INDONESIA-UNESCO COUNTRY PROGRAMMING DOCUMENT 2008-2011

United Nations
Educational, Scientific and
Cultural Organization

INDONESIA-UNESCO COUNTRY PROGRAMMING DOCUMENT 2008-2011

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ABBREVIATIONS

- ADB : Asian Development Bank
- AIDS : Acquired Immune Deficiency Syndrome
- AJEL : Active, Joyful and Effective Learning
- ASEAN : Association of South East Asian Nations
- AUSAID : Australian Agency for International Development
- BAPPENAS : National Development Planning Agency
- BMG : Meteorological and Geophysical Agency
- BPPT : Agency for Assessment and Application of Technology
- BPS : Central Statistics Agency
- BRR NAD : Agency for Rehabilitation and Reconstruction of Aceh
- CAPs : Community Access Points
- CBD : Convention on Biological Diversity
- CBDRM : Community Based Disaster Risk Management
- CBDRR : Community Based Disaster Risk Reduction
- CCA : Common Country Assessment
- CLCC : Creating Learning Communities for Children
- CMCs : Community Multimedia Centres
- DKP : Ministry of Fisheries and Maritime Affairs
- DMIS : Disaster Management Information System
- DMP : Disaster Management Plan
- DRM : Disaster Risk Management
- DRR : Disaster Risk Reduction
- DVMBG : Volcanology and Geological Disaster Mitigation Directorate
- EFA : Education for All
- ERTR : Emergency Response and Transitional Recovery
- ESD : Education for Sustainable Development
- FRESH : Focusing Resources on School Health
- GDP : Gross Domestic Product
- GEF : Global Environment Facility
- GENIA : Gender in Education Network in Asia
- GERD : Gross Expenditure on Research and Development
- GIS : Geographical Information System
- GI-TEWS : German-Indonesia Tsunami Early Warning System
- GNI : Gross National Income
- GOI : Government of Indonesia
- HDI : Human Development Index
- HFA : Hyogo Framework for Action
- HIV : Human Immunodeficiency Virus
- IBSAP : Indonesian Biodiversity Strategy and Action Plan
- IBSP : International Basic Science Program
- ICCROM : International Centre for the Study of the Preservation and Restoration of Cultural Property

- ICOMOS : International Council on Monuments and Sites
- ICT : Information and Communication Technology
- IHP : International Hydrology Program
- ILFE : Inclusive Learning Friendly Environment
- ILO : International Labour Organization
- IOC : International Oceanographic Commission
- IOTWS : Indian Ocean Tsunami Warning System
- ISDR : International Strategy for Disaster Reduction
- IUCN : International Union for Conservation of Nature
- I-UCPD : Indonesia-UNESCO Country Programming Document
- ITB : Bandung Institute of Technology
- LAPAN : National Space and Aviation Institute
- LIFE : Literacy Initiative for Empowerment
- LIPI : Indonesian Institute of Sciences
- MAB : Man and the Biosphere Program
- MDG : Millennium Development Goals
- MoNE : Ministry of National Education
- MoRA : Ministry of Religious Affairs
- MPBI : Indonesian Society for Disaster Management
- NGO : Nongovernmental Organization
- NHK : Nippon Hoso Kyokai (Japanese Broadcasting Corporation)
- NMHFAI : National Movement to Hasten Compulsory Nine-Year Basic Education Accomplishment and the Fight against Illiteracy
- NTT : East Nusa Tenggara
- NZAID : New Zealand Agency for International Development
- PP : Government Regulation
- PPP : Purchasing Power Parity
- R&D : Research and Development
- RANPRB : National Action Plan for Disaster Reduction
- RENSTRA : Strategic Plan
- RISTEK : Department for Research and Technology
- RPJM : Medium-term Development Plan
- RPJMN : National Medium-term Development Plan
- RSF : Reporters Sans Frontières
- RUSHSAP : Regional Unit for Social and Human Sciences for Asia and the Pacific
- S&T : Science and Technology
- TEWS : Tsunami Early Warning System
- UN : United Nations
- UNCCD : United Nations Convention to Combat Desertification
- UNCT : United Nations Country Team
- UNDAF : United Nations Development Assistance Framework
- UNDP : United Nations Development Program
- UNDESD : United Nations Decade of Education for Sustainable Development
- UNESCAP : United Nations Economic and Social Commission for Asia and the Pacific
- UNESCO : United Nations Educational, Scientific, and Cultural Organization
- UNEP : United Nations Environment Programme
- UNFCCC : United Nations Framework Convention on Climate Change
- UNICEF : United Nations Children's Fund
- UN ISDR : United Nation International Strategy for Disaster Reduction
- UNOCHA : United Nation Office Coordination Humanitarian Assistance
- UNTWG : United Nations Technical Working Group
- WB : World Bank
- WFP : World Food Program
- WH : World Heritage Convention
- WHO : World Health Organization
- WWF : World Wildlife Fund

Executive Summary

Purpose of the I-UCPD

In response to rising requests from its Member States and within the framework of the UN reform aimed at achieving greater coherence, efficiency and effectiveness at country level, and avoiding fragmentation, duplication and competition among sister UN agencies, UNESCO is adopting a new strategic programming country-based approach. *The Indonesia-UNESCO Country Programming Document* (I-UCPD) will set the framework for the Organization's multi-sector cooperation strategy with Indonesia, in coherence and alignment with the country's priorities and the UNDAF.

In that context, UNESCO Office, Jakarta, in cooperation with the Government of Indonesia (GOI), prepared the present I-UCPD for Indonesia 2008-2011 to serve as a consolidated basis for UNESCO's support to and cooperation with the country in accelerating the realization of its nationally set goals and its commitments to the MDGs, in collaboration and harmony with UN Sister Agencies.

Preparation Process

The I-UCPD was prepared based on the analysis of the country's major development issues and challenges and the national priorities and strategies as spelled out in various national reports, country assessments and other relevant publications[1]. The desk study analysis was further enriched by the outcomes of two consultation workshops organized by the Indonesian National Commission for UNESCO with the major stakeholders (line ministries and government agencies), and direct interviews with the concerned government officials[2].

On the other hand, the main conclusions brought out by the interviews point to the need for a more significant role for UNESCO in supporting Indonesia's national development efforts, both in terms of the size of the financial support and the quality of planning for more sustainable longer-term programmes. The counterpart line ministries and government agencies stressed the importance of better coordination and communication with the programme specialists in the UNESCO Office, Jakarta. In that context, the initiative of the preparation of the I-UCPD was welcomed as it facilitates the communication and coordination mechanisms, not only during its preparation, but also during the implementation of the programme.

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1   Documents and reports consulted are listed under References.
2   The Ministry of National Education (MONE), the Indonesian Institute of Sciences (LIPI), the National Development Planning Agency(BAPPENAS), the Ministry of Culture and Tourism, the Ministry of Communications and Information, the Meteorology and Geophysics Agency, the Ministry of Forestry, the Ministry of Fisheries and Marine Resources, the Ministry of Research and Technology, the Agency for the Assessment and Application of Technology (BPPT), the Ministry of Environment, the Coordinating Ministry for People's Welfare, the Ministry of Finance (MOF), the Ministry of Foreign Affairs, the National Research Council, the State Secretariat, BRR.

The consultative and collaborative process of the preparation of this document was necessary to ensure that the elements contained reflect as much as possible the real "demand" side for UNESCO's support and the priority areas of cooperation.

Structure of the document

Based on the national priorities identified and UNESCO's work and experience in Indonesia, UNESCO draws the main lines for its future strategy in the country and proposes a cooperation framework with the GOI and in partnership with the UN sister agencies within the UNDAF 2006-2010 and beyond. The proposed country-based cooperation framework is in line with the new strategic direction in which UNESCO proposes to engage in for the implementation of its Medium-term Strategy (34 C/4) for 2008-2013. Results expected to be achieved at the country level will contribute, through the UNESCO's results chain, to the achievement of the expected outcomes at the global level.

Proposals for concrete action within the cooperation framework are presented in page 32 of the document. The rationale behind those large-scale comprehensive projects is to ensure sustainability, increased effectiveness and larger impact, but also to allow space, both in terms of life span of the project and mostly in terms of resources required, for other partners to join in the implementation.

Future follow-up to the I-UCPD

The present I-UCPD will serve both the Government of Indonesia and UNESCO to strengthen the partnership and collaborative action and ensure its relevance and effectiveness. The management and monitoring of the I-UCPD will be entrusted to a Steering Committee jointly hosted by UNESCO Office, Jakarta and the Indonesian National Commission for UNESCO. Effective follow-up of the I-UCPD and successful implementation relies also heavily on the extent of the consensus, commitment and partnerships it can trigger among the major local stakeholders, BAPPENAS, UNCT agencies and equally important donors and development agencies at large.

It is expected therefore that the I-UCPD will serve as a programming and advocacy tool for UNESCO to clarify and assert its role and concrete contribution within the UNCT, and to succeed, in joint efforts with the Indonesian National Commission, in mobilizing sufficient financial support for the execution of the proposed programmes and projects.

1 Situation Analysis

Founded on the principle of 'Pancasila'[3], and guided by the vision of a unified nation respectful of the law, equality and human rights, Indonesia pursues its mission towards the realization of a peaceful, just, democratic and prosperous nation.

Founded on the principles of universality, diversity and dignity, UNESCO's actions continue to be guided and shaped by a set of commonly shared values that include justice, solidarity, tolerance, sharing, equity, respect for human rights, including women's rights, and cultural diversity, pluralism and democratic principles.

Country Context	
Selected Key Indicators	
Total population, million (2006)[4]	223
Population growth rate, annual, % (2006)[4]	1.1
GNI per capita, current US$ (2006)[4]	$1,420
Inflation, GDP deflator, annual % (2006)[4]	13.6
Percentage of population below $1/day consumption (2004)	6.5%
Life expectancy at birth, total years (2005)[4]	67.8
Children under five mortality rate per 1000 live births (2004)	38
HIV prevalence rate, aged 15-49, % (2005)[4]	0.1
Education expenditure as % of government spending (2007)	17
School enrollment, primary, % gross (2006)[4]	117.3
School enrollment, secondary, % gross (2006)[4]	63.1
School enrollment, tertiary, % gross (2006)[4]	17.1
Ratio of girls to boys in primary and secondary education, % (2006)[4]	97.2
Literacy rate, aged 15-24, both sexes (2004)[5]	98.7%
Women to men parity index as ratio of literacy rate, aged 15-24 (2004)[6]	1.0
Carbon dioxide (CO_2) emissions, metric tons of CO_2 per capita (2003)[6]	1.4
Percentage of population with access to improved drinking water sources, urban (2004)[6]	87
Percentage of population with access to improved drinking water sources, rural (2004)[6]	69
Fixed telephone lines per 100 inhabitants (2006)	6.57
Mobile cellular subscribers per 100 inhabitants (2006)[8]	28.3
Internet users per 100 inhabitants (2005)[8]	7.18
Gross expenditure on Research and Development (GERD) as percentage of GDP (2002)[9]	0.05

3   Pancasila consists of Five Interconnecting Principles: The Belief in One God; Humanity which is Civil and Just; A United Indonesia;
    Wise Representation of Democracy; Social Justice for Every Indonesian Citizen; http://www.indonesia.go.id/en/index.php/content/view/141/329/
4   World Development Indicators, World Bank, http://devdata.worldbank.org, 13 September 2007
5   ADB Basic Statistics 2007, www.adb.org, 13 September 2007
6   The Millennium Development Goals: Progress in Asia and the Pacific 2006, UNESCAP, http://www.mdgasiapacific.org, 13 September 2007
7   http://www.siteresources.worldbank.org
8   ICT Statistics, International Telecommunication Union, www.itu.int, 14 September 2007
9   Science and Technology Indicators in ASEAN, ASEAN Sub-Committee on Science and Technology Infrastructure and Resources Development, 2005

Endowed with abundant natural resources and a wealth of biological diversity, Indonesia is an archipelago in Southeast Asia of more than 17,000 islands stretching along sea lanes from the Indian to the Pacific oceans. The country's wealth resides also in its 235 million Indonesian citizens, belonging to more than 300 ethnic groups and speaking some 200 different languages.

Driven by the country's national motto, "Bhinneka Tunggal Ika" ("Unity in Diversity"), and despite disruptive violence, political unrest, natural disasters and financial crises, the Indonesian people and their leaders have succeeded in raising the country from among the poorest nations in the world in the 1960s to a middle income country with a GDP per capita (PPP US$) of US$ 3,609, an HDI of 0.711 and adult literacy rates reaching 90.4%. in 2004[10].

Despite the sustained economic recovery since the 1997 financial crisis and the country's transition to democratic governance and decentralization, the resulting climate of macroeconomic stability has not been sufficient to reverse a persistent increase in unemployment and the degradation and inadequacy of its manpower. At the same time, the financial crisis, exacerbated by an unprecedented series of devastating natural disasters, have unveiled the vulnerability of the poor and pressed the government to accelerate its strive against poverty by addressing the needs of the most vulnerable and securing adequate access to basic social services, health, sanitation, education and shelter.

To address the challenges, and fulfill its commitments to the achievement of the MDGs, the Indonesian government developed a set of policies and programs in its Medium-Term Development Plan 2004-2009, putting emphasis on the social services including education, health and family planning and community services for the empowerment and protection of the poor and vulnerable groups. (Box 1)

At the same time and acknowledging the scarcity of domestic resources for national development, Indonesia engaged in partnership building and in strengthening its role

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at the regional and international levels aimed at improving the quality and effective-ness of development cooperation.

Development Challenges

Based on the Common Country Assessment (CCA) prepared in 2004 by the UN, in partnership with the GOI and civil society organizations, the UNDAF-Indonesia 2006-2010 was developed.

On the MDGs, a report prepared by the UNESCAP, "Millennium Development Goals: Progress in Asia and the Pacific 2006," stated that Indonesia was regressing in its efforts to achieve the MDGs. For example, it found the country slipping back from earlier achievements in the proportion of pupils reaching grade 5 (primary school drop out rate), and girls to boys ratio at tertiary level. It also expected to achieve full primary enrolment only by 2015. Other areas of concern include maternal mortality, child malnutrition and environmental degradation.

Figure 1: MDG progress and status in Indonesia in 2006
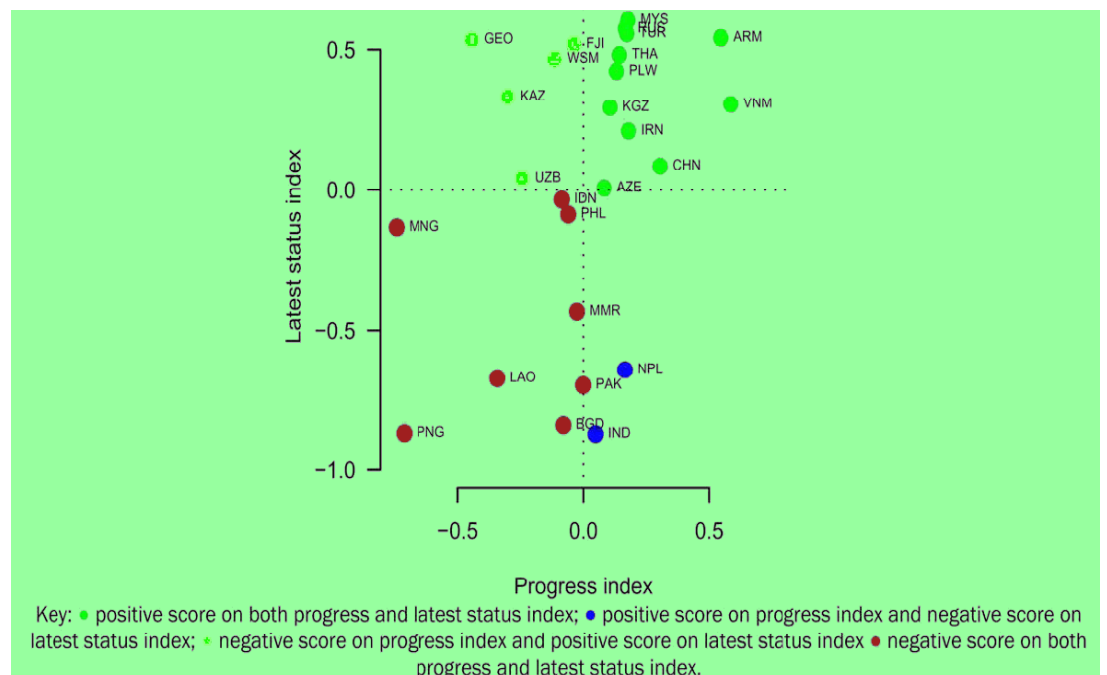
From The Millennium Development Goals: Progress in Asia and the Pacific 2006, a report prepared by UNESCAP, UNDP and ADB.

Indonesia (IDN) is considered as regressing, i.e. scoring negatively on both the progress index and the latest status index on the overall progress of MDGs.

However, more recent data being compiled for the Indonesia MDG Report 2007 indicate an improving picture, showing positive results on some of the MDGs, particularly in terms of achieving the education-related targets, namely primary education, gender equality at all levels and literacy. As for poverty eradication, the challenge is still important. According to the Central Statistics Bureau, 39 million people accounting for 16% of the population were below the national poverty line in 2005, indicating slow progress since 1990 but still far from the target of 7.5%. The country is also off track with respect to Goal 7 related to environmental sustainability.

It is also noted by the UNDP Indonesia[11] that the national indicators disguise considerable regional disparities. To address this, advocacy and promotion of MDGs should target not only the national level but also provincial and district levels.

Box 1

Indonesia Medium-Term Development Strategy (RPJMN) 2004-2009:
Key policy priorities and direction outlined in the three agendas consistent with the vision of an Indonesia that is safe, just and prosperous.

Agenda 1.
Creating an Indonesia that is safe and peaceful through a comprehensive conflict resolution strategy combining civil society initiatives, a national reconciliation process, mechanisms for potential conflict prevention and programs designed to improve community's awareness and respect for civil society and protection of human rights and minority groups

Agenda 2.
Establishing justice and democracy for all citizens through rebuilding modern institutions and good governance and improving the delivery of public services especially education and health by restoring transparency and accountability of the civil service

Agenda 3.
Improving welfare of all citizens through economic and social sector policies and programs focusing on eradicating poverty and unemployment; increasing foreign investment; revitalizing agriculture, forestry and fishery and promoting rural development; increasing access to quality primary health and education service; establishing social safety net and developing infrastructures.

Source: Adapted from 'Overview of Indonesia's Medium-term Development plan 2004-2009'.
          http://www.bappenas.go.id/modules.php?op=modload&name=News&file=article&sid=48

Detailed analysis of the country situation with respect to UNESCO's areas of work is presented below.

Education

Since the Dakar Conference on EFA in 2000, the Government of Indonesia has been diligently working to ensure effective and accelerated implementation of its Education for All National Action Plan. In 2002, a decree of the Coordinating Ministry of Peoples Welfare set out mandates and responsibilities for effective coordination of EFA policies and programs between Government Ministries, civil society organizations and other stakeholders. In July 2003 and as a result of a nation wide consultation, the Government of Indonesia adopted a new Law (No. 20) on the National Education System. The Law set out a clear legislative and regulatory framework of powers and responsibilities for increased decentralized planning and management of EFA policy.

The Presidential Instruction No. 5, 2006 on the National Movement to Hasten Compulsory Nine-Year Basic Education Accomplishment and the Fight against Illiteracy (NMHFAI) strongly reaffirms the Government's commitment to meeting key EFA targets by 2009.

Both the Ministry of National Education (MoNE) and the Ministry for Religious Affairs (MoRA) have formulated Mid-Term Strategic Plans (RENSTRA) 2005-2009, where MoNE has revised National EFA Action Plan in 2005. These strategies and plans have been strongly endorsed by national and local governments, resulting in very significant increases in public expenditure on EFA related programs and activities.

MoNE's RENSTRA is very much in consistence with the principles of decentralization and regional autonomy, which have created a sense of ownership and a comprehensive understanding of the role of each stakeholder in delivering effective education services for the people. The three pillars of RENSTRA are (i) improved equitable access to basic education, (ii) improved quality and relevance of basic

education, and (iii) improved education policy formulation, financing, planning and management by government.

The three pillars of RENSTRA together with the national EFA action plan provide a framework for providing quality education for ALL children in a child-friendly and inclusive setting without discrimination. It implies that all schools throughout Indonesia should be accessible to all children. Special attention and efforts also should be given to ensure access for children that are already excluded from schools as well as for children who are vulnerable to marginalization and exclusion including those who are infected and affected with HIV and AIDS.

The RENSTRA coverage and activities go beyond 2009. While the period of 2005-2010 is concerned with the improvement of capacities and modernizations in the education system, the period 2010-2015 would tackle improvement and strengthening of educational services nation-wide.

Science

The potential of science and technology (S&T) to contribute to the achievement of national development goals has been long recognized in Indonesia. The current Indonesian national S&T development plan (2005-2009) aims to develop science and technology for national development and prosperity of the people, through actions in six focus areas, namely:
1. Food resilience
2. Sustainable energy
3. Effective and efficient multi-modal transportation
4. ICT for economic prosperity and good governance
5. Health and pharmaceuticals development (including herbal medicine)
6. Self-reliance in defense technology

The challenges that may hinder the pace of S&T development include a general low level of research capability manifested in a shallow bench of S&T human resources, limited laboratory facilities and inadequate R&D funding. Gross domestic expenditure on R&D in Indonesia was at a very low level in 2001, compared to

levels in neighboring countries Singapore, Malaysia and Thailand, as seen in the table. This indicator did not improve much in the last five years. However, there are pockets of excellence that are producing world-class research results (e.g. in agricultural biotechnology).

Country	Indonesia	Singapore	Malaysia	Thailand
Gross Expenditure on R&D as % of GDP	0.05%	2.1%	0.69%	0.24%

The S&T organization and infrastructure in the country is slowly moving away from a previous dependence on public sector funding to more application-oriented commercial enterprise and innovation. But the linkage between research and industry remains weak, and gaps in policy on the management of innovation still exist. The sector is faced with other challenges such as low teaching quality in the basic sciences and mathematics at primary and secondary levels of education; a weak research base in most universities, because academics there perform mainly as teachers, not so much as researchers; under-representation of women in S&T careers and policy-making bodies; and declining interest of youth in science careers.

Significantly, the State Ministry of Research and Technology includes in its mission the building of an ethical foundation for the development and implementation of science and technology[12]. Thus, S&T programmes are designed to address not only scientific and technical issues but the related social and humanistic issues as well. Science and technology ethics, especially bioethics, is a prime concern.

The country established a national bioethics commission in 2004. The Commission is a national coordinating body that brings together the Ministries of Research and Technology, Health and Agriculture in a joint effort to promote dialogue, make policy recommendations to Government, develop national guidelines, provide information, and

undertake international cooperation on matters pertaining to bioethics. This move is particularly significant as the country has a strong research sector in biotechnology.

As a mega-diversity country Indonesia is endowed with some of the richest terrestrial and marine ecosystems in the world and extraction of forest and other natural resources which contribute significantly to the country's growth. However, Indonesia has experienced alarming rates of primary rainforest and coral reef destruction (e.g. deforestation has accelerated to over 2 million ha per year[13] and approximately 40 percent of the reefs are in critical condition[14]). Weak planning, low management capacity and unsustainable practices (e.g. illegal logging, forest fires, blast-fishing and cyanide fishing) have led to over-exploitation, threatening the basic ecosystem functions in provision of water, forestry and agricultural production capacities and undermining the long-term development interest of the nation especially the potentials related to biodiversity. It has also led in some cases to loss of livelihoods and erosion of cultural heritage.

Indonesia's achievements in democratization and the related power devolution are noted as being accompanied with increased conflicts over ownership and user-rights of natural resources, especially in relation to protected areas. The weak horizontal and vertical coordination and cooperation between governmental sectors at central, provincial and district level has undermined the government's efforts to stop environmental degradation. This, combined with the lack of efficient monitoring and control mechanisms, and inconsistent enforcement of existing regulations has intensified the loss of biodiversity at national level. Many of Indonesia's unique species of fauna and flora are threatened with extinction. New threats as climate change and possible related shifts in energy use (i.e. biofuel) are expected to further increase the pressure on the natural environment.

The GOI has therefore outlined a comprehensive action plan for biodiversity conservation and sustainable use, the Indonesian Biodiversity Strategy and Action Plan (IBSAP) (2003-2020), including five major objectives for multi-sector actions, where science has critical roles to contribute:

13 Report of Global Forest Watch and Forest Watch Indonesia, 2002.
14 Reefs at Risk Report, World Resources Institute, 1998.

1. Develop peoples' awareness on conservation and sustainable use of biodiversity;
2. Strengthen resources to support science, technology and the application of local wisdom for conservation and sustainable use;
3. Reduce and stop degradation and extinction rate of biodiversity at all levels;
4. Empower institutional, policy and law enforcement at levels to be effective for conservation and biodiversity management;
5. Reduce potential conflicts among all relevant sectors to implement biodiversity conservation.

The Ministry of Forestry has developed five major policies to implement IBSAP strategy, i.e. (1) combat illegal logging; (2) reduce, control, and mitigate impact of forest fire; (3) restructure development on forestry sector; (4) rehabilitate and conserve forestry resources and (5) decentralize forestry sectors.

The GOI and the scientific community of Indonesia have been actively engaged in major international programmes and initiatives related to the environment and sustainable use of natural resources, including developing a national Agenda 21 and following up on its commitments to conventions and multi-lateral agreements such as CBD, UNCCD, Kyoto Protocol, World Heritage Convention, and all UNESCO environmental science programmes in water, energy, agriculture, biodiversity, and education for sustainable development.

Management of water resources has also become a major concern to the GOI, since it can have serious adverse social and economic impact on the whole nation. As identified in the Indonesian 2004 Water Law (Undang Undang Tentang Sumber Daya Air, 7/2004), the country's water-related problems reside not certainly in the quantity but more particularly in the quality of the resources. Degradation in the quality can be attributed to many phenomena such as the increasing pressure due to rapid population growth, increasing demand and provision for food and energy, ill-practice of exploitative natural resources, vast deforestation, among others. In order to tackle these issues, Indonesia had set its priority actions in the 2004 Water Law on the following three axes: 1) Conservation of water resources; 2) Access to water; 3) Water-related disasters.

Disaster Management

Being located on the 'ring of fire', an area of intense geo-tectonic activity with high frequency of earthquakes and volcanic eruptions, as well as being exposed to periodic monsoonal rainfall and related floods and land slides, Indonesia has been suffering the social, economic, and environmental aspects of frequent natural disasters for generations.

Due to the severe impacts of natural and man-made disasters on national and regional development, Resolution 63/1999 of the UN Economic and Social Council called for governments to "maintain and strengthen National Action Planning for Disaster Reduction to support and ensure the attainment of objectives and targets of sustainable development".

Accordingly and impressively underlined by the Government's Plan of Work (RKP) for 2007, as well as the Presidential Regulation No. 19 of 2006 and the recently passed bill on Disaster Management, disaster risk reduction has become one of the nine priorities for national development.

Indonesia declared its support for the Hyogo Framework for Action from 2005-2015, and the Beijing Action Plan for Asia. This represents a paradigm shift in natural disaster management, which now emphasizes pro-active measures, such as disaster preparedness and mitigation, rather than reactive measures as in the case of emergency response. Although the new policy initiatives are exemplary and innovative steps, existing disaster management agencies have yet to be vested with sufficient authority, funds and mechanisms in order to address risks caused by natural hazards in a multi-sectoral and integrated manner.

Culture

Indonesia accounts for around 300 distinct ethnic, linguistic, and religious groups, each with cultural differences developed over centuries, and influenced by Arabic, Chinese, Indian, Malay, and European sources. Aside from the official national language, Indonesian, which is spoken by nearly every Indonesian, most of them speak at least one of the several hundred local languages (*bahasa daerah*), often

as their first language. In Papua alone, there are 500 or more indigenous Papuan and Austronesian languages, in a region of just 2.7 million people. The country's natural and cultural diversity has resulted along the centuries in a rich cultural heritage, tangible and intangible, which needs to be safeguarded for the future generations to come.

The long and intense interaction between man and nature over the centuries has created in Indonesia a cultural landscape of both striking natural beauty and fascinating cultural complexity, making it a tourist destination par excellence. The unique cultural and historic resources of the country include seven UNESCO World Heritage sites out of which three are the cultural sites (Borobudur, Prambanan and Sangiran) as well as two UNESCO Masterpieces of Oral and Intangible Heritage of Humanity (Wayang Puppet and Keris). These cultural assets give Indonesia its comparative advantage as a tourism destination.

Unfortunately, we have seen from the example of Borobudur World Heritage sites, that the cultural assets are under threat from development, either from unregulated, predatory commercialization or from the development of ill-planned tourism infrastructure. There is little if any on-site interpretation available in most of the cultural sites. Tour operators are by-and-large poorly-informed about cultural sites, and more concerned with selling souvenirs to their clients than with communicating heritage values. At most cultural destinations there is little involvement of the local community in hosting visitors, apart from those involved in direct sales at the heritage sites. A reason for the lack of sufficient safeguards to protect the cultural values of sites is to be found in an underdeveloped understanding and therefore lack of appreciation of the value of these cultural resources by both the local community and the tourist alike. The importance of protecting the integrity of the cultural landscape, the authenticity of the historic monuments and continuing cultural practices of communities situated within this landscape is an issue which must be understood by the tourist industry to be of fundamental importance to the success and long-term sustainability of tourism development in Indonesia. It is therefore in the interests of

the tourism industry to ensure that the actions of the industry protect these resources and even add to their asset value. Yet the potential to develop, promote and augment the cultural value of the tourism resources of the country is considerable.

Communication and Information

Freedom of the press has accompanied the country's transition to democracy since 1998. Since then the freedom of the press has made significant contribution towards the strengthening of democracy. The year 2004 had an important role providing people with information and debate between candidates of a series of democratic and peaceful elections -- one legislative election followed by two rounds of the presidential election. This was the first time for Indonesia to hold direct presidential elections. Similar contributions have also been made by the press in a number of local elections that followed. Another important contribution of the press was in the process of conflict mediation in some of conflict zones in the country, such as Maluku, Central Sulawesi, and most notably Aceh with the peace accord that has been signed in Helsinki in August 2005 between the Indonesian government and Aceh separatist movement.

Despite all these constructive contributions, it is also acknowledged that the press is still lacking on various fronts, from managerial capacity, to professionalism, skill and awareness in making ethics paramount. The main factor behind this is the lack of human resources. The number of print publications in Indonesia increased substantially since 1998 during which the government lifted the press licensing policy. There are now about 800 print publications, about three times higher than the number prior to the beginning of the reform era in 1998. There is no adequate supply of skilled human resources to meet this sudden increase.

The weaknesses of the press in the field of managerial capacity, professionalism and ethics, have resulted in conflict between the press on one hand, and society and/or the state's establishment on the other. In recent years there have been various complaints from society over some unethical behavior of the press; some of the cases have even ended up in legal battle in court. This situation could potentially undermine the credibility of the press, hence undermining the freedom of the press itself, too. This setback has been confirmed by the

position of Indonesia in the Index of Press Freedom published annually since 2002 by the Paris-based Reporters Sans Frontières. In RSF's first index published in 2002, Indonesia was 57th among over 160 countries surveyed, but it slipped to below 100 in the years that followed, showing how Indonesia's position has gone steadily lower by the year. The problems should have been tackled through building the capacities of media professionals by enhancing the quality of media training institutions. In addition to this, promoting the development of free, independent and pluralistic media, with emphasis on editorial independence of public service broadcasting and media development in conflict areas and post-disaster situations are other measures that should be taken. The public in general and the state's apparatus (government agencies, parliament) also need to be sensitized on how to access and understand the media in a democratic society. This will be done by introducing media and information literacy.

Fostering community access to information and increasing opportunities through Community Radios and Community Multimedia Centres (CMC) are needed for non-formal education, inclusive participation in development and management of social transformation. This will also include increasing opportunities for marginalized and disadvantaged groups to exercise their right to information and communication processes, drawing on the work of International Programmes on Development of Communication and Information for All Programmes. Open access in the field of information has brought about the need to broaden community access to, and participation in information and diversity of content that can be addressed through activities that will include strengthening the libraries and Community Access Points (CAPs).

2 Past and Present Cooperation

Looking over the past two biennia, the successful implementation of UNESCO's programmes in support of Indonesia have been largely facilitated by the high quality of the cooperative relationship with the GOI, through the UNESCO Indonesia National Commission, the movement towards better coordination and coherence among the UN agencies, and the mobilization of the donors' community.

Building on its past experience and harnessing its unique multi-sector expertise at the service of its Member States, UNESCO Office, Jakarta has achieved many of the results expected in the following areas:

Education

UNESCO Jakarta has developed and implemented various programs and projects in Indonesia with the aim of supporting government endeavors in meeting the global Education for All (EFA) goals and benchmarks. Indonesia's EFA National Action Plan has been adapted several times to meet different challenges; last revision took place in 2005. In assisting countries reach the EFA goals by year 2015, UNESCO continues to provide technical assistance for capacity building to GOI. In enhancing capacities in EFA monitoring and evaluation, capacity building was provided for Indonesia in developing their EFA Mid-Decade Assessment reports on Reaching the Unreached. Indonesia's, Malaysia's and Philippine's reports were synthesized in an EFA Mid-Decade Assessment Sub-regional Synthesis Report for Insular Southeast Asia covering Indonesia, Malaysia and the Philippines, and briefly covering Brunei Darussalam and Timor Leste.

Support for the achievement of EFA and MDG were gathered during commemoration of the 2007 EFA Global Action Week, and organization of a MDG banner competition, movie screening, and discussion. UNESCO Jakarta also participated in the 42nd SEAMEO Council Conference and 2nd ASEAN Education Ministers Meeting held in Bali (Indonesia) in March 2007. Early Childhood Care and Education (ECCE) were strengthened in Indonesia through development of the country's ECCE Policy Review Report. UNESCO Jakarta also contributed in developing a Sub-regional Response for Southeast Asia from the 2007 EFA GMR on ECCE.

The patriarchal system in numerous areas of Indonesia, such as West Nusa Tenggara Province, has profoundly disadvantaged girls and women of the essential fair chance of acquiring education, resulting in unequal access of knowledge and skills to find better employment opportunities to raise their welfare. Although in general girl enrollment in primary and secondary schools are equal with that of boys, their opportunity in getting employment and livelihood is not as bright as that of boys. This is not solely due to education, since it is also due to norms and cultural tradition.

Hence to help offset this, from April 2002 to 2007 UNESCO has implemented the *Scientific, Technical and Vocational Education for Out-of-School Girls* program. The program aims to empower dropout girls of 15-20 years of age from poor marginal families with specialized knowledge and vocational skills in science and technology in senior secondary vocational schools – efficiently benefiting from the schools' technical, human, and network resources. The knowledge and skills thus gained by the girls have opened wider and more equal employment opportunities for them. The "Scientific, Technical and Vocational Education (STVE) for Marginalized Girls and Young Women: A Guideline to Facilitate Expansion and Effectiveness of the STVE Programme" was developed, printed and disseminated. A half-day National Seminar and Press Conference to Launch the STVE Guideline were organized in September 2007.

UNESCO has supported MoNE in improving the quality of primary schools through the joint UNESCO-UNICEF-Government of Indonesia Creating Learning Communities for Children (CLCC) program at primary school level. This joint UNESCO-UNICEF-GOI program started in 1999. The emphasis of the CLCC program is on sustainability through mainstreaming efforts within the system, through empowering education stakeholders and development of training and learning materials. The use of a student-centered approach through AJEL (Active, Joyful and Effective Learning) has been widely replicated. UNESCO has adopted a holistic approach to ensure

sustainability – improved transparent school management, community participation and student-centered learning. CLCC is now operating in 6 provinces in 15 districts with NZAID funding and in 12 Provinces and 42 districts with funding from other sources.

This project has been immensely successful and is one of UNESCO's highest profile activities in Indonesia. UNESCO experience has shown that in order to be sustainable, a project needs to be pegged on to the Government system, not be a stand alone project. This is due to at least two reasons. The first is replicability and sustainability, as it is the Government who is responsible for all education services in the country. Secondly, by being pegged on to the Government system, a project could get possible co-financing.

CLCC also works in the area of pre-service teacher training through its cooperation with four universities to ensure that (1) the pre-service teacher training uses AJEL in its courses, and (2) CLCC teachers using AJEL will be assessed for possible certification and accreditation should they continue their studies in the universities as mandated by the new Teachers and University Lecturers Law.

Together with the Ministry of Religious Affairs (MoRA), UNESCO has also supported *Madrasah Ibtidaiyah Education* in three districts of three provinces of Indonesia to improve their educational quality. The project aims to improve Madrasah education by empowering MoRA officials and education stakeholders and providing them the tools to effectively manage and implement a transparent school management system and improve the teaching and learning.

UNESCO has supported adaptation and revision of the UNESCO Inclusive, Learning Friendly Environment (ILFE) Toolkit in the Indonesian language based on feedback from users throughout Indonesia. More copies of the version that has been revised and translated into English are being printed for wider

dissemination. The Toolkit has been used in at least one CLCC inclusive school in each of the provinces of West Java, Central Java, East Java, East Nusa Tenggara (NTT), and South Sulawesi. This endeavor is to support the Government's policy and respond to the challenge to increasingly mainstream special needs students within general primary schools, and train its teachers for special needs students.

UNESCO has also supported the development of two modules based on the principles of AJEL in the areas of primary social science relating to the integration of *Focusing Resources in Effective School Health* (FRESH) with specific emphasis on water and sanitation, and human rights and peace education. The modules have been used as CLCC materials for training of trainers. In addition, UNESCO organized a "Regional Workshop on Education Sector's Response to HIV and AIDS and the Adoption of FRESH: The Role of Comprehensive School Health to Support EFA" in February 2006 in Jakarta.

Within the context of EDUCAIDS, UNESCO Office, Jakarta has been scaling up its response on the role of education in preventing HIV transmission and on efforts to mitigate the epidemic's impact on education sectors. A tool guideline has been developed in creating awareness among, and encouraging response from key stakeholders, to ensure equal access and right of all children to quality education and health services in an inclusive setting as an education sector response to HIV and AIDS prevention program. In collaboration with the Ministry of National Education, some projects have been conducted, integrating issues of HIV and AIDS into pre-service teacher education and community learning centre activities as a non formal education setting.

Indonesia has met the fifth EFA goal in achieving gender parity in basic education, however has not attained gender equity. In strengthening the educational rights of all women, UNESCO has supported Indonesia to become a member of the *Gender in Education Network in Asia* (GENIA).

In order to help the survivors of the 2004 devastating earthquake and tsunami in Aceh build a strong economy, UNESCO had a pilot project in providing *livelihood skills training* which helped equip the survivors, especially women, with capacity to find meaningful work, while building their self-confidence and self-respect.

UNESCO has supported GOI in improving literacy through the *Literacy Initiative for Empowerment* (LIFE), which has been implemented within the framework of the National Movement on Intensive Illiteracy Eradication. UNESCO'S contributions to the National Literacy Movement can be seen at each level of MoNE's plan - from advocacy/socialization, implementation of literacy education programmes, material development, to monitoring and evaluation. In addition, a Mother-Tongue Literacy Programme has been developed and implemented in light of the linguistically rich and diverse situation of the country.

Natural Sciences

UNESCO activities in the basic sciences in Indonesia concentrated on enabling the participation of the country's scientists in the regional networks, facilitating their interactions with colleagues within the region and with other parts of the world. Because of dwindling support, both in the Regular Programme and from extrabudgetary sources, the impact of basic science cooperation has been reduced. Where the networks focus on applications of economic and social significance, e.g. traditional medicine as a sub-area of natural products chemistry, there are more opportunities for interaction of scientists and researchers with industry, and with the grassroots technology residing in the villages and communities to address related social issues. In addition, some workshops in bioethics have been organized.

Over the last two biennia there has been close cooperation between UNESCO Ethics of Science and Technology Division and the Regional Unit for Social and Human Sciences for Asia and Pacific (RUSHSAP), the Indonesian National Bioethics

Commission, and the State Ministry of Research and Technology in conducting several ethics workshops in Indonesia to train scientists and university staff in ethics. Experts from Indonesia have also actively participated in UNESCO regional ethics meetings on environmental ethics, ethics of science and technology and bioethics. In addition significant contributions were given by Indonesia in the consultation process in developing UNESCO Bioethics Declarations. There is also cooperation with Indonesia in other fields of social sciences including social development issues.

UNESCO activities in engineering sciences in Indonesia have been focusing on building capacity of technical universities to strengthen industry-academia linkages and partnerships, developing human resources in renewable energy technology and policy, and application of ICT networks for higher education particularly in renewable energy and other areas of development. UNESCO has been collaborating with Indonesian Renewable Energy Society *(Masyarakat Energi Terbarukan Indonesia)* since the World Renewable Energy Congress 2005 to facilitate the exchange of knowledge and expertise with other countries on technological options and policy formulation for sustainable use of renewable energy. UNESCO also supported the Agency for Assessment and Application of Technology (BPPT) for sustainable bioenergy development in Indonesia. UNESCO has been actively working on application of ICT networks in Indonesia for higher education. UNESCO launched e-learning project in 2007 in collaboration with Institut Teknologi Bandung to broadcast three renewable energy courses not only in Indonesia but also to other Southeast and South Asian countries. UNESCO's forthcoming e-learning courses include "University-Industry Technology Transfer and Technology Management" and "S&T Policy Formulation for Utilization and Innovation of Grassroots Technologies."

UNESCO activities in hydrology and water resources in Indonesia, carried out within the framework of the International Hydrological Programme (IHP), concentrated on the ecohydrology approach for water resources assessment. In particular, together with the Indonesian Institute of Sciences (LIPI), in its capacity as UNESCO's focal point for ecohydrology in Southeast Asia and the Pacific, different activities have been carried out, including three regional workshops in ecohydrology in 2001,

2003 and 2005 attended by several scientists from the Asia Pacific Region, as well as from Europe and Canada. LIPI Limnology is proposing to host the Asia Pacific Centre for Ecohydrology under the auspices of UNESCO, in collaboration with other organizations concerned, in order to conduct scientific research, professional training and capacity building, and creating an information network for ecohydrology and related activities.

Whilst fostering objectives of improving the scientific methodology and data support for sustainable management of water resources, through applied research and capacity building projects, UNESCO is focusing particularly on community-based approaches to water interaction and security, with emphasis on water quality, groundwater pollution (including coastal zone hydrology and water catchment and supply needs in arid zones) and megacity impact.

In the fields of biodiversity and environmental sustainability, Indonesia has been one of the major partners of UNESCO through its participation and contribution in the Man and the Biosphere (MAB) Programme. To date, Indonesia has established six Biosphere Reserves, namely Cibodas, Gunung Leuser, Siberut Island, Komodo Island, Tanjung Puting and Lore Lindu, representing major ecosystem types (tropical rainforest, mountains, coastal zones, islands, freshwater and marine areas) under diverse human impacts and gene pools of the country. Indonesia has started recently pursuing new cases in Biosphere Reserve development, by focusing on the managed ecosystems including rehabilitation areas, new partnership between local government and communities, NGOs and private sectors; and the novel orientation in using Biosphere Reserves for science education and learning laboratories for sustainable development. This is to enable MAB and Biosphere Reserves to be used in a much broader national development context.

Parallel to MAB, Indonesia has also four natural World Heritage sites registered, namely Ujung Kulon National Park in West Java, Komodo National Park in West Flores, Lorentz National Park (approx 2.5 million ha) in Papua and the Tropical Rainforest Heritage of Sumatra (approx 3.5 million ha) which is the first cluster natural World Heritage in the ASEAN region. Presently, Indonesia has one transboundary World Heritage initiative in Borneo forest and a large marine cluster in the process of nomination preparation.

All these sites related to UNESCO programmes stand for Indonesia's commitment to sustainable development, through conservation of biological (and cultural diversity) and the associated ecosystem functions and services especially for water, agriculture, livelihood and health and security. It demonstrates in particular Indonesia's interest in the roles of sciences in such undertaking. Based on this background and given the tremendous challenges encountered in the managing these large ecosystems, Indonesia with assistance from UNESCO Office, Jakarta, has been involved in all significant activities of UNESCO at local, national, regional and international levels. These include support to young scientists, training of trainers, pilot studies, field projects for capacity building and livelihood development, scientific workshops, public awareness and campaign, partnership with NGOs and other UN programmes and policy development at national and international platforms.

In its inter-sectoral Programme on Environment and Development in Coastal Regions and Small Islands UNESCO has been closely cooperating with Indonesian Government Agencies, Universities and NGO's in regard to the sustainable development and integrated management of coastal areas and small islands.

The CSI platform has been primarily focusing on issues such as resource-use conflicts on small islands, megacity-impacts on the coastal environment using Jakarta Bay as a case study, monitoring and mitigation of marine pollution in cooperation with LIPI, BPPT and the Ministry of Fisheries and Maritime Affairs (DKP), environmental education, biodiversity assessments in the Thousand Islands and the Banda Islands, community-based waste management in the vicinity of Jakarta, coastal community-based tourism as well as support for marine World Heritage nomination and management, particularly the 'Marine Mega-diversity of Indonesia' serial site nomination.

In response to recent severe natural disasters, the CSI platform has increasingly linked its existing activities on natural resource management, environmental education and education for sustainable development (ESD) with community-based disaster risk reduction, such as in recent programmes carried out in Aceh and Nias.

In supporting Indonesia to actively develop and operate it's National Tsunami Warning System as part of the Indian Ocean Tsunami Warning System, (IOTWS), UNESCO's Intergovernmental Oceanographic Commission (IOC) is enabling further development and implementation under its biennium tsunami programme.

Social and Human Sciences

As a highly diverse nation with a developing economy, Indonesia faces numerous and complex social challenges. One such challenge is in the field of human rights. Notwithstanding Indonesia's adherence to the UN Universal Declaration of Human Rights and the Islamic Conference Organization Cairo Declaration in 1990, and the establishment of the National Commission of Human Rights as well as the enshrinement in the Constitution of 1999 the provision in Article No. 39 guaranteeing the recognition of human rights, discrimination and disparities among regions and human needs still exist. Therefore, the ability to understand the problems faced and to provide appropriate policy strategies will be keys to Indonesia's further development. In this regard, social sciences can offer an important contribution by providing reliable and significant research-based recommendations for policy makers.

UNESCO has stated in its Medium Term Strategy (34C/4), the priority assigned, within the framework of the intergovernmental Programme on the Management of Social Transformations (MOST) to "strengthening policy-oriented research and the research-policy linkages in the field of social and human sciences, in particular on global, regional and national issues of key relevance to poverty eradication, migration, urban issues, youth, gender equality and sports and anti-doping in sports."

Another priority of UNESCO will be "to contribute to the dialogue among civilizations and cultures and a culture of peace through philosophy, the human sciences, good governance, the promotion of human rights and the fight against discrimination…"

The Indonesian Institute of Sciences (LIPI) is in a position to respond to the national

challenges and help meet UNESCO'S objectives through its MOST program which aims to act as a medium for interaction among social scientists, policy makers and the general public, so that social policies enacted and implemented for the benefits of the society are based on more realistic, practical and appropriate research. Activities under the program are geared towards developing capacity for network development, coordination, integrating research, facilitating technical assistance and expertise, and providing research evaluation.

Box 2

Rebuilding the human infrastructure: UNESCO's multi-sector response in the post-disaster situations, in partnership with a wide range of stakeholders

Coordination and technical support. Close contacts are maintained in particular with the Ministry of Science and Technology, as well as to the Meteorological and Geophysical Agency (BMG) and the Agency for Survey and Mapping (Bakosurtanal). Efforts are made to ensure the technologies, equipments as well as maintenance used by each partner for the Early Warning System (EWS) are compatible with others, so that their information can be used by the National Tsunami Warning Center in BMG in Jakarta. UNESCO Jakarta is assisting that process.

Upgrade technical capacity of BMG. In the framework of the Emergency Response and Transitional Recovery (ERTR) Programme of UNDP, UNESCO Jakarta is collaborating with the Indonesian Agency for Meteorology and Geophysics (BMG) in the implementation of the project "Support for the Establishment of the Indonesian National Earthquake and Tsunami Warning System".

In cooperation with IOC, UNESCO Jakarta has established the Jakarta Tsunami Information Center hosted in the UNESCO office, which provides information on all aspects of building up the Tsunami Early Warning Systems, awareness building, preparedness and emergency response.

UNESCO assists in the assessment of environmental tsunami impacts, in particular on mangrove and coral reef ecosystems in Aceh; Restoration of and strengthening the management capacity of Gunung Leuser National Park (Biosphere Reserve and World Heritage site) in Aceh and North Sumatra, through a large-scale project providing training, technical assistance, awareness materials, equipments and monitoring to control illegal logging and mitigate encroachment in the park.

Strengthening community-based disaster preparedness has been pursued through the development of research methodology to assess the degree of community preparedness in facing natural disasters, with emphasis on earthquake and tsunami disaster preparedness, and documenting good practices based on the use of traditional knowledge, as well as conducting key interventions, including education and awareness activities, at community level.

In cooperation with NGOs, development of disaster preparedness manuals, materials and toolkits, such as the Community-Based Disaster Risk Reduction Management (CBDRM) toolkit, covering not only tsunami but also other natural hazards such as earthquake, volcano eruption, floods, landsides, forest, fire, etc. have been produced and distributed.

Community education and psychological assistance has been supported by establishing Volunteer Training Centers to assist earthquake/tsunami victims to acquire livelihood skills for earning a supplementary income and at the same time, helping them to overcome trauma and building self-confidence. By initiating school-based disaster risk reduction frameworks, village communities are empowered.

Media and information systems have been supported through actions such as rebuilding of local radio broadcast capacity in Aceh; distribution of emergency radio receivers to refugees living in barracks; the provision of emergency training for journalists and radio reporters; establishment of a communication and cultural centre for the community in Aceh; support to local communities in managing telecenters; building of a reading room and provision of mobile libraries and books collection for Aceh Provincial Library, also training for elementary school teacher and support to the news website Acehkita.com. The activities for rebuilding the capacity of media and information professionals in Aceh, as well as the communities are still continuing until the end of December 2007.

"Rising above the Tsunami: The UNESCO Cultural and Psychotherapeutic Healing Programme in Aceh" using traditional art (music, songs, story telling and dance) as means of healing for the children of victim families is the first and foremost in Aceh. UNESCO is currently involved in the UN joint programme for Nias Island, in the protection of traditional houses, intangible heritage as well as develop cultural tourism for the tsunami and disaster-affected island.

Culture

During the last two biennia, UNESCO culture programme activities aimed at accelerating the achievement of the MDGs, in particular MDG 1 and consolidating the linkages between culture, sustainable development and poverty reduction[15], through the protection of cultural diversity; the promotion of UNESCO Universal Declaration on Cultural Diversity; and the reinforcement of policy and practices to

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15   As agreed at the Stockholm Conference on Cultural Policies for Development in 1998 and UNESCO/Government of Italy/World Bank 'Culture Counts: Financing Resources and the Economics of Culture in Sustainable Development in 1999'.

safeguard/protect cultural heritage in all its forms. UNESCO's long-standing experience in the culture field was put into practice in favor of the traditional communities and the most vulnerable groups in the post-disaster interventions which followed the December 2004 tsunami and later on the May 2006 earthquake in Yogyakarta. Projects such as cultural healing through performing arts in Aceh, cultural tourism for sustainable development in Nias Island and rehabilitation of Prambanan World Heritage Compounds in Yogyakarta had aimed at re-creating vibrant communities celebrating their rich cultural heritage. The activities carried out had positive impact in terms of long-term livelihood enhancement, based on conservation, development and presentation of the cultural and natural heritage resources of the communities.

Communication and Information

UNESCO has been involved in the development of people's access to media and information since the beginning of the reform era in 1998, during which the Indonesian government took the initiative to open its media and information environment. UNESCO then provided assistance through the Ministry of Communication in the enactment of the new Press Law that was passed by the parliament in 1999. In the field of strengthening democracy and promoting the practice of good governance UNESCO has been involved through a number of programmes such as from capacity building of local radio stations from 1999-2004, and a series of training for media professionals. In the field of broadening people's access to information, UNESCO, in cooperation with the Ministry of Research and Technology, has been developing a number of Community Multimedia Centres (CMCs) in some areas to foster community access to information to increase opportunities for non-formal education, inclusive participation in development and management of social transformations. Access to information also includes the increased opportunities for marginalized and disadvantaged groups to exercise their right to benefit from inclusive information and communication processes, drawing on the work of International Programmes on Development of Communication and Information for All Programmes. Some programmes have been conducted in these particular areas, such as training on Internet for street children and visually-

impaired people. Preservation of information has also been done by UNESCO, including the promotion of library and information services, with a focus on building digital libraries and the role of archives and records management services, and promotion of diversity of information sources in all languages with focus on multilingualism in cyberspace through the development of open courseware as well as free and open source software for extending and disseminating knowledge in different educational settings.

UNESCO also provides assistance in media development in post-conflict areas such as in Maluku, Central Sulawesi and West Kalimantan which was aimed at production of media content that promotes peace. In post-disaster areas such as in post-tsunami Aceh and post-earthquake Yogyakarta, UNESCO is contributing to capacity building of media professionals by ensuring the capacity of local media to provide necessary humanitarian information and by enhancing the quality of media training institutions. The capacity building programmes also include the training for media people on MDGs issues. Media and information professionals have also been sensitized with the knowledge of safety issues during hostile and emergency situations. In order to sensitize the role of media in democratic societies, UNESCO will promote media literacy and editorially independent public service broadcasting.

UNESCO and the GOI cooperated in organizing an international conference promoting peace through the use of media and ICTs, called Bali Global Forum, held on 21-23 January 2007 in Bali. This important forum was attended by about 200 participants from more than 30 countries. One of the main conclusions of the conference is that the mass media and information-communication technologies (ICTs) can contribute to peace building efforts, conflict resolution, promoting dialogues and creating mutual understanding among different ethnicities, cultures, and religions. To achieve this goal it was recognized in the forum that there is a need to establish a network that will combine the use of traditional and modern media to provide information that promotes peace. This network is called the Power of Peace Network, aimed at contributing to enhance cultural self expression and interaction, inter-faith dialogue, and to bridge the information gap between people, by involving children and youths, and by using various media such as the internet, film, radio and television in the process of dialogue and provision of information.

Other important areas that will be the focus of UNESCO in the field of Communication and Information are: preservation of information, which include the promotion of library and archives, and promotion of diversity of information sources in cyberspace through the development of open source software for extending and disseminating knowledge in different educational settings.

Box 3

Lessons learned

Based on various evaluations, assessments, consultations with, and ad hoc feedback from the local partners, UNESCO Jakarta can draw many lessons which will guide its future work and enhance the performance and impact of its programmes:

- Closer alignment of UNESCO's actions with the identified national priorities, and allocation of adequate human and financial resources;
- A more strategic programmatic approach, rather than dispersed activities and short-term small-scale projects;
- A multi-sectoral comprehensive approach, particularly when targeting specific communities sharing common issues;
- Improved communication with local stakeholders and partners through, for example: regular information sessions; working/thematic groups meetings; other consultative mechanisms for joint planning and monitoring;
- UNESCO and the government are encouraged to explore alternative and innovative partnerships and co-financing modalities to ensure success and sustainability of projects and programmes;
- UNESCO needs to have a fund-raising strategy arm to get more funds to finance its many worth while activities;
- A more anticipatory role for UNESCO, leading the reflection on major emerging issues such as disaster preparedness, among others;
- High political and adequate financial commitment by the government to ensure the success and sustainability of UNESCO's programme.

3 Proposed Cooperation Framework

Building on the results achieved during the last biennia and the lessons learned from past experience, UNESCO Office, Jakarta will continue to support the GOI in its efforts towards the achievement of the nationally set targets, the MDGs as a whole, and those related to other emerging issues of national and international importance (e.g. climate change). It will employ all its resources, especially its long-standing expertise and competence in the fields of education, science, culture, communication and information to assist the Government of Indonesia in the execution of its three-pronged plan aimed at improving the welfare of all citizens, in particular protecting and empowering the poor and the vulnerable, and establishing democracy and justice for all.

To that end, the proposed cooperation framework, developed in accordance with UNESCO's Medium-term overarching objectives and in alignment with the UNDAF, is built around 10 strategic programme areas covering UNESCO's fields of competence. The programme areas have been selected in response to the identified challenges being addressed by Indonesia in education, science, culture and communication, and at the same time meet UNESCO's strategic objectives as articulated in its Medium Term Strategy for 2008-2013.

Within each programme area, the focus reflects current and future proposed action aimed at addressing specific priority issues and challenges identified by UNESCO and its partners in the Indonesian Ministries and government institutions. Under the inter-sectoral umbrella, the proposed programmes and projects, which are further detailed in the selected programmes/projects presented in Annex 1, will focus on cross-cutting issues, such as education for sustainable development, gender equality, the use of ICTs, disaster preparedness, etc. Drawing upon the lessons learned from previous cooperation, this programmatic approach is expected to be more effective in promoting a more strategic, comprehensive and multi-sectoral approach, specially in addressing shared or interlocking issues across UNESCO's field of competence. Moreover, it is hoped that moving away from fragmented, dispersed short-term and small-scale activities will improve efficiency.

A selection of programmes and projects are proposed within this framework defining the strategy and activities to be carried out and results expected to be achieved for each programme focus.

Indonesia-UNESCO Country Programme Framework 2008 – 2011
Indonesia-UNESCO Partnership to meet the Millennium Development Goals and Education for All

	EDUCATION	SCIENCE	CULTURE	COMMUNICATION AND INFORMATION
MAIN OBJECTIVES	Attaining quality education for all	Mobilizing science knowledge & policy for sustainable development and addressing related ethical challenges	Fostering cultural diversity, intercultural dialogue, and a culture of peace	Building inclusive knowledge societies
PROGRAMME AREA	1.1. Quality Education in formal & non-formal systems 1.2. Policy formulation, planning & management of ED systems	2.1. Science & Technology research & capacity building. 2.2. Environment & natural resource management 2.3. Disaster risk reduction	3.1. Protect & safeguard cultural (tangible & intangible) heritage 3.2. Strengthen cultural policies, cultural industries & intercultural dialogue	4.1. MDG awareness 4.2. Universal access to information & knowledge 4.3. Fostering pluralistic, and independent media
PROGRAMME FOCUS	1. Creating Learning Communities for Children 2. Strengthening CLCs 3. Capacity-building on educational management at district level 4. Monitoring progress towards EFA goals & education-related MDGs 5. Teacher education policies, support to higher education 6. Strengthening TVET 7. Strengthening S&T education at basic level 8. Linking formal and non-formal education 9. Teaching/learning materials to improve quality of education 10. Cross-cutting issues: gender, HIV/AIDS, ICT, multi-lingual education 11. Debt swap conversion 12. E9 initiatives	1. Science for All 2. Renewable energy policies and research 3. Fresh water & ecohydrology center 4. Strengthening nature WH sites & Biosphere Reserves 5. Climate change, adaptation strategies and Biodiversity 6. Safe water, sanitation & livelihood in small islands 7. Cluster NH museums 8. Science and technology parks development 9. Management of social transformations 10. Ethics of science and technology	1. Cultural tourism for sustainable development 2. Rehabilitation of cultural heritage in post-conflict/disaster areas 3. Safeguarding intangible cultural heritage 4. Promotion and ratificatiion of normative instruments 5. Sustaining creativity for development of cultural industries 6. Promoting cultural diversity & intercultural dialogue	1. Development of free, independent and pluralistic media 2. Capacity building of media professionals, including on MDGs issues 3. Development of editorially independent public service broadcasting 4. Foster community access to information 5. Development of media and information literacy 6. Preservation of information, and promotion of diversity of information sources in cyberspace

INTER SECTORAL
1. Promote linkages between biodiversity & cultural diversity for sustainable development
2. Tsunami information and preparedness for disaster resilient communities
3. Integrating education, science, culture and communication for disaster risk reduction
4. Teacher upgrading through ICTs
5. Heritage awareness through education and media
6. Education for Sustainable Development (ESD)
7. HIV and AIDS prevention education
8. Mainstreaming gender issues

4 Programme Management

Monitoring and evaluation

Within each programme area, detailed workplans, including monitoring and evaluation mechanisms and related performance indicators will be developed with the relevant Ministries, stakeholders and the executing partner agencies.

Progress on the I-UCPD will be monitored and reviewed on a regular basis (every 6 months) by the I-UCPD Steering Committee[16]. Recommendations of these reviews will help identify and tackle emerging and unexpected issues, and adjust the programmes accordingly.

Partnerships

As the Regional Science Bureau for Asia and the Pacific and a cluster office located in Indonesia, UNESCO Office, Jakarta is empowered by the wide national, sub-regional and regional networks of policy makers, experts, institutions, NGOs, the private sector and development agencies. UNESCO Office, Jakarta will devote its efforts towards building strategic alliances in support of the I-UCPD in order to ensure that the programmes benefit from the political commitment and wide ownership, high-level expertise and cutting-edge knowledge as well as the adequate financial resources required for the successful implementation.

The Indonesian National Commission for UNESCO will deploy its efforts towards mobilizing all stakeholders among the government agencies, civil society organizations and the private sector. Support and cooperation for the implementation of the proposed programmes will be also strengthened through the existing cooperation mechanisms and networks among Indonesia neighboring countries in the region (SEAMEO, ASEAN, etc.), among the E9[17] countries, but also at the international level, particularly through South-South cooperation and triangular North-South-South cooperation.

Resource Mobilization

On the basis of the Programme and Budget approved for each Major Programme (Education, Natural sciences, Social and Human Sciences, Culture and Communications and Information), and the subsequent financial allocations decided for UNESCO Office, Jakarta, the share of each programme/project in the regular programme budget will be determined at the beginning of each biennium. These allocations will serve as co-financing resource or as start-up funding.

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16 The UCPD-Indonesia Steering Committee hosted by UNESCO-Jakarta and the Indonesian National Commission for UNESCO which will meet every six months
17 E9 Countries are nine most populous countries in the world

At the beginning of each financial year, UNESCO and the GOI will define co-financing schemes and arrangements to identify, in addition to UNESCO's regular programme funds, the contribution of the GOI from its budget allocations along the line ministries. Besides these resources substantial co-financing will need to be mobilized from donors and development agencies, based on detailed proposals.

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26. Science and Technology Indicators in ASEAN, ASEAN Sub-Committee on S&T Infrastructure and Resources Development, 2005.

Annex 1

Selection of programmes and projects

The list below presents a selection of programmes and projects intended to be executed during the period covered by this I-UCPD, i.e. between 2008-2011.

Education

1. Development of CLCC (Creating Learning Communities for Children) through formal and non-formal education.
2. Reaching the un-reached through strengthening Community Learning Centers (CLCs) (Mobile Learning Resources, strengthening the culture of reading, etc.).
3. Capacity building on educational management at district level in reaching the EFA Goals.
4. Monitoring progress of EFA goals and education-related MDG's.
5. Support for teacher education/training policies including those leading to upgrading teacher qualifications within the context of support to higher education.
6. Strengthening TVET through formal and non-formal education (vocational technical schools, para-professional courses (KPP), polytechnic, certification and placement).
7. Strengthening policies and curricula in sciences and technology education at the basic education level.
8. Linking formal and non-formal education to achieve the EFA goals (sharing resources, transferability, multi-entry – multi-exit, equivalency education, etc.).
9. Provision of teaching/learning materials to improve classroom practices and the over-all quality of education.
10. Intersectoral linkages and cross-cutting issues, such as gender, HIV and AIDS education; ICT in education; and multi-lingual education.
11. Debt swap conversion in education.
12. Promoting the E9 initiatives as well as South-South cooperation and triangular cooperation (North-South-South).

Science

13. Science for all: a multi-level, multi-modal comprehensive science and technology literacy program for sustainable development (including collaboration with Indonesian national higher education and research network for S&T literacy).
14. Strategic research/study, policy advice, awareness raising and capacity-building on renewable energy.
15. Ecohydrology approach for sustainable management of freshwater ecosystems in Indonesia.
16. Developing institutional capacity of marine science institutes to better respond to national needs in sustainable uses of the coasts and ocean.
17. Capacity building in monitoring, adaptation and site management to respond to climate change in the critical terrestrial and marine ecosystems of Indonesia.
18. Strengthening coastal and marine World Heritage sites and Biosphere Reserves in Indonesia to become regional models in sustainable marine resource management

and pro-active climate change adaptation.

19. Indonesia's natural World Heritage sites as models for protected area management and Biosphere Reserves as in-situ learning laboratories for sustainable development.
20. Safeguarding the environmental and cultural integrity of island communities of Indonesia: Siberut, Nias, Flores and Sumba, in the process of economic development and social transformation.
21. Improving access to safe water and sanitation in Nias Island.
22. Developing Indonesia's Cluster Natural History Museums to Promote Science Education for Sustainable Development.
23. Capacity-building in science and technology parks development.
24. Strategic research/study, policy advice, awareness raising and capacity building on youth policy.

Culture

25. Cultural tourism for sustainable development in Nias Island.
26. Rehabilitation of cultural heritage in post-conflict/post-disaster situations.
27. Safeguarding of cultural heritage through heritage education.
28. Promotion and ratification of normative instruments (Conventions).
29. Enhancing creativity for the development of cultural industries.
30. Promoting cultural diversity and intercultural dialogue.

Communication and Information

31. Development of free, independent and pluralistic media.
32. Capacity-building of media professionals.
33. Development of editorially independent public service broadcasting.
34. Foster community access to information.
35. Development of media and information literacy.
36. Preservation of information, and promotion of diversity of information sources in cyberspace.

Intersectoral

37. Promote linkages between biodiversity conservation and cultural diversity as a platform for sustainable development.
38. Tsunami information and preparedness for disaster resilience community (incl: community resilience to disasters).
39. Disaster risk reduction.
40. Cultural heritage rehabilitation, awareness raising and media development .
41. Teacher upgrading through ICT.
42. Education for sustainable development.
43. HIV prevention education in-school based program: integrating HIV and AIDS in school curriculum.

Profile description of selected programmes and projects are presented in Annex 3.

Status of Listed Programmes / projects

No	Programme / Project Name	Status		
I	**Education**			
1	Development of CLCC (Creating Learning Community for Children) through formal and non-formal education.		√	
2	Reaching the un-reached through strengthening CLC's (Mobile Learning Resources, Strengthening the culture of reading).		√	
3	Capacity Building on Educational Management at district level in reaching the EFA Goals.		√	
4	Monitoring Progress of EFA goal and Education related to MDG's.			√
5	Support for teacher education/training policies within the context of support to higher education.	√		
6	Strengthening TVET through Formal and non-formal education (Vocational Technical School, Para-professional Courses (KPP), polytechnic, Certification and Placement).		√	
7	Strengthening policies and curricula in sciences and technology education at the basic education level.	√		
8	Linking formal and non-formal education to achieve the EFA goals (sharing resources, transferability, multi-entry – multi-exit, equivalency education, etc.).		√	
9	Provision of teaching/learning materials to improve classroom practices and the overall quality of education.		√	
10	Intersectoral linkages and cross-cutting issues, such as gender, HIV and AIDS education; ICT in education; and multi-lingual education.		√	
11	Debt Swap conversion in education.		√	
12	Promoting the E9 initiatives as well as South-South cooperation and triangular cooperation (North-South-South).		√	
II	**Science**			
13	Science for all: a multi-level, multi-modal comprehensive science and technology literacy program for sustainable development (including collaboration with Indonesian national higher education and research network for S &T literacy).	√		
14	Strategic research/study, policy advice, awareness raising and capacity building on renewable energy.	√		

#		Proposed	Proposed / Ongoing	Ongoing
15	Ecohydrology approach for sustainable management of freshwater ecosystems in Indonesia.	√		
16	Developing institutional capacity of marine science institutes to better respond to national needs in sustainable uses of the coasts and ocean	√		
17	Capacity building in monitoring, adaptation and site management to respond to climate change in the critical terrestrial and marine ecosystems of Indonesia (revised from GEF).	√		
18	Strengthening coastal and marine World Heritage sites and Biosphere Reserves in Indonesia to become regional models in sustainable marine resource management and pro-active climate change adaptation			√
19	Indonesia's natural World Heritage sites as models for protected area management and Biosphere Reserves as in-situ learning laboratories for sustainable development.		√	
20	Safeguarding the environmental and cultural integrity of island communities of Indonesia: Siberut, Nias, Flores and Sumba, in the process of economic development and social transformation.			√
21	Improving access to safe water and sanitation in Nias Island.	√		
22	Developing Indonesia's cluster natural history museums to promote science education for sustainable development.		√	
23	Capacity-building in science and technology parks development	√		
24	Strategic research/study, policy advice, awareness raising and capacity-building on youth policy.	√		

III Culture

#		Proposed	Proposed / Ongoing	Ongoing
25	Cultural Tourism for sustainable development in Nias Island.		√	
26	Rehabilitation of cultural heritage in post-conflict/post-disaster situations.	√		
27	Safeguarding of cultural heritage through heritage education.		√	
28	Promotion and ratification of normative instruments (Conventions).			√
29	Enhancing creativity for the development of cultural industries .	√		
30	Promoting cultural diversity and intercultural dialogue.	√		

IV Communication and Information

#		Proposed	Proposed / Ongoing	Ongoing
31	Development of free, independent and pluralistic media.	√		
32	Capacity-building of media professionals.		√	
33	Development of editorially independent public service broadcasting.		√	
34	Foster community access to information.		√	
35	Development of media and information literacy.		√	
36	Preservation of information and promotion of diversity of information sources in cyberspace.		√	

V Intersectoral

#		Proposed	Proposed / Ongoing	Ongoing
37	Promote linkages between biodiversity conservation and cultural diversity as a platform for sustainable development.		√	
38	Tsunami information and preparedness for disaster resilient community.	√		
39	Disaster risk reduction.		√	
40	Cultural heritage rehabilitation, awareness raising and media development in Aceh (in cooperation with BRR).	√		
41	Teacher upgrading through ICT.	√		
42	Education for sustainable development.		√	
43	HIV prevention education in-school based program: integrating HIV and AIDS in school curriculum.		√	

note: √ = Proposed   √ = Proposed / Ongoing   √ = Ongoing

Annex 3

Examples of Proposed Programmes and Projects

PROJECT PROFILE

Community Empowerment Through Heritage Education

Regions
The project focuses on selected World Heritage Sites in Indonesia, including two natural and two cultural heritage sites. The preliminary list includes: Borobudur (Yogyakarta), Prambanan (Yogyakarta), Sangiran (Solo), Bali cultural Landscape, Leuser National park, Lorenz National park, Borneo

Partners
Local and central government institutions, Universities and schools, National and International NGOs (e.g. ICOMOS, IUCN, ICCROM, Indonesian Heritage Society, WWF), UN agencies (UNEP, Habitat, ILO), ADB, WB, CLCs and CBOs

External Support Agencies
N/A

General Objectives
To ensure the long-term sustainability of cultural and natural heritage through Research, Capacity Building and Community Empowerment.

Duration
8 years

Estimated budget
8 Million USD
(100,000 USD per key programme activity per site per year)

BACKGROUND
This project will focus on the sustainable management of cultural and natural heritage sites (cultural landscape), through community involvement. As a strategy the project will be implemented in pilot project areas, consisting of existing or tentative world heritage sites in Indonesia during Phase I of the project (2008-2011). During Phase II of the project (2011-2014), the experiences gathered in these pilot areas will be replicated in other world heritage sites elsewhere in the Asia Pacific Region (with emphasis on the UNESCO Office, Jakarta Cluster countries). The project will be developed as an inter-sectoral programme involving Education, Science, and Culture.

OBJECTIVES
The project consists of five specific objectives as follows:
1.   To support Community Development in and around heritage sites
2.   To develop and introduce Heritage Education for schools, universities and community learning centres (CLC)
3.   To strengthen and improve the sustainable management of heritage sites
4.   To conduct Scientific Research and improve information management
5.   To contribute to advocacy and public awareness raising on natural and cultural heritage

ACTIVITIES	
Community Development	1.1 Baseline assessment of communities and their involvement in and around heritage sites
	1.2 Livelihood and entrepreneurial skills and capacity development of communities for sustainable development
	1.3 Establishment of local cultural industries and tourism
Education	2.1 Development of cultural and natural heritage education curricula and teaching and learning materials
	2.2 Training of Trainers (ToT) and introduction of heritage education into schools, universities and CLCs
Sustainable management of heritage sites	3.1 Baseline assessment of heritage sites and their management aspects
	3.2 Develop a management plan
	3.3 Strengthening and/or development of an effective management structure and capacity.
	3.4 Establishment of a monitoring and evaluation structure for heritage sites
Research and information management	4.1 To develop a research partnership with universities, local, national and international R&D institutions
	4.2 To develop and implement a scientific research programme specific for each of the selected sites
	4.3 To strengthen scientific information gathering and dissemination for each of the sites
Advocacy and public awareness	5.1 Capacity building for mass media, communities, NGOs and other target groups
	5.2 Development of publicity materials (newsletters, websites, flyers, etc.)
	5.3 Organisation of public events, exhibitions, seminars and media briefing sessions
	5.4 To develop public outreach centres for each site

PROJECT PROFILE

Economic Development by Safeguarding Cultural and Natural Heritage and Community-based Sustainable Cultural Tourism in Post-Natural Disaster Aceh province, Indonesia

Regions

Nanggroe Aceh Darussalam, Indonesia

Partners

Ministry of Culture and Tourism of Indonesia, Indonesian National Commission for UNESCO Provincial Government of Nanggroe Aceh Darussalam, Local Government of Aceh Province University of Syiah Kuala, Local NGOs, ICOMOS, International/national universities

External Support Agencies

To be identified

General Objectives

To promote economic development by safeguarding cultural and natural assets

Duration

3 years

Estimated budget

5,000,000 USD

BACKGROUND

On 26 December 2004, a 9.1-magnitude underwater earthquake caused a tremendous tsunami that devastated Aceh Province, Indonesia, resulting in the deaths of 128,715 people. This tragedy evoked great concern internationally. Governments, multilateral organizations, international, national and local NGOs, religious organizations, ethnic organizations, professional organizations, educational institutions and others have rushed to provide aid to the people of Aceh.

Longer term economic and social development planning requires a clear vision for the future. History suggests that from the days of the former Sultanate, the people of Aceh have always stressed their socio-cultural uniqueness and an independence of culture and development. In this, the preservation and management of Aceh's unique Cultural Heritage plays a most important, though perhaps often unrecognized, role. Moreover, safeguards to protect heritage sites are urgently required.

In order to present Aceh to the World, there is a need for an innovative approach to the management of these resources that will create opportunities for local communities to be directly involved in the routine management of many of these sites and for the education of younger people in their regional culture. Direct involvement in day to day management to boost tourism will also boost local livelihoods by not only creating profit centers for bringing funds into the community from modest entrance fees but by presenting opportunities for small scale enterprise such as opportunities for home stay facilities, the supply of refreshments and the production and sale of handicrafts, plants and flowers.

OBJECTIVES

The overall objective of this project is to promote the development of local employment and economic initiatives through community-based cultural tourism by safeguarding of cultural heritage, sustainable employment and the poverty alleviation in this isolated and economically disadvantaged region of Indonesia. The project consists of three specific objectives as following:

- to protect the cultural heritage of Aceh notably through the establishment and implementation of a Cultural Heritage Zoning Master Plan, a Management Plan and Tourism Development Strategy enhancement of local Museum capacity, preservation of tomb stones and fortified archaeological sites and vernacular architecture.
  These Plans underline the need for local communities to learn how their cultural and natural resources can be harnessed to the needs of economic development through tourism, as well as ways to secure and preserve these resources for future generations including conservation and restoration of cultural heritage through capacity building activities;
- to boost local pride and the community's sense of its own identity by raising awareness of local and national stakeholders of the importance of the heritage of Aceh for the sustainable development of the region realized on the basis of the establishment of partnerships and the provision of technical cooperation;
- to develop cultural tourism in Aceh, notably through training and skills development of family-owned accommodation/home-stays, production and sale of high-quality crafts items, and revitalizing the provincial Museum or cultural centres ensuring that the benefits are shared as widely as possible among the local communities.

PROJECT PROFILE

Rehabilitation and Protection of Cultural Heritage in Earthquake-affected areas

Regions
Region of Yogyakarta and the Province of Central Java, Indonesia

Partners
Department of Culture and Tourism of Indonesia, Indonesian National Commission for UNESCO, UNESCO World Heritage Centre (WHC), Coordinating Ministry of People's Welfare, National Planning Board, ICOMOS (International Council on Monuments and Sites), Research, Center for Disasters (Gadjah Mada University), Jogja Heritage Society

External Support Agencies
Agencies Kingdom of Saudi Arabia

General Objectives
To support the Indonesian authorities in the elaboration of an integrated action plan for the long term recovery works in the field of cultural heritage with a special focus on Prambanan World Heritage Compounds and Taman Sari Water Castle.

Duration
5 Years

Estimated budget
250,000 USD

BACKGROUND
At 05:53 hrs on 27 May 2006, an earthquake measuring 6.3 of magnitude struck Indonesia's island of Java and affected 11 districts within Yogyakarta province and the neighboring Central Java province, severely damaging housing and infrastructure.

The earthquake also caused structural damage to various cultural heritage sites in the area, especially the temples from the Prambanan World Heritage Compounds, dating from the 10th century. Other cultural sites sustained damages, such as Taman Sari Water Castle, the Sultan's Palace in Yogyakarta, the Imogiri Royal Cemetery, centers of handicraft and batik producers, as well as the well-known Kasongan pottery village.

OBJECTIVES
The objectives of this programme are to provide international expertise to assess the damage of Prambanan WH site and other important cultural sites as well as to establish an action plan for a long-term rehabilitation and restoration work. The programme includes also specifics objectives:
- to elaborate a conservation strategy for the upcoming rehabilitation works
- to prepare an integrated action plan for the post-earthquake recovery and rehabilitation works at these important cultural sites
- to work for the protection of this shared outstanding heritage
- to assist the Indonesian authorities and the people of Yogyakarta in their efforts to safeguard the rich cultural heritage of Yogyakarta, especially by identifying the deep

causes of the damages and by giving technical recommendations to address them for the long-term rehabilitation efforts.

ACTIVITIES

Since the earthquake in May 2006, UNESCO Office Jakarta undertook several activities for the rehabilitation and the protection of Cultural Heritage in the special region of Yogyakarta and the province of Central Java, with a special focus on Prambanan World Heritage Compounds and Taman Sari Water Castle.

First of all, UNESCO organized a rapid assessment mission in June 2006 with the participation of Prof. Giorgio Croci, ICOMOS member and well-know expert in the field of structural engineering and restoration of monuments and historical buildings.

Afterwards, different meetings, training-workshop or interdisciplinary research were realized. Through lectures, discussions and field works, the participants were able to identify the threats at the site and to propose a list of recommendations to mitigate them through the framework of an overall risk-management plan which is being developed as part of the Action Plan for the rehabilitation of the World Heritage Compounds.

At the same time, information panels for visitors in Prambanan World Heritage Compounds were created. The aim is to raise the awareness of the visitors about the values of the site, the damages caused by the earthquake and the efforts of all concerned stakeholders to rehabilitation it, despite the complexity of the works.

Also, UNESCO Office, Jakarta supported the Jogja Heritage Society for the preparation of the Homeowner's Conservation Manual for Kotagede Heritage District to raise awareness and strengthen local community involvement in heritage conservation practices especially in the rehabilitation works following the earthquake.

Strategy:

1. Create a coordinating body to ensure a good coordination in the field of culture heritage in the future (rehabilitation works, tourism activities, traditional performances agenda, crafts exhibitions, etc).

2. Create a synergy between tourism and cultural activities and ensure a good redistribution of the tourism income for the protection and rehabilitation of the sites and living traditions.

PROJECT PROFILE

Tsunami Information and Preparedness for Disaster Resilience Community

Regions	Indonesia
Partners	The Indonesian Meteorological and Geophysical Agency, The Indonesian Institute of Sciences, National Disaster Management Agency, The Ministry of Research and Technology, GI-TEWS, IOC, ICG/IOTWS, ASEAN Earthquake Information Center (AEIC); ASIAN Disaster Preparedness Center (ADPC), United Nations University (UNU-EHS); Asian Institute of Technology (AIT) and National Universities in the regions;
External Support Agencies	World Bank, European Community, UNESCAP, UNDP
General Objectives	Creating a tsunami disaster resilience community at national and local communities through information services and local context community preparedness programmes. Developing and strengthening the tsunami vulnerable communities through capacity building and training programme development, technical development of experts, and policy formulation.
Duration	5 years (2009—2013)
Budget	6,467,951 USD
BACKGROUND	An effective tsunami early warning system is achieved when all persons, especially in vulnerable coastal communities are prepared and respond appropriately and in a timely manner upon recognition that a potential destructive tsunami (local or regional) may be approaching. The communities should build capacity and awareness at the local level and place the tsunami hazard and response in the local context as well as empower communities to collectively engage in developing an appropriate tsunami response and in preparedness and mitigation activities. The Jakarta Tsunami Information Centre (JTIC) in UNESCO Jakarta Office has been set up to serve as an information resource from which government agencies, donor countries, public and private stakeholders at all levels, and the general public can draw upon to get valuable advise, information and help in implementing tsunami safety measures to save life and property. However, as JTIC is in the early stages of development, presently, the focus of JTIC is more at the national level. Strengthening the role and functions of Jakarta Tsunami Information Centre as information clearing house and capacity building for local level with the local context would be the most logical way for UNESCO/IOC to serve wider communities in Indonesia.

OBJECTIVES | This project aims at:
- Providing supports for country programmes in tsunami disaster preparedness and mitigation;
- Strengthening community preparedness against tsunami disasters especially in vulnerable areas;
- Strengthening national and local know how of tsunami disasters;
- Strengthening scientific and technical know how on tsunami preparedness and mitigation;
- Strengthening the tsunami information services to the local communities;
- Becoming the clearing house for tsunami information, programmes, and Initiatives for the national and local communities.

ACTIVITIES | Assessment of National Programmes in Tsunami Preparedness
A comprehensive study, under the direction of UNESCO Jakarta in cooperation with the national committee or other partners, will be conducted in Districts / Kabupaten to assess programmes and activities (if any) in Tsunami Preparedness. This study will include the assessment of capabilities of national universities as well as other players to provide sustainable Tsunami Preparedness programmes. Should there be no existing capacity, this study will assess identify the potential and interested key players in the districts to participate in this programme.

The study will then be followed up with focused investigation on types of Tsunami events and the collection of historical data/information about the disasters in the past. This study will provide information that can create local context to the capacity building programme in each district.

The study will include series of workshops in each district to socialize the findings and get feedback as well as additional needs from the community and stakeholders.

Formulation of Capacity Building Programme and Information Programme
Based on the result of the comprehensive assessment, a series of workshops and expert discussion groups will be held to formulate training modules adding the local context of the region / district. In addition to The Tsunami Teacher produced by IOC and translated by JTIC, other existing education modules developed by UNESCO will be the embryonic sources for the training modules. The experts discussion groups will also studied and make use of other educative material available in the market. A team of experts would also be assigned to formulate a policy recommendation pertinent to the tsunami capacity building for each district.

A separate team (working simultaneously and in complementary with the capacity building) will work on the information side. A clearing house of information and data bank of tsunami disasters (national, local and regional) will be established in the form of digital library. This team will be responsible in organizing the available information and make it accessible to the general public. In addition to the information on disaster in the past, this clearing house of information will also include information on capacity building modules, standards of procedures, policies frameworks, and other related information on tsunami disaster risk reduction. This clearing house will serve as the information sources for the experts, professional practitioners and general public interested in the field of tsunami disaster and risk reduction.

These information should reach and be understood by the general public / communities. Therefore, to a certain extent this information should be in local dialect / languages. The mean of information will be in the form of electronic files available from the website, as well as printed materials to be more widely distributed in remote and non-internet accessible areas.

Strenghtening the national - local Capacity Building and Information Network for Tsunami Disaster Risk Reduction,

It is foreseen that the JTIC will continue to be located at UNESCO Office, Jakarta. However, remote hubs and access point for JTIC information should be available in every part of Indonesia. Several districts might already have a well established institution and programme for capacity building in tsunami disaster risk reduction, and for this, collaboration and cooperation should be established. Others that do not have such institutionalized cooperation should collaborate with universities or other potential institutions. A working team should be formed and assigned to define and recommend the term of reference, responsibilities, structure and legal framework of this national – local capacity building and information network (hubs) for Tsunami Disaster Risk Reduction.

Public Awareness Program on Tsunami Disaster Risk Preparedness

Various communication technologies (radio, TV, internet, print) will be use to disseminate information on and build public awareness of Tsunami Disaster Preparedness and Mitigation. Communication experts will be engaged in developing communication plans and media

strategies as well as information materials. All partners will contribute to the dissemination effort. In addition to communication technologies, annual public awareness program will include activities such as road-shows, simulations, campaigns, and exhibitions.

Workshops and training on Tsunami Disaster Risk Reduction
The capacity building will be conducted in the form of workshops and training activities. The workshop and training will use the modules developed by the expert teams and be conducted in different countries depending on the type of disaster that the country is vulnerable to. Special workshops on standards of procedures and policy framework would also be programmed to acquire the support of the country government to secure the sustainability of this capacity building. In addition, models of Tsunami Drill will be developed for specific situation and socialized to be regularly organized by the local communities.

Monitoring & Evaluation
A team of evaluation experts will be contracted to conduct an evaluation six months prior to the end of the project. This evaluation will also address the sustainability issues.

Indonesia's Natural World Heritage Sites as Models for Protected Area Management and Biosphere Reserves as In-situ Learning Laboratories for Conservation and Sustainable Development

Regions	Indonesia
Partners	Ministry of Forestry; Coordinating Minister of People's Welfare; Ministry of Culture and Tourism; Indonesian Institute of Science, universities, private sector, non-governmental organizations (NGOs).
External Support Agencies	(Tentative) GEF and bilateral.
General Objectives	To strengthen the management of protected areas which have been declared as Natural World Heritage Sites (NWHS) and/or Biosphere Reserves through a multiple range of interventions.
Duration	5 years (2008—2012)
Estimated budget	5,000,000 USD
BACKGROUND	Ten national parks in Indonesia have been declared as Biosphere Reserve (BR) and/or Natural World Heritage Sites (NWHS), including three national parks under the cluster of Tropical Rainforest Heritage of Sumatra (TRHS). Most of the NWH sites and BRs are facing a wide variety of threats, including encroachment for agriculture and settlement, illegal logging, poaching and road development.

The global status of the protected areas, which provides an important conservation and development tool, has not fully been internalized into park's development and management. Therefore, there is no significant difference between WH-BR sites and other protected areas in terms of leadership, human resources capacities, conservation activities, and development schemes in and around the park. Though many stakeholders may possess a certain level of awareness regarding the global status of the concerning protected areas, they lack the understanding on how to benefit both economically as well as conservation-wise of the global status.

Considering the above concerns, it is important to develop and implement an action plan to improve the management of WH-BR sites as well as standardize management of BR/WHS as learning laboratories for conservation and sustainable development. Aside from

contributing to the protection of biodiversity, the project is expected to generate sustainable economic development in and around BR/WHS.

This project aims at:

- Assisting the government and related key stakeholders to develop national policies regarding norms, standard management, procedure and criteria for implementing, monitoring, and evaluating in BR/WHS.
- Providing a series of strategic practical and technical trainings to key-stakeholders on WH-BR management, including leadership, GIS, law enforcement, quality economy, integrated ecosystem management, tourism, buffer-zone development, etc.
- Promoting sustainable development in BR/WHS, including natural resource valuation, identification of development options, development of guidelines, as well as support for small-medium scale enterprises focusing at marketing tangible and intangible natural resources in BR/WHS.
- Promoting BR and WHS as a model of conservation and sustainable development through media and awareness campaigns to public, private sector, decision makers and other relevant groups.

Safeguarding of Vernacular Traditions in Post-Natural Disaster through Cultural Heritage Education: Capacity-building for Traditional House Conservation and Public Outreach Activities for Local Communities in Kotagede heritage district, Yogyakarta, Indonesia

Regions	Yogyakarta, Indonesia
Partners	Ministry of Culture and Tourism of Indonesia, Culture and Tourism Office of Yogyakarta, Provincial Development Planning Agency of Yogyakarta, Jogja Heritage Society, Centre for Heritage Conservation, University of Gadjah Mada, Indonesia, International Council on Monuments and Sites (ICOMOS), Aachen University, Germany, International experts
External Support Agencies	To be identified
General Objectives	To revitalize traditional houses damaged by the earthquake that struck the district of Kotagede
Duration	2 years
Estimated budget	1,500,000 USD

BACKGROUND

An earthquake measuring 6.3 of magnitude on 27 May 2006 struck Indonesia's island of Java and affected 11 districts within Yogyakarta Special Region and the neighboring Central Java Province, severely damaging housing and infrastructure. Around 5,700 people were reported dead, with over 38,000 injured, an estimated 1,650,000 displaced and more than 350,000 houses damaged or destroyed.

There is unique cultural heritage in Yogyakarta, both tangible and intangible, which was severely damaged by a result of this terrible natural disaster.

Within housing reconstruction activities are implementing in Yogyakarta and Central Java, there are various cultural heritage sites in Bantul, some 5 to 25 km away to the west from Yogyakarta, where structural damage to the whole district was caused due to the earthquake. Kotagede in the sub district of Bantul was a former capital of the first Moslem Mataram Kingdom founded in the 16th century, where is the oldest traditional district in Yogyakarta. The history of Yogyakarta began in Kotagede where there are such core activities

of local industries as sterling silver, batik craft, pottery, wood craft, ikat (hand-woven cloth), and other traditional crafts practiced in the area.

OBJECTIVES

The overall objective of the project is to contribute to the long term sustainability of the heritage site in Kotagede by safeguarding of the historical and cultural landscapes whose distinctive is vernacular architecture; to make not only their cultural values known but also the fact that their preservation can boost economic growth of the area and reinforce the cultural identity of this inhabitants.

Specific Objective 1: to assist the government in the establishment of a Cultural Heritage Zoning Master Plan and a Management Plan for the effective preservation and management of the cultural heritage sites;

Specific Objective 2: to provide community with technical expertise and vernacular building conservation methodology to ensure quality restoration of the traditional houses;

Specific Objective 3: to contribute to skill development of the house owners and of skilled craftsmen for the sustainability of the heritage preservation;

Specific Objective 4: to raise awareness of the house owners on the cultural/historic/economic value of their property and to strengthen local community involvement in heritage conservation practices, especially in the traditional house rehabilitation works, for the economic development thorough tourism promotion.

PROJECT PROFILE

Economic Development by Safeguarding Cultural and Natural Heritage and Community-based Sustainable Cultural Tourism in Post-Natural Disaster Island, Nias, Indonesia

Regions

North Sumatra, Indonesia

Partners

Ministry of Culture and Tourism of Indonesia, Indonesian National Commission for UNESCO Provincial Government of North Sumatra, Local Government of Nias Island, University of North Sumatra, ICOMOS, Local NGOs, International experts

External Support Agencies

To be identified

General Objectives

To enhance the quality of life for the people of Nias through the promotion of livelihoods based on the sustainable use of natural and cultural resources and to promote the development of local employment and economic initiatives through community-based cultural tourism

Duration

3 years

Estimated budget

5,000,000 USD

BACKGROUND

Nias Island in Indonesia suffered substantial damage and loss of life in the December 2004 Indian Ocean tsunami and were hit again by a very severe earthquake in March 2005, which impacted widely upon the traditional subsistence agricultural livelihood. In essence, the tsunami and earthquake had a dramatic and negative impact on the people of Nias and their culture. The cultural heritage of Nias comprises a rich combination of cultural landscape with physical evidence of megalithic sites, traditional villages, remarkable vernacular architecture and a variety of crafts and traditional customs. Unless there is a significant intervention in the near future to protect, conserve and develop the cultural heritage of the entire island, the cultural resources of Nias will continue to spiral into decay.

The project seeks to have a positive impact upon the traditional communities which are also the most vulnerable groups through long-term livelihood enhancement, based on conservation, development and presentation of their cultural and natural heritage resources. The key activities include creation of a strategic framework featuring a Tourism Development Policy linking cultural and environmental conservation with existing and future plans, training and job creation in cultural and creative industries targeting disadvantaged groups, training and job creation for local guards and guides, site interpretation and demarcation.

OBJECTIVES | Activities under this project will include advocacy and awareness of the importance of cultural and natural heritage, protection of cultural and natural resources, and capacity building/skills development training at the local and national level. Through this intervention UNESCO wishes to assist the Indonesian authorities in revitalization of the value of cultural and natural heritage in Nias, thus generating substantial tourism activity.

The project consists of three specific objectives as following:
1. to protect the cultural heritage of Nias Island notably through the establishment and implementation of a Cultural Heritage Zoning Master Plan and Management Plan, enhancement of local Museum capacity, preservation of megalithic stones and archaeological sites and vernacular architecture. These Plans underline the need for local communities to learn how their cultural and natural resources can be harnessed to the needs of economic development through tourism, as well as ways to secure and preserve these resources for future generations including conservation and restoration of cultural heritage through capacity building activities;
2. to boost local pride and the community's sense of its own identity by raising awareness of local and national stakeholders of the importance of the heritage of Nias for the sustainable development of the Island realized on the basis of the establishment of partnerships and the provision of technical cooperation, especially in the process of the preparation of Nias Island for the World Heritage site inscription;
3. to develop cultural tourism in Nias, notably through training and skills development of family-owned accommodation/home-stays, production and sale of high-quality crafts items, and revitalizing local museums or cultural centres ensuring that the benefits are shared as widely as possible among the local communities.

PROJECT PROFILE

Sustainable Development and Preservation of the Borobudur Temple Compounds World Heritage Property in Indonesia

Regions	Central Java, Indonesia
Partners	Coordinating Ministry for People's Welfare, Ministry of Culture and Tourism of Indonesia National Research Institute for Cultural Properties, Tokyo, Japan, Provincial Government of Central Java, Local Government of Magelang, ICOMOS , International/University experts
External Support Agencies	To be identified
General Objectives	To safeguard Borobudur site for long-term sustainable development of the local community
Duration	3 years
Estimated budget	2,000,000 USD

BACKGROUND

Launched in 1994, the World Heritage Education (WHE) Programme have provided young people with the necessary knowledge, skills, network and commitment to become involved in heritage protection from local to global levels. New pedagogical approaches were developed to mobilize young people to participate actively in the promotion of World Heritage thus far. By the "World Heritage in Young Hands" produced by the World Heritage Centre in 1998 in English and French and distributed the following year for pilot testing to 700 Associated Schools in 130 countries, young people have learned about World Heritage sites, the history and traditions of their own and other cultures, ecology and the importance of protecting biodiversity. They become aware of the threats facing the sites and learn how common international cooperation can help save heritage. Most importantly, they have been given the opportunity to discover how they can contribute to heritage conservation and make themselves heard.

The WHE project is expected further to encourage continued collaboration among educators and heritage experts in developing materials and tools, such as the globally-distributed World Heritage Education Resource Kit and the new and locally-specific Vigan Heritage Education Art (HEart) Activity Sheets, with the aim to instill pride in and commitment to heritage preservation in the youth of our societies.

OBJECTIVES

Despite the importance of the proper preservation of the site and the need of sustainable development mechanism, the Borobudur Temple Compounds suffers from the lack of

financial and human resources for adequately dealing with their conservation at the local/national level. The main aims of this project are (1) to develop an appropriate management system at the site by reinforcing coordination among the various management institutions concerned and establishing the necessary regulatory framework, possibly considering an amendment to the zone boundaries around the site and (2) to analyze the mechanism of degradation process of the stones and to take scientific long term intervention for their conservation while assisting national specialists in developing their capacity in monitoring activities without external assistance in the future.

Therefore, the overall aim of the project is to contribute to the sustainable development of the region of Borobudur through the appropriate management and conservation of the Borobudur Temple Compounds World Heritage property.

The overall objectives of the project are to:
- strengthen the legal management and control mechanisms for the site and its setting;
- organize and control commercial activities;
- improve the management of the visitors;
- identify appropriate ways for ensuring that the World Heritage property contribute to the sustainable development of the region of Borobudur;
- study the mechanism of degradation of the stones; and
- carry out conservation measures of the stones in-situ to prevent further damage to the site.

PROJECT PROFILE

Promotion of the World Heritage Education among young generation with educational materials and integrated high-visual image through the World Heritage List in Danger in Asia

Regions	Indonesia, Brunei Darussalam, Malaysia, the Philippines and Timor-Leste
Partners	UNESCO World Heritage Centre, Associated Schools Project Network (ASPnet) UNESCO Regional Office Bangkok, ICOMOS, IUCN
External Support Agencies	To be identified
General Objectives	To promote the education about and awareness of the value of cultural and natural heritage
Duration	2 years
Estimated budget	1,000,000 USD

BACKGROUND

Launched in 1994, the World Heritage Education (WHE) Programme have provided young people with the necessary knowledge, skills, network and commitment to become involved in heritage protection from local to global levels. New pedagogical approaches were developed to mobilize young people to participate actively in the promotion of World Heritage thus far. By the "World Heritage in Young Hands" produced by the World Heritage Centre in 1998 in English and French and distributed the following year for pilot testing to 700 Associated Schools in 130 countries, young people have learned about World Heritage sites, the history and traditions of their own and other cultures, ecology and the importance of protecting biodiversity. They become aware of the threats facing the sites and learn how common international cooperation can help save heritage. Most importantly, they have been given the opportunity to discover how they can contribute to heritage conservation and make themselves heard.

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OBJECTIVES

In order to fulfill this obligation to promote the education about and awareness of the value of cultural and natural heritage, UNESCO Office, Jakarta is to promote further the WHE in the Asia/Pacific region, especially the cluster areas (Brunei Darussalam, Indonesia, Malaysia, the

Philippines and Timor-Leste), with updated information as a supplemental educational kit accompanied with digitalized images accumulated by the NHK, based on the existing WHE educational materials such as the World Heritage in Young Hands, and the World Heritage in Young Southeast Asian Hands, as well as the tools on the World Heritage website and other related sources.

The overall objectives of the project are to:
- To encourage young people to become involved in heritage conservation on a local as well as on a global level;
- To promote awareness among young people of the importance of the UNESCO 1972 World Heritage Convention and a better understanding of the interdependence of cultures amongst young people;
- To develop new and effective educational approaches, methods and materials to introduce/reinforce World Heritage Education in the curricula in the vast majority of UNESCO Member States especially the Asia/Pacific region and;
- To create a new synergy among educators, heritage experts, environmental specialists, States Parties, development actors and other stakeholders in the promotion of World Heritage Education on a national and international level.

The specific objectives of this project are to:
- Bring national heritage, world heritage in danger in Asia/Pacific and education experts together in order to strengthen working alliances for further implementation of the UNESCO WHE project in the Asia/Pacific region, especially the countries of the Jakarta cluster region;
- Seek further to involve teachers across curricula in raising awareness for the young people concerning the importance of the World Heritage using updated supplementary educational kit with visual audio image;
- Strive to incorporate World Heritage into the curriculum through the produced WHE materials as a way of delivering core subjects and transverse themes in the classroom as well as through extra-curricular activities;
- Focus on creative and participatory methods of teaching, involving students in research, in collecting and analyzing data, in role-playing and simulation exercises, in information and communication technology, in taking part in well-planned field workshops.

Most importantly, the aim of this programme is to promote discussions and listening to others, resulting in re-affirmation of identity, whilst promoting mutual respect and respect for diversity. It serves as a valuable in a situation in which they learn together and from each other and which results in knowledge and appreciation for their local and world heritage.

Ecohydrology approach for sustainable management of freshwater ecosystems in Indonesia

Regions	Indonesia
Partners	LIPI Limnology Research Centre, Department of Public Works (PU), UNESCO Man and the Biosphere Reserve (MAB) Program
External Support Agencies	To be identified
General Objectives	Building a sound scientific basis for the protection and restoration of freshwater ecosystems, Carrying out effective ecohydrology-based methods to increase freshwater ecosystem resilience to human induced stresses
Duration	3 years
Estimated budget	1,000,000 USD

BACKGROUND

Indonesia accounts for one of the most water resources rich countries in Asia, and is ranked number 84 in the world regarding water availability per person per year.

With a land area of 1,811,570 km2, a population of 222,611,000 people and with a density of 123 inhabitants/km2, the total amount of renewable water resources is equivalent to 12,750 m3 per capita per year (approximately 35,000 litres per person per day) (Source "The United Nations World Water Development Report, 2006).

Yet, many parts of Indonesia suffer from water shortage or bad water quality especially during the dry season leading not only to serious threats to food security and public health, but also endangering natural habitats and livelihoods depending on those.

The 2004 Water Law (Undang Undang Tentang Sumber Daya Air, 7/2004) acknowledges that water resource problems in Indonesia are rather related to water quality than water quantity. Therefore, it outlines the following priority fields of action: Conservation of water resources, access to water and water related disasters.

The functioning of freshwater ecosystems is of crucial importance for livelihoods, health and security as it provide essential services such food, drinking water, building materials, nutrient recycling and flood control. The new interdisciplinary approach of ecohydrology improves the understanding and elucidation of the dynamic relationships between hydrological, ecological and social systems. It seeks new ways to balance human and environmental needs and thus contributes to the sustainable development of freshwater ecosystems.

OBJECTIVES Within the framework of the 7th phase of the UNESCO International Hydrological Programme (2008-2013,) entitled "Water Dependencies: Systems under stress and societal responses", it is aimed to achieve the overall goal of a sustainable management of freshwater ecosystems in Indonesia by building a sound scientific basis for the protection and restoration of freshwater ecosystems in Indonesia, and by carrying out effective ecohydrology-based methods to increase freshwater ecosystem resilience to human induced stresses.

This will be achieved by
– establishing a freshwater ecosystem demonstration site for profound ecohydrological research and capacity building for Indonesian scientists,
– developing and implementing ecohydrology-based measures to protect and remediate freshwater ecosystem processes at the demonstration site,
– contributing to the development of a national strategy for sustainable freshwater ecosystem management based on water, land and biodiversity conservation, and by
– strengthening the network and cooperation of stakeholders engaged in freshwater ecosystem management.

In doing so, UNESCO Jakarta in collaboration with local partner institutions, will strengthen the role and increase the capacity of Indonesian scientists in a yet still new and growing field of interdisciplinary environmental research.

PROJECT PROFILE

Capacity Building in Monitoring, Adaptation and Site Management to Respond to Climate Change in the Critical Terrestrial and Marine Ecosystems of Indonesia

Regions

Indonesia

Partners

Ministry of Forestry, Ministry of Environment, Ministry of Marine Affairs and Fisheries, Indonesian Institute of Sciences (LIPI), Local Government agencies, Wildlife Conservation Society (WCS), Universities and other relevant non-governmental organizations (NGOs).

External Support Agencies

(Tentative) GEF and bilateral donors

General Objectives

To protect globally significant biodiversity contained in terrestrial and marine ecosystems by building Indonesia's ability to adapt to the effects of climate change.

Duration

5 years (2008—2012)

Estimated budget

8,000,000 USD

BACKGROUND

The recent observed increase in the average temperature of the Earth's atmosphere and oceans (global warming) is alarming. Even if CO_2 emissions are reduced significantly in coming years, increases in temperature and sea level rise are still likely to result in major shifts in climatic patterns, affecting thereby Indonesian ecosystems, biodiversity benefits and socio-economic production systems.

Indonesia is endowed with some of the richest and most diverse marine and terrestrial ecosystems on this planet. Indonesia's 18,306 islands encompass about 17% of the plant and animal species of the world despite covering only 1.3% of the earth's land surface. This rich biodiversity is reflected in the high number of existing and proposed Natural World Heritage sites. Their representation of Indonesia key ecosystems and outstanding universal values are considered to go beyond national boundaries and to be of importance of future generations.

Indonesia's diverse ecosystems are extremely vulnerable to the impacts of climate change. It is predicted that the ecological productivity and biodiversity will be altered by climate change and sea-level rise, with an increased risk of species extinction. Events such as droughts, fires, pest infestations, invasion of alien species, storms, and coral bleaching will increase. The stresses caused by climate change, when added to other stresses on ecological systems, threaten substantial damage to or complete loss of some unique ecosystems and extinction of some endangered species. Only effective adaptation has the potential to reduce the adverse effects of climate change.

The Government of Indonesia has demonstrated its commitment toward conserving its biological assets and addressing the effects of climate change through its signing of all major international treaties on environment protection, and by identifying national priorities for action and long-term strategies in order to achieve them. However, despite this commitment, barriers exist to implementing an effective response. These include low adaptive capacity and expertise, weak monitoring systems and ability to predict vulnerabilities, and poor communication on climate change adaptation strategies at policy and managerial level. As a result no current management plans for protected areas (including world heritage sites) acknowledge the existence of climate change or consider its possible impacts.

The loss of biodiversity in Indonesia will be great unless it is attenuated through timely conservation efforts. International experience and lessons learned on addressing Climate Change impacts stress the need for using a number of management responses at national and local levels. The Natural World Heritage Sites and Biosphere Reserves, which cover a broad network of diverse ecosystems representative for Indonesia, provide an opportunity to develop such strategies, to implement relevant actions, to disseminate lessons throughout the region, and in doing so to pilot replicable approaches.

Taking into consideration the above, there is an urgent need to increase the adaptive capacity of Indonesia to cope with the adverse effects of climate change on ecosystems and biodiversity. Based on an analysis of the needs and feasible investments in establishing an adaptive response to climate change impacts on biodiversity in Indonesia, UNESCO aims at establishing a functional national monitoring-management system that allows the potentially damaging effects of climate change on Indonesia's natural ecosystems to be predicted, monitored and effectively managed. This will be achieved by developing and piloting the systems needed to assess the vulnerability of natural ecosystems using the model of Indonesia's globally important Natural World Heritage sites and Biosphere Reserves; developing, piloting and disseminating best practices for mitigating climate change impacts nationally as well as regionally in SE Asia.

The proposed project will take the approach of developing, piloting and communicating a best-practice response to managing the impacts of climate change by taking the case studies of Indonesia's Natural World Heritage sites and Biosphere Reserves. In developing such a system at the site level, it will address the institutional barriers that currently exist to prevent such a response and thereby lay the foundations for developing a truly nationwide system for predicting, monitoring and managing the effects of climate change.

OBJECTIVES | The project aims at:

- Developing mechanisms to predict the likely impacts of climate change, and to plan management and policy interventions accordingly, at both site-level as well as nationally. To monitor the ongoing effects of climate change and to establish feedback systems that can prompt management and policy interventions.

- Designing and pilot-testing 'corrective' actions to reduce the impact of inevitable climate change effects using Indonesia's Natural World Heritage Sites as case studies. This is likely to include management interventions at the local, regional and national levels.

- Assessing the viability of 'preventative' actions to mitigate and offset the effects of climate change through reduction of emissions and increase in carbon sinks, and implementing such measures as appropriate.

- Establishing a functional national (science-) based monitoring system to predict, monitor and manage the effects of climate change.

- Communicating knowledge to policy and decision makers, as well as disseminating tools to PA site managers, as well as to developing a rigorously scientific, practical best-practice model for climate change adaptation applicable to sites across Indonesia, the region and beyond.

Developing Indonesia's Cluster Natural History Museums to Promote Science Education for Sustainable Development

Regions	Indonesia
Partners	The Indonesian Institute of Sciences (LIPI); The Indonesian National Commission for UNESCO; Ministry of National Education; Non-governmental Organizations (NGOs).
External Support Agencies	The Islamic Development Bank (IDB)
General Objectives	• To improve capacity of non-formal natural science and technology education for young generation in Indonesia by networking and technical upgrading of the existing scientific institutions and other relevant institutions, supported by a long-term national programme; • To promote scientific knowledge and understanding, science and technology as human heritage; communicate their values for sustainable development, and mobilize the will and interest of society especially young generation for scientific exploration and innovation; • To develop a model of natural science education that brings scientific research institutions and other scientific-based non-governmental organizations much closer to society, and motivates their direct communication particularly with young generations.
Duration	42 months
Estimated budget	3,000,000 USD
BACKGROUND	Indonesia is known as one of the world's mega-biodiversity countries. The genetic resources are considered as the potential and strategic resources for future development. Science education in Indonesia should therefore pay more attention to issues related to the conservation and wise use of biological diversity. Through science education, public at large especially the young generation will understand the richness of the country in natural resources and the fact that these resources are undergoing depletion. The rational utilization and non destructive exploitation should be attempted through integrated management. Development of human resources is widely considered as the means for developing countries to move forward towards the Millenium Development Goals (MDGs). The fact that Indonesia's human resource index is lower that that of Malaysia, Philippines

and Thailand makes it impossible for Indonesia to achieve the new goals for sustainable development as the MDGs set at the World Summit on Sustainable Development (WSSD). This leads to the fact that science education in Indonesia has been less productive.

ACTIVITIES

The World Conference on Science in Budapest in 1999 emphasized that all citizens, young and old, should possess adequate scientific knowledge and skills in the 21st century. Given the noticeably diminishing interest of both young and adults in sciences, technology and engineering studies and careers, it is imperative to make education in science and technology more attractive and relevant. Promoting education and capacity building in science and technology at every country's effort to achieve sustainable development.

The Cluster Natural History Museums to Promote Science Education (CNHM-SC) is a network-based Indonesian National Science Education Facility (INASEF) initiative to develop a system of Natural History Museum and Science learning centers in a form of a cluster taking advantage of the existing diversity of natural science institutions, especially natural history museums and research institutions in Bogor, Bandung, Yogyakarta and their surroundings areas. This initiative is proposed, with the commitment of key government bodies and research institutions and with support from national and international communities, within 5 to 10 years, to establish a fully functional CNHM-SC in the aforementioned cities.

INASEF, as a network facility, will further be linked and/or extended to other pertinent national facilities which have capacity for promoting science education, such as biosphere reserves and natural world heritage sites, and those of scientific monitoring stations. INASEF will facilitate and strengthen cooperative endeavors with neighboring countries and leading museums and learning centers to promote informal scientific education and to provide information on natural sciences for all ages.

The cluster museums and science centers for science education will be a long-term commitment and require much larger scale in term of funding in order to upgrade the facilities, carry out training and design new programmes. LIPI and UNESCO Office, Jakarta takes an initiative to formulate a new scheme of networking and capacity building toward establishing a CNHM-SC, making use of scattered existing institutions in Bogor as a heritage for science and conservation education, and in a longer term toward development of a cluster of national system for science education linking other science laboratories and facilities, biosphere reserves, and natural world heritage sites in the country.

The initiative is of high relevance with the UNESCO's programme in promoting science education. The implementation of the activity will bring science education to a strategic position in the agenda of the participating agencies, thus contribute to the awareness building on the roles of science and technology towards sustainable development.

Achieving Information and Knowledge Society through Media and Information Literacy, and through the Empowerment of CMCs/CAPs

Regions	Indonesia
Partners	Ministry of Communication and Information Technologies; Ministry of Research and Technology; Centre for Scientific Data and Information of Indonesian Institute of Science; Indonesia's Children Welfare Foundation; Department of Communication University of Indonesia; teachers associations; librarian associations; media watch organisations; community groups.
External Support Agencies	(Tentative) UNICEF, foreign embassies.
General Objectives	To build public awareness on the importance of media and other information sources such as libraries in efforts to create information and knowledge societies within the framework of WSIS (World Summit and Information Society)'s action plans. This will be done through media and information literacy activities in various layers in the society, from formal education to trainings for members of general public (community groups), as well as government officials and members of parliament. In addition, people's access to information and communication is also improved to the establishment of Community Multimedia Centres (CMCs) and/or Community Access Points (CAPs).
Duration	3 years (2008—2011)
Estimated budget	1,200,000 USD
BACKGROUND	Media literacy is an important factor in building a good media environment in a democratic society. This will create a society that can use the media for their learning purpose and empowerment. Media literacy can then be expanded to information literacy which will in turn bring about information and knowledge society as has been expected under the framework of WSIS. One of the main entries in achieving this goal is through training on media and information literacy targeted to various stakeholders, from smaller groups in communities at neighbourhood levels, to school teachers and students as parts of extra-curricula activities, to government officials and members of parliaments. Subjects covered in the training will include various important aspects of media literacy such as how the media work and how they are produced, matters that need to be taken into careful consideration in consuming the media, and how to access, identify, locate and use information.

OBJECTIVES

This project aims at:

- Awareness building for communities at neighbourhood levels on how to access and use media and information for the empowerment of community, and also to enable them in producing alternative media.
- Providing knowledge and skills for elementary and high school teachers on media and information literacy and then use the knowledge to teach their students in the classroom so that the students will become media and information literate.
- Sensitising media and building information literacy awareness among government officials and Members of Parliament which will in turn create a better understanding in the importance of open environment in the field media and information.
- Establishing of training materials based on the best practices of the completed training series. The manuals will be published in book format that can be used for similar programmes in the future.
- Establishing and empowerment of Community Multimedia Centres (CMCs) and/or Community Access Points (CAPs), especially in rural parts of Indonesia to broaden people's access to information and communication.

PROJECT PROFILE

Media Development in Conflict Areas and Post-Disaster Situations

Regions

Indonesia

Partners

Ministry of Communication and Information Technologies; Indonesian Press Council; DR Soetomo Press Institute; Journalists Associations; Local Governments.

External Support Agencies

(Tentative) UNDP, World Bank, European Union, foreign embassies.

General Objectives

To strengthen free, independent and pluralistic media in conflict and post-disaster areas by enabling them to provide humanitarian and non-partisan information, and also information that will promote peace, tolerance and mutual understanding.

Duration

3 years (2008—2011)

Estimated budget

90,000 USD

BACKGROUND

Media play important roles in three phases in conflict and post-disaster areas. In conflict areas media are needed to mediate conflict and promote peace, tolerance and mutual understanding among the conflicting parties. In post-disaster areas media are crucial in providing information during the phase of rehabilitation and reconstruction, and also to build people awareness in disaster's early warning activities. During the rehabilitation and reconstruction process, both in post-conflict and post-disaster situations media are important to rebuild a spirit of unity among the people so that they can face the challenges bravely and re-emerge from the devastating circumstances, and rebuild what have been ruined or destroyed during the conflicts and disasters, physically as well as mentally.

OBJECTIVES

This project aims at:
- Rebuilding and improving capacity of media professionals and media organisations in selected provinces/areas in Indonesia that are in post-conflict situations, such as Maluku, West Kalimantan, East Nusa Tenggara, and in post-disaster situations such as Aceh, Yogyakarta and Central Java, especially in providing information that promote peace, tolerance and mutual understanding as well as in promoting the spirit of unity that is needed during the phase of rehabilitation and reconstruction.
- Broadening people access to information through the establishment and development of information and/or media centres that will be built under this project.

Strengthening Democracy through Capacity Building of Media Professionals

Regions

Indonesia

Partners

Ministry of Communication and Information Technologies; Indonesian Press Council; Indonesian Parliament; Indonesia's Association of Newspaper Publishers.; journalist associations, universities and training institutes.

External Support Agencies

(Tentative) World Bank, UNDP, foreign embassies.

General Objectives

To strengthen capacity of media professionals in Indonesia through series of training on journalism, which include training on journalism ethics, news gathering and reporting, and also more advanced journalism such as investigative journalism and reporting on scientific issues and on Millennium Development Goals (MDGs).

Duration

3 years (2008—2011)

Estimated budget

25,000 USD

BACKGROUND

Freedom of the press has come into existence in Indonesia since the beginning of reform era in 1998, after more than three decades where the press was under restrictive environment. On the one hand, the new freedom has brought about openness and transparency which is important to strengthen the new democracy, but on the other hand it has also created a new environment where some members of the press have abused their freedom by behaving unethically for the sake of financial profit. To reduce the risk of the abuse of press freedom, it is deemed necessary that the freedom of the press must be exercised with knowledge and skills and with full responsibility. Therefore, it is very important to improve and strengthen the quality and capacity of the press through a series of trainings/workshops for media professionals which will be addressed through this project.

OBJECTIVES

This project aims at:
- Providing a series of training to media professionals (reporters, editors, media owners) in at least 15 major provinces in Indonesia. The training will cover philosophy of journalism, journalism ethics, skills and knowledge from basic to advance trainings such as investigative journalisms, reporting on MDGs issues, covering sciences.
- Establishing training materials based on the best practices of the completed training series. The manuals will be published in book format as well as be uploaded in a website specifically created and dedicated under this project. The training materials can be used for similar programmes in the future.

Strengthening Coastal and Marine World Heritage Sites and Biosphere Reserves to become Regional Models in Sustainable Marine Resource Management and Pro-Active Climate Change Adaptation

Regions	Indonesia
Partners	Ministry of Marine Affairs and Fisheries, Ministry of Forestry, Ministry for the Environment, Indonesian Institute of Sciences (LIPI), National Commission for Marine Conservation (KOMNASKOLAUT), Coral Triangle Centre – TNC
External Support Agencies	To be determined
General Objectives	To contribute to a capacity building framework for stakeholders involved in the management, monitoring and scientific assessment of Coastal and Marine World Heritage Sites and Biosphere Reserves in Indonesia through tailored training programme development and community awareness programmes, technical development of experts, and policy formulation.
Duration	4 years (2008—2011)
Estimated budget	5,689,211 USD

BACKGROUND

Over-exploitation and destructive use of coastal and marine resources endangers the livelihoods of coastal communities, weakens the economies of archipelagic nations and threatens the regions high marine biodiversity. Recommendations made under the framework of the Convention on Biodiversity, at the World Parks Congress in Durban, and the 1st International Marine Protected Area Conference (IMPAC 1) underline the importance of national and regional representative networks of zoned multi-purpose marine protected areas (MPA's).

The seventh meeting of the Conference of Parties (COP7) to the Convention on Biological Diversity (CBD) in 2004 adopted the programme of work on protected areas, including Marine Protected Areas (MPAs) (Decision VII/28). Parties to the CBD have set themselves the goal of effectively conserving at least 10% of the world's marine and coastal ecosystems by 2012.

According to a Summary Report on the Current Status of the Global Marine Protected Area Network, made available at COP8 (UNEP/CBD/COP/8/INF/4), at present only

0.06% (2.2 million sq km) of the world's oceans are under protection, as against the target of 10% by 2012. As much as 68% of the area under protection is estimated to be in territorial waters (0-12 miles), 10% in the contiguous zone (12-24 miles) and only 28% in the EEZ (24-200 miles).

Building on experience from marine World Heritage sites over coastal Biosphere Reserves to UNESCO-supported locally managed and community-based MPA's, UNESCO has a wide range of tools and expertise to assist member countries in the training of MPA managers and the establishment of national and regional MPA networks. UNESCO and its member states are committed to contribute significantly to the envisaged global system of Marine Protected Area networks by the year 2012. In this context WH sites and BR reserves provide unique opportunities since they

o represent existing commitments by state parties towards the related conventions and multilateral agreements (WH Convention, CBD-Year 2010, Seville Strategy, UNFCCC)
o are internationally recognized due to their values and significance
o can fulfill a flagship role to raise awareness for the ongoing MPA network development
o are of high conservation priority, due to risks and threats, which are undermining the integrity of the sites
o can assist to identify gaps between the existing threat level and the management capacity of involved stakeholders

UNESCO aims to foster multi-sectoral input to narrow the gaps, mitigate existing threats and contribute to regional role models for sustainable marine natural resource management, which can reduce poverty and hunger by improving fisheries and aquaculture. Its objectives are aligned to contribute towards the achievement of the Millennium Development Goals. Achieving the Millennium Development Goal of halving the proportion of people suffering from hunger by 2015 is a huge challenge but one where fisheries and effective marine conservation can make a significant contribution. Often fishing is the livelihood of last resort in times of food shortage or economic hardship. While Indonesia's President announced the Governments intention to increase the total coverage of marine protected areas to 20% of its territorial seas until 2012 an expected increase of total fishing pressure poses a significant challenge to involved agencies.

OBJECTIVES | This project aims to:
- Act as a catalyst to stimulate cooperation and dialogue in marine resource management and conservation
- Contribute to the mitigation of threats caused by destructive fishing practices, over-exploitation and climate change related phenomena, such as coral bleaching, sea-level rise and related coastal erosion
- Increase regional collaborative activities by contributing to the planned World Ocean Summit in Indonesia in 2009 as a joint research and applied management conference
- Support Indonesian partners in developing techniques, methodologies and approaches to tailor marine resource management models to the prevailing needs
- Stimulate the participation of involved national researchers in regional research and training initiatives
- Create opportunities to enhance stakeholder participation in marine resource management
- Increase awareness of marine resource management concepts and principles
- Provide opportunities for human resource exchange and enhanced cooperation among technical institutions and scientific networks in the region
- Increase collaboration between academic institutions and the marine tourism sector, particularly in relation to WH sites
- Contribute to the ongoing development and implementation of related national action plans and regulatory frameworks, such as the NAP on Coral Reef Management
- Support workshops and trainings on marine conservation practices and principles
- Contribute to the establishment of local centres for excellence in marine management and conservation, providing additional clearing house functions for neighbouring areas

PROJECT PROFILE

Improving access to safe water and sanitation in Nias Island

Regions

Indonesia

Partners

Ministry of Human Settlement and Regional Development, Indonesian National Commission for UNESCO, Ministry of National Education, Ministry of Health, Institut Teknologi Bandung, PDAM (Regional Drinking Water Enterprise), NGOs, Regional networks

External Support Agencies

To be identified

General Objectives

- Improving access to sustainable safe water and sanitation at schools and health centers in Nias island
- Improving capacity of students, teachers, health workers on hygiene and sanitation to ensure sustainability of water sanitation facilities
- Strengthening capacity of local government, contractors, and construction workers on building proper safe sanitation and water supply

Duration

3 years

Estimated budget

1,500,000 USD

BACKGROUND

Gap between urban and rural achievements on MDGs may become a major concern in Indonesia, especially in access to safe water and sanitation. In addition, many of sanitation system were not constructed according to current guidelines, especially in rural areas.

Recent assessment conducted by the International Medical Corps (2006) showed that ratio students per latrine in Nias island is 300:1, irrespective to gender of children, whereas national recommended value is 50 to 1. Moreover, most of these sanitation facilities are not properly constructed according to guidelines. In most cases, wastewater is channeled directly to open sewers and directed to rivers, streams, and open ponds. Constructed septic tanks were built with leaks and without any further treatment such as wetlands. This situation may lead to groundwater contamination and deterioration of other water sources. In addition, many community health centers have no access to safe water supply, thus inpatient health services can not be provided properly due to hygienic issues. Construction of proper water sanitation facilities will improve access to sanitation.

Relatively low access to safe water and sanitation in Nias island is a result of low commitment of local government combined with lack of experience and expertise on water sanitation facilities construction among local workers and contractors. Strengthening capacity of local

government, contractors, and construction workers is necessary to build their capacity and ensuring sustainability of constructed water sanitation facilities.

Hygiene awareness among students in Nias is relatively low; therefore hygiene promotion should be conducted along with water and sanitation facilities construction.

OBJECTIVES

This project aims at:
- Establishing manuals and training materials in sustainable safe water and sanitation facilities construction. The manuals will be published in book format in Nias and Indonesia language.
- Identification of local contractors and potential construction workers in sub-districts level in Nias Island
- Providing a series of training to local government, contractors, and construction workers on how to build water sanitation facilities according to guidelines.
- Providing sustainable water and sanitation facilities for schools and health center in Nias Island
- Providing hygiene promotion to teachers and students

Safeguarding the Environmental and Cultural Integrity of Island Communities of Indonesia: Siberut, Nias, Flores and Sumba, in the Process of Economic Development and Social Transformation

Regions | Indonesia

Partners | Ministry of Forestry, Ministry of Culture and Tourism, Local Government agencies, Indonesian Ecotourism Network, non-governmental organizations (NGOs), local communities.

External Support Agencies | (Tentative) Spanish Government and other bilateral donors

General Objectives | To safeguard the environmental and cultural integrity of local communities (e.g. Siberut, Nias, Flores and Sumba) in the process of societal change.

Duration | 5 years (2008—2012)

Estimated budget | 5,000,000 USD

BACKGROUND | Indonesia faces a wide range of challenges in protecting its biodiversity and improving the welfare of its communities. In the past many communities in this country featured local environmental management systems embedded in the culture, which ensured economic continuity and contributed to the protection of biological diversity.

Nonetheless, facing a rapidly changing world, many communities were compelled to adjust their cultural practices, shift their economic strategies and adopt less sustainable practices, causing environmental degradation. In the current era of globalization, which could be regarded as a source of both opportunities and risks for local communities, it has become vital to wisely manage social transformations in order to protect the natural environment. Looking at the impacts of current development schemes, which often result in environmental degradation and the erosion of the indigenous culture, it is important to strengthen the interdependence between culture and nature.

To support this strategic culture-nature cohabitation, UNESCO will develop innovative methods that achieve nature conservation through culturally appropriate activities while providing simultaneously room for economic development. The project will implement alternative income-generating activities, as heritage tourism and agro-forestry, as well as strengthen local capacities and build mechanisms to improve communication between local communities and policy makers. As managers of natural and cultural heritage, local communities are under this new interdisciplinary, holistic and multiple level approach, regarded as the main actors in protecting their environment and culture as a platform for sustainable development.

OBJECTIVES | The project aims at:

(1) Fostering active participation of local communities, using local experiences and knowledge, in defining and formulating policies and decisions that may affect their livelihoods, cultural heritage and natural environment;

(2) Improving the welfare of local communities through the implementation of culturally appropriate development and conservation activities that reconcile socio-economic development needs with nature conservation;

(3) Increasing understanding and awareness at multiple levels of stakeholders to improve policies regarding the ecological and cultural roles of local communities.

PROJECT PROFILE

Creating Learning Communities For Children

Regions	Indonesia
Partners	Ministry of Education, UNICEF
External Support Agencies	NZAID
General Objectives	To improve the quality of primary education in terms of the process, outcomes and achievements of primary school students.
Duration	4 years (2007—2010)
Estimated budget	8,100,000 USD

BACKGROUND

Against the background of the Government of Indonesia's efforts to decentralize governance of services, the CLCC (Creating Learning Communities for Children) project was introduced in late 1999. Education decentralization also aimed at improving education quality through allowing schools greater autonomy in managing their own affairs, including financial matters. However this remains a challenging undertaking, given the many years of top-down management practices by the central Government, including the Ministry of National Education (MoNE).

Within the frame work of decentralization in education, in supporting the Government of Indonesia to improve the quality of primary education, UNESCO and UNICEF jointly provide technical and managerial support for the CLCC project or School-based Management project also popularly known as program "Manajemen Berbasis Sekolah (MBS)" in Bahasa Indonesia. It's one of the highest profile projects in Indonesia by the two UN partners.

Building on the first phase of the project, in 2007 NZAID provided a 3 year grant for the second phase of the project up to 2010. The project interventions focus on establishing transparent school management: student-centered teaching-learning practices; and greater community participation in around 2,500 primary schools in 42 districts of 12 provinces. However, there is a significant shift in the 2nd phase CLCC objective in terms of main-streaming or institutionalizing the CLCC into the institutional and systems practices of MoNE, particularly at the sub-national level.

UNESCO is responsible for substantive national-level support activities, such as development of advocacy, training and teaching-learning materials, as well as training activities themselves.

UNICEF is responsible for sub-national level activities at provincial, district and school-levels. All of the activities are jointly undertaken with MoNE, in this case the directorate of Kindergarten and Primary Schools Development in the Directorate-General of Primary and Secondary School Management.

During the first part of the 2nd phase, some significant initiatives towards institutionalization of the CLCC project are as follows:

- Collaboration has been started with 'Education Quality Assurance Institutions' (LPMPs) that are responsible for in-service training of primary school teachers. The focus is on ongoing technical support by LPMPs to the established teacher working groups at the cluster level of the system;
- Collaboration has been initiated with 16 universities responsible for pre-service primary teacher training for incorporating the CLCC approach and practices into their curriculum. In addition, the universities will accredit previous in-service training on CLCC for those teachers who continue further teacher training studies within the universities;
- The CLCC in-service teacher training scheme and design has been adjusted in order to provide greater flexibility for the clusters in choosing the training content that is most suitable for the needs of their school principals, teachers as well as the school supervisors;
- The life-skills education as well as the concept and practices of preventing corporal punishment in school have been integrated into the CLCC teacher training scheme;
- Collaboration with the EU supported 'Mainstreaming of Good Basic Education Practices' (MGP-BE) project and other quality improvement projects are in the process including sharing of capacity-building framework, instruments and materials.

Since the introduction of the CLCC, UNESCO and UNICEF have worked in direct partnership with the government at all levels in order to build ownership and accountability within the Government system. Hence, the CLCC is recognized as a cost-effective, applicable and sustainable model for primary education reform due to its holistic approach and practices.

Further consultation and agreement with the government, national and sub-national, on institutionalization of the CLCC model will focus on scaling up institutionalization efforts at the junior secondary level as well as further mainstreaming of the CLCC to other provinces and districts at the primary school level of the system.

OBJECTIVES

There are five inter-related component objectives of the project. The consolidation of the three pillars of Phase One of CLCC (student-centred learning, school-based management, and community participation) will create the basis upon which to build a transition to sustainable institutionalization of good education practice within the existing structures of the Indonesian education system.

The project component objectives are:

1.   To develop the capacity of education systems personnel within program provinces, districts and schools to sustain quality improvement in student centred teaching and learning and school based management.

2.   To strengthen the capacity of the Dinas, other local government agencies and representatives at the provincial/district level and local communities to plan, budget and implement activities that support student centred learning and school based management.

3.   To develop the capacity of education structures at the central level to assist provinces, districts and schools in the attainment of the eight national standards of education for primary schools by mainstreaming MBS.

4.   To utilize an educational monitoring and evaluation framework, which could be adapted by the Government of Indonesia for use across the sector, to measure improvements to the quality of basic education.

5.   To establish a unified CLCC management structure to achieve the program's goal and objectives.

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