



United Nations  
Educational, Scientific and  
Cultural Organization

JAK/2011/PI/H/4



# Annual Report 2010

UNESCO Office, Jakarta



## INTERNATIONAL YEAR FOR THE RAPPROCHEMENT OF CULTURES

The United Nations General Assembly proclaimed 2010 the International Year for the Rapprochement of Cultures. UNESCO played a leading role in the celebration of the Year, which aimed to advance “the mutual knowledge and understanding of peoples” and demonstrated the benefits of cultural diversity by acknowledging the importance of sharing and exchanging between cultures. This Annual Report aims to celebrate the various and diverse cultures and cultural practices throughout the countries covered by the UNESCO Office, Jakarta. Through providing a narrative of the work undertaken by the various units over the course of 2010, we can account for the vast differences between the peoples in the region, which will go some way to helping us understand, behold and appreciate the cultural diversity throughout the area.

### COVER INFORMATION

#### Main Picture:

#### **Melasti Ceremony**

*A Balinese Hinduism religious ceremony to purify all the elements of this universe by bringing the symbols of gods to the sea*

*(c) Ahmett Salina/Irwan Ahmett*

#### Clockwise from left:

- *Mentawai shaman, Siberut Biosphere Reserve*  
*(c) UNESCO Jakarta/A. Acha*
- *An aerial view of Brunei's Kampong Ayer (water villages) showing “floating” houses on stilts, with local schools and mosques in some of the villages*  
*(c) The Brunei Museum Department*
- *Student using ‘wayang’ in a role play on respect for nature*  
*(c) UNESCO Jakarta/Yulius Wibowo*
- *Ifugao. Rice Terraces of Philippines Cordilleras*  
*(c) UNESCO/Massardo*
- *A Malaysian woman uses traditional weaving techniques to make a songket*  
*(c) UNESCO Jakarta/Masanori Nagaoka*
- *This collection of wooden statues showcases the diverse style and form used in Timorese woodcarving.*  
*(c) UNESCO Jakarta/TiLPA, Ze'sopol Carlito Caminha*

*Design, Development and Layout by: Ahmett Salina*

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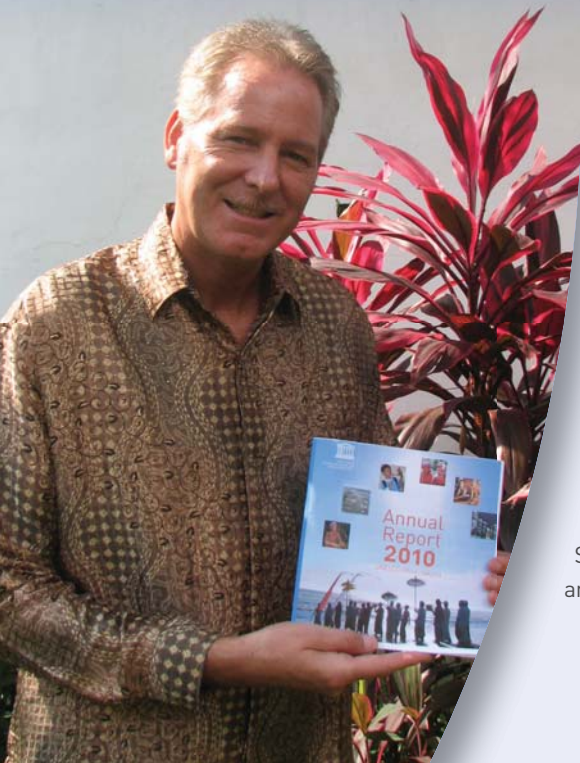
# foreword

*The United Nations General Assembly proclaimed 2010 as the International Year for the Rapprochement of Cultures and designated UNESCO to play a leading role in the celebration of the Year. The International Year for the Rapprochement of Cultures aimed to advance “the mutual knowledge and understanding of peoples” and demonstrated the benefits of cultural diversity and the importance of sharing and exchange between cultures. In recognition of the International Year of Rapprochement of Cultures, the theme for this Annual Report will be cultural diversity.*

For the UNESCO Office, Jakarta, the past year presented again a productive period full of exiting and meaningful programmatic initiatives and activities 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. By building on the new programming tools developed in previous years, including the various UNESCO Country Programming Documents (UCPDs), UNESCO Education Support Strategies (UNESS) and a subsequent stronger engagement in joint UN programming exercises, the office managed to further enhance its programmes in the fields of Education, Natural Science, Social and Human Science, Culture, and Communication and Information.

In the field of Education, the office continued to provide support to help the cluster countries to achieve the EFA goals. In July, the 1<sup>st</sup> Session of the General Assembly of the Forum of Asia Pacific Parliamentarians for Education (FASPPED) was held in Jakarta, with more than 60 participants representing 27 Asia Pacific countries. In this event Parliamentarians from countries in Asia and the Pacific reconfirmed their strong commitment to achieve the EFA goals. A real highlight in the two-day event was the excellent presentation by H.E. Ms Ani Susilo Bambang Yudhoyono, the First Lady of Indonesia. She introduced the “Smart program”, initiated by her to eradicate illiteracy and expand the window of knowledge amongst the children of Indonesia.

While devastating natural disasters continued to affect many countries in the region, the Office stepped up its programme on disaster preparedness. In cooperation with UNESCAP, the office has been implementing a school and community disaster preparedness programme in Indonesia, Thailand, the Philippines and Timor-Leste.





The importance of preparedness programmes was once again underscored by the devastating Tsunami event following an earthquake off the North-West Sumatran coast in October 2010. Also in the field of Culture the office responded to natural disasters, such as in the case of the volcano outburst of Mount Merapi in Central Java, Indonesia, late October 2010. The eruption caused the deposition of a thick layer of volcanic ash on the Borobudur Temple complex, a well known UNESCO World Heritage site, and a joint restoration and safeguarding initiative was launched by UNESCO in cooperation with the Indonesian Ministry of Culture and Tourism and the 'Friends of Borobudur'.

In the field of Science, the office launched the "Science Support Strategy for Asia and the Pacific 2010-2013", which aims at the development and implementation of a focused and coherent science programme that addresses the main sustainable development challenges in the region. As such, the Support Strategy addresses four priority themes (Water, Climate Change, Disaster, and Science Education), which correspond to 4 Flagship Programmes focusing on: a) Biosphere Reserves and climate change adaptation, b) Water for Sustainable Cities, c) School and Community Disaster Preparedness, and d) Science Education linked to ESD. The development of these regional flagship programmes is supported by a number of funding sources, including from the Japanese Ministry of Education (MEXT).

In the context of the ongoing UN reform and 'Delivery as One' agenda, the office has further strengthened its engagement in the UN Regional Directors team, referred to as the undg Asia Pacific, as well as its involvement in joint UN programming exercises at country level. During the year, new joint UN programmes were developed for Indonesia and the Philippines. In Indonesia, UNESCO coordinates one of five main themes of the joint UN programme, namely the one on 'Climate Change and Environmental Sustainability'. This coordination role

has gained significantly in importance due to the recent launching by the Indonesian Government of a major initiative on Reducing Emissions from Deforestation and Forest Degradation, referred to as REDD+ - Indonesia.

With all these vibrant developments, and the expansion of programmatic support to countries in the region, it was essential that the office also ensured a strengthening of its capacity. This has been achieved via the establishment of three new international staff positions in the fields of Social and Human Sciences, Education for Sustainable Development and in Communication and Information. Besides, as a non-resident agency, our visibility was improved greatly in the Philippines with the joining of two very capable staff in the Philippines, who ensured UNESCO's involvement in the development of the joint UN programme for the Philippines, which will be ongoing in 2011.

You will find reports on many more inspiring activities carried out in 2010 in the next pages. Since an annual report is limited in scope and can only present some snap shots of activities and achievements, I would invite the interested reader to visit our website, which provides additional information on the office, its programmes and achievements ([www.unesco.org/jakarta](http://www.unesco.org/jakarta)).

I end this brief introduction to the annual report by thanking the UNESCO Jakarta staff, and all partners and collaborating institutions, experts and donors for their contribution, cooperation, dedication and inspiration. I count on all of you again in 2011, to continue our partnership and shared commitment to contribute in measurable ways along the path towards sustainable development for the benefit of the Member States and the people in the Asia and the Pacific region.



Hubert Gijzen  
*Director and Representative*

# UNESCO today



United Nations  
Educational, Scientific and  
Cultural Organization

*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 peoples, 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 mission and activities.

The broad goals and concrete objectives of the international community – as set out in the internationally agreed development goals, including the Millennium 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. The Organization focuses, in particular, on two global priorities:

- Africa
- Gender equality.

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**

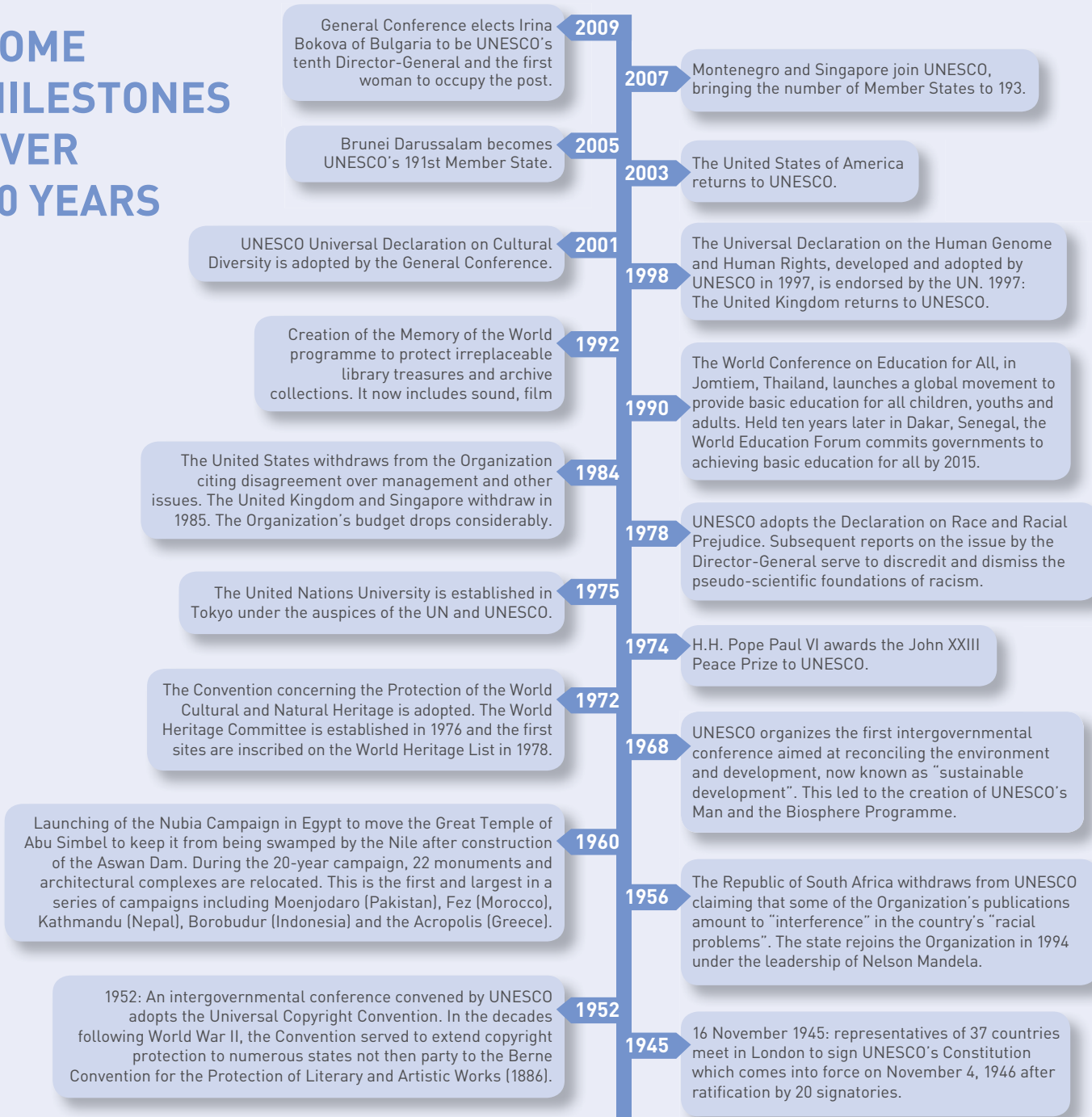
These principles are closely related to the values of justice, solidarity, tolerance, sharing and equity, respect for human rights and democratic principles.

## 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:

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

# SOME MILESTONES OVER 60 YEARS



# UNESCO in numbers

*As of 2010, UNESCO has 193 Member States and 7 Associate Members. At present, 182 Member States have established Permanent Delegations to the Organisation at its Headquarters in Paris. In addition, there are 4 Permanent Observers and 9 intergovernmental organisations with Permanent Observer Missions to UNESCO.*

Currently, UNESCO is enjoying official relations with 348 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 10<sup>th</sup> 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.

**UNESCO'S NATIONAL COMMISSIONS** constitute a unique network within the UN system. **Presently there are 196 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.





**The Secretariat consists of the Director-General and the Staff appointed by him or her. As of 2010, the Secretariat employed around 2,000 staff members from some 170 countries. Under the current decentralisation policy, 740 staff members work in UNESCO's 65 field offices around the world.**

- ▶ A number of consultative committees, international commissions and inter-governmental councils have been set up to carry out specific tasks or for purposes of reflection.
- ▶ 3,800 UNESCO Clubs, Centres and Associations in some 80 countries promote the Organisation's ideals and efforts at the grassroots level.
- ▶ 9,000 Associated Schools in 180 countries help young people develop attitudes of tolerance and international understanding.
- ▶ 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.
- ▶ Over 695 University Chairs and 68 Twin Universities comprise the UNITWIN/UNESCO network encourages research, training and development in higher education.

As of July 2010, there are **911** 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 **704** cultural, **180** natural and **27** mixed properties.

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*Following the fifth session of the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage in Nairobi, Kenya, in November 2010, the Representative List of the Intangible Cultural Heritage of Humanity now includes 213 elements. There are 16 elements which have been included on the list of Intangible Cultural Heritage in Need of Urgent Safeguarding. In addition, as of 2010, three activities*

*have been recognised on the Register of Best Intangible Heritage Safeguarding Activities, including a programme to teach the younger generation about Batik, its history and traditional skills used to make it. The programme set up workshops for school children and students of all ages in the Pekalongan District of Indonesia and has since expanded to neighbouring districts, such as Batang, Pemalang and Tegal.*



# UN Reform and Delivery as One

The UN reform is aimed at generating more coherence and synergy between UN agencies, such that the UN can 'Deliver as One' (DaO) and be more than the sum of its parts. In accordance with the 2007 TCPR recommendation to further strengthen cooperation and coordination among agencies at the regional level, since 2008 the Director of UNESCO Office Jakarta has been participating actively in the Asia and the Pacific UN Regional Directors team, referred to as UNDG Asia Pacific. The UNDG-AP has a role in guiding the UN reform at the country level, by providing quality support and advise to the Resident Coordinators and UN Country Teams in the region.

In 2010, the UNDG-AP focused on developing a strategy to position the UN better in the Asia Pacific. A paper on Capacity Assessment revealed that the role of UNDG is valuable in providing strategic leadership and oversight for the UN reform process at large and for DaO at the country level. During the year, the UNDG-AP gave special attention

to providing guidance and support to 7 countries from the region embarking on new UNDAF preparations and programming processes (Mongolia, Philippines, Myanmar, Bangladesh, Lao PDR, Vietnam, and Thailand). Particular attention was also given to consultations with Member States in the Pacific. To that end a meeting of the UNDG-AP was held in Port Vila, Vanuatu, in February 2010, to discuss joint UN presence initiatives and to have an open session with the pacific government representatives and development partners to discuss pacific issues. In November 2011, the UNDG-AP held a strategic dialogue with the Resident Coordinators from the region. This 2-day meeting, which was held in Dhaka, Bangladesh was also attended by the UNDG Chair, Ms Helen Clark.

The UNDG-AP also addressed the issue of security and programme criticality in countries with a problematic security situation. The need for enhanced security measures with sustainable financing, programme and staffing prioritisation, alternative business models, and decision making process for UN strategies was discussed. It was noted that these initiatives need to be coordinated so that there is coherence among the UNCT members in such countries.





During the year, several (time bound) working groups were established to address important emerging issues in the Asia and Pacific region that would be of use to many of the countries in the region. These included:

- **UN positioning in Middle Income Countries**

The objective of the working group was to provide guidance to UNCTs in Middle Income Countries in their UNDAF roll out. A draft paper was prepared, which focuses on undertaking analytical work including the review of best practices both in the region as well as globally to provide options with regard to best practices, role and comparative advantages of the UN in a MIC situations. This paper will be finalised early 2011.

- **Social Protection and MDGs**

The Working Group developed a guidance note for UNCTs on the type of social protection models suitable for the region given its social protection status and challenges, and which would at the same time be acceptable given the regional context.

- **Climate Change**

Following the global guidelines on Climate Change finalised by DOCO in 2010, the Working Group developed a supplementary note on programming issues such as the provision of CC guidelines and regional mechanisms. The

working group also produced a brief training module for use by UNCTs.

UNESCO participated actively in all the UNDG-AP working groups.

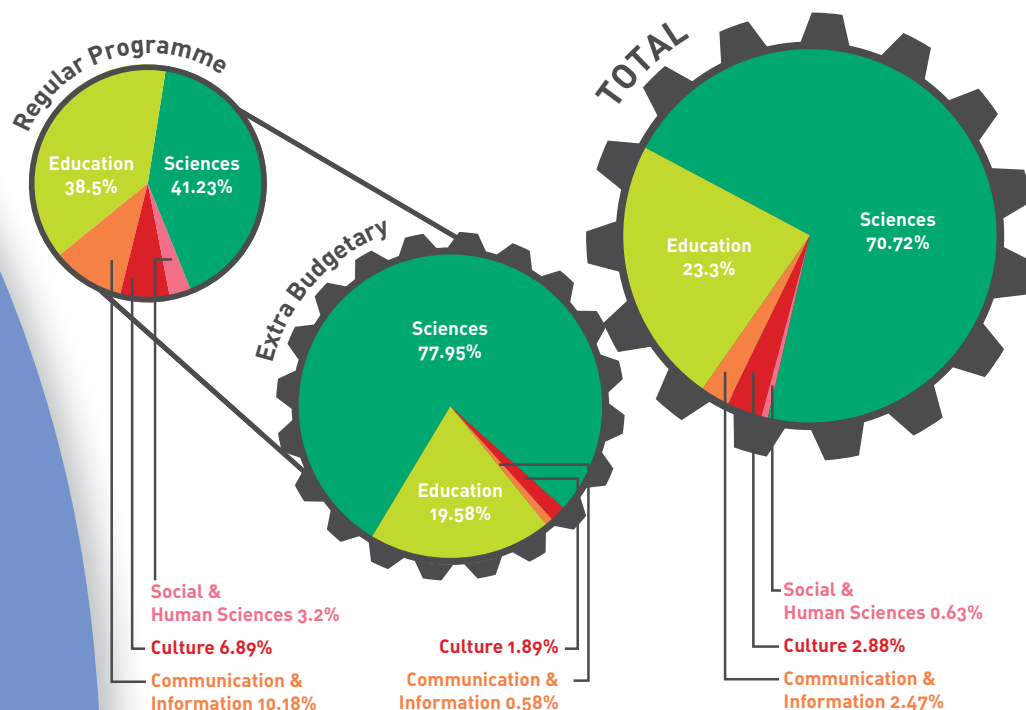
With a better coordination of the UNDG at the regional level, it is hoped that the UN reform and DaO process will indeed lead to greater coherence of the UN system at country level. In the various discussions and presentation in the UNDG-AP, UNESCO has promoted a new and effective model for cooperation between Governments and development partners, in which 'The country leads, the UN reforms and Delivers as One, and the donors align'.

UN Secretary General Ban Ki Moon  
with the UN Regional Directors Team'  
(c) ESCAP



World Health Organization

# UNESCO Office, Jakarta: Budget 2010



## TOTAL BUDGET ALLOTMENT 2010

Donor	Total	Sector
UNAIDS	100,000	Education
Spain	72,150	Sciences
Spain	322,677	Sciences
Germany	336,395	Sciences
Japan	444,260	Sciences
Japan	218,639	Sciences
<b>Total</b>	<b>1,494,121</b>	

Sector	Regular Programme	Extra Budgetary	Total
Education	391,400	813,429	1,204,829
Sciences	419,060	3,237,622	3,656,682
Social and Human Sciences	32,500		32,500
Culture	70,000	78,608	148,608
Communication & Information	103,500	24,000	127,500
<b>Total Regular Programme</b>	<b>1,016,460</b>	<b>4,153,659</b>	<b>5,170,119</b>
<b>Jakarta Office Operating Budget</b>			
Joint UN, Jakarta	56,000		56,000
Government Contribution	18,000		18,000
Security Cost, Jakarta	99,613		99,613
Office Running Cost, Jakarta	338,260		338,260
Staff Development	11,000		11,000
<b>Total Operating Costs</b>	<b>522,873</b>		<b>522,873</b>
<b>Total Jakarta Office</b>	<b>1,539,333</b>		<b>1,539,333</b>
<b>Dili Antenna Office</b>			
Office Running Cost, Dili	54,525		54,525
Security Cost, Dili	497		497
<b>Total Dili Office</b>	<b>55,022</b>		<b>55,022</b>
<b>Total for the Regional Bureau</b>	<b>1,594,355</b>		<b>1,594,355</b>



# UNESCO Office, Jakarta: Fact Sheet

## MANDATE

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

## MISSION

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

## 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 191<sup>st</sup> 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

## SPECIFIC THEMES

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

# education



School Visit to CLCC Exhibition during National Meeting  
on CLCC Achievement Report and Programme Handover  
jointly organised by UNESCO and Directorate of TK & SD  
(MoNE), 22 July 2010, Atlet Century Park Hotel, Jakarta.  
(c) UNESCO Jakarta/Juliati Ng







**UNESCO Jakarta undertook a wide array of activities in 2010 to support Indonesia, Malaysia, the Philippines, Timor Leste and Brunei Darussalam in achieving the six EFA goals.**

One notable activity was the joint Government of Indonesia (GoI), UNESCO and UNICEF **Creating Learning Communities for Children (CLCC)** programme implemented in Indonesia from 1999 to 2010 and supported by NZAID and AUSAID. CLCC aims to improve the quality of primary schools through the introduction of more effective school-based management (SBM), active, joyful and effective learning and community participation.

Through institutionalising SBM approaches, strong assistance has been provided in developing capacities of key supervisory, planning and policy functions within district education services. Improvements in school management, teacher's knowledge of how children learn and community participation have been strengthened and sustained. CLCC/SBM content and practices within LPMPs (Educational Quality Assurance Councils) have been institutionalised. Strong assistance has also been provided in institutionalising SBM content and practices within teacher training units of universities in support of pre-service training. The status and progress of SBM have been documented through a redesigned monitoring and evaluation scheme. Technical support has been provided to SBM National and Sub-National Development Teams in overseeing and guiding implementation of SBM policy and programmes. The CLCC programme activities have assisted a relatively large number of beneficiaries, particularly through school level activities.

Significant progress has been achieved in seeking ownership and strategic support for CLCC institutionalisation. The Directorate General for Quality Improvement of Teachers and Education Personnel allocated more than IDR 35 billion for SBM/CLCC related interventions in 2009. A CLCC training design had been developed for 30 LPMPs and 12 P4TKs (Centre for the Development

and Empowerment of Teacher and Education Personnel) trainers. Six universities have integrated CLCC into their pre-service teacher training curriculum and practices. The Directorate General of Higher Education allocated IDR 1.4 billion for SBM/CLCC activities in 2009 and IDR 200 million for each of the 17 PGSDs (Primary School Teacher Training Institute) in 2010. They have also made a commitment to allocate funding for a total of 51 (out of 59) PGSDs until 2012.

A CLCC 2nd Phase End-of-Cycle Evaluation was implemented in 61 districts (15 provinces), 153 clusters and 493 schools. The evaluation revealed that the majority of schools under CLCC intervention are well underway in establishing, developing and sustaining SBM practices. A CLCC National Meeting was organised on 22 July 2010 to present and handover the results of the programme to the Government. The implementation of School Based Management in schools, districts and provinces will continue to expand and deepen through further institutionalisation processes and replication in other schools, districts, and provinces across the country. UNESCO is totally committed to play its role in ensuring that all children receive a quality primary education in Indonesia.



## List of ACTIVITIES

### Strengthening Non-Formal Education in Timor-Leste

In May 2010, dialogue and preliminary discussions with key literacy stakeholders and development partners were initiated. During these meetings the objectives and rationale of this Regular Programme activity, which complements the Extrabudgetary Capacity development for EFA 2010-2011 (CapEFA), aimed to strengthen the country's non-formal education programmes. A preliminary identification of capacity development needs in providing non-formal education programmes was made.

As requested by the National Directorate for Recurrent Education, in November 2010-January 2011, technical support has been provided to assist the Directorate in developing the "Guideline for Developing Equivalency Education Curriculum Level II in Timor-Leste: Strategies and Frameworks". A Situation Analysis Report and a detailed Needs Assessment for Equivalency Education were also developed.

### Developing Educational Planning and Management Capacities of the Ministry of Education of Timor-Leste

A training session was organised in July 2010 to assist the Ministry in preparing a data plan report for international reporting. During the training the Ministry officials were also guided on methods in documenting the processes used to produce education statistics as well as on education related indicators linked to the EFA goals and MDGs.

In October 2010 the Honorable Mr. João Cândia Freitas, PhD, Minister of Education, officially endorsed the country's newly developed Annual School Questionnaire (also consisting a Teacher Form and Student Enrolment Form) as the only

*UNESCO is totally committed to play its role in ensuring that all children receive a quality primary education in Indonesia.*

LEFT National Meeting on CLCC (Creating Learning Communities for Children) Achievement Report and Programme Handover jointly organised between UNESCO and Directorate of TK & SD (MoNE) and National Commission, 22 July 2010, Atlet Century Park Hotel, Jakarta.  
(c) UNESCO Jakarta/Juliati Ng





ABOVE Strengthening UNESCO-  
initiated Community Learning Center at  
Los Palos Sub-District (Timor-Leste)  
(c) UNESCO Dili/Remegio Alquitran



official tool for educational data collection. The Questionnaire was developed by the Ministry, with close support from the World Bank, UNESCO Jakarta and UNESCO Bangkok. Support was also provided for the printing of 7,000 copies to be disseminated throughout schools nationwide.

### **Developing a Strategic Roadmap for Green School Programme in Indonesia**

As a strategic roadmap for Education for Sustainable Development (ESD) was developed for the new 'Green School' Programme. This proposal aims at building on and strengthening current green school initiatives in Indonesia, especially the Adiwiyata Programme, which is now the most comprehensive in the country. It will also acknowledge relevant experiences in neighbouring countries. The programme is designed to comprise the concept of ESD, explicitly integrating social, environmental and economic dimensions while capturing the values of resilience, which is immensely important in the Indonesian context due to its vulnerability to natural disaster. The programme entails having a Certification and Award system for meritorious schools that meet the ESD criteria, for which schools will be assessed through a rigorous process using a comprehensive indicator system. Piloting in certain schools is envisioned, which, when successful, could then serve as models for others to emulate.

### **Regional Research Workshop on Integrating Education for Sustainable Development (ESD) Concepts in South-East Asian Social Studies Secondary Education Curriculum**

UNESCO Jakarta participated as a resource person in "Regional Research Workshop on Integrating Education for Sustainable Development (ESD) Concepts in Southeast Asian Social Studies Secondary Education Curriculum" organised by SEAMEO INNOTECH Regional Education Program (SIREP), Manila (Philippines), 28-30 April 2010. The purpose of this workshop was to map the context issues and country specific agenda related to ESD and determine its scope in the social studies secondary education curriculum from SEAMEO member countries. UNESCO Jakarta delivered a presentation on "Reorienting Education to Address ESD in Action", highlighting UNESCO's work on ESD.

### **Regional Expert Meeting on Developing a Framework for Science Education in the Context of Education for Sustainable Development**

Technical support was provided for chairing and facilitation during the "Regional Experts Meeting on Developing a Framework for Science Education in the Context of Education for Sustainable Development" held on 18-19 May 2010 in Yogyakarta (Indonesia). The meeting was jointly organised by the Regional Science Bureau for Asia and the Pacific of UNESCO Jakarta, the Directorate-General for Higher Education of Indonesia, the Indonesian National Commission for UNESCO and Gadjah Mada University.

### **Regional Seminar on ESD in Action to Reorient Teacher Education to Address Sustainability.**

On 12-14 July 2010, innovative ESD initiatives were showcased during the Regional Seminar on

ESD in Action in Bangkok, Thailand. This event was part of a series of activities under the Mobile Training Team (MTT) Project to reorient teacher education to address sustainability. The MTT project has facilitated collaborative efforts among teacher education networks in the Asia and Pacific region to share challenges and lessons learned in incorporating ESD into specific school subjects. Around 90 participants from Asia-Pacific countries attended the Regional Seminar which was jointly organised by UNESCO Bangkok and the Thailand National Commission for UNESCO. UNESCO Jakarta supported the participation of experts from Brunei Darussalam and a resource person.

### **Capacity Development of Teacher Education Institutions (TEIs) of Brunei Darussalam, Indonesia, Malaysia, Philippines and Timor-Leste in Reorienting Teacher Education to Address Sustainability**

Under the auspices of the UNESCO–Japanese Fund-in-Trust Project, UNESCO organised the above-mentioned capacity development workshop in Jakarta, Indonesia on 8-10 December 2010. The capacity development workshop brought together 16 representatives from the National Commissions for UNESCO, Ministries of Education (MoEs) and Teacher Education Institutions (TEIs) from Brunei Darussalam (2), Indonesia (6), Malaysia (3), Philippines (3), and Timor-Leste (2), as well as from TEI networks based in Australia (1), Japan (1) and Republic of Korea (1). The main objective of this workshop was to strengthen capacities of the TEIs and MoEs in developing their “Country Guidelines to Reorient Teacher Education to Address Sustainability”. The Country Guidelines of each cluster country will be published in 2011.

### **The 1<sup>st</sup> Sub-Regional Country Report Meeting 2010 on ESD in South-East Asia: Centred on Five Cluster Countries of UNESCO Office**

UNESCO Office Jakarta organised the 1st Sub-regional Country Report Meeting 2010 on Education for Sustainable Development (ESD) in South-East Asia: Centred on Five Cluster Countries of UNESCO Office, which took place in Jakarta, Indonesia on 27 – 28 September 2010. This 2-day meeting was divided into five sessions with an opening session, three topic sessions and a concluding discussion session. About 40 participants from the national ESD coordinators from Brunei Darussalam, Indonesia, Malaysia, Philippines, and Timor-Leste attended the meeting. Also in attendance were ESD experts, academics, government officials and non-governmental organisation’s (NGOs) representatives.

### **1<sup>st</sup> Session of the General Assembly of the Forum of the Asia Pacific Parliamentarians for Education (FASPPED)**

In July 2010, over 60 participants from 27 Asia Pacific countries gathered in Jakarta for the “1st Session of the General Assembly of the Forum of the Asia Pacific Parliamentarians for Education (FASPPED)” hosted by UNESCO and the Indonesian House of Representatives. UNESCO Jakarta supported country representatives from Timor-Leste, Malaysia and Philippines to participate in the General Assembly. A highlight of the General Assembly was a presentation by HE. Ms Ani Susilo Bambang Yudhoyono, the First Lady of Indonesia, about the “Smart” programme to eradicate illiteracy. The members of FASPPED adopted a number of amendments from the FASPPED Statutes. The participants formulated and adopted the FASPPED 2010-2012 Action Plan, which reaffirms the Jakarta Declaration commitments to strengthen parliamentarians’ efforts in achieving EFA goals and MDGs by 2015.

**BELOW** Training Programme on Capacity Development of Teacher Education of Brunei Darussalam, Indonesia, Philippines, Malaysia and Timor-Leste in Reorienting Education to Address Sustainability organised by UNESCO Office, Jakarta, 8-10 December 2010, Atlet Century Park Hotel, Jakarta  
(c) UNESCO Jakarta/Enis Widjanarti



**RIGHT** The 1st Sub-Regional Country Report Meeting on Education for Sustainable Development organised by UNESCO Office, Jakarta, 27-28 September 2010, Atlet Century Park Hotel, Jakarta  
(c) UNESCO Jakarta/Nuzulia L. & Yama T.

**BELOW** HE Ms. Ani Susilo Bambang Yudhoyono, First Lady of Indonesia delivered a speech in the FASPPED meeting held in July 2010, in Jakarta  
(c) Indonesian House of Representatives



### Curriculum Development Workshop

In September 2010 a “Curriculum Development Workshop” was organised in Jakarta by UNESCO Bangkok and UNESCO Jakarta. Using funding from the Japanese Government-funded Next Generation of Teachers Project, the workshop aimed to assist experts from universities, teacher training centres and agencies under the Ministry of National Education (MoNE) develop teacher training curricula that best supported their ICT training needs, as well as strengthen the National Plan for ICT. The experts gained new insights in curriculum planning and expanded their understanding of ICT-based course design. A representative from the Directorate General for Quality Improvement of Teachers and Education Personnel (MoNE) delivered a presentation on ICT in Teacher Education in Indonesia.

### Developing Capacities on EFA

Two country representatives from Malaysia were supported to participate in the “11<sup>th</sup> Regional Meeting of National EFA Coordinators” (18-20 November 2010, Bangkok). The meeting was organised by UNESCO Bangkok in close collaboration with UNICEF EAPRO and the Regional Technical Working Group on EFA. The meeting aimed at facilitating information exchange between countries about their progresses in EFA, particularly in educationally reaching the unreached and marginalised. The meeting was also a venue to identify the major challenges the region is facing towards achieving the EFA goals and reflect on challenges beyond 2015.

### Strengthening Capacities on Early Childhood Care and Education

One representative from the Philippines and one representative from Malaysia were supported to participate in the World Conference on Early



Childhood Care and Education (WCECCE) (27-29 September 2010, Moscow, Russian Federation) as rapporteurs. During the Conference the Philippine representative presented “Legal Frameworks for Good Governance and Coordination: With Special Reference to the Philippines”. The Conference brought together government ministers from 65 countries, along with representatives from UN agencies, development cooperation agencies, civil society and experts to assess progress towards the goal of expanding and improving comprehensive early childhood care and education (ECCE), especially for the most vulnerable and disadvantaged children. The Conference participants adopted the Moscow Framework of Action, which outlines a number of challenges that must be tackled to achieve ECCE goals.

### Developing Capacities through Sharing Experiences on Teacher Policies

Support was provided for a representative of Indonesia to participate in the “Regional Seminar on Teacher Policies in Asia-Pacific” organised by UNESCO Bangkok and the Office of Education Council of Thailand (OEC) on 17-19 November 2010 in Bangkok. During the seminar “Teacher Policies in Indonesia” was presented highlighting the Government’s endeavours in enhancing teacher’s qualifications and competencies. UNESCO Jakarta also served as resource person during this seminar.



LEFT Betawi Traditional Dance on the Celebration of WAD 10, organised by MoNE, 1 December 2010

(c) UNESCO Jakarta/Rusyda Djamhur

BELOW Exhibition during the WAD 2010 Celebration, organised by MoNE, 1 December 2010

(c) UNESCO Jakarta/Rusyda Djamhur

## Strengthening Knowledge on Inclusive Education in Timor-Leste

Support was provided for a resource person from the Ministry of Education of Lao PDR to attend the “1<sup>st</sup> Conference on Inclusive Education National Policy Development” organised in Dili (Timor-Leste) in May 2010. The country participants were enlightened on Lao PDR’s experiences in developing their national policy on inclusive education (IE). The participants were equipped with applicable suggestions to support the development of IE in Timor-Leste.

## Reviews of the Education Sector Response to HIV, Drugs and Sexuality in Cluster Countries

Under UBW (Unified Budget Workplan) funding from UNAIDS and UNESCO Regular Programme Budget, UNESCO Jakarta successfully completed the “Review of the Education Sector Response to HIV, Drugs and Sexuality in Indonesia” in collaboration with the AIDS Research Center (ARC) of Atma Jaya Catholic University. This comprehensive report utilised UNESCO’s comparative advantage by working on upstream activities that contributes to its core mandates as outlined in the Global and regional HIV and AIDS Strategies of UNESCO. The role of key populations and gender issues regarding the education sector response were also addressed. In 2010, work was also initiated for the Education Sector Reviews of HIV of cluster countries Malaysia, the Philippines, Timor-Leste and Brunei Darussalam. The draft reviews will be presented during a peer review workshop in Kuala Lumpur in April 2011.

## Workshop to launch the “2010-11 HIV e-Learning Distance Course”

In October 2010, under UBW 2010-2011 funding from UNAIDS, UNESCO Jakarta organised a workshop to launch “HIV e-Learning Distance Course” for tertiary level students in the local language of Bahasa Indonesia and to review the results of the 2009 regional pilot course in English. The workshop received participants from MoNE (Department of Higher Education), National AIDS Commission, University of Indonesia, AusAID, UN partner agencies and local stakeholders. The panel and participating audience discussed the results of the 2009 regional e-course on HIV that was offered mainly for university students and faculty. The workshop discussed lessons learned and suggestions on sustainable continuation of the e-course in 2010-11 in the Indonesian language.

## 2010 World AIDS Day (WAD) in Indonesia, Timor-Leste and the Philippines

Within the UNESCO-led framework of EDUCAIDS, and funding from UNAIDS, UNESCO Jakarta collaborated with NATCOM Indonesia, NATCOM Timor-Leste and NATCOM Philippines on the below activities to celebrate WAD 2010:

- Poetry Writing and Cover Book Design Competition for Secondary Schools in Jakarta and surroundings areas in Indonesia.
- Video-Making Competition for Secondary School Students. in Manila and Quezon.
- Poster-Making Competition on HIV and AIDS for senior secondary students in Dili, Timor-Leste.

## UN Cares (UN-System Wide Workplace Programme on HIV) Orientation

UNESCO Jakarta has been active in implementing UN Cares’ 10 minimum standards through an annual work plan outlining activities for each quarter and







**ABOVE** UN Cares Orientation In-house training for UNESCO Staff, 4 February 2010  
(c) UNESCO Jakarta/Yama Tusanda

**BELOW** One of the winners of Poster Competition on the Celebration of WAD 2010 in Timor-Leste, supported by UNESCO Office, Jakarta, 1 December 2010  
(c) UNESCO Jakarta/Natcom for Timor-Leste



facilitating two in-office workshops in February and June 2010. UNESCO aims to support the role of UN in the response to HIV in the workplace where staff learn how to protect themselves,

their families and to make UNESCO a place that challenges the stigma and discrimination against those living with HIV and AIDS.

### Expert Meeting on Creating Tools for Inclusive Education (IE) in the Arab States

In order to advance the scope of partnerships within the North-South-South cooperation scheme, UNESCO Jakarta jointly planned and participated in the “Expert Meeting on Creating Tools for Inclusive Education (IE) in the Arab States”, together with UNESCO IBE, Beirut, Bangkok, Beijing, Doha and Moscow on 26-28 May 2010 in Beirut (Lebanon). The meeting created international and inter-regional modalities for networking, information sharing and cooperation on IE and inclusive curricula.

### Assisting the Cluster Countries in Strengthening their School-to-Post-School Transition Programmes of Students with Physical Disabilities

A “Guidelines for Strengthening School-to-Post-School Transition Programmes for Students with Physical Disabilities” is being developed. The Guidelines would be presented to key representatives of UNESCO Jakarta’s cluster countries during a workshop that will be organised in April 2011 in Kuala Lumpur. During this workshop, the country representatives will also be guided on how to develop their Country Overviews based on the Guidelines, which they would write following their participation in the workshop.

Prof. Michael W. Churton, Ed.D. was supported to serve as keynote speaker and delivered a presentation on “Transitioning from School” during the SEAMEO “Seminar on Special Education: Transition Support Programme (from School to Workplace) for Learners with Disabilities” (Kuala Lumpur, October 2010).

### Strengthening Indonesian Media Professionals in Assessing and Monitoring the Increasing Number of People Not Being Able to Afford Education Towards Progresses in Achieving the EFA Goals

Preparations have begun to organise a “Training Workshop for Media Professionals in Assessing and Monitoring the Increasing Number of People Not Being Able to Afford Education towards Progresses in Achieving the EFA Goals” that would be held in May 2011. The media professionals would be strengthened in assessing and monitoring the effects and impacts of the issues hampering the country’s progresses in reaching the EFA goals and targets.

### Strengthening Philippine Journalists in Covering the Education Beat

Preparations have begun to organise a “Seminar-Workshop for Journalists Covering the Education Beat: Education Makes News!” in close cooperation with the Asian Institute of Journalism and Communication (AIJC) in March 2011 in Manila. The Seminar-Workshop aims to enhance the skills of journalists covering education issues.



science  
overview

# Science *for* Sustainable Development *in the* **Asia Pacific** *Region*

Fraser Island Biosphere Reserve, Australia  
(c) UNESCO

**Knowledge forms the foundation for solving today's problems and meeting today's needs. Currently the Asia-Pacific region – as well as the rest of the world – is facing unprecedented challenges: climate change, droughts and desertification, food insecurity, increased vector-borne diseases, ecosystem and habitat loss and degradation, invasive species, erratic and extreme weather patterns, and the list goes on.**

UNESCO Office, Jakarta, as the Regional Science Bureau for the Asia-Pacific, has been working to highlight the role of science in addressing the critical changes that this region and the rest of the world are facing. Under the overarching objective for the science sector, 'Mobilizing scientific knowledge and natural science policy for sustainable development', the Jakarta Bureau identified four strategic themes based on regional needs:

- Water for people and the environment
- Climate change and environmental resources
- Science policy and science education
- Disaster preparedness and mitigation.

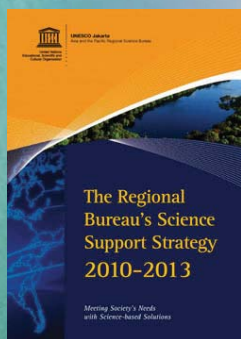
These four themes were then developed into four flagship programmes:

- SWITCH-in-Asia:  
Sustainable water management improves tomorrow's city's health in Asia
- BREES: Biosphere reserves for environmental and economic security

- COMPETENCE: A comprehensive programme to enhance technology, engineering and science education in Asia
- FORCE: Foster safer and resilient communities

The four flagship programmes have been strongly complemented by other UNESCO natural science programmes such as: Environment and Development in Coastal Regions and Small Islands (CSI); International Hydrological Programme (IHP); Southeast Asian Network for a Geological Information System (SANGIS); CONNECT-Asia; and many others. UNESCO science activities are being tailored to fit the needs and priorities of each country, particularly those countries that have been going through the United Nations Development Assistance Framework such as Indonesia and Philippines as well as those that are preparing for it, such as Vietnam.

The above regional programmes and other activities are discussed in *The Regional Bureau's Science Support Strategy 2010 – 2013: Meeting Society's Needs with Science-based Solutions*. The Strategy aims at the development and implementation of a focused and coherent science programme which addresses priority problems and challenges in the region. Under this strategy, the Jakarta office will strive to achieve excellence in knowledge-based assistance, delivering support to cluster and regional Member States and will continue to strengthen its role as a laboratory for ideas, a standard setter, a clearinghouse for science information, and a hub for communication and collaboration for science throughout the region.







environmental  
sciences



*Maintaining*  
**Biodiversity**  
*and Improving*  
**Human Lives**





**The year 2010 was the UN-declared International Year of Biodiversity, but what does this mean? Biodiversity is an expression of the variation of life forms at multi-levels: species; ecosystems; genes; and molecules. While this sounds abstract and dry, biodiversity is the elements that make this world work, and as a result, allow humans to live and enjoy the things that we do.**

The food that we eat, the medicine that we take to rid ourselves of ailments, the shelters that we build and the clothes that we wear, all come from biodiversity. If we lose biodiversity, we literally lose everything. Therefore, humanity's ultimate survival is largely dependent on the maintenance of the world's biodiversity.

In recognising the importance of biodiversity, UNESCO's Environmental Sciences Unit has been working in and cooperating with others in some of the most critical biodiversity areas of the Asia-Pacific Region.

This year, we have carried out a number of exercises to prioritise our focus. In the Environmental Sciences Unit, we work with two key programmes – Man and the Biosphere (MAB) and World Heritage Programmes. For MAB, we carried out a regional review of biosphere reserves to better understand whether they are fully serving their conservation, socio-economic and logistical functions. In doing this

Dypterocarp forest of Gunung Leuser NP  
(c)UNESCO/C. Brainsilver



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review, we were able to determine the usefulness of biosphere reserves and start planning for a regional programme to use biosphere reserves as models for sustainable development. From this, we were able to springboard our efforts into a field-based feasibility study to launch our flagship initiative, Biosphere Reserves for Environmental and Economic Security (BREES). These efforts have set the way for covering a spectrum of ecosystems, cultures and economies under a MAB sustainable development approach.

We continued to focus on Sumatra, an Indonesian island that contains tremendous biodiversity: the most mammal species (210) of any Indonesian island, 582 bird species, 270 freshwater species and probably has more than 10,000 species of higher plants. With support from the Spanish and German Governments, we have continued to carry out an integrated conservation programme at the Tropical Rainforest Heritage of Sumatra World Heritage site (Kerinci Seblat, Gunung Leuser, Bukit Barisan Selatan National Parks) and Siberut Biosphere

Reserve focusing on field-based approaches that have high-level policy impact. These efforts include: orangutan population surveys; restoration of rainforest ecosystems; mitigating human-wildlife conflicts; reducing wildlife hunting; helping to strengthen national park management and monitoring; increasing environmental awareness among local stakeholders; and developing new approaches to extend finance mechanisms for climate change mitigation and adaptation.

Today and in the coming years, Sumatra will have an even greater role in global conservation and climate change discussions and policies. Sumatra's natural ecosystems, which act as tremendous carbon sponges, and wildlife, which act as agents to maintain ecosystems, are all critically important to ecological functions and human livelihoods. As such, UNESCO will continue to work with policy-makers, communities, civil society organisations and the private sector to ensure that these ecosystems and their components remain part of the natural land-seascape and also the human-scape.



Seedling at Ecosystem Restoration Area in Sei Serdang, GLNP  
(c) UNESCO/C. Brainsilver

## List of ACTIVITIES

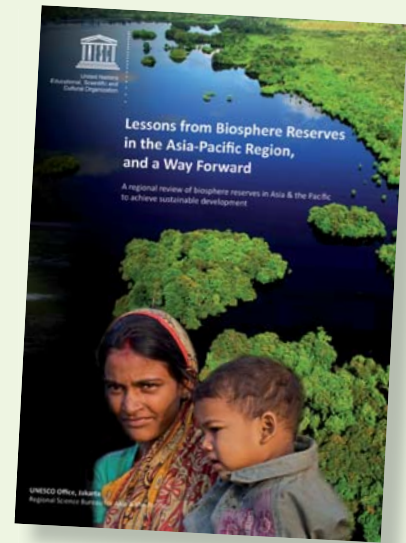
### Biosphere Reserves for Environmental and Economic Security (BREES)

Cover of Lessons from Biosphere Reserves  
in the Asia-Pacific Region, and a Way  
Forward  
(c) UNESCO

With support from the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), UNESCO has been developing the BREES programme. BREES is a long-term regional climate change and poverty alleviation programme that will work with communities, finance institutions, education institutions, and government to use biosphere reserves as learning centers for environmental and human adaptability to climate change effects and to improve economic conditions for the rural poor in and around biosphere reserves. An extensive feasibility study was carried out in partnership with Mercy Corps in Vietnam, Indonesia, Cambodia, and Philippines to understand the environmental, social, economic, and political context of developed pilot plans in these countries. In the next year, we will carry out field activities based on the study's recommendations.

### Regional Review of Biosphere Reserves in the Asia-Pacific Region

UNESCO, in line with the Madrid Action Plan, has carried out a thorough review of biosphere reserves in the Asia-Pacific region. The review aimed to ask three key questions: 1) have biosphere reserves been an effective agent in carrying out the functions of biosphere reserves; 2) to what extent have biosphere reserves been a focus of climate change discussions; and 3) how effective have biosphere reserves been in catalysing new initiatives concerning sustainable development. In asking these key and tough questions, we have been able to hold honest discussions with key stakeholders on biosphere reserves. More importantly, it has made possible ideas and plans to make biosphere reserves the 'living laboratories' for sustainable development.



### ASEAN Champions of Biodiversity

The ASEAN Centre for Biodiversity has created the ASEAN Champions of Biodiversity, the first award programme that will recognise the outstanding achievements of the business, youth and media sectors in biodiversity conservation and advocacy in the Southeast Asia. The programme will raise greater awareness about biodiversity in the region as well as a major contribution to the global celebration of the International Year for Biodiversity 2010. The ASEAN Champions of Biodiversity was officially launched on 22 October 2009 in Singapore during the first ASEAN Conference on Biodiversity and will be awarded in Manila on May 2011. The programme is not only supported by UNESCO but also ASEAN Foundation and the European Union.

### The 1<sup>st</sup> Science Film Festival Indonesia 2010

The festival was organised by the Goethe-Institut Indonesia with support from UNESCO, the French and German Embassies in Indonesia, as well as several universities and private companies. A selection of 28 films from 12 countries was screened at five venues in Jakarta and successfully



attracted more than 12,000 students between 16 and 30 November 2010. The participating films encouraged scientific awareness in Indonesia and demonstrated that entertainment and learning can be combined effectively through film and television.

### **Adaptive and Carbon Financed Forest Management in the Tropical Rainforest Heritage of Sumatra (TRHS), Indonesia**

UNESCO in cooperation with the Wildlife Conservation Society is developing and piloting climate change adaptation and mitigation measures aimed at protecting Indonesia's natural world heritage and delivering global climate change benefits. To this aim, UNESCO has completed a GIS database through remote sensing analysis for mapping forest cover and loss across the TRHS sites; a vulnerability analysis and risk assessment of ecological response of biodiversity to climatic change; a legal and policy assessment to better measure adaptation and mitigation approaches. A simple methodology to monitor climate change using arthropods as bio-indicators has also been developed in close cooperation with the Indonesian Institute of Sciences (LIPI). This was followed with training and testing with initial monitoring data collection. In addition, adaptive interventions to combat illegal logging, encroachment and poaching have been done separately throughout Kerinci Seblat and Bukit Barisan Selatan National Parks. This 3-year project has been started in 2009 with support from the German Federal Ministry for the Environment (BMU).

### **Gunung Leuser National Park (GLNP), Indonesia**

Since 2005, the Ministry of Environment, Marine and Rural Affairs of Spain (MARM) has supported UNESCO's efforts to improve the conservation and

**RIGHT** Sumatran orangutan  
(*Pongo abelii*)  
(c) UNESCO Jakarta

**LEFT** Plant Collection at  
Ecosystem Restoration Area Sei  
Serdang, North Sumatra  
(c) UNESCO Jakarta/  
G. Perdanahardja





effective management of the GLNP, a Biosphere Reserve and part of the Tropical Rainforest Heritage of Sumatra. Here are some activities supported by MARM in 2010:

### **Ecosystem Restoration in Sei Serdang, North Sumatra**

Degradation of orangutan habitat is a major threat to their survival. To address this issue, UNESCO has carried out ecosystem restoration in Sei Serdang, which was identified as a critical orangutan habitat. UNESCO and GLNP have carried out several preliminary assessments and studies including community ecology studies, socio-anthropological studies and legal analyses in order to define the best methodology to implement ecosystem restoration. Although the results of this activity will require at least 4 years to generate conclusive results, there are already clear signs of its success, such as a significant low seedling mortality rate (below 20%) and increased wildlife presence. To date, continuous ground presence of the restoration team has significantly reduced forest crimes including illegal logging and encroachment around the Sei Serdang area.

### **Population Census and Habitat Analysis of Sumatran Orangutan**

UNESCO has continued its efforts in promoting the conservation of the natural environment, with special focus on a critically endangered ape, the Sumatran orangutan (*Pongo abelii*). Given the size

of the park (1,094,692 ha), UNESCO has concentrated the census in the Langkat District in North Sumatra Province, as one of the main habitats of the orangutan in the national park, where concrete threats are posing big challenges to their survival. Through this census, UNESCO and its implementing partner PanEco, have identified the most populated areas and main distribution of orangutans. The census has confirmed the presence of orangutan nests in all the habitats already known to host this species, and has discovered populations at higher altitudes than previously known to science.

### **In-depth Analysis of the Threats of Sumatran Orangutan Conservation**

UNESCO, together with Nature and Conservation and Education Foundation (YAPEKA), has carried out a socio-economic study in Langkat District which was identified as one of the areas with higher orangutan population and with higher risk of human orangutan conflict, due to the high density of human populations. This study provided in-depth understanding of the threats to orangutan populations, as well as the identification of future conservation strategies to improve its protection. Through this socio-economic analysis and orangutan population census, GLNP now has a complete set of baseline data on orangutan conservation which will be the basis for long term planning and management.

This information has been shared with all the relevant stakeholders on orangutan and environmental protection, to ensure that it is taken into account when developing their programmes.

Socialisation of the results of population census of Sumatran Orangutan in GLNP, June 2010  
(c) UNESCO/GLNP





### **The Establishment of Human-Wildlife Taskforce**

UNESCO and the Orangutan Information Center (OIC) have worked together to establish the Human Orangutan Conflict Response Unit (HOCRU). The team regularly monitors potential conflicts in areas prone to crop-raiding by orangutans, and through the use of a Geographic Information System (GIS) programme, identifies and maps key conflict areas in and around the GLNP. HOCRU has also established a toll-free Short Messaging Service (SMS) center to receive and compile data, and ensure the relevant species-specific mitigation response unit will act on reported instances. In addition, to facilitate the actions, the Standard Operating Procedure, with best practice mitigation methods for Human Wildlife Conflict mitigation has been developed and put into practice. Additionally, information regarding the types, patterns and methods utilised by local farmers for dealing with Human-Wildlife Conflict were collected in order to disseminate the best practices.

Mentawai shaman, Siberut  
Biosphere Reserve  
(c) UNESCO Jakarta/A. Acha



### **Develop the Pro Conservation-Based Policy to Support the Conservation of Sumatran Orangutan**

In order to develop a conducive environment for orangutan conservation in North Sumatra Province, UNESCO has worked with an environmental law firm, S&W Partners, to develop an academic draft (the early stage of governor decree) to generate necessary action to be carried out by provincial and district governments in protecting the orangutans in North Sumatra Province. This draft has been developed through a participatory process where relevant stakeholders, like government agencies, conservation organisation and community representatives have provided their perspectives and inputs.

Additionally, UNESCO has developed a public outreach campaign, in order to improve the awareness of the young generations living in the adjacent areas of GLNP regarding the importance of conserving the Sumatran Orangutan. An 8-minute 3D animation film, entitled "Tamanku adalah Temanku" (My Park is My Friend), has been developed for the elementary school students which tell the adventures of three kids in their efforts to save their beloved GLNP from an assortment of threats. The animation film is being screened in the schools nearby the park. The premier took place during the 1<sup>st</sup> Science Film Festival in Jakarta on November 2010.

### **Siberut Biosphere Reserve, Indonesia**

The Spanish Agency for International Development Cooperation (AECID) and the Spanish Autonomous Organisation of National Parks (OAPN) have supported UNESCO in carrying out a number of projects with the aim to provide Siberut Biosphere Reserve with the necessary tools to ensure its

environmental protection since 2009. The activities carried out in 2010 under this framework included:

### ***Contributing to Conservation Strategies in Siberut Island***

UNESCO and PASIH, a community-based organisation in Siberut, organised the workshop on "Conservation Strategies in Siberut Island" in Padang, West Sumatra. This workshop was attended by experienced conservationists in Siberut, of both biological and socio-cultural backgrounds. The workshop noted that the democratisation and government decentralisation process in the late 90s and early 2000s in Siberut were the most crucial episodes to have an impact in the socio-economy dynamic of Siberut, in the local community as well as in the political and environmental spheres. The production patterns and market dynamics have quickly entered Siberut, and the local economy is rapidly shifting from subsistence-agriculture and forest-products-harvesting to market-oriented livelihoods with obvious risks to biodiversity loss. Though, conservation strategies need to evolve together with a changing society, strict protection of both natural resources and unique indigenous livelihoods in Siberut remains a top and unalterable priority.

### ***Improving the Capacity of Local Stakeholders in Conserving the Park***

UNESCO, together with the Siberut National Park and local conservation organisations, organised a series of training courses that covered a number of topics, including GIS and GPS training, database development and management, culturally appropriate approaches to conservation, law enforcement, establishment of village regulations, community based ecotourism, and agroforestry, in order to improve the capacities of the staff of the park and local conservationists.



### **Training and Research**

- Supported the 7th UNU-INWEH and UNESCO International Course on Biodiversity in Mangrove Ecosystems organised by the Centre of Advanced Studies in Marine Biology, Annamalai University, India. The course primarily focuses on mangrove ecosystems while maintaining an integrated approach on coastal ecosystem management. Particular emphasis is given to training young professionals in scientific methodology so that it can be applied to the assessment, monitoring and conservation of biodiversity in mangrove ecosystems.
- Supported the MAB Young Scientists Award 2010 winner from Indonesia, Mr Ari Kurnia, who conducted his research in Malaysia entitled "Tasik Chini Biosphere Reserve in Regional Sustainable Development: Contribution of Tasik Chini Biosphere Reserve in Developing Local Community Economy".

Timber for export: an example of the recent shift from subsistence to market-based livelihoods and a challenge for conservation in Siberut  
(c) UNESCO Jakarta/K. Meyers



# sciences for society



Medicinal plants grown on self-produced compost  
(c) UNESCO Jakarta/Jan H. Steffen





# Sciences for Society, Sciences for Sustainable Development

**After a hiatus, the Sciences for Society (SCS) Unit of the UNESCO Office, Jakarta stirred into action with the arrival of a new Programme Specialist.**

The Unit's new mandate is to develop and implement activities relating to the Small Islands and Indigenous Knowledge Section of the Division of Science Policy and Sustainable Development at national, cluster, and regional levels. Promotion of science policy for sustainable development by the SCS Unit will emphasise the interdisciplinary and intersectoral activities that facilitate dialogue between science and policy and generate usable (rather than merely "useful") context-specific scientific knowledge for society and decision-makers.

Activities implemented in 2010 focussed on the continuation and wrapping-up of past activities implemented by SCS Unit's predecessor, the CSI (Coastal Regions and Small Islands) Unit, as well as preparatory activities geared towards full implementation of the SCS Unit's activities in 2011 and beyond. Such activities will focus on: follow-up the Mauritius Strategy on sustainable development in Small Island Developing States (SIDS), in particular, developing activities that focus on local, community-based approaches relating to the interface between society and environment, biodiversity and cultural diversity in Timor-Leste; developing UNESCO's programme on Local and Indigenous Knowledge Systems (LINKS) in countries in the cluster, with a focus on mobilising local and indigenous knowledge and know-how to enhance community-based resource management, disaster risk reduction and education for sustainable development; Contribute to UNESCO's intersectoral platform on climate



change by emphasising community-based and indigenous knowledge related to climate change adaptation and mitigation, with perspectives from the Asia and the Pacific region.

## List of ACTIVITIES

### Towards Green School: Integrated Community-based Waste Management

Activities for the Integrated Community-based Waste Management project in Banjarsari, South Jakarta, where UNESCO became involved through implementing a pilot project in 1996, took on a new turn in mid 2009 with the introduction of the “Green School” concept. Green Schools are not only about greening school compounds by planting trees, but also about promoting a greener life style: increased environmental awareness, changing behaviour that respects nature and adopting healthier lifestyles through good nutrition. Green Schools involve teachers and staff, students, parents and the surrounding communities in adopting greener lifestyles. Activities implemented in 2010 include promoting 4Rs (Reduce, Re-use, Recycle and Re-plant) concept in schools all around Jakarta by widely distributing booklets and posters. In 2011, the SCS Unit will conduct a review of the whole



Banjarsari programme (1996 – 2010) to assess the continued involvement of UNESCO in the project.

Banjarsari road impressions  
(c) UNESCO Jakarta/  
Jan H. Steffen

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

The project, funded by the Japanese-Funds-in-Trust and launched late 2010, is being implemented together with the Disaster Risk Reduction/Jakarta Tsunami Information Centre Group of UNESCO Office Jakarta. The goal of this 3-year project is to reduce risks and increase the resilience of coastal and small island communities

LEFT Programme socialisation on waste management at SDN 01 Pagi Jakarta  
(c) UNESCO Jakarta/Yulius Wibowo

RIGHT Student using 'wayang' in a role play on respect for nature  
(c) UNESCO Jakarta/Yulius Wibowo





towards hydro-meteorological hazards and climate change impacts. This project is unique in its focus on integrating both scientific and traditional knowledge and know-how to enable communities to better deal with hazards and climate change, thus enabling them to mitigate risks and increase their resilience when disasters strike. StResCom is implemented in Indonesia, the Philippines, and

Timor-Leste, which are all rich in cultural and biological diversity and are particularly vulnerable to impacts of hydro-meteorological hazards and climate change. In 2010, activities for this project focused on a baseline study on disaster risk reduction efforts contributing to climate change adaptation in the three countries, and preparation for a regional workshop to be held in March 2011.

Children of Bidara Cina, Jakarta, Indonesia during the 2003 floods.  
(c) UNESCO Jakarta/Giuseppe Arduino



**basic  
sciences**

# Science Knowledge *and* Policy *for* Sustainable Development





### **Comprehensive Programme To Enhance Engineering, Technology and Science Education (COMPETENCE) in Asia: The Role and Contribution of Higher Education Institutions**

Education for Sustainable Development (ESD) is a vision of education that seeks to empower people to assume responsibility for creating a sustainable future. There are two ways by which science education contributes to the overall effort of ESD. One is through the development and introduction of teaching content that presents science as a tool for sustainable development, and the other is through process, whereby the methodology of science and science teaching could be an effective vehicle for the development of the essential skills for sustainable living.

In 2010, Basic Science Unit together with the Engineering unit proposed the Comprehensive Programme To Enhance Engineering, Technology and Science Education in Asia (COMPETENCE) to address science education in the context of ESD at the tertiary level and work with universities, research organisations and policy institutions in developing a new approach to science education. Higher education has a critical contribution to the making of a sustainable society, in its role as the social institution that prepares most of the professionals, the political and cultural leaders, the business entrepreneurs, and the various activists and advocates of civil society for their work in leading, managing, teaching and influencing society's institutions, values and behaviour.

In accordance with the COMPETENCE project implementation plan, UNESCO Office, Jakarta, in collaboration with the Directorate-General for Higher Education (DIKTI) of Indonesia and Gadjah Mada University, organised the Regional Experts'

Meeting to Develop a Framework for Science Education in the Context of ESD, in May 2010. The meeting was to develop a framework that would guide the development of regional and national projects in science education in the Asia-Pacific, through a stakeholder consultation process.

The meeting was followed by another meeting for the Development of a Model E-learning Course on Sustainability Science. The development of sustainability science course is one of the activities of COMPETENCE. The course is envisioned to cover a wide range of science and technology issues relevant to sustainable living. UNESCO has been collaborating with Hokkaido University, Japan to develop course materials.

### **Capacity Building in Life Sciences**

The UNESCO Post-graduate Inter-university Course in Biotechnology (implemented by Osaka University) and the UNESCO Research Course on the Environment (implemented by the Tokyo Institute of Technology) are two long-running successful capacity-building programmes in the basic sciences, being supported by JFIT. Both programmes have sought to respond to the need for advanced training and research experience among the scientists in the region, especially those from developing countries. In particular, the Biotechnology course has tried to adapt the project approach to the evolving needs of the times, as new forms of partnerships from institutions in countries other than Japan emerge and become stronger. Based on the results of the evaluation of the programme a few years ago, it has made contributions to the improvement of international research networking and collaboration and enhanced the professional careers of the individuals who had





been participants in the programme. The new phase of the Biotechnology project continues to contribute to the improvement of regional capacity-building in the basic sciences through the review and re-design of human resource development programmes in the chemical and life sciences, focusing on biotechnology and environmental chemistry.

A Workshop on Capacity-Building in Life Sciences, organised by Osaka University in collaboration with Mahidol University, was held in Bangkok in September 2010. Over 50 participants from 11 countries and various organisations participated in the workshop. This workshop was the final one in a series of consultative conferences held in Bangkok, Hanoi, Manila and Yogyakarta from October 2009 to May 2010, with the objective

of collecting opinions and comments towards developing and delivering a new and modern UNESCO programme in Biotechnology with greater emphasis on south-south cooperation and sustainable development.

## List of ACTIVITIES

### **Science, technology and innovation and science education policy review for Cambodia**

Workshop on Science, Technology and Innovation Policy, with emphasis on science education policy, was held in Phnom Penh on 29-30 March 2010, as a follow-up to the policy review mission conducted in 2009. The expertise needed to conduct the policy review and give the briefing to Cambodian officials during the workshop, was partially derived from

STEPAN. Technical backstopping was provided by the Phnom Penh office, in particular on issues relating to coordination with the Cambodian host institution, the Ministry of Education, Youth and Sports (MoEYS).

In relation to the promotion of exchanges of views on science, technology and innovation (STI) policy issues, the Science, Technology and Innovation E-forum site has been established at <http://stepan.org/eforum> and a STEPAN newsletter will be published every 6 months (June and December).

### **Workshop of Biodiversity and Sustainable Development**

As a contribution of the 2010 International Year of Biodiversity and to promote exchange of best practices and networking in science education in the Asia-Pacific region, the UNESCO Science Education Workshop on Biodiversity and Sustainable Development was held in Seoul, Korea on 26 – 31 July 2010. The Workshop was jointly organised by Korean National Commission of UNESCO, Korea Foundation for Advancement of Science and Creativity (KOFAC) and UNESCO Office Jakarta with support from the East-Asian Association for Science Education (EASE) and the BK21 Science Education for Next Society (SENS).

**LEFT** Conference series on Capacity Building in the life sciences  
(c) Osaka University

**RIGHT** COMPETENCE Workshop in Yogyakarta, May 2010  
(c) UNESCO Jakarta





engineering  
sciences  
and  
technology

Renewable  
Energy *for*  
Sustainable  
Development  
*in Asia*

SOI site-UNTL installation process  
(c) Marlin Lao Tambowon, SOI Asia





**In the field of energy, UNESCO builds capacities and disseminates scientific and technical knowledge with special emphasis on renewable energy, energy management and conservation.**

As part of the new Regional Flagship Programme COMPETENCE (Comprehensive Programme to Enhance Technology, Engineering and Science Education in Asia), the Engineering Sciences and Technology unit of the UNESCO Office, Jakarta – together with Kyoto University and SEEFORUM (Asia-Pacific Academic Network for Sustainable Energy and Environment) – has been working to create a multi and inter-disciplinary higher education energy course called “Energy for Sustainable Development in Asia”, that covers a broad range of sustainable development issues related to Energy. Its content includes renewable energy technologies and policy, energy efficiency, environmental and social issues including climate change and gender equity in energy.

UNESCO and SEEFORUM first analysed the status of renewable energy higher education programmes in Asia and the Pacific in the context of Education for Sustainable Development. The assessment identified and then reviewed the key regional initiatives in energy education and their contribution to sustainable development in terms of heightened public awareness and addressing developmental goals such as those expressed in the Millennium Development Goals. The analysis was used as a basis for discussion by a multi-disciplinary team of experts from SEEFORUM and other partners to determine course contents, target audiences and delivery mode.



COMprehensive Programme to Enhance Technology, Engineering and Science Education (COMPETENCE) in Asia flyer  
(c) UNESCO

The course is intended to advocate the creation of a new discipline for sustainable development, such as “Energy for sustainable development”, and to raise awareness of the issues involved in the use of renewable energy resources for its equitable, optimal and sustainable development.

The lectures were developed under the following 7 themes and will be broadcast live in February-April 2011.

- Theme 1: Understanding of sustainable development
- Theme 2: Current energy situation and needs to transform toward sustainable system
- Theme 3: Current (conventional) Energy technologies
- Theme 4: Energy efficiency
- Theme 5: Renewable energy
- Theme 6: Sustainable Energy Policy and Development
- Theme 7: Case studies

For the e-learning mode of course delivery, EST continues working with regional/sub-regional networks CONNECT-Asia (<http://www.connect-asia.org>) which consists of School on Internet (SOI), National Research and Education Networks (INHERENT, MYREN, PREGINET and UniNET) to improve the flow of information and knowledge through Information Communication Technologies.

## FEED-IN TARIFF WORKSHOP

Sharing of scientific knowledge and best practices involves the direct exchange of scientific knowledge and information as well as networking. In December 2010, EST supported Indonesian Renewable Energy Society (IRES) to hold the International Workshop on Feed in Tariff (FiT) for Solar Photovoltaics (PV). Feed-in Tariff is one of the most effective policy instruments

to stimulate the marked demand and growth of the renewable energy industry. The FiT workshop aimed to promote awareness in Feed in Tariffs particularly in Indonesia and to open up the debate on how changes in regulatory frameworks and implementation of the “smart grids” concept could help bring intermittent and small scale power into the national power picture, on or off grid, with environmental and economical benefits, therefore making small and clean power viable. EST’s energy programme also contributes to UNESCO’s Intersectoral Platform on Climate Change, the Programme promotes the use of renewable energy sources and energy efficiency technologies and practices as a major tool to help respond to the challenges of climate change mitigation and adaptation.

## List of ACTIVITIES

### Comprehensive Programme to enhance Engineering, Technology and Science Education (COMPETENCE )

For Science, Technology and Engineering Higher Education, EST – together with the Basic Sciences unit –started COMPETENCE in 2010.

Developments in science and technology have brought about rapid changes to the world, and such



**RIGHT** The discussion session between remote participants during SOI Site - UNTL inauguration ceremony  
(c) UNESCO Jakarta/Piska Aprilia

**LEFT** Panel discussion during International Workshop on Photo Voltaic Feed in Tariff, December 2010  
(c) METI/Ananda Setiyo Ivannanto

changes have deeply affected the social, economic and cultural outlooks at various levels of human interaction between individuals, communities, societies and nations. Given the multi-faceted and complex issues of science and sustainability, COMPETENCE aims to address the context, content and process of science, technology and engineering education. The overall developmental goals of this project are 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.

In May, UNESCO Jakarta, Directorate General of Higher Education of Indonesia and Gajah Mada University organised the first COMPETENCE framework meeting to discuss developing a framework for science education, in the context of sustainable development, which would guide the development of regional and national projects in science education in the Asia-Pacific.

### Linking National University of Timor-Leste to Asia

The National University of Timor-Leste (UNTL) inaugurated a satellite connection to the School on Internet Asia (SOI) project on 9<sup>th</sup> December 2010. The inauguration ceremony was participated through the connection by UNESCO, CONNECT-Asia partners and SOI member universities in many Asian countries including Timor-Leste, Indonesia, Malaysia, the Philippines, Japan and Bangladesh.

Timor-Leste, the youngest and one of the least developed countries in the Asia-Pacific region, urgently needs to improve the capacity of its local human resources. UNESCO and CONNECT-Asia partners responded to this need by coordinating ICT networks in Asia to share knowledge and expertise with UNTL in developing and disseminating e-learning materials and tools. After a year of

**LEFT** Participants on COMPETENCE Regional Experts Meeting.  
(c) Gajah Mada University



preparation, system installation and training, UNTL was linked up to the Regional Information and Communication Technology network via SOI. The link will be used for information and knowledge sharing of UNTL with regional universities via CONNECT-Asia network partners.

### UNTL SpringerLINK connection to support education

UNESCO Jakarta and Springer have provided UNTL engineering students and lecturers with full access to thousands of eBooks and online journals from SpringerLink for the research community in Timor-Leste. SpringerLink currently offers 2,567 fully peer-reviewed journals and 42,582 books online.

### UNISPAR Programme – UNESCO CHAIR at HUST

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

### Mitsubishi Heavy Industries, Ltd.– Hanoi University of Science and Technology UNESCO Chair, Vietnam

In 2010, Prof. Nguyen Si Mao completed the sixth year of MHI-HUT UNESCO Chair activities on Clean Coal Technology and Environmental Protection in three major areas: engineering education, research and development and public awareness. The MHI-HUT UNESCO chair was extended for three more years starting in 2010. The new phase of activities



earth  
sciences

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**UNESCO Office, Jakarta, through its Earth Science Programme, has been working to improve the understanding of the geological environment and the use of geological knowledge for sound environmental development through the International Geoscience Programme (IGCP).**

LEFT Outcrop observation of serpentinite at the Pucangan Village, Karangsembung area, west of Yogyakarta, Indonesia  
(c) Geological Survey Institute

ABOVE Outcrop of a big block showing beautifully interbedded chert-pink limestone beds in serpentinite matrix, Karangsembung area, west of Yogyakarta, Indonesia  
(c) Geological Survey Institute

RIGHT Outcrop observation in Karangsembung area, west of Yogyakarta, Indonesia  
(c) Geological Survey Institute

IGCP is an international research programme concerning global geological problems, implemented through a network of national committees. The IGCP serves as a multinational platform for multidisciplinary geo-environmental researchers to exchange knowledge and methodology on a multitude of geo-scientific problems relevant to sustainable development.

Currently, the joint efforts of UNESCO and IUGS (the International Union of Geological Sciences) in managing the IGCP are enabling thousands of scientists from around 150 countries to participate in the forum. This is precisely the goal of the programme: to bring together scientists from different countries and disciplines to stimulate dialogue and facilitate communication among researchers all over the world.

IGCP is evolving from a programme with a focus on fundamental sciences to one concentrating on applied geo-sciences, including the mitigation of geo-hazards such as earthquakes, landslides and volcanic eruptions. IGCP has become more interdisciplinary in nature and cooperates actively with the Water Science unit to strengthen UNESCO's key priorities in the natural sciences.



## List of ACTIVITIES

### **IGCP Project No. 507 "Paleoclimates of the Cretaceous in Asia"**

Between 7-9 October 2010, the 5th International Symposium on "Cretaceous Paleoclimates in Asia" was organised in Yogyakarta, Indonesia in collaboration with the School of Earth and Environmental Sciences, Seoul National University, Korea.

The Symposium provides an opportunity to present evidence for paleoclimates and climate changes during the Asian Cretaceous and their global influence. This could include evidence from isotopic, biostratigraphy, mineralogy and paleosol studies of terrestrial and marine sediments and for relative sea levels, tectonics, paleoenvironments and igneous activity. The symposium included two days of oral and poster presentations (7-8 October 2010), with the main session on 'Paleoclimatic change in Asia during the Cretaceous'. This was followed by regular sessions on paleoenvironment, stratigraphy, paleontology and tectonics. The field excursion to the Cretaceous Melange in the Luk Ulo Kebumen District was held on 9 October. This is part of the Cretaceous accretionary wedge complex in Central Java and is characterised by tectonic mixing of blocks of various sizes and types embedded in a sheared clay matrix. More information can be found in <http://igcp507.grdc.esdm.go.id/>





ABOVE Dr. Onno W. Purbo gives his lecture on MYREN International Seminar through video conference  
(c) MYREN

will be implemented under the new Chair holder, Prof. Hoang Ba Chu.

### CONNECT-Asia

CONNECT-Asia (Collaboration for Network eEnabled Education, Culture, Technology and Science) was created in 2009 to share experiences on Communication and Information Technologies and work together for Education and Research.

#### CONNECT Meeting in Jakarta

EST collaborated with Bandung Institute of Technology (ITB) held the 3<sup>rd</sup> CONNECT-Asia meeting during 31<sup>st</sup> May and 1<sup>st</sup> June 2010. Taken place in Directorate Higher Education Indonesia, Jakarta, the meeting was opened by Prof. Fasli Jalal, Deputy Director General-Directorate General of Higher Education. The two-day meeting sought to improve collaborations of CONNECT-Asia partners.

#### CONNECT E-learning courses

In 2010 e-learning courses delivered in collaboration with CONNECT-Asia and regional experts included the following:

- Renewable Energy Policy and Planning for Sustainable Development
- E3i (Energy, Economy and Environment) Self-Sustainable Eco-Village Concept
- The 20<sup>th</sup> IHP Course: Groundwater as a Key for Adaptation to Changing Climate and Society

### MYREN seminar

In the context for exchange of knowledge and expertise between the research and education community locally and globally, UNESCO Jakarta through CONNECT-Asia supported Malaysian Research and Education Network (MYREN) International Seminar Plenary Session 2: "Reflection and Vision of Asian Internet: Panel of Luminaries" on 27 July 2010. This collaboration discussion brought together initiators and internet experts of Asian and European Research and Network from MYREN (Malaysia), (INHERENT) Indonesia, (PREGINET) Philippines, canalAVIST (Thailand), SOI-Asia (Japan) and other invited speakers from LEARN (Sri Lanka) and TEIN3 (Europe).

### IHP Course Broadcast

CONNECT-Asia supported the delivery of the 20th IHP Training Course on "Groundwater as a Key for Adaptation to Changing Climate and Society". This course was organised by UNESCO Office Jakarta in collaboration with Hydrospheric Atmospheric Research Center, Nagoya University and Water Resources Research Center, DPRI, Kyoto University. Collaborating with the School on Internet (SOI) Asia project and CONNECT-Asia partners, a total of 10 sessions from the 20th IHP water course were broadcast to remote participants in Indonesia, Malaysia and Bangladesh. Over 130 students were connected to the course.

### ISTIC partners' roundtable meeting

UNESCO Category II Center, ISTIC (International Center for South-South Cooperation in Science, Technology and Innovation) held the Partners Round Table Meeting on 23-24 June 2010 in Kuala Lumpur, Malaysia. Mr. Hubert Gijzen and Ms. Masami Nakata attended the meeting from the UNESCO Office, Jakarta.

This latest meeting was to develop a work plan for global South-South Cooperation in STI through



ABOVE Prof. Fasli Jalal, Deputy Director General - Directorate General of Higher Education, opened the 3<sup>rd</sup> CONNECT Asia meeting in Jakarta  
(c) Bandung Institute of Technology (ITB)





**ABOVE** The coffee milling machines in E3i village using electricity generated from micro hydro power.  
(c) UNESCO Jakarta

harmonising the current biennial programme of ISTIC, UNESCO, ISESCO (Islamic Educational, Scientific and Cultural Organisation) and other nodal world STI organisations such as the TWAS (Academy of Science for the Developing World) and ICSU (International Council for Sciences). The meeting was attended by ISESCO, MOSTI (Malaysia), UNESCO Regional offices in Asia (Jakarta), Africa (Nairobi) and South America (Montevideo) and UNESCO Headquarters. CASTED (China Academy of Science and Technology for Development) also attended the meeting.

During the meeting, participants presented action plans/action programmes and the status of implementation by each organisation, and then identified new collaborative programmes that will enhance South – South cooperation in STI and that stakeholders can uplift to higher profiles by pooling resources and influences.

### **Workshop at Solar Energy Research Institute in Kuala Lumpur**

The Solar Energy Research Institute (SERI), Universitas Kebangsaan Malaysia, in cooperation with ISESCO and UNESCO, organised the Third Asian Forum on Solar Electricity for Rural Area on 20 July 2010. Participants from 9 countries (Brunei Darussalam, Kazakhstan, Afghanistan, Iraq, Bangladesh, Iran, Pakistan, Indonesia and Malaysia) participated in the forum. The aim of their participation was not only to learn about renewable energy technologies, but also to study SERI's successful operation in the hope of creating an energy research institute like SERI in their own countries.

### **E3i village support**

EST supported a renewable energy project "Sustainable Management of Energy, Economy and Environment for Rural Communities", which Prof.

Kamaruddin Abdullah (Darma Persada University, Indonesia) has been working on since 2007.

Prof. Kamaruddin has been researching how to measure the sustainability of the installed renewable energy conversion system. His research tests the E3i concept, which aims to contribute to the sustainable development of rural communities in terms of (1) sustainable use of energy (Renewable Energy), (2) development of local economy and income generation (Economy), with (3) minimal negative environmental consequences (Environment).

The e-learning course was developed to learn about his research results from monitoring and evaluating renewable energy applications in selected villages in Indonesia.

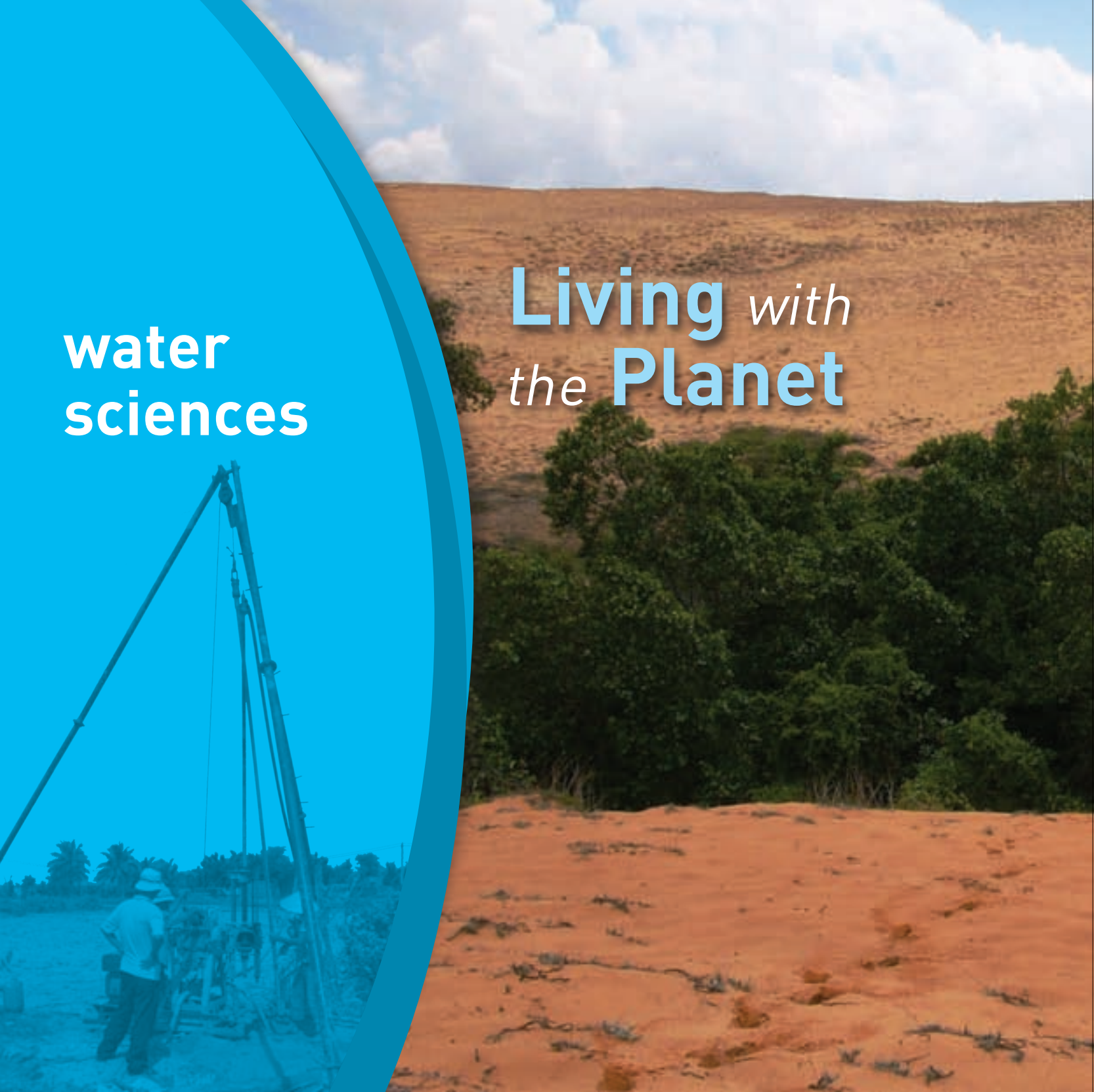
### **Initiated discussion about collaboration with APAN**

APAN (Asia-Pacific Advanced Network) is a non-profit international consortium established in 1997 to promote advanced research in networking technologies and the development of high-performance broadband applications. APAN also provides an advanced networking environment for the research and education community in the Asia-Pacific region and promotes global collaboration. There are currently 39 members in 19 countries in Asia and the Pacific.

Since 2008, UNESCO and APAN agreed to establish a formal partnership, which will be based on UNESCO's collaboration with some APAN members (INHERENT, MYREN, PREGINET, ThaiREN). UNESCO's partnership with APAN could improve APAN's visibility, raise awareness of the use of ICT for R&E and give UNESCO an opportunity to access APAN's extensive ICT network.

**water  
sciences**

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**As part of UNESCO’s network of regional and sub-regional (“cluster”) offices, UNESCO Office, Jakarta, through its Water Science Unit, is directly involved with the coordination of water resources activities in cooperation with our Headquarters in Paris and a large number of global and local partners.**

One of our 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, the management of water resources and the protection of the environment (please visit [www.unesco.org/water/ihp](http://www.unesco.org/water/ihp) for further information). Together with 17 IHP National Committees and UNESCO Water Centres in the Asia Pacific Region, the Water Science Unit of UNESCO Office, Jakarta, has been supporting projects, research activities, information sharing through cooperative networks and scientists, publications, workshops and training courses.

UNESCO’s Water Science Unit is also directly involved in one of the Regional Flagship Programme, the SWITCH-in-Asia Programme (Sustainable Water Management Improves Tomorrow’s Cities’ Health in Asia). The programme objective is to develop, apply and demonstrate a range of tested scientific, technological and socioeconomic solutions and approaches that contribute to the development of effective and





As one of the key activities in 2010, UNESCO Jakarta continued its support to the project by organising a short training course for Vietnamese postgraduates, which carried out hydrological investigation and established a monitoring system.

LEFT MAR Training Course:  
Practical sessions in Ninh Thuan  
(c) UNESCO Jakarta/A. Alejos  
Sampedro

In collaboration with Vietnamese Academy of Science and Technology, a short Training Course on “Methodologies applied to hydrological and hydrogeological field investigations in the context of climate change” was organised in Ha Noi and Ninh Thuan on 9-14 June 2010. The training course was attended by 19 postgraduate participants from different universities and institutions. The course included practical sessions attended by a number of participants.

BELOW Drilling of a  
monitoring well in Ninh  
Thuan  
(c) UNESCO Jakarta/  
A. Alejos  
Sampedro

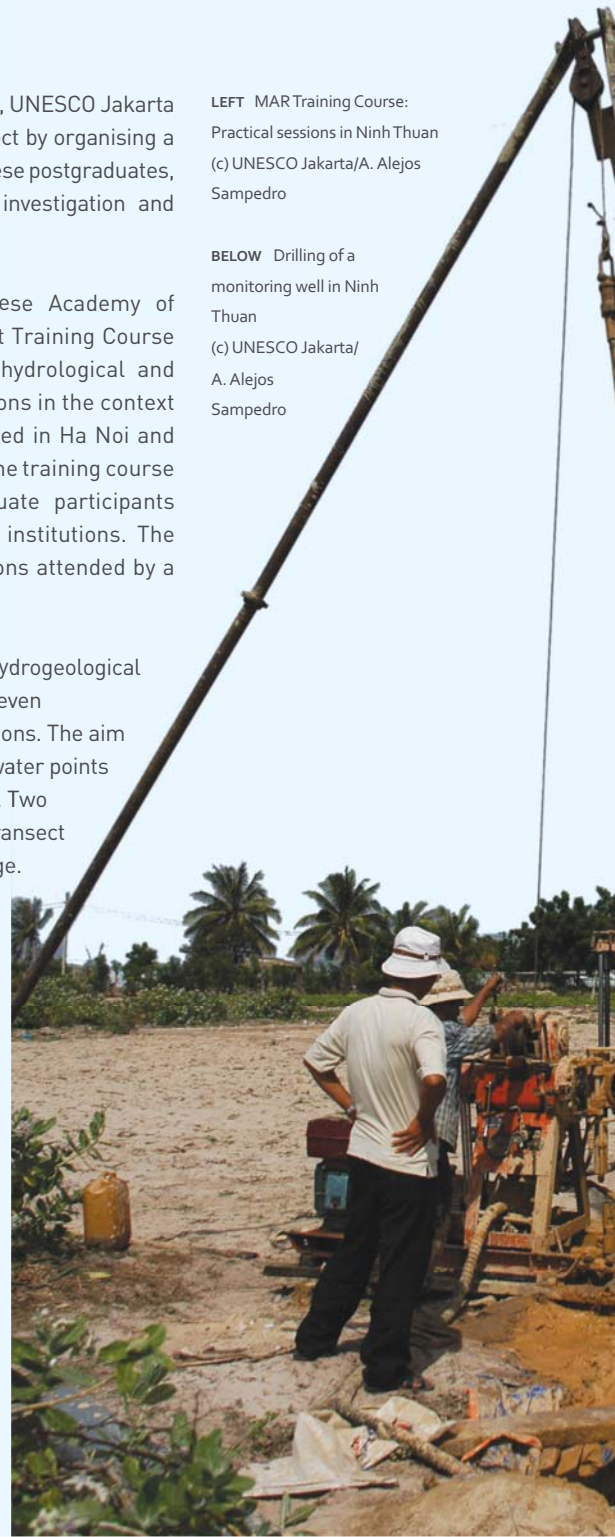
sustainable urban water management (UWM) schemes in Asian Cities. With support from the Japanese Fund-in-Trust, in 2010, some project documents have been finalized with a strong platform of partnership. Detailed information on the activities in 2010 is available in the list of activities section.

As one of its key activities, UNESCO Office, Jakarta has been working on Managing Aquifer Recharge (MAR) for years. The “Augmenting Groundwater resources by Artificial Recharge” project in Binh Thuan Province, Vietnam was established in 2004 by means of extensive investigations, including drilling, aquifer tests and ground water monitoring. The project provided not only reliable information on the groundwater situation but also supplying good quality water to local villages affected by longstanding water shortage. The project was completed in 2010 and handed over to the Vietnamese government.

Building on previous success, in 2008 the Vietnamese government requested to carry out “Impacts of sea level rise by climate change on coastal zone and Islands in Central Part of Vietnam” project in Ninh Thuan Province. The project was launched in 2009 in the UNESCO-ITALY-VIETNAM WORKSHOP “Adapting to climate Change: Evaluating impacts of sea level rise by climate change on coastal zones and islands: Solution for monitoring saltwater intrusion and sea level rise” which was held from 29-30 June 2009 in Ha Noi.

Following the training course, a hydrogeological investigation was carried out by seven researchers from various institutions. The aim was to resample already known water points and to characterise the new ones. Two observation wells in the second transect were drilled at the Nhon Hai village.

A monitoring system was established through a drilling campaign and installation of auto-matic data logger in order to assess aquifer characteristics (distribution and quality), rainfall and saline water intrusion in the coastal area. This includes (a) geodetic measurements for elevations and locations of the two observation wells (b) drilling of the wells (c) installation of two automatic probes and data loggers (d) monitoring the groundwater parameters of five wells and (e) water analyses.



## List of ACTIVITIES

### 18<sup>th</sup> Regional Steering Committee Meeting for UNESCO – IHP Southeast Asia



This meeting convenes annually and invites representatives from all IHP National Committees in the region. In 2010 the RSC Meeting was held in conjunction with the Fifth APHW (Asia Pacific Association of Hydrology and Water Resources Conference) on “Hydrological Regime and Water Resources Management in the Context of Climate Change” (HWCC 2010). The meeting and conference were held in Hanoi, Vietnam on 8 -12 November 2010 and discussed the co-ordination of regional activities such as: a) International Symposia, b) preparation of the Catalogue of Rivers for Southeast Asia and the Pacific, c) project activities carried out in the framework of a major cross-cutting component of IHP, the Asia Pacific Flow Regimes from International Experimental and Network Data (AP-FRIEND) d) Disaster Reduction Hyperbase Meeting. A field trip to the karst area Trang An in Ninh Binh Province was carried out as part of the conference.

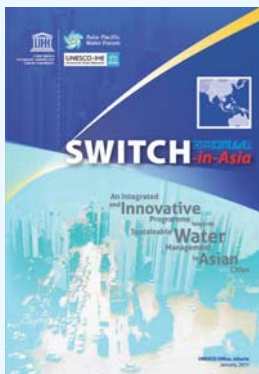
### SWITCH-in-Asia Regional Flagship Programme

As one of the results from the “SWITCH-in-Asia Regional Partnership Meeting” in December 2009, several of country-based project sites have been identified and proposed as country components in the Regional SWITCH-in-Asia Flagship Programme. The country components will be demonstrating

concrete aspects of innovation towards sustainable Urban Water Management and linked with a regional learning alliance. A series of field surveys and stakeholders meeting were carried out in 2010 to assess country based projects in Siem Reap in Cambodia, Citarum basin in Indonesia, Naga City in the Philippines, and Hanoi in Vietnam.

A project document on “Improving Naga City Environment for a better life quality through the implementation of Eco - solutions towards an integrated and innovative sustainable water management” has been developed to promote sustainable water management practices to restore the environmental balance in the City of Naga. In particular the project will focus on the use of eco-technologies and eco-hydrology to reduce pollution, to enhance the self purification of water streams, in particular of the Naga River, and turn them from waste dumps into ecosystem service providers. The project has been endorsed by the Naga City government.

The Indonesian Component’s project document on “Eco-hydrological solutions for Sustainable Management of Citarum River Basin Oxbows, Indonesia” has been finalized to improve the environmental health and natural situation of two oxbows, Dara Ulin (50 Ha) and Mahmud (16 Ha), out of the eleven that were implemented for the “normalization” of the Citarum River Basin. The “Indonesian Institute of Sciences (LIPI) in collaboration with the “Research Center for Water Resources, Ministry of Public Works” have agreed to propose the document in the “Blue Book” of the National Development Planning Agency (Bappenas). The Bluebook contains the list of planned priority activities of Government Ministries/ Agencies, Regional Governments and State-Owned Enterprises, that are planned to be funded by the grants and/or external loans.



ABOVE SWITCH-in-Asia Flagship Programme flyer  
(c) UNESCO Jakarta

RIGHT Disaster Reduction Hyperbase Website  
(c) UNESCO Jakarta

## Assessment of Flood Forecasting and Warning Systems for Asia Pacific Region

Within the framework of the 7<sup>th</sup> phase of the International Hydrological Programme (IHP VII), and in particular to its cross-cutting programme - Asia Pacific Flow Regime from International Experimental and Network data (APFRIEND) and International Flood Initiative - two interlinked activities on “Flood Disaster Prevention and Mitigation Measures in the Asia and the Pacific Region Project” were implemented in their second phase from May 2010 with the support from Japanese Funds-in-Trust.

The first activity, the “Assessment of Flood Forecasting and Warning Systems for Asia Pacific Region” was implemented in Cambodia, China, Thailand and Rep. of Korea, involving experts from each respective country. The activity was carried out in collaboration with Universiti Tenaga Nasional (UNITEN), Malaysia and Humid Tropics Centre Kuala Lumpur, Malaysia. The assessment will involve in-situ assessments of the four river basins as well as meetings with stakeholders which will be discussed during the regional workshops.

### Disaster Reduction Hyperbase (DRH)

The second activity of “Flood Disaster Prevention and Mitigation Measures in the Asia and the Pacific Region Project” is the “Disaster Reduction Hyperbase (DRH)” which has been carried out in collaboration with the National Institute for Earth Science and Disaster Prevention (NIED). 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 part is the DRH Database that accommodates



technology and knowledge useful for Disaster Risk Reduction (DRR). The DRH Database incorporates multi-hazard DRR databases through a compilation procedure with a template form that should be submitted to DRH Manager, Facilitator(s) and Leader(s). The database proposed should meet the DRH criteria, “Understandable to users”, “Implementable” and “Shown to be useful”. The objective of this second activity is to establish the IHP-DRH collaboration scheme and to facilitate the outcomes from IHP Flood Projects, including the web based platform mentioned above.

### International seminar “Flood Forecasting and Warning System for tropical regions”

“Flood Forecasting and Warning System for tropical regions” was an international seminar that aimed to present findings of the research on flood forecasting and warning system study conducted during the project period (2009-2010) in Indonesia, Malaysia, Philippines and Vietnam. The seminar also addressed the different stakeholders (Government Agencies, Private Sectors, Local Government Stakeholders, Water Managers, Practitioners, Academicians, Researchers and Students) with flooding issues and aimed to engage integrated management within river basin approaches.



The seminar was attended by approximately 80 participants from 8 different countries and included one and a half days of presentations and discussions as well as a half day visit to the Department of Irrigation and Drainage in Kuala Lumpur.

### **2<sup>nd</sup> Summer School on Land Surface Observing, Modeling and Data Assimilation**

Between 13-16 July 2010, and within the framework of Global Network on Water Development Information in Arid Lands (G-WADI), UNESCO Office, Jakarta partly supported the organisation of the 2<sup>nd</sup> Summer School on Land Surface Observing, Modeling and Data Assimilation, held in Beijing. The objectives are to help more researchers, especially young scientists, get the latest information and techniques in land surface studies and data assimilation. The Jakarta office also supported two young scientists from the region to participate in the summer school.

### **20<sup>th</sup> IHP Training Course on “Groundwater as a key for adaptation to changing climate and society”**

The annual IHP Nagoya Training Courses are organised by UNESCO Office, Jakarta, the Institute of Hydrospheric-Atmospheric Sciences (HyARC) of Nagoya University and Water Resources Research Center, DPRI, Kyoto University in Japan. Financial support is provided by the Ministry of Education, Culture, Sports, Science and Technology of the Japanese Government (MEXT).

The 2010 course was held in Nagoya and Kyoto, Japan and focused on three major objectives: (1) to offer a thorough description of the current knowledge of groundwater resources and management in relation to social and climate

change in the Asia-Pacific region; (2) to conduct several practical training sessions of selected techniques for observing ground – and soil – water in hydrological systems; and (3) to discuss strategies by which groundwater can be effectively managed as an alternative source of adaptation and resilience to changing environments.

In collaboration with SOI-Asia, NRENs and INHERENT, all courses were broadcasted through video conferences and point-to-point connection. The recorded sessions and lecture materials are still available at [www.ihpnagoyaforum.org](http://www.ihpnagoyaforum.org).

### **Rainfall station in UNESCO Jakarta Office**

Since February 2007 a simple rainfall station (manual pluviometer) has been operational in UNESCO Jakarta Office. The parameters acquired by the station are Precipitation in mm, Temperature in Celsius, Electrical Conductivity in  $\mu\text{S}/\text{cm}$ , Total Dissolved Solids in mg/l and pH.

In addition to the above parameters obtained both daily and monthly, results of stable isotopes available for monthly values from February 2007 to January 2010.

This station also contributed to the HARIMAU Project (Hydrometeorological ARray for ISV-Monsoon AUtomonitoring) by Japan Earth Observation system EOS Promotion Programme (JEPP) and implemented by JAMSTEC (Japan Agency for Marine-Earth Science and Technology), and Indonesian partners BPPT (Agency for the Assessment and Application of Technology), BMG (Agency for Meteorology and Geophysics) and LAPAN (National Institute of Aeronautics and space).

From September 2007 daily events are collected for JAMSTEC which will perform stable isotope ( $^{18}\text{O}$  and  $^2\text{H}$ ) analyses on rain water.

20<sup>th</sup> IHP Training Course:  
Field Trip at Kumamoto  
(c) HyARC

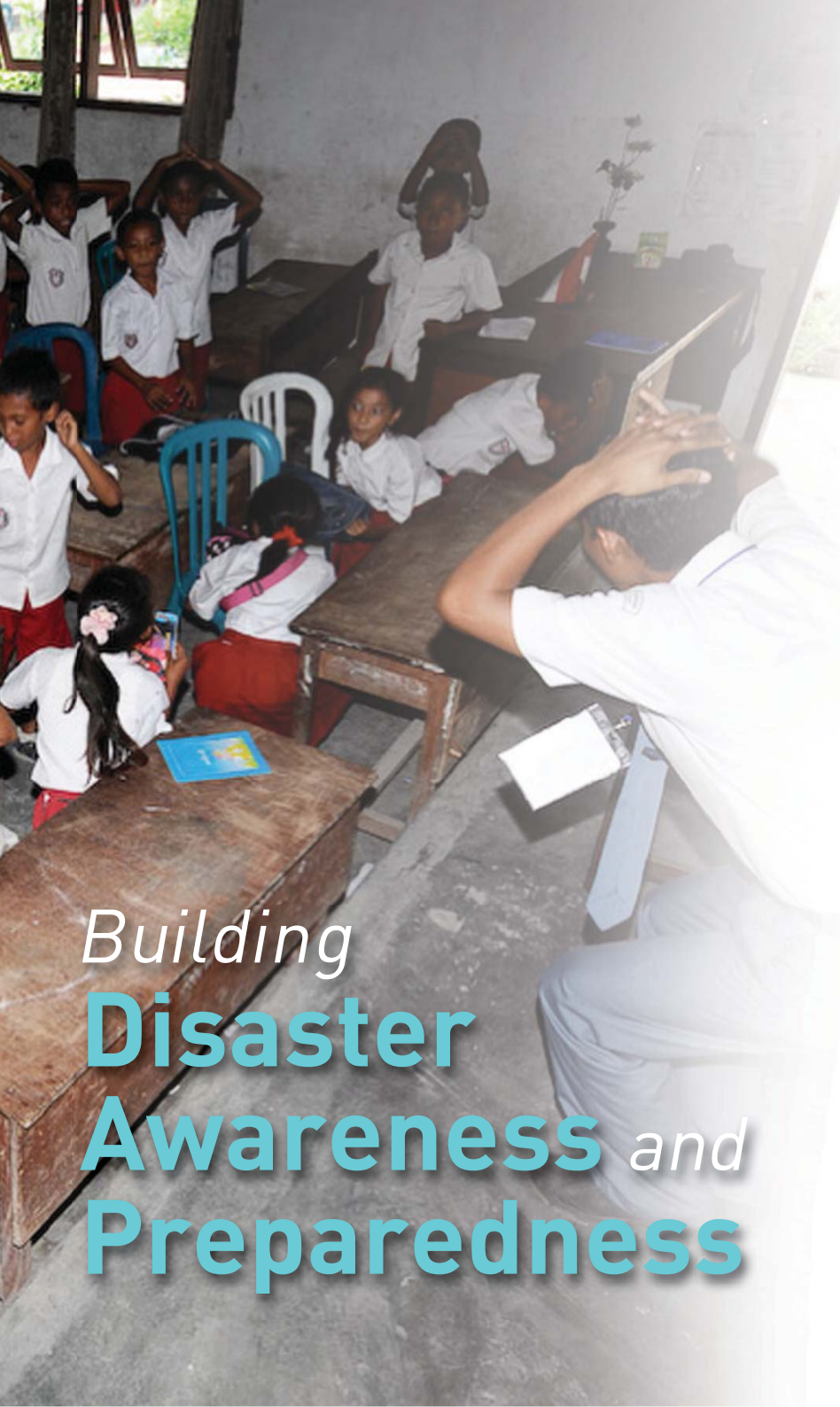


# disaster risk reduction



School disaster preparedness as one of UNESCO's efforts to foster a resilient community  
(c) UNESCO Jakarta





# *Building* **Disaster Awareness and Preparedness**

**In 2010, the need to strengthen disaster risk reduction continued in this region. Although numerous efforts have been made in the past years, cases of natural disasters such as windstorms, floods, landslides, earthquakes and tsunamis have also increased, while social factors such as poverty, urban concentration and poor building standards, have augmented the vulnerability of communities.**

As part UNESCO's Disaster Risk Reduction (DRR) strategy in these regions, this year we continue to actively implement activities that contributed to the strengthening of disaster preparedness in communities. UNESCO Office Jakarta initiated one flagship programme for Disaster Risk Reduction: Fostering Safer and Resilient Community (FORCE), a Natural Disaster Preparedness and Climate Change Education Programme, UNESCO Office, Jakarta focus on building communities resilience that promotes disaster and climate change readiness through 1) Awareness of the risk through risk assessment and mapping; 2) Preparedness to reduce vulnerability and increase the capacity of the communities; and 3) Short-term adaptation and long term mitigation efforts. Under this flagship programme we prioritise our resources on several key activities: the development of awareness, preparedness and education materials; baseline analysis of hydro-meteorological hazards in coastal communities; and the promotion of safe schools.



In Indonesia, Philippines, Thailand, and Timor-Leste we worked on developing awareness, preparedness and education materials focusing, but not limited to, earthquakes and tsunamis. We worked with the Indonesian Institute of Sciences (Indonesia), the Philippine Institute of Volcanology and Seismology (Philippines), the National Disaster Warning Centre (Thailand), and the National Disaster Management Directorate (Timor-Leste). Through the implementation of partners in each country we developed an inventory of already available information, tools and awareness, preparedness and education materials in each country. After this inventory was developed, we could recognise where gaps existed in the materials. In order to fill in these gaps, we worked on adapting and developing materials, based on the local cultural contexts and languages for use in their communities. For the Philippines we selected the following three materials from Indonesia to be adapted for their use: Teaching tools (flip chart) about tsunamis and earthquakes for school children in Islamic areas; Teaching tools (flash cards) for people with hearing impairments; and awareness materials (stickers)

**BELOW** Managing Aquifer Recharge (MAR) in Binh Thuan  
(c) UNESCO Jakarta/Giuseppe Arduino



regarding tsunami safety action. For Indonesia we adapted two materials from the Philippines: a guidebook about how to conduct drills within a community focusing on schools and an information booklet on defending yourself from earthquake and tsunami. From Timor-Leste we developed teaching tools (flip chart) concerning tsunamis and earthquakes, teaching tools (flash cards) for children about how to respond to a disaster whilst at school and awareness materials (stickers) on tsunami safety action.

In addition to the newly developed materials, we also created the UNESCO/IOC Tsunami Teacher interactive DVD Rom and Tsunami Glossary in four different languages; Tagalog, Tetum, Thai and Indonesia.

To optimise the use of these materials for a wider public awareness, we also facilitate the implementing partners to implement education and capacity building programmes in communities. In 2010, we conducted pre-test activities of these adapted materials. In Indonesia LIPI worked in Bantul area in four schools and involved representatives from the local Department of Education, local NGOs and the Bantul District Community Welfare and Safety Department. In Pagadian City, the Philippines, PHIVOLCS worked on adapting materials for teaching children with hearing impairments.

As there is nothing we can do to stop natural disasters, UNESCO will continue to work on disaster risk reduction focusing on communities and schools. Disaster risk reduction is a cross-cutting issue, so our activities will continue to focus on integrating education, science and culture in order to empower communities on how best to defend themselves against disaster.



## List of ACTIVITIES

### Jakarta Tsunami Information Centre (JTIC)

In order to provide information services to other countries, the JTIC will be made available in 5 languages: English, Indonesia, Thai, Tagalog and Tetun. Therefore in 2010, the JTIC website was enhanced, codes were rewritten and the design was adapted to allow for these additional languages. A great deal of development needed to be done to the website in order to yield worthy results. The website is now a Joomla-based CMS (Content Management System) which will enable us to facilitate easy-to-use contents management and will also provide vast amounts of space for the enrichment of its core functionalities, which includes a multilingual contents management system. In addition to new functionalities, the JTIC website can now yield data from Badan Meteorologi Klimatologi dan Geofisik (Bandan Meteorological, Climatological and Geophysical) in real-time, and it can also contain a tsunami events database from The National Oceanic and Atmospheric Administration (NOAA).

### Training for JTIC website administrators

In order to present the websites contents in five languages, the system needs administrators who can manage contents for each of the five designated languages. Hence, website administrators were acquired from implementing associates from four countries: Indonesia, Thailand, Philippines and

Timor-Leste. The Joomla system, along with other enhancements, provides an easy to manage interface for administrators. However, to make sure that the designated administrators are fully competent at using the system, training was necessary. The training was conducted from 22 -26 November 2010.

### Adaptation of Tsunami Teacher and Tsunami Glossary

Tsunami Teacher and Tsunami Glossary were developed by UNESCO/IOC and aimed to be a comprehensive, reliable and accessible source of knowledge about tsunamis. They comprise of practical and straight-forward information, gathered from dependable sources around the globe. The initial application was written in English. To widen the access for people in the region, the Tsunami Teacher has been re-coded and the Tsunami Glossary translated to cover five languages: English, Indonesia, Tagalog (Philippines), Tetun (Timor-Leste) and Thai (Thailand).

### One Million Safe Schools and Hospitals Campaign

The United Nation's International Strategy for Disaster Reduction's (UNISDR) World Disaster Reduction Campaign for 2010-2011 focuses on the resilience of



LEFT Participants of the JTIC web management. Participants came from Indonesia, the Philippines, Thailand, and Timor-Leste  
(c) UNESCO Jakarta

RIGHT Participants work on hands-on basis to translate JTIC information to their language  
(c) UNESCO Jakarta

BELOW Coordinating Minister for People's Welfare, Agung Laksono, launched the National Campaign for 1 Million Safe Schools and Hospitals in Jakarta, 28 July 2010  
(c) UNESCO Jakarta



**LEFT** Participants of the UNESCO - IPRED workshop in Padang  
(c) UNESCO Jakarta

**RIGHT** Signing of the Letter of Intent on Cooperation for Reducing Earthquake Disaster Risks and Post-Earthquake Field Investigation, signed by UNESCO, Research Institute for Human Settlements Ministry of Public Works, and International Institute of Seismology and Earthquake Engineering - Japan. Witnessed by Indonesian Ambassador for UNESCO  
(c) UNESCO Jakarta

urban environments, with the theme: "Making Cities Resilient – My City is Getting Ready". One of the global activities coming up is the One Million Safe Schools and Hospitals Campaign (1MSSH). As a part of the campaign to promote Safe Schools and Hospitals, UNESCO supported the National Disaster Management Office and the National Platform in launching the national campaign for safe schools and hospitals, on 28 July 2011. In addition to the national launch, UNESCO, in coordination with ISDR, supported the translation and development of the Indonesian 1MSSH campaign website ([www.berikrar-aman.net](http://www.berikrar-aman.net)), which linked to the global website ([www.safe-schools-hospitals.net/id/Beranda.aspx](http://www.safe-schools-hospitals.net/id/Beranda.aspx)). UNESCO also translated the campaign guide book and materials and designed campaign promotional items, such as posters, flyers, pin badges, stickers, caps, t-shirts, etc. The campaign was officially launched by the Indonesian Coordinating Minister for People's Welfare, the Minister of Health, the Vice Minister for National Education and the Head of the National Agency for Disaster Management.

### **UNESCO – IPRED Workshop on Surveys and Activities of Post Earthquake Disaster and Training of Trainers on Building Back Better**

On the 8 July 2010, we facilitated the DRR section of UNESCO Paris in organising the 3rd International

Platform for Reducing Earthquake Disaster (IPRED) workshop, together with the Research Institute of Human Settlements (RIHS) of the Ministry of Public Works in Padang. The objective of the workshop was to improve partnerships and networking and to help draw lessons from earthquake disasters. This workshop facilitated experts from Chile, Indonesia, Japan, Kazakhstan, Mexico, Peru, Romania and Turkey to share their scientific knowledge and experience on post earthquake field investigations, building codes development and implementation and structures of earthquake resistant buildings. In addition to the workshop a letter of Intent between UNESCO, Japan International Cooperation Agency (JICA) and RIHS was signed to strengthen the cooperation of Indonesia to effectively exchange data and information on earthquake disaster, as well as strengthen the role of Indonesia in post-earthquake field investigation in and around Indonesia.

### **Training on Inverse Tsunami Modeling and Sea Level Data Handling**

From the 4-8 October 2010, UNESCO Jakarta Office - Jakarta Tsunami Information Center (JTIC) supported the ICG/IOTWS Secretariat - UNESCO/IOC and The Agency for the Assessment and Application



of Technology (BPPT) in the implementation of Training on Inverse Tsunami Modeling and Sea Level Data Handling in Citeko. The objective of the training was to provide the participants with the latest methodology in handling and analysing DART buoy data into numerical modeling tsunamis. The software being used was ComMIT (COMMunity Model Interface for Tsunami) and WebSIFT (Short-term Inundation Forecasting for Tsunamis). Both softwares are developed by NOAA Center for Tsunami Research (NCTR), PMEL. Three lecturers from NOAA gave the training to 28 trainees from four institutions and two universities in Indonesia. The trainees participated in the following training courses: BPPT, BMKG, BAKOSURTANAL, BRKP-DKP, University of Andalas (Padang), and TDRMC-University of Syahkuala (Banda Aceh).

### International Tsunami Survey for Mentawai

Indonesia was hit by several disasters during the same period; the flash flood in Wasior, Papua; the eruption of Mount Merapi in central Java; and the earthquake and tsunami in Mentawai islands, western coast of Sumatra. On the 25 October 2010, five minutes after the magnitude 7.7 earthquake struck, the Tsunami Early Warning System under the Meteorological, Climatological and Geophysical Agency issued a national warning for a local tsunami. However, within minutes the first wave arrived on the Mentawai islands, causing serious damage and at least 450 deaths. Tsunami disasters attract a large number of local, national and international professionals to investigate the scientific, economic and social impacts. Some of this data is perishable making it essential to collect it quickly. The Indonesia Ministry for Research and Technology, UNESCO's Intergovernmental Oceanographic Commission, and UNESCO Jakarta Office, coordinated post-

tsunami surveys of the tsunami and its effects. During this exercise the organisations united to form the International Tsunami Survey Team-Mentawai (ITST – Mentawai), whose goals were to: 1) Promote the sharing of data collected in the field, 2) Minimize logistical problems for visitors and hosts; 3) Link with Indonesian collaborators; and 4) Provide the Government of Indonesia with a summary of the ITST-Mentawai findings. Six teams went on a mission to carry out a survey and collect data. Their findings will be summarised in a report, released early 2011.

### 3<sup>rd</sup> ASIA Conference on Earthquake Engineering

UNESCO presented its school based disaster preparedness model at the special sessions on 1 Million Safe Schools and Hospitals at the 3<sup>rd</sup> ASIA Conference on Earthquake Engineering, on 1 December 2010 in Bangkok, Thailand. This

*Fostering safer and resilient communities is one of UNESCO's initiatives on community education, awareness and preparedness toward disaster and climate change.*



ABOVE Participants of the Training on Inverse Tsunami Modeling and Sea Level Data Handling  
(c) UNESCO Jakarta

BELOW Handing of Certificate to participants of the training  
(c) UNESCO Jakarta

model has been successfully piloted in areas most exposed to frequent natural hazards such as Indonesia's Bengkulu Province (2007), NTT Province (2009) and Aceh Province (2009). Furthermore, UNESCO's national partner, LIPI, piloted the same framework in the remote Papua Province, North Maluku Province, North Sulawesi Province and Central Java Province, while the local partner, KOGAMI (Tsunami Alert Community), piloted it in more than 47 schools in Padang, West Sumatera, demonstrating that it is easily replicable. This model has been proved to be effective during the magnitude 7.9 West Sumatera earthquakes on 30 September 2009. In the conference UNESCO also presented the concept of ADDRESS, (ADopting DRR in Education for Safer Schools). A concept designed to integrate DRR in the school education system and school policy, in order to develop school capacity to be able to prepare for, respond to and recover from disasters. The concept focuses on ensuring the safety of the children and increasing the resilience of communities. The concept also integrated local

culture, local knowledge and local wisdom as part of the intervention to make sure that the outcome will not only benefit the schools but also became an integrated part of the community-based disaster risk reduction (CBDRR).

### National Conference on Safe Schools

On 21-22 December, in line with the One Million Safe Schools and Hospital Campaign, UNESCO jointly with Plan International and Badan Nasional Penanggulangan Bencana (National Disaster Management Agency) organised a National Conference on Safe Schools. The objective of this conference was to discuss and agree on the basic principles and concepts of the Safe School in Indonesia and to formulise the standard parameters of Safe School within Indonesian context. The conference was officially opened by the Vice Minister for National Education and was attended by more than 100 participants from different parts of Indonesia. UNESCO presented the overall concept of Safe School, which consisted of two main components: School capacity to prepare for, respond to and recover from disaster and whether the school site, building structure and infrastructure had the facilities to cope with disaster when it strikes. This model is based on UNESCO's extensive experience in appropriate and sustainable school-based disaster preparedness. The model also aims to promote safer schools through The Indonesian Institute of Sciences (LIPI) and under the support of the United Nations International Strategy for Disaster Reduction (UNISDR).

### Solution Exchange

The Solution Exchange on Disaster Management and Risk Reduction (DMRR) Community connect practitioners and professionals concerned

**BELOW** School children conduct flood disaster early warning simulation at the opening of National Safe Schools Conference in Jakarta.  
(c) UNESCO Jakarta



with promoting disaster management and risk reduction in Indonesia. Discussions within this community include: Disaster preparedness and early warning capacities; Disaster risk reduction and risk assessment; Disaster management and response; Protection strategies for coastal and environmentally vulnerable areas; Research and innovation in disaster management; Disaster education; Hazard-specific risk reduction strategies; Variables of vulnerability, amongst others. This community has 669 members, most are practitioners of organisations working in the DMRR area. With no further support from United Nations Country Team (UNCT), other UN agencies who manage different Solution Exchange Communities closed their programme. UNESCO closed this DMRR community in June 2010. By that time DMRR had finished ten rounds of queries, receiving 106 responses and published eight consolidated replies.

### Post Disaster Assessment System for Education Sector (PDASES)

PDASES is an integrated assessment system within the education structure/management system (both at the national and district levels) that can quickly and easily provide comprehensive



information related to damages in the education sector caused by a disaster. This tool is divided into three key stages for damage assessment. In each stage, there are different aspects that are specifically tailored to the needs of basic provision according to the condition/stage:

- 1) Rapid assessment phase: in this stage, the data collected provides the general physical damages and information on meeting the education needs during an emergency period;
- 2) Early Recovery Phase: in this stage, the information disclosed and related to school operations and improvement will be clearer and detailed; and
- 3) Rehabilitation and Reconstruction Phase: is a step to verify the data previously reported, in order to determine the assistance given is in accordance with the national education standard.

**ABOVE** Children in Padang try to make the best of their education condition while their school is being reconstructed.

(c) UNESCO Jakarta/Ardito M. Kodijat

**BELOW** Focus Group Discussion on the development of Post Disaster Assessment System for Education Sector guidelines and tools.

(c) Humanitarian Forum Indonesia



# JFIT-UNESCO Scientific Programme on Global Challenges

japanese  
funds-  
in-trust



Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) has supported UNESCO's scientific activities in Asia and 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 JFIT/UNESCO Science Strategy with great emphasis on Science for Sustainable Development.

**ABOVE** The revision of JFIT/Science Strategy was discussed and approved at the Annual Review Meeting 2010  
(c) UNESCO Jakarta/Eva Mia Siska

**BELOW** JFIT/Science Strategy  
[http://www.unesco.or.id/download/JFIT\\_Science%20Strategy\\_revised\\_final.pdf](http://www.unesco.or.id/download/JFIT_Science%20Strategy_revised_final.pdf)

### Bilateral meeting between Director of UNESCO Office Jakarta and newly appointed Secretary General of the Japanese National Commission for UNESCO

Mr. Hubert Gijzen, Director of UNESCO Jakarta Office, met with Mr. Nobuo Fujishima, the newly-appointed Secretary General of the Japanese National Commission for UNESCO (Japan NatCom) and the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The meeting took place on 3 October in Bangkok, Thailand, during the Workshop on Capacity-Building in Life Sciences.

Mr. Fujishima expressed his appreciation for the well-organised way that the Japanese Funds-in-Trust (JFIT) projects are implemented. Noting that the implementation of activities is based on UNESCO Jakarta's Science Strategy, Mr. Fujishima

encouraged the UNESCO Jakarta Office to further strengthen the coordination among the UNESCO Field Offices in the Asia and Pacific region, in its capacity as the Regional Bureau for Science.

Mr. Gijzen confirmed that, while the new regional science flagship programmes are being developed, a closer collaboration with Field Offices and a broader network of partners (for instance Category II Centres) are envisaged. He also expressed his interest to further strengthen the excellent relationship and cooperation between the UNESCO Jakarta Office and Japan's MEXT.



Mr. Nobuo Fujishima, newly appointed Secretary General of Japan NatCom (c) UNESCO Jakarta/Takeshi Mori



Mr. Nobuo Fujishima (center), Mr. Hubert Gijzen (right), Mr. Takashi Asai, Deputy Secretary General of Japan NatCom (left) (c) UNESCO Jakarta/Takeshi Mori

### UNESCO Jakarta's Flagship Programmes

A new Project titled Strengthening Resilience of Coastal and Small Island Communities towards Hydro-meteorological Hazards and Climate Change Impacts (StResCom) was launched in late 2010. (please see p20 for more details)

With the launch of this new project, JFIT/Science is now supporting all of UNESCO Jakarta's four flagship programmes:

1. Biosphere Reserves for Environmental and Economic Security (BREES)
2. Sustainable Water Management Improves Tomorrow's Cities Health (SWITCH) in Asia (as part of Water Interoperability Networks for Global Change Adaptation (WINGA)

3. Comprehensive Programme to Enhance Technology, Engineering and Science Education (COMPETENCE)
4. Strengthening Resilience of Coastal and Small Island Communities (StResCom) (Fostering Safer and Resilient Communities: A Natural Disaster Preparedness and Climate Change Education Programme)

### NEW JFIT Logos

UNESCO and the Japanese government agreed to introduce new JFIT logos in June 2010. The concept of new logo is to increase the visibility of JFIT funded activities and to strengthen the partnership between UNESCO and Japan.

The New JFIT Logos introduced in June 2010



**social and  
human  
sciences**







# Management of Social Transformation

A woman carrying out her daily tasks in  
West Nusa Tenggara, Indonesia  
(c) Ahmett Salina/Irwan Ahmett

**UNESCO's Social and Human Sciences sector aims to develop and promote social policies which uphold peace, human rights, democratic governance and tolerance.**

To achieve this goal, social policy activities must provide opportunities and empowerment for all, particularly during this period of major social, political, economic and cultural change. The overall objective is to create a grass-roots, mass movement throughout the Asia-Pacific region which shares this aim and helps bring it to fulfillment.

The Regional Unit for Social and Human Science in the Asia-Pacific (RUSHSAP) mission and programmes reflect all aspects of social concern, including poverty alleviation, migration, management of water resources, governance, youth, dissemination of information, the ethics of science and technology, bioethics, human security and research and training.

Mr. Charaf Ahmimed has joined UNESCO Jakarta Office on 1 December 2010 as the head of the new Social and Human Sciences Unit. He has since assumed full responsibility for the implementation of the SHS programme.

# *The Power of* **Culture**

**culture**



Borobudur Temple covered in ash as a result of  
the eruptions of Mt Merapi, November 2010  
(c) Ministry of Culture and Tourism, Indonesia



**The importance of culture is all the more appreciated when it has been put under threat. Natural and cultural sites are constantly at risk through man-made disasters such as uncontrolled urbanisation and unchecked tourist development, but the end of 2010 saw a natural disaster threaten one of the World Heritage sites in Indonesia – Borobudur.**

The eruptions of Mt Merapi, which started in October 2010, covered the Borobudur Temple with ash, threatening serious damage to the temple compound. Immediately after the eruptions, volunteers and members of the community began cleaning the ash from the temple stones, whilst people from all over the world donated money to the clean-up operation. The reaction to the eruptions at Mt Merapi demonstrated that our world's cultural heritage can unify not just surrounding local communities, but also people from all over the world, to work together and protect our shared history for future generations.

UNESCO's association with the safeguarding of Borobudur began in 1968 when the first expert mission was dispatched at the request of the Indonesian Government. As a result, in 1972 UNESCO launched the International Safeguarding Campaign of Borobudur, and with the financial assistance of some 27 countries and the close cooperation of the Indonesian Government, a comprehensive restoration project helped bring Borobudur back to its former splendor. Subsequently, in 1991 Borobudur was officially recognised by its inscription on the World Heritage List.

In 2010 the Indonesian Government has been making its efforts in revising the legal and institutional framework for the effective protection and management of the Borobudur World Heritage property and its surrounding area. UNESCO supported the Ministry of Culture and Tourism and the Ministry of Public Works in the process of drafting a Conservation Zoning Plan and Land Use Control Guidelines for the Borobudur Temple Compounds and its surroundings as well as the development of the new Presidential Decree.





Even though 2010 started as a good year for Borobudur conservation and improvement projects, on October 25<sup>th</sup> nature demonstrated its unrivaled power. The Mt Merapi volcano violently erupted and seriously endangering the Borobudur area.

The temple compounds were covered by a layer of up to 45 mm of corrosive ash, which could cause long term damage to the stones and could also block the drainage system of the Borobudur temple if not addressed properly. In light of the need for a comprehensive emergency response strategy and to strengthen the authorities' efforts to respond to this situation, the Ministry of Culture and Tourism, UNESCO and the "Friends of Borobudur" (a group of individuals with a keen interest in the long term safeguarding of the Borobudur Temple Compounds) jointly formulated an emergency response initiative.

The aim of this initiative is not only to rehabilitate the Borobudur temple compounds themselves but also to enhance and revive the livelihoods of affected local communities, through the rehabilitation of the cultural tourism and creative industry sector in the region. These actions are possible through generous support of donors around the world.

## List of ACTIVITIES

### **Publication of Exhibition Catalogue 'Kolesaun Antoulas/A Coleção Antoulas/The Antoulas Collection'**

**DILI, TIMOR-LESTE, FEBRUARY-MARCH 2010:**

The exhibition entitled 'the Antoulas Collection' was held at Casa Europa, the head office of the Delegation of the European Union in Timor-Leste. It displayed 59 cultural objects repatriated by Mr Syméon Antoulas to become part of the national collection of Timor-Leste and part of future Museum and Culture Centre of Timor-Leste. UNESCO Office, Jakarta in collaboration with the National Directorate of Culture of the Ministry of Education of Timor-Leste, the Delegation of the European Union in Timor-Leste, and ICRC (International Committee of the Red Cross) in Geneva supported the production of 500 copies of a 54-page informative catalogue on the 59 fine cultural objects. This publication, written in English, Portuguese and Tetun, is in line with the UNESCO Convention for the promotion of the return and restitution of cultural property around the world.

**LEFT** An early measurement of the ash cover at Borobudur Temple. The ash level increased on the site over the following weeks, reaching 45mm, October 2010 (c) Ministry of Culture and Tourism, Indonesia

**RIGHT** An indication of the extent of the cleaning operation. Each bag is full of volcanic ash removed from the temple surface, November 2010 (c) UNESCO Jakarta/Masanori Nagaoka



*The aim is not only to rehabilitate the Borobudur temple compounds themselves but also to enhance and revive the livelihoods of affected local communities.*

**ABOVE RIGHT** Artefacts salvaged from the wreck of a 10<sup>th</sup> century ship lying off the coast of Java, Indonesia.  
(c) UNESCO/Ulrike Guerin

**BELOW** Members from the local community work towards cleaning the temple of volcanic ash.  
(c) UNESCO Jakarta/Wieske O. Sapardan

**UNESCO Office, Jakarta Participated in a Sub-regional Workshop on the 2<sup>nd</sup> Cycle of the Periodic Reporting for East and Southeast Asia co-organised by the World Heritage Centre and the Government of China**

**TAIYUAN, SHANXI PROVINCE, PEOPLE'S REPUBLIC OF CHINA, 19-23 APRIL 2010:**

The workshop aimed at explaining to its participants the process and new format of the Periodic Reporting, providing guidance to State Parties on drafting the Statement of Outstanding Universal Value (SOUV) for properties in the region, and promoting regional cooperation through the exchange of information and experience in Periodic Reporting. Representatives from Cambodia, China, Republic of Korea, Indonesia, Japan, Laos, Malaysia, Mongolia, Myanmar, Philippines, Democratic People's Republic of Korea, Thailand and Viet-Nam participated in the workshop where participants had an opportunity to exchange views on how to prepare the SOUV. At the end of the workshop, the timeframe for the preparation of the SOUV and the regional Periodic Report for examination by the World Heritage Committee was defined.



**UNESCO Director-General concerned by possible dispersion of objects from 10<sup>th</sup> century sunken ship in Indonesia**

**PARIS, FRANCE, 7 MAY 2010:**

The auction on 5 May 2010 in Jakarta to sell a large number of artefacts salvaged from the wreck of a 10<sup>th</sup> century ship at Cirebon Water, North of Java provoked concern from the Director-General of UNESCO, Ms Irina Bokova. In her press release, she mentioned that this auction will allow objects of historical and archaeological value to be scattered and deprive scientists and the general public of an exceptional collection. She encouraged the Indonesian Government to make every possible effort to ensure the safeguarding of sunken heritage and to ensure that thorough scientific examination of the site is carried out and the artefacts are presented in museums. She emphasised that UNESCO will be ready to lend its expertise in museology and conservation to the Indonesian authorities.

**'Strategic Document for Revitalisation of Museums in Indonesia'**

**JAKARTA, 25 MAY 2010:**

UNESCO Office, Jakarta presented the 'Strategic Document for Revitalisation of Museums in Indonesia' to Ms Intan Mardiana Napitupulu, Director for Museums of the Ministry of Culture and

Tourism. The document is the result of evaluations, discussions and consultations between UNESCO and the Directorate of Museums, in order to identify appropriate actions and measures for the Ministry's planned revitalisation of eighty museums in Indonesia (2010-2014). This was in line with the programme called "Visit Museum Year 2010" in the advocacy of "Museum in our Heart (Museum di Hatiku)" and museum campaign strategy (Gerakan Nasional Cinta Museum) launched by the Directorate of Museum. During this occasion, the draft document entitled 'Guide to Best Practices for Museum Revitalisation', a document made to improve knowledge and competencies of museum personnel, was also presented to the Ministry.

### **Workshop on the UNESCO Convention on the Protection of Indonesian Underwater Cultural Heritage Convention**

**JAKARTA, 2 JUNE 2010:**

The workshop was co-organised by the Indonesian Ministry of Culture and Tourism, UNESCO Jakarta and the Indonesian National Commission for UNESCO following the auction of artefacts retrieved from sunken ship off the coast of Cirebon on 5 May 2010 and the meeting on 10 May 2010 between Indonesian Minister of Marine Affairs and Fisheries and the Director and Representative of UNESCO Jakarta. Representatives from relevant Indonesian ministries, agencies, experts, institutions and media participated in

the workshop which was aimed at reaching a common understanding on the importance of the protection of the underwater cultural heritage and at developing an agreed prioritised action plan.

### **Workshop on UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions**

**JAKARTA, 24-25 JUNE 2010:**

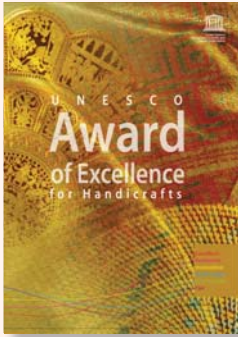
A two-day workshop was organised by Hivos Indonesia aimed at promoting the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions and 2001 Universal Declaration on Cultural Diversity. Some 30 participants from NGOs and civil society involved in cultural preservation, human rights and freedom of expression participated. During the workshop, Mr Tim Curtis from UNESCO Bangkok presented UNESCO normative instruments to promote cultural diversity and the role of civil society in protecting and promoting the diversity of cultural expressions. Mr Masanori Nagaoka from UNESCO Jakarta presented the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage (2003) and highlighted that cultural industries and intangible cultural heritage are becoming increasingly important sources of employment and sustainable income generation. He then pointed out the importance of comprehensive cooperation between local communities and NGOs for safeguarding intangible cultural heritage.

**LEFT** Workshop on the UNESCO Convention on the Protection of Indonesian Underwater Cultural Heritage Convention  
(c) UNESCO Jakarta/Wieske O. Sapardan

**RIGHT** Regional Consultation Meeting "Intangible Heritage Beyond Borders: Safeguarding Through International Cooperation"  
(C) UNESCO Bangkok







**TOP** A promotional leaflet on UNESCO Award of Excellence for Handicrafts to promote traditional knowledge and skills.  
(c) UNESCO



**MIDDLE** Sample of UNESCO awarded product: Double Ikat Thai Silk Shawl from Thailand  
(c) UNESCO Jakarta



**BOTTOM** Sample of UNESCO awarded product: Rintang from Indonesia, a successful interpretation of a traditional food container into an elegant contemporary design  
(c) UNESCO Jakarta

### **Regional Consultation Meeting “Intangible Heritage Beyond Borders: Safeguarding Through International Cooperation”**

**BANGKOK, THAILAND, 20-21 JULY 2010:**

This Regional Consultation Meeting was organised by UNESCO Bangkok to provide a forum for discussing how to safeguard the Asia Pacific region’s rich and diverse intangible cultural heritage. Around fifty national representatives in Asia Pacific countries took part in the meeting and UNESCO Jakarta supported the participation of representatives from Jakarta cluster countries to the meeting. The UNESCO Culture Field Officers from Almaty, Bangkok, Beijing, Dhaka, Hanoi, Jakarta, Kabul, Kathmandu, New Delhi and Phnom Penh also participated as observers. During this meeting, participants had an opportunity to exchange views on the diverse opinions and experiences concerning the safeguarding of the ICH in their territory and to share their experience on how to prepare a multi-national nomination to the Representative List of Intangible Cultural Heritage. The meeting was concluded with the commitment of participants in increasing the international cooperation for the safeguarding of intangible cultural heritage in Asia Pacific.

### **Bohol Province in the Philippines launches UNESCO Dia del Galleon**

**BOHOL PROVINCE, THE PHILIPPINES, 22 JULY 2010:**

Hosted by the Governor of Bohol and attended by the Minister of Tourism, Bohol Province in the Philippines celebrated its 156<sup>th</sup> anniversary on 22 July 2010, and invited UNESCO Director in Jakarta, Mr Hubert Gijzen, to participate in a series of cultural and tourism promotion events in the Province. The UNESCO Dia del Galeon (Galleon Day), which commemorates the Galleon trade between the Philippines and Mexico, started

in 1565 and continued for a period of 250 years. The Manila-Acapulco galleons linked Asia with America, Europe and also with Africa and served not only as carriers of trade, but also as transmitters of cultures. This celebration fitted perfectly with the declaration of the year 2010 as the “International Year for the Rapprochement of Cultures”, which highlights the important links amongst the diversity of cultures.

### **UNESCO Award of Excellence for Handicrafts 2010**

**JAKARTA, 15 OCTOBER 2010:**

UNESCO “Award of Excellence for Handicrafts” aims to promote traditional knowledge and skills and the preservation of cultural diversity in the region. Indonesian National AHPADA (ASEAN Handicraft Promotion and Development Association) Chapter took the lead for the 2010 evaluation cycle in close collaboration with UNESCO Offices in Bangkok and Jakarta. This year, held in Indonesia for the first time, 112 products were submitted from Indonesia, Laos, Malaysia, Myanmar, Philippines, Vietnam, Thailand, Timor-Leste and Bangladesh. The products were evaluated by five international experts according to four key criteria: excellence, authenticity, innovation and marketability and two pre-conditions: the respect for environment and social responsibility. UNESCO Award of Excellence for Handicrafts has been granted to 19 products and product lines, which were then showcased at Trade Expo Indonesia from 13-17 October 2010 and received public and media attentions. Furthermore, these products were presented at the Craft-Ina exhibition in Jakarta from 24-28 November 2010 and BIG Fair Exhibition in Bangkok in April 2011.



**LEFT** International Conference on Papan Cultural Diversity in the Mosaic of Indonesian Cultures, Jayapura, 08-11 November 2010.

(c) UNESCO Jakarta/Wieske O. Sapardan



**MIDDLE** Angklung performance

(c) UNESCO Jakarta/Wieske O. Sapardan



**RIGHT** Press Conference by the Minister of Culture and Tourism on the Inscription of Angklung Indonesia on the UNESCO Representative List of the Intangible Cultural Heritage of Humanities

(c) UNESCO Jakarta/Wieske O. Sapardan

### **International Conference on Papan Cultural Diversity in the Mosaic of Indonesian Cultures JAYAPURA, INDONESIA, 08-11 NOVEMBER 2010:**

Organised by the Provincial Government of Papua in collaboration with the Indonesian Ministry of Culture and Tourism, UNDP Indonesia and UNESCO Office in Jakarta, the conference gathered more than 200 participants including provincial and central governments, UN agencies, academic institutions, community groups, the private sector and NGOs. Issues such as the opportunities and challenges in safeguarding the tangible and intangible cultural heritage of Papua, the role of local wisdom and traditional knowledge in sustainable development, economic sustainability through community empowerment and enhancement of tourism, were discussed. The conference concluded with the formulation of recommendations for action for the preservation, conservation and promotion of the rich Papan cultural heritage, including tangible and intangible cultural properties, local values and knowledge and cultural expressions.

### **Press Conference by the Minister of Culture and Tourism on the Inscription of Angklung Indonesia on the UNESCO Representative List of the Intangible Cultural Heritage of Humanities JAKARTA, INDONESIA, 22 NOVEMBER 2010:**

This press conference gathered participants from the national and local media in Jakarta, representatives from the Ministry of Culture and Tourism and Angklung practitioners. During the

event, the Minister highlighted the importance of safeguarding the intangible cultural heritage with the participation of communities since it contributes to the well-being of society at large while safeguarding the national identity. By the end of 2010, four items from Indonesia namely Kris, Wayang Indonesia, Batik Indonesia and Angklung were inscribed in the UNESCO Representative List of the Intangible Cultural Heritage of Humanity.

### **International Seminar on Jambi Heritage JAMBI, INDONESIA, 26-29 NOVEMBER 2010:**

The International Seminar on Jambi Heritage, which was organised by the Government of Jambi Province in cooperation with the Ministry of Culture and Tourism, gathered some 70 participants including officials from the Directorate of Archaeological Heritage of the Ministry of Culture and Tourism, officials from the Geological Board of the Ministry of Energy and Mineral Resources as well as representatives from the local communities of Muarajambi and Merangin. The seminar was aimed at identifying the challenges and issues for the conservation of the cultural site of Muarajambi and the geological site of Merangin in Jambi, as well as sharing information on the process of nominating a site to be inscribed on the UNESCO World Heritage List or to join the Global Geoparks Network. Muarajambi has been included in the Indonesian Tentative List for possible nomination to the UNESCO World Heritage Listing.

**UNESCO Sub-Regional Workshop on the Second Cycle of Periodic Reporting on the Implementation of World Heritage Convention for Southeast Asia's Focal Points and Site Managers**  
JAKARTA, INDONESIA,  
30 NOVEMBER – 02 DECEMBER 2010:

This three-day workshop was organised by the Indonesian Ministry of Culture and Tourism, the Indonesian Ministry of Forestry and the UNESCO Office in Jakarta, in close cooperation with the UNESCO Offices in Hanoi, Phnom Penh and the World Heritage Centre. The objectives were to jointly review the draft retrospective Statement of Outstanding Universal Value prepared by the State Parties and site managers, and to promote cooperation through exchange of information and experiences in the implementation of the World Heritage Convention. During the workshop, participants from Indonesia, Malaysia, the Philippines, Vietnam and Cambodia were assisted by the designated mentors, Mr Paul Dingwall, Mr Kai Weise, Ms Kaori Kawakami as facilitator from the World Heritage Centre and UNESCO field officers. Introductory presentations, drafting exercises and group discussions were held in this workshop with active involvement from the participants.

BELOW UNESCO Sub-Regional Workshop on the Second Cycle of Periodic Reporting on the Implementation of World Heritage Convention for Southeast Asia's Focal Points and Site Managers (c) UNESCO Jakarta



**One day workshop with World Heritage Centre concerning the World Heritage nomination file of the Cultural Landscape of Bali Province**  
JAKARTA, INDONESIA, 03 DECEMBER 2010:

The one day workshop was organised by the Indonesian Ministry of Culture and Tourism in cooperation with the World Heritage Centre and UNESCO Jakarta. Representatives from the Directorate of Archaeological Heritage of the Ministry of Culture and Tourism, the local government of Bali Province and the archaeological site office of Bali participated in the workshop. The workshop was designed to strengthen the coordination and active participation of the central and local governments to ensure a proper management during the process of preparation of the nomination dossier. Clarification about incompleteness and suggestions of follow up actions were also elaborated by Mr. Alessandro Balsamo from the Policy and Statutory Unit of WHC and Mr. Masanori Nagaoka from UNESCO Jakarta. The process of nomination, definition and format of a Statement of Outstanding Universal Value were also presented.

**Seminar on Reconstruction and Rehabilitation of the Cultural Heritage Properties in Earthquake-affected Areas in Padang, West Sumatra**  
PADANG, INDONESIA, 13-15 DECEMBER 2010:

UNESCO Jakarta participated in the Seminar on Reconstruction and Rehabilitation of the Cultural Heritage Properties in Earthquake-Affected areas of Padang in West Sumatra, which was organised by the Indonesian Ministry of Culture and Tourism. The seminar was held in order to design an action plan for the rehabilitation and reconstruction of cultural heritage properties after the earthquake as well as to strengthen the cooperation among stakeholders for the safeguarding of cultural heritage properties in West Sumatra.



*Illuminating*  
**Voices,**  
*Linking*  
**Ideas**

**communication  
& information**





**The year of 2010 is a year of new media, where social media was effectively used to monitor the election results in the Philippines; blogs were used to promote national unity in Malaysia; and Brunei has its own 'national twitter account'.**

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Social media is also being used as a tool for change; in Jakarta citizens used Twitter to form a movement called "A coin for Prita", which rallied for support to help Prita avoid a defamation lawsuit for e-mailing a complaint to her friends about her care in a hospital. However, despite this advancement, the people, especially those living in rural and isolated areas, are not reaping the benefits brought about by this new technology. Therefore, it has become more important to work towards transforming the digital divide into digital opportunities and place the Millennium Development Goals on the ICT-accelerated speedway to succeed by bringing the benefits of ICT to all. Recognising the challenge, Communication and Information Unit of UNESCO Jakarta implemented various activities under the framework of using ICTs for youths in conflict/post-conflict and rural areas.

Journalism plays a significant role in facilitating access to information and furthering the understanding of current affairs. UNESCO's journalism curriculum model was welcomed by many journalism instructors and media institutions. A workshop on this curriculum was organised this year in Malaysia to discuss how to adapt the model to the needs and resources of the nation.

We can make a movie too  
(c) Rumah Ide Makassar



The year of 2010 was also a year of disasters. Indonesia was hit by an earthquake, tsunami and volcanic eruption, all within 48 hours. In addition, flooding disasters struck West Papua in Indonesia, Singapore, Thailand, Vietnam and Malaysia and there was a water shortage crisis in the Philippines. The multiple natural disasters and the process of climate change have and will add to the scale and complexity of human mobility and displacement. Therefore, climate change has been a topic of intense public and political debate. However, it has received little media coverage in developing nations. As a result, people are not well informed about the consequences of climate change effects. A series of workshops on climate change reporting for journalists in Indonesia was organised to fulfil this purpose. This workshop was within the framework of an agreement between the Norwegian and Indonesian government to support Indonesia's REDD+ (Reduction of Emissions from Deforestation and Forest Degradation) Plus Programme.

The increasing number of disasters may destroy more nations' documentary heritage, but the development of information and communication technologies will make their documents, manuscripts, oral traditions, audio-visual materials, library and archives remain preserved and accessible through digitations. Through the Memory of the World Programme (MOW), CI Unit organised two workshops about Indonesia's nominations for the MOW register and substantial studies of Malay history and culture. All these projects underline UNESCO's commitment in promoting press freedom, facilitating access to information and protecting the world's cultural heritage all of which have sustainable values to illuminate the voices within society and to link ideas for society's development. It is therefore imperative that these values are guaranteed.

## List of ACTIVITIES

### Protecting the Rights of Sarawak Indigenous Groups through Citizen Media

The aim of this project is to empower indigenous people in South Sarawak by introducing them to citizen journalism. In doing so, they can use communications to protect their rights and participate in decision making processes that affect their communities. This plays a central role in this region as the mass media is controlled by either the state government or private conglomerates that hardly pay attention to the issues of indigenous people such as land rights, preservation of cultural heritage and environmental changes. Together with the Malaysian Centre for Independent Journalism

*It has become more important to work towards transforming the digital divide into digital opportunities and place the MDGs on the ICT-accelerated speedway to succeed by bringing the benefits of ICT to all.*





LEFT Fresh from print house

(c) Otelio Ote

RIGHT TV Sarawak Bebas Show

(c) TV Sarawak

(CIJ), UNESCO organised training sessions for “citizen journalists” from Sarawak Dayak Iban Association (SADIA) and other indigenous groups. The participants consisted of ten teams from 13 communities who focused on the use of ICT and the production of audio programmes, weblogs and press releases. These media trainings should help them to gain independence from the mainstream media and enable them to vocalise the issues in their communities.

### The Establishment of the First Printing House in Dili, Timor-Leste

The organisation of the printing house was led by a group of major independent newspapers in Timor-Leste. Together with the International Center for Journalists (ICFJ) they ensured the implementation of the printing press to support independent media outlets that lack financial resources. This project enabled publications at a reasonable cost and allowed the newspapers to maximise their circulation and strengthen their financial sustainability. In doing so, it is hoped that an increase in readership in Timor-Leste can be guaranteed. The project aims to generate a competitive media landscape along with independent publications as a consequence of their role as the facilitator of freedom of expression and newspapers’ editorial independence. Consequently it will improve the prospects of sustainability in Timor-Leste’s autonomous media sector.

### Community Radio Model Development, Timor-Leste

In the framework of IPDC (International Programme for the Development of Communication), which aims to support free and pluralistic media, the CI Unit collaborated with Community Radio Association Timor-Leste (ARKTL) to design a

module for community radios. The objective is to improve the knowledge of communities about how radio stations should be operated. Additionally, this module can be applied as a guide, not only for current community radios but also for others that will be established in the future. The content and structure of this module were based on the experiences of radio volunteers from Timor-Leste and Yogyakarta. The module was first introduced to three radio stations called Radio Mauloko Maubisse, Bukoli and Oecuse that are located in the districts Ainaro, Baucau and Oecusse. It is expected that this module will be implemented in all community radio stations across Timor-Leste.



### Promoting UNESCO’s Model Curricula for Journalism Education and Strengthening Journalism Schools

UNESCO has long been concerned about the quality and development in the field of journalism. One of the strategic moves to undertake is the strengthening of journalism education, including the improvement of its curricula. Indonesian Journalists’ Association (PWI – Persatuan Wartawan Indonesia) is interested to follow the model in this book, and to apply it in the Indonesia School of Journalism (SJI – Sekolah Jurnalisme Indonesia). The signing of the Memorandum

of Understanding (MOU) was witnessed by the President Susilo Bambang Yudhoyono in front of around 1,500 invitees during the ceremony at National Press Day held in Palembang on 9 February 2010. Deputy Director of UNESCO Jakarta, Mr. Robert Lee, was representing UNESCO in the signing of the MOU, while PWI was represented by its Chairman, Mr. Margiono. The MOU contains an agreement for further cooperation between the two parties in developing the SJI. UNESCO will assist with the provision of training materials and also guest lecturers.

### **Journey to the Digital Land: Addressing Diverse Radio Audiences and Markets**

UNESCO Jakarta supported RadioAsia 2010, the 5th edition and jointly organised by Asia-Pacific Broadcasting Union (ABU), Asian Media Information and Communication Centre (AMIC) and Singapore Exhibition Services (SES) on 22 – 24 February 2010, New Delhi, India. This was the first RadioAsia that was held outside of Singapore. At the workshop, Dr. Sundeep Muppidi, a Secretary-General of the AMIC, concluded that public service broadcasting need to shed its image as the poor cousin of commercial television. The system needs to change along with the policies, programming

and perceptions supporting them. Emphasising the demand of public service broadcasting, Mikio Watanabe, a senior producer of NHK Radio in Japan, described the popularity of 'Radio Midnight Express' a public service programme started by the station, which enjoys twice the number of listeners of a commercial radio station. About 200 broadcasting practitioners throughout Asia attended the workshop and conference.

### **Trauma Healing through Creative Writing Workshop for Youths in Banda Aceh**

Over the course of two days, a number of university students and youths in Banda, Aceh learn how to write about their lives. It was a continuation series of creative writing workshops that have been held continuously since 2007 to help youths in dealing with trauma after the Tsunami. They were guided by authors and psychologist who have been involved in trauma counselling in a number of disaster-affected areas in Indonesia. During the workshop, the participants were assigned to produce creative writing pieces such as poems, short stories, and novels. The works were then discussed in groups during which the trainers gave their valuable feedback to improve the participants' skills. After the training, their creative writing works were



*The development of information and communication technologies will make documents, manuscripts, oral traditions, audio-visual materials, library and archives remain preserved and accessible through digitations.*

broadcasted by Radio Nikoya, a local private radio station. By doing so, the participants could find a catharsis through the expression of suppressed pain, and the reader and or listener could find some kind of healing through discovering points of identification residing in the narrative.

### **Indonesia Celebrating World Press Freedom Day**

A seminar on Public Information Law was organised by the Indonesia Press Council and UNESCO Jakarta to discuss the implementation of Public Information Law that has taken effect since May 2010. This event, with the theme “Freedom of Information: Study on Exempted Information and Its Consequence to the Press Freedom”, took place on 3 May as part of the celebration of World Press Freedom Day (WPF), which falls on the same date every year. In Indonesia the event has been celebrated a part of an annual calendar of events by UNESCO Jakarta, in cooperation with the Press Council as its long-time partner since 2001. The chosen topic of the seminar coincides with the UNESCO’s global theme on the importance of the freedom of information. The seminar was attended by 40 participants from different political, academic and media-oriented institutions. Together they addressed issues of human resources, capacity building,

standard procedures and types of information that are exempt from the Law.

### **Try to Find Balance in Asia Media Summit 2010**

The 7<sup>th</sup> Asia Media Summit was organised by Asia Pacific Institute for Broadcasting Development (AIBD) in Beijing, China, 25-26 May. The Summit discussed various important issues, trends and latest developments in the field of communication and information media development at global level, focussing on the Asian region. UNESCO Jakarta supported the summit that was attended by around 500 participants from about 50 countries. They were media professionals, decision makers, scholars and stakeholders of news and programming from print and broadcast media. With the theme “Creativity, Credibility, Rights and Responsibilities,” this year’s gathering focused on such issues as declining public trust in the media, digital migration challenges and copyright issues. Innovative journalism, a recent media development issue, was one of the main issues delivered at the summit. It discussed covering stories about innovation in technology, science, the environment, politics and business in a comprehensive, multifaceted and creative way. The other interesting topics were content access to a universal audience, media ethics and freedom and promoting on air diversity.

### **Series of Discussions on a Media Internship Model in Indonesia**

Within the framework of the programme “Strengthening the Capacity of Journalism Schools and Journalism Training Institutes through the Use of UNESCO’s Book on Journalism Curricula”, a series of discussions about an internship model in media institutions was initiated. The series, which took place in Bandung, Makassar, Palembang, and Semarang, aimed at reinforcing the relationship between media companies and universities. An



LEFT Discussion on Model Curricula for journalism education  
(c) SPS

CENTRE Opening World Press Freedom Day in Jakarta 2010  
(c) UNESCO Jakarta/Arya Gunawan

RIGHT Stop violence against the press demo  
(c) Suaratangerang.com



agreement between them is necessary so that the basic components of a media internship can be determined. The requirements should be implemented in all institutions so that equality can be achieved. 30 selected participants from each city were invited to discuss and review the Curriculum Internship from different perspectives and the series ended with a drafting recommendation workshop. The attendants consisted of the heads of journalism departments from various universities, directors of print media and TV and radio broadcasting companies.

### ICT Training for Journalist to Cover Election

One of the factors that can cause conflicts during elections is the irregularities in the voting system and the counting of the votes, including using information technology. Therefore, it is considered important to address this issue and encourage the media to act as a watchdog in examining any possible irregularities that may occur during elections at national and local levels. The discussion was organised in cooperation with the Nurul Fikri Foundation, which is specialised in IT development, with support from a local branch of Tempo daily Newspaper. The training was attended by 15 journalists from various media in Batam, Indonesia in July. One strong suggestion made was that the government of Indonesia must seriously consider organising the election digitally, although there would be major changes and preparation required to implement this in terms of the selection of technologies, training of operators, as well as preparing the voters.

### Workshop Series for Journalists on “Reporting on Climate Change” in Indonesia

Between August-September 2010 and in collaboration with LPDS (The Dr. Soetomo Press Institute), the CI Unit of UNESCO Jakarta organised a journalism workshop series to enhance the comprehension



of journalists and upgrade the quality of their reporting on climate change. This workshop was within the framework of an agreement between the Norwegian and Indonesian government to support Indonesia's REDD+ (Reduction of Emissions from Deforestation and Forest Degradation) Plus Programme. Sixteen local journalists were invited to acquire effective techniques and data researching skills to enhance the accuracy of media coverage on climate change. The workshop took place in three cities (Palembang, Jambi, Pekanbaru) located in the province of Sumatra, which have been suffering from a significant loss of rainforests over the past decades due to unlawful logging and forest encroachments. The chosen venues offered the journalists direct access to the effects of deforestation (i.e. human-induced climate change) and helped them understanding the necessity of reporting on environmental issues.

### Workshop on the UNESCO Model Curriculum on Journalism Education in Malaysia

This workshop, organised by Institute of Journalism Studies, Faculty of Communication and Media Studies, Universiti Teknologi Mara, was conducted to introduce Malaysian journalism experts to the UNESCO journalism education curriculum. Its main objective was to provide training opportunities and to improve the skills and knowledge of media practitioners. The participants discussed the competencies mentioned in the UNESCO curriculum, particularly the importance to reflect on the societal role of journalism. In terms of the implementation of the UNESCO curriculum in Malaysian universities, the discussants concluded that it provides a basic framework on journalism studies and therefore



LEFT Covering Climate Change Workshop  
(c) D. Tiarhendi

RIGHT First Graduation of SJI  
(c) Sekolah Jurnalisme Indonesia

BELOW Workshop on UNESCO Model Curriculum on Journalism Education in Kuala Lumpur  
(c) Universiti Teknologi Mara





**ABOVE** MOW Workshop in Pangkal Pinang, Indonesia  
(c) Indonesia National Commission

**BELOW** MOW workshop2 in Jakarta  
(c) UNESCO Jakarta/Y. Mandolang

needs additional recommendations. A link between academics, society and industry needs to be initiated and journalists should intergrate a localised and regionalised approach in their reporting. Important and pertinent aspects such as peace journalism, gender and the media, race, culture and religion should be addressed more profoundly. Finally the attendants agreed that it is important to implement UNESCO's universal declaration for media practitioners.

### National Seminar on Memory of the World

This workshop is part UNESCO's Memory of the World Programme (MOW) that aims to protect documentary heritages such as manuscripts, film, photos and books. The programme seeks to identify items of valuable documentary heritage and remind people of the importance of conserving fragile records that contain the world's memory. The objective of this workshop is to gain a profound insight into substantial studies of Malay history and culture. More than 100 participants from different academic and governmental institutions attended this workshop from 12-14 November in Tanjung Pinang, Riau Island, Indonesia, to discuss the importance of preserving cultural heritage and how to maintain and restore forms of Malaysian cultural expressions. The workshop consisted of presentations, round table debates and ended with a visit and tour to Penyengat Island, the Center of Malay Culture.

### Participate in the 5th APIN Meeting in Manila

In cooperation with the Asian Institute of Journalism and Communication (AIJC) UNESCO organised the 5th Asia Pacific Information Network (APIN) in Manila, Philippines on 23-26 November. This year's theme was Information Policy: Information Access, Media and Information Literacy. APIN, founded in 2001, is guided by the UNESCO Information for All

Programme (IFAP) and consists of 19 Asia-Pacific countries that aim to strengthen ICT literacy and accessibility, allocate information resources and promote the use of international standards and best practices in communication and information. Two representatives sent by UNESCO Jakarta presented some of the best practices initiated in their respective countries, highlighting the Indonesian initiative to encourage people to use open source software (IGOS/Indonesia Goes Open Source) and the eContent Development Fund to promote the development of Malaysian content creation companies. The workshop attendants acknowledged that there are still limitations in regards to the freedom of information due to legal impediments, economic cost and lack of infrastructure and energy source.

### Support International Seminar on Indonesian Oral Tradition VII in Tanjung Pinang, Indonesia

In cooperation with the Oral Tradition Association (OTA) the CI Unit of UNESCO Jakarta supported the activities of the seventh International Seminar on Indonesian Oral Traditions, on 19-22 November. This year's theme is The Potential of Diversity in Oral Traditions to Create Harmony for Life in the Future, following the issues addressed in the last seminars. The objective of this year's seminar is to pay more attention to oral traditions and their keepers, who usually belong to minority or marginalised groups. In doing so, mutual respect and understanding between art communities and their audiences can be achieved and reinforced. It is also important to recognise their own cultural heritage as being worthy of preserving and passing on to future generations. The participants discussed the potential of oral traditions in various regions, including the ones from Bangka Belitung Islands. They also focused on maritime oral traditions and the role of local narratives in shaping national character.

# Dili antenna office



UN DAY Children participating in science tests at  
UNESCO's experimental science laboratory  
(c) UNESCO Jakarta/Piska Aprilia







# Moving Forward *in* Timor-Leste

**Timor-Leste is one of UNESCO's youngest Member States, having joined the organisation in 2003. UNESCO's cooperation with Timor-Leste, which started before the country joined the organisation, is undertaken by the UNESCO Office in Jakarta through its Antenna Office in Dili and in collaboration with the National Commission of Timor-Leste for UNESCO.**

The UNESCO Antenna Office in Dili and the Timor-Leste National Commission for UNESCO are working closely together to achieve an inclusive, equitable, fair, balanced, green and sustainable development path for Timor-Leste.

The increase in programmes and activities both developed and initiated in Timor-Leste in 2010, highlight the diversity and relevance of UNESCO's work in the country. In the field of Education, UNESCO worked to improve non-formal literacy programmes. Through enhancing capacity in planning, implementation, monitoring and evaluation, UNESCO developed the capacities of the Ministry of Education in Education Statistical Information System (ESIS) and implemented a number of HIV-AIDS activities in the Education Sector. In the Science Sector, UNESCO provided strong support to Timor-Leste in Science Education, including through School of Internet Asia (SOI) Project and the development of the first multimedia Encyclopedia for Science and Mathematics in Tetum. In the field of culture, UNESCO assisted Timor-Leste in protecting its tangible and intangible cultural heritage, through a

number of training and capacity building activities. In the sector of Communication and Information, UNESCO provided capacity building (e.g. training activities on peace journalism and community radio), technical advice (e.g. policy advice on ethics) and equipment to Media organisations (e.g. printing equipment) in support of an independent media.

### **Edukasaun Ba Ema Hotu-Hotu - Education for All**

In the Education sector, UNESCO focused on two main components, Capacity Building for Education for All (CapEFA) and Capacity Development in Education Statistical Information System (ESIS).

Recognising the nexus between literacy and equivalency education and national development, the CaEFA project was launched in 2010, zeroing in on enhancing the institutional capacity of the National Directorate for Adult Education and Non-formal Education in planning, implementing, monitoring and evaluating evidence-based literacy policy initiatives and effective monitoring of literacy and equivalency education programmes. The CapEFA-TL project, jointly implemented with the National Directorate for Adult Education and Non-formal Education, Ministry of Education (MoE), in cooperation with other education development partners, such as UNICEF and the World Bank, aims to assist the government of Timor-Leste in realising the MDG goal of completely eradicating illiteracy in all age groups of the population.

To further develop the capacities of MoE in Education Statistical Information System (ESIS), UNESCO continued to collaborate with other education development partners in assisting the Ministry of Education to produce and finalise the Annual School Questionnaire. UNESCO further

provided capacity development training to assist MoE in preparing the data plan report for international reporting and in documenting the processes and practices in producing education statistics and indicators.

Under the framework of Education for All, UNESCO marked the World AIDS Day (WAD) – held on the 1<sup>st</sup> of December 2010 – by organising an award winning poster competition for students from senior high schools in Timor-Leste. Though Timor-Leste is still regarded as a low prevalence country, the rapid increase in HIV figures shows that there is a strong need for more awareness amongst youth. The objective of the UNESCO event was to improve the students' knowledge on how to prevent HIV infections. It is crucial for students to understand that it is better to prevent the infection than to rely on the hope for a cure that does not yet exist.

### **Siensia ba Dezenvolvimentu - Science for Development**

To promote sciences in support of sustainable development in Timor-Leste, UNESCO implemented a wide variety of activities in the field of science education. In collaboration with the Faculty of Science and Education in National University of Timor-Leste, UNESCO assisted in the development of the Multi-media Encyclopedia for Science and Mathematics in Tetum, one of Timor-Leste's official languages. The encyclopedia aims to teach science in the context of Timorese culture. The multimedia encyclopedia, which has been reproduced on CDs, has been distributed amongst science teachers in support of the new curriculum. Through this medium, science teaching becomes practical, joyful and interesting.

2010 will be remembered as the year that Timor-Leste joined the School on Internet Asia Project

*The UNESCO Antenna Office in Dili and the Timor-Leste National Commission for UNESCO are working closely together to achieve an inclusive, equitable, fair, balanced, green and sustainable development path for Timor-Leste.*

(SOI). Timor-Leste, the youngest and one of the lesser developed countries in the Asia-Pacific region has a strong need to improve its science capacity, including in the higher education sector. To respond to Timor-Leste's need, UNESCO and CONNECT-Asia partners ([www.connect-asia.org](http://www.connect-asia.org)) coordinated ICT networks in Asia to share knowledge and expertise with the Timor-Leste National University (UNTL) in developing and disseminating e-learning materials and tools. After a full year of preparation, system installation and training, UNTL was linked up to the Regional Information and Communication Technology network via SOI. During the inauguration ceremony, Mr Tomas Xavier, the representative of UNTL, emphasised that being able to connect with the National Research and Education Networks in the region is a very important step in building the science capacities of UNTL.

In support of the Hyogo Framework of Action and in line with its mandate in the field of Disaster Risk Reduction, UNESCO is assisting the National Directorate for Disaster Management (NDMD), Ministry of Social Solidarity, to develop culturally appropriate Earthquake and Tsunami Awareness Materials and Preparedness Tools. The project addresses the lack of available earthquake and tsunami related public awareness materials in Timor-Leste in Tetum. The objective is to optimise the use of globally existing high-quality public awareness and education materials, assess their adequacy within the context of Timor-Leste and make necessary adjustments and adaptations. Selected materials currently being adapted to Timor-Leste's context include the Tsunami Teacher, the Tsunami Kit and the Tsunami Information Website under the UNESCO Jakarta Tsunami Information Centre. Once the materials have been finalised, they will be piloted in selected communities throughout the country.



### **Kultura Nia Poder – The Power of Culture**

Since its early engagement in Timor-Leste, UNESCO has been promoting the protection of Timor's cultural diversity and tangible and intangible cultural heritage. One component contributing to these goals, is the organisation's work in promoting the return and restitution of cultural property around the world to the countries of origin by encouraging its Member States to join the international conventions and protocols.

One of the activities implemented in 2010 to support the protection of cultural heritage was the publication of the catalogue of the Antoulas Collection for an exhibition that carried the same title. The Antoulas Collection Catalogue showcases

Training on science education for  
science teachers  
(c) Timor-Leste National Commission  
for UNESCO/Jacinta da Costa Barreto



59 cultural objects, repatriated by Mr Syméon Antoulas, to become part of the national collection of Timor-Leste and part of future Museum and Culture Centre of Timor-Leste. The 54-pages informative catalogue has been published in English, Portuguese and Tetum. The images are accompanied by text that depict and explain all the 59 fine cultural objects. The exhibition in Casa Europa and the printing of the catalogue was collaboration among the National Directorate of Culture from the Ministry of Education in Timor-Leste, the Delegation of the European Union in Timor-Leste, UNESCO Office, Jakarta and ICRC (International Committee of the Red Cross), Geneva.

With a goal to promote Cultural and Linguistic Diversity and celebrate Peace and Tolerance in Timor-Leste, UNESCO organised a series of cultural events throughout the country which were officially opened by Ms Kirsty Sword Gusmao, the Chair of Timor-Leste's National Commission for UNESCO. The first two events were organised in Dili and Manatuto respectively during the month of November 2010. The event consisted out of two components. First a seminar was organised with the title "Mother Tongues and Education in Timor-Leste", discussing the importance of the use of mother tongue in education as a tool to fight illiteracy and celebrate cultural diversity. The second part of the events was an open-air concert which featured Timorese and international musicians. The events, which celebrated the International Year for the Rapprochement of Cultures, provided a unique occasion to reaffirm the key ideas underpinning UNESCO's commitment, based on the paradigm of a plural humanity where cultural diversity and intercultural dialogue are mutually reinforcing. The implications of which drive all UNESCO's programmes in the fields of education, natural



**ABOVE** This collection of wooden statues showcases the diverse style and form used in Timorese woodcarving. Most of these statues are used as ritual objects during ceremonies to appease the spirits of the ancestors  
(c) UNESCO Jakarta/TILPA, Z.C.Caminha

**BELOW** Timorese girl proudly wearing a traditional outfit made of Tais (traditional textiles)  
(c) UNESCO Dili/Basilio Periera



sciences, social and human sciences, culture and communication and information.

### **Hadia Ema Nia Asesu ba Kominukasaun no Informasaun – Improving People’s Access to Communication and Information**

With as goal to strengthen the independent media in Timor-Leste, UNESCO collaborated with the International Center for Journalism (ICFJ) to support the establishment of an Independent Printing Press Consortium (IPPTL). The Independent Printing Press Consortium is a partnership between three Timorese newspapers, The Dili Weekly, the Timor Post and Kla’ak. UNESCO supported the IPPTL by purchasing and installing a printing machine for IPPTL. Aside from printing their own newspapers, the three-partner IPPTL consortium will also develop a sustainable business model by accepting print orders from other newspapers as well as from other commercial and private customers.



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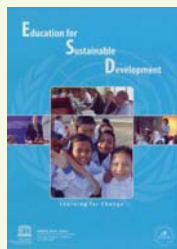
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# Publications 2010

## EDUCATION

### Education for Sustainable Development leaflet

The leaflet contains the basic concept of Education for Sustainable Development (ESD) and UNDES, ESD strategies and future directions. It also provides the priorities in ESD and ESD status of Brunei Darussalam, Indonesia, Malaysia, The Philippines and Timor-Leste.



### Strategic Roadmap for Developing Green School Project leaflet

The leaflet explains the concept of the Green School project in Indonesia. The project based on the green school initiatives in Indonesia, especially the 'Adiwiyata' programme, which entails a Certification and Award System for meritorious schools that meet the ESD criteria.



### Reorienting Teacher Education to Address Sustainability leaflet

The leaflet contains information on the project entitled Developing Capacities of Teacher Education Institutions (TEIs) of Brunei Darussalam, Indonesia, Malaysia, The Philippines and Timor-Leste in Reorienting Teacher Education to Address Sustainability. It also includes a list of expected outputs of the project.



### Promoting the Sub-Regional Education for Sustainable Development in South-East Asia leaflet

The leaflet describes the activities of UNESCO Jakarta to promote Education for Sustainable Development in the region including the 1st Sub-Regional Country Report Meeting 2010. It also includes a list of expected outputs of the program.



## ENVIRONMENTAL SCIENCES

### Tourism Map: Gunung Leuser National Park, Tropical Rainforest Heritage of Sumatra

The front page of this two-sided leaflet provides information on tourism spots, altitude range, and administrative information. While the other side provides pictures and description of several tourism spots and the related activities.

### Animation Movie

This short-duration animation movie tells the adventure of 3 local kids in saving orangutan illegal trading within Gunung Leuser National Park.



## BASIC SCIENCES

### STEPAN Update – June 2010 edition

The STEPAN Update is a newsletter from the Science and Technology Policy Asia Network (STEPAN), a regional network under the auspices of UNESCO.

It is published twice a year (June and December) and features news on STEPAN activities and a policy brief on relevant science, technology and innovation policy issues.

## ENGINEERING SCIENCES AND TECHNOLOGY

Publications for UNESCO E-learning course brochure:

### CONNECT-ASIA brochure



### Leaflet of E3i – Energy, Economy and Environment



### Leaflet e-Learning Renewable Energy Policy & Planning for Sustainable Development



### Voices Oct -EST-RJ 24.08.2010 – Timor-Leste plugs into the right connection



### Video collaboration session “Reflection and Vision of Asian Internet: Panel of Luminaries”, MYREN International Seminar 2010 a collaboration with CONNECT-Asia

EST Websites :

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

As implemented by UNESCO-Indonesia’s Directorate of Higher Education’s MOU, two servers were established serving as web portals for UNESCO course materials repository and as streaming servers to broadcast live courses to the website. The portal used open source based learning management systems and is open to the public so they can access UNESCO’s many materials in different fields such as Renewable Energy, Technology Transfer, HIV/AIDS and UNESCO Jakarta’s special lectures on various fields of expertise.

[www.robotcamp.org](http://www.robotcamp.org)

This website from UNESCO offers fun hands-on learning activities for children about science and technology. It also gives children chance to collaborative with peers from various cultural backgrounds. Robotic kits were used as tools to bring groups of children together to solve tasks and communicate amongst each other. The website includes the first Robot Camp in Brunei and the second Camp in Phnom Penh.

[www.connect-asia.org](http://www.connect-asia.org)

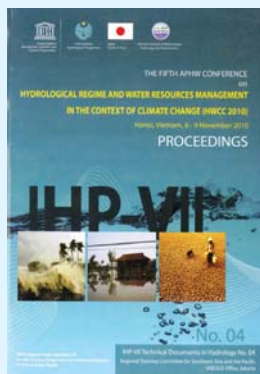
Through the implementation of CONECT – Asia (COLlaboration for Network-enabled Education, Culture, Technology and science) a group of national, sub-regional and regional ICT networks, actively contribute to the improvement of education and research in Asia and the Pacific. The website also coordinates ICT experts (NREN’s and other networks) and academic communities to enable effective collaboration and create a common understanding about ICT use for Research and Education.



## WATER SCIENCES

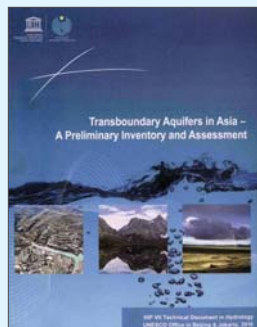
### Proceedings of the 5th APHW Conference on “Hydrological Regime and Water Resources Management in the Context of Climate Change” (HWCC 2010)

This publication presents the proceedings of the 5th APHW Conference on “Hydrological Regime and Water Resources Management in the Context of Climate Change” (HWCC 2010) held in Hanoi, Vietnam from 8 to 10 November 2010. The aims of this Conference are to share and disseminate knowledge, information and technology in hydrological and water sciences under situation of climate change, and to foster cooperative and collaborative activities in several focal areas as a contribution to the five core Themes of IHP Seventh Phase (IHP-VII, 2008-2013). At the same time, the regional (and global) needs and experiences for the management of water related disasters, the development and management of sustainable water resources, as well as capacity-building of the various interested groups such as stakeholders and professionals, will be addressed. More than 150 technical papers were presented and published in these proceedings.



### Transboundary Aquifers in Asia – A Preliminary Inventory and Assessment

This publication is compilation of contributed research papers on transboundary aquifers inventory in Asia under UNESCO-IHP VII Theme on International Shared Aquifers Resources Management.



### Final Report of 18th IHP Regional Steering Committee Meeting for Southeast Asia and Pacific, Hanoi, Vietnam, 11-12 November 2010

This publication summarizes the outcomes of the 18th Regional Steering Committee meeting which took place in conjunction with 5th APHW Conference on “Hydrological Regime and Water Resources Management in the Context of Climate Change” (HWCC 2010) in Hanoi, Vietnam from 8 to 12 November 2010.



### State of Art Report: “Assessment of Flood Forecasting and Warning System for Tropical Region”

This report describes the Flood Forecasting and Warning System in four countries (Indonesia, Malaysia, Philippines, and Vietnam) and includes descriptions of study areas, reviews of current practices, major findings and assessments and proposes improvements to the Flood Forecasting and Warning System. The report was printed in Malaysia and disseminated in the Flood Forecasting and Warning System Workshop (May 2010).



## DISASTER RISK REDUCTION

### Post Disaster Assessment System for Education Sector

PDASES is an integrated assessment system with the education structure/management system (both at the national and district levels) that can quickly and easily provide comprehensive information related to damages in the education sector caused by a disaster. This tool is divided into three key stages for damage assessment. 1). Rapid assessment phase (red); 2). Early Recovery Phase (yellow); and 3). Rehabilitation and Reconstruction Phase (green).



PDASES was given to the local departments of education schools in Indonesia, especially those located in disaster-prone areas. By using this tool after a disaster, it is expected the need assessment of the schools will be immediately identified and the school's function in providing education and conducting teaching and learning activities can be performed instead of the emergency situation. The PDASES was developed by the Ministry of National Education in close coordination with the UNESCO Office Jakarta and cooperation with the Humanitarian Forum Indonesia.

### Promotional Materials for 1 Million Safe Schools and Hospitals

To support the campaign of 1 Million Safe Schools and Hospitals in Indonesia, UNESCO Jakarta Office developed several campaign tools and materials, among other leaflets, posters, pins, stickers, etc. These campaign materials were distributed to schools, hospitals and stakeholders to encourage them to make a pledge at the website, specifically developed for this campaign ([www.berikrar-aman.net](http://www.berikrar-aman.net)) that linked to the global website <http://www.safe-schools-hospitals.net/id/Beranda.aspx>



### Where the First Wave Arrives in Minutes



A tsunami near its source can start coming ashore less than an hour after the natural warning of a felt earthquake. This booklet draws survival lessons from eyewitness

accounts of two such tsunamis in Indonesia. The booklet is intended for people who live, work or vacation on shores where fast-arriving tsunamis may strike. Such shores border parts of all the world's oceans and account for most tsunami deaths worldwide.

## CULTURE

### Assessment Report and Recommendations for Action Plan for the Rehabilitation of Earthquake-affected Cultural Heritage in West Sumatra

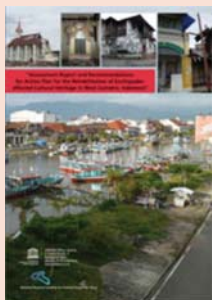
“Assessment Report and Recommendations for Action Plan for the Rehabilitation of Earthquake-affected Cultural Heritage in West Sumatra” presents the results of careful assessments of the damaged Adityawarman Museum and its ceramic collections, the city’s historic architecture and city planning in the earthquake-affected areas.

The publication of this report is aimed at sharing the proposed guidelines and action plan for the short, medium and long-term rehabilitation of earthquake-affected cultural heritage properties in West Sumatra.

The report was written by mission teams, including the National Research Institute for Cultural Property (Tokyo), international experts Mr Robert Knox and Mr Peter Meehan in close coordination with the UNESCO Office Jakarta and cooperation with the Indonesian Ministry of Culture and Tourism, the Archaeological Preservation Office (BP3) Batusangkar and the Adityawarman Museum.

### Guidebook for Elementary School Teachers in the Special Region of Yogyakarta

This publication serves as a guideline for elementary school teachers in Yogyakarta to introduce the local cultural and natural heritage to their students. The main objective of this book is to raise students’ awareness on the importance of their heritage and what they can do to preserve it.



This guideline was written and published by Indonesian Heritage Trust (BPPI) in close cooperation with Erfgoed Nederland, the Curriculum Centre of Research and Development Agency, Ministry of Education, UNESCO Office in Jakarta and the Architectural Heritage Preservation Centre of the University of Gadjah Mada.

### The Heritage Education Series

The series consists of four illustrated children books about tangible and intangible cultural heritage in Yogyakarta, namely Petualangan Bukit Boko, Kota Yogyakarta Kota Pusaka, Lezat dan Sehatnya Mie Lethek and Asyiknya Mainan dari Desa.

Presented in Indonesian with attractive drawings, all of the four books were produced to promote the rich tangible and intangible cultural heritage of Indonesia, especially in Yogyakarta, to the school children. This series is written and published by Indonesian Heritage Trust (BPPI) in collaboration with UNESCO Office, Jakarta.





## COMMUNICATION AND INFORMATION

### Modul ba radio Komunitade

This book is based on an assessment conducted by The Asosiasaun Radio Komunitade Timor-Leste (ARKTL) and enriched by the experiences of radio volunteers in Timor-Leste and Indonesia. The module was first introduced to three radio stations called Radio Mauloko Maubisse, Bukoli and Oecuse that are located in the districts Ainaro, Baucau and Oecusse. The publication is funded through IPDC programme.



### CI Unit in Action: Towards a Collaborative Exchange Ideas

This brochure contains all the information about CI activities in 2010, including quotes from beneficiaries.



### Memory of the World Indonesia (Ingatan Kolektif Dunia di Indonesia)

This brochure is made to raise awareness on the importance of protecting documentary heritages such as manuscripts, film, photos and books. It includes information about the Indonesia Memory of the World Programme (MOW) committee, its role and function, structure and activities. The procedure of nomination to the International Memory of the World Register is also included.



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### 4 Regional Network for Microbiology and Microbial Biotechnology

Year of Establishment: March 1975

### 5 ASEAN Institute of Physics (ASEANIP)

Year of Establishment: 1980

Contact Person: Prof.S.C.Lim

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Selangor, Malaysia

Tel . (+60 3) 829 2890

Fax (+60 3) 829 2880

Email: sclim@pkkrisc.cc.ukm.my

### 6 Association of Asia Pacific Physical Societies (AAPPS)

Year of Establishment: 1990

Contact Person: Dr. Tien T. Tsong

President, AAPPS Council

Institute of Physics, Academia Sinica  
Nankang, Taipei, Taiwan 115

Email: tsongtt@phys.sinica.edu.tw

### 7 Southeast Asian Mathematical Societies (SEAMS)

Year of Establishment: 1972

Contact Person: Prof. Fidel Nemenzo  
President, SEAMS

Institute of Mathematics,

University of the Philippines

Diliman, Quezon City, Philippines 1101

Email: fidel@math.upd.edu.ph

### 8 Federation of Asian Chemical Societies (FACS)

Year of Establishment: August 1978

Contact Person: Prof. Junghun Suh,  
President, FACS

Professor, Department of Chemistry  
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Tel. (+82 2) 886 2184

Fax (+82 2) 874 3704

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

Year of Establishment: 1997

Contact Person: Ms. Wati Hermawati  
Programme Coordinator, RESGEST

UNESCO Jakarta Office

Jl. Galuh II, No. 5

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Tel. (+62-21) 739 9818

Fax (+62-21) 7279 6489

Email: w.hermawati@unesco.org

## COMMUNICATION AND INFORMATION

### 1 Asia Pacific Information Network (APIN)

Contact Person: Ms. Susanne Ornager  
Adviser for Communication and  
Information in Asia, UNESCO Bangkok  
P.O. Box 967, Prakhonong Post Office  
Bangkok 10110, Thailand  
Email: bangkok@unesco.org  
Phone: +66-2-3910577  
Fax: +66-2-3910866

## CULTURE

### 1 Asian Academy for Heritage Management (AAHM)

Year of Establishment: 2001  
The Asian Academy's Central Secretariat  
Contact Person: Ms Montira  
Horayangura Unakul  
Programme Specialist  
Office of the Regional Advisor for  
Culture in Asia and the Pacific  
UNESCO Bangkok

Tel: +66 (0)2391 0577 ext 509, 503;  
Fax: +66-2-391-0866  
Email: mh.unakul@unesco.org or  
culture.bkk@unesco.org  
Website: www.unescobkk.org/culture/  
asian-academy/

### 2 ASEAN Handicraft Promotion and Development Association (AHPADA)

Year of Establishment: 1981

Contact Person: Mrs Surapee  
Rojanavongse  
Honorary President of AHPADA  
4th Floor, Gaysorn Place, 999 Gaysorn  
Plaza, Ploenchit Road, Lumpini,  
Patumwan, Bangkok 10330, Thailand  
Tel No.: (662) 656 1929/663 2383  
Fax No.: (662) 663 2389  
E-mail: surapeer@loxinfo.co.th  
Website: www.ahpada.com

## DISASTER RISK REDUCTION (TEWS AND JTIC)

### 1 UN/ISDR Asia and the Pacific

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

### 2 GTZ – GITEWS

Year of Establishment: 2007  
Contact Person: Mr. Harald Spahn  
Team Leader German Indonesian  
Cooperation for Tsunami Early  
Warning (GITEWS)  
Capacity Building in Local  
Communities, GTZ Office, Jakarta

Menara BCS  
Grand Indonesia, Level 46  
Jl. M.H. Thamrin No. 1,  
Jakarta 10310, INDONESIA  
Email: herald.spahn@gtz.de  
Website: www.gtz.de/www.gitews.de



## EARTH SCIENCES

### 1 **Coordinating Committee for Geoscience Programmes in East and Southeast Asia**

Contact Person: CCOP Technical Secretariat  
CCOP Building, 75/10 Rama VI Rd., Phayathai, Ratchathewi Bangkok 10400, Thailand  
Website: [www.ccop.or.th](http://www.ccop.or.th)

## WATER SCIENCES

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

Year of Establishment: 1993  
Contact Person: Prof. Liu Heng  
International Center on Small Hydropower  
136 Nanshan Road,  
Hangzhou 310002, China

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

Year of Establishment: 1997  
Contact Person: Mr. Dennis Jamieson  
NIWA, PO Box 8602  
10, Kyle Street - Christchurch  
New Zealand

## EDUCATION

### 1 **Asia/Pacific Cultural Centre for UNESCO (ACCU)**

Year of Establishment: 1971  
Contact Person: 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](mailto:literacy@accu.or.jp)

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

Year of Establishment: 1965  
Contact Person: Prof Erlinda C Pefianco  
Centre Director  
P O Box 207, UP, Diliman, Quezon City 1101, Philippines  
Tel No: +63 (2) 924-7681 to 4  
Fax No: +63 (2) 921-0224  
Email: [innotech@seameo-innotech.org](mailto:innotech@seameo-innotech.org)

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

Year of Establishment: 1994  
Contact Person: Dr. Zhu Xiaoman  
Director of INRULED  
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  
Website: [www.inruled.org](http://www.inruled.org)  
Email: [inruled@inruled.org](mailto:inruled@inruled.org)

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

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

### 5 **Associated Schools Project Network (ASPnet)**

Year of Establishment: 1953  
Contact Person: 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 56 39  
E-mail: [s.niedermayer@unesco.org](mailto:s.niedermayer@unesco.org)

### 6 **UNESCO-Asia-Pacific Centre Network for International Education and Values Education (APNIEVE)**

Year of Establishment: 1995  
Contact Person: Dr. Lourdes R. Quisumbing, President  
UNESCO-APNIEVE  
c/o Miriam College Foundation  
Katipunan Road, Loyola Heights Quezon City, Philippines  
Tel: (63-2) 426-0172  
Fax: (63-2) 426-0169  
Email: [lourdes@quisumbing.net](mailto:lourdes@quisumbing.net)

## ENGINEERING SCIENCES AND TECHNOLOGY

### 1 ASEAN Federation of Engineering Organisations (AFE0)

Contact Person: Ir. Dr. Gue See Sew  
Gue & Partners Sdn. 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  
Website: www.aseanengineers.com

### 2 Greater Mekong Subregion Academic and Research Network

Year of Establishment: 1973  
Contact Person: 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  
Website: www.gmsarn.org

### 3 School on Internet (SOI)

Year of Establishment: 1997  
Contact Person: Prof. Keiko Okawa  
Director of SOI-ASIA  
Keio University, Murai Lab  
5322 Endo, Fujisawa, Kanagawa,  
252-8520 JAPAN  
Tel.: +81 466 49 1100  
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Email: keiko@sfc.wide.ad.jp  
Website: www.soi.wide.ad.jp

## ENVIRONMENTAL SCIENCES

### 1 East Asian Biosphere Reserve Network (EABRN)

Year of Establishment: 1993  
Contact Person: R. Jayakumar  
Programme Specialist for Sciences  
UNESCO Beijing  
Jianguomenwai Waijiaogongyu 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)

Year of Establishment: 1998  
Contact Person: Robert Lee

Programme Specialist for  
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)

Year of Establishment: 2001  
Contact Person: Ram 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 The Pacific Biosphere Reserve Network (PacMAB)

Year of Establishment: 2006  
Contact Person: Jan Steffen  
Programme Specialist for Sciences  
UNESCO Apia  
P.O. Box 615  
Matautu-uta Post Office, Apia, Samoa  
Tel.: +685-24276  
Fax.: +685-22253  
Email: apia@unesco.org

# National Commissions in Asia and the Pacific

## 1 Afghanistan

Chairman: Mr Ghulam Farook Wardak \*  
Secretary-General: Mr Mohammad Shafi Haqmal  
Afghan National Commission for UNESCO  
Ministry of Education  
United Nations Compound  
Kabul, Afghanistan  
Tel: +93 70 25 16 11  
Fax: +93 20 210 38 48  
Email: afghanistan\_unesco@yahoo.com;  
shafihqmal@gmail.com (Sec.Gen.)  
Year established : 1948

## 2 Australia

Chairperson : Ms Anthea Tinney  
Secretary-General : Ms Heather NEATE  
Australian National Commission for UNESCO  
Address : International Organizations Branch  
Department of Foreign Affairs and Trade  
R.G. Casey Building  
John McEwen Crescent  
Barton ACT 0221, Australia  
Tel: +61 2 6261 2037 (Sec.Gen.)  
Fax: +61 2 6112 2037  
Email: natcom.unesco@dfat.gov.au  
Website:  
<http://www.dfat.gov.au/intorgs/unesco>  
Year established : 29 April 1947 by a decision  
of the federal Cabinet

## 3 Bangladesh

Chairman: H.E. Mr Nurul Islam Nahid \*  
Secretary-General: Mr Kamal Abdul Naser Chowdhury  
Secretary: Mr Abdul Khleque

Bangladesh National Commission for UNESCO  
Ministry of Education  
1, Asian Highway, Palassy-Nilkhet  
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+88 02 716 87 11 (SecGen);  
+88 02 862 79 68; 88 02 862 79 69;  
Fax: +88 02 716 75 77; +88 02 861 34 20  
Email: bncu@bdcom.com; info@moedu.gobd  
Website: www.bncu.gov.bd  
Year established : April 1973

## 4 Bhutan

Chairperson : H.E. Lyonpo Thakur Singh Powdel  
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Secretary : Ms. Jamyang Choeden  
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+975 2324 827 (Secretary-General)  
+975 2325 069 (Secretary)  
Email: powdyel@gmail.com (Pt);  
unesco@druknet.bt;  
jamyangc@druknet.bt;  
Website: <http://www.education.gov.bt/>  
Secretariat/UNESCO/unesco.htm  
Year established : October 1986

## 5 Brunei Darussalam

Chairperson: Hon. Mr ABDUL RAHMAN Taib \*  
Secretary-General: Mrs Datin Apsah Abdul Majid  
Brunei Darussalam National Commission for UNESCO  
International Affairs Unit  
Permanent Secretary's Office  
Ministry of Education  
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Contact for the National Commission  
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## 6 Cambodia

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Secrétaire générale: Mme Tan Theany  
Secrétaire général adjoint:  
M. Chuch Phoeurn  
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Year established : 1951



## 7 China

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Republic of China for UNESCO  
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(Div. Science and Culture);  
+86 10 66 09 62 49 (Div. Education)  
Fax: +86 10 66 01 79 12  
Email: natcomcn@moe.edu.cn  
Website: <http://www.unesco.org.cn/index.jsp>  
(in Chinese only)  
Year established: February 1979

## 8 Cook Islands

Chairman: Hon. Jim Marurai \*  
Secretary-General: Mr Sonny Williams  
Cook Islands National Commission for  
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P.O. Box 97, Rarotonga, Cook Islands  
Tel: +682 29 357 (Chair)  
+682 20 725 (SG)  
Fax: +682 22 425 or 28 357 (Chair)  
+682 23725 (SG)  
Email: secfa@mfa.gov.ck;  
interaff@mfa.gov.ck;  
register@mfa.gov.ck;  
sonny@oyster.net.ck (SG)  
Year established: 1993

## 9 Democratic People's Republic of Korea

President: Mr. PAK Gil Yon  
Secrétaire général: M. Ri Hung Sik  
Secrétaire général adjoint: M. Ri Si Hong  
National Commission of the Democratic  
People's Republic of Korea for UNESCO

Ministère des Affaires étrangères  
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Coree  
Tel: +850 2 382 72 22  
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Year established: December 1974

## 10 Fiji

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Secretary-General: Mr Amani T. Cirikisuva  
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amani.cirikisuva@govnet.gov.fj (SG a.i.)  
Website: [www.education.gov.fj](http://www.education.gov.fj)  
Year established: January 1993

## 11 India

President: Hon. Shri Kapil Sibal \*  
Secretary-General: Ms. Vibha Puri Das  
Deputy Secretary-General: Mr Amit Khare  
Director: Ms. Manisha Verma  
Indian National Commission for Cooperation  
with UNESCO  
Ministry of Human Resource Development  
Department of Secondary and Higher  
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Email: [secy.dhe@nic.in](mailto:secy.dhe@nic.in) (SG);  
[maniverma100@gmail.com](mailto:maniverma100@gmail.com)  
Website: <http://www.education.nic.in>  
Year established: March 1949

## 12 Indonesia

Chairman: Mr Muhammad Nuh \*  
Executive Chairman: Prof. (Mr) H. Arief  
Rachman  
Secretary: Ir. Ananto Kusuma Seta  
National Coordinator of ASP Net:  
Ms Hasnah Gasim  
National coordinator ESD:  
Dr Retno Sunarminingsih Sudibyo  
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Gedung C, Lt 17, Jalan Jenderal Sudirman,  
Senayan 10270 Jakarta, Indonesia  
Tel: +62 21 570 9425  
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Year established: 20 October 1952

## 13 Iran (Islamic Republic of)

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Website: <http://www.irunesco.org/>  
Year established : July 1948

#### 14 Japan

Chairperson: Mr Tetsuo TAMURA  
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Japanese National Commission for UNESCO  
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Fax: +81 3 67 34 36 79  
Email: jpnatcom@mext.go.jp;  
Website: <http://www.mext.go.jp/english/unesco/>  
Year established: August 1952

#### 15 Kazakhstan

Chairperson: Mr Imangali Tasmagambetov  
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Kazakhstan National Commission for UNESCO  
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35 Tauelsizdik, Left bank of Yessil River,  
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#### 16 Kiribati

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+686 28 091 [Chairman]  
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Year established: February 1997

#### 17 Kyrgyzstan

President: Mr Emilbek Kaptagaev  
Secretary General: Ms Elnura Korchueva  
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Year established: 12 June 1992

#### 18 Lao People's Democratic Republic

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Secretary-General:  
Mr Sisamone Sithiravongsa  
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Email: laonesco@hotmail.com;  
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prsisamone@hotmail.com [SG]  
Year established: March 1968

#### 19 Malaysia

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Hon. Tan Sri Muhyiddin Bin Yassin \*  
Vice Chairperson:  
Tan Sri Dr. Zulkurnain Haji Awang  
Secretary General:  
Mr. Mohd Zulkifli bin Mohammed  
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gov.my; zaidi.hamid@bha.moe.gov.my; anis.  
khidzir@bha.moe.gov.my;  
Web site : <http://www.unesco.org.my>  
Year established : 7 July 1966

#### 20 Maldives

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Year established : July 1980

#### 21 Marshall Islands

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Year established: March 1997

## 22 Micronesia (Federated States of)

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Year established: 2001

## 23 Mongolia

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Website: <http://www.natcom-unesco.mn>  
Year established: March 1963

## 24 Myanmar

Chairman: Dr Chan Nyein \*  
Head of Division: Mr Khin Maung Tint  
Secretary-General: Dr Myo Myint  
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Mr Khin Maung Tint

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eltyu@dhelm-edu.gov.mm;  
Year established: November 1950

## 25 Nauru

Chair: Hon. Roland Kun \*  
Secretary-General: Mr Ross Cain  
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secretary.education@naurugov.nr;  
ross.cain@naurugov.nr (SG);  
Year established: February 1998

## 26 Nepal

Chairman: Hon. Mr. Sarbendra Nath Sukla \*  
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Mr Shankar Prasad Pandey  
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Email: unesco@nncu.wlink.com.np;  
Year established: 1955

## 27 New Zealand

Chairperson : Mr Bryan Gould  
Deputy Chairperson : Mr Andrew Matthews  
Secretary-General : Ms. Elizabeth L. Rose  
New Zealand National Commission for  
UNESCO  
Ministry of Education  
P.O. Box 1666, Wellington 6140, New Zealand  
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elizabeth.rose@minedu.govt.nz;  
wa.matthews@gmail.com  
Website: <http://www.unesco.org.nz>  
Year established: 1947

## 28 Niue

Chairperson:  
Hon. Mr Togia Likalika Sioneholo \*  
Secretary-General:  
Mrs Janet Sipeli-Tasmania  
Niue National Commission for UNESCO  
P.O. Box 40, Alofi, Niue (via New Zealand)  
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Fax: +683 4301  
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educ.deputy@mail.gov.nu  
Website: [www.gov.nu](http://www.gov.nu)  
Year established: March 1993

## 29 Pakistan

Chairperson: Sardar Asef Ahmed Ali \*  
Acting Secretary-General:  
Mr. Muhammad Dawood  
Deputy Secretary-General:  
Mr Muhammad Dawood  
Pakistan National Commission for UNESCO  
Ministry of Education  
30 UNESCO House, Sector H-8/1  
Islamabad - 44000, Pakistan  
Tel: +92 51 925 72 25 (Sec Gen);  
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Fax: +92 51 925 75 19  
Email: pncuibdd@dsl.net.pk;  
Website: <http://www.pncugovpk.org>  
Year established : November 1984

### 30 Palau

Chairperson: Mr Masa-Aki Emesiochl  
Secretary-General: Mr Dwight G. Alexander  
National Commission of the Republic of Palau for UNESCO  
Ministry of Education  
P.O Box 1526, Koror, Palau  
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+680 488 1003 (Chairman)  
Fax: +680 488 2657  
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histpres@palaunet.com  
Year established: 2000

### 31 Papua New Guinea

Chairman : Hon. James Marape \*  
Secretary-General : Mr Yori Yei  
Papua New Guinea National Commission for UNESCO  
P.O.Box 446, Waigani, Papua New Guinea  
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Email : unesco\_yei@datec.net.pg (SG)  
Year established : 1981

### 32 Philippines

Chairperson : Mr Alberto G. Romulo \*  
Secretary-General : Dr Virginia A. Miralao  
Officer in charge : Ms Jeannette D. Tuason  
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G/F Department of Foreign Affairs Bldg.

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Website: [www.unesconatcom.ph](http://www.unesconatcom.ph)  
Year established: June 1947

### 33 Republic of Korea

Chairperson: Mr Ju-Ho LEE \*  
Secretary-General: Dr. Taeck-soo Chun  
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chunts@unesco.or.kr (SG)  
Website: <http://www.unesco.or.kr/eng/>  
(English) - <http://www.unesco.or.kr> (Korean)  
Year established: 30 January 1954

### 34 Samoa

Chairperson:  
Hon. (Mr) To'omata Alapati To'omata \*  
Secretary-General:  
Mr Levaopolo Tupae Esera  
Samoa National Commission for UNESCO  
Ministry of Education, Sports & Culture  
P.O. Box 1869, Apia, Samoa  
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+685 22 958 (Chairperson)  
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Email: atoomata@lesamoa.net;  
Year established: February 1997

### 35 Singapore

Chairman: Dr Ng Eng Hen \*  
Secretary-General: Mr Cheong Wei Yang  
Singapore National Commission for UNESCO  
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1 North Buona Vista Drive, Singapore 138675  
Tel: +65 6879 6845  
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Website: <http://www.unesco.sg>  
Year established: May 2008

### 36 Solomon Islands

Chairperson: Hon. Mr Dickson Ha'AMORI \*  
Secretary-General: Mr Timothy Ngele  
Solomon Islands National Commission for UNESCO  
Ministry of Education and Training  
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Year established: 2002

### 37 Sri Lanka

Chairman: Mr Bandula Gunawardhana \*  
Vice-Chairman: Mr Sunil S. Sirisena  
Secretary-General: Mr R.P. Perera  
Deputy Secretary-General:  
Mr Pasanna Chandith  
Sri Lanka National Commission for UNESCO  
5th floor Ministry of Education  
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 Website: [http://sri\\_lanka.comnat.unesco.org](http://sri_lanka.comnat.unesco.org)  
 Year established: September 1949

### 38 Tajikistan

Chairperson:  
 Mr Karamatullo Olimovich Olimov  
 Secretary-General: Mr Murod Komilov  
 Tajikistan National Commission for UNESCO  
 Ministry of Foreign Affairs  
 42, Rudaki ave., Dushanbe 734051  
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 Year established: 1994

### 39 Thailand

Chairperson:  
 H.E. Mr Chinnaworn Boonyakiat \*  
 Vice-Chairperson: Mr Chaleyo Yoosimarak  
 Secretary-General: Dr Sombat Suwanpitak  
 Deputy Secretary-General:  
 Ms Churairat Sangboonnum  
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### 40 Timor-Leste

Chairperson: Ms Kirsty Sword-Gusmão  
 Vice Chair: H.E Mr João Cândio Freitas  
 Secretariat Member: Mr Apolinário Magno  
 Secretariat Member: Ms Ana Noronha  
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 Year established: 23 April 2009

### 41 Tonga

President: Rev. Dr Tevita Hala Palefau \*  
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 +676 23 596 (Secretary-General)  
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 Year established: 1984

### 42 Turkmenistan

Chairman: H.E. Mr Saparlyev Hydyr  
 Secretary-General: Mr Poladov Kouvandyk  
 Turkmen National Commission for UNESCO  
 15, Bitarap Turkmenistan ave.,  
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 Email: [poladov@mail.ru](mailto:poladov@mail.ru);  
 Year established: September 1994

### 43 Tuvalu

Chairperson: Hon. Dr Falesa Pitoi \*  
 Secretary-General: Ms Katalina Taloka  
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 +688 20 403 (Secretary-general)  
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 Year established: 1996

### 44 Uzbekistan

Chairperson: Mr Abdulla Aripov  
 Vice-President: Dr Vladimir Norov  
 Secretary-General: Mr Alisher Ikramov  
 Deputy Secretary-General:  
 Mr. Sayidafzal Mallakhanov  
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 Fax: +998 71 267 05 38  
 Email: [unesco@natcom.ccc.uz](mailto:unesco@natcom.ccc.uz);  
 Year established: 29 December 1994

### 45 Vanuatu

President: Hon. Mr Charlot Salwai Tabimasmamas\*  
 Focal point: Mr Serge Lewawa  
 Vanuatu National Commission for UNESCO  
 Ministry of Education  
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 Fax: +678 24 569; +678 26 879  
 Email: [slewawa2@vanuatu.gov.vu](mailto:slewawa2@vanuatu.gov.vu);  
 Year established: August 1999

### 46 Vietnam

President: H.E. Mr Nguyen Thanh Son  
 Secretary-General: Mr Pham Sanh Chau  
 Deputy Secretary-General: Ms Le Thi Hoang Cuc  
 Vietnam National Commission for UNESCO  
 8, Khuc Hao Str., Hanoi, Vietnam  
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 +84 4 3 799 35 17 (Sec. 1);  
 +84 4 3 799 35 18 (Sec.2)  
 Fax: +84 4 3 823 07 02  
 Email: [unescovn@mofa.gov.vn](mailto:unescovn@mofa.gov.vn);  
[unescochau@yahoo.com](mailto:unescochau@yahoo.com) (SG); [bimben\\_99@yahoo.com](mailto:bimben_99@yahoo.com) (Sec. 1); [thangthao@hotmail.com](mailto:thangthao@hotmail.com) (Sec.2)  
 Year established: 15 June 1977

### Associate Members:

- 1 Macao, China 25 October 1995
- 2 Tokelau 15 October 2001

# UNESCO Partners

## GOVERNMENT AUTHORITIES

UNIT	NAME	COUNTRY
<b>Communication And Information</b>	Center of Documentation & Publication, LIPI (PDII-LIPI)	Indonesia
	Department of Communication and Information Technology	Indonesia
	Ministry of Research and Technology	Indonesia
	National Library of Malaysia	Malaysia
<b>Culture</b>	Brunei Darussalam National Commission for UNESCO	Brunei Darussalam
	Central Java Development and Planning Agency	Indonesia
	Coordinating Ministry for People's Welfare	Indonesia
	Indonesian National Commission for UNESCO	Indonesia
	Malaysian National Commission for UNESCO	Malaysia
	Ministry for Cooperatives and Small Medium Enterprises	Indonesia
	Ministry of Culture and Tourism	Indonesia
	Ministry of Foreign Affairs	Indonesia
	Ministry of Industry	Indonesia
	Ministry of Public Works	Indonesia
	Ministry of Trade	Indonesia
	Ministry of Culture, Youth and Sports	Brunei Darussalam
	National Commission for Culture and the Arts	Philippines
	National Committee for Salvage and Utilization of Valuable Objects from Sunken Ships	Indonesia
	National Department for Culture and Arts (JKKN), Ministry of Information, Communication and Culture Malaysia	Malaysia
	Provincial Government of Jambi	Indonesia
	Provincial Government of Papua	Indonesia
	State Secretariat of Culture of the Ministry of Education of Timor-Leste	Timor-Leste
	Timor-Leste National Commission for UNESCO	Timor-Leste
	UNESCO National Commission of the Philippines	Philippines
<b>Disaster Risk Reduction</b>	Indonesian National Commission for UNESCO	Indonesia
	Ministry of Information and Communication Technology	Thailand
	Ministry of Social and Solidarity	Timor-Leste
	State Ministry for Research and Technology	Indonesia
	The Canadian Embassy in Jakarta	Canada
	The Federal Minister for Research and Education	Germany
<b>Earth Sciences</b>	Indonesia Association of Geologists	Indonesia



UNIT	NAME	COUNTRY
Education	Academics/Language Education, Philippine Normal University, Philippines	Philippines
	Bogor Institute of Agriculture	Indonesia
	Centre for the Development and Empowerment of Teachers and Education Personnel (PPPPTK)	Indonesia
	College of Education, Capitol University, Philippines	Philippines
	Curriculum Development Centre	Indonesia
	Department of Education	Philippines
	Directorate for Development of Kindergarten and Primary School	Indonesia
	Directorate for Education Personnel	Indonesia
	Directorate for Human Resources	Indonesia
	Directorate for Teacher Profession	Indonesia
	Directorate for Training Development	Indonesia
	Directorate General for Higher Education	Indonesia
	Directorate General for Quality Improvement of Teachers and Education Personnel	Indonesia
	Directorate General for the Management of Primary and Secondary Education.	Indonesia
	Directorate of Human Resource Affairs, Directorate-General of Higher Education,	
	Ministry of National Education	Indonesia
	Environmental Communication and Community Empowerment, Ministry of Environment	Indonesia
	Environmental Education, International Education Cooperation, Tokyo City University	Japan
	Government Quality Assurance Institutes (LPMPs)	Indonesia
	Indonesia University of Education, Bandung	Indonesia
	Indonesian National Commission for UNESCO	Indonesia
	INFPC, Ministry of Education of Timor-Leste	Timor-Leste
	Institute of Teacher Education, Ministry of Education, Malaysia	Malaysia
	Institute of Teacher Education, Temenggong Ibrahim Campus	Malaysia
	Korean National Commission for UNESCO	Republic of Korea
	Malaysian National Commission for UNESCO	Malaysia
	Ministry of Education	Malaysia
	Ministry of Education	Brunei Darussalam
	Ministry of Education	Timor-Leste
	Ministry of Education - Educational Planning and Research Division	Malaysia
	Ministry of National Education	Indonesia
	National Higher Education Research Institute of Universiti Sains Malaysia	Malaysia
Non Formal and Informal Education Development Center (BP-PNFI) Region II Jayagiri	Indonesia	
Provincial Development Planning Agency (Bappeda) of Banten, Jawa Barat,		

UNIT	NAME	COUNTRY
<b>Education</b>	Jawa Tengah, Jawa Timur, NTB, NTT, Sulawesi Selatan, Sulawesi Barat, Maluku, Maluku Utara, Papua, & Papua Barat	Indonesia
	Provincial Education Offices of Banten, Jawa Barat, Jawa Tengah, Jawa Timur, NTB, NTT, Sulawesi Selatan, Sulawesi Barat, Maluku, Maluku Utara, Papua, & Papua Barat	Indonesia
	Research Centre for Education Policy and Innovation, Ministry of National Education	Indonesia
	School of Education, RMIT University, Australia	Australia
	Sultan Hassanal Bolkiah, Institute of Education, Universiti Brunei Darussalam	Brunei Darussalam
	Technical Panel on Teacher Education on Higher Education, Commission on Higher Education (CHED), Philippines	Philippines
	The Brunei Darussalam National Commission for UNESCO	Brunei Darussalam
	Timor-Leste National Commission for UNESCO	Timor-Leste
	UNESCO National Commission of the Philippines	Philippines
	Universitas Admadjaya	Indonesia
	Universitas Muhamadiyah Purwokerto	Indonesia
	Universitas Negeri Jakarta	Indonesia
	Universitas Negeri Makasar	Indonesia
	University of Gadjah Mada - RCE Yogyakarta	Indonesia
	University of Indonesia	Indonesia
	<b>Engineering Science And Technology</b>	Directorate General of Higher Education (DIKTI)
Ministry of Education, Youth and Sport		Cambodia
Ministry of Energy and Natural Resources of Indonesia		Indonesia
Ministry of National Education		Indonesia
<b>Sciences For Society</b>	UNESCO National Commission for Timor-Leste	Timor-Leste
<b>Water Sciences</b>	Bureau of Meteorology	Australia
	Department of Irrigation and Drainage (DID)	Malaysia
	Department of Meteorology and Hydrology	Myanmar
	Department of Meterology and Hydrology	Lao PDR
	Department of Water Resources	Thailand
	Indonesian Institute for Sciences	Indonesia
	Indonesian National Commission for UNESCO	Indonesia
	Ministry of Education, Culture, Sports, Science, and Technology (MEXT)	Japan
	Ministry of Water Resources	China
	Ministry of Water Resources and Meterology	Cambodia
	State Hydrometeorological Administration (SHMA)	DPR Korea

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

UNIT	NAME	COUNTRY	
<b>Communication And Information</b>	Community Radio Association Timor-Leste (ARKTL)	Timor-Leste	
	Dewan Pers	Indonesia	
	DR. Soetomo Press Institute (LPDS)	Indonesia	
	Group of Independent Press and East Timorese Communities	Timor-Leste	
	Institute of Journalism Studies, Faculty of Communication and Media Studies, Universiti Teknologi Mara	Malaysia	
	Persatuan Wartawan Indonesia	Indonesia	
	Radio and Television Timor-Leste	Timor-Leste	
	Radio Republik Indonesia	Indonesia	
	Sekolah Jurnalisme Indonesia	Indonesia	
	Serikat Pekerja Surat kabar	Indonesia	
	The Centre for Independent Journalism Malaysia	Malaysia	
	<b>Culture</b>	Borobudur Heritage Conservation Institute	Indonesia
		Centre for Research and Development of Culture and Tourism under the Ministry of Culture and Tourism	Indonesia
DPC & Associates, Development Planning Consultant		Japan	
Institute Technology of Bandung		Indonesia	
National Museum, Jakarta		Indonesia	
National Research Institute for Cultural Properties, Tokyo		Japan	
Office for the Conservation and Development of Archaeological Properties (BP3) of Central Java		Indonesia	
Office for the Conservation and Development of Archaeological Properties (BP3) of the Special Region of Yogyakarta		Indonesia	
Office for the Conservation and Development of Sangiran Early Man Site		Indonesia	
PT Taman Wisata Candi Borobudur, Prambanan and Ratu Boko		Indonesia	
University of Gadjah Mada		Indonesia	
University of Indonesia		Indonesia	
<b>Disaster Risk Reduction</b>		Agency for the Assessment and Application of Technology (BPPT)	Indonesia
	Indonesian Institute of Sciences (LIPI)	Indonesia	
	National Archive Agency (ANRI)	Indonesia	
	Philippine Institute of Volcanology and Seismology (PHIVOLCS)	Philippines	
	Provincial Archive Agency of Aceh (BAD Aceh)	Indonesia	
	The Bandung Institute of Technology	Indonesia	
	The Meteorological, Climatological, and Geophysical Agency (BMKG)	Indonesia	
	The National Agency for Disaster Management (BNPB)	Indonesia	
Tsunami and Disaster Mitigation Research Centre, Syiah Kuala University	Indonesia		



UNIT	NAME	COUNTRY
<b>Earth Sciences</b>	Indonesian Institute of Sciences	Indonesia
	Katholieke Universiteit Leuven	Belgium
	School of Earth and Environmental Sciences	Korea
<b>Engineering Science and Technology</b>	Advance Science & Technology Institute (ASTI)	Philippines
	Asian Institute of Technology (AIT)	Thailand
	Bangladesh University of Energy and Technology (BUET)	Bangladesh
	Brawijaya University (UNIBRAW)	Indonesia
	Chulalongkorn University	Thailand
	Darma Persada University (Unsada)	Indonesia
	Hanoi University of Science and Technology (HUST)	Vietnam
	Hasanuddin University (UNHAS)	Indonesia
	Indonesia Higher Education Network (INHERENT)	Indonesia
	Bandung Institute of Technology (ITB)	Indonesia
	Institute Technology of Cambodia	Cambodia
	Keio University	Japan
	Korea Advanced Institute of Science and Technology (KAIST)	Korea
	Kyoto University	Japan
	Kyushu University	Japan
	Lanka Education and Research Network (LEARN)	Srilanka
	LPPM Gadjah Mada University	Indonesia
	Malaysia Research and Education Network (MYREN)	Malaysia
	Malaysian Technology Development Corporation (MTDC)	Malaysia
	National University of Singapore (NUS)	Singapore
	National University of Timor-Leste (UNTL)	Timor-Leste
	Philippines Research, Education and Government Information Network (PREGINET)	Philippines
	Royal University of Phnom Penh	Cambodia
Tokyo Institute of Technology	Japan	
Tokyo University	Japan	
Udayana University (UNUD)	Indonesia	
University Network (UniNet)	Thailand	
University of Indonesia (UI)	Indonesia	
<b>Environmental Sciences</b>	Indonesian Institute of Science (LIPI)	Indonesia
	MAB National Committee Indonesia	Indonesia
<b>Sciences For Society</b>	International Center for Interdisciplinary and advanced research (ICIAR) of the	
	Indonesian Institute of Sciences (LIPI)	Indonesia
<b>Water Sciences</b>	Asia Pacific Centre of Ecohydrology	Indonesia
	Hydrospheric Atmospheric Research Center, Nagoya University	Japan
	Indonesian Institute of Sciences (LIPI)	Indonesia

UNIT	NAME	COUNTRY
<b>Water Sciences</b>	International Centre for Water Hazard and Risk Management (ICHARM)	Japan
	International Centre on Qanats & Historic Hydraulic Structures (ICQHS)	Iran
	International Research and Training Centre on Erosion and Sedimentation, China (IRTCES)	China
	Japan Agency for Marine-Earth Science and Technology (JAMSTEC)	Japan
	National Institute of Water and Atmospheric Research Ltd. (NIWA)	New Zealand
	National Research Institutes for Earth Sciences and Disaster Prevention (NIED)	Japan
	Regional Centre on Urban Water Management (RCUWM)	Iran
	Regional Humid Tropics Hydrology and Water Resources Centre for Southeast Asia and the Pacific (HTC)	Malaysia
	Research Institute for Humanity and Nature (RIHN)	Japan
	Universiti Tenaga Nasional (UNITEN)	Malaysia
	University 'La Sapienza' Roma	Italy
	University of the Philippines, Manila	Philippines
	Vietnam Institute of Meteorology, Hydrology & Environment (IMHEN)	Vietnam
	Vietnamese Academy of Sciences and Technology (VAST)	Vietnam
	Water Resources Research Center, DPRI, Kyoto University	Japan

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

UNIT	NAME	COUNTRY
<b>Communication And Information</b>	Nikoya Radio, Banda Aceh, Nangroe Aceh Darussalam	Indonesia
	Nurul Fikri Education Foundation	Indonesia
	Oral Tradition Association	Indonesia
	Rumah Ide Makassar	Indonesia
<b>Culture</b>	Earthsavers Movement, Inc.	Philippines
	Friends of Borobudur	Indonesia
	Humanist Institute for Cooperation with Developing Countries (HIVOS)	Indonesia
	Indonesian Heritage Trust	Indonesia
	Lippo Group	Indonesia
<b>Disaster Risk Reduction</b>	Forsigana Maumere	Indonesia
	Forum Fasilitator Penanggulangan Bencana, Teluk Dalam, Nias	Indonesia
	French Red Cross	France
	Humanitarian Forum Indonesia (HFI)	Indonesia
	Komunitas Siaga Tsunami in Padang (KOGAMI)	Indonesia
	Konsorsium Penanggulangan Bencana	Indonesia
	Masyarakat Penanggulangan Bencana Indonesia (MPBI)	Indonesia

UNIT	NAME	COUNTRY
<b>Disaster Risk Reduction</b>	Muhammadiyah Disaster Management Center (MDMC)	Indonesia
	Palang Merah Indonesia	Indonesia
	Yayasan IDEP	Indonesia
	Yayasan Puter	Indonesia
	Yayasan Tanggul Bencana Indonesia (YTBI)	Indonesia
<b>Education</b>	Brotherhood of Destiny, Inc.	Philippines
	ERDA Tech Foundation	Philippines
	International Development Partners (IDP) Norway	Indonesia
	PLAN International Indonesia	Indonesia
	World Population Foundation	Indonesia
	Yayasan BIMA	Indonesia
	Yayasan Jari	Indonesia
	Yayasan KEHATI / Indonesian Biodiversity Foundation	Indonesia
<b>Engineering Science And Technology</b>	Center for Robotics Education and Future Sciences (CREFUS)	Japan
	Croft IP Pty Ltd	Australia
	JS-Robotics Inc.	Japan
	Lego Education	Singapore
	Masyarakat Energi Terbarukan Indonesia (METI)	Indonesia
	Mitsubishi Heavy Industries (MHI)	Japan
	Singapore Science Center	Singapore
<b>Environmental Sciences</b>	Green Siberut Association (PASIH - Perkumpulan Siberut Hijau)	Indonesia
	Nature and Conservation and Education Foundation	
	(YAPEKA -Yayasan Pendidikan Konservasi Alam)	Indonesia
	Ruangrupa	Indonesia
	Yayasan Orangutan Sumatera Lestar-Orangutan Information Center (YOSL-OIC)	Indonesia
<b>Sciences For Society</b>	Oxfam Australia in Timor-Leste	Australia

## INTERNATIONAL ORGANISATIONS, BILATERAL AND MULTILATERAL COOPERATION AGENCIES

UNIT	NAME	COUNTRY
<b>Communication And Information</b>	Asia-Pacific Institute for Broadcast Development (AIBD)	Malaysia
	Asian Media Information and Communication Centre (AMIC)	Singapore
	Asian Institute of Journalism and Communication (AIJC)	Philippines
<b>Culture</b>	ASEAN Handicraft Promotion and Development Association (AHPADA)	ASEAN
	International Centre for the Study of Preservation and Restoration of Cultural Property (ICCROM)	International
	International Council of Museums (ICOM)	International



UNIT	NAME	COUNTRY	
<b>Culture</b>	International Council on Monuments and Sites (ICOMOS)	International	
	United Nations Development Programme	International	
<b>Disaster Risk Reduction</b>	Bundesanstalt für Geowissenschaften und Rohstoffe (BGR)	German	
	Canadian International Development Agency, Canada	Canada	
	Geo Forschungs Zentrum (GFZ)	German	
	Gesellschaft für Technische Zusammenarbeit	German	
	International Tsunami Information Centre, Hawaii, USA	USA	
	InWent	German	
	UNESCAP	UN	
<b>Education</b>	Asia/Pacific Cultural Centre for UNESCO (ACCU)	International	
	Asian Development Bank (ADB)	International	
	Australian Aid (AUSAID)	International	
	Embassy of Bangladesh in Jakarta	Bangladesh	
	Embassy of India in Jakarta	India	
	Embassy of Pakistan in Jakarta	Pakistan	
	Korean International Cooperation Agency (KOICA)	Republic of Korea	
	New Zealand's International Aid and Development Agency (NZAID)	International	
	United Nations Children's Fund (UNICEF)	International	
	United Nations Development Programme (UNDP)	International	
	United Nations Population Fund (UNFPA)	International	
	United Nations Volunteers	International	
	World Bank	International	
<b>Engineering Science And Technology</b>	Asia-Pacific Advanced Network (APAN)	International	
	Association for Engineering Education in Southeast, East Asia and the Pacific (AEESEAP)	International	
	Federation of Engineering Institutions of Asia and the Pacific (FEIAP)	Regional	
	International Science, Technology and Innovation Centre for South-South Cooperation (ISTIC)	International	
	School on Internet (SOI)	Regional	
	Trans-Eurasia Information Network (TEIN3)	International	
	UN Centre for Alleviation of Poverty through Secondary Crops' Development in Asia and the Pacific (UNCAPSA)	International	
	World Intellectual Property Organisation (WIPO)	International	
	<b>Environmental Sciences</b>	Fauna & Flora International (FFI)	U.S.A
		Goethe-Institut	Germany
PanEco Sumatran Orangutan Conservation Programme		Switzerland	
Wildlife Conservation Society		U.S.A	
<b>Sciences For Society</b>	Asia-Pacific Broadcasting Union	International	

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

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