



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Office, Jakarta

2013
Annual
Report

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Regional Bureau for Sciences in Asia and the Pacific and
Cluster Office to Brunei Darussalam, Indonesia, Malaysia, the
Philippines, and Timor- Leste.

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Contents

Foreword	iv
UNESCO Today	vi
UNESCO Milestones	viii
UNESCO in Numbers	x
UNESCO Office, Jakarta	xii
Director's Report	xiv
Education	1
Natural Sciences	12
Disaster Risk Reduction	18
Engineering Sciences and Technology	24
Ecological Sciences	30
Sciences for Society	40
Hydrological/Geological Sciences	48
Social and Human Sciences	58
Culture	70
Communication and Information	80
Timor-Leste Overview	84
Japanese Funds-in-Trust	88
Publications 2013	94
UNESCO Partners and Networks	107
UNESCO Office, Jakarta Staff	132

Foreword

The United Nations General Assembly proclaimed 2013 as the International Year for Water Cooperation, to focus attention on the importance of cooperation to strike a balance between competing needs and priorities and to share this precious resource equitably, using water as an instrument of peace. In recognition of the International Year, the theme for this Annual Report will be on Water Cooperation.

For UNESCO, the year 2013 marked a decisive shift, globally and regionally, when the Organization set a new strategic course via the adoption by the General Conference of the new Medium Term Strategy. The launch of the new strategy, comes at a time when the Organisation, as a key agency for soft power within the United Nations System, has embarked on a reform

process to sharpen its programmatic focus, improve the relevance, impact and cost-effectiveness of programmes, under tighter financial conditions. To achieve this, the Jakarta Office focused strongly on the strengthening of strategic partnerships and on the development of new models for cooperation. This led, amongst others, to the development of a new strategic cooperation programme with Malaysia and with Indonesia, supported via a Funds-in-Trust programme supported by these countries. Together with other contributions, these new models for cooperation led to a growth in 2013 of the overall financial and programmatic capacity of the office. Besides, UNESCO became the first UN agency to sign a framework agreement with the Association of Southeast Asian Nations, since the ASEAN Charter came into force in 2008.

During the year, the UNESCO Office, Jakarta, continued to strengthen its programmatic support along the two dimensions of the office as Regional Science Bureau for Asia and the Pacific, and as Cluster Office representing UNESCO in Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste. In the field of Education, the office continued to support the Cluster countries in achieving the Education for All (EFA) goals, and to strengthen the Education for Sustainable Development (ESD) in their national education systems. The Green Schools Programme has become a best practice example in mainstreaming ESD in both curriculum and school management, and the Asia Green Schools Network was established.

Work under the Regional Bureau's Science Support Strategy was further expanded along the four Science Regional Flagship Programmes, with increased



participation and involvement of the wider UNESCO family, including Category 2 Centres, UNESCO Chairs, field offices and countries in the region. Via the flagship projects Biosphere Reserves for Environmental and Economic Security (BREES), Sustainable Water Management Improves Tomorrow's Cities Health (SWITCH) -in-Asia, COMprehensive Program to Enhance Technology, Engineering and Science Education (COMPETENCE), the capacities and partnerships in countries in the region have been strengthened in the fields of climate change, water management, science education/ESD, and disaster risk reduction. In collaboration with the Japanese Ministry of Education, Culture, Science and Technology (MEXT), the Regional Science Bureau also developed new initiatives focusing on Sustainability Science as an integrated and multi-disciplinary approach to address complex and inter-connected challenges and goals anticipated under the upcoming Post-2015 Agenda.

Significant progress was also made in the development of Connect-Asia (COLlaboration for Network-eNabled Education, Culture, Technology and science), which is a regional connectivity platform initiative of the Regional Science Bureau in collaboration with the School of Internet Asia (SOI) and other

network partners. This platform has contributed substantially to strengthen the use of Information and Communication Technologies (ICTs) in higher education, in capacity building, and in research cooperation in Asia and the Pacific.

In the field of Social and Human Sciences UNESCO supported cluster countries in areas of social inclusion, human rights, and youth engagement. The joint UN project on Social Inclusion of People Living with Disabilities In Indonesia, led by UNESCO, developed a Network of Inclusive Cities and held a series of High Level Meetings of Mayors for Inclusive Cities. Under the Communications and Information mandate we continued to build capacity for the media and to promote freedom of expression in the cluster countries, while preparations were started to organize a Global Media Summit on The Role of Media in Realizing the Future We Want for All, to be held in Bali in 2014.

A highlight in the field of culture related to the organisation and hosting by the Government of Indonesia of the World Culture Forum (WCF) in November 2013 in Bali, which discussed the broader role of culture as a means to achieve sustainable development, peace and wellbeing. The outcome statement of the WCF, referred to as the Bali

Promise, emphasises the importance of culture for development, particularly in the shaping of the Post-2015 development agenda.

Throughout the year, the Office has been engaged in preparatory work relating to the development of the Post-2015 Development Agenda. This has helped to position the role of Education, Science, Technology and Innovation and of Culture in the follow up from Rio+20, and in regional and global discussions on the Post-2015 Agenda.

In closing, I conclude that 2013 has been a productive year. I would like to convey my sincere thanks to the dedicated team in the office, and to all partners who contributed to the success of the activities and results presented in this report, be it via direct collaboration and partnership, by providing financial support, or by consolidating and disseminating the results achieved. I count on all of you again next year, and I look forward to what we will achieve together in the coming period.



Hubert Gijzen
*Director and
Representative
UNESCO Office, Jakarta*

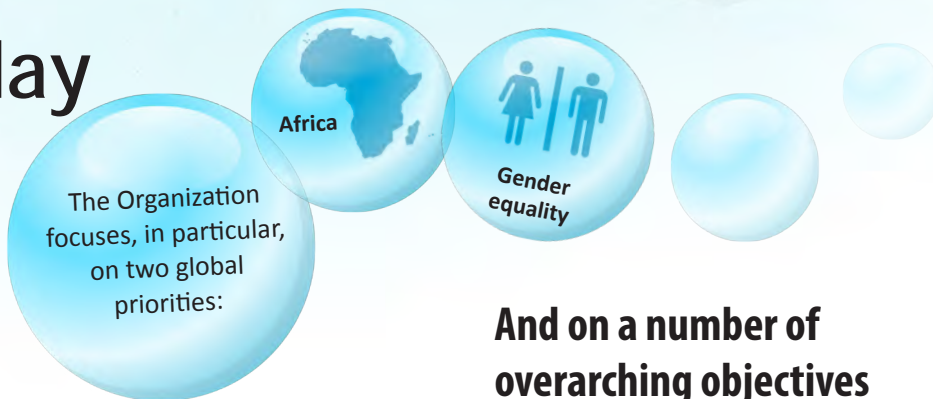




UNESCO Today

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was born on 16 November 1945. UNESCO works to create the conditions for dialogue among civilizations, cultures and people, based upon respect for commonly shared values. It is through this dialogue that the world can achieve global visions of sustainable development encompassing observance of human rights, mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO's missions and activities.

The broad goals and concrete objectives of the international community - as set out in the internationally agreed development goals, including the Millennium



The Organization focuses, in particular, on two global priorities:

Development Goals (MDGs) - underpin all UNESCO's strategies and activities. Thus UNESCO's unique competencies in education, the sciences, culture and communication and information contribute towards the realization of those goals.

UNESCO's mission is to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

And on a number of overarching objectives

- Attaining quality education for all and lifelong learning.
- Mobilizing science knowledge and policy for sustainable development.
- Addressing emerging social and ethical challenges.
- Fostering cultural diversity, intercultural dialogue and a culture of peace.
- Building inclusive knowledge societies through information and Communication.

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.

Five Principal Functions

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

- 1. 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;
- 2. 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;
- 3. A clearing house:** gathering, transferring, disseminating and sharing information, knowledge, best practices and innovative solutions, and testing them through pilot projects;
- 4. 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,
- 5. 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.

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.



UNESCO Milestones

- **2013:** Publication of the UNESCO World Social Science Report on Changing Global Environments which highlights the need to understand environmental change not only as a scientific and technical issue, but as a social and human issue.
- **2012:** As of September 2012, 191 States Parties have ratified the World Heritage Convention.
- **2011:** South Sudan and Palestine become UNESCO's 194th and 195th members.
- **2009:** General Conference elects Irina Bokova of Bulgaria to be UNESCO's tenth Director-General and the first woman to occupy the post.
- **2007:** Montenegro and Singapore join UNESCO, bringing the number of Member States to 193.
- **2005:** Brunei Darussalam becomes UNESCO's 191st Member State.
- **2003:** The United States of America return to UNESCO.
- **2001:** UNESCO Universal Declaration on Cultural Diversity is adopted by the General Conference.
- **1998:** The Universal Declaration on the Human Genome and Human Rights, developed and adopted by UNESCO in 1997, is endorsed by the UN.
- **1997:** The United Kingdom returns to UNESCO.
- **1992:** Creation of the Memory of the World programme to protect irreplaceable library treasures and archive collections.
- **1990:** The World Conference on Education for All, in Jomtiem, Thailand, launches a global movement to provide basic education for all children, youths and adults. Held ten years later in Dakar, Senegal, the World Education Forum commits governments to achieving basic education for all by 2015.
- **1984:** The United States withdraw from the Organization citing disagreement over management and other issues. The United Kingdom and Singapore withdraw in 1985. The Organization's budget drops considerably.

- **1978:** UNESCO adopts the Declaration on Race and Racial Prejudice. Subsequent reports on this issue by the Director-General serve to discredit and dismiss the pseudo-scientific foundations of racism.
- **1975:** The United Nations University is established in Tokyo under the auspices of the UN and UNESCO.
- **1974:** H.H. Pope Paul VI awards the John XXIII Peace Prize to UNESCO.
- **1972:** The Convention concerning the Protection of the World Cultural and Natural Heritage is adopted. The World Heritage Committee is established in 1976 and the first sites are inscribed on the World Heritage List in 1978.
- **1968:** UNESCO organizes the first intergovernmental conference aimed at reconciling the environment and development, now known as sustainable development. This led to the creation of UNESCO's Man and the Biosphere Programme.
- **1960:** Launching of the Nubia Campaign in Egypt to move the Great Temple of Abu Simbel to keep it from being swamped by the Nile after construction of the Aswan Dam. During the 20-year campaign, 22 monuments and architectural complexes are relocated. This is the first and largest in a series of campaigns including Moenjodaro (Pakistan), Fez (Morocco), Kathmandu (Nepal), Borobudur (Indonesia) and the Acropolis (Greece).
- **1956:** The Republic of South Africa withdraws from UNESCO claiming that some of the Organization's publications amount to interference in the country's racial problems. The state rejoins the Organization in 1994 under the leadership of Nelson Mandela.
- **1952:** An intergovernmental conference convened by UNESCO adopts the Universal Copyright Convention. In the decades following World War II, the Convention served to extend copyright protection to numerous states not then party to the Berne Convention for the Protection of Literary and Artistic Works (1886).
- **1945:** Representatives of 37 countries meet in London to sign UNESCO's Constitution which comes into force on 4 November 1946 after ratification by 20 signatories.



UNESCO in Numbers

UNESCO has 195 Member States and nine Associate Members. At present, 184 Member States have established Permanent Delegations to the Organisation at its Headquarters in Paris. In addition, there are two Permanent Observers and ten Intergovernmental Organisations with Permanent Observer Missions to UNESCO.

UNESCO's National Commissions constitute a unique network within the UN system. Presently there are 199 National Commissions. Set up by their respective governments, the Commissions form a vital link between civil society and the Organisation. They provide valuable insight for the Organisation's programmes and help implement many initiatives including training programmes, studies, public awareness campaigns and media outreach. The Commissions also develop partnerships with the private sector, which can provide valuable technical expertise and financial resources.

Currently, UNESCO is enjoying official relations with 370 international NGOs and 20 foundations and similar institutions which are working in the fields of competence of the Organisation. In addition to this formal framework, the Organisation has been carrying out a range of activities hand in hand with NGOs, not only at international and regional levels, but also at national level.

A new Director-General is elected every four years (previously every six years) by the General Conference. The current Director-General, Ms. Irina Bokova of Bulgaria, succeeded

Mr. Koichiro Matsuura of Japan in October 2009. Ms. Bokova is the 10th DG of UNESCO since the first General Conference in 1946, as well as being the first woman and the first representative from an Eastern European country to hold the post. In November 2013, Ms. Bokova was reelected. Ms. Irina Bokova will keep the post of UNESCO Director-General for another 4-year term.

1007

There are 1007 World Heritage Sites throughout the world, forming part of the cultural and natural heritage which the World Heritage Committee considers as having outstanding universal value. These include 759 cultural, 193 natural and 29 mixed properties.

282

Intangible Cultural Heritage means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artifacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. As of 2013, 282 elements were registered on UNESCO's Representative List

40

A group of more than 40 eminent personalities - the Goodwill Ambassadors - use their talent and status to help focus the world's attention on the work and mission of UNESCO.

3,800

3800 UNESCO Clubs, Centres and Associations in some 80 countries promote the Organisation's ideals and efforts at the grassroots level.

791

791 UNESCO Chairs and 67 UNITWIN Networks comprise the UNITWIN/UNESCO network encourages research, training and development in higher education.

190

190 States Parties have ratified the World Heritage Convention.

9,900

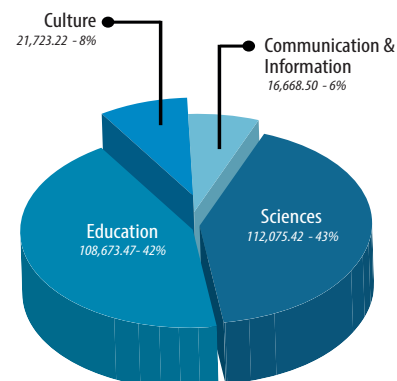
Associated Schools in 180 countries help young people develop attitudes of tolerance and international understanding.

UNESCO Office, Jakarta

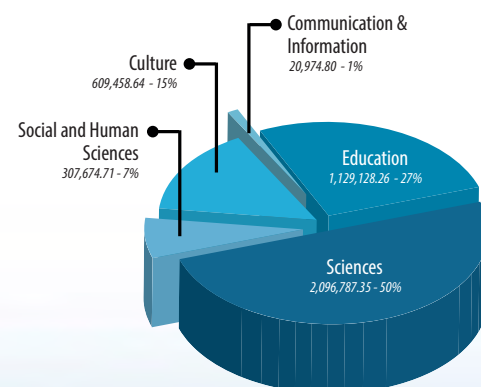
Budget

Sector	Regular Programme	Extra Budgetary	TOTAL
Programme Budget			
Education	108,673.47	1,129,128.26	1,237,801.73
Sciences	112,075.42	2,096,787.35	2,208,862.77
Social and Human Sciences	-	307,674.71	307,674.71
Culture	21,723.22	609,458.64	631,181.86
Communication & Information	16,668.50	20,974.80	37,643.30
Total Regular Programme & Extra-Budgetary	259,140.61	4,164,023.76	4,423,164.37
Operational Budget			
Sustainable Development	83,985.83	-	83,985.83
UNDG - Asia Pacific Meeting	2,383.33	-	2,383.33
UN Alignment - UNESCO Jakarta Office	6,786.46	-	6,786.46
Security Cost Jakarta	114,652.72	-	114,652.72
Office Runing Cost Jakarta	208,419.92	-	208,419.92
Government Contribution	17,022.63	-	17,022.63
Total Operating Costs	433,250.89		433,250.89
TOTAL JAKARTA OFFICE	692,391.50	4,164,023.76	4,856,415.26
Dili Antenna Office			
Office Runing Cost Dili	59,174.37		59,174.37
Security Cost Dili	4,047.00		4,047.00
TOTAL DILI ANTENNA OFFICE	63,221.37		63,221.37
TOTAL FOR THE REGIONAL BERAU	755,612.87	4,164,023.76	4,919,636.63

Regular Programme 2013



Extra Budgetary 2013



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 Jakarta Office 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, 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.
- 2009** produced Country Programme Documents for the Philippines and Timor-Leste.
- 2010** launched the Regional Sciences Support Strategy 2010 - 2013.
- 2011** the General Conference held in October/November admitted two new Members – Palestine and South Sudan, along with two new Associate Members, Curaçao and Sint Maarten.
- 2013** UNESCO Office, Jakarta and the Malaysian Government signed the agreement on the Funds-in-Trust Programme.

Specific Themes

- Reducing poverty through education for all, applying scientific knowledge to the benefit of the poor, and removing social, cultural and communication barriers to equity.
- ‘Humanising globalisation’ through building cultural and communication bridges, assurance of cultural heritage and empowerment of the marginalised to participate.
- Assisting in combating the threat of HIV/AIDS through providing essential knowledge, and changing negative attitudes and behaviours through education and advocacy.
- 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.



Director's Report

Cooperation within the UN System at country and regional level

The year 2013 marked the 1,000-day milestone until the end-2015 target date to achieve the Millennium Development Goals (MDGs), and it also saw the acceleration of activities and pace for the formulation of the Post-2015 Development Agenda. In June, the High Level Panel on the Post-2015 Development Agenda released its report *A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development*, which sets out a universal agenda to eradicate extreme poverty from the face of the earth by 2030, and deliver on the promise of sustainable development. The panel was established by United Nations Secretary-General Ban Ki-moon and co-chaired by Indonesian President Susilo Bambang Yudhoyono, Liberian President Ellen Johnson Sirleaf and United Kingdom Prime Minister

David Cameron. The transition from the MDG agenda towards a new development agenda beyond 2015 will determine the future directions and modalities of cooperation for the UN system at large. Therefore, both the MDGs and the Post-2015 agenda are key priorities of the 2013-2014 biannual work plan of the Regional United Nations Development Group for Asia and the Pacific (UNDG A-P), in line with the global UNDG strategic priorities and work plan.

As of December 2013, the UNDG A-P has 23 members, making it one of the most inclusive Regional UNDG Teams. In 2013, the UNDG A-P effectively carried out its work as one of the six Regional UNDGs, to provide coordinated guidance and support to the UN Resident Coordinators and UN Country Teams for helping to

achieve development results at the country level, focusing on national development goals including the MDGs, in a coherent manner. UNDG A-P's directions and activities in 2013 were guided by its biannual work plan for 2013-2014, which is aligned with the global UNDG's Strategic Priorities for 2013-2016. Main priority is given to follow up on the General Assembly's landmark resolution on the Quadrennial Comprehensive Policy Review (QCPR) and on the global Management and Accountability System Framework for the UN Development System and the UN Resident Coordinator System. The QCPR has called for enhanced collaboration between the Regional UNDG Teams and the Regional Coordination Mechanism (RCM), and the Post-2015 Development Agenda has been the leading focus

through which the undg A-P further deepened its collaboration with the Asia-Pacific RCM convened by United Nations Economic and Social Commission for Asian and The Pacific (UN ESCAP) in 2013. In 2013, undg A-P continued to focus on the four core functions as mandated globally, namely:

1. Provision of coherent and coordinated technical support to the United Nations Country Teams (UNCTs);
2. Quality Support and Assurance (QSA) of UN programming at the country level, including on UNDAFs;
3. Oversight and performance management of the RCs/UNCTs for ensuring UN coherence at country level;
4. 'Trouble shooting' in difficult country situations.

UNESCO continued its active participation in the undg A-P, via membership of both the Director Bangkok and Director Jakarta Office. The provision of quality support and advice to UNCTs for instance

during UNDAF roll-out continued as a priority function of the undg A-P in 2013. UNESCO also supported the development of new innovative approaches to strengthen the Delivery as One, by leading selected joint UN initiatives and projects (e.g. on People Living with Disabilities in Indonesia), chairing of UN Working Groups, contribution to regional joint thematic working groups (e.g. on Youth, Middle Income Countries, Urbanisation, Social Protection), and by stimulating new partnership and cooperation models. New Strategic Cooperation Programmes were established with amongst others, Indonesia and Malaysia, with the conclusion in 2013 of corresponding Funds-in-Trust agreements.


The Jakarta Office, in its function as the Regional Science Bureau for Asia and the Pacific, supported other UNESCO field offices in the region in the development of their UNESCO Country Programming Documents (UCPDs) and the positioning of UNESCO in UNDAFs and One Plan.

The Office also developed new UCPD for Indonesia, Brunei Darussalam, Malaysia, the Philippines and Timor-Leste, which will guide the positioning of UNESCO support vis-a-vis joint UN programmes (UNDAFs) and National Development Plans for these countries.

UNESCO also participated in the UN Regional Coordination Mechanism (RCM), and contributed to the activities of the various Working Groups (UNESCO co-chairs the Education WG). Once every year the RCM and undg-AP hold a joint meeting to ensure efficient coordination and information exchange. With a better coordination of the undg and the RCM at the regional level, it is hoped that the UN Reform and Delivery as One (DaO) process will indeed lead to greater coherence of the UN system at country level.

Hubert Gijzen
*Director and Representative
UNESCO Office, Jakarta*





lingkungan bersih tanpa sampah
membuat hidup lebih mudah dan sehat
keep it clean

**'Strengthening Endeavours
to Achieve Quality Education
for All (EFA)'**



EDUCATION

UN WATER



International Year of
Water Cooperation



Education Unit on Water Cooperation

Within the framework of its Green Schools Action Project, implemented from 2011-2013 in Banjarmasin, South Kalimantan, UNESCO Jakarta's EDU unit piloted project-based Climate Change Education in five themes, energy, forest, biodiversity, waste and water.

In the water theme, local teachers developed projects on water conservation, the water cycle and water pollution, and the state water company was invited to schools to give presentations on the water purification process.

The project also developed teacher toolkits and guidelines for Green School activities which address the water theme, and these will be incorporated into upcoming teacher training sessions in future pilots.

Summary of Results

In 2013 UNESCO Jakarta's Education Unit supported a wide array of activities and initiatives to strengthen education provision in its five cluster countries.

- As a result of regional policy dialogue events among experts from the five cluster countries a network has been strengthened amongst their Ministries of Education to share knowledge and resources on Education for Sustainable Development (ESD) policies and implementation.
- In Indonesia, a new Green School Programme demonstrates best practices in environmental education and ESD. Modules on Comprehensive Reproductive Health and Sexuality Education have been developed. Education officials, as well as student teachers, developed their capacities in Education Sector Planning. The Ministry of Education and Culture (MoEC) has been supported to strengthen parental education provision. Existing pedagogical approaches and policies concerning cultural and linguistic diversity in education systems have been analysed. Good practices have been shared with MoEC to strengthen its education programmes empower youth with life skills for work.
- Malaysia enhanced their assessment procedures for monitoring progress towards meeting the six EFA goals, including reviewing strategies to accelerate this progress.
- In the Philippines, modules on Comprehensive Reproductive Health and Sexuality Education have been developed to target vulnerable Filipino youth.
- In Timor-Leste UNESCO has continued to support the National Directorate for Recurrent Education in strengthening provision of non-formal education programmes. Additionally, UNESCO has enhanced the provision of science education, vocational education, and mother tongue-based multilingual education, and has analysed policies concerning cultural and linguistic diversity within the education system.

Key Achievements

Strengthening Education for Sustainable Development (ESD)



In collaboration with MoEC Indonesia, UNESCO developed a new Green School Programme, aiming to demonstrate best practices in environmental education and ESD. At the local level, a pilot project was initiated in Banjarmasin, South Kalimantan with the support from the Korea International Cooperation Agency (KOICA) and other partners. The project successfully increased students' environmental awareness, promoted an effective model of Climate Change Education (CCE), produced a comprehensive teacher's guide for CCE, gained commitment from local authorities to expand the activities, and established a scalable model for other Indonesian and regional contexts.

As a result of regional policy dialogue events among experts from UNESCO Jakarta's five cluster countries a network has been strengthened amongst their Ministries of Education to share knowledge and resources on ESD policies and implementation. A total of 27 policymakers from the cluster countries have contributed to establishing more relevant ESD policy recommendations and programmes corresponding to current needs and anticipating future challenges. Essential to the consolidation of ESD practices has been achieving the commitment to developing more practical, operational and relevant ESD definitions and systematic structures to better synergize ESD concepts and practices amongst the cluster countries.

← A teacher demonstrating the benefits of reusing waste materials in the Green School Action Project in Banjarmasin, South Kalimantan ©UNESCO Office, Jakarta/EDU

'I would like to thank UNESCO for this project. It is important because it affects the future generation who are in our schools. We should teach these children about the importance of protecting our river and not dumping waste in it, so that it can be preserved for all of us.'

H. Muhidin, Mayor of Banjarmasin, Indonesia

'The training had a big impact on me and I realised that I have an important responsibility to teach my students how to protect the environment, and especially how to conserve water and recycle dirty water into clean water.'

Rusnaidah, Teacher, Mawar 7 Elementary School, Banjarmasin, participant in the Green School Action Project



Supporting Promotion of the Education for All (Efa) Goals

Malaysia's National EFA Coordinator and Assistant National EFA Coordinator assessed progress towards meeting the six EFA goals, reviewed implementation of strategies to accelerate progress towards achieving the goals, and prepared to undertake the national EFA review by 2015. Information gained through participating in a Regional Meeting of National EFA Coordinators, hosted by UNESCO Bangkok, has been disseminated to relevant agencies and stakeholders to support policy planning.

The Education Unit of UNESCO Office, Jakarta shared good practices and recommendations with MoEC Indonesia to help strengthen its education programmes to empower youth with life skills for work. Forms to support this communication were created during the National Launch of the 2012 Education for All Global Monitoring Report in Indonesia, and the International Policy Forum on Literacy and Life Skills Education for Vulnerable Youth through Community Learning Centres, organized in cooperation with MoEC Indonesia and the UNESCO Institute for Lifelong Learning (UIL).

Strengthening Non-Formal Education

→ *CapEFA Training on Community Learning Centres (Dili, 18-22 November 2013)*
© UNESCO Office, Jakarta/Alquitran



Through the Capacity development for EFA (CapEFA) programme, UNESCO Office, Jakarta has continued its support to the National Directorate for Recurrent Education (NDRE) at the Ministry of Education of Timor-Leste in strengthening provision of its non-formal education programmes.

NDRE's institutional and organizational capacities have been enhanced, notably through developing an Operations Manual and Performance-Based Review System for NDRE. In cooperation with UNESCO Bangkok, awareness has also been raised to foster flexible or alternative learning strategies in the country.



← *CapEFA Training on Provision of Parental Education and Child Care Services (April 2013)*
© Center for Development of Early Childhood

Three Community Learning Centers (CLCs) have been strengthened, and capacities of the central government, technical staff, District and Sub-District Coordinators, and representatives of the 3 CLCs have been developed. Together with CLCs, Office, Jakarta has supported more extensive community participation in equivalency education, literacy, livelihood programmes, parental education, and child care support. NDRE has been equipped with knowledge and skills to both strengthen and sustain existing CLCs, and establish new CLCs; seven new CLCs are currently planned.



← *Supervision of Trained Parental Education and Child Care Teachers in Mataram (May 2013)*
© Center for Development of Early Childhood

Strengthening HIV Preventive Education

Within the framework of UNAIDS's Unified Budget Results Accountability Framework (UBRAF), UNESCO Office, Jakarta has developed Comprehensive Reproductive Health and Sexuality Education modules for facilitators in Indonesia. Adapted from the International Technical Guidelines on Sexuality Education and the supplemental illustrative modules, these have been adopted by government bodies catering for youth in closed setting centers, and by the Ministry of Law and Human Rights and the National Family Planning Coordination Board (BKKBN) for nation-wide distribution.



→ *Inception Meeting on Renewal and Strengthening of Vocational Schools in Timor-Leste (Dili, 16-17 May 2013)
©UNESCO Office, Jakarta/Alquitran.*

In the Philippines and within the framework of UBRAF, UNESCO Office, Jakarta has assisted the Department of Education, Department of Health and academics to develop modules for social workers on Comprehensive Reproductive Health and Sexuality Education. These have been adopted by the Department of Social Welfare and Development catering for young people in closed setting centers.

Strengthening Education Sector Planning



Twelve officials of Indonesia's MoEC and twelve Master degree student teachers from the State University of Jakarta (UNJ) participated in a 12-month 2012-2013 UNESCO/IIEP Distance Training Programme to develop their capacities in Education Sector Planning. This programme was provided by UNESCO International Institute for Educational Planning (IIEP) and the University of Hong Kong (Faculty of Education), with financial support from JPMorgan Chase Foundation.

← Closing Ceremony of the UNESCO/IIEP Distance Training Programme on Education Sector Planning in Indonesia (Jakarta, 30 September 2013)
©UNESCO Office, Jakarta/Wibowo

Supporting Science Education in Timor-Leste



← Science teacher training in Dili, Timor-Leste
©UNESCO Office, Jakarta/EDU

Within the framework of the Timor-Leste Emergency Funds, UNESCO strengthened the provision of basic science education by supporting research, capacity building and materials provision at the primary and secondary school levels. Implementation began with a needs assessment of science education that was shared with the Ministry of Education (MoE) and stakeholders. In

addition, a series of trainings were provided to secondary school science teachers on locally-relevant hands-on activities linked with the curriculum. Science and math encyclopaedias and teacher guidebooks have been printed and distributed. A training video has been developed to promote the integration of practical activities into teachers' lessons. Finally, MoE officials responsible for revising the grade 1-6 science curricula were given a training to strengthen their knowledge of hands-on and inquiry-based activities.

Strengthening Vocational Education

→ Mr. Virgilio Simith (Vice Minister for Secondary Education of Timor-Leste) delivering a welcome speech during his official visit to Public Vocational Senior Secondary School No. 3 Denpasar (Bali, Indonesia) on 28 August 2013
©UNESCO Office, Jakarta/Rusyda



'Renovations at the Hotel and Tourism Public Vocational Secondary School, the Economy and Commerce Public Vocational Secondary School in Becora, and the Economy and Commerce Public Vocational Secondary School in Liquica achieved good results with success. Learning materials and equipments received were of quality based on the agreement/contract. We would like to extend our heartfelt appreciation for this project because the result is good and successful for our schools.'

Mr. Marcelo Caetano Araujo (Director of the National Directorate for Technical/Vocational Education)

Supported by the Timor-Leste Emergency Funds, UNESCO Office, Jakarta has assisted the Ministry of Education (MoE) in refurbishing classrooms, in the Hospitality and Tourism Public Vocational Secondary School in Becora, designed for specializations in tailoring/dress-making, culinary and food management, hospitality, and beauty. Classrooms have also been equipped with updated equipments, tools, furniture, and materials. Vocational teachers and students

have enhanced their knowledge and skills through participating in mentoring and training activities. In addition, computer laboratories in the Economy and Commerce Vocational Secondary Schools in Becora and Liquica have been renovated, and equipped with computers, UPSs, and computer tables and stools.

Strengthening Parenting Education


UNESCO has assisted Indonesia's MoEC to provide better parenting education through developing and disseminating of brochures and posters. Parenting education trainings were provided for parents from disadvantaged backgrounds through CLCs and Smart Houses (educational community centers), coordinated by the United Indonesia Cabinet Wives Solidarity (SIKIB).

Strengthening Inclusive Education and Pedagogical Approaches

Mother Tongue-Based Multilingual Education (MTB-MLE) was strengthened in Timor-Leste enabling pre-school years 1 and 2 and grade 1 children to acquire fundamental reading and writing skills in their home language.

In cooperation with UNESCO Bangkok, a case study on existing pedagogical approaches in the Indonesian education system was undertaken, identifying the need to prioritise developing teachers' capacities to practice a broader range of teaching and learning approaches – essential to improving educational quality. An additional mapping exercise and analysis of policies concerning cultural and linguistic diversity in the education systems of Indonesia and Timor-Leste were also undertaken.





**'Science is a force that brings
people together, to join hands
in the pursuit of knowledge'**



NATURAL SCIENCES

UN WATER



International Year of
Water Cooperation



Natural Sciences Unit on Water Cooperation

Effective management of water is especially challenging due to some of its distinctive characteristics: it is unequally distributed in time and space, the hydrological cycle is highly complex and perturbations have multiple effects. New challenges such as rapid urbanization, pollution and climate change are threatening the resource while demands for water are increasing in order to satisfy the needs of a growing world population in the region, for food production, energy, industrial and domestic uses. As a shared resource, water and its management needs to take into account a wide variety of conflicting interests, which provides opportunities for cooperation among users.

Every action involving water management in Asia-Pacific requires effective cooperation between multiple actors whether at the local, national or regional scale. Promoting water cooperation in the region implies an interdisciplinary approach bringing in cultural, educational and scientific factors, as well as religious, ethical, social, political, legal, institutional and economic dimensions.

In the spirit of Water Cooperation, UNESCO Office, Jakarta, in collaboration with the Indonesia Global Compact Network (IGCN) and Gerakan Ciliwung Bersih has celebrated the World Water Day 2013 through a series of events, aiming to raise awareness on the importance to forge water cooperation in addressing water challenges such as pollution, floods and lack of infrastructure.

Further, the Science Unit in conjunction with the 21st Regional Steering Committee Meeting for Southeast Asia and the Pacific organized an International Water Forum on Water Cooperation in Gyeongju City, Republic of Korea, from 30 September to 5 October 2013.

Today, in a world changing quickly, on a planet under pressure, we need more science, we need more scientists. Science is a force that brings people together, to join hands in the pursuit of knowledge. Science is our best ally to tackle the consequences of climate change, to foster the innovation all societies need today.'

Irina Bokova (Director General of UNESCO), on World Science Day 2013 guides UNESCO's work to harness the power of the sciences for lasting peace and sustainable development.

Regional Science Bureau for Asia and Pacific Overview 2013

Role of Science in supporting the Post-2015 Development Agenda



UNESCO Jakarta, that functions as the Regional Science Bureau for Asia and the Pacific provides policy-relevant, timely and reliable scientific information, data, statistics, and capacities/expertise in diverse fields such as oceans, freshwater, biodiversity and ecosystems, disaster risk reduction, climate change, science, technology and innovation to foster green societies and economies across Asia and the Pacific.

The Regional Science Bureau for Asia and the Pacific takes a leadership role in the science domain, both by providing its support to Member States across the region to achieve the Millennium Development Goals targets by 2015, and by positioning itself in the Post-2015 framework by proposing new ideas and indicators to feed into the discussion on the Sustainable Development Goals.

Through the promotion of scientific cooperation, UNESCO's Science Program in Asia and the Pacific region aims to help bringing new ideas to catalyze innovative solutions and foster new ways of working with the objective of linking science more tightly with policy and peace for sustainable development of societies.

UNESCO's global primary resources used in this regard are the intergovernmental programmes in basic sciences (IBSP), ecology (MAB), geology (IGCP), hydrology (IHP), and oceanography (IOC). These programmes not only provide a framework





for cooperation but also promote and enable the development of international and regional networks. Bringing people and knowledge-producing institutions together to solve problems on emerging diseases, floods, climate change, and an array of other issues is vital for the future of the Asia-Pacific region.

Despite being heavily rooted in the Natural Sciences domain, the Flagship Programmes also require intersectoral cooperation to generate maximum impact and benefits. By integrating the concept of science for sustainable development or Sustainability Science in its programmes UNESCO aims to promote collaboration between Natural Sciences and Social and Human Science, while benefitting also from the education, culture, and communication/information mandates where this may generate value added.

Sustainability Science, emerging as a new academic discipline, draws on the full range of scientific, traditional and indigenous knowledge in a transdisciplinary way in order to identify, understand and address economic, environmental, ethical and societal challenges. The Post-2015 agenda interlinked challenges should be addressed together, by drawing on the science programmes in order to reinforce and enhance knowledge-sharing among networks local and regional on issues related to sustainability.

The Bureau promotes four Regional Flagship Programmes

BREES

Biosphere Reserves for Environmental and Economic Security - a climate change and poverty alleviation initiative

FORCE

Fostering Resilient Communities - a natural disaster and climate change education initiative

SWITCH-in-Asia

Innovative initiative towards sustainable water for tomorrow's cities

COMPETENCE

Comprehensive Programme to Enhance Technology, Engineering and Science Education in Asia; aimed at enabling power of connectivity across the region



Cuaca Hari Ini (04/12)



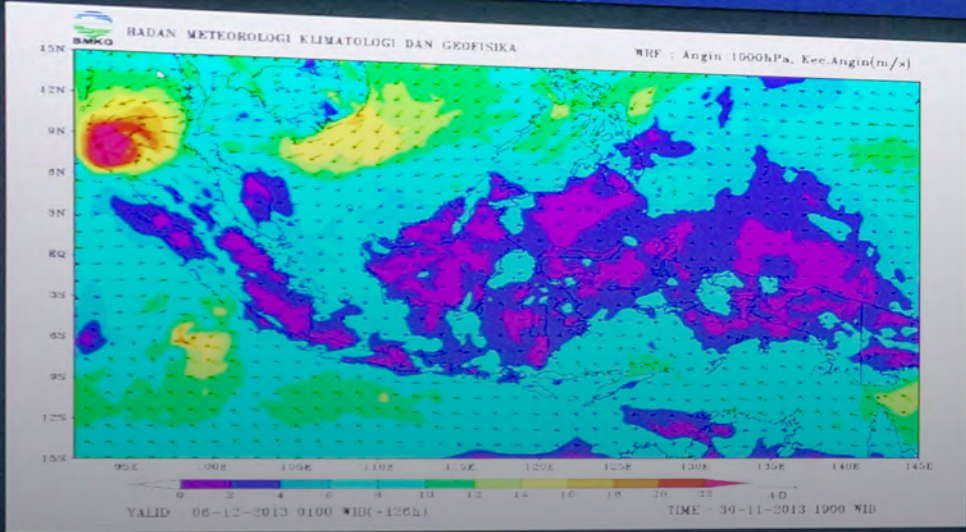
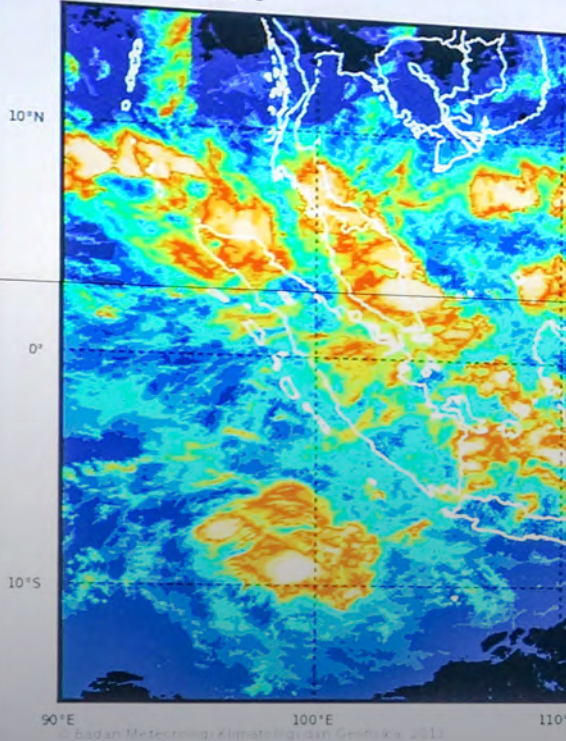
Hujan Sedang

- Suhu : 23 - 32°C
- Kelembaban : 65 - 95%
- Kec. & Arah Angin : 25 Km/jam, Selatan



CITRA SATELIT

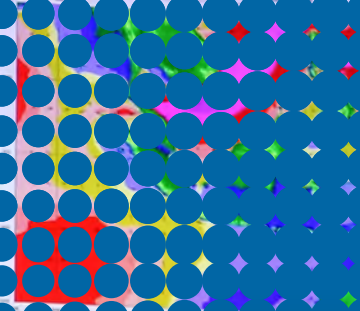
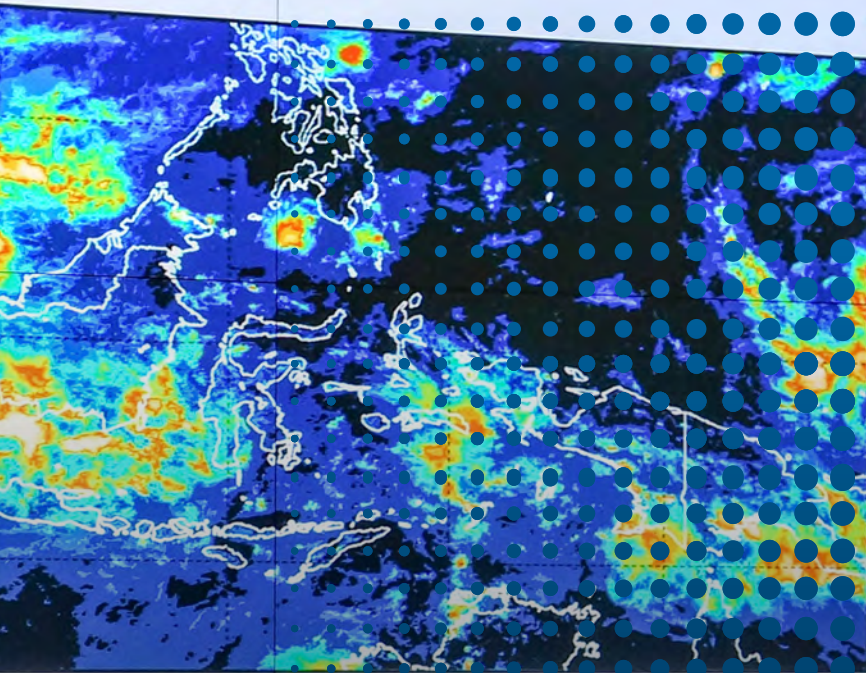
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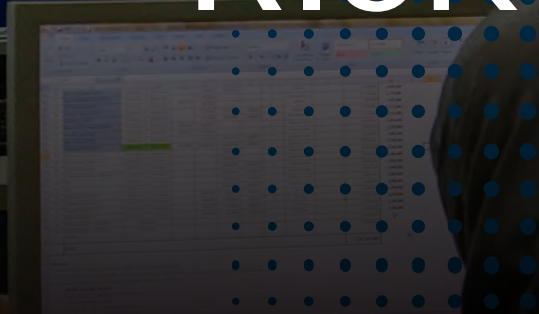
'Strengthening Resilience toward Natural Disaster for Sustainable Development'



CUACA WILAYAH INDONESIA



DISASTER RISK REDUCTION



'I have been trusted to be the working group chair for preparedness and response (WG3) under the Intergovernmental Coordinating Group for Indian Ocean Tsunami Early Warning and Mitigation System (ICG/IOTWS). The Disaster Risk Reduction and Tsunami Information Unit (DRRTIU) of UNESCO Office Jakarta have been very supportive in ensuring that there are activities that will support the achievement of the working group goals. The cooperation and collaboration between WG3 – ICG IOTWS has been very strong and is expected to keep on going stronger with the establishment of the Indian Ocean Tsunami Information Centre (IOTIC) under the supervision of the DRRTIU.'

Dr Harkunti Pertiwi Rahayu
Chair of WG3 of ICG/IOTWS,
Director of Research Centre for Disaster
Mitigation, Bandung Institute of
Technology (RCDM ITB)

Summary of Results

In line with UNESCO Office, Jakarta's flagship programme, 'Fostering Safer and Resilient Communities: Natural Disaster Preparedness and Climate Change Education Program', in 2013 the Disaster Risk Reduction and Tsunami Information Unit continued to implement activities focusing on strengthening disaster management and preparedness collaboration with national and local partners and in coordination with sectors from UNESCO Headquarters, the Intergovernmental Oceanographic Commission (IOC) of UNESCO, as well as the Intergovernmental Coordination Group of the Indian Ocean Tsunami Warning and Mitigation System.

The main activity of the Disaster Risk Reduction and Tsunami Information Unit in 2013 was the transformation of the Jakarta Tsunami Information Centre (JTIC) into an Indian Ocean Tsunami Information Centre (IOTIC). The establishment of IOTIC was proposed on the 8th session of the Intergovernmental Coordination Group for the Indian Ocean Tsunami Warning and Mitigation System (ICG/IOTWS) in Melbourne, Australia, in 2011. In 2012, the 9th session of the ICG/IOTWS in Jakarta, Indonesia, requested the unit to develop the Terms of Reference for the Indian Ocean Tsunami Information Centre (IOTIC). The Terms of Reference (ToR) are now waiting for approval by IOTWS member states at the next ICG/IOTWS meeting in 2014.

The IOTIC is an IOC UNESCO entity based in UNESCO Office, Jakarta and working in close coordination with the ICG/IOTWS Secretariat in Perth, Australia. The IOTIC is headed by a National Programme Officer under the supervision of the Director of UNESCO Office, Jakarta, as well as the Head of Tsunami Unit in IOC UNESCO Headquarters. The goal of IOTIC is to provide support to countries from the Indian Ocean region in disaster risk reduction focusing on tsunamis through the preparation and dissemination of awareness and preparedness materials, development of educational programmes and capacity building. In 2013, the transformation of JTIC into IOTIC started with the development of the new IOTIC website (<http://iotic.ioc-unesco.org> or www.iotsunami.info).



Key Achievements

The Disaster Risk Reduction and Tsunami Information Unit of UNESCO Office, Jakarta, in coordination with the ICG/IOTWS secretariat, implements IOC UNESCO's project entitled Enhancing Tsunami Risk Assessment and Management, Strengthening Policy Support and Developing Guidelines for Tsunami Exercises in Indian Ocean Countries and supported by UNESCAP. The project aims to support the development and/or to strengthen existing policies supporting tsunami exercises in targeted countries.

Stock Taking Survey on Disaster Risk Reduction Policies



A team of experts was sent to Bangladesh, Myanmar and Timor-Leste to conduct a stock taking survey. The objective was to assess the status and progress of the three countries' tsunami preparedness and response programmes, focusing on tsunami hazard and risk assessment, existing policies on Disaster Risk Reduction, tsunami exercise activities, and the Standard Operating Procedure (SOP). The stock taking survey was done in three countries, Bangladesh, Myanmar, and Timor-Leste; two main stakeholders were consulted in each country.



↑ [IOTIC Website](#)

← *Stock taking survey by Dr. Harkunti Rahayu at Department of Meteorology and Hydrology of Myanmar @UNESCO Office, Jakarta/Kodijat*



↑ Stock Taking Survey by DRRTIU at Department of Meteorology and Hydrology of Myanmar © UNESCO Office, Jakarta/Kodijat

Current policy documents, in the three countries, are based on a multi-hazard approach and therefore considered generalist, or too broad. They need to be more specific and to address a single type of hazard. It was also suggested during discussions to emphasize obligations of all stakeholders with regards to disaster risk reduction. In addition, arrangements and socializations of the policy to related stakeholders seems to be needed, as some organizations are not aware of this policy.

Development of Training Modules for Policy Support and Guideline of Tsunami Exercises

→ Expert Meeting on development of Training Modul for Tsunami Exercise Policy Support and Guidelines under a project supported by UNESCAP © UNESCO Office, Jakarta/Kodijat



An expert meeting aiming for the development of training modules on Policy Support and Guideline for Tsunami Exercise was organized in Jakarta, 13 to 16 May 2013. Nine experts representing researchers, scientists, government representatives and Disaster Risk Reduction (DRR) specialists from Indonesia, Malaysia, Pakistan, Sri Lanka, Australia and New Zealand participated in the meeting.

The modules was based on, but not limited to, IOC Manuals and Guides Series No. 52: Tsunami Risk Assessment and Mitigation for the Indian Ocean, and No.58: How to Plan, Conduct and Evaluate Tsunami Exercises. The meeting

resulted in two training module structures to be implemented in two separate workshops in three pilot countries (Bangladesh, Myanmar, and Timor-Leste). The first training module focuses on aspects to consider and methods to develop policy supports to have a sustainable tsunami exercise programme within a country. The second module focuses on how to plan and implement tsunami exercises.

Workshop on Supporting Policy for Tsunami Exercise




↑ Participants of workshop training on Policy Support for Tsunami Exercise in Bangladesh Department of Meteorology © UNESCO Office, Jakarta/Kodijat

← Participants of workshop training on Policy Support for Tsunami Exercise in Bangladesh Department of Meteorology © UNESCO Office, Jakarta/Kodijat

The Disaster Risk Reduction and Tsunami Information Unit supported the IOC UNESCO ICG/IOTWS in conducting the workshop entitled Policy Support for Tsunami Exercise in Dhaka, Bangladesh, in November 2013. The workshop was attended by 25 participants representing different organizations involved in tsunami exercises in Bangladesh. Participants discussed Bangladesh's Policy and programmes with regards to disaster risk reduction, as well as the support provided for tsunami exercises. The workshop recommended reviewing the Standing order for Disaster and the National Policy on Disaster Management to prioritize the tasks that will support tsunami exercises. The workshop proposed the Bangladesh Meteorological Department to be the focal point for the Indian Ocean Wave Tsunami exercise in 2014.



**'Rethinking Science Education
in the Context of Education for
Sustainable Development'**



ENGINEERING SCIENCES & TECHNOLOGY

'I would like to commend the UNESCO and CONNECT Asia network in provide an excellent event using e-connectivity. It was a memorable experience to have shared a session with Mr Herbie Hancock, UNESCO Goodwill Ambassador for Intercultural Dialogue in Green Society event. On the topic of 'A Driver for Effective Sustainable Development', I believe that the driver for effective sustainability of our cultural heritage is the youth. We have to engage our youths to work with us today to carry on our efforts tomorrow and One Day in Asia event is proof of concept of a simple yet innovative effort to live stream a broadcast from Malacca, a UNESCO World Heritage site in Malaysia.'

*Mrs. Faridah Noor Mohd Noor, PhD.
(Associate Professor Director Centre for Civilisational Dialogue, University of Malaya and Vice President, Malaysian Oral History Association)*



Summary of Results

UNESCO Office, Jakarta started COMPETENCE (Comprehensive Programme to Enhance Engineering, Technology and Science in Asia: The Role and Contribution of Higher Education Institutions) in 2009 with funding from Japanese Funds-in-Trust and, since then, has been actively expanding the programme's thematic and geographical scope. Given the multi-faceted and complex issues faced by science and sustainability, COMPETENCE seeks to address the context, content and process of science and engineering higher education. The project delimits its scope to the contributions that higher education institutions can make, and seeks to clarify their role in developing new content and methodologies for an interdisciplinary approach to science and engineering education for sustainable development. COMPETENCE has two main components, the CONNECT ASIA initiative and the Regional Context and South-South collaboration.

CONNECT ASIA initiative



In the Asia-Pacific region, there is great disparity in terms of e-connectivity infrastructures among countries. The region includes industrialized countries and rapidly industrializing ones, it however also counts some of the least developed countries in the world, with varying track records on the implementation of their national sustainable development programs. As the network infrastructure has been developing in the area, the needs are now shifting from technologies to capacity building through the dissemination



of appropriate distance learning materials and methods. Development and sharing of high quality scientific education content, that accommodates individual differences and needs of countries in Asia and the Pacific, have been strongly sought by educators for e-learning programs. Many institutions are also trying to proactively use the network for Research and Development collaboration in areas of advanced science and technology.

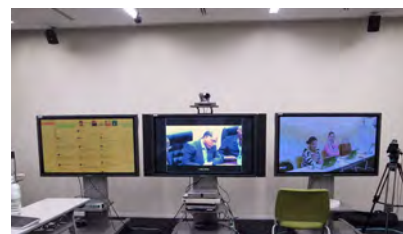
In this context, UNESCO Office, Jakarta, with its mandate as the Regional Science Bureau for Asia and the Pacific, has created the CONNECT-Asia (COLlaboration for Network-eNabled Education, Culture, Technology and science) initiative in 2009. The key aim is to create an effective and flexible mechanism to share Asian expertise in developing and disseminating e-learning course materials and tools, making the best use of existing educational and teaching materials, and conducting science and technology Research and Development through the virtual platform using Information and Communication Technologies.

Regional Context and South-South Collaboration

CONNECT-Asia is now seeking to promote wider South-South collaboration and fosters new partnerships for broader knowledge-sharing with Africa and other regions through the MasterClass concept. In April 2013, UNESCO Office, Jakarta and Addis Ababa organized a panel discussion session on Africa - Asia Cooperation for Post 2015 Agenda. The session connected experts from Asia and Africa via video conferencing system supported by CONNECT-Asia and School of Internet (SOI). This session was part of a workshop on Sustainability Science: A Science based Approach to realize the Future We Want for All held in Kuala Lumpur, Malaysia, organized by UNESCO in collaboration with the International Science, Technology and Innovation Centre for South – South Cooperation (ISTIC) under the auspices of UNESCO and the Ministry of Education, Culture, Sports, Science, and Technology, Japan. It was the first such e-connection with Africa and it was attended by participants from the African Union Commission, the United Nations Economic Commission for Africa, and experts from the Ethiopian Academy of Sciences and the Ministry of Science and Technology, Ethiopia. The discussions mainly focused on cooperation for human capital development in Africa.

'UNESCO Connect Asia has really connected the hearts and minds of the people in the region. To share knowledge and experience, to learn from each other, as good neighbors should be. We are proud to be part of the network and looking forward for more collaboration in the future.'

Mr. Prof. Ir. Nizam, M.Sc., Ph.D. (Head of Education Assessment Center, Ministry of National Education Indonesia)



↑ *International Workshop on Sustainability Science on 4-5 April 2013*
© *Universiti Kebangsaan Malaysia*



↑ *Panel discussion session on Africa-Asia cooperation through video conferencing system* © *Universiti Kebangsaan Malaysia*

Key Achievements



↑ *The sixth CONNECT Asia meeting, Jakarta 2013 © UNESCO Jakarta/Budhi*

Mobilizing Science Knowledge Through Information and Communication Technologies

The sixth CONNECT Asia meeting was held at UNESCO Office, Jakarta from 3 to 4 July 2013 and was attended by 13 institutions while 4 network partners joined online. Its main agenda was focused on maximizing the use of e-learning methods in the formal education curriculum in each NREN partners region. This meeting helped increase coordination and collaboration among participating institutions. Awareness was raised among participants with regards to existing problems and challenges faced by their National Research and Education Network (NRENS). In several e-connectivity cases, UNESCO Office, Jakarta provided hands-on solutions, such as sending its staff to the relevant organisations to alleviate technical constraints the partner is facing.

Development of New Course Materials and Sharing of Existing Contents and Course Broadcast

Research Institutes Introduction Session (RIIS)

→ *Students from Udayana University, Indonesia joined the 4th session of RIIS © Udayana University/Ardianti*



COMPETENCE has created a new e-learning series called RIIS (Research Institutes Introduction Session). RIIS is a series of interactive e-learning sessions which introduced Asia's leading scientific research institutions to young people aiming as such to cultivate their interest in related fields, and to allow graduate students and prospective postdocs to learn about scientific research work in Asia.

In January 2013, the 4th session of RIIS featured The National Institute of Advanced Industrial Science and Technology (AIST), Japan, and gave an introduction of AIST, including support for foreign researchers, research activities of AIST in the field of energy and environment, and updates on bio-mass research in Asia.

Consumers' Acceptance and Behavior of E-Commerce in and Cross Borders

Prof. Haruki Ueno and John Berena from the National Institute of Informatics (NII) visited UNESCO Jakarta from 18 to 20 November 2012, and demonstrated the WebELS (Web based E-Learning System - a system that was developed by NII). NII also participated in the Second Session of the 22nd International Hydrological Program (IHP) Learning Course in another demonstration of WebELS. After both demonstration, it was clear that WebELS cannot connect to the Polycom system, as it is running its own proprietary system. Further research will be needed to improve the WebELS system to be able to communicate with Polycom. Therefore, in February 2013, UNESCO and NII organized a web-based interactive e-learning session by solely using the WebELS system (without Polycom) titled Consumers' Acceptance and Behavior of E-Commerce in and Cross Borders.

Space Seeds for Asian Future (SSAF)

UNESCO Office, Jakarta in collaboration with Japan Aerospace Exploration Agency (JAXA) conducted the Space Seeds for Asian Future. This event aimed to promote understanding, to gain experience regarding the utilization of the largest single International Space Station (ISS) Module (Kibo) and to provide children and students in the Asia-Pacific region with an opportunity to learn about space experiments and the space environment including orbital microgravity. In total 168 participants joined this event, 113 via video conference and 55 through internet live-streaming from 13 countries around the world.

The 23rd IHP Training Course on Ecohydrology for River Basin Management Under Climate Change.

The course is part of the Japanese contribution to the International Hydrological Programme (IHP) and was jointly organized by the Water Resources Research Center, Disaster Prevention Research Institute (DPRI), Kyoto University, the Hydrospheric Atmospheric Research Center, Nagoya University, and UNESCO Office, Jakarta, supported by the Disaster Prevention Research Institute, Kyoto University, the Global Center for Education and Research on Sustainability Science for Resilient Society Adaptable to Extreme Weather Conditions, Kyoto University. Ninety participants joined the course through NRENs and live streaming.

'The Space Seeds for Asian Future (SSAF) program is planned and operated by the space agencies and educational institutions in the Asia-Pacific region, including UNESCO Asia, to promote space environment utilization activities. Many school children and young students were provoked their scientific interests as they nurtured their own plant and found the differences from those grown in space where the gravity doesn't exist.'

Mr. Muneo Takaaki, Former Senior Researcher at Space Environment Utilization Center, Japan Aerospace Exploration Agency (JAXA)



↑ Video of JAXA's astronaut explained how plants respond to gravity on SSAF event on July 2013 © UNESCO Office, Jakarta/Piska





**'Rethinking Science Education in the
Context of Education for Sustainable
Development- COMPETENCE '**



ECOLOGICAL SCIENCES

Summary of Results

Speaking at the BREES launching ceremony, Mr. Le Trong Hung, Vice Director of Ministry of Education and Training stressed that Vietnam faces significant challenges from the negative impacts of climate change, such as sea level rise, and commended the various agencies involved for their efforts to successfully tackle this issue through the BREES initiative

For over five years, UNESCO Office, Jakarta, supported by Japan Fund in Trust, has been focusing on climate change and poverty alleviation through Biosphere Reserve for Environmental and Economic Security (BREES) project. As part of the support for Man and Biosphere (MAB) Programme, BREES has worked in selected biosphere reserves (BRs) to promote sustainable development based on local community efforts and sound science. UNESCO Office, Jakarta has continued to cooperate with regional biosphere reserves networks -in South East Asia and for the wider Asia-Pacific region and has supported local biosphere reserves through networking activities as well as by improving environmental science linked with the Man and Biosphere Program. This has also included targeting feasibility and zoning activities and developing management plans to assist in the nomination of new BRs in Myanmar, the Philippines and Timor-Leste.

in the United Nations Programme on Reducing Emissions from Deforestation and Forest Degradation (REDD) scheme, UNESCO Office, Jakarta, in collaboration with Government of Norway and United Nations Development Programme (UNDP), has implemented a project to enhance livelihood and increase community resilience to climate change through community learning centres. In Pusat Komunikasi Iklim (Climate Communication Center), Central Kalimantan, the project provided capacity building on sustainable agricultural practices, while at the same time improving the local community's livelihoods as well as environmental awareness.

Since 2006, UNESCO Office, Jakarta has been working to strengthen the integrity of the Tropical Rainforest Heritage of Sumatra by protecting this World Natural Heritage from existing and potential threats. In close cooperation with the park authorities and with great support from United Nations Environmental Programme (UNEP), the effort continues by improving law enforcement and monitoring in the park, developing community based eco tourism and conducting ecological restoration in degraded forest areas.



Key Achievements

BREES Phase III: A Climate Change Mitigation and Adaptation Program in Asia and the Pacific



The 1st Asia Pacific Biosphere Reserve Network (APBRNet) Strategic Meeting

The 1st APBRNet Strategic Meeting focusing on Role of Biosphere Reserves in Shaping the Future We Want for All was held from 22 to 25 April 2013 in Hanoi, Vietnam. The meeting was co-organized by the Vietnam National Committee. It was attended by regional networks and BR representatives in the Asia-Pacific region. The meeting recommended strengthening cooperation between Asia-Pacific MAB biosphere reserves by developing, promoting a digital knowledge platform and sharing best practices.

↑ *Asia Pacific Biosphere Reserve Network (APBRNet) Meeting Hanoi Vietnam 2013*
© UNESCO Office, Jakarta

The 7th South-East Asia Biosphere Reserves Network (SeaBRnet) meeting

- South East Asia Biosphere Reserves Network (SeaBRnet) meeting
Palawan Philippine
© UNESCO Office, Jakarta/Hamzah



As part of the regional activities under UNESCO's Man and Biosphere (MAB) Programme, the 7th South-East Asia Biosphere Reserves Network (SeaBRnet) meeting was held in Palawan BR, the Philippines, from 24 to 26 October 2013. The meeting brought together national MAB and BR networks from South-East Asia. During the meeting, successful partnership experiences and a variety of examples of green economy activities in BRs were shared and discussed, in order to move forward, from green economy to green society in BRs.

Supporting the Nomination of Mt. Isarog National Park (MINP), the Philippines, as Biosphere Reserve

- Consultation meeting with local government for the nomination of Mt. Isarog National Park as a biosphere reserve.
© UNESCO Office, Jakarta/Pablo



UNESCO Office, Jakarta in collaboration with Central Bicol State University of Agriculture (CBSUA) has been supporting the nomination of Mt. Isarog National Park as a 3rd BR in the Philippines. Through a series of stakeholder meetings, workshops and focus group discussions, the zonation and management plan for Mt. Isarog BR was finalized. Such data and documents will serve as part of the nomination requirements.

BREES Youth for Sustainable Development Awards



During 2013, Youth for Sustainable Development Awards were successfully held in three BRs, which are the Red River Delta (Vietnam), Wakatobi (Indonesia) and Palawan (the Philippines). UNESCO Office, Jakarta worked together with UNESCO National Commission in Vietnam, Western Philippines University and Yayasan FOCIL Indonesia to implement these activities. It aimed to strengthen a hands-on approach to environmental sustainability in schools and communities. A total of 59 schools were involved in developing proposals with topics related to environmental awareness and conservation. UNESCO Office, Jakarta allocated small grants for school children to carry out research on biosphere reserves to implement their innovation ideas.

Protecting Critical Orangutan Habitat through Strengthening Protected Areas in Northern Sumatra

Improving Law Enforcement and Monitoring



To improve law enforcement in Gunung Leuser National Park (GLNP) training on Resort Based Management (RBM) the smallest management and monitoring unit in parks was conducted for the park authorities. Parallel to the training, UNESCO Office, Jakarta provided equipment, such as binoculars and camera traps to support park monitoring and patrols in the park.



↑ *Participants in the BREES Youth for Sustainable Development Awards in Vietnam*

© UNESCO Office, Jakarta

← *BREES Youth for Sustainable Development Awards Participant, Vietnam 2013*

© UNESCO Office, Jakarta

← *Forest patrol in Gunung Leuser National Park, North Sumatra, Indonesia*

© UNESCO Office, Jakarta

Community Based Tourism Development

→ Students around Gunung Leuser National Park participate in trees adoption program for Tangkahan Green Festival 2013 in Tangkahan, North Sumatra
© UNESCO Office, Jakarta/Hasanah



To support the preservation of protected areas, a number of community-based activities were initiated for local communities surrounding GLNP. One of the initiatives which the development of organic farming products which can be sold to guesthouses and restaurants nearby. UNESCO Office, Jakarta held tree adoption programs and the Tangkahan Green Festival as a public awareness event for schools in the area.

Ecological Restoration of Degraded Forest Areas

→ Demonstration plot in Gunung Leuser National Park in order to restore degraded forest.
© UNESCO Office, Jakarta/Hasanah



UNESCO Office, Jakarta conducted ecological restoration of degraded forest areas by planting local trees in a 30 ha pilot site. This site was maintained by park staff and monitored on site as well as by remote sensing technology, and the degraded forest was restored using techniques previously carried out in other sites.

Enhancing Livelihoods and Increasing Community Resilience to Climate Change in Central Kalimantan

In collaboration with UNOPS-built community learning centre (Pusat Informasi Lestari, PIL), UNESCO Office, Jakarta linked related environmental activities and built local capacities for ecosystem restoration, sustainable agro-forestry and climate change.

Training on Ecosystem Restoration Techniques and Agroforestry



← Local community measuring tree diameter during Ecosystem Restoration Techniques and Agroforestry Training in Central Kalimantan, Indonesia
© UNESCO Office, Jakarta/Kamarusaman

This activity comprises of a forest composition study, an ecosystem restoration training and the establishment of demonstration plot in Central Kalimantan. The forest composition was analyzed to determine the characteristics of forest landscape. Following the study, the local community was given training on different approaches to ecosystem restoration. Then a demonstration plot was selected in a 3000 m² of degraded land. The plot site was planted with several local tree species such as Jelutung and Durian which is valuable to the local communities.

Developing Community Action Plan for Environmental Protection and Sustainable Livelihood

→ *Village meeting for the development of Community Action Plan (CAP) in Buntoi village, Central Kalimantan, Indonesia. The action plan is used by the community to plan activities in the village.*

© UNESCO Office, Jakarta/Kamarusaman

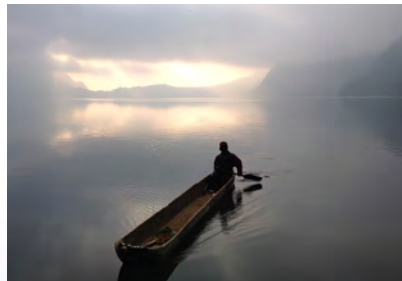


Community Action Plan (CAP) was developed through a series of consultations and multi stakeholders workshops involving local communities. Based on the CAP result, UNESCO organized several additional activities, such as training on agro-forestry and ecotourism development. The training emphasized environmental concepts and types of agro-forestry that are suitable for the community garden and peat lands. Studies were also conducted on village forest regulation and potential ecosystem services to empower village forest management unit. As an alternative livelihood, development of ecotourism was initiated by designing potential ecotourism activities with the local community.

Strengthening the Tropical Rainforest Heritage of Sumatra (TRHS) through Eco-tourism

→ *A local fisherman in Gunung Tujuh Lake, Kerinci Seblat National Park. Local community and local government are among the main actors involved in the development of ecotourism in TRHS.*

© UNESCO Office, Jakarta/Hamzah



The Tropical Rainforest Heritage of Sumatra consists of Gunung Leuser National Park, Kerinci Seblat National Park and Bukit Barisan Selatan National Park is currently inscribed on the List of World Heritage in Danger Sites. UNESCO Office, Jakarta, with funding from Government of Spain, has been supporting the

removal of the site from endangered sites list. UNESCO Office, Jakarta is thus developing an ecotourism plan applicable in the three national parks to relieve environmental stress on associated ecosystems due to unsustainable activities. The ecotourism plan was developed through comprehensive analysis of existing and potential tourism as well as by producing tailor-made recommendations for various stakeholders. Through a series of consultations and workshops at the local and national levels the plan will serve as a tool for ecotourism development in the TRHS.

Improving Tropical Forest Conservation Management in Timor-Leste

To introduce the concept of Biosphere Reserves and to support nomination of Nino Konis Santana NP as a 1st BR, UNESCO Office, Jakarta, with support from the Government of Spain, has been conducting a series of activities in close coordination with the Department of Forestry of Timor-Leste. Since 2011, UNESCO Office, Jakarta has been conducting trainings and providing equipment to support the capacity of main stakeholders. Further to this initiative, data collection and analysis, as well as a newly established collaborative management committee, will be focusing on improving park management and supporting the nomination of BR.

Nomination of Inle Lake as the First Biosphere Reserve in Myanmar

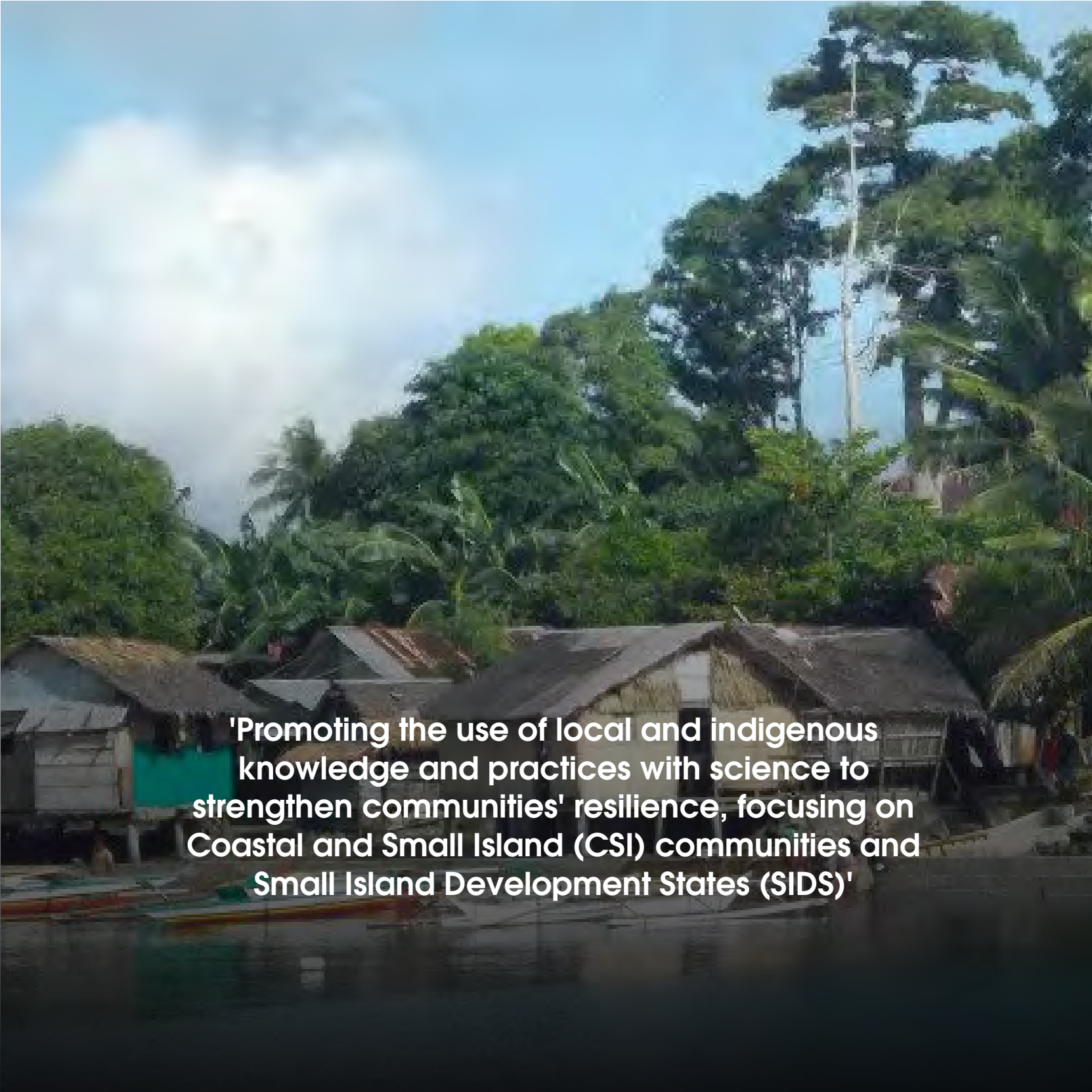
UNESCO Office, Jakarta in collaboration with UNDP Myanmar and UNESCO Project office Myanmar has been actively supporting the national government in obtaining the designation of the Inle Lake basin area as a Biosphere Reserve. This will help the Shan State government in delivering new opportunities to consolidate conservation and development practices in the core, buffer and remote zones of the Inle Lake basin area. UNESCO has completed a range of hydrological, environmental, zonation and socio-economic synthesis studies and produced promotion material to support the Government of Myanmar's coordinated efforts for the preparation of nomination dossier which was submitted before the 30 September 2013 deadline.




↑ Ground truthing with the park rangers for land cover mapping in Nino Konis Santana National Park, Timor-Leste.
© UNESCO Office, Jakarta/Purwaningsih



↑ Nomination of Inle Lake as the First Biosphere Reserve in Myanmar.
© UNESCO Office, Jakarta/Khan

A photograph of a coastal village with traditional thatched-roof houses and a dense tropical forest in the background. The houses are built on stilts and have steeply pitched roofs made of palm fronds or similar natural materials. The forest behind them is lush and green, with various types of trees, including palm trees and banana plants. The sky is blue with some white clouds. The overall scene depicts a typical coastal or island community.

'Promoting the use of local and indigenous knowledge and practices with science to strengthen communities' resilience, focusing on Coastal and Small Island (CSI) communities and Small Island Development States (SIDS)'



SCIENCES FOR SOCIETY



↑ Elementary school students in Banda Aceh reading Uteun Pasie comics, one of the IEC materials from StResCom Project ©UNESCO Office, Jakarta

'I am interested to join Sandwatch because I want to know what kind of activities are available on the beach. I want to learn about types of garbage and the sources of it'

Eka, SMKN 1 Nusa Penida, Indonesia

Summary of Results

In the year 2013, the Sciences for Society (SCS) Unit continued to actively promote the use of local and indigenous knowledge to strengthen communities' resilience, focusing on coastal and small island (CSI) communities and Small Island Development States (SIDS). Working with a wide range of partners -- from government agencies, non-governmental organizations, scientists, universities and high schools -- activities implemented resulted in strengthening communities' ability to better understand, and use, their own local and indigenous knowledge and practices. This year, the emphasis was on promoting the use of such knowledge and practices with science. Knowledge integration will enable communities to be more prepared for, and help them better mitigate impacts of, disasters and climate change. All SCS Unit's activities were based on action research carried out with and in local communities, first by training local community researchers. This ensured ownership of the process as well as transmission of local and indigenous knowledge to youth.

The geographical scope of the activities of the SCS unit was limited to Indonesia, the Philippines, and Timor-Leste. Concrete outputs of activities implemented by the SCS Unit are the various information, education, and communication materials (booklets, posters, videos, flipcharts, comic books) that highlight the use of local and indigenous knowledge, integrated with science. These will help communities reduce the risk of hydro-meteorological hazards and climate change impacts, after they are strategically disseminated. The major activities of SCS unit in 2013 are described below.



Key Achievements

Promoting the use of Local and Indigenous Knowledge in Timor-Leste

Research on Marine Local and Indigenous Knowledge

Research on marine ecological knowledge to help coastal communities gain alternative sources of income was implemented on Atauro Island. Action research was led by a community-based NGO, Roman Luan (RoLu), in cooperation with the Ministry of Marine Affairs and Fisheries. Based on this research, two booklets and five posters were developed, which emphasized the importance of revitalizing community traditional knowledge for sustainable livelihoods. One booklet provides information on various traditional fishing methods, including ceremonies and legends associated with use of fish traps, documented in Makili village. The second booklet provides information on various uses of mangroves, sea grasses and trees in the coastal ecosystems, documented in Bikeli village.

Capacity Building Workshop

Two-day capacity-building workshops targeting local participants from Bikeli and Makili villages were held in each village. The training workshop in Makili was held on 17-18 July and the Bikeli training workshop was held on 22-23 July, 2013. At the training workshop, community elders validated the local and indigenous knowledge documented by the local researchers and the information provided in the booklets and posters. Youth participants from the villages observed this process and actively participated in the workshop.

Community Seminar

The project concluded with a community seminar held on 25 September. Fifty participants, including fisherfolk, religious leaders, members of the village council, youth and women, attended. During the seminar, the booklets and posters, all published in Tetum language, were launched.

'Sandwatch is in line with Aceh Besar District Education Agency programme. In mid 2013, there will be a new curriculum which is a refinement from the previous curriculum in 2006. In this new curriculum, including local wisdom and ecological knowledge collected through Sandwatch is preferred'

Satria Jaya,
Dinas Pendidikan Kab. Aceh Besar,
Indonesia





↑ *Fisherfolk with bamboo trap attending capacity building workshops in Vila village, Atauro, Timor-Leste.*
©UNESCO Office, Jakarta/Hiwasaki

'Being involved in Sandwatch is a whole new experience and precious for us and our students. The methods used train us to think critical on an issue. We are very happy and enjoy the activities; it is not tiring at all. The monitoring schedule is quite flexible so it does not interfere with our main role as a teacher. Sandwatch promises new experience for us as teachers'

Wa Ode Saruwana, S. Pd & La Ode Ali Basaru, SS; Teachers in Wakatobi, Indonesia

The materials will be disseminated on Atauro by RoLu and will be placed in the public and mobile libraries, in government and village offices, and for use in local schools. The materials will help transmit traditional ecological knowledge to youth, and increase the awareness of villagers towards establishment of a marine protected area and customary laws (tara bandu) on sustainable use of marine resources.

Strengthening Resilience of Coastal and Small Island Communities Towards Hydro-Meteorological Hazards and Climate Change Impacts (Strescom)

Philippines National Workshop on Validation of Local and Indigenous Knowledge on Disaster Risk Reduction and Management in Small Island and Coastal Communities

This workshop was organized by the Center for Disaster Preparedness (CDP) in Manila, Philippines, on 18-19 February 2013. Field researchers and scientists were brought together to discuss and provide empirical and/or scientific explanations on local and indigenous knowledge (LINK) related to





hydro-meteorological hazards documented in three sites: Rapu-rapu (Albay), Alabat (Quezons), Angono (Rizal). Participants were also asked to identify LINK to be popularized, to make recommendations on the educational and awareness-raising materials that integrate LINK with scientific knowledge, and to brainstorm on self-assessment tools to be used by communities.

↑ *Group photo of participants in Regional Workshop, Manila, the Philippines*
© UNESCO Office, Jakarta

Regional Workshop on Integrating Local and Indigenous Knowledge related to Hydro-meteorological Hazards and Climate Change Adaptation with Scientific Knowledge: Lessons learned

The workshop, which concluded the second phase of the StResCom project, was held in Manila, the Philippines, on 18-21 April 2013. Thirty-three people representing researchers, scientists, government representatives, local and national NGOs, and members of local communities in Indonesia, the Philippines and Timor-Leste attended the workshop. Challenges, experiences, and lessons learned in the process of developing and piloting self-assessment tools for communities as well as in developing educational and awareness-raising materials were shared. Workplans of activities to be conducted in the third phase of StResCom project were also finalized at the workshop.



Activities of the Third Phase of Strescom Project Began in October

This involves dissemination of information, education and communication materials; demonstration of the use of knowledge integration tools; and capacity building programme in each country. These activities are being carried out by partners from the Tsunami & Disaster Mitigation Research Center (TDMRC), Aceh (Indonesia); Center for Disaster Preparedness (Philippines), and Kdadalak Simulutuk Institute, Dili (Timor-Leste). Moreover, a publication based on action research in the three countries, which highlights the importance of harnessing local and indigenous knowledge for hydro-metrological hazards reduction and climate change impacts, was prepared in the second half of the year, and will be published in early 2014.

Observing the Beach: Building Climate Change Resilient Coastal Communities in Indonesia and Timor-Leste

Sandwatch Pilot Project

→ More than 200 students from 9 senior and junior schools in Indonesia, and 50 students from 2 senior high schools in Timor-Leste, have participated in the project. Regular beach monitoring was implemented by the students.

©UNESCO Office, Jakarta



UNESCO Office Jakarta launched Sandwatch pilot project in Indonesia in December 2012 and in Timor-Leste in June 2013. Sandwatch in Indonesia is piloted in three sites: Wakatobi, Bali and Aceh, and in Liquica in Timor-Leste.

A 2-day Sandwatch training was held in each site to introduce Sandwatch methodology and beach monitoring. More than 200 students from 9 senior and junior schools in Indonesia, and 50 students from 2 senior high schools in Timor-Leste, have participated in the project. Regular beach monitoring was implemented by the students.

Stakeholder Meetings

To conclude the pilot project in each site, a meeting with community leaders and other stakeholders was held in each site. Results of observations and monitoring from the schools involved in the Sandwatch pilot project were shared, and stakeholders were invited to ensure follow-up of the pilot project. Students presented the results and gave performances with coastal/environmental theme. Local and indigenous knowledge on coastal conservations, such as Bajo knowledge (Wakatobi), Awig-awig (Bali) and Panglima Laot (Aceh), was promoted by the students. To ensure the sustainability of the pilot projects, a one- year plan for Sandwatch activities was developed and presented by each school.

Indonesian Coastal Education Workshops

SCS Unit worked with the Indonesian Ministry of Marine Affairs and Fisheries (KKP: Kementerian Kelautan dan Perikanan), in close collaboration with the Indonesian National Council on Climate Change (DNPI: Dewan Nasional Perubahan Iklim), to implement Indonesian Coastal Education/ICE (Sekolah Pantai Indonesia) project in Indonesia. This project combines the experiences from Sandwatch and Blue Carbon, a project implemented by KKP. The concept and methodologies of ICE was adapted from Sandwatch, to play an important role in enhancing the environmental education component of protecting Blue Carbon and KKP's Pengembangan Desa Pesisir Tangguh (PDPT) programme. ICE implementation started in September 2013 in Demak, Kendal and Semarang, and is expected to continue in 2014.

'Sandwatch is one of the program that is very attractive to students and teachers. These activities stimulate and build students' critical thinking pattern towards his own environment, learn how to identify problems in their own environment and how to handle these issues properly'

Estanislau Alves Correia, L. Ed., Lecturer
at the University of Timor-Leste (UNTL),
Dili

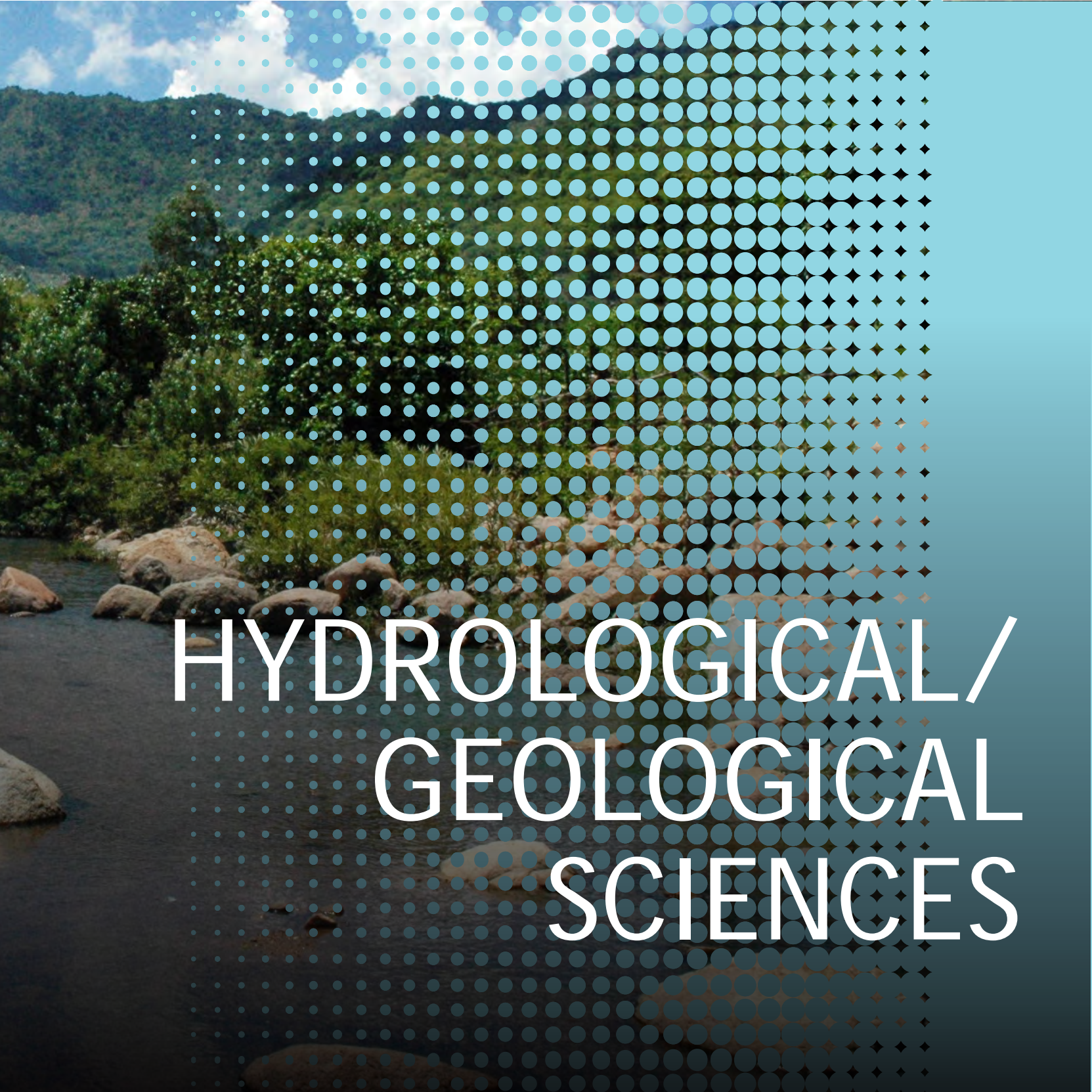


↑ ICE Workshop in Kendal was opened by Deputy Director for Coastal Manager Mitigation and Climate Change Adaptation, Hendra Yusran Siry, Ph.D
©UNESCO Office, Jakarta/Dwi





**'Sustainable water management for living in
harmony with the Planet'**

The image features a scenic landscape with a river, rocks, and mountains. A blue dot grid pattern is overlaid on the right side of the image, fading into a solid blue background. The text "HYDROLOGICAL / GEOLOGICAL SCIENCES" is written in white, bold, sans-serif font across the lower portion of the image.

HYDROLOGICAL /
GEOLOGICAL
SCIENCES

Summary of Results

As part of UNESCO's network of regional and sub-regional cluster offices, UNESCO Office, Jakarta, through its Water Science Unit, is directly involved in the coordination of water resources management activities the Asia-Pacific Region, in cooperation with its Headquarters in Paris and a large number of global and local partners.

One of Hydrological/Geological Sciences Unit's main programmes is the International Hydrological Programme (IHP), UNESCO's intergovernmental scientific programme in water resources, which supports Member States in upgrading their knowledge in the field of hydrology. The programme aims to improve the scientific and technological basis for the development of appropriate methodologies, management of water resources and protection of the environment. Together with seventeen IHP National Committees, six UNESCO Water Centres and six UNESCO Water Chairs in the Asia Pacific Region, the Water Science Unit of UNESCO Jakarta, has been supporting projects, research activities, publications, workshops, training courses and information sharing through cooperative networks and scientists.

IHP activities in 2013 were mainly supported by the Japanese Funds-in-Trust through the Water Interoperability Networks for Global Change Adaptation in Asia Pacific (WINGA – ASPAC) project.

Key Achievements

Maintaining Interoperability of Water Networks in Asia Pacific Region

The UNESCO - IHP Regional Steering Committee in Southeast Asia is one of the most active UNESCO's water networks in the region and has demonstrated to be efficient and successful as a long standing project supported by the Ministry of Education, Culture, Sports, Science and Technology of the Japanese Government (MEXT). The Steering Committee convenes a meeting annually which has a significant role as a platform for the implementation of IHP activities in the region.

UNESCO Office, Jakarta in collaboration with the UNESCO-IHP National Committee of the Republic of Korea (International Hydrologic Environmental Society) organized the UNESCO-IHP 21st Regional Steering Committee Meeting for Southeast Asia and the Pacific in conjunction with the International Water Forum on Water Cooperation and the 7th World Water Forum of the 2nd Nakdong River International Water Week 2013 (Na-Ri IWW/IWF 2013) held from 30 September - 5 October 2013, in Gyeongju City, Republic of Korea. Among others, the meeting discussed important results from the Intergovernmental Council Bureau meetings held in Paris, mapping of IHP VIII activities in Asia Pacific Region and the sustainability of the Regional Steering Committee meetings.

Enhancing Water Related Technical Capacity

The 23rd IHP Training Course on Ecohydrology for River Basin Management under Climate Change was organized by the Water Resources Research Center, Disaster Prevention Research Institute of Kyoto University and Institute of Hydrospheric-Atmospheric Sciences of Nagoya University. The training course was held in Kyoto, Japan, from 2 to 13 December, 2013. The course included two keynotes and nine lectures in English, technical field visits, and practice sessions. Kyoto University also invited international experts in Ecohydrology such as Prof. Maciej Zalewski from the European Regional Centre for Ecohydrology (ERCE), Dr. Ignatius Sutapa from Asia Pacific Centre



for Ecohydrology (APCE) and Prof. Shahbaz Khan from UNESCO Office, Jakarta. In addition, Kyoto University welcomed lecturers from other universities and research institutes such as Tohoku University, United Nations University and Japan Weather Association. All lectures were held at Nagoya University, while technical visit was organized to Lake Biwa, Katsura and Yodo Rivers.

→ *Practical Session
at the 22nd IHP Training Course
© HyARC, Nagoya University, Japan*



The 23rd IHP training course focused on three major objectives: (1) acquire the latest knowledge on hydrological and ecological assessment under climate changes at river basin scale, (2) make practice to learn the methodologies for assessing the impact of climate change on hydrological and ecological processes, and (3) discuss the possibility to include hydrological and ecological responses to climate change into water resources managements.

Developing an Adaptation Approach for Land-based Disasters and Hydrological Extremes

Countries in Asia and the Pacific region have different climate characteristics. They are vulnerable to hydrological extremes and global changes are increasing the uncertainty associated with such natural disasters. Some of these countries are subject to floods and the losses are too high for any government to bear.



As the continuation of comprehensive study on Flood Forecasting and Warning System (FFWS), UNESCO Office, Jakarta in collaboration with ICHARM organised training courses on the Integrated Flood Analysis System (IFAS) in cluster countries. In 2013, in collaboration with the Asia Pacific Center for Ecohydrology (APCE), UNESCO Office, Jakarta organized an IFAS Training Course in Indonesia. The training was attended by 26 participants mostly from different Indonesian government institutions and river basin organizations. Under the guidance of three ICHARM instructors, the workshop successfully increased development capacity in the field of flood analysis.



Within the framework of Global Network on Water and Development Information in Arid Lands (G-WADI), UNESCO Office, Jakarta in collaboration with Beijing and Tehran offices is using the G-WADI platform to demonstrate impacts of extreme hydrological situations in two Asian G-WADI Pilot Basins, Heihe River Basin in China and Kashafroud River Basin in Iran. The project aims to develop an integrated basin-wide model which will ultimately result in an adaptation plan for optimized use of water.

↑ *Managing Aquifer Recharge (MAR) in Vietnam*
© VAST, Vietnam

As a dissemination platform, UNESCO Office, Jakarta also worked on the development of linkages between IHP activities and the Disaster Reduction Hyperbase (DRH), which has been carried out in collaboration with the



Disaster Prevention Research Institute (DPRI) (from April 2011). The DRH is a web based platform consisting of DRH Database, DRH Forum and DRH Links. The web system carries a conceptual design (i.e. the basis of web system and its contents), which was developed under extensive discussion with an international group of major researchers and NGO leaders. Its main component is the DRH Database that accommodates technology and knowledge useful for Disaster Risk Reduction (DRR).

Working towards a Paradigm shift in Urban Water Management

UNESCO Office, Jakarta has been involved in promoting new approaches towards better water management. Through one of its flagship programmes, the SWITCH-in-Asia - a visionary programme that aims to tackle challenges brought by global changes with regards to water resources management in Asian cities – UNESCO Office, Jakarta brought together partners from several countries such as Cambodia, Indonesia, Philippines and Indonesia. Through SWITCH-in-Asia, the office promotes a paradigm shift in Urban Water Management (UWM).]

→ Hydrological and
water quality assessment of the lake
Lang Thuong in Hanoi, Vietnam
© VAST, Vietnam



In 2013, the SWITCH-in-Asia project focused on the enhancement of country based learning alliances (LA), preliminary assessment on pilot projects as well as donor mapping for fundraisings. Two established learning alliances, i.e. Citarum (Indonesia) and Hanoi (Vietnam), were maintained and enhanced by means of regular learning alliance meetings.

In collaboration with the Vietnamese Academy of Sciences and Technology (VAST), preliminary hydrological and water quality assessment of the lake Lang Thuong in Hanoi was carried out to achieve two main objectives: to understand the lake hydrodynamics and more specifically the relationship between groundwater and surface water, and to determine the quality of surface water and groundwater.

Strengthening of HELP and Ecohydrology networks in Asia and the Pacific

Hydrology for the Environment, Life and Policy (HELP) and Ecohydrology are two scientific programmes used by UNESCO IHP to implement its activities on water research, water resources management, education, and capacity-building. Both programmes bring together scientists and professionals to solve complex problems at the river basin level.



← IFAS Training Course in Jakarta, Indonesia
© APCE, Indonesia

In order to revitalize HELP and Ecohydrology networks in Asia and the Pacific, UNESCO Office, Jakarta organized the Strategic Meeting of Asia-Pacific IHP HELP and Ecohydrology in Jakarta, Indonesia, from 2 to 3 December 2013. During these two days, participants from Australia, Indonesia, the Republic of



Korea, Mongolia, Pakistan, the Philippines and Malaysia discussed how to use HELP and Ecohydrology initiatives to strengthen Integrated Water Resources Management in Asia and the Pacific region within the framework of the IHP-VIII Strategic plan. To this aim, it was decided the establishment of HELP and Ecohydrology programmes for Asia and the Pacific, namely: AP-HELP and AP-Ecohydrology.

Knowledgebase for River Basin Planning

At the Second Asia-Pacific Water Summit during May 2013 UNESCO Office, Jakarta launched a three-volume series of technical reports on Strategic Water Management: International Experience and Practices, namely River Basin Planning, Basin Water Allocation Planning and Flood Risk Management, in collaboration with Asian Development Bank (ADB), General Institute of Water Resources and Hydropower Planning and Design (GIWP) and World Wide Fund for Nature UK (WWF-UK). At this Summit UNESCO Office, Jakarta also organized strategic meetings for Integrated River Basin Management using UNESCO guidelines, in partnership with the Network of Asian River Basin Organizations (NARBO).



©UNESCO Office, Jakarta



©UNESCO Office, Jakarta

Strengthening of Flood Warning and Management Capacity in Pakistan

The Pakistan Flood project has been developed by UNESCO Office, Jakarta in close collaboration with UNESCO Headquarters and UNESCO Office, Islamabad, to strengthen flood forecasting and early warning capacity of the Pakistan Meteorological Department. To this aim, many activities such as workshops, training and capacity building sessions, community awareness campaigns were organized during 2013.

To ensure region wide collaboration under this project, a strategic workshop was organized from 21-22 November 2013 at UNESCO Office, Jakarta. The workshop brought together partners from Japan (ICHARM and JAXA) and from Pakistan (SUPARCO and PMD) under the coordination of UNESCO to showcase advances in flood forecasting and to discuss difficulties, challenges and solutions that could help each partner meet their deadlines.



on Disa
in Indo
Jakarta, 2

'Promoting Social Inclusion of People with Disabilities and Empowering the Youth'

Ability Rights

Indonesia

8 November 2013



SOCIAL AND HUMAN SCIENCES



UN WATER



International Year of
Water Cooperation



Social and Human Sciences Unit on Water Cooperation

The social impacts of environmental change are strongly interlinked and transversal. Especially the critical shortage of water has increasingly interconnected reasons and provokes repercussions on the provision of social services like health and education. In order to construct an efficient and effective strategic plan for sustainable water cooperation, policymakers should account for this interconnectedness and apply the knowledge derived from scientific research to devise proper policy formulations.

In this regard, the Social Human Sciences Unit (SHS) recognizes and particularly promotes scientific research on Water Cooperation as to advance knowledge, standards and intellectual cooperation in order to provide policy makers with a better understanding of the social dimension of climate change and its effects on local communities.

For instance, SHS in collaboration with scientific specialists have brought to the attention of Indonesian authorities the significant loss of livelihoods for communities of farmers and fishermen and the grave problems derived from constant unavailability of clean fresh water.

SHS will continue this important work in the IFIT project A Sustainable Future: Supporting Indonesia's Strategies to Address the Social Implications of Climate Change.

Summary of Results

'During the training on Youth Civic Engagement organized by UNESCO, I developed an action plan on HIV/AIDS education targeting high-risk groups in my community, including sex workers, gay, lesbian, bisexual and transgender. Among many other things, we learned how to network and forge partnerships.

Thanks to that, now, I and my association are partnering with KPA (the National AIDS Commission) in district area, and we're starting to implement my project.

HIV/AIDS prevalence in my city is getting higher and based on KPA's information, transgender community is among the most affected groups. Thus, I and my community felt the urgency to respond to this through dissemination of accurate information and training targeting this population. We believe that our work can bring behavioural changes and we are willing to enhance our community's access to VCT services.'

Muhammad Hanaffi, 20 years old, Riau Islands. Participant at UNESCO's training on youth-led initiatives and civic engagement. (Jakarta, February 2013)

During 2013, the Social and Human Sciences (SHS) Unit continued its work to promote social policies that uphold peace, social inclusion and democratic governance in South-East Asia through interventions that addressed social inclusion of people living with disabilities and youth, as well as social dimensions of global environmental changes.

In its ongoing efforts to promote the rights of people with disabilities, in 2013 UNESCO Office, Jakarta teamed up with ILO, UNFPA and WHO. UNESCO assisted the Government of Indonesia and Disabled People Organizations (DPOs) in reinforcing national institutions and mechanisms for better and stronger coordination in raising awareness and promoting disability rights that will enable sustainable government interventions and budget allocation for disability programmes. UNESCO initiated in 2013, a Network of Inclusive Cities to support disability rights at regional and local level.

In the promotion of youth participation, UNESCO Office, Jakarta built the capacity of young women and men, on youth-led advocacy, leadership and community engagement, providing the youth with key knowledge and skills to contribute to their communities through active participation. UNESCO Office, Jakarta also provided effective channels of communication, enabling youths to raise their voices and be listened to by policy and decision makers.

In its endeavour to address social dimensions of environmental changes, during 2013, the SHS Unit continued its collaboration with the Natural Sciences Sector in the promotion of Sustainability Science as a key approach to address current development challenges. With the belief that environmental changes are a major contemporary driver of social transformation, SHS Jakarta provided the space for the exchange of knowledge and experiences on the issue among ASEAN countries.



Key Achievements

Promoting the Rights of People with Disabilities in Indonesia

UNESCO Office, Jakarta's project 'Social Inclusion of People Living with Disabilities in Indonesia' is part of a collaborative UN effort supported by the United Nations Partnership for the Rights of Persons with Disabilities that aims to promote dissemination and implementation of the U.N. Convention on the Rights of Persons with Disabilities (UNCRPD). As part of this process, UNESCO hosted four High Level Meetings of Mayors for Inclusive Cities. High Level Meetings, self-funded by the municipalities, provide opportunities to share good practices on social inclusion of people with disability in the field of education, employment, sport, and participation in social and political life. They also trigger collaboration between municipalities in the form of technical assistance and capacity building of civil servants. This project has supported trainings for DPOs and government from municipal and provincial government level in the field of education and budgeting; reporting, and monitoring and evaluation; communication, negotiation and presentation, advocacy, leadership and civic participation. A first training focused on the implementation of UNCRPD (Banda Aceh, 1-2 July 2013) and was followed by a second training on technical implementation of disability action plans and budgeting (Banjarmasin, 18-19 September 2013).

Increasing Political Commitment towards Disability Rights

A multi-stakeholders meeting brought together for the first time Members of Parliament, the Ministries of Social Affairs, Law and Human Rights, BAPPENAS, BPS, other government representatives and representatives of DPOs to discuss further implementation of the UNCRPD in Indonesia. The meeting took place in Jakarta on 28 November 2013 at Hotel Le Meridien. As a result, a coalition of DPOs has been given audience before the Commission VII of the Parliament (Religion, Social Affairs, the Empowerment of Women). This is a milestone in the struggle for disability rights, as it was the first time that DPOs are given the opportunity to influence national legislation by directly providing evidence of their case in front of Parliament.

'Disability rights is of utmost importance to the House of Representatives'

Dr. H. Marzuki Alie, Speaker of the Indonesian House of Representatives
Jakarta, November 28, 2013, UNESCO event



↑ Group photo of all the speakers, UNESCO Multi-stakeholder meeting, Jakarta November 2013 © UNESCO Office, Jakarta

→ Group photo of all the speakers, UNESCO Multi-stakeholder meeting, Jakarta November 2013 © UNESCO Office, Jakarta

'It's really good that UNESCO organized this eye-opening training. Now I understand why people with disabilities should take part in drafting of government policy'

Dra. Muna, Head of Department of Social Affairs, Ambon City Government

Budget and Action Plans for Disability Rights at Local Government Level



Following three High Level Meetings of Mayors for Inclusive Cities, mayors from 35 municipalities from all over Indonesia formally committed to increase the budget for disability for 2014 and to improve general public perception of people with disabilities. Following this commitment, Banjarmasin City Government established a committee and requested technical assistance for the development of an action plan on disabilities for the next five years. The city governments of Denpasar, Ambon and Padang also asked technical assistance to develop action plans on disability during 2014.

Building a Network of Inclusive Cities in Indonesia

→ First High Level Meeting of Mayors for Inclusive Cities, Jogjakarta April 2013 © UNESCO Office, Jakarta



UNESCO successfully involved regional and local governments in support of disability rights by developing a Network of Inclusive Cities that will be formalized in 2014. The network is a peer-support mechanism that will allow municipalities to exchange resources and ideas to put in place policies for the social inclusion of persons with disabilities. While working informally, there have been excellent examples of knowledge sharing between municipalities of Indonesia. Civil servants from different municipalities all over the country have been trained on the topic. In 2013, the network met in Jogjakarta (April), Banda Aceh (July) and Banjarmasin (September).



← Small group discussion during the UN Consultation on Youth and the Post-2015 Development Agenda. Jakarta, 18 February 2013 © UNESCO Office, Jakarta

Building Skills for Youth Civic Engagement in Indonesia

During 2013, UNESCO Jakarta's Youth Programme succeeded in contributing to youth empowerment and civic engagement of young men and women in Indonesia through research, involvement of youth in their communities and putting them at the centre of national and international processes.

Providing a New Vision over Indonesian Youth Policies and Youth-Led Movements

UNESCO in collaboration with the youth-led NGO Sekitar-Kita, identified the gaps and weaknesses of the Indonesian Law on Youth (No40/2009) and provided a set of recommendations to improve youth policies and enhance involvement of youth in the policy making processes in the country. Youth movements and organizations in Indonesia were mapped out and guidelines to improve their efficiency and performance were developed. Special attention was given to the region of Papua where youth movements encounter greater challenges.



↑ Afternoon Speaker for Small Group, 18 February 2013 © UNESCO Office, Jakarta



↑ Participants and organizers of the UNESCO Consultation on Youth and the UN Post-2015 Development Agenda. Jakarta, 18 February 2013 © UNESCO Office, Jakarta

'The outcome of our research will fill the knowledge gap on the Indonesian youth movement, especially regarding their engagement with stakeholders (Government, civil society, etc). The research aims to help the Government and other relevant institutions in the definition of youth participation in decision and policy-making processes as well as in the design, implementation, and evaluation of programs related to youth. With the identification of youth priorities, the Government should be able to take immediate response toward the needs and concerns of Indonesian youth.'

After the in-depth analysis, we surely need to work together with Government and youth organizations (along with other stakeholders) to improve official mechanisms for youth participation through the establishment of working groups and regular meetings. Due to the administrative decentralization in the country, this youth-government partnership should be done bottom-up, starting first with local governments.'

Afra Ramadhan, Researcher,
24 years old, Jakarta.

Supporting Youth Participation in their Communities

Supported by UNESCO, 30 youth-led projects were implemented in 16 provinces across the archipelago, addressing issues that span from environmental changes, education, social inclusion of people with disabilities, sexual and reproductive health to dialogue and peace building. Furthermore, 25 young leaders from different youth-led organizations and provinces were trained on action plan development, advocacy, governance, networking and resource mobilization. After the training, they developed realistic and feasible community-based projects and fundraised for their implementation.

Involving Youth in National and International Processes

Young men and women were involved in an open dialogue on youth policies in Indonesia with the Ministry of Youth and Sports, Ministry of Education and Culture, UNICEF, UNFPA and other national institutions. Following the dialogue, more than 40 men and women were consulted on the role that youth should play in the Post-2015 Development Agenda, these wishes and concerns were brought to the attention of the High Level Panel of Eminent Persons that later reported to the UN Secretary General in the framework of the discussions for the UN Post-2015 Development Agenda.

UN Inter-Agency Network on Youth and Development in Indonesia

Through the newly established UN Inter-Agency Network on Youth and Development, UNESCO provided technical assistance to the Ministry of Youth and Sports to develop a National Youth Strategy for 2015-2019. Led by UNFPA, the initiative aims to provide quantitative insights into the cause, consequences, and policy options related to the demographic bonus on the situation of young people in Indonesia that will serve as a base for the Government to develop and implement effective and data based youth policies in the country.



Promoting Social Inclusion of Youth and Women in Timor-Leste

In Timor-Leste the SHS Unit supported social inclusion and employment of Timorese youth and women through consultations involving communities and national stakeholders including government, civil society and UN and revising existing national policies affecting these vulnerable groups.



← Two young timorese boys selling vegetables in a market in Dili
©UNESCO Office, Jakarta

In collaboration with the Centre of Studies for Peace and Development (CEPAD), UNESCO produced the paper entitled Assessment of Laws and Policies Affecting Women and Youth in Timor-Leste. The document includes a revision of existing laws, regulations and official programmes related to social and economic inclusion of women and youth in Timor-Leste, as well as a set of recommendations on how to improve them according to the needs of Timorese women and young people. Preliminary findings of the research were presented at a validation workshop that counted with the participation of the government.



↑ *Participants of small focus group discussion about youth organizations in Papua. Jayapura, 25 January 2013*
©UNESCO Office, Jakarta

The publication was followed up by a national meeting which offered the opportunity to explore synergies and establish follow-up collaborative partnerships between national and international key actors working on similar programmes.

The meeting, held on the 26th of July in Dili was attended by the Directors of the State Secretariats for Environment and Commerce, representatives from UNDP, UNICEF, UN Women, UNFPA, ILO and the local NGO for the empowerment of women: Rede FETO. All participants acknowledged the value of the UNESCO-CEPAD work as a framework for the future design and implementation of activities related to youth. The report is being used as a reference in the design of government led initiatives as well as in discussions over the new UNDAF for Timor-Leste.

Towards a Sustainability Science Approach to Development

UNESCO's commitment to the promotion of Sustainability Science was formalized with the Kuala Lumpur Statement, through which a number of eminent international delegates, gathered in the Malaysian capital, collectively recognized and acknowledged a Sustainability Science approach. The document was adopted during an International Workshop organized by UNESCO in collaboration with LESTARI, UKM, ISTIC and MEXT-Japan in April 2013.

UNESCO believes that Innovation geared towards sustainable development has the potential to lift economic growth, create green jobs, and boost inclusive social development, while at the same time contributing to environmental protection and conservation. The Sustainability Science concept aims as such to change global economy towards a green economy, to build a knowledge economy and a knowledge society by mobilizing Science, Technology and Innovation.

UNESCO Jakarta's support to the promotion of these integrated approaches began in 2012. As of these, the SHS Unit works towards a common understanding of the concrete concept of Sustainability Science and raises awareness among policymakers in the Asia and Pacific region, with a view to position this as part of the national and regional Science and Technology Policy.

SHS Cooperation in the Region

Towards a Common ASEAN Youth Policy

In line with the interventions initiated in Indonesia and Timor-Leste, SHS Jakarta extended its youth centered programme to the ASEAN region by participating in an ASEAN Youth Policies Consultation held in Putra Jaya, Malaysia, that facilitated the exchange of ideas, country experiences and successful policies, strategies and programmes on youth related issues in the Asian sub-region.

The consultation engaged more than forty delegates from six ASEAN countries – Brunei, Cambodia, Indonesia, Malaysia, Myanmar and Singapore – and it was co-organized by the Institute of Malaysian and International Studies (IKMAS), Universiti Kebangsaan Malaysia, a leading multidisciplinary research institute in Malaysia, together with the Regional Unit for the Social and Human Sciences in Asia and the Pacific (RUSHSAP), UNESCO Office, Bangkok.

Mitigating the Social Impacts of Environmental Changes in Asean

In addition to the Sustainability Science initiative, SHS Jakarta successfully raised awareness and provided recommendations on how to address social inclusion of the most vulnerable in a context of social transformations arising from global environmental changes, in the ASEAN region. This was achieved through the celebration of the first High Level Forum of UNESCO's Management of Social Transformation (MOST) programme in ASEAN countries. Held in Hanoi in December 2013, the event brought together a number of eminent international delegates, including participants from Brunei, Indonesia, Malaysia, Myanmar and Vietnam and seven prominent researchers on the topic.



← High Level Forum on Management of Social Transformation of ASEAN countries, Ha Noi, Vietnam, December 20th, 2013
© UNESCO Office, Jakarta



'Acknowledging the Natural and Culture Diversity of the World and Recognize that All Cultures and Civilizations Can Contribute to Sustainable Development'

URE

WORLD
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THE POWER OF CULTURE IN SUSTAINABLE DEVELOPMENT
BALI, INDONESIA | 26-27 OCTOBER 2017

CULTURE

UN WATER



International Year of
Water Cooperation



Culture Unit on Water Cooperation

Conserving the World Heritage listed Borobudur Temple Compound is a complex task as the monument has had to withstand over a thousand years of intensive rainfall during wet seasons. During the 1970s an intricate drainage system was imbedded under the temple to ensure that the rainwater is quickly drained and doesn't cause damage to the structure and reliefs through water infiltration.

However, this system was threatened following the 2010 Mount Merapi eruption in Central Java that covered the temple with a thick layer of volcanic ash and blocked the drainage system. Responding to the disaster, the Indonesian authorities, in partnership with UNESCO and local community members, are undertaking, since 2011, a number of actions to assess and act upon the serious conservation issues affecting the site.

In this regard, in close collaboration with the Borobudur Conservation Office (BCO) and with financial support from the government of Germany, UNESCO is facilitating a series of expert missions on stone conservation and water drainage to the Borobudur temple, to analyze the causes and possible solutions to water damage to the stone reliefs, investigate the state of the drainage system itself and undertake training with the BCO staffs.

While the intense rainfall will continue to impact the Borobudur temple for thousands of years to come, conservation actions can help to limit their impact.

'Cultural traditions are the nation's living heritage and they are the main identity reference of the life of our people. I welcome this worthwhile initiative of UNESCO and the Secretariat of State for Arts and Culture of the Ministry of Tourism, V Constitutional Government of Timor-Leste, to publish the book The Living Heritage of Communities in Timor-Leste, aiming at reaching a wider audience to reflect on Timorese culture and cultural heritage.'

H.E Mr. Taur Matan Ruak,
President of the Democratic Republic of
Timor-Leste

Summary of Results

In accordance with the resolution adopted by the UN General Assembly in 2013, a key focus of the Culture Unit of UNESCO Office Jakarta over 2013 has been to support cluster countries in the region realize the power of culture for people-centered sustainable development. Culture can be a powerful driver for development, with community-wide social, economic and environmental impacts, as well as for poverty alleviation. In this context, UNESCO supported the Indonesian government in holding the World Culture Forum in November 2013, which gathered participants from 59 countries to discuss the role of culture and development and advocate for its inclusion in development agendas.

Other significant results have been achieved in promoting creative industries for livelihood enhancement. With funding from AusAid, UNESCO supported communities living around the World Heritage site of Borobudur to develop a gallery and training centre where new sustainable products are made using traditional knowledge and local natural resources. In Timor-Leste, UNESCO has been working with the Secretariat of State for Arts and Culture and community members from Dair for income generation through the revival of traditional ceramic techniques. UNESCO has also supported the development of sustainable tourism in Timor-Leste through support to community based heritage management systems and tourism signage in heritage sites in Lautém district of Timor-Leste.

A number of results have also been achieved in the safeguarding of tangible and intangible cultural heritage and in ensuring it brings benefits to local communities. Over the 2013 period, UNESCO supported intangible cultural heritage (ICH) safeguarding workshops in Indonesia, Timor-Leste and Brunei Darussalam respectively. UNESCO has also been working closely with the Philippines' authorities in damage assessment of cultural heritage sites, such as churches and museums, and of intangible cultural heritage following the earthquake and typhoon that struck the country in 2013. Finally, UNESCO has been active in stone conservation of the Borobudur temple following the 2010 volcanic eruption that affected the site.



Key Achievements

Over the 2013 period the Culture Unit of UNESCO Office Jakarta has worked in cooperation with a range of stakeholders to implement projects in the region. In line with the Post-2015 Development Agenda in the cultural sector, the projects have achieved a number of significant results, as evidenced in selected examples below:

Safeguarding the Intangible Cultural Heritage (ICH) for the Promotion of Cultural Identity and Community Resilience in Timor-Leste

The overall aim of the project was to support the capacity of Timor-Leste's authorities and communities to safeguard ICH, taking into account issues of well-being, subsistence and income generation.



← ICH Book Launch

© UNESCO Office, Jakarta/Nagaoka

Some key achievements included:

1. The training of over 50 government staff members, ICH practitioners and community representatives in ICH safeguarding techniques;
2. The development of a nomination dossier that can be used for a future nomination to the 2003 Convention lists;
3. The training of 9 National Officials from Timor-Leste through study visit to a category 2 Centre under the auspices of UNESCO (the International Research Centre for the Intangible Cultural Heritage in the Asia Pacific/IRCI) and development of regional networks;



4. Raising awareness of the need to safeguard ICH amongst thousands of stakeholders in Timor-Leste through a publication, exhibitions and related media;
5. Identifying future actions on ICH safeguarding through a detailed analytical report;
6. Preparation for the ratification of the Convention advanced further with the President of Timor-Leste outlining his commitment to begin the ratification process in his foreword to 'The Living Heritage of Communities in Timor-Leste' publication.

Strengthening Capacity Building for the Promotion and Implementation of Intangible Cultural Heritage in Timor-Leste

→ *Community-Based Workshop*
© UNESCO Office, Jakarta/Goswami



The aim of this project has been to assist Timor-Leste through a series of capacity building workshops to safeguard ICH and prepare the government for the ratification and implementation of the Convention at local and national level in Timor-Leste. Thanks to generous financial support from the Government of Japan through UNESCO Japanese Funds-In-Trust for the Safeguarding of Intangible Cultural Heritage, two workshops were held in 2013 on Community-based Inventorying of Intangible Cultural Heritage (Suai, April 2013) and Preparing Nominations for UNESCO Intangible Cultural Heritage Lists (Dili, December 2013). One of the key results of these workshops has been the training of over 100 national and local officials, civil society members, and community leaders in Timor-Leste, in community-based inventorying techniques and skills required to complete the nomination process to the UNESCO Intangible Cultural Heritage lists.



The Protection and Promotion of Rock Art in the Lautém District, Timor-Leste

Using potential World Heritage sites to enhance the livelihoods of local communities and strengthen their cultural identity, this project aims to support community livelihoods through sustainable tourism and community-based safeguarding and promotion of the rich rock art heritage in the Lautém district of Timor-Leste. While the project is still ongoing, a number of key results have already been achieved, including: enhancement of local communities' and national government's capacities for protection, management and presentation of cultural heritage; awareness raising and development of a sense of ownership in safeguarding and promoting local cultural heritage; development of signage and distribution of materials with community inputs which detail the background and significance of rock sites through eastern Timor-Leste and which can be used to promote sustainable tourism.

Sustainable Development, Poverty Eradication and Empowerment of Vulnerable Communities in Timor-Leste Through Safeguarding the Cultural and Natural Heritage



This project aims to stimulate local community empowerment and income generation through the promotion of Timor-Leste's tangible and intangible cultural and natural assets. Over the 2013 period a number of key results were achieved including: the reintroduction of the knowledge of pottery (earthenware) production in the village of Dair through the training of over 20 people (many women and young people) in pottery techniques and product marketing; the establishment of vending points to promote sustainable tourism and income generation through the sale of the pottery; the creation of an exhibition and brochure to raise awareness of key stakeholders with regards to creative industries using traditional knowledge and sustainable local materials and to show opportunity for sustainable tourism and income generation.

'The Secretariat of State for Arts and Culture has, since 2011, been working closely with UNESCO to identify, preserve and promote the rich diversity of expressions of intangible cultural heritage that make up our country. By conducting training courses, study visits and the production and translation of resources materials, UNESCO has played an important role in strengthening the capacity of stakeholders (government, civil servants, non-government organizations and community members) and raising awareness on the importance of intangible cultural heritage for the sustainable development of Timor-Leste.'

Mrs. Maria Isabel de Jesus Ximenes
(Secretary of State for Arts and Culture,
Ministry of Tourism of the Democratic
Republic of Timor-Leste)

← *Community-Based Workshop Community-Based Workshop*
© UNESCO Office, Jakarta/Goswami

2nd Stage Restoration/Conservation Work and Capacity Building at the Borobudur Temple Compounds, Indonesia

'I would like to commend the Indonesian Ministry of Education and Culture, UNESCO and the people of Borobudur for their efforts in the recovery of the temple following the 2010 Mount Merapi eruption. We are happy to support the Indonesian government's ongoing conservation efforts, and hope our support acts not only to help preserve the Temple for future generations, but also to further strengthen cooperation between our two countries.'

H.E. Mr. Guido Westerwelle (The Minister of Foreign Affairs of the Federal Republic of Germany)

The aim of the project was to continue the important work already undertaken as part of the German government funded projects from 2011-2012, and to generate a proactive management mechanism at the Borobudur site in order to help ensure its sustainability. The project achieved a number of results in 2013 including: five significant scientific analyses and reports (including recommendations) on the stone conservation and structure of Borobudur have been completed and submitted to the Ministry of Education and Culture through the Borobudur Conservation Office; over 40 heritage professionals have received intensive trainings from world class experts through 'in situ' work and research, observation of expert teams and through class room style learning.



➔ Borobudur Conservation Exhibition
Community-Based Workshop
©UNESCO Office, Jakarta

Revitalization of Community Livelihoods through Creative Industries and Heritage Tourism, Borobudur, Indonesia



The overall aim of the project has been to support community livelihoods at Borobudur through the promotion of sustainable cultural tourism and the enhancement of creative industries. While still ongoing, this project has achieved a number of significant results including the establishment of a community run gallery and training centre in partnership with Karanganyar Village, Borobudur; completion of a cultural mapping and artisan baseline survey around Borobudur and associated map to promote sustainable tourism in the area; the training of over 40 people through a series of trainings in ceramic and jam production.



'The Borobudur area is home not only to the World Heritage listed Borobudur Temple Compounds, but also to many different cultural traditions practiced by vibrant and diverse communities. In this regards, the Ministry of Education and Culture has not only been implementing many conservation efforts at the Borobudur Temple itself, but also reaching out to people in the area, especially youth, to ensure their participation in the sustainable management of the Borobudur temple and surrounds.'

H.E. Mrs. Wiendu Nuryanti
(Vice Minister for Cultural Affairs,
Ministry of Education and Culture)

Product of Ceramic Workshop
© UNESCO Office, Jakarta

Community-Based Ceramic Workshop
© UNESCO Office, Jakarta/Prasetyo



**'Supporting Democratic Processes through the
Promotion of Independent Media'**



COMMUNICATION & INFORMATION



↑ *Timorese media covering the anniversary celebration of the popular consultation in 1999 at the Palácio de Governo.*
© UNESCO Office, Jakarta/Aguirre

Summary of Results

The Communication and Information Sector's programme is rooted in UNESCO's Constitution, which requires the Organization to promote the free flow of ideas by word and image.

The Communication and Information Unit promotes freedom of expression and freedom of the press as a basic human right through lobbying and monitoring activities. In 2013, UNESCO increased awareness on the role of broadcasting media and their independence in Indonesia through public discussions organized jointly with UNIC and the Alliance of Independent Journalists. These discussions were held on Human Rights Day, which was devoted to the promotion of the right to freedom of opinion and expression, reflected in article 19 of the Universal Declaration of Human Rights.

UNESCO's mandate also highlights media independence and pluralism as fundamental to the democratic process which, in practice, is translated in the provision of advisory services on media legislation and by making government officials, parliamentarians and other decision-makers aware of the need to guarantee free expression. In line with this, in 2013 UNESCO prepared the ground for the establishment of the Press Council of Timor-Leste. The organization raised awareness among stakeholders on the role of media self-regulation mechanisms and built the capacities of the future members of the board of the Press Council of Timor-Leste.

Finally, the Communication and Information Unit gives high priority to providing and strengthening communication and information capacities of journalists and media practitioners.

Key Achievements

Setting up the Stage for the Establishment of the Press Council of Timor-Leste

With the support of the International Programme for the Development of Communication (IPDC), UNESCO Jakarta Office successfully contributed to media independence and media self-regulation in Timor-Leste through a number of interventions that prepared the ground for the establishment of the first Press Council in the country.

The Communication and Information Unit raised awareness about the importance of a media self-regulation mechanism to support democracy in a country in transition such as Timor-Leste. In this regard, UNESCO conducted consultations and organized a workshop involving the State Secretary for Media, journalist and media associations, University of Timor-Leste and media practitioners. UNESCO's initiative targeted key actors that will eventually be involved in the establishment of the Press Council of Timor-Leste and trained them on the role, duties, responsibilities and operational aspects of the self-regulation mechanism.

The Press Council of Timor-Leste will be established once the Media Law, which as per February 2014 was under discussion in the Parliament, is passed.

Supporting Free and Independent Media in Democratic Processes

In the lead up to the presidential elections that will be held in Indonesia in 2014, the Communication and Information Unit raised awareness on the importance of an independent and plural media landscape for a transparent and free democratic process. In collaboration with the Alliance of Independent Journalists of Indonesia (AJI) and UNIC, UNESCO organized a public discussion to celebrate the International Day of Human Rights that, in 2013, was devoted to the promotion of the Right to Freedom of Opinion and Expression in Indonesia.

The event included participation of the President of the Indonesian Press Council, the head of the Indonesian Broadcasting Commission, government officials, members of the parliament, and other media associations and organizations.



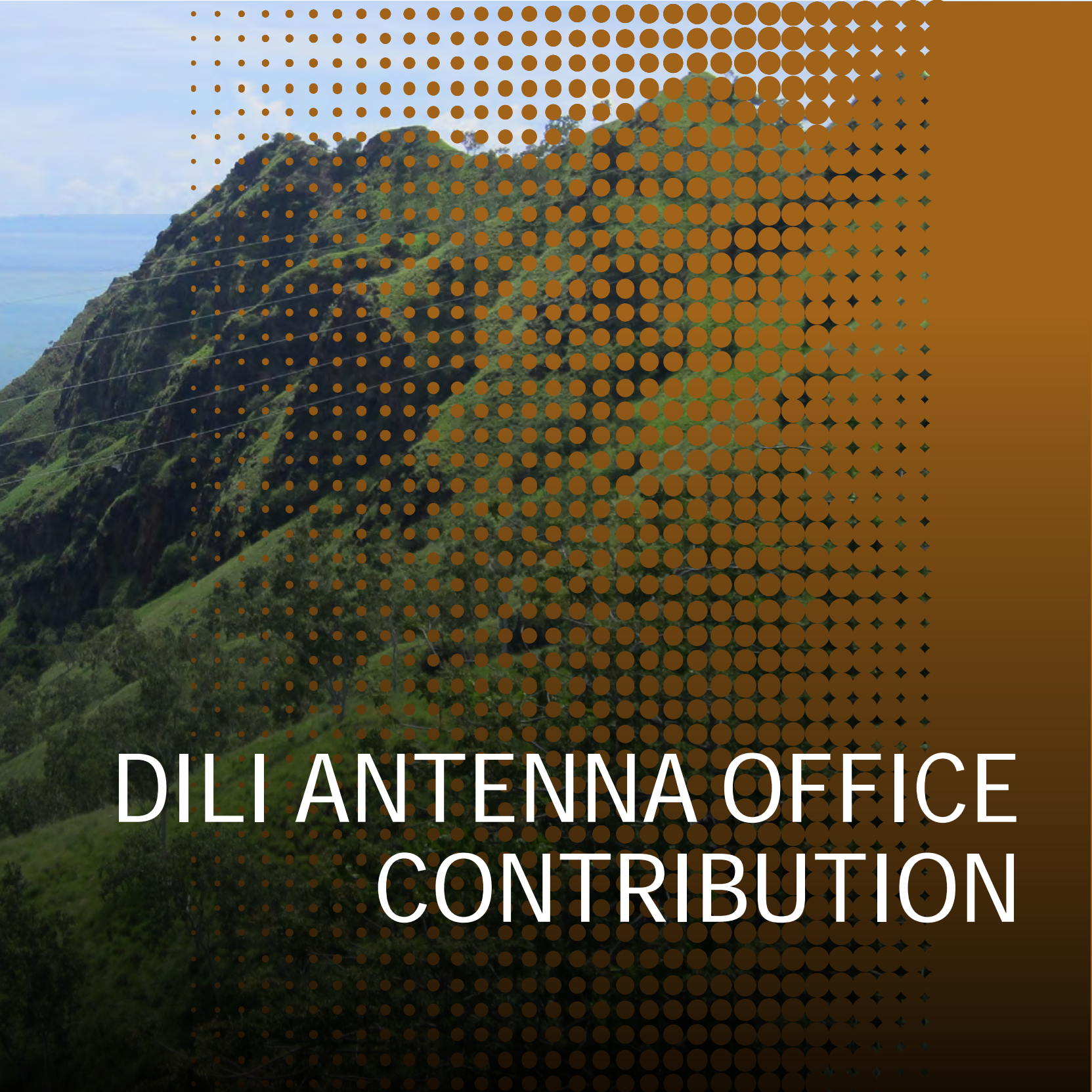
↑ *Mr. Suwarjono, Secretary General of AJI giving welcome speech and opening the discussion*
© UNESCO Office, Jakarta



↑ *Intervention of the Chief of Indonesian Broadcasting Commission during the discussion at the World Press Freedom Day Celebration*
© UNESCO Office, Jakarta



**'Consolidating on the Ground the UNESCO
Presence and Effective Intervention in Timor-Leste'**



DILI ANTENNA OFFICE CONTRIBUTION

Summary of Results

→ *Dili Antenna office staff 2013*
© UNESCO Office, Dili



In 2013, Dili Antenna Office consolidated mechanisms to increase the internal coordination and coherence of UNESCO programmes in the country, as well as to foster a more effective UNESCO response and alignment to government needs, priorities and systems.

The Antenna office played a critical role in assisting project implementation in Timor-Leste in the areas of education, culture, natural science, social sciences for society, social human sciences, communication and information, disaster risk reduction, climate change adaptation and early warning systems with a resource envelop of 1,425,595 USD. Assistance programmes to Timor-Leste are primarily coordinated by UNESCO Office, Jakarta.

Dili Antenna Office assisted as well programme missions from various UNESCO offices to Timor-Leste, in a total of 33 particularly from the Jakarta regional office. The Antenna Office performed successfully the roles of liaison and representation within the UN system in Timor-Leste (UNCT). In addition, UNESCO Office Timor-Leste consolidated and deepened the existing partnerships with the Government as well as with local development partners to ensure the high visibility of UNESCO's presence in the country.

→ *TL Education Minister and UNESCO Regional Director at the opening of the one day strategic workshop between UNESCO and the Timor-Leste Government on 5th February, 2014* © UNESCO Office, Dili

→ *From left to right. Angelina Sarmento, current Natcom Secretary General, Kirsty Sword Gusmao, former Timor-Leste National Commission for UNESCO chair and UNESCO Director at the closing of the one day strategic meeting between UNESCO and the Timor-Leste Government on 5th February 2014*
© UNESCO Office, Dili



Key Achievements

Through the Dili Antenna Office, UNESCO participated and contributed actively in the operationalization of the Government's 2013 plan and packaging of the five-year programme through the Development Policy Coordination Mechanism (DPCM). UNESCO activities are particularly aligned with the social, economic and governance strategic sectors of the Government plan.

UNESCO's projects were duly updated in the Government aid management system, in response to the Government's request. UNESCO's projects have been geocoded in the Government aid management and geographical information system, allowing for their physical localization on the map. The Government has adopted these partners' coordination and aid management tools in order to enhance the critically needed and aimed ownership of the development efforts.

With close support from the Antenna Office, three Emergency Funds projects were launched. Their implementation started in 2013 in the areas of basic science education, technical vocational education and culture.

Finally, Dili Antenna Office provided close assistance in the leadership transition of Timor-Leste Natcom to the new chair and Secretary General, namely from Kirsty Sword Gusmao then chair to Bendito dos Santos Freitas, Minister of Education; and, from Jacinta Barreto then Secretary General to Angelina Sarmento, new Secretary General.



← UNESCO TL chief of office (middle) surrounded by CapEFA consultants and trainers at the Early Childhood Education workshop provided by UNESCO to the Non-Recurrent Education teachers and staff in 2013
© UNESCO Office, Dili

← Roof tiles production project initiated with UNESCO support as part of the Community Learning Centers project
© UNESCO Office, Dili



United Nations
Educational, Scientific and
Cultural Organization



Japanese
Fund-in-Trust



The background features a grid of red dots on a white-to-blue gradient. A blue wave graphic is positioned horizontally across the middle. The text 'JAPANESE FUNDS-IN-TRUST (JFIT)' is centered in white, bold, sans-serif font.

JAPANESE FUNDS-
IN-TRUST (JFIT)

Summary of Results

Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been supporting UNESCO's scientific activities in Asia and the Pacific Region through the Japanese Funds-in-Trust for Scientific Programmes on Global Challenges in Asia and the Pacific Region (JFIT/Science). The programme has been carried out in line with the JFIT/UNESCO Science Strategy with greater emphasis on Science for Sustainable Development within the framework of the UNESCO medium term strategies and priorities.

During 2008, a joint MEXT-UNESCO Programme Objectives and Strategy untitled Scientific Programmes on Global Challenges in Asia and the Pacific Region was developed in order to optimize the benefits and impacts of this programme and to align it better with UNESCO Medium term strategy as well as with the regional science support strategy of UNESCO Office, Jakarta. The Programme Objectives and Strategy for a period of 6 years (2008-2013) was in congruence with UNESCO's Medium Term Strategy (34/C4), the associated UNESCO Biennial Plans (34/35/36C5) and with the Regional Science Support Strategy. The programme's strategic focus has been to position Science for 'Sustainable Development' as a key global challenge for the 21st century. Important sub-components of this program include amongst others the following focal areas: 1. Climate Change, 2. Water, Oceans and ecosystems, 3. Disaster Preparedness, 4. Biotechnology, and 5. Selected inter-sectoral actions. Aligned with these focal areas (FA), a number of multi-year projects have been supported by the programme, including Biosphere Reserves for Environmental and Economic Security (BREES), Water Interoperability Networks for Global Change Adaption (WINGA), Promoting the Awareness on Coastal Marine Environmental Change and its Impact (PACMEC), Strengthening Resilience of Coastal and Small Island Communities towards Hydro-meteorological Hazards and Climate Change Impacts (StResCom), UNESCO Biotechnology School in Asia (FA 4) and Comprehensive Program to Enhance Technology, Engineering and Science Education (COMPETENCE).

Key Achievements

Biosphere Reserves for Environmental and Economic Security (BREES)

BREES project has supported Green Schools located in CatBa BR in Vietnam, which has led to new partnerships. It is also supporting MAB programme in Timor-Leste and Mt. ISAROG national park in the Philippines. The main output is the launch of BREES Youth Awards which promotes sustainable management of BRs through awareness raising among participating schools. Under this project strategic meetings for strengthening BR networks in the Asia-Pacific region have been organized at the regional and sub-regional level.

Sustainable Water Management Improves Tomorrow's Cities Health (SWITCH) in Asia, as part of Water Interoperability Networks for Global Change Adaptation (WINGA)

WINGA project has been actively producing and sharing scientific research papers, building capacities by organizing training courses and meetings, developing adaptation approaches by flood forecasting system assessments and developing pilot projects in water scarce areas.

COMprehensive Programme to Enhance Technology, Engineering and Science Education (COMPETENCE)

The objective of this project is to engage individuals, academic institutions and governments to develop and use Science Education as a fundamental basis for Sustainable Development in Asia and the Pacific. The project has delivered key outputs in Timor-Leste, Bangladesh and Cambodia in addition to strengthening regional networks for research and education. The 6th meeting of the Collaboration for Network-eNabled Education, Culture, Technology and science (CONNECT) Asia was hosted by UNESCO Jakarta for sharing knowledge to coordinate initiatives, especially in regard of e-learning.



Strengthening Resilience of Coastal and Small Island Communities (StResCom)

Main achievements (August 2012 – April 2013) of StResCom project are to integrate local and indigenous knowledge related to hydro-meteorological hazards and Climate Change Adaptation (CCA) with science, namely, scientific validation of local and indigenous knowledge; development of self-assessment tools to enable communities to validate, access and use local and indigenous knowledge for Disaster Risk Reduction (DRR) and CCA in the three beneficiary countries: Indonesia, Philippines, and Timor-Leste. This project has also shared educational and awareness-raising materials that integrate local and indigenous knowledge with science in Indonesia and the Philippines.

Promoting the Awareness on Coastal Marine Environmental Change and its Impact (PACMEC)

PACMEC project aims to advance scientific knowledge and continuously build the regional capacity under its third phase (October 2012 until February 2014), through regular regional scientific workshops and trainings, for addressing various challenges towards the sustainability of coastal and marine environment in the Western Pacific. Those identified challenges include Harmful Algal Blooms, Toxic Marine Organisms, Marine Alien Species, Coral Reef Restoration and Coastal Habitat Mapping .

UNESCO Biotechnology School in Asia

One of the main results with regards to this project is the involvement of five countries (Indonesia, Japan, Philippines, Thailand and Vietnam), 20 universities, two research agencies, and private companies. It has resulted in the development of five academic consortia and one mega-consortium to handle on-site operation of the UNESCO Biotechnology School in Asia.



Sustainability Science Workshop

The International Workshop on Sustainability Science A Science Based Approach to Realize the Future We Want for All was held on 4- 5 April 2013 in Kuala Lumpur, Malaysia. The International Workshop was co-organised by the UNESCO Office Jakarta and Institute for Environment and Development (LESTARI), Universiti Kebangsaan Malaysia (UKM), in collaboration with Japanese Funds-in-Trust (JFIT) and International Science, Technology and Innovation Centre for South-South Cooperation under the Auspices of UNESCO (ISTIC), and was supported by Regional Humid Tropic Hydrology and Water Resources Centre for South-East Asia and the Pacific (HTC) Kuala Lumpur, UNESCO-IHP Malaysia, Ministry of Higher Education Malaysia (KPT), Malaysian National Commission for UNESCO (MNCU) and National Council of Professors (MPN).

The main objective of this workshop was to propose options for the promotion of inter-disciplinary approaches to global environmental challenges that could be taken up for consideration by national and international decision-makers as well as by the governing bodies of UNESCO. During this workshop, participants identified problems and existing challenges on target issues with a view to collect and develop solutions.

The workshop was attended by 108 participants from 22 international and 86 national/local organisations and institutions, including representatives from the public and private sectors, NGOs, academic institutions and others.

This workshop helped raise awareness about sustainability science among policymakers in Asia and the Pacific region, with a view to position this as part of the national and regional science and technology policies. One of the key outcomes of workshop was the Kuala Lumpur Statement. It succeeded in putting sustainability science as an important tool/methodology to be used in addressing and solving present and future global challenges for a more sustainable world especially in the context of Post-2015 UN agenda.



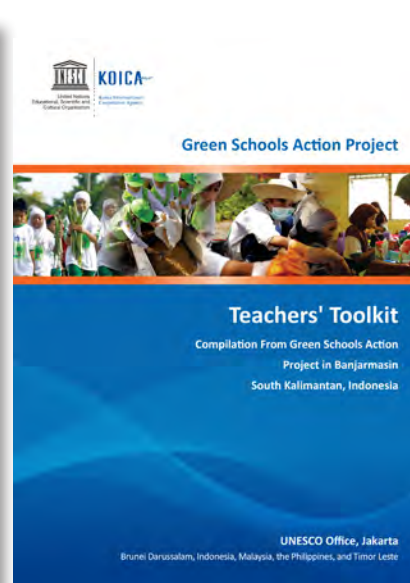
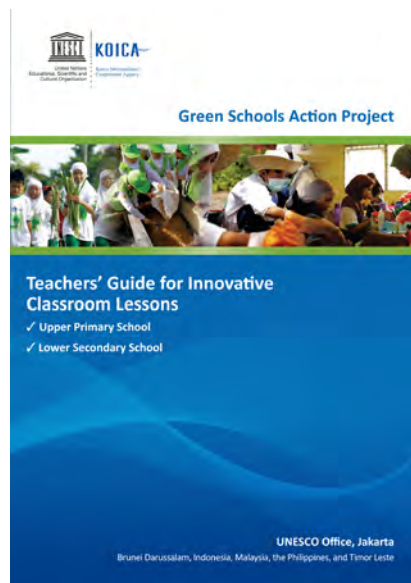
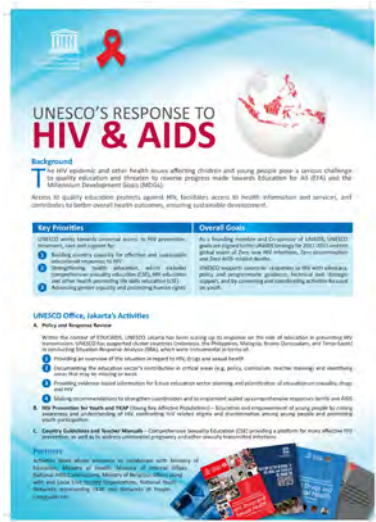




Bermain di
UTEUN PASIE

PUBLICATIONS

EDUCATION



□ The National Population and Family Planning Agency [BKKBN], 'Bimbingan Teknis Kesehatan Reproduksi dan Seksualitas yang Komprehensif', Jakarta, September 2013

□ The National Population and Family Planning Agency [BKKBN], 'Buku Suplemen Bimbingan Teknis Kesehatan Reproduksi, PUBERTAS', Jakarta, 2013

□ The National Population and Family Planning Agency [BKKBN], 'Buku Suplemen Bimbingan Teknis Kesehatan Reproduksi, DORONGAN SEKSUAL', Jakarta, 2013

□ The National Population and Family Planning Agency [BKKBN], 'Buku Suplemen Bimbingan Teknis Kesehatan Reproduksi, PELECEHAN SEKSUAL', Jakarta, 2013

□ The National Population and Family Planning Agency [BKKBN], 'Buku Suplemen Bimbingan Teknis Kesehatan Reproduksi, INFeksi MENULAR SEKSUAL DAN HIV/AIDS', Jakarta, 2013

□ The National Population and Family Planning Agency [BKKBN], 'Buku Suplemen Bimbingan Teknis Kesehatan Reproduksi, KETRAMPILAN KOMUNIKASI DAN PENOLAKAN', Jakarta, 2013

- ❑ Direktorat Jenderal Pemyarakatan, Kementerian Hukum dan Hak Asasi Manusia, 'Kesehatan Reproduksi Remaja', Jakarta, 2013
- ❑ Mr. Adalfredo de Almeida, Ms. Anita Fatima, and Mr. Muhammad Basri Jafar, PhD, 'Effective Literacy Practices in Timor-Leste: Country Report for the International Conference on Achieving Literacy for All: Effective, Innovative Approaches to Scale Up Literacy, Reduce Gender Disparities and Create a Literate World', New Delhi, India, 18-20 July 2013

- ❑ Mr. Adalfredo de Almeida, Ms. Anita Fatima, and Mr. Muhammad Basri Jafar, PhD, 'Literacy Acceleration Programme in Timor-Leste: Country Report for the International Conference on Achieving Literacy for All: Effective, Innovative Approaches to Scale Up Literacy, Reduce Gender Disparities and Create a Literate World', New Delhi, India, 18-20 July 2013
- ❑ UNESCO Office, Jakarta, 'Green Schools Action Project: Teacher's Toolkit: Compilation from Green Schools Action Project in Banjarmasin, South Kalimantan, Indonesia', Jakarta, October 2013

- ❑ UNESCO Office, Jakarta, 'Green Schools Asia Leaflet', Jakarta, 2013
- ❑ UNESCO Office, Jakarta, 'Education for Sustainable Development: Learning for Change Leaflet', Jakarta, 2013
- ❑ UNESCO Office, Jakarta, 'UNESCO'S Response to HIV & AIDS Leaflet', Jakarta, 2013
- ❑ UNESCO Office, Jakarta, 'Green Schools Action Project: Teachers' Guide for Innovative Classroom Lessons for Upper Primary School and Lower Secondary School', Jakarta, October 2013



Disaster Risk and Reduction

Saat Gelombang Pertama Tiba dalam Hitungan Menit Pelajaran dari Indonesia Bertahan dari Tsunami yang Dekat dengan Sumbernya



- ❑ In line with one of the pillars of the Disaster Risk Reduction flagship programme, 'Rising Awareness And Preparedness Through Education And Information', in 2013 the DRRTIU published the IOC UNESCO booklet: 'Where the first wave arrives in minutes' translated into five languages, Bahasa Indonesia, Tetun for Timor-Leste, Sinhala and Tamil for Sri Lanka, and Urdu for Pakistan of the following publication:
- ❑ Translation in Bahasa Indonesia, Tetun for Timor-Leste, Sinhala and Tamil for Sri Lanka, and Urdu for Pakistan of the following publication:
- ❑ Eko Yulianto, Fauzi Kusmayanto, Nandang Supriyatna, and Mohammad Dirhamsyah, 'Where the First Wave Arrives in Minutes', UNESCO Office, Jakarta, 2010



Engineering Sciences and Technology



UNESCO E-learning course brochure:

- ❑ Leaflet of Research Institutes Introduction Session (RIIS)
- ❑ Consumers Acceptance and Behavior of E-Commerce in Asia and Cross Borders
- ❑ Booklet of CONNECT ASIA (Collaboration for Network-enabled Education, Culture, Technology and science [Please provide full references for each article/leaflet/etc (Authors, Title, Date, Place of publication, number of pages if applicable)])

EST Websites:

- ❑ www.connect-asia.org
As part of CONNECT – Asia (Collaboration for Network-enabled Education, Culture, Technology and science) a group of national, sub-regional and regional ICT networks actively contributed to improving education and research in Asia and the Pacific.
- ❑ <http://e-learning.connect-asia.org/> The portal used an open source-based learning management system and was open for the public so they could access UNESCO's wealth of

materials in different fields such as Renewable Energy, Technology Transfer, HIV/AIDS and UNESCO Jakarta's special lectures on various fields of expertise.

- ❑ <http://competence-program.asia/> This website was created in related to COMPETENCE (COMprehensive Program to Enhance Technology, Engineering, and Science Education in Asia) Project funded by JFIT.



Ecological Sciences



Environmental Science Unit Project Brief

UNESCO Office, Jakarta
The project brief contains summary of activities being implemented within Environmental Sciences Unit.

Report on Biosphere Reserves for Environmental and Economic Security Red River Delta, Vietnam

The report documented activities of BRES carried out in Red River Delta BR. The activities focus on environmental education and awareness raising campaign. The report was prepared by Vietnam Man and Biosphere National Committee.

Report on BRES Youth Award Palawan Biosphere Reserve, the Philippines.

The report contains detail activities of BRES Youth Awards conducted in Palawan BR. It was written by Western Philippines University in close coordination with UNESCO Jakarta.

Report on Strategic Meeting Asia Pacific Biosphere Reserve Network (APBRNet)

The APBRNet Strategic Meeting in 22-25 April 2013 in Hanoi,

Vietnam marked the first meeting of BR Networks for Asia Pacific. The meeting was organized by Vietnam Man and Biosphere National Committee. The report explains the results and recommendations made during the meeting.

Under the project of 'Enhancing Livelihoods and Increasing Community Resilience to Climate Change in Central Kalimantan', below are reports produced during the activities.

Reports from studies by Forestry Research and Development Agency:

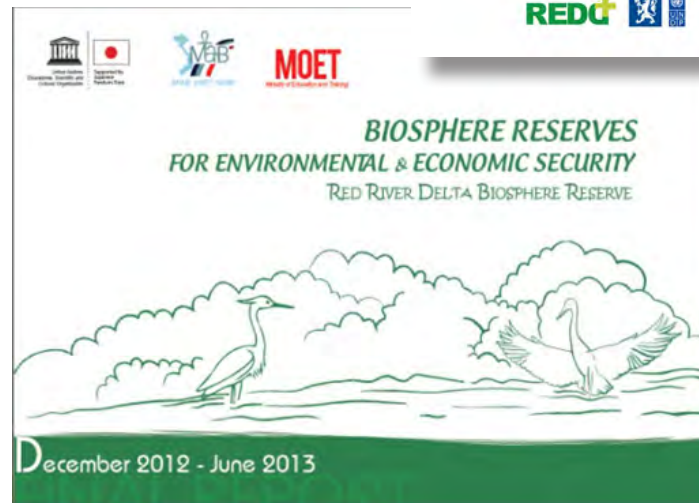
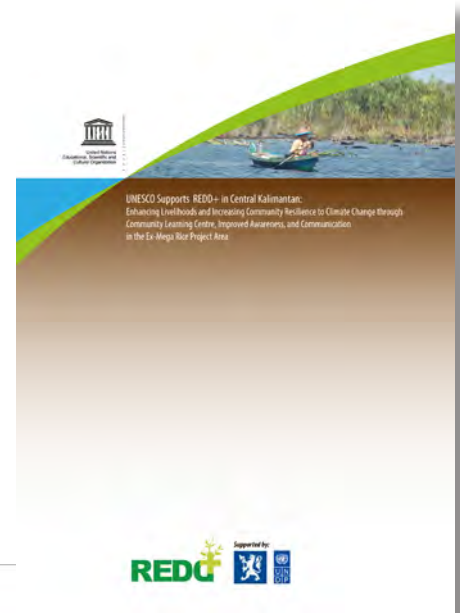
- ❑ *Struktur dan Komposisi Hutan Rawa Gambut di Kesatuan Pengelolaan Hutan Lindung (KPHL) Desa Buntoi, Kalimantan Tengah*
- ❑ The report discussed the Forest Structure and Composition in the Protected Peatland Forest Area of Buntoi Village.
- ❑ *Analisis Pemanfaatan Jasa Lingkungan di Hutan Desa Buntoi, Kalimantan Tengah*
- ❑ *Pengelolaan Hutan Desa di hutan Lindung: Studi Kasus Lembaga Pengelola Hutan Desa Buntoi, Kalimantan Tengah*

- ❑ *Laporan dan Modul Pelatihan: Restorasi, Agroforestry dan Perhitungan Karbon*

Reports from activities organized by Yayasan Cakrawala Indonesia

- ❑ Report Community Action Plan for *Pusat Informasi Lestari*
- ❑ *Penilaian Cepat (Rapid Assessment) Sosio-ekonomi, Dampak Perubahan Iklim dan Jasa Lingkungan Hutan di Desa Buntoi, Kalimantan Tengah*
- ❑ Initiating Ecotourism Development Plan to Support the Development of Climate Communication Facility Centre in Buntoi Village, Central Kalimantan
- ❑ Proceeding Workshop on Green School Capacity Building for Teachers and Students in Climate Change Education
- ❑ The report consisted of materials presented during Green School Workshop held in 20-21 March 2013. The workshop was organized by Faculty of Pedagogy and Education, University of Palangkaraya

- ❑ *Analisis Hasil Survei: Environmental Awareness, Knowledge, Attitude, and Action. Workshop on Green School, Palangkaraya 20 - 21 Maret 2013.* The report discussed analysis and result of data collected during Green School Workshop in March 2013. The study was conducted by Faculty of Pedagogy and Education, University of Palangkaraya to determine the level of environmental awareness among students.



Sciences for Society

❑ **Hamoris Fali Komunitade nia Matenek Tradisionál ba Moris ne'ebé Sustentável: MÉTODU PESKA'** (Revitalizing Community Traditional Knowledge for Sustainable Livelihoods: FISHING METHODS), provides information on various traditional fishing methods, including ceremonies and legends associated with use of fish traps, documented in Makili village, Timor-Leste.

❑ **Hamoris Fali Komunitade nia Matenek Tradisionál ba Moris ne'ebé Sustentável: EKOSISTEMA TASI NININ'** (Revitalizing Community Traditional Knowledge for Sustainable Livelihoods: COASTAL ECOSYSTEMS), provides information on the knowledge on the different uses of mangroves, sea grasses and corals of Bikeli villagers, Timor-Leste

❑ **Sandwatch Flyer**, the 4-page flyer which contains information on key points extracted from the Sandwatch manual i.e., Sandwatch project's objectives and methodologies. It also gives information on the pilot project in Indonesia and Timor-Leste. The flyer is written in Bahasa Indonesia.

Five posters developed in Timor-Leste for Safeguarding LINK in Timor-Leste:

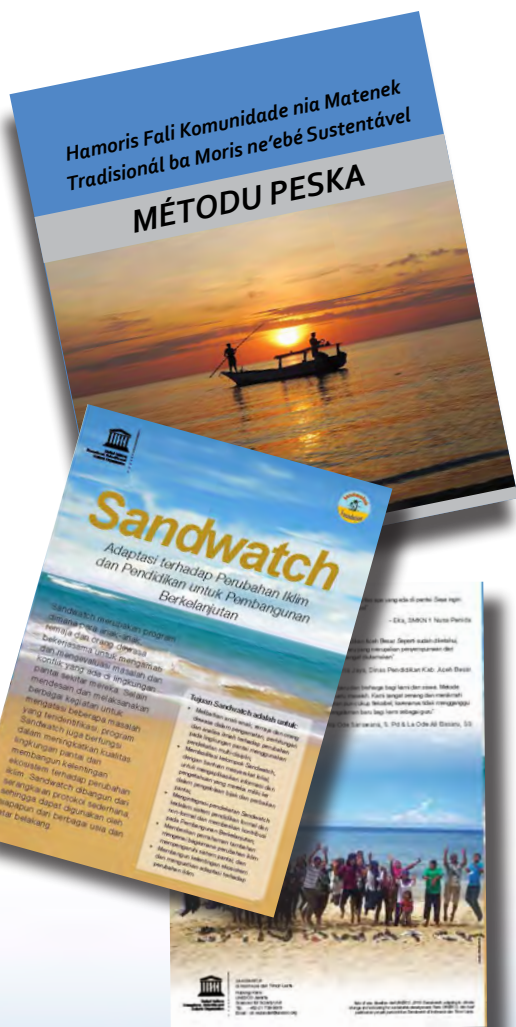
❑ **Mai ita-hotu hafolin matenek bei'ala nian** (Ways to improve your traditional fishing methods to be more eco-friendly)

❑ **Kaer metin ita-nia matenek ekolójiku tradisionál ne'ebé iha relasaun ho moris peska nian** (Safeguarding our traditional ecological knowledge related to fishing)

❑ **Serimónia dada ró no haree bubur** (Ceremonies for boat dragging and checking fish-traps)

❑ **Mai ita hafolin no haburas ita-nia ekosistema tasi-ibun ba ita-nia komunitade nia futuru sustentavel** (Let's value and enrich our coastal ecosystem for the sustainable future of our community)

❑ **Kaer-metin ita-nia matenek ekolójiku tradisiantál kona-ba ekosistema tasi-ibun** (Safeguarding our traditional ecological knowledge related to coastal ecosystem)



Social and Human Sciences

- ❑ UNESCO Office, Jakarta, Youth Consultations on the UN Post-2015 Development Agenda, 22 March 2013
- ❑ UNESCO Office, Jakarta, Civic Engagement and Social Inclusion of Youth in Indonesia, 03 June 2013
- ❑ CEPAD, Interpeace, UNESCO Office, Jakarta, Promoting Social and Economic Inclusion for Women and Youth in Timor-Leste, 2013



Dili Antena Office

- ❑ Unesco Dili Antenna Office & Timor-Leste National Commission For Unesco, 'Timor-Leste Newsletter', Timor-Leste, March 2013
- ❑ Unesco Dili Antenna Office & Timor-Leste National Commission For Unesco, 'Timor-Leste Newsletter', Timor-Leste, June 2013

Culture

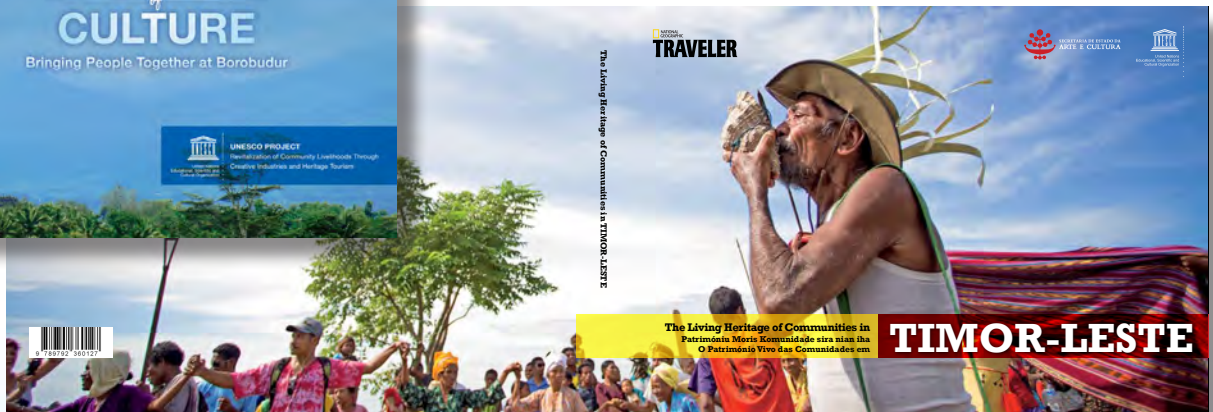
Booklet:

- ❑ UNESCO Office Jakarta, 'The Power of Culture: Bringing People Together at Borobudur', Jakarta, July 2013
- ❑ UNESCO Office Jakarta, 'Conserving the Borobudur Temple for the Future', Jakarta, November 2013



Book:

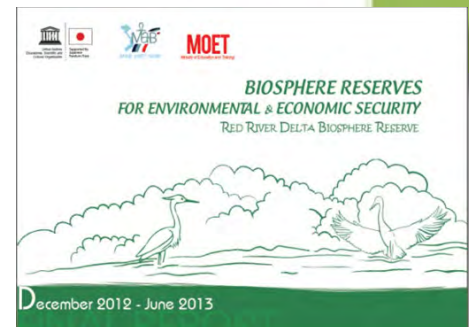
- ❑ UNESCO Office Jakarta, National Geographic and the Secretariat of State for Arts and Culture Timor-Leste, 'The Living Heritage Communities in Timor-Leste', Jakarta, December 2013



Japanese Funds-in-Trust



- ❑ PACMEC
- ❑ Coral Restoration Techniques in the Western Pacific region;
- ❑ Marine Phytoplankton of the Western Pacific.
- ❑ Eco Unit Environmental Science Unit Project Brief
- ❑ UNESCO Office, Jakarta
- ❑ Report on Biosphere Reserves for Environmental and Economic Security Red River Delta, Vietnam
- ❑ Report on BREES Youth Award Palawan Biosphere Reserve, the Philippines
- ❑ Report on Strategic Meeting Asia Pacific Biosphere Reserve Network (APBRNet)





NETWORK AND PARTNERS

EDUCATION NETWORK			
No	Name of Network	Year of Establishment	Executive Secretary
1	Asia/Pacific Cultural Centre for UNESCO (ACCU)	1971	Mr. CHO Fujio President 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)	1965	Dr. Ramon C. Bacani Centre Director P O Box 207, UPDiliman, Quezon City 1101 PHILIPPINES Tel. No: +63 (2) 924-7681 Fax No: +63 (2) 921-0224 E-mail: innotech@seameo-innotech.org
3	International Research and Training Centre for Rural Education (INRULED)	1994	Dr. Dong Qi Director UNESCO International Research and Training Centre for Rural Education, 19 Xin Jie Kou Wai Da Jie, Haidian District, Beijing 100875 P.R.China Tel: +86 10 58801920/58801922 Fax: +86 10 58801920 Email: inruled@inruled.org



4	Asia-Pacific Centre of Educational Innovation for Development (APEID)	1973	<p>Mr. Livia Saldari International Coordinator a.i. 7, place de Fotenoy 75352 Paris 07 SP Tel: +33 (0) 1 45 68 10 80 Fax: +33 (0)1 45 68 5639 E-mail: s.niedermayer@unesco.org</p>
5	Associated Schools Project Network (ASPnet)	1953	<p>Mr. Livia Saldari International Coordinator a.i. 7, place de Fotenoy 75352 Paris 07 SP Tel: +33 (0) 1 45 68 10 80 Fax: +33 (0)1 45 68 5639 E-mail: s.niedermayer@unesco.org</p>
6	UNESCO-Asia-Pacific Centre Network for International Education and Values Education (APNIEVE)	1995	<p>Dr. Lourdes R. Quisumbing President</p> <p>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</p> <p>Ms. Joy de Leo President UNESCO APNIEVE Australia</p> <p>Tel: 08 8274 1779 / 0416 274 177 Fax: 08 8274 1773 Email: apnieve@adam.com.au</p>



DISASTER RISK AND REDUCTION NETWORK			
No	Name of Network	Year of Establishment	Executive Secretary
1	Indonesian Agency for Meteorology, Climatology and Geophysics (BMKG)		Jl. Angkasa 1 No.2, Kemayoran Jakarta Pusat 10720, Indonesia Tel: +62 21 654 2983 Fax: +62 21 654 2983
2	Research Centre for Disaster Mitigation, Bandung Institute of Technology (RCDM ITB)		Jl. Ganesha No. 10, Bandung 40132, Indonesia Tel: +62 22 93373751 Fax: +62 22 93373751
3	Research Centre for Geotechnology, The Indonesian Institute of Sciences		Jl. Sangkuriang, Kompleks LIPI, Bandung 40135 Tel: +62 21 2503654 Fax: +62 21 2504593
ENGINEERING SCIENCES TECHNOLOGY NETWORK			
No	Name of Network	Year of Establishment	Executive Secretary
1	ASEAN Federation of Engineering Organisations (AFEO)		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 : 603 - 9059 5395 Fax : 603 - 9059 5869 E-mail : gnp@gueandpartners.com.my, ssgue@pc.jaring.my http://www.aseanengineers.com



2	Greater Mekong Subregion Academic and Research Network	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 http://www.gmsarn.org
3	School on Internet (SOI)	1997	Director of SOI-ASIA Prof. Keiko Okawa 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 http://www soi.wide.ad.jp

ENGINEERING SCIENCES TECHNOLOGY | PARTNERS | GOVERNMENT AUTHORITIES

No	Organization Name	Country	Unit
1	Ministry of Education, Youth and Sport	Cambodia	EST
2	Directorate General of Higher Education (DIKTI)	Indonesia	EST
	Ministry of National Education		EST
	Ministry of Energy and Natural Resources of Indonesia		EST



ENGINEERING SCIENCES TECHNOLOGY | PARTNERS | NATIONAL INSTITUTIONS, PROFESSIONAL ASSOCIATIONS, UNIVERSITIES, EDUCATIONAL AND RESEARCH INSTITUTES

1	Bangladesh University of Energy and Technology (BUET)	Bangladesh	EST
2	Institute Technology of Cambodia	Cambodia	EST
	Royal University of Phnom Penh		EST
3	Indonesia Higher Education Network (INHERENT)	Indonesia	EST
	Bandung Institute of Technology (ITB)		EST
	Brawijaya University (UNIBRAW)		EST
	Hasanuddin University (UNHAS)		EST
	LPPM Gadjah Mada University		EST
	University of Indonesia (UI)		EST
	Udayana University (UNUD)		EST
	Lembaga Ilmu Pengetahuan Indonesia (LIPI)		EST
4	Kyushu University	Japan	EST
	Tokyo Institute of Technology		EST
	Tokyo University		EST
	Kyoto University		EST
	Keio University		EST
	Hokkaido University		EST



5	Korea Advanced Institute of Science and Technology (KAIST)	Korea	EST
	Korea Research Environment Open NETwork (KREONET)		EST
6	Malaysia Research and Education Network (MYREN)	Malaysia	EST
	University of Malaya		EST
	Universiti Kebangsaan Malaysia (UKM)		
7	Nepal Research and Education Network (NREN)	Nepal	EST
8	Advance Science and Technology Institute (ASTI) Philippines	Philippines	EST
	Philippines Research, Education and Government Information Network (PREGINET)		EST
9	Hanoi University of Science and Technology (HUST)	Vietnam	EST
10	National University of Singapore (NUS)	Singapore	EST
11	Lanka Education and Research Network (LEARN)	Srilanka	EST
	National Authority for Science and Technology (NAST)		EST
12	Asian Institute of Technology (AIT)	Thailand	EST
	University Network (UniNet)		EST



13	Pakistan Education & Research Network (PERN)	Pakistan	EST
14	University National of Timor-Leste (UNTL)	Timor-Leste	EST
ENGINEERING SCIENCES TECHNOLOGY PARTNERS NGOS, COMMUNITY-BASED ORGANISATIONS, FOUNDATIONS, PRIVATE ENTERPRISES AND OTHER NON-GOVERNMENTAL BODIES			
No	Organisation Name	Country	Unit
1	Masyarakat Energi Terbarukan Indonesia (METI)	Indonesia	EST
	United Nations Information Centres (UNIC)		EST
2	Centre for Robotics Education and Future Sciences (CREFUS)	Japan	EST
	JS-Robotics Inc.		EST
	Japan Aerospace Exploration Agency (JAXA)		EST
	Mitsubishi Heavy Industries (MHI)		EST
3	Science Centre Singapore (SCS)	Singapore	EST
4	Malaysian Agricultural Research and Development Institute (MARDI)	Malaysia	EST
5	National Science and Technology Development Agency (NSTDA)	Thailand	EST
	National Center for Genetic Engineering and Biotechnology (BIOTEC)		EST
6	Croft IP Pty Ltd	Australia	EST



ENGINEERING SCIENCES TECHNOLOGY | PARTNERS | INTERNATIONAL ORGANISATIONS, BILATERAL AND MULTILATERAL COOPERATION AGENCIES

No	Country	Organisation Name	Unit
1	School on Internet (SOI)	Regional	EST
	Federation of Engineering Institutions of Asia and the Pacific (FEIAP)		
2	International Science, Technology and Innovation Centre for South-South Cooperation (ISTIC)	International	EST
	UN Centre for Alleviation of Poverty through Secondary Crops' Development in Asia and the Pacific (UNCAPSA)		EST
	The National Institute of Advanced Industrial Science and Technology (AIST)		EST
	World Intellectual Property Organisation (WIPO)	International	EST
	Trans-Eurasia Information Network (TEIN3)		EST
	Asia-Pacific Advanced Network (APAN)		EST
	National Oceanic and Atmospheric Administration (NOAA)		EST
	Association for Engineering Education in Southeast, East Asia and the Pacific (AESEAP)		EST



ECOLOGICAL SCIENCES NETWORK			
No	Name of Network	Year of Establishment	Executive Secretary
1	East Asian Biosphere Reserve Network (EARBN)	1993	Hans Thulstrup Programme Specialist for Science UNESCO Beijing Jianguomenwai Waijaogongyu 5-13-3 Beijing 100600, P. R. China Tel. (+86 10) 65322828 Fax. (+86 10) 65324854 Email: beijing@unesco.org
2	Southeast Asian Biosphere Reserve Network (SeaBRnet)	1998	Shahbaz Khan Senior Programme Specialist for Water and Environmental Sciences UNESCO Office, Jakarta Jalan. Galuh II No. 5 Jakarta, 12110, Indonesia Tel. (+62 21) 7399818 Fax. (+62 21) 72796489 Email: jakarta@unesco.org
3	South and Central Asia MAB Network (SACAM)	2001	Raam Boojh National Officer of Ecological Sciences UNESCO New Delhi B 5/29 Safdarjung Enclave New Delhi 110029, India Tel. (+91 11) 26713000 Fax. (+91 11) 26713001 / 2 Email: newdelhi@unesco.org



4	Pacific Biosphere Reserve Network (PacMAB)	2006	Denis Chang Seng Programme Specialist for Science UNESCO Apia P.O. Box 615 Matautu - uta Post Office, Apia, Samoa Tel. (+685) 24276 Fax. (+685) 22253 Email: apia@unesco.org
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ECOLOGICAL SCIENCES | NETWORK

No	Country	Organisation Name	Unit
1	Ministry of National Education Indonesia	Indonesia	ECO
	Ministry of Forestry, Directorate		ECO
	General of Forest Protection and Nature		ECO
	Conservation (PHKA)		ECO
	Coordinating Ministry of People's Welfare		ECO
	Ministry of Forestry, Forestry Research and Development Agency (FORDA)		ECO
2	Gunung Leuser National Park	Indonesia	ECO
	Kerinci Seblat National Park		ECO
	Bukit Barisan Selatan National Park		ECO



3	Ministry of Agriculture and Fisheries, Department of Protected Areas and National Park	Timor-Leste	ECO
	UNESCO National Commission for Timor- Leste		ECO
4	Agencia Española de Cooperación Internacional para el Desarrollo (AECID)	Spain	ECO
			ECO
5	UNESCO Vietnam	Vietnam	ECO
6	UNESCO National Commission for the Philippines	Philippines	ECO

SCIENCES FOR SOCIETY | PARTNERS | GOVERNMENT AUTHORITIES

No	Organisation Name	Country	Unit
1	Dewan Nasional Perubahan Iklim (DNPI)	Indonesia	ECO
	Ministry of Marine Affairs and Fisheries		ECO
2	National Disaster Management Directorate (NDMD)	Timor-Leste	ECO
	Ministry of Education & Culture	Timor-Leste	ECO

SCIENCES FOR SOCIETY | PARTNERS | NATIONAL INSTITUTIONS, PROFESSIONAL ASSOCIATIONS, UNIVERSITIES,
EDUCATIONAL AND RESEARCH INSTITUTES

No	Organisation Name	Country	Unit
1	Tsunami and Disaster Mitigation Research Center (TDMRC)	Indonesia	ECO
2	Universidade Nacional Timor-Leste (UNTL)	Timor-Leste	ECO



3	Timor-Leste National Commission for UNESCO	Timor-Leste	ECO
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SCIENCES FOR SOCIETY | PATRTNERS | INTERNATIONAL ORGANISATIONS, BILATERAL AND MULTILATERAL COOPERATION AGENCIES

No	Organisation Name	Country	Unit
1	Masyarakat Penanggulangan Bencana Indonesia (MPBI)	Indonesia	ECO
2	FOCIL Foundation Indonesia		ECO
3	Friends of National Park Foundation (Yayasan Pecinta Taman Nasional)		ECO
4	Jaringan KuALA		ECO
5	Center for Disaster Preparedness	Philippines	ECO
6	Philippine Rural Reconstruction Movement (PRRM)		ECO
7	Roman Luan	Timor-Leste	ECO
8	Kdadalak Sulimutuk Institute (KSI)	Timor-Leste	ECO

SOCIAL HUMAN SCIENCES | NETWORK & PATRTNERS | DISABILITIES

No	Organisation Name	Country	Unit
1	Dria Manunggal	Indonesia	SHS
2	SAPDA (Sentra Advokasi Perempuan Difabel & Anak)	Indonesia	SHS
3	SIGAB (Sasana Integrasi dan Advokasi Difabel)	Indonesia	SHS



4	KONAS DIFABEL (Konsorsium Nasional (Konas) Difabel)	Indonesia	SHS
5	PPDI (Persatuan Penyandang Disabilitas Indonesia)	Indonesia	SHS
6	Arbeiter-Samariter-Bund (ASB) Indonesia	Indonesia	SHS
7	Puan Adissa, Aceh	Indonesia	SHS
8	FORSIS (Forum Silaturahmi Stroke)	Indonesia	SHS
9	FKPCTI (Federasi Kesejahteraan Penyandang Cacat Tubuh Indonesia)	Indonesia	SHS
10	Gerkatin (Gerakan untuk Kesejahteraan Tunarungu Indonesia)	Indonesia	SHS
11	ITMI (Ikatan Tunanetra Muslim Indonesia)	Indonesia	SHS
12	PPDI (Persatuan Penyandang Disabilitas Indonesia)	Indonesia	SHS
13	Pertuni (Persatuan Tunanetra Indonesia)	Indonesia	SHS
14	Pertapi (Persatuan Tunanetra Ahli Pijat Indonesia)	Indonesia	SHS
15	NPCI (national Paralympics committee Indonesia)	Indonesia	SHS
16	Yogyakarta City Government	Indonesia	SHS
17	Banda Aceh City Government	Indonesia	SHS
18	Banjarmasin City Government	Indonesia	SHS



19	Ambon City Government	Indonesia	SHS
20	Metro (Lampung) City Government	Indonesia	SHS
21	Denpasar City Government	Indonesia	SHS
22	Australia Indonesia Partnership for Justice Programme	Indonesia	SHS
23	KOMNAS HAM (Komisi Nasional Hak Asasi Manusia)	Indonesia	SHS
24	KOMNAS PEREMPUAN (Komisi Nasional Anti Kekerasan Terhadap Perempuan)	Indonesia	SHS
25	Ministry of Education of the Republic of Indonesia	Indonesia	SHS
26	Ministry of Law and Human Rights of the Republic of Indonesia	Indonesia	SHS
27	Ministry of Foreign Affairs of the Republic of Indonesia	Indonesia	SHS
28	BAPPENAS (Indonesian Planning Agency)	Indonesia	SHS
29	BPS (Statistics Indonesia)	Indonesia	SHS
30	International Labour Organisation, Jakarta	Indonesia	SHS
31	World Health Organisation, Jakarta	Indonesia	SHS
32	United Nations Fund on Population, Jakarta	Indonesia	SHS
33	United Nations Children's Fund, Jakarta	Indonesia	SHS



34	Gusti Kanjeng Ratu Hemas	Indonesia	SHS
35	The Speaker of the House of Representatives, Dr. H. Marzuki Alie	Indonesia	SHS
36	The Minister of Social Affairs, Dr. Salim Segaf Al Jufri	Indonesia	SHS
37	Dr. Nova Riyanti Yusuf, Vice-Chairwoman of Commission IX	Indonesia	SHS
38	Dra. Hj. Ida Fauzia, Chairwoman of the Commission VIII	Indonesia	SHS
39	Mr Shuhaib Chalken, the UN Special Rapporteur on Disability	Indonesia	SHS

SOCIAL HUMAN SCIENCES | NETWORK & PARTNERS | YOUTH

1	Ministry of Youth and Sports	Indonesia	SHS
2	Ministry of Education and Culture	Indonesia	SHS
3	Ministry of Social Affairs	Indonesia	SHS
4	Ministry of Health	Indonesia	SHS
5	UKP4	Indonesia	SHS
6	BKKBN	Indonesia	SHS
7	Universitas Indonesia	Indonesia	SHS
8	Sekitar Kita	Indonesia	SHS
9	Pamflet	Indonesia	SHS
10	Indonesian Future Leaders	Indonesia	SHS



11	Idenesia	Indonesia	SHS
12	Sinergi Muda	Indonesia	SHS
13	Papua Youth Forum	Indonesia	SHS
14	Indonesian Difable Care Community (IDCC)	Indonesia	SHS
15	Universitas Lampung	Indonesia	SHS
16	Disability Care Community	Indonesia	SHS
17	UNFPA	Indonesia	SHS
18	UNICEF	Indonesia	SHS
19	UN Office of the Resident Coordinator in Indonesia	Indonesia	SHS
20	Universitas Cendrawasih	Indonesia	SHS
21	Port Numbay Indigenous Youth Council	Indonesia	SHS
22	Reproductive Health Club Papua	Indonesia	SHS
23	National AIDS Commission Papua	Indonesia	SHS
24	Youth Forum Baliem Peace, Wamena	Indonesia	SHS
25	Indonesian Youth National Committee (KNPI)	Indonesia	SHS
26	Center of Studies for Peace and Development Timor-Leste (CEPAD)	Timor-Leste	SHS
27	CINTAIndonesia	Indonesia	SHS



28	Institute of Malaysian and International Studies (IKMAS)	Malaysia	SHS
29	Universiti Kebangsaan Malaysia	Malaysia	SHS
30	UNESCO SHS Bangkok	Thailand	SHS

SOCIAL HUMAN SCIENCES | NETWORK & PARTNERS | SUSTAINABILITY SCIENCES

No	Organisation Name	Country	Unit
1	LESTARI	Malaysia	SHS
2	UKM	Malaysia	SHS
3	ISTIC	Malaysia	SHS
4	MEXT-Japan	Japan	SHS

5SOCIAL HUMAN SCIENCES | NETWORK & PARTNERS | MOST VIETNAM

No	Organisation Name	Country	Unit
1	Government of Vietnam	Vietnam	SHS
2	Vietnamese Academy for Social Sciences (VASS)	Vietnam	SHS
3	Asian Development Bank	Philippines	SHS

HYDRO UNIT | NETWORK & PARTNER |

No	Name of Network	Year of Establishment	Executive Secretary
1	Regional Steering Committee of the International Hydrological Programme for Southeast Asia and the Pacific (RSC)	1993	Mr. Kaoru Takara, Disaster Prevention Research Institute (DPRI), Kyoto University, Uji, Kyoto 611-0011, JAPAN



2	Asia-Pacific Flow Regimes from International Experimental and Network Data (AP-FRIEND)	1997	Mr. Dennis Jamieson NIWA, PO Box 8602 10, Kyle Street - Christchurch NEW ZEALAND
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HYDRO UNIT | NETWORK & PARTNER | GOVERNMENT

No	Organisation Name	Country	Unit
1	Bureau of Meteorology	Australia	HYD
2	Ministry of Water Resources and Meterology	Cambodia	HYD
3	Ministry of Water Resources	China	HYD
4	State Hydrometeorological Administration (SHMA)	DPR Korea	HYD
5	Indonesian National Commission for UNESCO	Indonesia	HYD
6	Indonesian Institute for Sciences	Indonesia	HYD
7	Ministry of Education, Culture, Sports, Science, and Technology (MEXT)	Japan	HYD
8	Department of Meterology and Hydrology	Lao PDR	HYD
9	Department of Irrigation and Drainage (DID)	Malaysia	HYD
10	Department of Meteorology and Hydrology	Myanmar	HYD
11	Department of Water Resources	Thailand	HYD



HYDRO UNIT | NETWORK & PARTNER | NATIONAL INSTITUTIONS, PROFESSIONAL ASSOCIATIONS, UNIVERSITIES, EDUCATIONAL AND RESEARCH INSTITUTES

No	Organisation Name	Country	Unit
12	International Research and Training Centre on Erosion and Sedimentation, China (IRTCES)	China	HYD
13	Indonesian Institute of Sciences (LIPI)	Indonesia	HYD
14	Asia Pacific Centre of Ecohydrology	Indonesia	HYD
15	International Centre on Qanats & Historic Hydraulic Structures (ICQHS)	Iran	HYD
16	Regional Centre on Urban Water Management (RCUWM)	Iran	HYD
17	University 'La Sapienza' Roma	Italy	HYD
18	Hydrospheric Atmospheric Research Center, Nagoya University	Japan	HYD
19	Water Resources Research Center, DPRI, Kyoto University	Japan	HYD
20	Research Institute for Humanity and Nature (RIHN)	Japan	HYD
21	Japan Agency for Marine-Earth Science and Technology (JAMSTEC)	Japan	HYD
22	International Centre for Water Hazard and Risk Management (ICHARM)	Japan	HYD
23	National Research Institutes for Earth Sciences and Disaster Prevention (NIED)	Japan	HYD



24	Regional Humid Tropics Hydrology and Water Resources Centre for Southeast Asia and the Pacific (HTC)	Malaysia	HYD
25	Universiti Tenaga Nasional (UNITEN)	Malaysia	HYD
26	National Institute of Water and Atmospheric Research Ltd. (NIWA)	New Zealand	HYD
27	University of the Philippines, Manila	Philippines	HYD
28	Vietnam Institute of orology, Hydrology&Environment (IMHEN)	Vietnam	HYD
29	Vietnamese Academy of Sciences and Technology (VAST)	Vietnam	HYD

CULTURE UNIT | NETWORK & PARTNER | GOVERNMENT

No	Organisation Name	Country	Unit
1	Brunei Darussalam National Commission for UNESCO	Brunei Darussalam	CLT
2	Ministry of Culture, Youth and Sports	Brunei Darussalam	CLT
3	Indonesian National Commission for UNESCO	Indonesia	CLT
4	Coordinating Ministry for People's Welfare	Indonesia	CLT
5	Ministry of Education and Culture	Indonesia	CLT
6	Ministry of Foreign Affairs	Indonesia	CLT
7	Ministry of Industry	Indonesia	CLT



8	Ministry of Public Works	Indonesia	CLT
9	Ministry of Tourism and Creative Economy	Indonesia	CLT
10	Ministry for Cooperatives and Small Medium Enterprises	Indonesia	CLT
11	Ministry of Trade	Indonesia	CLT
12	Central Java Development and Planning Agency	Indonesia	CLT
13	Malaysian National Commission for UNESCO	Malaysia	CLT
14	Ministry of Tourism and Culture	Malaysia	CLT
15	UNESCO National Commission of the Philippines	Philippines	CLT
16	National Commission for Culture and Arts	Philippines	CLT
17	Timor-Leste National Commission for UNESCO	Timor-Leste	CLT
18	Secretariat of State for Arts and Culture, Timor-Leste	Timor-Leste	CLT

COMUNICATION & INFORMATION UNIT | NETWORK & PARTNER | GOVERNMENT

No	Organisation Name	Country	Unit
1	International Programme for the Development of Communication (IPDC)		CI
2	Fundasaun Fundu Media (FFM)		CI

3	Timor-Leste's Secretary of State for Media	Timor-Leste	CI
4	Press Council of Indonesia	Indonesia	CI
5	AJTL	Timor-Leste	CI
6	ARKT	Timor-Leste	CI
7	CIJTL	Timor-Leste	CI
8	Press Club Timor-Leste	Timor-Leste	CI
9	STJL	Timor-Leste	CI
10	TILPA	Timor-Leste	CI
11	Aliansi Jurnalis Independen (AJI)	Indonesia	CI
12	UNIC Indonesia	Indonesia	CI
13	Indonesian National Broadcasting Commission.	Indonesia	CI

DILLI ANTENA OFFICE | NETWORK & PARTNER | GOVERNMENT

No	Organisation Name	Country	Unit
1	Key line Ministries within UNESCO's areas of intervention in Timor-Leste are the Ministry of Education.	Timor-Leste	
2	the Ministry of Tourism and the Secretary of State of Arts and Culture under it	Timor-Leste	
3	the Secretary of State for the Environment under the Ministry for Commerce, Industry and Environment,	Timor-Leste	



4	the Secretary of State for Social Communication and the Ministry of Finance as the aid coordination entity	Timor-Leste	
JAPAN FUND IN TRUST NETWORK & PARTNER GOVERNMENT			
No	Organisation Name	Country	Unit
1	Universtiy of Tokyo	Japan	
2	Institute of Oceanography	Vietnam	
3	Chulalongkorn University	Thailand	
4	Research Center for Oceanography, Indonesian Academy of Sciences.	Indonesia	
5	East Asian Biosphere Reserve Network (EARBN)	Beijing	
6	Southeast Asian Biosphere Reserve Network (SeaBRnet)	-	
7	South and Central Asia MAB Network (SACAM)	-	
8	Pacific Biosphere Reserve Network (PacMAB)	-	
9	UNESCO Vietnam	Vietnam	
10	UNESCO National Commission for the Philippines	Philippines	
11	Indonesian Institute of Science (LIPI)	Indonesia	
12	Central Bicol State University of Agriculture, Philippines	Philippines	



13	Western Philippines University	Philippines	
14	MAB National Committee Indonesia	Indonesia	
15	MAB National Committee Vietnam	Vietnam	
16	Yayasan FOCIL, Indonesia	Indonesia	







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 - ❑ **Tine Limet**
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1 January – 28 February 2013
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 - ❑ **Wieske Octaviani Sapardan**
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