong Subregion Academic and Research Network

Year of Establishment: 1973

Secretariat c/o Asian Institute of
Technology

Km 42 Paholyothin Highway, Klong

Luang, Pathumthani 12120, THAILAND

Tel : +66 (2) 5246101

Fax : +66 (2) 5245069

Email: gmsarn@ait.ac.th

www.gmsarn.org

3. School on Internet (SOI)

Year of Establishment: 1997

Contact person: Prof. Keiko Okawa
Director of SOI-ASIA

SOI - Asia

Keio University, Murai Lab

5322 Endo, Fujisawa, Kanagawa, 252-
8520, JAPAN

Tel : +81 466 49 1100

Fax : +81 466 49 1101

Email: keiko@sfc.wide.ad.jp

www.soi.wide.ad.jp

ENVIRONMENTAL SCIENCES

1. East Asian Biosphere Reserve Network (EABRN)

Year of Establishment: 1993

Contact Person: Mr. R. Jayakumar
UNESCO Beijing

Jianguomenwai Waijiaogongyu 5-13-3,
Beijing 10060, P. R. China

Tel : +86 (10) 65322828

Fax : +86 (10) 65324854

Email: beijing@unesco.org

2. Southeast Asian Biosphere Reserve Network (SeaBRnet)

Year of Establishment: 1998

Contact Person: Mr. Robert Lee
*Deputy Director, UNESCO Office,
Jakarta & Program Specialist for
Environmental Sciences. Regional
Science Bureau for Asia & Pacific*
UNESCO Office, Jakarta

Jl. Galuh II, No. 5, Kebayoran Baru,
Jakarta, INDONESIA

Tel : +62 (21) 739 9818

Fax : +62 (21) 7279 6489

Email: jakarta@unesco.org

3. South and Central Asia MAB Network (SACAM)

Year of Establishment: 2001

Contact Person: Mr. Ram Boojh

UNESCO New Delhi

UNESCO House

B 5/29 Safdarjung Enclave

New Delhi 110029, INDIA

Tel : +91 (11) 26713000

Fax : +91 (11) 26713001 / 2

Email: newdelhi@unesco.org

4. The Pacific Biosphere Reserve Network (PacMAB)

Year of Establishment: 2006

UNESCO Apia

P.O. Box 615

Matautu-uta Post Office, Apia, SAMOA

Tel : +685-24276

Fax : +685-22253

Email: apia@unesco.org

Tel : +60 (3) 26982618 – 78740188

Fax : +60 (3) 26914282

E-mail: keizrul@did.moa.my

http://agrolink.moa.my

2. Asia-Pacific Flow Regimes from International Experimental and Network Data (AP-FRIEND)

Year of Establishment: 1997

Contact Person: Prof. Trevor Daniell

Centre for Applied Modelling in Water Engineering

School of Civil and Environmental Engineering

University of Adelaide, North Terrace Campus, Engineering North N136, Adelaide, SA, 5005, AUSTRALIA

Tel : +61 (8) 8303 5454

Fax : +61 (8) 8303 4359

Email: trevord@civeng.adelaide.edu.au

Email: h.montira@unescobkk.org or

culture@unescobkk.org

www.unescobkk.org/culture/asian-academy/

2. ASEAN Handicraft Promotion and Development Association (AHPADA)

Year of Establishment: 1981

Contact Person: Mrs. Surapee

Rojanavongse

Honorary President of AHPADA

4th Floor, Gaysorn Place, 999 Gaysorn Plaza

Ploenchit Road, Lumpini, Patumwan, Bangkok 10330, THAILAND

Tel : +66 (2) 656 1929/663 2383

Fax : +66 (2) 663 2389

Email: surapeer@loxinfo.co.th

www.ahpada.com

WATER SCIENCES

1. Regional Steering Committee of the International Hydrological Programme for Southeast Asia and the Pacific (RSC)

Year of Establishment: 1993

Contact Person: Dr. Keizrul Abdullah
Director General

Department of Irrigation and Drainage Malaysia

Jalan Sultan Salahuddin

50626 Kuala Lumpur, MALAYSIA

CULTURE

1. Asian Academy for Heritage Management (AAHM)

Year of Establishment: 2001

Contact Person: Ms. Montira Horayangura Unakul

Programme Specialist

The Asian Academy's Central Secretariat

Office of the Regional Advisor for Culture in Asia and the Pacific

UNESCO BANGKOK

Tel : +66 (0) 2391 0577 ext 509, 503

Fax : +66 (2) 391 0866

COMMUNICATION AND INFORMATION

1. Asia Pacific Information Network (APIN)

Contact Person: Ms. Susanne Ornager
Adviser for Communication and Information in Asia

UNESCO BANGKOK

P.O. Box 967, Prakhonong Post Office Bangkok 10110, THAILAND

Tel : +66 (2) 3910577

Fax : +66 (2) 3910866

Email: bangkok@unescobkk.org

National Commissions in Asia Pacific

1. AFGHANISTAN

Chairperson: **Mr. Ghulam Farook Wardak**
 Secretary-General: **Mr. Minawi Khalil**
 Afghan National Commission for UNESCO
 Ministry of Education
 United Nations Compound
 Kabul, AFGHANISTAN
 Tel : +93-70- 25 16 11
 Fax : +93-20-210 38 48
 Email: afghanistan_unesco@yahoo.com
 Year established: 1948

2. AUSTRALIA

Chairperson: **Ms. Anthea Tinney**
 Australian National Commission for UNESCO
 International Organizations Branch
 Department of Foreign Affairs and Trade
 R.G. Casey Building
 John McEwen Crescent
 Barton ACT 0221, AUSTRALIA
 Tel : +61-2-6261 2321 (Sec.Gen.)
 Fax : +61-2-6112 2321 (Sec.Gen.)
 Email: ausnatcom.unesco@dfat.gov.au
 Web Address: www.dfat.gov.au/intorgs/unesco
 Year established: 29 April 1947 by a decision of the federal Cabinet

3. BANGLADESH

Chairperson: **H.E. Mr. Nurul Islam Nahid**
 Secretary-General: **Mr. Syed Ataur Rahman**

Secretary: **Mr. Md. Mahmudul Hassan**
 Bangladesh National Commission for UNESCO
 Ministry of Education
 1, Asian Highway
 Palassy Nilkhet, 1205 Dhaka,
 BANGLADESH
 Tel : +880-2-716 13 95 (Chairman);
 +880-2-716 87 11 (SecGen);
 +880-2-862 7968;
 +880-2-862 7969
 Fax : +880-2-716 75 77;
 +880-2-861 3420
 Email: bncu@bdcom.net
 Year established: April 1973

4. BHUTAN

Chairperson: **Hon. Lyonpo Thinley Gyamtsho***
 Secretary General: **Mr. Pema Thinley**
 Secretary: **Ms. Jamyang Choeden**
 Bhutan National Commission for UNESCO
 Ministry of Education
 1-7 Wogmin Lam
 Namgyechholing, Thimpu, BHUTAN
 Tel : +975-2-322 912
 Fax : +975-2-325 069
 Email: unesco@druknet.bt
 Year established: October 1986

5. BRUNEI DARUSSALAM

Chairperson: **The Honorable Pehin Dato Dr. Awang Haji Abdul Rahman bin Dato Setia Haji Mohammad Taib***

Secretary-General: **Ms. Apsah Hj. Abd. Majid**
 The Brunei Darussalam National Commission for UNESCO
 International Affairs Unit
 Permanent Secretary's Office
 Ministry of Education
 BRUNEI DARUSSALAM
 Contact for the National Commissions
Mr Othman Haji Simbran,
 Senior Special Duties Officer/Head IAU
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8. COOK ISLANDS

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 Year established: **1993**

9. DPR KOREA (REPUBLIC POPULAIRE DEMOCRATIQUE DE COREE)

Président: **Mr. Pak Gil Yong**
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 Year established: **January 1993**

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 Year established: **March 1949**

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 Year established: July 1966

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 Year established: July 1980

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Year established: January 1954

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2. Tokelau 15 October 2001

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Cambodia	Ministry of Education, Youth and Sports	EST
	Ministry of Water Resources and Meterology	HYD
Canada	The Canadian Embassy in Jakarta	DRR
China	Ministry of Water Resources	HYD
DPR Korea	State Hydrometeorological Administration (SHMA)	HYD
Indonesia	Centre for the Development and Empowerment of Teachers and Education Personnel (PPPPTK)	EDU
	Coordinating Ministry for People's Welfare	CLT/CSI/ECO
	Curriculum Development Centre	EDU
	Directorate for Development of Kindergarten and Primary School	EDU
	Directorate for Education Personnel	EDU
	Directorate for Human Resources	EDU
	Directorate for Teacher Profession	EDU
	Directorate for Training Development	EDU
	Directorate General of Non-Formal Education and Youth of Indonesia National Education Department (P2PNFI Jayagiri)	CI
	Directorate General for the Management of Primary and Secondary Education.	EDU
	Directorate General for Quality Improvement of Teachers and Education Personnel	EDU
	Directorate General for Higher Education	EDU
	Directorate General for Non-Formal and Informal Education	EDU
	Directorate General of Higher Education (DIKTI), Ministry of National Education	EST
	Department of Communication and Informatics	CI
	Government Quality Assurance Institutes (LPMPs)	EDU
	Indonesia Association of Geologists	GEO
Indonesian Institute for Sciences	BSC/EST/HYD	
Indonesian National Commission for UNESCO	BSC/CLT/CI/CSI/ ECO/EDU/ EST/ GEO/HIV-AIDS/ HYD/DRR	
Ministry of Culture and Tourism	CLT/ECO	
Ministry of Energy and Natural Resources of Indonesia (EDSM)	EST	
Ministry of Foreign Affairs	CLT	
Ministry of Forestry	ECO	

COUNTRY	NAME	UNIT
Indonesia	Ministry of National Education	EDU/HIV-AIDS
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	Ministry of Research and Technology	BSC/CI/DRR
	National Development and Planning Board (Bappenas)	CLT
	Non Formal and Informal Education Development Center (BP-PNFI) Region II Jayagiri	EDU
	Provincial Development Planning Agency (Bappeda) of Banten, Jawa Barat, Jawa Tengah, Jawa Timur, NTB, NTT, Sulawesi Selatan, Sulawesi Barat, Maluku, Maluku Utara, Papua, & Papua Barat	EDU
	Provincial Education Offices of Banten, Jawa Barat, Jawa Tengah, Jawa Timur, NTB, NTT, Sulawesi Selatan, Sulawesi Barat, Maluku, Maluku Utara, Papua, & Papua Barat	EDU
	Provincial Library of Nanggroe Aceh Darussalam	CI
	Rehabilitation and Reconstruction Agency for Aceh-Nias (BRR)	CLT
	South Nias Local Government	ECO
	Universitas Negeri Jakarta	EDU
	Universitas Muhammadiyah Purwokerto	EDU
	Universitas Negeri Makasar	EDU
Japan	Ministry of Education, Culture, Sports, Science and Technology (MEXT)	ECO/HYD
German	The Federal Minister for Research and Education	DRR
Lao PDR	Department of Meterology and Hydrology	HYD
Malaysia	Department of Irrigation and Drainage (DID)	HYD
	Malaysian National Commission for UNESCO	HIV-AIDS
	Ministry of Education	EDU
	Ministry of Education – Educational Planning and Research Division	EDU
	Ministry of Natural Resources and Environment Malaysia (NRE)	ECO
	Ministry of Science, Technology and Innovation (MOSTI)	BSC/ECO
	National Higher Education Research Institute of Universiti Sains Malaysia	EDU
Myanmar	Department of Meteorology and Hydrology	HYD
New Zealand	National Institute of Water and Atmospheric Research Ltd. (NIWA)	HYD
Philippines	Department of Education	EDU
	Department of Science and Technology	BSC
	UNESCO National Commission of the Philippines	EDU/HIV-AIDS
Republic of Korea	Jeju Special Sel-Governing Provincial Government	ECO
Spain	Ministry of Environment and Rural and Marine Affairs (MARM)	ECO

COUNTRY	NAME	UNIT
Spain	Organismo Autónomo de Parque Nacionales (OAPN)	ECO
Thailand	Department of Water Resources	HYD
Timor-Leste	Ministry of Education	EDU
	Secretary of State, Division of Culture	CLT
Vietnam	Vietnamese Academy of Sciences	HYD

NATIONAL INSTITUTIONS, PROFESSIONAL ASSOCIATIONS, UNIVERSITIES, EDUCATIONAL AND RESEARCH INSTITUTES

COUNTRY	NAME	UNIT
Australia	Centre of Cultural Materials Conservation, University of Melbourne	CLT
	Museum and Art Gallery of the Northern Territory, Darwin	CLT
	Swinburne University of Technology	BSC
Bangladesh	Bangladesh University of Engineering Technology (BUET)	EST
Cambodia	Institute Technology of Cambodia	EST
China	International Research and Training Centre on Erosion and Sedimentation, China (IRTCES)	HYD
	University of Geosciences	GEO
India	Groundwater Institute	GEO
	Indian Institute of Chemical Technology	BSC
	University of Annamalai	ECO
Indonesia	Agency for the Assessment and Application of Technology (BPPT)	DRR
	Asia Pacific Centre of Ecohydrology	HYD
	Borobudur Heritage Conservation Institute	CLT
	Brawijaya University	EST
	Centre for Heritage Conservation, Department of Architecture, University of Gadjah Mada	CLT
	Darma Persada University (Unsada)	EST
	DR. Soetomo Press Institute (LPDS)	CI
	Early Childhood Education (PAUD) Forum	EDU
	Gadjah Mada University (UGM)	ECO
	Hasanuddin University (UNHAS)	EST
	Indonesian Institute of Sciences (LIPI)	BSC/CI/ECO/ GEO/HYD/DRR
	Indonesia's Press Council	CI

COUNTRY	NAME	UNIT
Indonesia	Indonesia's Private Radio Broadcasters Association (PRSSNI)	CI
	InfoKespro	CI
	Institute for Press and Development Studies (LSPP)	CI
	Institute Technology of Bandung (ITB)	EST/DRR
	Kwartir National Gerakan Pramuka (Indonesian Scout Movement)	ECO
	LPPM Gadjah Mada University (UGM)	EST
	Local Radio Network for Democracy (LRND)	CI
	National Archive Agency (ANRI)	DRR
	Office for the Conservation and Development of Archaeological Properties (BP3) of the Special Region of Yogyakarta	CLT
	Office for the Conservation and Development of Archaeological Properties (BP3) of Central Java	CLT
	Office for the Conservation and Development of Sangiran Early Man Site	CLT
	Provincial Archive Agency of Aceh (BAD Aceh)	DRR
	QMI Management of Innovation and Technology Center	BSC
	The National Agency for Disaster Management (BNPB)	DRR
	The Meteorological, Climatological, and Geophysical Agency	DRR
	Televisi Republik Indonesia (TVRI)	CI
	Tsunami and Disaster Mitigation Research Centre, Syiah Kuala University	DRR
	University of Indonesia	CI/ECO/EST/HIV-AIDS
	Iran	International Centre on Qanats & Historic Hydraulic Structures (ICQHS)
Regional Centre on Urban Water Management (RCUWM)		HYD
Italy	University 'La Sapienza' Roma	HYD
Japan	International Centre for Biotechnology, Osaka University	BSC
	International Centre for Water Hazard and Risk Management (ICHARM)	HYD
	Japan Agency for Marine-Earth Science and Technology (JAMSTEC)	HYD
	Kyushu University	EST
	Nagoya University	HYD
	Tokyo Institute of Technology	EST
	Tokyo University	EST
Malaysia	Malaysian Technology Development Corporation (MTDC)	EST
	Malaysia Research & Education Network (MYREN)	EST
	Regional Humid Tropics Hydrology and Water Resources Centre for Southeast Asia and the Pacific (HTC)	HYD
	School of Environmental and Natural Resources Sciences, Faculty of Sciences and Environment, University of Kebangsaan Malaysia	ECO

COUNTRY	NAME	UNIT
Philippines	Advance Science & Technology Institute (ASTI)	EST
	Aquaculture Department, Southeast Asian Fisheries Development Centre (AQD-SEAFDEC)	ECO
	Ateneo de Manila University	BSC
	Mindanao State University at Naawan, Philippines	ECO
	Palawan Center for Sustainable Development	ECO
	University of the Philippines, Manila	HYD
	University of the Philippines National Institute for Science and Mathematics Education	BSC
	Philippines Research & Education Network (PREGINET)	EST
Republic of Korea	Department of Environmental Marine Sciences, Hanyang University	ECO
	Seoul National University (SNU)	GEO
Singapore	National University of Singapore (NUS)	EST
South Africa	Cape West Coast Biosphere Reserve	ECO
Spain	Universitat de les Illes Balears (UIB), Dept. Biologia	ECO
Sri Lanka	National Science Foundation	BSC
Thailand	Asian Institute of Technology (AIT)	EST
	Chulalongkorn University	BSC/EST/GEO
	Mangrove and Wetland Management Division, Department of Marine and Coastal Resources	ECO
Turkey	Istanbul Teknik Universitesi	GEO
USA	Transboundary Ecologic LLC, Alaska	ECO
Vietnam	Can Gio Mangrove Biosphere Reserve Board, Forestry Department of Ho Chi Minh City	ECO
	Centre for Environmental Research and Education (CERE), Hanoi University of Education	ECO
	Hanoi University of Technology (HUT)	EST
	Institute of Meteorology and Hydrology	HYD
	Vietnamese Academy of Sciences and Technology (VAST)	HYD
	Vietnam MAB National Committee	ECO

NGOS, COMMUNITY-BASED ORGANISATIONS, FOUNDATIONS, PRIVATE ENTERPRISES AND OTHER NON-GOVERNMENTAL BODIES

COUNTRY	NAME	UNIT
France	French Red Cross	DRR
Indonesia	Aceh Heritage Community Foundation	CLT
	Aceh Cultural Institute	CLT
	Burung Indonesia	ECO
	Centre for Heritage Conservation, Architecture Department, University of Gadjah Mada	CLT
	Elektro Matra Mandiri	CI
	Forum Fasilitator Penanggulangan Bencana, Teluk Dalam, Nias	DRR
	Himpunan Pramuwisata Indonesia (HPI - Indonesian Tour-guide Association)	ECO
	Indonesia Ecotourism Network (INDECON)	ECO
	Indonesian Heritage Trust	CLT
	Indonesian World Heritage Youth Network	CLT
	Inovator Indonesia	CI
	International Development Partners (IDP) Norway	EDU/HIV-AIDS
	Java Pavillion	ECO
	Jogja Heritage Society	CLT
	Komunitas Siaga Tsunami (KOGAMI)	ECO/DRR
	Masyarakat Energi Terbarukan Indonesia (METI)	EST
	Masyarakat Penanggulangan Bencana Indonesia (MPBI)	DRR
	National Geographic Indonesia	ECO
	Nikoya Radio, Banda Aceh, Nangroe Aceh Darussalam	CI
	Nurul Fikri Education Foundation	CI
	Palang Merah Indonesia	DRR
	Perkumpulan Siberut Hijau (PASIH)	ECO
	Persatuan Radio, Bantul, DI Yogyakarta	CI
	Plan International	HIV-AIDS
	Pragola Radio, Pati, Central Java	CI
	Ragi Buana Foundation	ECO
	Rona Puspita Radio, Kendal, Central Java	CI
	Sacred Bridge Foundation	CLT
	Sain, Estetika, Teknologi (SET) Foundation	CI

COUNTRY	NAME	UNIT
Indonesia	Sumatran Orangutan Conservation Programme (SOCP)	ECO
	The Indonesian Child Welfare Foundation	CI
	WALHI - Friends of the Earth	ECO
	Wildlife Conservation Society	ECO
Japan	Center for Robotics Education and Future Sciences, (CREFUS)	EST
	JS-Robotics Inc.	EST
Malaysia	Asia-Pacific Institute for Broadcast Development (AIBD)	CI
	HUTAN - Kinabatangan Orangutan Conservation Project	ECO
Philippines	Brotherhood of Destiny, Inc.	EDU
Singapore	Asia Media Information and Communication Centre (AMIC)	CI
	LEGO Education	EST
	Singapore Science Center	EST
Timor-Leste	Timor-Leste Media Development Centre	CI
Vietnam	Centre for Marinelife Conservation and Community Development (MCD)	ECO
	Office of Hai Phong City's People's Committee	ECO

INTERNATIONAL ORGANISATIONS, BILATERAL AND MULTILATERAL COOPERATION AGENCIES

COUNTRY	NAME	UNIT
Australia	GRM International Pty Ltd, Brisbane	ECO
	Mornington Peninsula and Western Port Biosphere Reserve Foundation Ltd.	ECO
Bangladesh	Embassy of Bangladesh in Jakarta	EDU
Canada	Canadian International Development Agency, Canada	DRR
Colombia	Providence Foundation	ECO
Fiji	UNDP Pacific Centre (PC)	ECO
German	Bundesanstalt für Geowissenschaften und Rohstoffe (BGR)	DRR
	Geo Forschungs Zentrum (GFZ)	DRR
	Gesellschaft für Technische Zusammenarbeit (GTZ)	DRR
	InWent	DRR
India	Embassy of India in Jakarta	EDU
Indonesia	The ASEAN Secretariat	BSC

COUNTRY	NAME	UNIT
Indonesia	Indonesian Chamber of Commerce and Industry Foundation	CLT
	UN Theme Group on HIV and AIDS	HIV-AIDS
Malaysia	Asia-Pacific Institute for Broadcast Development (AIBD)	CI
	International Council of Science (ICSU)	BSC
	Institut Kimia Malaysia	BSC
	Southeast Asian Ministers of Education Organization (SEAMEO) Regional Center for Science and Mathematics (RECSAM)	BSC
	Universiti Teknologi Mara, Kuala Lumpur	CI
Pakistan	Embassy of Pakistan in Jakarta	EDU
Philippines	Asian Institute of Journalism and Communication	CI
Singapore	Asian Media Information and Communication Centre (AMIC)	CI
Spain	Agencia Española de Cooperación Internacional para el Desarrollo (AECID)	ECO
USA	International Tsunami Information Centre, Hawaii, USA	DRR
International	ASEAN Handicraft Promotion and Development Association (AHPADA)	CLT
	Asian Development Bank (ADB)	EDU
	Asia/Pacific Cultural Centre for UNESCO (ACCU)	EDU
	Australian Aid (AUSAID)	EDU
	Center for International Forestry Research	ECO
	Critical Ecosystems Partnership Fund (CEPF)	ECO
	Expert Center for Conservation of Monuments and Sites	CLT
	International Centre for the Study of Preservation and Restoration of Cultural Property (ICCROM)	CLT
	International Council of Museums (ICOM)	CLT
	International Council on Monuments and Sites (ICOMOS)	CLT
	International Science, Technology and Innovation Centre for South-South Cooperation (ISTIC)	EST
	New Zealand's International Aid and Development Agency (NZAID)	EDU
	The World Conservation Union (IUCN)	ECO
	UN Centre for Alleviation of Poverty through Secondary Crops' Development in Asia and the Pacific (UNCAPSA)	EST
	United Nations Children's Fund (UNICEF)	EDU
	United Nations Development Programme (UNDP)	EDU/ECO
	United Nations International Strategy for Disaster Reduction (UN/ISDR)	ECO
	United Nations University (UNU)	ECO
	United Nations Volunteers	EDU
	World Intellectual Property Organization (WIPO)	EST
	World Bank	EDU

Annual RELATORIO ANUAL Laporan TAUNAN ULAT Tahunan Report

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Languages are indeed essential to the identity of groups and individuals and to their peaceful coexistence. They constitute a strategic factor of progress towards sustainable development and a harmonious relationship between the global and the local context. Only if multilingualism is fully accepted can all languages find their place in our globalized world. UNESCO therefore invites governments, United Nations organizations, civil society organizations, educational institutions, professional associations and all other stakeholders to increase their own activities to foster respect for, and the promotion and protection of all languages, particularly endangered languages, in all individual and collective contexts.”

*Mr Koïchiro Matsuura, Director-General of UNESCO
Message for the International Year of Languages 2008*

The theme for this 2008 Annual Report is Year of Languages. On 16 May 2007, the United Nations General Assembly proclaimed 2008 International Year of Languages. United Nations Educational, Scientific and Cultural Organization (UNESCO) was designated to serve as the lead agency for the Year.

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UNESCO Office, Jakarta

Design by:
Paulina Mayasari

Cover photograph by:
Trane DeVore


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Noriko Shiozawa
1973 Born in Tokyo
Lives in Saitama, Japan

Koto-no-ha 2007
'Koto-no-ha' means 'Words' in old Japanese

The artist used more than 2500 various letters and characters of the world

The artwork was exhibited in a container for transport (12m long/deep x 2.4m wide x 2.5m high, 40ft dry container) that travels to various places in the world

Special Prize at
'Art in a Container Exhibition'
in KOBE BIENNALE 2007



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Printed on 100% recycled paper using soya-based ink