



United Nations  
Educational, Scientific and  
Cultural Organization

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# KEY ACTIVITIES



**“ BUILDING PEACE  
IN THE MINDS  
OF MEN AND WOMEN ”**

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# ▶ FOREWORD

*The UN General Assembly proclaimed 2014 as the “International Year of Small Island Developing States,” to raise recognition of environmental problems that small island states are facing. In recognition of the International Year, the theme for this Annual Report is “Small Island Developing States.”*

For the UNESCO Regional Science Bureau for Asia and the Pacific, the year 2014 marked a significant shift in the overall funding and implementation modalities of its programmes by embarking on new strategic partnerships and new models for cooperation. This shift led, amongst others, to the development of a new strategic cooperation programme with Indonesia, Malaysia, and Timor-Leste, supported via Funds-in-Trust and Fund-Transfer programmes sustained by

these countries. Together with other contributions from development partners, this led to a growth in the overall financial and programmatic capacity of the office in 2014.

This annual report summarises some of the programmatic highlights and achievements under these new funding modalities, which also led to stronger partnerships with governments, stakeholders and institutions in the region.

In the field of Education, the office continued to support Cluster countries in achieving the ‘Education for All’ (EFA) goals, and to strengthen ‘Education for Sustainable development’ (ESD) in their national education systems. The ‘Green Schools Programme’ was showcased as a best practice example during the ‘World Conference on Education for Sustainable Development’ (ESD), held in Aichi-Nagoya, Japan. A MoU was signed with the Minister of Education in Indonesia, to ensure the national roll out of



the ‘Green Schools – Adiwiyata’ programme; while at the regional level, the Asia Green Schools Network was strengthened. Under the Malaysia-UNESCO Cooperation Programme, in view of impacts resulting from rapid climate change in the region, the Office supported Tonga and other Small Island Developing States in the Pacific to strengthen their ESD programmes.

Along the regional Science mandate, the office developed a new ‘Regional Science Support Strategy,’ which will help countries in the region to position science, technology, and innovation in support of the implementation of the upcoming Post-2015 Development Agenda. In line with this strategy, the office embarked on stronger involvement of the wider UNESCO family, including Category 2 Centres, UNESCO Chairs, field offices and

countries in the region. Via the Science Flagships, the capacities and partnerships in countries in the region have been strengthened in the fields of climate change, water management, science education/ESD, and disaster risk reduction. Besides this, the Regional Science Bureau also developed new initiatives focusing on ‘Sustainability Science’ as an integrated and multi-disciplinary approach to address complex and inter-connected challenges under the upcoming SDGs. The field of Water received substantial attention throughout the year, with important events such as the 22 March World Water Day, the launch of the World Water Assessment Report, regional events on Ecohydrology, the Indian Ocean Tsunami +10 commemorations in Aceh, and the DG UNESCO participation in the Singapore International Water Week.

In the field of Social and Human Sciences UNESCO continued to support Cluster countries in areas of social inclusion, human rights, and youth engagement. The joint UN project on “social inclusion of people living with disabilities in Indonesia,” led by UNESCO, developed a ‘Network of Inclusive Cities’ and a corresponding Mayors Forum. Building on the success of this joint project, UNESCO has coordinated a cooperative project proposal between UN and other partners to ensure national roll out of the network.

In the field of Culture, the Office continued to support member states in the implementation of important UNESCO conventions. Support was also provided to Timor Leste on preparations for the ratification of key UNESCO culture conventions, such as the 1972 convention on World Heritage, and the

2003 convention on Intangible Cultural Heritage. The Office also engaged in private sector partnerships, including a project with Panasonic on “Environmental Conservation and Education for the Next Generation,” which included the installation of new LED illumination of the Prambanan Temple Compound World Heritage Site.

Under the Communication and Information mandate, we continued to build capacity for the media and to promote freedom of expression in the Cluster countries. A highlight in the year was the ‘Global Media Forum’ on “The role of media in realising the future we want for all,” held in Bali in August, organised in partnership with the Government of Indonesia. This global event was held back-to-back with the meeting of the Alliance of

Civilisations, and secured the participation of high level government officials, the UN SG, DG UNESCO, and other dignitaries.

Throughout the year, the Office has been engaged in preparatory work relating to the development of the Post-2015 Development Agenda. This has helped to position the role of Education; Science, Technology, and Innovation; Culture; and Communication and Information in the regional and global discussions on Post-2015 Agenda.

In closing, I conclude that 2014 has been a highly productive year. I would like to convey my sincere thanks to the dedicated team in the Office, and to all partners who contributed to the success of the activities and results presented in this report, be it via direct collaboration and partnership, by providing

financial support, or by consolidating and disseminating the results achieved. Personally, I will be concluding a very satisfying and rewarding period at the helm of the Regional Science Bureau. I wish my successor all the best of success in continuing the good work of the Regional Science Bureau and Cluster Office in Jakarta. I am sure the staff of Jakarta Office will extend to her/him their usual generous support in ensuring a successful continuation of all activities and programmes.

***Hubert Gijzen, PhD  
Director and Representative***

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**KEY  
ACTIVITIES**

01.

# EDUCATION

## SUMMARY OF EDUCATION ACTIVITIES

The year 2014 was a pivotal year in which the UNESCO-led Decade for Education for Sustainable Development (DESD) came to an end, and the development targets set by Education for All (EFA) and the Millennium Development Goals transitioned toward a new Post-2015 global framework. Within this evolving agenda, UNESCO Jakarta continued to support the achievement of quality education in its cluster countries through a programme of activities targeting improvement in access, equity, and quality in the perspective of lifelong learning for all.

In Indonesia, UNESCO continued its support within education sector decentralisation, through its ongoing school-based

managed activity, Creating Learning Communities for Children, in partnership with UNICEF, and by building the capacities of regional education officials through distance learning on sector planning, delivering in collaboration with UNESCO International Institute for Educational Planning (IIEP), and the University of Hong Kong.

In the field of tourism education, UNESCO supported the development and piloting of a teacher toolkit, illustrating essential components of local biodiversity found throughout the province of East Nusa Tenggara.

UNESCO also supported the establishment of safe and stimulating learning

environments for early childhood learners and continued to support the education sector's response to HIV and AIDS through media programmes, policy and curriculum review, and advocating for the inclusion of comprehensive sexuality education (CSE) in Indonesia's National Strategic Plan on Adolescent Health.

Malaysia was supported in developing their National Education for All (EFA) 2015 Review report in cooperation with the UNESCO Office in Bangkok through the provision of technical guidance during the exploratory and draft review stages. In addition, Ministry officials from Malaysia and Brunei Darussalam shared best practices at the ESD Global Forum in Nagoya, Japan.



In the Philippines, UNESCO launched the 2013/14 EFA Global Monitoring Report and worked with the Department of Education (DepEd) to reinforce remaining EFA priorities. The Office also assisted DepEd to enrich its Basic Literacy Programme and Accreditation and Equivalency Programme with functional literacy skills for the 21st century. In the field of education for disaster risk reduction, UNESCO supported the response to disasters such as typhoon Haiyan (Yolanda) in Tacloban City through training practitioners on school risk assessment tools and assisting DepEd to deliver psychosocial intervention.

UNESCO's support to Timor-Leste was far-reaching in 2014, and included facility renovation and mentoring at

vocational schools, and capacity building of officials in non-formal education through the Capacity Development for Education for All (CapEFA). At the lower secondary level, UNESCO is supporting the Ministry of Education to develop new curriculum components in supporting mathematics and integrated science instruction, including teacher guides, syllabi and student workbooks.

UNESCO's assistance also provided country representatives from the larger Asia and the Pacific region an opportunity to discuss priorities for education beyond 2015, as well as to develop a regional research framework to promote quality learning through enhanced multi-grade teaching.





*Assisting  
Countries in  
Addressing  
Education for  
All (EFA)  
Challenges*

A Launch of the 2013/4 EFA GMR in the Philippines was held in Manila on 8 April 2014 in order to increase public awareness around the key messages of the Report, and to increase awareness on the progress of the Philippines in achieving the EFA goals. The launch provided a good opportunity for key policy-makers and EFA partners to reflect on whether the good practices, lessons learnt, proposed strategies, and policy recommendations stated in the GMR could be implemented in the country if they have not been already undertaken yet.

In cooperation with UNESCO Office in Bangkok, who led countries in the Asia-Pacific region in developing their National EFA 2015 Review Reports, UNESCO Jakarta provided assistance in guiding the Malaysia's Technical Working Group in its initial stages, as well as reviewed the latest draft report. Also, during the "Asia-Pacific Regional Education Conference" (Bangkok, 6-8 August 2014), organised by UNESCO Bangkok, UNESCO Jakarta assisted the countries in discussing challenges, lessons learnt, priorities for education beyond 2015, and regional recommendations on the basis of the national EFA reviews and emerging development challenges.

## *Strengthening Vocational Education in Timor-Leste*

Supported by the Timor-Leste Emergency Funds, UNESCO Jakarta assisted Timor-Leste in renovating/refurbishing four vocational classrooms and the two computer laboratories, and provided proper facilities, equipment, tools, and materials to sustainably support the schools in providing teaching-learning processes of higher quality. Mentoring and training; teaching-learning materials on the specialised vocational areas of

tailoring/dressmaking, culinary and food management, hospitality, and beauty; as well as general vocational secondary education and new teaching and training modalities were provided. Through this project, the National Directorate for Technical/Vocational Education (MoE) has been assisted in better equipping youth with vocational skills that are required by the vibrant labour market of Timor-Leste to gain proper employment and/or to encourage vocational secondary school graduates to start up entrepreneurship activities.

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

Within the framework of the Capacity Development for Education for All (CapEFA) Timor-Leste programme, between May 2010 and November 2013 UNESCO Jakarta had assisted the National Directorate for Recurrent Education (NDRE, Ministry of Education) in strengthening its institutional and organisational capacities in planning, implementing, monitoring, and evaluating recurrent education (non-formal education) programmes. UNESCO has also assisted NDRE in

developing 3 Community Learning Centres (CLCs) in 3 Districts, and initiation of 7 new CLCs in 5 Districts. On 18-22 August 2014, an evaluation was conducted jointly with the CapEFA Team (represented by the UNESCO Institute for Lifelong Learning [UIL]). During this evaluation, monitoring of the CLC in Ililapa (Lautem District) was conducted. Consultations were also made with the direct project beneficiaries and development partners who have also been working to assist NDRE. Following the evaluation, the most appropriate activities to be conducted in 2015 were developed and approved.

## *Improving Quality of Primary Education in Indonesia*

The joint Government of Indonesia (GoI), UNESCO, and UNICEF Creating Learning Communities for Children (CLCC) project was implemented in Indonesia in 1999-2010, supported by NZAID. 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. Currently a video on CLCC/SBM is being

produced to show best practices as explained in a new “Guideline for the Implementation of SBM in Primary Schools” that has been developed by the Directorate for the Management of Primary Schools. The guideline would support educational practitioners, school head teachers, teachers, and civil society in replicating best practices. The video will assist the Directorate in the Management of Primary Schools in further mainstreaming the concepts of CLCC in order to improve the quality of primary education in Indonesia.

## *Developing an Enabling Learning Environment for Early Childhood Care and Education Students in Indonesia*

In response to the child sexual assault cases that have been uncovered in Indonesia since the beginning of 2014, “Presidential Instruction No. 5 Year 2014 on the National Movement on Anti Sexual Violence Against Children” (11 June 2014) was issued. In assisting the country in undertaking concrete steps towards



Group discussion during the “Creating a Safe, Nurturing and Stimulating Environment for Early Childhood Care and Education: Inception Meeting” (Jakarta, 11 September 2014)

implementing this Presidential Instruction, a meeting was organised on 11 September 2014 by UNESCO Jakarta to identify policies, practices, and guidelines that are already available or are already being developed in Indonesia to create a safe, nurturing, and stimulating environment for formal/non-formal Early Childhood Care and Education (ECCE) students. During this meeting the “Policy Review on Comprehensive Sexuality Education (CSE) for Early Aged Children,” developed by UNESCO Jakarta in close cooperation with relevant stakeholders, was presented.

## *Promoting Quality Learning Through Enhance Multi-grade Teaching in the Asia-Pacific Region*

UNESCO Jakarta assisted country representatives from the Asia-Pacific region in developing a regional research framework during a “Regional Research Workshop: Promoting Quality Learning through Enhanced Multi-grade Teaching in the Asia-Pacific Region” (Bangkok, 21-23 April 2014), organised by UNESCO Bangkok. Through this workshop, the country representatives acquired a common agreement on the concepts, research methodologies, data collection instruments, and work plans.

## *Strengthening Education Sector Planning*

In 2012-2013 a 12-month UNESCO International Institute for Educational Planning (IIEP) Distance Training Programme on Education Sector Planning was provided for officials of Indonesia's Ministry of Education and Culture (MoEC) and Master degree student teachers from the State University of Jakarta (UNJ). The programme was provided by UNESCO IIEP, the University of Hong Kong (Faculty of Education), and UNESCO Jakarta, with generous financial support from the JPMorgan Chase Foundation. Currently preparations are being made to develop an adapted Training Programme on Education Sector Planning

for educational planners at the provincial/district/city levels in Indonesia. The adapted Training Programme will strengthen MoEC in enhancing capacities of educational planners at the decentralised levels in developing more inclusive, equitable, effective, and efficient plans to improve access to quality education.

## *Enhancing Functional Literacy Skills for the 21st Century in the Philippines*

Preparations are being made to assist the Bureau of Alternative Learning System (BALS, Department of Education) of the Philippines in enriching their Basic Literacy and Accreditation & Equivalency programmes with the functional literacy skills needed in the 21st century. This support would strengthen BALS in equipping out-of-school youth and adults with the skills needed to acquire information in solving their work, personal, or civic problems by accessing and making use of computers and other ICT devices.

## **EDUCATION FOR SUSTAINABLE DEVELOPMENT AND SMALL ISLAND DEVELOPING STATES**

While climate change is a global challenge, its impacts are not evenly distributed to the world's people and ecosystems. For Small Island Developing States (SIDS), climate change can have significant and profound effects on economies and ways of life. Addressing these impacts is a priority, and Education for Sustainable Development (ESD), including targeted Climate Change Education (CCE), presents an opportunity to introduce and reinforce climate change adaptation and mitigation measures to learners in both formal and non-formal education.

Through its Climate Change Education for Sustainable Development (CCESD) initiative, UNESCO aims to make CCE a more central and visible part of the international response to climate change. To support the global campaign for CCESD, UNESCO Jakarta coordinates a programme of activities in its five cluster countries that promote CCE in teaching and learning at all levels and in both formal and informal settings.

The UNESCO Office in Jakarta is currently coordinating a two-year project to support Tonga to integrate localised ESD and CCE into its education system. Supported by the Malaysian-Funds-in-Trust and implemented in coordination with the UNESCO Office in Apia, the activity will undertake a survey of current ESD initiatives in Tonga, deliver targeted cascading training to facilitators and teachers, and produce locally-relevant ESD materials.



## KEY ACHIEVEMENTS

### Strengthening Math and Science Education in Timor-Leste:

Timor-Leste is a young country with great ambitions; by 2030 it aims to transition from a lower-income to upper-middle income status, with a healthy, well-educated and safe population. This achievement will require prioritising education for the country's young citizens, with particular focus on building national capacity in science, technology, and innovation.

With the support of the Korean International Cooperation Agency (KOICA), the UNESCO Office in Jakarta is supporting the Government of Timor-Leste to strengthen its mathematics and

science education. Under the terms of the three-year cooperation from 2014 to 2017, UNESCO is providing technical and financial assistance to the Government of Timor-Leste to develop new curriculum components in support of grade 7 – 9 mathematics and integrated science instruction, including teacher guides, syllabi, and student workbooks. These materials will be piloted and finalised and all grade 7 – 9 math and science teachers will be trained on their application.

### Biodiversity Education in Indonesia:

Indonesia is home to roughly 78% of the world's coral, 35% of the world's fish species, 16% of reptiles and amphibians, 12% of mammals, and 10% of plants. Education is a key factor in the protection of this biodiversity, and learning about the value of local species can empower



Tourism Vocational School Students in Nusa Tenggara Timur studied the Biodiversity for Tourism Education toolkits

communities to take an active role in biodiversity conservation.

In 2014, with support from the Japanese Funds-in-Trust, UNESCO strengthened vocational high schools in the Nusa Tenggara Timur (NTT) province to promote awareness of local biodiversity through tourism education. NTT Province is home to a variety of marine and terrestrial biodiversity that attracts tourism, including the famous Komodo Dragon, found in Komodo National Park, a UNESCO World Heritage site.

With the cooperation of Undana University, UNESCO supported the development and piloting of a teacher toolkit, illustrating essential components of biodiversity found throughout the NTT Province. The toolkit aims to provide both the vocational high school teachers and students with knowledge of local biodiversity and the skills to provide relevant and valuable teaching that can promote more sustainable ways of living. The toolkit offers insight for future projects in Indonesia and should be seen as a model for teachers to develop their own teaching materials based on the local examples.

### **School-Related Gender-Based Violence:**

In 2014, UNESCO supported a desk review on School-Related Gender-Based Violence (SRGBV) in Indonesia, examining determining factors, magnitude, and consequences, as well as policies and programmes that respond to SRGBV at the school and community level. Input for this review was gathered from a stakeholder workshop attended by line ministries, NGOs, and UN agencies to discuss prevention and response interventions, and recommendations to address SRGBV in Indonesia.





### **Education for Disaster Risk Reduction in the Philippines:**

Located within the Pacific Typhoon Belt and 'Ring of Fire,' the Philippines is highly exposed to deadly typhoons, earthquakes, volcano eruptions, and other natural disasters. To mitigate and adapt to climate change and disaster impacts, it is essential that initiatives be put in place to reduce the risk exposure of the Philippines' people to such disasters.

In 2014, the UNESCO Office in Jakarta coordinated two activities in the field of Education for Disaster Risk Reduction. The first was designed as a response to the post-Haiyan (Yolanda) disaster in Tacloban City and included a national survey and needs assessment of CCE and DRR,

capacity development of 30 Tacloban teachers, school principals, and DepEd personnel on psychosocial debriefing and the use of school risk assessment tools, and the development of a country case study to inform national initiatives and guide local sustainability of progress made. The second activity targets the capacity of the education sector to respond to the immediate needs of secondary school children affected by emergency situations. Supported by the Government of Japan, this project is revising and piloting the current training module on psychosocial intervention, developed by DepEd and the Department of Health, and training policy makers and practitioners on its use.

**Strengthening vocational  
education in Timor-Leste:**

Supported by the Timor-Leste Emergency Funds, the UNESCO Office in Jakarta assisted Timor-Leste in renovating and refurbishing four vocational classrooms and two computer laboratories, providing upgraded facilities, equipment, and tools and materials to sustainably support the schools to deliver high quality instruction. This activity also provided teachers with mentoring in the specialised areas of tailoring and dressmaking, culinary and food management, hospitality and beauty, as well as new teaching and training modalities. Through this project, the National Directorate for Technical/Vocational Education (MoE) was supported to better equip learners with the skills to match the demand of Timor-Leste's expanding labour market.



Renovated/refurbished tailoring/dressmaking vocational practical classroom of the Hospitality and Tourism Public Vocational Secondary School in Becora







Renovated/refreshed hospitality vocational practical classroom of the Hospitality and Tourism Public Vocational Secondary School in Becora



Renovated/refreshed culinary and food management vocational practical classroom of the Hospitality and Tourism Public Vocational Secondary School in Becora



02.

# NATURAL SCIENCES



## *Overview of Progress in Natural Sciences*

During the year, a series of activities have been implemented with Member States and the UNESCO Natural Science family to strengthen the quality of UNESCO's programmes in the sciences across Asia and the Pacific. These activities cover nearly every UNESCO mandate for the Natural Sciences, including freshwater issues; water resource management; education and

capacity-building; addressing ocean and coastal problems with emphasis on coordinating a tsunami warning system; earth sciences; basic sciences; engineering; protecting coasts and small islands; science policy and sustainable development; natural disaster reduction; and Science, Technology, and Innovation (STI).

This year has played an important role in preparing for the transition from “Millennium Development Goals (MDGs)” to “Agenda 2030” – a new framework for international cooperation and sustainable development. In preparation for this transition,

science activities for the region were aligned with similar dimensions. Over the course of the year, these activities were moulded to fit the region's fundamental priorities, goals, and strategies concerning development policies for the Natural Sciences beyond 2015. Through South-South cooperation, and in addition to the traditional programmes and activities, new initiatives were developed in alignment with the new development challenges, which has come to be known as "Agenda 2030." Examples of such projects are: Sustainability Science; Harmonization of engineering qualification for mobility of engineers and

technologists; or Enhancing the Integrity of the Tropical Rainforest Heritage of Sumatera (TRHS) and protect it from further threats. Other initiatives have also been developed to answer key issues, as well as to direct our efforts towards tackling new challenges and crafting new solutions that are considered just and sustainable for the eradication of poverty and the development of the Asia-Pacific region. A brief description of the year's newly formulated initiatives have been provided below:

**Sustainability Science Initiative:**

This initiative is contributing to the development of a policy

document to facilitate the "ASEAN Plan of Action on Science and Technology - Implementation Framework 2016-2020." It has also aided in the mobilization of regional and international experts to discuss about the scientific and environmental challenges currently facing the ASEAN countries. To showcase the implementation process of the sustainability initiative, a number of pilot sites have been identified and slated for establishment in the coming years. These sites include Siem Reap, Cambodia: "Establishment of a Sustainable Science Demonstration Project on Restoring and Enhancing the Angkor World Heritage Site

and the Siem Reap City Water Systems;” Ifugao Rice Terraces, Philippines: “Establishment of a Sustainable Science Demonstration Project on Rice Terraces of the Philippines Cordilleras;” Langat River Basin, Malaysia: “Establishment of a Sustainable Science Demonstration Project on Restoring and Managing Langat River, Malaysia for the Future;” Langkawi Geopark, Malaysia: Framework for Action on “Water and Environmental Sustainability in Langkawi;” Davao, Philippines: Demonstration site on “Enhancing Resilience to Disasters of Urban Water Systems of Mindanao.”

**Enhancing Engineering Standards Initiative:**

For this initiative, mentorship training efforts for developing countries are being conducted by UNESCO and the Federation of Engineering Institutions of Asia and Pacific (FEIAP) in order to assess and update the accreditation system, develop training for assessors on accreditation assessment techniques, and provide specific training for professors and teachers on state of the art engineering education methods. This scheme is meant to enhance the South-South cooperation for capacity-building in education and science for the benefit of the Least





Developed Countries, Small Developing States in Asia and the Pacific, and Africa.

**Enhancing the Integrity of the Tropical Rainforest Heritage of Sumatera (TRHS) Initiative:**

This initiative is aimed to assisting the Government of Indonesia in developing the Strategic Environment Assessment (SEA) for road development plans in the Bukit Barisan Mountain Range as part of the Government of Indonesia's efforts towards the removal of the Tropical Rainforest Heritage of Sumatera (TRHS) from the World Heritage in Danger list. The study will include an analysis of the

ecological values and environmental impacts, a social-economic impact assessment, the legal analysis, and the development of the SEA in accordance with the requirements/ recommendations of the World Heritage Committee (WHC) and the IUCN Guidelines for Environmental Assessment.



03.

# ECOLOGICAL AND EARTH SCIENCES



**TOGETHER  
THEY FORM  
A UNIQUE  
FRAMEWORK**





## SUMMARY OF ECOLOGICAL AND EARTH SCIENCES ACTIVITIES

UNESCO Office in Jakarta contributes to the protection of the environment and natural sites through two global mechanisms: the Man and Biosphere (MAB) Programme and the World Heritage Convention.

In the past four decades, UNESCO's MAB programme has evolved from an ecology-based scientific programme into a strong interdisciplinary scientific programme for sustainable development. Biosphere Reserves (BR) are sites

established by countries and recognised under UNESCO's MAB Programme to promote sustainable development based on local community efforts and sound science.

In 2014, there are 631 biosphere reserves located in 119 countries as part of the World Network of Biosphere Reserves (WNBR). Together they form a unique framework that combines scientific knowledge and participatory governance for biodiversity conservation; improving livelihoods of local people; and enhancing social,

economic and cultural conditions for environmental sustainability.

Regional and sub-regional networks play a key role in the exchange of information and experience. The network's objective is to foster cooperation on various related issues of science, ecosystems and biosphere reserve management. UNESCO Jakarta works as the Secretariat of Southeast Asia Biosphere Reserves Network (SeaBRnet).

In December 2014, UNESCO Jakarta, the Regional Science Bureau for Asia and the Pacific as well as the Secretariat of SeaBRnet, organised a series of MAB events in Siem Reap, Cambodia, in collaboration with UNESCO Phnom Penh and Beijing, and the Cambodian Ministry of Environment:

**01. The 8th Southeast Asia Biosphere Reserves Network (SeaBRnet) Meeting :**

The theme of the meeting was “Biosphere Reserves as Places for Sustainable Development Through Ecotourism and Eco-labelling,” in which participants discussed how Biosphere Reserves can promote green economy concepts.

**02. The 2nd Asia Pacific Biosphere Reserve Networks (APBRN) Strategic Meeting :**

The meeting focused on how Biosphere Reserves can serve as “Models for Alleviating Poverty Through Ecosystems Services.” Keynote speeches also highlighted the importance of biodiversity conservation and sustainable development for a new era of post-MDGs.

A field trip to Prek Toal in Tonle Sap Biosphere Reserve and Angkor World Heritage site helped the participants to understand how a sustainability science approach can help integrate Biosphere Reserves and water resource management as sustainable science to protect and enhance the livelihood of Siem Reap communities.

**03. Asia-Pacific Workshop on Strengthening Capacity for Management of Biosphere Reserves and Protected Areas:**

The workshop was dedicated to capacity building for the participants in the areas of environmental law, ecotourism, zonation, communication, social capital and community based learning activities. The Korean National Commission for UNESCO supported the workshop through UNESCO Beijing.

The participants called for special attention to the management of different zones in BRs, experience sharing in effective management, capacity-building for BR managers, and enhanced linkages among different stakeholders within the BRs.

The regional MAB events in Cambodia were part of the Biosphere Reserve for the Environmental and Economic Security (BREES) programme supported by Japanese Funds-in-Trust.

## MAN AND THE BIOSPHERE (MAB) PROGRAMME

### *Biosphere Reserve for Environmental and Economic Security (BREES)*

With support from the Japanese Funds-in-Trust, UNESCO Office in Jakarta has been implementing the BREES programme since 2009 to strengthen and promote the use of biosphere reserves in Asia and the Pacific as learning centres for environmental and human adaptability to climate change.

Within the BREES programme, three studies were carried out in 2014:

**A study in collaboration with Assist Social Capital, UK, on the use of social capital as an underlying operating system with the four pillars of Biosphere Reserve: public participation, sustainable public procurement, social investment, and social/community enterprise.**

The study was carried out in Cat Ba Biosphere Reserve, Vietnam, reflecting cultural sensitivity and a shared understanding of the aims of the MAB programme. The result will be available by the first quarter of 2015.

**A study on best practices and management experiences in ecotourism: “Generating Alternative Livelihoods within the Palawan Biosphere Reserve, Philippines, in Collaboration with Palawan State University (PSU) - Centre for Strategic Policy and Governance (CSPG).”**

The main purpose of this study is to ascertain and document best practices and management experiences in Puerto Princesa City, Philippines, with respect to ecotourism as part of alternative livelihoods within a biosphere reserve.

**A series of interactive case studies on experiences of Biosphere Reserves as learning centres for environmental and human adaptability to climate change, which will be presented as audio-visual documentaries for online dissemination.**

The documentaries will include narratives that draw on the experiences of the local community, advice from BR managers and outcomes from local projects. The proposal pivots on a series of projects initiated in Noosa Biosphere Reserve in

Queensland, Australia and features a comparative analysis with similar projects in Great Sandy Biosphere Reserve (Queensland) and the Mornington Peninsula and Western Port Biosphere Reserve (Victoria). The documentary will be ready in the beginning of 2015.

*Improving the  
Management  
of the  
Tropical  
Forest of  
Timor-Leste*

UNESCO Jakarta is assisting Timor-Leste in its efforts to establish Nino Konis Santana National Park (NKSNP) as a Biosphere Reserve. UNESCO, in collaboration with the Department of Forestry, Ministry of Agriculture and Fisheries of Timor-Leste, has started an initiative to promote the Biosphere Reserve concept in the management of NKSNP. A study was conducted from March to October 2014 to identify the existing condition of terrestrial ecosystem in NKSNP through an integrated participatory mapping to collect qualitative and quantitative data. The study aims to (i) identify the existing conditions in the terrestrial ecosystem of NKSNP, (ii) enhance capacity building of protected areas

management, especially in the field of participatory approaches and methodologies, (iii) increase the stakeholders' awareness of the importance of protecting the natural and cultural resources of NKSNP through the BR concept, and its contribution to an improved management of the park, and (iv) provide the database for establishment of national park zoning and management plan. The data will help in the development of nomination dossier of NKSNP as Biosphere Reserve as well as the establishment of the zonation system in the NKSNP.

This project was supported by the Spanish Autonomous Organization of National Parks (OAPN).

## NATURAL WORLD HERITAGE

### **Tropical Rainforest Heritage of Sumatra, Indonesia:**

The Tropical Rainforest Heritage of Sumatra (TRHS), Indonesia, designated as a World Heritage in 2004, comprises three national parks: Gunung Leuser, Kerinci Seblat and Bukit Barisan Selatan. TRHS was inscribed on the List of World Heritage in Danger in 2011 due to road development plans inside the property and high rates of encroachment, which represent both potential and ascertained danger to its Outstanding Universal Value.

### **Building a Resilient Tropical Rainforest Heritage of Sumatra for Climate Change Mitigation and Biodiversity Conservation:**

With support from the Indonesian Funds-in-Trust,

UNESCO is assisting the Government of Indonesia to carry out a Strategic Environmental Assessment (SEA) of the cumulative effects of road development plans in the Bukit Barisan Mountain area within TRHS.

The project inception was organised in September 2014 in Medan, North Sumatra, gathering key national and local stakeholders, and NGOs that work in TRHS. The workshop identified the socio-economic impact of road construction, ecological impact and legal status of the road development planned as stimulus for the SEA in TRHS.

The SEA will identify transport options for the region that will not adversely affect the property's Outstanding Universal Value, as well as options for improving maintenance of existing legal roads.

### **Protecting Critical Orangutan Habitat Through Strengthening Protected Areas in Northern Sumatra:**

Covering a total area of more than 1 million ha in the province of Aceh and North Sumatra, the Gunung Leuser National Park (GLNP) is part of TRHS and a UNESCO Biosphere Reserve. GNLP has four flagship species of Sumatra: the Sumatran orangutan, the Sumatran elephant, the Sumatran tiger, and the Sumatran rhino.

The Sumatran orangutan (*Pongo abelii*) is classified as 'critically endangered' by the International Union for Conservation of Nature (IUCN), mainly due to trade and habitat destruction. Since the early 1900's the number of orangutans in Sumatra has decreased by more than 90%. The current remaining population is estimated around 6,600 individuals.



As part of the Great Apes Survival Partnership (GRASP) Project and with support from the Spain-UNEP Partnership for Protected Areas of Life Web Initiative, the existing ecosystem restoration area in Cinta Raja in GLNP has been expanded by at least 73 ha. Traces of elephant and tiger existence were found in the restoration corridor and an orangutan nest was also discovered on the site. The forest cover of the restoration area has been significantly improved over the last five years from 2.95 ha to 21.48 ha. Based on the successful ecosystem restoration project in Cinta Raja, a guideline for scientifically sound ecosystem restoration was produced for replication in other areas. Additionally, the field guideline for orangutan rescue was developed by the Indonesian Orangutan Forum (FORINA).

### **Contributing to the Integrity of TRHS, Sumatra:**

The overall goal of this project is to halt the environmental degradation in the TRHS by addressing specific issues, such as deforestation and encroachment, through applying lessons learnt and best practices gathered in TRHS. The project was implemented under two main activities.

The first activity was the restoration of degraded critical ecosystems in Bukit Barisan Selatan National Park. The restoration area of 112 ha, located in Pedamaran Village, was selected and the restoration activities were carried out by involving local community members as the key actors to carry out the restoration activities, including the maintenance of seedlings and nursery plots as well as monitoring the watering, fertilisation, and plants' diseases. Before the restoration started, two

surveys were conducted in parallel: 1) A biophysics survey to identify baseline information such as soil condition and a vegetation analysis to develop the proper strategy of planting treatment, and 2) A socio-economic survey to collect the information about the livelihood and culture of local community.

The second activity was a study on anti-encroachment initiatives implemented in TRHS and adjacent areas in order to learn the causes of their success or failure, with recommendations on best practices. The analysis included status and trend of encroachment in the three national parks of TRHS and a review of anti-encroachment initiatives in THRS from 1990-2014. Based on the study, a set of recommendations was drafted. The recommendations will be discussed with the stakeholders during a conclusion workshop in 2015.

This project was funded by the Spanish Agency for International Development Cooperation (AECID).

**Strengthening the  
Tropical Rainforest  
Heritage of Sumatra  
Through Ecotourism:**

Ecotourism has tremendous potential benefits for TRHS and its communities. However, there is a need to develop a cross-sectorial strategy to promote ecotourism for the TRHS, and carry out key preparatory activities to build the capacity of stakeholders to develop an integrated ecotourism program in TRHS. Lastly, and perhaps most importantly, there has yet to be a detailed assessment of the current status, challenges, needs, and potential markets of ecotourism at the TRHS.

Within this project, an Ecotourism Master Plan for TRHS was developed to

contribute to maintaining the integrity of TRHS as well as managing long-term biodiversity conservation, and to improve the understanding of the stakeholders about TRHS as a World Heritage site. Awareness materials to support ecotourism in TRHS were also produced, such as a booklet on best practices of ecotourism in Tangkahan, Gunung Leuser National Park, a site plan for tourism facilities in Gunung Tujuh Lake, and informational sign boards of TRHS and ecotourism at several points in Kerinci Seblat National Park.



*Awareness sign boards in Gunung  
Tujuh Lake, Kerinci Seblat NP, TRHS  
(©UNESCO/G. R. Mulya)*

This project is a continuation of the Government of Spain-UNESCO-Government of Indonesia's 2005 post-tsunami effort in the North-Western coast of Sumatra Island. After this unprecedented disaster, the Spanish Government initiated a long-term commitment towards protecting the Gunung Leuser National Park, one of the most important parks in Indonesia.

In the last eight years, the Spanish Government has provided tremendous support towards a multi-sectoral and multi-stakeholder approach in protecting Indonesia's environment. This strong commitment has been widely acknowledged by the Government of Indonesia, through its Ministry of Forestry.

## ***BIOSPHERE RESERVE AND SMALL ISLAND DEVELOPING STATES***

Island and coastal biosphere reserves around the world have different natural, cultural, socio-economic and political characteristics. However, they also share similar problems that can be addressed with a common approach.

These island and coastal areas, especially in small islands in Asia and the Pacific, as well as in the Caribbean, are highly vulnerable to climate change, whose negative impacts include poverty, natural disasters, depopulation, loss of traditional culture and the detrimental effect of invasive species. These damages can further alter the balance of marine and terrestrial island ecosystems and trigger irreversible loss of biodiversity.

In 2012, UNESCO established the World Network of Island and Coastal Biosphere Reserves, which aims to study, implement and disseminate island and coastal strategies for the preservation of biodiversity and heritage, promote sustainable development, and adapt to and mitigate the effects of climate change.

The network is coordinated by two centres and they are working together at the global level: the centre in the island of Jeju (Republic of Korea) focuses on climate change issues while another one in Menorca (Spain) specialises in sustainable development. Currently the network is formed by twenty islands and coastal biosphere reserves around the world and is open to other islands and coastal biosphere reserves to join the network.

04.

# WATER SCIENCES

## SUMMARY OF WATER SCIENCES ACTIVITIES

UNESCO Office in Jakarta, as the Regional Bureau for Science in Asia and the Pacific, is playing a major role in coordinating and implementing water resource management activities in the region in close cooperation with Headquarters and numerous global, regional and local partners through UNESCO water family and networks. The year 2014 was the first year of the International Hydrological Programme (IHP) phase VIII which aims to improve water security in response to local, regional and global challenges. Based on priorities and needs of Member States, the programme is designed around six themes covering the field of water related disaster, groundwater management, water scarcity

and water quality, ecohydrology and water education (<http://www.unesco.org/new/en/natural-sciences/environment/water/ihp-viii-water-security/>).

In order to implement its strategic plan, this major UNESCO intergovernmental programme IHP-VIII focuses on:

mobilising international cooperation to improve knowledge and innovation to address water security challenges;

strengthening the science-policy interface to reach water security at local, national, regional, and global levels; and

developing institutional and human capacities for water security and sustainability.





Medan

For its implementation, UNESCO Jakarta collaborates actively with UNESCO water family constituted in the region by 17 IHP National Committees, six UNESCO Category II Water Centres and six UNESCO Water Chairs.

IHP activities in 2014 were supported by:

The Japanese Funds-in-Trust through the projects called “Water Interoperability Networks for Global Change Adaptation in Asia Pacific (WINGA-ASPAC)”, and the “Sustainable Transformation Across the Region (STAR)”.

The Indonesia Funds-in-Trust through the “Sustainable Water Management to Improve Tomorrow’s Cities’ Health in Asia” and the “Ecological and Eco-hydrological Solutions for Sustainable Management in Indonesia and Asia Pacific Region”.

The Malaysia Funds-in-Trust through the project “Upscaling water security to meet local, regional, and global challenges”.

## WATER SCIENCES AND SMALL ISLAND DEVELOPING STATES

“Surrounded by ocean, SIDS are particularly vulnerable to natural disasters of both hydro-meteorological and geological origin. Global climate change is expected to exacerbate natural disasters of hydro-meteorological origin, such as hurricanes, floods and drought.” Water sciences and their translation into policy will contribute to reduce impacts and build more resilient and sustainable societies.

The Asia and Pacific region hosts 16 of the 40 UNESCO SIDS member states and six of them are Least Developed Countries. The Third International Conference on SIDS was held in Apia, Samoa in 2014, and among other matters, water challenges specific to SIDS were identified. In addition to economic development challenges, on a hydrological point of view, SIDS has to cope with difficulties directly related to their small island condition. According to the conference outputs, SIDS water security is exposed to higher risks due to the following reasons:

- A higher impact of climate change, including a higher exposure to sea level rise; natural water-related disasters; and drought, water scarcity and impacts on water supply due to changes in rainfall patterns
- Poor water governance with inadequately resourced agencies and restricted capacity, leading to overexploitation of both surface and groundwater, as well as saline intrusion
- Pollution, insufficient wastewater treatment facilities, sanitation, and hygiene
- Soil erosion, impacts on coral ecosystems and reefs

Some of those hydrological challenges are echoing the ones in other hydrological settings in the region like poor water management capacity, poor preparedness to water related hazard, poor sanitation implementation levels. Therefore, solutions and lessons learnt in other settings, if properly transposed for SIDS specificities, will highly contribute to reduce risks in SIDS and lead them to achieve water security.

## KEY ACHIEVEMENTS

### **A Series of Conferences and Events on Hydrology:**

The new concept of MasterClass, or a one day seminar given by renown experts, was developed and the first MasterClass was given on “Network-enabled Collaboration on Water Related Disasters and Water Security”, in Bandung, Indonesia, in January 2014 by UNESCO Jakarta in collaboration with Asia Pacific Advanced Network (APAN) and Bandung Institute of Technology (ITB) in conjunction with the 37th APAN Meeting. Moreover, UNESCO Office in Jakarta contributed to Water Events in Australia such as the PERI-URBAN 2014 International Conference, organised in partnership with the University of Western Sydney with the topic ‘Peri-Urban Landscapes:

Water, Food and Environmental Security’. UNESCO Jakarta also participated in the 17th International River Symposium in Canberra, Australia in the Murray-Darling Basin (a UNESCO-IHP HELP river basin; which stands for Hydrology for the Environment, Life and Policy), in September 2014, organised on the overarching theme of ‘Large River Basins.’ The symposium and its workshops have developed a statement on integrated river basin management to forge a stronger global agenda for coordinated action.



Customizing IWRM guidelines for  
water security in ASPAC



ECOHYDROLOGY TRAINING COURSE





### Working with the Government of Medan City, Indonesia on “Securing Medan Water Futures 2030”:

A Memorandum of Understanding (MoU) was signed between the Government of Medan City and UNESCO in “Supporting Study on Urban Water Management in Medan City”. A policy brief on "Securing Medan Water Futures 2030" was prepared with the aim of supporting the design and implementation of sustainable water management strategies and policies that will help to meet present and future water demands of Medan City.

### The Project “Strategic Strengthening of Flood Warning and Management Capacity of Pakistan”:

This project was successfully delivered in December 2014. The project started in July 2011 and implemented by UNESCO in close collaboration with the Japan International Cooperation Agency (JICA), and in coordination with the Government of Pakistan, IHP Pakistan, International Centre for Water Hazard and Risk Management (ICHARM), Japan Aerospace Exploration Agency (JAXA), Pakistan Meteorological Department



Customizing IWRM guidelines for water security in ASPAC

(PMD) and Space and Pakistan Upper Atmosphere Research Commission (SUPARCO) as project partners. The first calibrated and validated hydrological model was installed as part of a flood forecasting system for Indus river basin and in parallel, capacity in flood management was built in key organisations in Pakistan.

**A series of IHP Events:**

A series of IHP events took place during 2014. Among them, Integrated Water Resource Management, IWRM guidelines were successfully implemented in Davao City in the Philippines for sustainable water resource management. In order to increase synergy in water research in the region and implement IHP activities, IHP activities' coordination within water experts of the region was maintained through the 22nd Meeting of IHP Regional Steering

Committee for Southeast Asia and the Pacific (IHP-RSC SEAP), which took place in November 2014, in Yogyakarta, Indonesia. This meeting is the occasion for water specialists and IHP national commissions to elaborate strategies for IHP implementation in the region. In addition, the 24th IHP Training Course on Forest Hydrology-Conservation of Forest, Soil and Water Resources was held in Nagoya, Japan from November to December 2014. UNESCO Office in Jakarta, in collaboration with

the School on Internet Asia and Collaboration for Network-enabled Education, Culture, Technology and Science (CONNECT-Asia), provided e-learning opportunities by broadcasting the whole training courses in numerous video conference spots in the region. This option offers video conference facilities and good connections for convenient lectures and interactive sessions.





05.

# SCIENCE POLICY AND CAPACITY-BUILDING

Ministry of Education and





*In the Asia and the Pacific region, there is great disparity among countries in terms of e-connectivity infrastructures. The region includes industrialized countries and rapidly industrializing ones, while it also counts some of the least developed countries in the world, with varying track records on the implementation of their national sustainable development programmes.*

## SUMMARY OF POLICY AND CAPACITY-BUILDING ACTIVITIES

UNESCO Office in Jakarta started a programme called COMPETENCE (COMprehensive Programme to Enhance Engineering, TEchnology, and ScieNCE in Asia: The Role and Contribution of Higher Education Institutions) in 2009 with funding from Japanese Funds-in-Trust, and since then, has been actively expanding the programme's thematic and geographical scope. Given the multi-faceted and complex issues faced by science and sustainability, the project delimits its scope to the contributions that higher educational institutions can make, and seeks to clarify their role in developing new content and methodologies for an interdisciplinary approach to science and engineering education for sustainable development.

In the Asia and the Pacific region, there is great disparity among countries in terms of e-connectivity infrastructures. The region includes industrialized countries and rapidly industrializing ones, while it also counts some of the least developed countries in the world, with varying track records on the implementation of their national sustainable development programmes. As the network infrastructure develops in the region the needs are now shifting from technologies to capacity building through the dissemination of appropriate distance learning materials and methods. Development and sharing of high quality scientific education content, which accommodates individual differences and needs of countries in Asia and the Pacific, have been

strongly sought for by educators for e-learning programmes. Many institutions are also trying to proactively use the network for Research and Development (R&D) collaboration in areas of advanced science and technology.

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

and teaching materials, and conducting science and technology R&D through the virtual platform using Information and Communication Technologies (ICT).

Every year the World Water Day (WWD) and World Earth Day (WED) focuses on a specific theme; in 2014, the theme for WWD was Water and Energy, while the theme for WED was on Green Cities. UNESCO Office in Jakarta in collaboration with the Indonesian National Commission for UNESCO organized a seminar combining the two themes since there are many connections between energy and water, but also between water and cities.

In the seminar, the Director of the UNESCO Office in Jakarta stated that there are many interrelations between



energy and water, but also between water and cities. Often, there is a shortage of water for drinking water, while other times there is too much water (floods), or water is of extreme quality due to pollution. Therefore, water and energy are two essential life support services and they are essential for sustainable development and for sustainable and green cities. The seminar was also shared with wider participants and audiences through video conference facility and through live streaming.

## SCIENCE POLICY, CAPACITY BUILDING AND SMALL ISLAND DEVELOPING STATES

Mobilizing Knowledge and Expertise for Sustainable Development in Small Island Developing States:

Timor-Leste, as the youngest and one of the least developed countries in Asia and the Pacific, urgently needs to improve the capacity of its local human resources. UNESCO Office in Jakarta responds their needs by coordinating Information and Communication Technology networks in Asia to share knowledge and expertise with the University National of Timor-Leste (UNTL) in developing and disseminating e-learning materials and tools, and in using existing educational and teaching materials for human resource development. The aims of the programmes are to improve the capacity building of UNTL students and lecturer by taking advantage of the opportunity to use School On Internet (SOI) Asia distance learning platform to share knowledge with universities and education institutions in all around Asia. In 2014, UNTL participated in School On Indonesia meeting in Japan, which focused on the development of satellite based distance learning environment.

In longer term, it is expected that UNTL would be able to mobilize the partnership and network for the development of various academic programmes such as undergraduate and postgraduate, joint research programmes, teacher upgrading and teacher education programmes. The use of ICT for sharing of knowledge and expertise for human resource development could be one of most effective and innovative ways to improve the quality of education in Timor-Leste.



## KEY ACHIEVEMENTS

### **First MasterClass on “Network-enabled Collaboration on Water Related Disasters and Water Security”:**

UNESCO Office in Jakarta organized one day of event on MasterClass Water Related Disasters and Water Security in Bandung in January 2014. The MasterClass is an e-learning programme initiated by UNESCO Office in Jakarta, which provides advanced learning courses for professional bodies such as universities, research institutes, and governmental bodies. The purpose of the MasterClass is to enhance the knowledge and sharing the ideas on water, environment, and sciences for developed countries especially in Asia and the Pacific region. The aims of this one day event is to promote collaborative actions through ICT networks in introducing the

use of advanced methods in flood management and water security to water scientists, network engineers, policy makers and students in the region. The MasterClass was attended by 42 scientists, network engineers, policy makers who have an interest or involvement in flood mitigation, water security and the development-related strategies, as well as students from Bandung Institute of Technology (ITB). It was also connected through a video conference to five universities and research institutes such as Institute of Technology of Cambodia (Cambodia), Hasanuddin University (Indonesia), Brawijaya University (Indonesia), Keio University (Japan), Tribhuvan University (Nepal), and Advanced Science and Technology Institute (Philippines). The training course was successfully organized with positive response from the participants and it

### **Workshop on MasterClass Standardization in Bandung on 12-13 September 2014:**

The objectives of the workshop were to consolidate e-learning experiences among all stakeholders for effective operation of the CONNECT-Asia network, to increase an access to quality education tools and resources through the use of ICT networks, and to deliver MasterClasses to a wider audience through video conferencing and streaming, beyond those directly participating in the project. One of the key outcomes of the meeting was the submission of over 15 MasterClass proposals and concepts by workshop participants of an infrastructure development in order to effectively operate the MasterClass across the CONNECT-Asia network. Four selected MasterClass proposals will be supported by UNESCO Office in Jakarta, and will be conducted from January to March 2015 in

in Australia, Indonesia, Malaysia, and Pakistan. The supported proposals are:

Community Learning and Action Centre for Sustainable Development and Livelihoods Improvement

Community Based Flood Management

UNESCO Biosphere Reserves as Learning Laboratories for Sustainability

Asia-Pacific MasterClass on Sustainable Development

**Live Broadcast 24th International Hydrological Programme (IHP) Training Course “Forest Hydrology – Conservation of Forest, Soil and Water Resources”:**

The training course was organised for relevant governmental bodies and policy makers in order to improve their capacity in

solving water problems and their environmental implications, which would consequently ameliorate the conditions of water resources for the benefit of the people.

A series of training started with lectures by 13 distinguished professors and practitioners’ experts in hydrology and two international keynote speakers. The total of around 60 participants from Bangladesh, Cambodia, Indonesia, Japan, and Malaysia joined the training through CONNECT-Asia network and live streaming. Through this training course, the participants learned the basics of forest hydrology and its application for the conservation of forests, soil and water resources.

**AGORAsia Youth:**

AGORAsia Youth (<http://agorasia soi.asia/>) is an online community, which was created in order to stimulate

discussions, reflections and a collaborative learning on social, political, economic and environmental issues of global nature among young students in Asia. This activity uses ICT to bring participants together in a culturally diverse environment, share and learn from each other in real time, and send out their messages to the world.

The main theme of this year was “Education for Sustainable Development (ESD)”. It promoted sustainable thinking, and enabled children and adults to decide and understand at the same time how those decisions affect future generations and the life of others. The aim of this activity is to provide high school students with the opportunity to collaborate with peers from different backgrounds and face several issues related to environment, poverty, human rights, and peace using newspaper as a



common medium. This approach that uses newspaper for educational purposes or software is called Newspaper in Education (NIE).

**Promotion of Energy Science Education for Sustainable Development in Asia:**

UNESCO's e-learning course on "Energy for Sustainable Development in Asia" was attended by 600 registrants from 23 countries in the European Union and Central Asia. Among the total registrants, 134 students from eight countries have completed the course and have been certified. In order to promote the dissemination of Energy Science and Technology (S&T) in Asian countries for sustainable development through the establishment of an

appropriate energy system in the region, Sustainable Energy and Environment Forum (SEEFForum), a research group at Kyoto University, Japan teamed up with other universities in Japan in order to integrate the e-learning course into their own curricula, adapt the course according to the needs, and sustain them.

This e-learning course has also developed course materials and curriculum for Vietnam in 2011, Lao People's Democratic Republic in 2012, Cambodia in 2013, and Myanmar in 2014. The course materials allowed those countries to produce new teaching and learning resources for a generic course for undergraduate students in both natural science and social sciences within the framework of science education in the context of ESD.





06.

# DISASTER RISK REDUCTION / TSUNAMI INFORMATION UNIT



Regional Workshop on Sharing Knowledge on Developing Policies, Actions Plan and Model using Local and Indigenous Knowledge, Makati City, Philippine, 18-20 August 2014

*Regional Workshop on Sharing Knowledge on Developing Policies, Actions Plan and Model using Local and Indigenous Knowledge, Makati City, Philippine, 18-20 August 2014*



## SUMMARY OF DISASTER RISK REDUCTION / TSUNAMI INFORMATION ACTIVITIES

### The 10th Commemoration of the Indian Ocean Tsunami

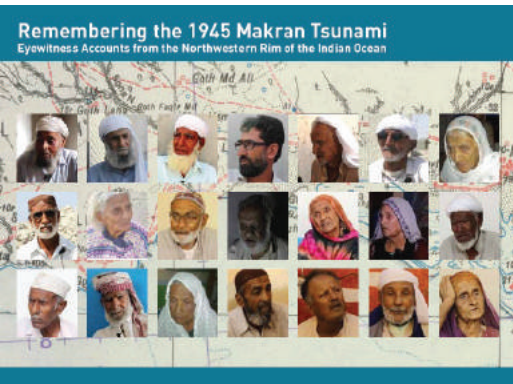
The year 2014 was highlighted for the 10th Commemoration of the Indian Ocean Tsunami, which resulted in a great loss of lives and affected many countries in the Indian Ocean Rim, including Indonesia, Sri Lanka, India, Thailand, Maldives, and Somalia. Many events were held in remembrance of the major earthquake and tsunami that devastated the Indian Ocean countries on 26 December 2004. UNESCO Office in Jakarta continuously provides its support to foster safer and resilient communities against natural disasters, particularly

tsunamis, through science, knowledge, education, and preparedness. Our activities focus on three main activities:

Building disaster resiliency through science and knowledge

Raising awareness and building preparedness through education and information

Saving lives by effective tsunami early warning, response, preparedness, and mitigation activities



Layout and design of  
the Makran Tsunami Booklet and Website

“ **SAVING LIVES** BY EFFECTIVE  
TSUNAMI EARLY WARNING,  
RESPONSE, PREPAREDNESS,  
AND MITIGATION ”

In 2014, UNESCO Jakarta implemented the Building Model for Tsunami Disaster Preparedness: Strengthening Tsunami Early Warning Chain and Tsunami Preparedness project. This project is implemented in partnership with Badan Meteorologi, Klimatologi, dan Geofisika (BMKG: Meteorology, Climatology, and Geophysics Agency) at the National Tsunami Warning Centre. The project consists of capacity building activities for national and local stakeholders, including universities, disaster management offices, planning and development agencies, public works agencies, and schools and communities.

These stakeholders are involved in various activities, such as: 1) tsunami risk assessments, 2) improving local policies, regulatory frameworks, and tsunami warning chains, and 3) capacity building for schools and communities. In addition to working with BMKG, detailed activities are implemented in partnership with Bandung Institute of Technology (ITB), Disaster Risk Reduction Institute (DRRI), and Research Centre for Geo-technology of Indonesian Institute of Sciences (LIPI) with the main focus area in Pandeglang District, Banten Province.



## UNESCO JAKARTA 2014 KEY ACTIVITIES DISASTER RISK REDUCTION / TSUNAMI INFORMATION UNIT



Presentation from University of Udine  
by Professor Stefano Grimaz during  
VISUS Workshop on 25 September  
2014 in Jakarta

On the occasion of the 10th Commemoration of the Indian Ocean Tsunami, UNESCO Jakarta supported the Intergovernmental Oceanographic Commission UNESCO (IOC-UNESCO) in organising an International Conference on the Indian Ocean Tsunami Warning and Mitigation System:

Achievements, Challenges, Remaining Gaps, and Policy Perspectives. The conference was held in Jakarta, Indonesia on 24-25 November 2014. This conference was attended by 192 participants from 27 countries of the Indian Ocean Member States as well as other regions. At the workshop, IOC UNESCO launched the Indian Ocean Tsunami Information Centre

(IOTIC). Hosted at UNESCO Jakarta, IOTIC's role is to educate the at risk Indian Ocean communities on tsunami preparedness, and impact prevention and mitigation. At the conference, IOTIC also introduced its website and organised a tsunami preparedness, awareness, and education exhibition.

In December 2014, UNESCO lent its support and assistance to the 10th Commemoration of the Aceh Tsunami in Banda Aceh by donating materials for education, raising awareness, and preparedness for the Aceh Tsunami Museum and Pembangkit Listrik Tenaga Diesel (PLTD-1: Diesel Electric Power Supply) Museum. This activity was carried out in partnership with the Geological Museum of Ministry of Energy and Mineral Resources.



In Bangladesh, Myanmar, and Timor-Leste, UNESCO Office in Jakarta in cooperation with the Intergovernmental Coordinating Group for Indian Ocean Tsunami and Mitigation System (ICG/IOTWS) provided support in order to strengthen the tsunami risk reduction policy and guidelines for the tsunami exercise. The objective is to increase the participation of the National Warning Centre and the National Disaster Management Office in Indian Ocean Wave Exercise 2014 (IOWave 2014). This biennial tsunami Indian Ocean exercise was held in September 2014, using two tsunami scenarios that affected the Indian Ocean

Member States. In coordination with ICG/IOTWS, UNESCO Jakarta also implemented activities to investigate written and oral history of tsunami events in the Makran coastal region that affected India, Iran, Oman, and Pakistan.

UNESCO Office in Jakarta is also actively engaged in the Comprehensive School Safety (CSS) programme introduced by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES). Comprehensive School Safety is a global framework on school safety against disasters, which consists of three pillars: 1) Safer Learning Facilities, 2) School Disaster Management, and

3) Risk Reduction and Resilience Education. UNESCO introduced the Visual Inspection for Defining the Safety Upgrading Strategies (VISUS) methodology to the Ministry of Education and Culture, the Indonesian Consortium for Disaster Education, and several other NGOs in order to support the assessment of the first pillar of CSS.

## **DISASTER RISK REDUCTION / TSUNAMI INFORMATION UNIT AND SMALL ISLAND DEVELOPING STATES**

In 2014, Timor-Leste, one of the SIDS Member States, benefited from the disaster risk reduction and tsunami activities. Under the IOC-UNESCO projects – Enhancing Tsunami Risk Assessment and Management, and Strengthening Policy Support and Developing Guidelines for Tsunami Exercises in Indian Ocean Countries (TRATE) – funded by UNESCAP, the country received several capacity building training workshops on how to organise, conduct, and evaluate tsunami exercises. The National Disaster Management Directorate of Timor-Leste, with technical support from IOTIC of UNESCO Jakarta as well as experts from other Indian Ocean countries, organised relevant stakeholders and government institutions to identify roles and responsibilities within a tsunami emergency response, and conduct a tsunami exercise in order to test the coordination of these agencies.

Additionally, Timor-Leste was also actively involved in UNESCO's project on Strengthening Resilience of Coastal and Small Island Communities Towards Hydro-meteorological Hazards and Climate Change Impacts (StResCom), funded by JFIT. This project assisted Timor-Leste in identifying and validating Local and Indigenous Knowledge (LINK) on reducing disaster risks from hydro-meteorological hazards and climate change. In addition to identifying the local knowledge, UNESCO also developed the capacity of local non-governmental organisations in preserving this specific local and indigenous knowledge.

## KEY ACHIEVEMENTS

### **Strengthening Resilience of Coastal and Small Island Communities Towards Hydro-meteorological Hazards and Climate Change Impacts (JFIT-StResCom):**

The StResCom project aims to reduce disaster risks and increase the resilience of coastal and small island communities (CSI) against hydro-meteorological hazards and climate change impacts. The StResCom project is unique as it focuses on LINK related to hydro-meteorological hazards and climate change adaptation and its integration into scientific knowledge. This knowledge was then incorporated into education, raising awareness, and preparedness materials, and

it was also recommended to be integrated into action plans and policies at the local and national levels. Several training and workshops have been conducted in Indonesia, the Philippines, and Timor-Leste involving universities, research agencies, as well as communities possessing local and indigenous knowledge. A regional workshop on lessons learned was conducted as the final activity of this project in August 2014 in Manila, Philippines with the aim to exchange results among those three countries as well as other countries in the region. The project successfully ended in October 2014. The result of this project has increased the awareness as well as interest in these countries to use their local

and indigenous knowledge as part of their disaster risk reduction efforts, especially in relation to hydro-meteorological hazards.

### **Enhancing Tsunami Risk Assessment and Management, Strengthening Policy Support, and Developing Guidelines for Tsunami Exercises in Indian Ocean Countries (TRATE Project):**

The overall goal of this project is to establish improved tools and methods in tsunami risk assessment for Indian Ocean countries in order to save lives, protect infrastructure, conserve the environment, and develop a better understanding of the importance of risk assessment in policy making, including national policy support for

tsunami exercises. This project is being implemented by UNESCO Jakarta in coordination with the IOC-UNESCO Intergovernmental Coordination Group for Indian Ocean Tsunami Warning and Mitigation Systems (ICG/IOTWS). The objectives are to improve a technical guideline for tsunami risk assessment and development, as well as to test a training module on tsunami risk reduction policy and tsunami exercise. The training modules were then pilot tested in Bangladesh, Myanmar, and Timor-Leste. The project has already resulted in a revised version of “Guideline of Tsunami Risk Assessment,” a publication on regional

lessons learned, and “Preparing the Last Mile of the Indian Ocean Tsunami Warning System;” as well as strengthened national policy support, procedures, and guidelines on tsunami exercises in these three countries.

**Investigation of the Written and Oral History of Tsunami Events in the Makran Coastal Region (Makran Project):**

This project aims to improve the knowledge of the impact of the 1945 tsunami in Pakistan, Iran and India by searching for historical documents in all three countries as well as in Oman, which historically controlled some of the port areas in present-day Pakistan. Eyewitness accounts of the 1945 tsunami were collected

and documented from the coastal communities in Pakistan, Iran, India, and Oman. The information gathered was made publicly available in the Indian Ocean Tsunami Information Centre website ([www.iotsunami.info](http://www.iotsunami.info)) as well as in the form of a booklet. This information is expected to be used both by governments and research agencies for better tsunami awareness and preparedness in the region. Detailed information of this 1945 event, gained from historical documents and eyewitness accounts, will provide valuable input for improved tsunami models of the event and lead to more accurate risk assessments.



### **Building Model for Tsunami Disaster Preparedness**

#### **Programme:**

This project aims to address the need to strengthen the capacity of local governments and universities to incorporate disaster risk reduction (DRR) into development planning, with a focus on earthquake and tsunami hazards in Indonesia. The project focuses on four components:

Strengthening the local capacity in tsunami risk assessment: In cooperation with the Research Centre for Disaster Mitigation of Bandung Institute of Technology (RCDM ITB), training sessions were given to representatives from universities, disaster management offices, and government officials of five cities

Capacity building for schools and communities in six schools in the Pandeglang District, Banten Province – namely three public elementary schools, an Islamic secondary school, a public junior high school, and a public vocational school: UNESCO Jakarta is in partnership with Community Preparedness (COMPRESS) of the Research Centre for Geo-technology of the Indonesian Institute of Sciences (LIPI) for its activity implementation

Strengthening the tsunami early warning chain from a warning centre to local governments and broadcasting media: This component focuses on the Pandeglang District. A series of design workshops and training for local government agencies to gain information on the tsunami early warning chain have been conducted, as well as a comparative study consisting of a field visit and a technical discussion in Badan Penanggulangan Bencana Daerah (BPBD: Local Disaster Management Agency) in Bantul, Yogyakarta Province. These activities will contribute to the capacity increase of the local government in Pandeglang District in issuing early warning and guidance to communities in tsunami prone areas.

Revitalization of Aceh Tsunami Museum: The activities in 2014 focused on a preliminary assessment of the Aceh Tsunami Museum, and the development of tsunami preparedness animation videos and panel exhibition displays for the Aceh Tsunami Museum. This activity was implemented under the cooperation of UNESCO, the Geological Museum, the Aceh Tsunami Museum, the Government of Aceh Province, Sony Corporation, and Samsung Electronics Indonesia. This project contributed to raising awareness and knowledge among Aceh communities on tsunami hazards.

In 2014, this programme successfully strengthened the capacities of two Pandeglang cities' local governments within the areas of tsunami risk assessment and early warning chains, improved the capacity of six schools in the Pandeglang District concerning tsunami preparedness, and contributed to developing tsunami education materials as part of the revitalisation of the Aceh Tsunami Museum.



The teachers and community members are trained in First Aid as part of Capacity Building for Schools and Community on Tsunami Preparedness Training Workshop in SDN Teluk 3, Pandeglang District, Banten Province on 12 September 2014



07.

# JAPANESE FUNDS-IN-TRUST



## ICE-IHP-RSC CONFERENCE IN NOVEMBER 2014

International Conference on Ecohydrology - International Hydrological Programme - Regional Steering Committee.



International Conference on Ecohydrology - International Hydrological Programme - Regional Steering Committee, November 2014 in Yogya.



## JAPANESE FUNDS-IN-TRUST

The Japanese Funds-in-Trust (JFIT) for Science in Asia and the Pacific is designed to strengthen UNESCO's regional activities in the field of Science. Over the years, managed by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) of Japan, the programme has supported important activities in capacity building and other activities under the inter-governmental science programmes in Asia and the Pacific region, including Man and the Biosphere (MAB), International

Hydrological Program (IHP), Basic and Engineering Sciences, and Intergovernmental Oceanographic Commission (IOC). In 2014, JFIT projects supported each of these major inter-governmental programmes, aiming to ensure that interfaces between science and society are enforced. Overall, with its projects in the field of water, ecosystems, disaster risk reduction, and coastal problems, JFIT contributes to the improvement of the lives of Asian and Pacific communities through science. Additionally, JFIT provided funding to conduct an

external evaluation of all projects supported under the JFIT programme for Science in the Asia and the Pacific region from 2009 to 2013. This evaluation was both successful and productive, highlighting valuable and encouraging results. These results contributed to the continued support of important activities that placed science and technological innovations as their key subjects – underpinning the sustainable development agenda in Asia and the Pacific. After the evaluation of seven key projects, the resulting recommendation was for all

existing projects to be maintained as a means to either expand their scope to the whole region or as a way to ensure even more sustainable outcomes. Emphasising its innovative role within Asia and the Pacific, the JFIT programme not only promotes sustainable science, but it also successfully implements projects through which sustainability science concepts and frameworks are applied. A new project, “Sustainable Transformation Across the Region (STAR),” was started under JFIT in 2014. One of its main outcomes

will be the organisation of the international workshop on “Regional Dialogue on Sustainability Science Policy to Support the Post-2015 Development Agenda” in Kuala Lumpur, Malaysia from 4 to 5 March 2015. During the workshop, participants developed a roadmap for Sustainability Science implementation in the region. In parallel, within this project, three pilot sites were selected in Cambodia, Malaysia, and the Philippines for the implementation of sustainability framework.

08.

# SOCIAL AND HUMAN SCIENCES





TO FOSTER A STRONGER  
LINKAGE BETWEEN  
SOCIAL SCIENTISTS  
AND POLICY MAKERS  
FOR EVIDENCE-BASED  
AND INCLUSIVE POLICIES



## SUMMARY OF SOCIAL AND HUMAN SCIENCES ACTIVITIES

Following the ratification of the Convention of the Rights of Persons with Disabilities in 2011, the Government of Indonesia continued its efforts towards promoting the rights of persons with disabilities. To support the government of Indonesia, UNESCO strengthened its collaboration with WHO, UNFPA, and ILO in order to implement a joint project funded by the United Nations Partnership to Promote the Rights of Persons with Disabilities (UNPRPD). The ongoing project, which commenced in 2013, focuses on raising awareness towards the rights of persons with disabilities, building capacities of Disabled

People's Organisations and relevant government institutions, as well as improving the quality of disability data in Indonesia.

The year 2014 also marked the beginning of Social and Human Sciences' thematic focus on social inclusion, social transformation, and social innovation. UNESCO Office in Jakarta has actively contributed to the debate on policies and social inclusion in Southeast Asia. In addition, support was provided to the Member States in its cluster countries, including Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor-Leste, in order to strengthen their policies and processes for

safer, more stable and inclusive societies that uphold social justice and equality.

Finally, UNESCO Office in Jakarta continues its contribution towards the issue social impacts of climate change by providing new knowledge in this field. Together with the Indonesian Research Institute, research is being conducted in various areas of Indonesia, including Central Java and West Nusa Tenggara. The recommendations from this research were shared with key policy makers. UNESCO strongly advocates that policies take into account the social impact that climate change has on the livelihoods of people in order to succeed in fulfilling the basic rights of the most vulnerable groups.

## **SOCIAL AND HUMAN SCIENCES AND SMALL ISLAND DEVELOPING STATES**

### Small Island Developing States

Since its independence in 2002, Timor-Leste, as a young and poor country, has to overcome various issues – primarily social and economic inequalities. Vulnerable groups, including women, children, persons with disabilities, and youth, are often neglected and excluded in the development process. However, the Government of Timor-Leste is aware of the diverse needs of the community and vulnerable groups and recognises the need for social inclusion.

UNESCO Office, Jakarta through its intergovernmental programme, MOST (Management of Social Transformation), aims to foster a stronger linkage between social scientists and policy makers for evidence-based and inclusive policies. In response to the need for inclusive policies, our office collaborated with a well-known Non-Government Organisation, CEPAD (Centre for Peace and Development). In the framework of this partnership, several policies and legislative documents were assessed in order to understand the process of designing and implementing policies in Timor-Leste. The assessment provided a set of recommendations for the government to strengthen social inclusion through data improvement, identification of the best inclusive practices in the country and the development of monitoring frameworks.

To support the follow-up to these recommendations, UNESCO will continue to provide assistance to the Government of Timor-Leste through a project that was recently funded by the Malaysian government. The project aims to strengthen national capacities towards assessing and reforming national policy and regulatory frameworks in order to increase their inclusiveness and ensure the equal enjoyment of human rights by all, including the disadvantaged and vulnerable segments of a population.

## KEY ACHIEVEMENTS

### Promoting the Rights of Persons with Disabilities in Indonesia:

The initiative to promote rights of persons with disabilities in Indonesia, which began in 2013, continues through the expansion of the Network of Mayors for Inclusive Cities. This network, which will be formalised in 2015, convened the High Level Meeting of the Mayors for Inclusive Cities in Denpasar and Ambon. During these meetings, best practices were shared in promoting and fulfilling the rights of persons with disabilities in the field of employment, education, sport, culture, and art, as well as participation in political life. However, social inclusion of persons with

disabilities is a relatively new issue. Often, persons with disabilities are still seen as objects for charity rather than holders of civil rights. The High Level Meeting of Mayors for Inclusive Cities allows policy makers to learn best practices from within the host country and replicate those practices considered most suitable within their own municipalities. Moreover, these meetings triggered cooperation among municipalities in the form of technical assistance and capacity building for civil servants.

The meetings also formalised the commitment of the municipalities by signing a Memorandum of Understanding on the rights of persons with disabilities



Mayor of Denpasar signed MoU on the Rights of Persons with Disability with UNESCO

between UNESCO Jakarta and the Municipalities of Denpasar and the Municipalities of Ambon.

**Social Inclusion:**

In its effort to contribute to the debate on social inclusion, UNESCO Office in Jakarta, together with Trinity College Dublin and the University of Melbourne, identified five key factors to develop inclusive cities. These factors subsequently became the platform upon which to promote social inclusion for various vulnerable groups.

Moreover, our office documented best practices and processes in developing

inclusive policies in Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste. A set of recommendations were developed in order to improve evidence-based social policies and were published in a document titled “Policies and Processes for Social Inclusion: Possibilities from South-East Asia.”

**Social Implication of Climate Change:**

To provide support in addressing the social impact of climate change, UNESCO Office in Jakarta continues its collaboration with universities, local governments, and research institutes. Various activities were conducted in order to build the capacity of the local

government and universities, which mainly benefited three areas, including West Sumatera, D.I Yogyakarta and Lombok.

Moreover, UNESCO, supported by the Indonesian Fund-in-Trust, worked together with the Indonesian Research Institute (LIPI) to provide new studies related to the social impact of climate change. These studies were conducted in Lombok as well as in two areas in Central Java. Recommendations from these studies were shared with the local government in order to improve policies related to climate change.



09.

# CULTURE





‘In my last visit to Borobudur, I was not only struck by the beauty and majesty of the Temple, but also the constant conservation activities and work undertaken by the Ministry staff to preserve the Temple. The Federal Republic of Germany is very pleased to be able to support these remarkable efforts and hope our support acts not only to help preserve the Temple for future generations, but also to further strengthen cooperation between our two countries through UNESCO.’

Mr Michael Hoffmann, (on behalf of the Ambassador of the Federal Republic of Germany to Indonesia)

Thanks to generous funding from the Government of Australia, UNESCO together with the Indonesian authorities and the local community are committed to building a better future for the people of Borobudur through the development of creative local industries to support the expansion of sustainable tourism around Borobudur. This is a collaborative mission where

nature, culture and local wisdom meet the spirit of modern creativity to bring tangible benefits to people's livelihoods. The AusAID funded project entitled 'Revitalization of the Local Community Livelihood in Cultural Industries and Heritage Tourism in Borobudur' implemented from 2012 to 2014 resulted in:

- The establishment of "Galeri Komunitas", a community run gallery and training centre in partnership with Karanganyar Village, Borobudur;
- The completion of a cultural mapping and artisan baseline survey around Borobudur and associated map to promote sustainable tourism in the area
- The training of over 40 community members (with over 50% participation of women) in ceramic and jam production and the creation of a range of locally made, sustainable ceramic and jam products

- The training of community members in managing the café/gallery, attracting tourists to visit the site and promoting the products to local and regional business
- The promotion of the gallery through media, community meetings and booklet as a model that can be adopted by other local people in the area to create their own initiatives

A key reason behind the success of the project so far has been the involvement of the community members and local stakeholders. UNESCO has sought to not only involve community members in the project but to empower them to harness their creative skills and knowledge to create new sustainable tourism industries. The ongoing creation of new ceramic products and jam production using training and equipment gained through the project are a clear example of this occurring, with community groups now playing a key role in 'driving' the work at the gallery.

## SUMMARY OF CULTURE ACTIVITIES

As the only UN agency that has a mandate in culture, UNESCO continues to support activities in order to protect, promote, and transmit heritage to future generations, as well as to foster creativity and diversity of cultural expressions. Additionally, in preparing for the post-2015 Sustainable Development Agenda, the role of culture as a powerful driver for sustainable development has become a major focus of this Cluster Office, working together with Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor-Leste.

Throughout 2014, UNESCO Office, Jakarta worked closely with the local communities that live around World Heritage sites by supporting the promotion of their creative industries and sustainable tourism in

order to contribute to creating more income generating opportunities by means of their culture. For example, around the World Heritage site of Borobudur Temple Compounds, UNESCO has been supporting a community-run gallery which showcases and promotes local products made by community members for visitors. A similar support was also provided in Timor-Leste, where UNESCO has been working with the Secretariat of State for Arts and Culture (SSAC) along with community members from Dair to generate income through the revival of traditional ceramic techniques.

A number of results have also been achieved within the conservation of tangible and intangible cultural heritage. Over the period of 2014, UNESCO organised two conservation workshops for Kota Tua, the old town of Jakarta, inviting experts from

various background to share best practices in stone conservation of heritage buildings. Stone conservation is also a major issue in the Borobudur Temple Compounds, and with the support from the German government and their experts, UNESCO is supporting the training of the Borobudur Conservation Office staff in stone conservation techniques. This support was initiated in 2011 following the eruption that affected the site in 2010. UNESCO also provided training sessions to seven cultural sites in Indonesia to help them prepare World Heritage nomination files, and to conserve the values of their sites in the future.

Culture also has an essential role in Disaster Risk Reduction. Studies have suggested that heritage plays a role in reducing the impact of disasters on lives and



# ‘THE POWER OF CULTURE IN SUSTAINABLE DEVELOPMENT FOR ALL’

livelihoods, and the protection of heritage will safeguard a precious asset for sustainable socio-economic development for communities in the recovery stage. In 2014, UNESCO sent a mission to Bohol, Philippines, which was hit by an earthquake in 2013, in order to assess progress made on the recovery and rehabilitation process and to identify areas where UNESCO could further assist in rehabilitating affected places and their communities. UNESCO also supported the safeguarding of Intangible Cultural Heritage (ICH). In Timor-Leste, a publication entitled “The Living Heritage

of Communities in Timor-Leste” was launched in January 2014 with support from the State Secretariat for Arts and Culture and National Geographic to promote the country’s rich and diverse cultural traditions, which are currently challenged by the lack of safeguarding works and management. A workshop on community-driven Intangible Cultural Heritage safeguarding was also organised in Lautém to promote the idea of enhancing people’s prosperity through the safeguarding of their own traditions and cultural expressions.



‘A multilateral partnership, involving local and national authorities, local communities, private sectors, and non-governmental organizations is immensely important to achieve the objective of safeguarding World Heritage sites and for the empowerment of local communities. This project between the Government of Indonesia, UNESCO, and Panasonic is a good example of showing how public-private-community sectors can cooperate to promote unity in diversity and cultural literacy.’

Mr Hubert Gijzen Ph.D, Director and Representative  
of UNESCO Office Jakarta

## ***CULTURAL HERITAGE AND INDIGENOUS KNOWLEDGE PROTECTION AND SMALL ISLAND DEVELOPING STATES***

The UNESCO Office, Jakarta has been working extensively with Timor-Leste as one of the Small Island Developing States (SIDS). Timor-Leste is a country with rich and diverse cultural heritage including artefacts, architecture, ceremonies, dance, music, as well as arts and crafts, which are still very much rooted in the life of communities. A strong connection between communities, their history, and cultural traditions makes culture inseparable with national development if development is to serve communities and people.

As one of our cluster countries, UNESCO Jakarta assisted the government of Timor-Leste in preserving and promoting their tangible and intangible cultural heritage for the benefits of local communities. Through this project, UNESCO took part in reviving local and indigenous knowledge of pottery and 'Tais' weaving, a history can be traced back to the past century. UNESCO Office in Jakarta also assisted Timor-Leste in preserving and promoting their Rock Art in Nino Konis Santana National Park, which is one of the richest and most significant rock art sites in Southeast Asia.

The main objective of this cooperation with Timor-Leste is to have cultural heritage play a role in economic development, especially in alleviating poverty. Arts and creative industries, as well as tourism around heritage sites can serve as great alternative income generators, while preserving and promoting culture. By empowering communities to generate their income by utilising different cultural sources of the area, it is expected that the vulnerability of Timor-Leste communities will be addressed, which will also contribute to their sustainable development.

## KEY ACHIEVEMENTS

The Culture Unit of UNESCO Jakarta continued to achieve the objectives of its two mandates, namely protecting, conserving, and promoting heritage; and supporting and promoting the diversity of cultural expressions, through the safeguarding of intangible cultural heritage and the development of cultural and creative industries by way of different projects and activities in 2014. Culture can be a powerful driver for development within community-wide social, economic, and environmental issues, as well as poverty eradication. The power of culture and sustainable development are the key focuses of this cluster office, which supports Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor-Leste.

### **Knowledge Sharing in Safeguarding Tangible Cultural Heritage in Indonesia:**

The promotion and safeguard of cultural heritage is realised in various sites through a number of capacity building activities. The Old Town of Jakarta, also known as Kota Tua, has been receiving assistance from UNESCO in order to support the Government of Indonesia and the Provincial Government of Jakarta in promoting best practices for heritage conservation and sustainability. Two training-of-trainers workshops

were held – inviting different stakeholders including local and national government officials, building owners, contractors, and architects – through which experts from AusHeritage and Ikatan Arsitek Indonesia shared their knowledge on principles and techniques of heritage conservation and adaptive re-use; one workshop invited teams from heritage sites in Indonesia to provide guidance and explanations on the preparation of documents for World Heritage Site nomination.



**Safeguarding World Heritage Sites in Indonesia:**

The 3rd stage of restoration/conservation works in the Borobudur Temple Compounds was conducted thanks to the generous support of the Federal Republic of Germany. Six staff members from the Borobudur Conservation Office received in-depth technical training from seven German experts, led by Prof. Dr. Hans Leisen and Dr. Esther Von Plehwe Leisen, in Ayutthaya (Thailand) and Angkor World Heritage site (Cambodia) – anticipating that the training and conservation methods observed at these sites would be able to be implemented in Indonesia. The experts also provided more hands-on and technical training for stone conservation at the Borobudur Temple Compounds.

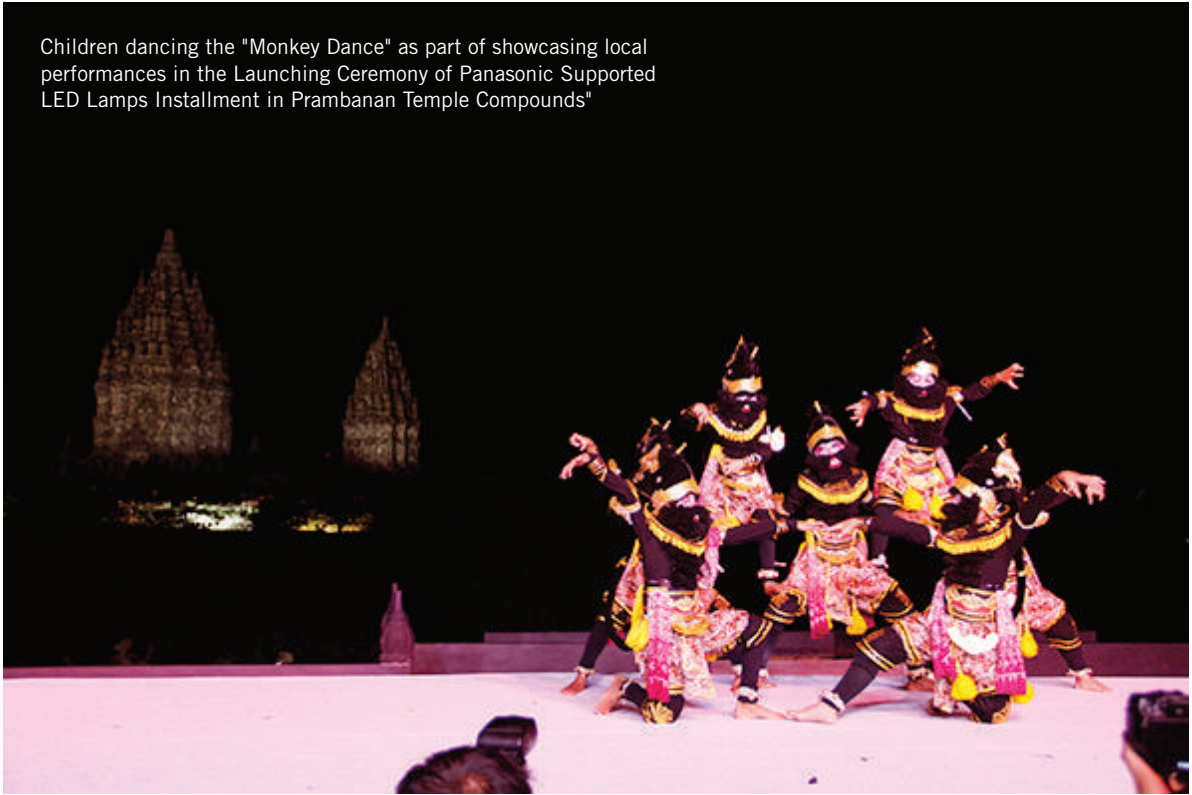
**Supporting Community Livelihood and Sustainable Tourism around World Heritage Sites in Indonesia:**

The revitalisation of community livelihoods through creative industries and sustainable heritage tourism around Borobudur was part of the UNESCO Jakarta mandate. A community-run gallery and training centre, Galeri Komunitas, was established in May 2014 in partnership with the local communities and authorities, and thanks to the generous donation of Australia. This gallery promotes sustainable business and cultural development in the area, especially local creative industries by women and youth with hope to eradicate poverty.

Multilateral partnerships, involving local and national authorities, local communities, private sectors,

and non-governmental organisations, was part of the activities in the Culture Unit of UNESCO Jakarta aimed towards the safeguarding of World Heritage sites and the empowerment of local communities around the sites. The partnership between UNESCO and Panasonic Corporation demonstrated the importance of cooperation between public/private-community sectors to achieve a common goal. The LED Lamps installation in the Prambanan Temple Compounds and the exhibition of products from local creative industries promoted the role in which green technology could be part in both safeguarding World Heritage sites and the enhancement of community livelihood in the regions.

Children dancing the "Monkey Dance" as part of showcasing local performances in the Launching Ceremony of Panasonic Supported LED Lamps Installment in Prambanan Temple Compounds"



**Involving Local  
Communities in Timor-Leste  
to Protect their Own  
Cultural Traditions and  
Empower Vulnerable  
Communities:**

As part of the Small Islands and Developing States (SIDS) programme, UNESCO Office in Jakarta in cooperation with State Secretariat for Arts and Culture (SSAC) helped local communities to empower their members and create income generating opportunities through the safeguarding of tangible and intangible cultural heritage. UNESCO also worked with SSAC and the NGO Many Hands International (MHI) in Tutuala, Lautém District to promote the conservation of its heritage, especially rock art. This district hosts one of the richest rock art sites

in Southeast Asia, which needs safeguarding and promotion for the benefits of local communities. The promotion of this heritage is expected to contribute to the sustainable tourism in the region. Then in December 2014, UNESCO Jakarta, in collaboration with SSAC and MHI, conducted a community-based inventory workshop on Intangible Cultural Heritage in Lautém District. The participants were invited to identify and document their cultural traditions, and were also introduced to the community-based process of safeguarding heritage. Community members who participated in the workshop are expected to be on the frontline of the safeguarding of their Intangible Cultural Heritage.



10.

# COMMUNICATION AND INFORMATION



**SUMMARY OF COMMUNICATION  
AND INFORMATION ACTIVITIES**

*Supporting  
the Role  
of Media  
in the New  
Development  
Agenda*

UNESCO Office, Jakarta continues its support to freedom of the press, freedom of expression, and media development, which in 2014 was articulated through a series of activities focused on the promotion of the role of media in the Post-2015 Development Agenda.

The Millennium Development Goals come to an end in 2015, leaving the stage to a new Sustainable Development Framework. UNESCO believes that access to and dissemination of information and

knowledge is imperative for development; and free, professional, and independent media is an indispensable partner in advancing Human and Social development. UNESCO also acknowledges that ground-breaking new media and technology are enabling major expansion of economic, social, and political progress.

Aiming at fostering the debate on media's relevance in development, as well as the inclusion of a development goal acknowledging the importance of freedom of expression and independent media within the post-2015 development framework, UNESCO Jakarta organised the Global Media Forum in collaboration with the Government of Indonesia. The three-day international conference culminated with the release of the "Bali Road Map," a call to action for the inclusion of media on the global development agenda.

In the closing of the event, UNESCO's Director-General highlighted the importance of the Global Media Forum: "At this time of change, freedom of expression and media development are essential for crafting a new, truly human-centred approach to development."

Whether media can aid in advancing the sustainable development agenda over the long term depends on the engagement of youth. Noting this, UNESCO promoted the relevance of media as a tool to enhance civic engagement and participation by building the capacities of a group of young women and men from the region through the "Asia-Pacific Youth Training on Media and Civic Participation." In line with this, a Youth Newsroom was established to report on the discussions held during the Global Media Forum.

In the context of the Memory of the World (MoW) Programme, UNESCO Office in Jakarta supports the Indonesian government in taking the first steps towards the eventual nomination of the Borobudur Conservation Office Archive.

The initiative included a rapid assessment of the needs for the digitalisation of the archive. At the same time, UNESCO built the capacities of the archives' staff on conservation of archival material within the collection as well as digitalising techniques.

This collection is significant as it contains documentary heritage (photographs, documents, maps, etc.) that demonstrate the shifting ideas of conservation both in Indonesia as well as in the world over more than a 100 year period.

This collection is a rich and important resource for understanding the Borobudur Temple Compounds, a World Heritage site, and has high potential for a future MoW nomination. UNESCO's Memory of the World Programme is an international initiative launched to safeguard the documentary heritage of humanity.

*Global Media  
Forum:  
The Role of  
Media in  
Realising the  
Future We  
Want For All*

The Forum was organised by UNESCO and the Government of Indonesia and was held in Bali from 25 to 28 August 2014.

The Forum successfully managed to raise both national and international awareness about the relevance of media and freedom of expression as a means to advance social and human development.

The Forum was attended by 300 participants, with representation from over 30 countries. Speakers included government officials, representatives from Civil Society Organisations, scholars, media practitioners, media owners, and editors. The 72 trainees from the preceding youth training week also took very active part in the Forum.

In addition to the creation of the Road Map, the Global

Media Forum has also proved successful in strengthening regional and inter-regional networks committed to media development and media for development.

\*For further information on the Global Media Forum: The Role of Media in Realising the Future We Want For All, please visit [www.bali-gmf.com](http://www.bali-gmf.com) .

*Towards the  
Inclusion of a  
Development Goal  
Acknowledging  
the Role of Media*

The Global Media Forum adopted Bali Road Map to realise the potential of the media to contribute to sustainable development, and to promote the inclusion of a goal acknowledging the importance of freedom of expression and independent media in the post-2015 Sustainable Development Goals.

To that end the Road Map proposes a wide range of actions for three groups: media professionals, governments, as well as UNESCO and the wider international community. All actions proposed are aimed at media development or at harnessing media for development ends.

The Bali Road Map has been shared with the Member States and was also submitted to the UN Secretary General Ban Ki-Moon for his consideration when developing the final Post-2015 Development Agenda.

## *Strengthening the Skills of Youth on Media and Civic Participation*

In the lead up to the Global Media Forum, UNESCO and the Government of Indonesia organised the Asia-Pacific Youth Training on Media and Civic Participation (Bali, 20-25 August 2014). There were 72 young women and men between the ages of 16 and 24 from 22 countries across Asia and the Pacific who participated in the activity.

The capacity-building activity provided a space to share experiences, promote

the culture of peace and explore opportunities that new media provides in order to enhance youth participation and civic engagement. By the end of the training, the participants developed practical action plans to be implemented in their respective communities and countries around these ideas. This activity was part of UNESCO's efforts to involve youth in development. Youth are considered key actors and partners in UNESCO's mission to contribute to the building of peace, the eradication of poverty, sustainable development, and intercultural dialogue.

### *The Youth Newsroom*

Forum (Bali, 26-28 August 2014), an innovative and unique way to showcase the discussions taking place at the Forum. The Youth Newsroom also worked as a platform for youth to make their voices heard and learn valuable skills.

Under the guidance of UNESCO and the United Nations Information Centre (UNIC) in Jakarta, the Youth Newsroom produced a daily newsletter which was shared with delegates of the Forum via email, and the broader public through social media and the official Global Media Forum website. The newsletter served as a digest of the day's discussions and key events, and included news articles, video and audio clips, as well as special interviews with prominent personalities attending the Forum.





Al Jazeera's The Stream Anchor Femi Oke delivering a key note speech at the Global Media Forum



(From left to right first row) the Communication and Information Jakarta team, Vice Minister of Education and Culture RI, Minister of Communication and Information Technologies RI and UNESCO Director-General at the closing of the Global Media Forum

**UNESCO JAKARTA 2014 KEY ACTIVITIES  
COMMUNICATION AND INFORMATION**



*Strengthening  
the Capacity  
of Journalism  
Training  
Institutions for a  
Better Reporting  
on Disaster Risk  
Reduction  
(DRR) Stories*

Disasters cannot always be prevented, but their disastrous effects can certainly be mitigated if appropriate measures are adopted. This can be achieved by proper understanding of the hazards and the threats they bring about, for which media plays a key role in informing the general public.

In this context, UNESCO Office in Jakarta contributed to strengthening capacities of journalism training institutions in the region through a “Workshop on Disaster Risk Reduction Reporting in the Journalism Curriculum in ASEAN countries.” The event, supported by UNESCO and organised by the Asian Institute of Journalism and Communication, was held in Manila, Philippines from 9 – 10 December 2014.

The workshop successfully provided new strategies on how to integrate DRR reporting within journalism education curriculum in ASEAN countries and produced a prototype course syllabus on the topic.

The workshop reached out to a broad number of key stakeholders, including 52 participants from Cambodia, Indonesia, Lao People’s Democratic Republic, Myanmar, the Philippines, and Thailand.

Other partners included the United Nations International Strategy for Disaster Reduction (UNISDR) and the Philippine Association of Communication Educators (PACE).

*A Free,  
Plural, and  
Independent  
Media: A Key  
Element for the  
Sustainability  
of SIDS*

In order to achieve a sustainable future for SIDS, greater access to communication and information technologies (ICTs), and increased connectivity have been identified as one of their priorities. For UNESCO's Director-General, freedom of expression and media development, including ICTs, are powerful "forces for the rule of law and good governance, for greater social inclusion."

UNESCO Office in Jakarta contributed to strengthening the media landscape and media development in SIDS by engaging and involving representatives from these countries in the Global Media Forum. Delegates from

Timor-Leste and other SIDS from the Pacific contributed to the discussions held in the Forum where the first steps for the establishment of the Asia-Pacific Chapters of UNESCO's "Global Alliance on Media and Gender, and Global Alliance for Partnerships on Media and Information Literacy" were taken.

Youth delegates from Timor-Leste, Vanuatu, and Kiribati also participated in the Asia-Pacific Youth Training on Media and Civic Participation held in Bali in August 2014. During the capacity building programme, these young women and men acquired valuable knowledge on leadership, participation, and media that empowered them to further engage with their communities through the implementation of activities related to UNESCO's mandate.



ASIA-PACIFIC YOUTH TRAINING




The 72 young participants of the Asia-Pacific Youth Training on Media and Civic Participation



A photograph of two men in a room. The man on the left is wearing a dark, patterned shirt and dark trousers, looking down at a small object in his hands. The man on the right is wearing a light-colored, striped shirt and light-colored trousers, playing a long, thin flute. In the background, there is a projection screen displaying text and a sign on the wall that says "LA BELE" and "PURA".

11.

# TIMOR-LESTE OVERVIEW



IN THE LAST  
THIRTEEN YEARS,  
TIMOR-LESTE  
HAS MADE  
IMPRESSIVE  
HEADWAY



## TIMOR-LESTE OVERVIEW

In 2002, the Democratic Republic of Timor-Leste became Southeast Asia's youngest country and was faced with the immense task of building a nation amidst the challenges of conflict and fragility, depleted human capital, natural and environmental degradation, scarce job opportunities for a rising young population, and high levels of poverty.

In the last thirteen years, Timor-Leste has made impressive headway with these issues, as well as improvements across all development indicators. As the Regional Bureau for Science in Asia and the Pacific and the Cluster Office to Timor-Leste, the

UNESCO Jakarta has actively supported the country through a portfolio of sector programming aimed at ensuring the country's continued progress.

Amongst the achievements in 2014, UNESCO Jakarta supported Timor-Leste to establish a Biosphere Reserve in Nino Konis Santana National Park, to protect the biodiversity and traditional practices of the land's inhabitants. To strengthen preparedness and resilience to disasters, the office cooperated with the Intergovernmental Oceanographic Commission UNESCO to support capacity-building on the planning, delivery, and evaluation of tsunami

exercises. In cooperation with local NGOs, the UNESCO Jakarta also supported the integration of Local and Indigenous Knowledge on disaster risk reduction into scientific knowledge.

In its ongoing support to Timor-Leste's education sector, the UNESCO Jakarta promoted the participation of the University of Timor-Leste in UNESCO's CONNECT-Asia initiative, an activity which facilitates the sharing of e-learning course materials and tools across a virtual platform. In addition, 2014 saw the launch of a three-year activity to support the strengthening of math and science curriculum at the lower secondary level, and the renovating and refurbishing of

vocational education schools. To promote the rights of Timor-Leste's disadvantaged and vulnerable, the UNESCO Office in Jakarta worked with the government to develop a framework for social inclusion through data improvement, identification of the best inclusive practices in the country, and the development of monitoring frameworks.

Timor-Leste is home to rich and diversified cultural heritage and in 2014, UNESCO Jakarta's support in the culture sector included an exhibition of information signs of a rock art site in Lautém district, one of the richest rock art

sites in Southeast Asia. In addition, UNESCO, National Geographic, and State Secretariat of Arts and Culture (SSAC) jointly published a book, "The Living Heritage of Communities in Timor-Leste," to raise awareness of the safeguarding of Intangible Cultural Heritage in the country; and worked with culture officials, community leaders, and Intangible Cultural Heritage practitioners to support community-based inventory and documentation. All these activities will not only safeguard their precious heritage but also contribute to cultural tourism in the country.



12.

# PHILIPPINES OVERVIEW





The vulnerability of the Philippines to natural hazards came to the forefront when a 7.2 magnitude earthquake and a massive tropical cyclone, Typhoon Haiyan (Yolanda), hit the region in 2013.

## UNESCO JAKARTA 2014 KEY ACTIVITIES PHILIPPINES OVERVIEW





## PHILIPPINES OVERVIEW

The vulnerability of the Philippines to natural hazards came to the forefront when a 7.2 magnitude earthquake and a massive tropical cyclone, Typhoon Haiyan (Yolanda), hit the region in 2013. In response to these disasters, UNESCO Office in Jakarta, through the Desk Office in Manila, developed needs-based project portfolios that outlined responses and support to those communities affected by the recent disasters.

UNESCO recommends that key initiatives of the Government of the Philippines and local stakeholders consider the following priorities: 1) enhanced early warning systems through targeted capacity building, 2) disaster risk reduction framework integrated into

response policies and plans in order to strengthen local preparedness, and 3) innovative design solutions and community/partner engagements for critical public infrastructure. Earlier in 2014, UNESCO supported the Government of the Philippines in promoting an existing disaster response framework by coordinating with the Department of Science and Technology (DOST) – through the Philippine Atmospheric, Geophysical, and Astronomical Services Administration (PAGASA) – in order to support initiatives to enhance the capacities of both line agencies and communities in mitigating multi-hazards and adapting to climate change impacts. UNESCO is also working closely with the Department of Education in developing Disaster Risk

Reduction-related school curricula on psychosocial support for secondary school students, which is a critical phase in early recovery after a natural disaster. A partnership with the Department of Public Works and Highways has also been established in order to enhance standards of public infrastructure to withstand the impact of natural disasters such as earthquakes and tropical cyclones; as well as to include the protection of cultural assets such as local churches in collaboration with the National Commission for Culture and the Arts (NCCA). By taking on this important initiative of forging a strong partnership with the Philippines, UNESCO hopes to ensure that necessary tools are available to equip local communities to be resilient to natural disasters and climate change.





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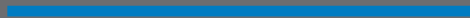
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PAKISTAN	National University of Sciences & Technology (NUST) Pakistan Water Partnership
DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA	State Hydrometeorological Administration (SHMA) River Management Division, Water Resources Bureau Ministry of Land, Transportation and Maritime School of Civil, Environmental and Architectural Engineering Korea University Graduate School of International Studies Korea University Department of Civil Engineering Yeungnam University International Center for Water Security & Sustainable Management (i-WSSM) International Hydrologic Environmental Society (IHES)
MYANMAR	Department of Meteorology and Hydrology Ministry of Transport
THAILAND	Department of Water Resources
VIETNAM	Institute of Meteorology, Hydrology and Environment
FRANCE	Ecohydrology, Water Quality and Water Education
PHILIPPINES	HELP Davao Network Sustainable Development Solutions for Asia & the Pacific (SDS-AP)

# ▶ ECOLOGICAL AND EARTH SCIENCES

## INSTITUTION

### INDONESIA

Directorate General of PHKA, Ministry of Environment and Forestry  
 Gunung Leuser National Park  
 Kerinci Seblat National Park  
 Bukit Barisan Selatan National Park  
 Nature Conservation Agency (BKSDA)  
 Orangutan Information Center (OIC)  
 Sumatran Orangutan Conservation Programme (SOCP)  
 Indonesian Orangutan Forum (FORINA)  
 Indonesian Institute of Science (LIPI)  
 Sumatra Eco Explore (SEE)  
 Tangkahan Tourism Institution (LPT)  
 DESMA Center  
 SIMPUL Indonesia  
 INDECON  
 Tropenbos  
 Operation Wallacea

### CAMBODIA

Ministry of Environment

### TIMOR-LESTE

Department of Forestry  
 Ministry of Agriculture and Fisheries  
 Social Capital  
 Professional Standards Unit

# SCIENCE POLICY AND CAPACITY-BUILDING

## GOVERNMENT

INDONESIA	<p>Directorate General of Higher Education (DIKTI) Ministry of National Education Ministry of Energy and Natural Resources of Indonesia</p>
CAMBODIA	<p>Ministry of Education, Youth and Sport</p>

## INSTITUTION

INDONESIA	<p>Indonesia Higher Education Network (INHERENT) Bandung Institute of Technology (ITB) Brawijaya University (UNIBRAW) Hasanuddin University (UNHAS) LPPM Gadjah Mada University University of Indonesia (UI) Udayana University (UNUD) Lembaga Ilmu Pengetahuan Indonesia (LIPI)</p>
CAMBODIA	<p>Institute Technology of Cambodia Royal University of Phnom Penh</p>
BANGLADESH	<p>Bangladesh University of Energy and Technology (BUET)</p>
JAPAN	<p>Kyushu University Tokyo Institute of Technology Tokyo University Kyoto University Keio University Hokkaido University</p>

## UNESCO JAKARTA 2014 KEY ACTIVITIES PARTNERS

KOREA	Korea Advanced Institute of Science and Technology (KAIST) Korea Research Environment Open NETwork (KREONET)
MALAYSIA	Malaysia Research and Education Network (MYREN) University of Malaya Universiti Kebangsaan Malaysia (UKM)
NEPAL	Nepal Research and Education Network (NREN)
PHILIPPINES	Advance Science and Technology Institute (ASTI) Philippines Research, Education and Government Information Network (PREGINET)
VIETNAM	Hanoi University of Science and Technology (HUST)
SINGAPORE	National University of Singapore (NUS)
SRILANKA	Lanka Education and Research Network (LEARN) National Authority for Science and Technology (NAST)
THAILAND	Asian Institute of Technology (AIT) University Network (UniNet)
PAKISTAN	Pakistan Education & Research Network (PERN)
TIMOR-LESTE	University National of Timor-Leste (UNTL)

## NGO

INDONESIA	Masyarakat Energi Terbarukan Indonesia (METI) United Nations Information Centres (UNIC)
JAPAN	Centre for Robotics Education and Future Sciences (CREFUS) JS-Robotics Inc. Japan Aerospace Exploration Agency (JAXA) Mitsubishi Heavy Industries (MHI)



SINGAPORE	Science Centre Singapore (SCS)
MALAYSIA	Malaysian Agricultural Research and Development Institute (MARDI)
THAILAND	National Science and Technology Development Agency (NSTDA) National Center for Genetic Engineering and Biotechnology (BIOTEC)
AUSTRALIA	Croft IP Pty Ltd

## INTERNATIONAL

REGIONAL	School on Internet (SOI) Federation of Engineering Institutions of Asia and the Pacific (FEIAP)
INTERNATIONAL	International Science, Technology and Innovation Centre for South-South Cooperation (ISTIC) UN Centre for Alleviation of Poverty through Secondary Crops' Development in Asia and the Pacific (UNCAPSA) The National Institute of Advanced Industrial Science and Technology (AIST) World Intellectual Property Organisation (WIPO) Trans-Eurasia Information Network (TEIN3) Asia-Pacific Advanced Network (APAN) National Oceanic and Atmospheric Administration (NOAA) Association for Engineering Education in Southeast, East Asia and the Pacific (AEESEAP)

## DISASTER RISK RESPONSE / TSUNAMI INFORMATION UNIT

### GOVERNMENT

INDONESIA	BMKG (Meteorology, Climatology, and Geophysics Agency) Kemendikbud (Ministry of Education and Cultural) BNPB (National Disaster Management Agency) BPDB (Coastal Dynamic Research Centre) Geo-technology Research Centre LIPI (Indonesia Scientific Institute) Geology Museum ESDM (Ministry of Energy and Mineral Resources) KKP (Ministry of Marine Affairs and Fisheries) DNPI (National Climate Change Board)
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## INSTITUTION

INDONESIA	PPMB ITB (Bandung Technology Institute) TDMRC Unsyiah (Tsunami Disaster Management Research Centre of University of Syiah Kuala)
SRILANKA	University of Moratuwa
PAKISTAN	Geology Department University of Balochistan

## NGO

INDONESIA	YPRB (Disaster Risk Reduction Institution) 3Buwana Musea Komunika Sembilan Matahari SONY SAMSUNG
TIMOR-LESTE	ETDA (East Timor Development Agency)
PHILIPPINES	CDPF(Center for Disaster Preparedness Foundation) ANSA (Affiliated Network for Social Accountability-EAP Foundation)

## INTERNATIONAL

INDONESIA	DFAT (Department of Foreign Affairs and Trade)
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# SOCIAL AND HUMAN SCIENCES

## GOVERNMENT

INDONESIA

Municipality of Denpasar  
Social Agency of Denpasar  
Municipality of Ambon  
Social Agency of Ambon  
Environmental Agency of Ambon

## INSTITUTION

INDONESIA

Indonesian Institute of Sciences (LIPI)  
Universitas Andalas

MALAYSIA

Institute of Malaysian and International Studies Universiti Kebangsaan Malaysia

# CULTURE

## GOVERNMENT

BRUNEI DARUSSALAM

Ministry of Culture, Youth and Sports  
Brunei Darussalam National Commission for UNESCO

MALAYSIA

Malaysian National Commission for UNESCO  
Ministry of Culture and Tourism

PHILIPPINES

UNESCO National Commission of the Philippines  
National Commission for Culture and Arts

INDONESIA

Indonesian National Commission for UNESCO  
 Coordinating Ministry for Culture and Human Development (previously Coordinating Ministry for People's Welfare)  
 Ministry of Education and Culture  
 Ministry of Foreign Affairs  
 Ministry of Industry  
 Ministry of Public Works  
 Ministry of Tourism (previously Ministry of Tourism and Creative Economy)  
 Ministry for Cooperatives and Small Medium Enterprises  
 Ministry of Trade  
 Provincial Government of Jakarta  
 Jakarta Development and Planning Agency  
 Central Java Development Planning Agency  
 Magelang Regency Local Government  
 Borobudur Sub-District Local Government  
 Borobudur Conservation Office  
 Prambanan Conservation Office

TIMOR-LESTE

State Secretariat of Arts and Culture, Ministry of Tourism of Timor-Leste  
 Timor-Leste National Commission for UNESCO

INSTITUTION

INDONESIA

Ikatan Arsitek Indonesia (IAI)  
 Pusat Dokumentasi Arsitektur (PDA)  
 PT Taman Wisata Candi Borobudur, Prambanan dan Ratu Boko  
 Jakarta Old Town Revitalisation Corporation

AUSTRALIA

AusHeritage, Ltd.

JAPAN

Panasonic Corporation

## NGO

TIMOR-LESTE	Many Hands International (MHI)
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INDONESIA	Friends of Borobudur Indonesian Heritage Trust
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## INTERNATIONAL

AUSTRALIA	AusAID
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GERMANY	Embassy of the Federal Republic of Germany
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# COMMUNICATION AND INFORMATION

## INTERNATIONAL

INDONESIA	Ministry of Communication and Information Technologies, Republic of Indonesia Ministry of Education and Culture, Republic of Indonesia Indonesian National Commission to UNESCO Indonesian Press Council, Indonesia United Nations Information Center (UNIC), Jakarta United Nations Alliance of Civilizations
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PHILIPPINES	The Asian Institute of Journalism and Communication
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**KEY  
ACTIVITIES**



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