



United Nations  
Educational, Scientific and  
Cultural Organization

*The World Cultural Heritage*  
JAK/2010/PI/H/6

# 2009 Annual Report



*Charles Darwin*  
*Beagle*  
**UNESCO OFFICE, Jakarta**



## UNESCO Office, Jakarta

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

For more information on UNESCO Office, Jakarta, please visit our website at [www.unesco.org/jakarta](http://www.unesco.org/jakarta)  
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# Annual Report

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# Foreword

*It gives me great pleasure to present this Annual Report 2009 of the UNESCO Office, Jakarta, again covering a year full of programmatic achievements, of activities, events, developments and of challenges and opportunities. The report provides an overview of the main programmes and activities along the two dimensions of the Jakarta office as Regional Science Bureau for Asia and the Pacific, and as Cluster office representing UNESCO in Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste.*

The year 2009 has seen a number of important developments, for the Jakarta Office, for UNESCO as a whole and for the entire UN system. To start with the UNESCO Office, Jakarta, this year saw the establishment in our Cluster of two new Category II Regional Centres under the auspices of UNESCO (the South-East Asian Centre for Life-long Learning for Sustainable Development, SEA-CLLSD, the Philippines; and the Asia Pacific Centre for Eco-hydrology, APCE, Indonesia). We also welcomed the launch of a new National Commission, namely that of Timor-Leste, which was established in April 2009. With the establishment of the Timor-Leste National Commission for UNESCO, we have now ensured a full coverage of NatComs in all Jakarta Cluster countries. Interestingly, the National Commissions are doing even better than UNESCO.

With 193 Member States there are currently 196 National Commissions for UNESCO established world wide. Ms. Kirsty Sword-Gusmão and Minister João Câncio Freitas have taken up the Chair and Vice-Chair of the new NatCom. I am truly impressed with the high level and quality of the Commission membership and its Chair, and see this as a confirmation of the strong commitment of the Government to the further intensification of the cooperation with UNESCO and with the UN system at large for the development of Timor-Leste.

Another important development for the Jakarta Office relates to the introduction of a range of new programming tools. In 2009 'UNESCO Country Programming Documents' (UCPDs) were produced for the Philippines and Timor-Leste, while the UCPD for Indonesia was updated. Besides, the Office produced 'UNESCO Education Support Strategy'

(UNESS) documents for Indonesia, the Philippines and Timor-Leste. With these programming tools, which articulate UNESCO's role within the country's Development Plan, and within the joint UN programme (UNDAF), we hope to significantly increase the effectiveness, impact and visibility of UNESCO's delivery at country level. The year 2009 also saw the development of an initial version of the Regional Science Bureau Strategy for Asia and the Pacific. This strategy aims at the development and implementation of a focused and coherent science programme, which addresses priority problems and challenges in the Asia and the Pacific region. The Strategy Plan has identified four Flagship Programmes, which are heavily rooted in the Natural Sciences domain, but require inter-sectoral cooperation to generate maximum impact and benefits. The flagship Programmes focus on: a) Biosphere



Reserves and climate change adaptation, b) Water for Sustainable Cities, c) Science Education linked to ESD, and d) School and Community Disaster Preparedness. The development of these regional flagship programmes is supported by a number of funding sources, including from the Japanese Ministry of Education (MEXT).

Also for UNESCO as a whole, it has been a year full of developments and of change. In October, the Organisation witnessed a change in leadership when the General Conference paid tribute to the many achievements of former DG Matsuura, and welcomed the new Director General, Ms. Irina Bokova. One of the many achievements during Mr. Matsuura's 10 year tenure was to create greater decentralization of both programme and human resources, resulting in a shift of the ratio of staff in Headquarters to those in the Field from 3 to 1 in 1999, to 2 to 1 today. This means we are better placed to deliver country-level support to our Member States through the cluster strategy, while at the same time taking our place in the various UN Country Teams. Substantial challenges, however remain, as the UN reform and the 'Delivering as One' agenda unfolds further. We welcome Ms. Bokova as the first woman and the first representative of Eastern Europe named to the post, and wish to assure her that we will spare no effort in working together to reinforce the relevance and impact of UNESCO for the benefit of its Member States and their people.

In the broader context of UN cooperation and UN reform, important developments relate to the establishment of the UN Regional Directors Teams, now referred to as the Regional UNDGs. These UN Regional Director Teams are now set up in all regions, and UNESCO's Directors of Regional Bureaux are members of these Regional UNDGs. The UNDG Asia Pacific met four times in 2009, and one of these meetings coincided with the Resident Coordinators cluster meeting, chaired by Ms. Helen Clark, Executive Administrator UNDP. This new modality and the inclusiveness of the new Regional UNDGs is expected to significantly improve the interaction, cooperation and 'delivery as one' of the UN system in the region.

It is apt that we experienced so many changes in 2009 even as we celebrated in that year the 200<sup>th</sup> anniversary of the birth of Charles Darwin and 150 years since the publication of his seminal work, "On the Origin of Species". Charles Darwin is a prime example of how the world could be changed by an idea – the idea that evolution is an ever-present, fundamental occurrence in nature, and therefore species gradually change over time. What is even more amazing is that, although his idea was developed in the 19<sup>th</sup> century, it has remained until now at the heart of scientific thought about the development of life. Every Annual Report we plan for an overarching theme, and it will not be surprising that the theme for the Annual Report 2009 is "Charles Darwin".

The programmatic highlights and main activities presented in this annual report will speak for themselves, with brief descriptions accompanied by glossy illustrations and photos. However, it is impossible to cover the full breadth of programmatic achievements, represented by all the activities, projects and programmes in the few pages of this annual report, and I would therefore encourage the interested reader to visit our website ([www.unesco.org/jakarta](http://www.unesco.org/jakarta)), which provides additional details, full reports and insights on the office, its programmes and its activities.

Looking back at what has been achieved over the year, I would like to express my sincere thanks to the dedicated team of staff, consultants and the numerous partners for their invaluable contribution, energy and inspiration over 2009. During the coming year, we will continue to strengthen UNESCO's position in joint UN programmes in the Jakarta Cluster countries, and in the development of a strong regional science programme for Asia and the Pacific, and I count again on the cooperation of all to make this happen. Lets continue to work in partnership for the benefit of the Member States and their people.



**Hubert Gijzen**  
*Director and Representative*

# UNESCO Today



United Nations  
Educational, Scientific and  
Cultural Organization

*The United Nations Educational, Scientific and Cultural Organization (UNESCO) was born on 16 November 1945. UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values.*

It is through this dialogue that the world can achieve a global vision of sustainable development encompassing the observance of human rights, mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO'S mission and activities.

The broad goals and concrete objectives of the international community – as set out in internationally agreed development goals, including the Millennium Development Goals (MDGs) – underpin all UNESCO'S strategies and activities. Thus UNESCO'S unique competencies in education, the sciences, culture and communication

and information contribute towards the realization of those goals.

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

## Some milestones over 64 years

**16 November 1945:** representatives of 37 countries meet in London to sign UNESCO'S Constitution which comes into force on November 4, 1946 after ratification by 20 signatories.

An intergovernmental conference convened by UNESCO adopts the Universal Copyright Convention. In the decades following World War II, the Convention served to extend copyright protection to numerous states not then party to the Berne Convention for the Protection of Literary and Artistic Works (1886).

Launching of the Nubia Campaign in Egypt to move the Great Temple of Abu Simbel to keep it from being swamped by the Nile after construction of the Aswan Dam. During the 20-year campaign, 22 monuments and architectural complexes are relocated. This is the first and largest in a series of campaigns including Moenjodaro (Pakistan), Fez (Morocco), Kathmandu (Nepal), Borobudur (Indonesia) and the Acropolis (Greece).

The Republic of South Africa withdraws from UNESCO claiming that some of the Organization's publications amount to 'interference' in the country's 'racial problems'. The state rejoins the Organization in 1994 under the leadership of Nelson Mandela.

UNESCO organizes the first intergovernmental conference aimed at reconciling the environment and development, now known as 'sustainable development'. This led to the creation of UNESCO'S Man and the Biosphere Programme.

The Convention concerning the Protection of the World Cultural and Natural Heritage is adopted. The World Heritage Committee is established in 1976 and the first sites are inscribed on the World Heritage List in 1978.

H.H. Pope Paul VI awards the John XXIII Peace Prize to UNESCO.

The United Nations University is established in Tokyo under the auspices of the UN and UNESCO.

UNESCO adopts the Declaration on Race and Racial Prejudice. Subsequent reports on the issue by the Director-General serve to discredit and dismiss the pseudo-scientific foundations of racism.

1945

1952

1956

1960

1968

1972

1974

1975

1978

in particular, on two global priorities:

1. Africa;
2. Gender equality;

And on a number of overarching objectives:

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

### UNESCO Principles

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

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

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

### Five Principal Functions

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

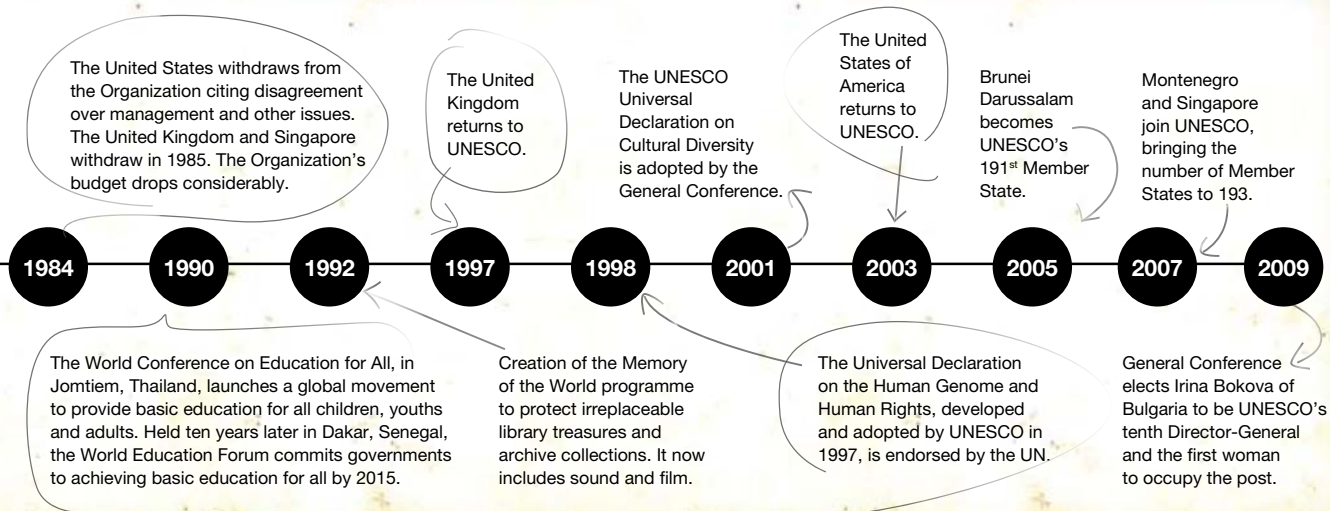
- *A laboratory of ideas*: anticipating and defining the most important emerging problems in the light of the ethical principles UNESCO champions, and identifying appropriate strategies and policies to deal with them;
- *A standard-setter*: serving as a central forum for articulating, building

understanding, benchmarking, and mobilizing agreements and international opinion related to the ethical, normative and intellectual issues of the time;

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

- *A capacity builder in Member States*: organizing international cooperation in building human and institutional capacities to deal with the challenges addressed within UNESCO's mission; and,

- *A catalyst for international cooperation*: as a technical multidisciplinary agency, assuming a catalytic role in introducing innovation, effective intervention and wise practice into development assistance through multilateral and bilateral cooperation.



# UNESCO <sup>in</sup> Numbers

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

- **halve** the proportion of people living in extreme poverty in developing countries by 2015

- **achieve** universal primary education in all countries by 2015

- **eliminate** gender disparity in primary and secondary education by 2005

- **help** countries implement a national strategy for sustainable development by 2005 to reverse current trends in the loss of environmental resources by 2015.



As of October 2009, UNESCO has **193 Member States** and **7 Associate Members**.

At present, **182** Member States have established **Permanent Delegations** to the Organisation at its Headquarters in Paris.

In addition, there are **4 Permanent Observers** and **9 Intergovernmental Organizations** with Permanent Observer **Missions** to UNESCO.



Currently, UNESCO enjoys official relations

with **330** international NGOs

and **19** foundations and similar institutions

that are working in the fields of competence of the Organization. In addition to this formal framework, the Organization has been carrying out a range of activities hand in hand with NGOs, not only at international and regional levels, but also at national level.

UNESCO's National Commissions constitute a unique network within the UN system. **Presently there are**

**196**

## National Commissions

Set up by their respective governments, the Commissions form a vital link between civil society and the Organization. They provide valuable insight for the Organization's programmes and help implement many initiatives including training programmes, studies, public awareness campaigns and media outreach. The Commissions also develop partnerships with the private sector, which can provide valuable technical expertise and financial resources.



The Secretariat consists of the Director-General and the Staff he or she appoints. As of March 2009, the Secretariat employed around

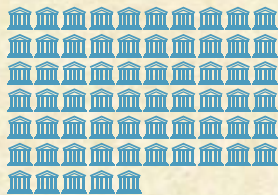
**2,000** staff members from some

**170** countries.

Under the current decentralization policy,

**740** staff members work in UNESCO's

**65** field offices around the world.



**4,000**

UNESCO Clubs, Centres and Associations

in some **100** countries promote the Organization's ideals and efforts at the grassroots level.

A new Director-General is elected every **four** years (previously every six years) by the General Conference. The current Director-General, Ms. Irina Bokova of Bulgaria, succeeded Mr. Koichiro Matsuura of Japan in October 2009.

Ms. Bokova is the **10<sup>th</sup>** DG of UNESCO since the first General Conference in 1946, as well as the

**1<sup>st</sup>** woman & representative from an Eastern European country to hold the post.

**7,900** Associated Schools in **176** countries help young people develop attitudes of tolerance and international understanding.

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

There are **11** specialized institutes  
**8** in education,  
**2** in science, and  
**1** in statistics

that support UNESCO's programmes, providing, in the same way as the regional bureaux, specialized support for cluster and national offices.

Over **580** University Chairs and **65** Twin Universities comprise the UNITWIN/UNESCO network, which encourages research, training and development in higher education.



## UN Reform and Delivery as One

The United Nations has a key role in supporting its member states to ensure progress towards the internationally agreed development goals, including the Millennium Development Goals. While addressing a wide range of global challenges, including disease, climate change, environmental resources destruction, conflict and disasters, the UN system must enable countries to lead their development processes and help to build capacities, resilience and response to these global challenges. The UN reform is aimed at generating more coherence and synergy between UN agencies, such that the UN can 'Deliver as One' and be more than the sum of its parts. In doing so the UN should maintain and utilize its unique internal diversity, specialisation, universality, neutrality and capacity to operate in the security, development and humanitarian spheres. UNESCO, as one of the specialised agencies of the UN system, is fully committed to UN reform and the 'DaO' agenda. The UN reform agenda, aimed at coherence, efficiency and enhanced high-quality delivery is bound to have a major impact on UNESCO's action at the global, regional and country levels for the

years to come. It will be a challenge, but also a real opportunity, for UNESCO.

Last year's annual report mentioned that the Jakarta Office, in response to the UN reform, has embarked on a strategy, which aims at maximising programme delivery in Cluster countries and in the region (ASPAC) in terms of effectiveness, impact and visibility. The main elements of this strategy include:

- 1) The development of coherent and demand driven country based programmes (UCPD), which articulate UNESCO's role within the country's Development Plan and within the joint UN Programme (UNDAF). During the year 2009, the UCPD for Indonesia was updated, while new UCPDs were produced for the Philippines and for Timor-Leste. The strength of these UCPDs is in the fact that these were developed via joint consultations between the office and the respective Governments, and therefore are fully demand based.
- 2) The adoption of a Regional Science Strategy, that aims at the development

and implementation of a focused and coherent science programme, which addresses priority problems and challenges in the Asia and the Pacific region. The Strategic Plan has identified four Flagship Programmes, which are heavily rooted in the Natural Sciences domain, but require inter-sectoral cooperation to generate maximum impact and benefits. The flagship Programmes are: a) BREES: Biosphere Reserves for Environmental and Economic Security – a climate change and poverty alleviation programme, b) SWITCH-*in-Asia*: Sustainable Water Management Improves Tomorrow's City's Health in Asia, c) COMPETENCE: Comprehensive Programme to Enhance Technology, Engineering and Science Education in Asia, and d) Fostering Safer and Resilient Communities – a natural disaster and climate change education programme. The development of these regional flagship programmes is supported by the Japanese Ministry of Education (MEXT).

- 3) The development of strong partnerships in the region. This includes partnerships at National





level, with Government, National Commissions, stakeholders, NGOs, donors, and at Regional level, with among others SEAMEO, ASEAN, ICSU, AIT, ADB, university networks, and with Category II Centres.

4) Improvement of programme effectiveness, which is crucial considering the limited resources available via the Regular Programme. The aim is to gradually shift the office portfolio from the current large number of smaller and short term activities towards a coherent and consolidated programme with larger initiatives. The four Regional Science flagship programmes are an example of how this could work for the regional science programme. At country level, the UCPDs (and UNDAFs) will guide the development of larger extra-budgetary initiatives. Such larger initiatives provide opportunities for collaboration with partners, including other UN agencies.

The UN Development Assistance Framework (UNDAF) brings UN agencies together in planning and prioritizing their interventions at country level, and as such it is an important tool in supporting the DaO at the country level.

In Timor-Leste UNESCO contributed to the development of UNDAF 2009-2013, via a consultative process with the Government and with other development partners. The new UNDAF became operational in January 2009. Also for Indonesia a new UNDAF roll-out started in 2009. The framework is now called the UN Partnership for Development Framework (UNPDF). It follows Indonesia's national planning priorities which focus on least developed, frontier, outer and post-conflict areas. In recognition of the middle income status of Indonesia, the UN system in Indonesia has decided to develop joint UN programmes focused mainly on three Regions (Aceh/Nias, NTT, and Papua) known to represent the poorest or disaster- and conflict-prone regions in the country. In the Philippines, the UN system started working on a new UNDAF in 2008, but upon request by the Government it was decided to postpone this, with a view to align the new UNDAF with the next Medium Term Philippines Development Plan (2011-2017). The UNDAF roll-out for the Philippines will therefore only start in 2010.

The UCPDs for Indonesia, Timor-Leste and the Philippines, were

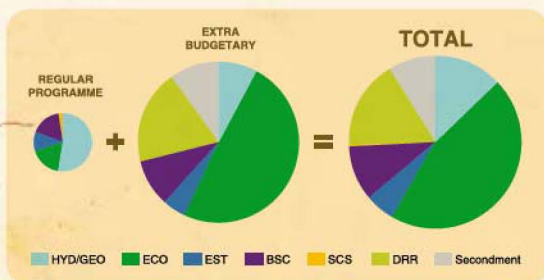
produced slightly ahead of the UNDAF preparations for these countries. Simultaneously, the Education unit of the office started the development of UNESCO Support Strategy documents (UNESS) for Indonesia, the Philippines and Timor-Leste. The UCPDs and UNESS documents proved to be useful in defining UNESCO's role at the country level, and therefore in positioning UNESCO's work in new UNDAF programmes.

At the regional level, the UN system in the Asia and the Pacific region has now established a fully inclusive UN Regional Directors team, which is referred to as UNDG Asia Pacific. The UNDG-AP has a role in guiding the UN reform at the country level, by providing quality support and advise to the Resident Coordinators and UN Country Teams in the region. UNESCO is represented in the UNDG-AP by both the Director of the Regional Bureau for Education (Bangkok), and the Director of the Regional Bureau for Science (Jakarta). This new modality and the inclusiveness of this new Regional UNDG is expected to significantly improve the interaction, cooperation and 'delivery as one' of the UN system in the region.

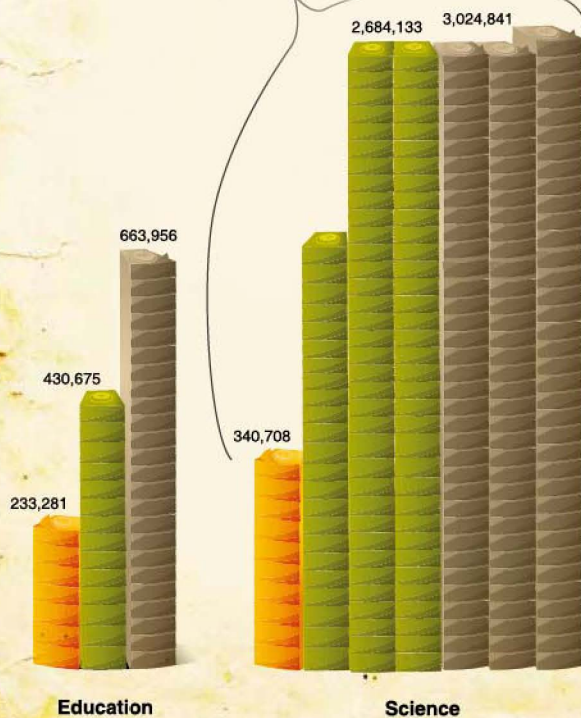


# UNESCO Office, Jakarta: Budget 2009

Regular Programme    Extra Budgetary    Total



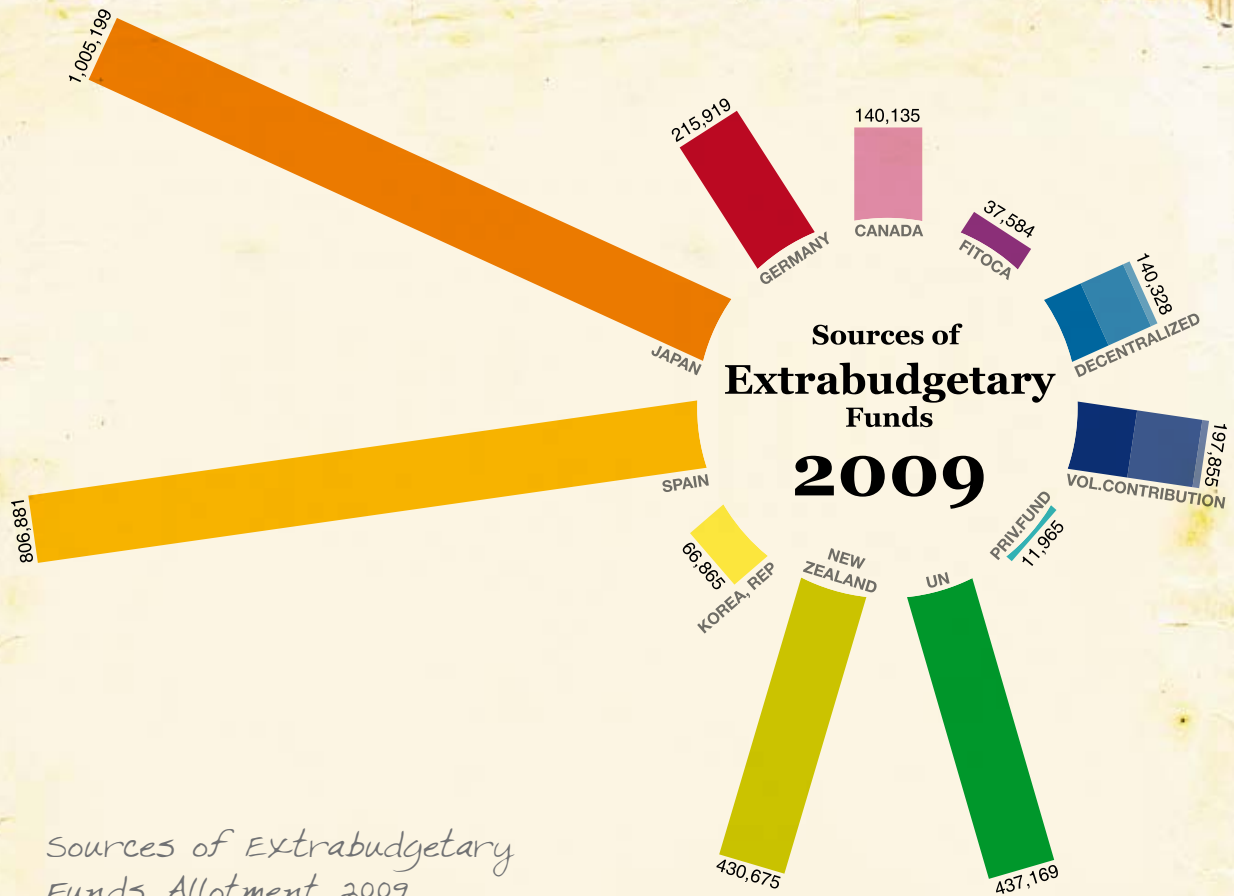
Science Budget Allotment



Total Budget Allotment 2009 (in us\$)

OFFICE	Regular Programme	Extra Budgetary	TOTAL
<i>Jakarta Office</i>			
Education	233,281	430,675	663,956
Science	HYD/GEO	213,561	393,262
	ECO	1,316,615	1,375,880
	EST	131,080	168,067
	BSC	250,297	306,966
	SCS	8,087	8,087
	DRR	-	510,668
	Secondment	261,911	261,911
<i>Sub-total Science</i>	340,708	2,684,133	3,024,841
Social Sciences	26,412	10,000	36,412
Culture	126,400	89,855	216,255
Communication and Information	133,183	98,000	231,183
Running Costs Budget	213,225	-	213,225
Delegated for Training	18,509	-	18,509
Country Programme	47,182	-	47,182
Joint UN Initiative	29,917	-	29,917
Field Office Security Costs	49,163	-	49,163
Decentralized	112,459	140,328	252,786
FITOCA	-	37,584	37,584
<b>Total Jakarta Office</b>	<b>1,330,439</b>	<b>3,490,575</b>	<b>4,821,014</b>
<i>Dili Antenna Office</i>			
Running Costs Budget	78,961	-	78,961
Joint UN Initiative	4,416	-	4,416
<b>Total Dili Antenna Office</b>	<b>83,376</b>	<b>-</b>	<b>83,376</b>





*Sources of Extrabudgetary Funds Allotment 2009*

Sector/Sources of Funds	TOTAL	Science	Education	Culture	Communication and Information	Social Sciences	FITOCA
Canada	140,135	140,135					
Germany	215,919	215,919					
Japan	1,005,199	1,005,199					
Spain	806,881	806,881					
Korea, Rep	66,865	66,865					
New Zealand	430,675		430,675				
UN	437,169	437,169					
Priv.Fund	11,965	11,965					
Vol.Contribution	197,855			89,855	98,000	10,000	
Decentralized	140,328	60,611	69,130	10,586			
FITOCA	37,584						37,584
<b>Total</b>	<b>3,490,575</b>	<b>2,744,744</b>	<b>499,805</b>	<b>100,441</b>	<b>98,000</b>	<b>10,000</b>	<b>37,584</b>



## REGIONAL SCIENCE BUREAU FOR ASIA AND THE PACIFIC

### MANDATE:

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

### MISSION:

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

# UNESCO Office, Jakarta: Fact Sheet

## HISTORY

- 1951** established as the UNESCO Field Office for Southeast Asian Science Cooperation (SEASCO)
- 1967** became the Regional Office for Science and Technology for Southeast Asia (ROSTSEA)
- 1993** renamed the UNESCO Office, Jakarta in keeping with the house-wide policy on office names
- 2001** became UNESCO Office, Jakarta: Regional Science Bureau for Asia and the Pacific and Office of the UNESCO Representative to Indonesia, Malaysia and the Philippines
- 2002** the Democratic Republic of Timor-Leste signed the Instrument of Acceptance for Membership of UNESCO (31 October 2002)
- 2003** became UNESCO Office, Jakarta: Regional Science Bureau for Asia and the Pacific and Office of the UNESCO Representative to Indonesia, Malaysia, the Philippines and Timor-Leste
- 2005** Brunei Darussalam became the 191<sup>st</sup> Member State of UNESCO on 17 March 2005. The country is covered by the UNESCO Office in Jakarta, Indonesia
- 2007** produced Indonesia-UNESCO Country Programme Document (IUCPD); a document which contains programmes and activities developed and to be implemented in close cooperation with the Government of Indonesia
- strengthened the office in Dili, Timor-Leste to become UNESCO Antenna Office, headed by an international staff with a number of local staff
- 2009** produced Country Programme Documents for the Philippines and Timor-Leste

## SPECIFIC THEMES

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

# Glimpses of a Field Office

## A personal experience of life in Papua and the response to HIV and AIDS as part of the Joint Mission to Jayapura with UNAIDS cosponsors

*by Ahmed Afzal*

In Jakarta airport I am waiting to board the long domestic flight that is more like an international one: it takes seven hours to reach Papua.

Out of the airport and into Jayapura, the sheer number of signs, banners and warnings about unsafe sex and HIV, many with pictures of the Governor, emphasizes that AIDS is a serious matter here. Even without knowing about

the 2.4% HIV prevalence in Papua's general population (and much higher in the highlands and high risk groups), the problem is very clear and present.

In Papua, the major transmission of HIV is through unsafe paid and casual sex; the former more so as one goes further into the isolated villages.

This morning, in one of the sessions organized by UNAIDS, an emotional discussion takes place between the group and a young boy living with HIV. He proudly describes himself as a Cendrawasih (bird of paradise) as he details how his family and friends abandoned him once they knew of his status, yet he believes that "opening

up is the first step in prevention." Here was a boy so young yet willing to sacrifice a life free of stigma and discrimination for the sake of his fellow Papuans and the next generation.

At the evening session, Papua's Head of Education, Youth and Sport, Professor James Modouw advises that our interventions must keep in mind the deep cultural and language barriers. He emphasizes our need to focus on transitional development as many of the nomadic people cannot be expected to understand modern concepts right away. He repeatedly emphasizes that, "we need to save our children first... what is the use of all this technology and tools if the next generation is not here to use it."

After an exhausting and emotional first day, hope shines the next in the face of the aged principal of YPPK Junior High School, Mr. Heribertus, who is delighted to tell us that since the 2005 implementation of the 10-step life skills education teacher training programme supported by UNICEF with a grant from the Dutch Embassy, his students are now less prone to early pregnancies, smoking and painting graffiti, amongst other benefits. The Life Skills Education and HIV books produced for secondary schools jointly by the Ministry of National Education (MoNE), Plan International, World Vision Indonesia and UNESCO in 2007 are readily employed and locally reprinted.

We also meet Professor Jack Morin of Cendrawasih University, who explains his work in confronting the heavy drinking



*Beautiful Jayapura Bay [UNESCO Jakarta/Ahmed Afzal]*



culture in Papua and its contribution to risky behaviours that lead to new HIV infections amongst university students.

The last day is a bit of an awakener. A visit organized by FHI (Family Health International) to Tanjung Elmo, the largest and most famous brothel in Jayapura, housing about 300 sex workers. Ironically the sex workers here are mostly from East Java and other areas outside of Papua, due to various reasons including the stronger buying power of non-native customers, human traffickers and easy short-term income in a secluded area. The government has centralized most such activity to locations like these for easier control. Papuan sex workers, mostly young teenage girls, work on the city streets for service fees 10 to 50 times lower than at Tanjung Elmo.



UNESCO Kogami in Padang [ UNESCO Jakarta/Ardito M. Kodijat ]

UNESCO has a vital role in the response to HIV in Papua. With a population of little more than 2 million, the potential for escalation of this disease is devastating. Estimates indicate that it will reach 7% of the population by 2025, with youth in immediate danger of being infected. Now that medication is available to keep AIDS patients alive, it is discrimination that kills, not AIDS. We need to act.

The three days I spent in Papua gave me a lot to think about. Things can be different, if only we try.

### **UNESCO DRR in Padang, West Sumatra: Will its visibility last?**

*by Ardito M. Kodijat*

On 30 September 2009, a 7.9 (Richter scale)<sup>1</sup> earthquake shook the city of Padang and the surrounding area. Electricity and communications

were cut off. While the earthquake did not generate a tsunami, it did cause liquefaction and landslides that isolated the area.

That an earthquake struck there was no surprise. Copious research had indicated that West Sumatra, including Padang, was highly vulnerable to major earthquakes and tsunamis. The only thing is, no one can predict when an earthquake will occur, or how big it will be.

Since 2006, UNESCO Office, Jakarta, with the support of UN International Strategy for Disaster Reduction (ISDR), has worked with local NGO KOGAMI on earthquake and tsunami preparedness in Padang. KOGAMI and UNESCO developed tsunami evacuation zone maps for the city, distributed posters, comics, handbooks,

and stickers, organized disaster preparedness activities in more than 47 schools, worked with communities on preparedness, assisted the local government, and published a manual on disaster risk reduction (DRR) strategy management for communities, taking Padang as a model.

When I visited Padang a few weeks after the earthquake, I realized that it had affected UNESCO's visibility in the city. Before September 2009, only a few NGOs, INGOs and UN organizations were working on DRR in Padang. For almost four years, we always made sure that at every event we organized and in every publication we produced,

<sup>1</sup> Information received from the Agency for Meteorological, Climatological, and Geophysical (BMKG) : 7.9 SR, 0:84° LS and 99:65° BT, depth 71 km, about 57 km North West of Padang Pariaman District and North East of Padang City.



Tsunami evacuation maps for the community [UNESCO Jakarta/Ardito M. Kodijat]

we introduced UNESCO, KOGAMI, and the donors. We also made sure that our logos were shown clearly on all publications, banners, and printed materials that were distributed. In short, UNESCO's DRR visibility in Padang was well represented.

When the Government of Indonesia requested international support for emergency relief in West Sumatra, more than 200 organizations responded. One thing they all did on arriving was to show their visibility. Logos were displayed on their operational command posts; on the logistics that they distributed; and on their rented cars and trucks as they drove around. Some NGOs and INGOs put up flags and banners in the areas they were helping and rebuilding.

I asked myself, will Padang still remember UNESCO and what we did related to DRR? Will the visibility campaign by these organizations (who were not even in Padang before

September 2009) take UNESCO off the map? Because now most people in Padang are familiar with logos of those who worked during the emergency response and rehabilitation and reconstruction phases. Will we disappear, especially considering our printed materials and publications (bearing our logos) are running out and funding for our preparedness programme has ended?

The only way to make sure that UNESCO's DRR is visible again in Padang is to be there. We have built a strong foundation working with KOGAMI. We have produced good quality materials and products, and we always make sure that the information and publications are informative, educative, and have a strong local context. As they said in the movie, 'We will be back' not as terminators, but to build preparedness and awareness; that's how UNESCO will be visible again in Padang.

## Carrying out a 'Mission Impossible': Yet Another Joy in Aceh

by Arya Gunawan

It's almost a 'mission impossible': organising four different activities within the course of three days. But that was the situation facing me during my latest mission in Banda Aceh in December 2009. The activities—a one-day discussion with journalists on media and conflict; a two-day workshop on the use of ICTs for journalists and writers; a three-day workshop for university students on documentary video production; and a two-day workshop for youths on creative writing skills—were part of Communication and Information Unit's programme to commemorate the 5<sup>th</sup> anniversary of the tsunami.

So, how were those four different activities arranged within that quite short number of days? Here is the 'secret': since it is not easy to find a hotel in Aceh with four different meeting rooms, we organised our activities in two different hotels: one hotel would be used for the video production workshop on 22–24 December, the media and election discussion on 22 December, and the workshop on ICTs on 23–24 December. The creative writing workshop would be held on 22 and 23 December at the second hotel, 1.5 kilometers away from the first one.

Arranging my movements to be present at all four events to officially open the activities and deliver brief remarks as UNESCO's representative was not so easy. But I managed: first, I opened the documentary video workshop, then left

the participants with the assistant trainer. I moved to the next room and opened the media and elections discussion, then stayed till the afternoon, knowing that the subject was politically sensitive and we should anticipate critical questions or comments that may need UNESCO's response. Above all, the subject was also interesting to me, having worked as journalist for about 15 years.

When the discussion finished, Dandhy Dwi Laksono, the trainer, moved to the video documentary room to start his 'second job' as the trainer of the workshop, which would last until 10 pm that night, while I was rushing on a motorized pedicab to the second hotel, where the creative writing workshop was still going on until late in the afternoon. When I arrived, Liza Marielly was still giving her presentation. This workshop was officially opened by Faisal Daud of Radio Nikoya, UNESCO's

partner for this event, while I delivered remarks on UNESCO's programmes just after Liza finished her session towards the end of the first day.

So, see, I managed my walking on the tightrope on the first day, and that was the real challenge actually. I believed if I could get through the first day successfully, the next two days would be smooth too. And that was the case. I saw on the faces of all the participants of all four events—about 60 people in total—that they were really happy to be part of the activities. I must say that the happiest were those in the documentary video workshop. Every day they stayed well beyond the time scheduled because of their excitement at acquiring new skills; on the second day, they even stayed until midnight.

But this is not the end of the story. There was another happiness during

this mission in Aceh: the fact that similar activities we had done in Banda Aceh some years before, have yielded fruitful, concrete results. Mahruza Murdani, the assistant trainer for the documentary video training, was a participant in a similar workshop organised by UNESCO in Banda Aceh in November 2006. At that time he was still a student, and looked very enthusiastic in all the lessons and assignments. After the training he developed himself, making a number of public service announcements, and even earning income through his video work. Now, he has completed his studies in Mechanical Engineering at Syah Kuala University, Banda Aceh, but is still enthusiastic about video production and has become a trainer.

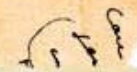
Like Mahruza, two others who participated in UNESCO's training built their careers afterward with the skills they learned. Rinal Syahputra and Alimuddin, who joined the creative writing training in April and August 2007, respectively, came to the training this time around. In front of the participants, Rinal spoke about his experience on the UNESCO training two years before and his joy now as a writer whose short stories have been published in newspapers and magazines as well as in a number of anthologies. I congratulated the three of them, with a big smile and embraces for their success now.

I left Banda Aceh and arrived home tired, of course; but with a heart full of joy. I had received a double happiness: having managed to accomplish the 'mission impossible', and witnessed the emergence of the 'fruits' of the seeds planted through UNESCO's programmes in Aceh. I slept really tight that night.



Participants of the workshop on documentary video production, organised in Banda Aceh, December 2009 [UNESCO Jakarta]

I think



{Top} Inclusive Education (IE) focuses particularly on vulnerable and marginalized groups, seeking to develop the full potential of every individual. [UNESCO Jakarta/Julianti Ng] {Bottom} Darwin's Bible from the Beagle voyage [http://abrancoalmeida.com/artes/exposicoes/a-evolucao-de-darwin/]



Education



http://brushes.500ml.org

# Strengthening Endeavours to Achieve Quality Education for All (EFA)

*UNESCO Office, Jakarta undertook a wide array of endeavours in 2009 to support Indonesia, Malaysia, the Philippines, Timor-Leste and Brunei Darussalam to achieve the six EFA goals.*

**@** notable endeavour is the joint Government of Indonesia (Gol), UNESCO and UNICEF **Creating Learning Communities for Children**

**(CLCC)** programme implemented in Indonesia since 1999, supported by NZAID. CLCC aims to improve the quality of primary schools through the introduction of more effective School-Based Management (SBM), Active, Joyful and Effective Learning, and Community Participation. Through CLCC, the capacities of key educational stakeholders at national and sub-national levels are developed in order to strengthen, sustain, and mainstream the CLCC approaches in primary schools.

The overall approach of CLCC sub-national interventions has gradually shifted from direct school activities to structured cluster activities through Teacher Working Groups and Headteacher Working Groups. The



*Colourful signposts at one of CLCC schools in West Java [UNESCO Jakarta/CLCC Field Officer]*

programme has reached a relatively large number of beneficiaries, particularly through school-level activities. A total of 112 teachers have taken part in the Training of Trainers, while in-service and on-the-job training have benefitted 517 and 1,862 participants, respectively. As many as 294 key facilitators were prepared or trained, and 1,614 teachers, 280 school principals, and 49 school supervisors participated in professional development activities.

The CLCC advocacy materials developed for stakeholders at province and district levels include practical information on how to plan and budget for CLCC expansion and replication,

including the use of monitoring and evaluation. Supervisory training was initiated in selected districts.

Significant progress has been achieved in fostering ownership and soliciting strategic support for CLCC institutionalization. The Directorate General for Quality Improvement of Teachers and Education Personnel allocated more than IDR 35 billion for SBM/CLCC related interventions in 2009. A training design has been developed for 30 LPMPs (Educational Quality Assurance Councils) and 12 P4TKs (Centres for the Development and Empowerment of Teacher and Education Personnel) trainers. The training aims to



*One of the students participated in the open source training for people with visual impairment [UNESCO Jakarta/Tuliati Ng]*

## List of Activities

### ✿ **Assisting Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste in Providing Inclusive Quality Primary and Junior Secondary Education for Children with Disabilities**

UNESCO Office, Jakarta and UNESCO International Bureau of Education (IBE) assisted the five Cluster Countries through guidance on writing Country Reports comprising a situational analysis and tailor-made recommendations to improve their specific situation. A workshop was held in Jakarta on 3-5 November 2009 to share and discuss the findings of the Country Reports. Participants were also enriched by the sharing of knowledge on inclusive education and human rights-based education practices for children with disabilities through presentations by international and national experts.

### ✿ **Making higher education programmes more relevant to labour market demands**

An Expert Meeting on the Employability of Graduates was organized by UNESCO in Penang, Malaysia on 11-12 February 2009, to develop a framework for a research study on graduate unemployment and graduate employability in Asia. The research framework was developed to analyze how universities prepare their graduates to meet labour market demands in China, India, Indonesia, Korea, Malaysia and the Philippines. National researchers from Indonesia, Malaysia and the Philippines undertook the study. Particular attention was placed on the employability of IT graduates in view of the rapid developments in technology and the associated changing requirements.

equip trainers with knowledge and skills to sustain and further develop the implementation of CLCC.

Six universities have completed the first cycle of integrating CLCC into their pre-service teacher training curricula and practices, and direct links have been established between universities and CLCC schools for the modelling of CLCC teaching-learning practices. The Directorate General of Higher Education (DGHE) allocated IDR 1.4 billion for SBM/CLCC activities in 2009 and IDR 200 million each for 17 PGSDs (Primary School Teacher Training Institutes) in 2010. The DGHE has also made a commitment to allocate funding for 51 out of a total 59 PGSDs until 2012.

An independent company undertook a cost analysis study to assess the affordability of the CLCC programme. It found that CLCC interventions are cost-effective and affordable for the Government at all levels.

The overall direction, coordination and advocacy for SBM is supported by a National SBM Team. The team has also designed a Resource Centre, including a website, to advocate and promote SBM to education stakeholders.

The overarching purpose of all these educational endeavours is to empower people to create better social and economic options that can improve their lives.

The study on the Employability of Graduates in Malaysia is already complete and provides useful recommendations for the Ministry of Higher Education and higher education institutions in Malaysia specifically, and for other Asian countries generally.

### 🌀 **Developing Educational Planning and Management Capacities in the Ministry of Education of Timor-Leste (MoE TL)**

The MoE TL, specifically the Directorate for Policy, Planning and Development, strengthened capacities to oversee education programmes and projects in Timor-Leste, assisted by UNESCO Office, Jakarta and UNESCO Office, Bangkok. Following the establishment and endorsement of the Educational Management Information System (EMIS) Task Force by the Minister of Education, in 2009 the Task Force developed their capacities through participation in a tailor-made training on Educational Planning and Policy Formulation at the UNESCO Regional Centre for Educational Planning (RCEP), in Sharjah, UAE, in October 2009.

### 🌀 **Developing the Orca Ubuntu Free/Open Source Software for People with Visual Impairments**

Under the Regional Development Fund (RDF) Project on the Promotion of Adult Literacy in the E-9 Countries, Indonesia's AirPutih Foundation, in close cooperation with UNESCO Office, Jakarta, has developed the Orca Ubuntu free/open source software for people with visual impairments. This software enables people to read text on a computer screen that is converted to voice using screen reader technology. Computers were

purchased, installed with the software, and set up at special schools for people with visual impairments. An e-book database and a manual were developed and disseminated, and visually impaired students and teachers learned to operate the software. By equipping the students with computer skills, they can expand their learning opportunities, develop their knowledge and enhance their writing abilities so as to be able to communicate and express themselves.

### 🌀 **Technical and Vocational Skills Training Programme for Street Children and Out-of-School Youth (PALIHAN) in Metro Manila**

UNESCO Office, Jakarta has been working with ERDA Tech Inc. on implementing the PALIHAN programme in Metro Manila since 1997. With UNESCO support, another 35 students

*Students of PALIHAN programme, majoring in food technology, were practicing on food decoration*  
[UNESCO Jakarta/ERDA Tech teacher]



were enrolled in PALIHAN in 2008-2009. Since 2004, 25 students have also been sponsored each year through the UNESCO Community Service Award programme to enrol in the Technical and Vocational Education (TVE) programme at ERDA Tech Senior Secondary School. The selected students, all from excluded, poor and marginalized families, have enhanced their capacities in gender-sensitive technical and vocational skills, entrepreneurial skills, and life skills. These skills will empower them to be able to compete in the labour market and/or start their own businesses.

### 🌀 **Youth and Adult Literacy and Lifelong Learning: Policy Reviews and Overcoming Challenges in Indonesia**

As part of the 7<sup>th</sup> EFA Global Action Week, a workshop, a press conference and a TV talk show were organized on the theme above by the Indonesian National Commission for UNESCO, in cooperation with UNESCO Office, Jakarta and the Directorate General for Non Formal and Informal Education, in Jakarta from 20-22 April 2009. The events raised awareness on the progress made and challenges encountered in the policies and programmes implemented to eradicate illiteracy in Indonesia, as well as strategies to overcome the challenges. Stronger networks were forged.

### 🌀 **Vocational and Educational Skills for All Programme in Malaysia: Master Key for Sustainable Development**

Also as part of the 7<sup>th</sup> EFA Global Action Week, a workshop was organized in Miri, Malaysia on 23-25 April 2009, by the Malaysian National Commission for UNESCO to enhance awareness of the importance of furthering access to



*The drafting team representing youths from different countries was presenting the "Banten Declaration" on the roles of youths in establishing peace*  
 [UNESCO Jakarta/Juliaty Ng]

Technical and Vocational Education and Training (TVET), specifically for vulnerable groups including indigenous people and people living in remote areas.

#### **☞ The Role of Youth in Establishing Peace: Towards a Future World without Violent Radicalization**

UNESCO, Indonesia's State Ministry of Youth and Sports, the Indonesian National Commission for UNESCO, and the provincial governments of Banten and West Java organized this International Youth Conference in Banten on 28 September-1 October 2009. The conference provided a platform for 150 talented and enthusiastic young people from around the globe to share their vision and understanding of how peace can be established through concrete and sustained actions. The conference concluded with the 'Banten Declaration,' a series of recommendations for policymakers of the participating countries to promote further knowledge sharing at all levels about the positive roles that young people can play in shaping their

own future for a world of peace, free from intolerance and radicalism.

#### **☞ Bridges – Dialogues towards a Culture of Peace**

Under the common patronage of 21 Nobel Peace Prize Laureates, this, the 2<sup>nd</sup> ASEAN event series, was organized in Malaysia and Thailand between November 2008 and April 2009. The 3<sup>rd</sup> ASEAN event series is being held in Cambodia, Thailand and the Philippines from November 2009 until April 2010. Through these events, stronger ASEAN networks have been established to strengthen international understanding and develop long-lasting forms of cooperation.

#### **☞ Literacy Situation Analysis and Needs Assessment Report on Indonesia**

Indonesia's Ministry of National Education (MoNE) is carrying out this situation analysis and needs assessment in cooperation with UNESCO Office, Jakarta and UNESCO Office, Bangkok,

under the auspices of the Regional CapEFA for LIFE Project. The report, which will initiate the implementation of the Literacy Initiative for Empowerment (LIFE) programme in Indonesia, will provide comprehensive data and information on the causes of the gaps in literacy attainment, and identify appropriate interventions to close the gaps. The report will therefore serve as a useful reference for improving the country's literacy situation.

#### **☞ National Research Study on Effective Policies and Programmes for Capacity Development of Non-Formal Education (NFE) Teaching Personnel in Indonesia**

This study, undertaken by Indonesia's MoNE in cooperation with UNESCO Office, Jakarta and UNESCO Office, Bangkok, will provide valuable input and references for the improvement of Indonesia's NFE teaching personnel.

#### **☞ Promoting Mother Tongue Teaching and in Multilingualism and Indigenous Knowledge in Education**

The Apu Palamguwan Cultural (APC) Education Center in the Philippines is undertaking an evaluation of the effectiveness of the Multi Language Education (MLE) programme in Bendum, Malaybalay City, and Bukidnon in Mindanao, the Philippines, in cooperation with UNESCO Office, Bangkok and UNESCO Office, Jakarta. The APC booklet and the evaluation results will be used to improve the MLE programme in the curriculum and teacher education.

#### **☞ Enhancing Capacities in Equivalency Education Programmes**



A key representative of Indonesia's MoNE participated in a sub-regional seminar on Equivalency Programmes/ Alternative Education for Integration of Out-of-School Children in Formal Education, organized by UNESCO Office, Beirut in Cairo, from 14 to 16 April 2009. Indonesia's representative shared the country's experience on the Qualification Framework and Non-Formal Education Equivalency. Through the sharing of this and other success stories, the participants gained useful knowledge and strengthened networks to work towards improving their equivalency/ alternative education programmes.

#### ✿ Enhancing Capacities in Reaching the Unreached in Education

A key representative of Malaysia's Ministry of Education attended the 10<sup>th</sup> Regional Meeting of National EFA Coordinators and Launch of the 2009 Global Monitoring Report (GMR) held in Bangkok on 4-7 May 2009. The National EFA Coordinators presented regional and sub-regional strategies for reaching the unreached in education. Participants discussed how to improve their EFA monitoring and evaluation systems with an emphasis on collecting data on unreached and disadvantaged groups and using this information for evidence-based planning.

#### ✿ Enhancing Capacities in Education for Sustainable Development (ESD)

Teacher Education Institutions (TEIs), teacher educators and teachers from South, East and Southeast Asia participated in a Regional Workshop on Thematic Issues in ESD under the Mobile Training Team (MTT) Project, held in Nakon Prathom, Thailand from

1 to 5 June 2009. Key representatives from Indonesia, the Philippines, and Timor-Leste took part with support from UNESCO Office, Jakarta. The workshop provided valuable input on incorporating ESD into school science and social studies curricula, while TEIs, teacher educators and teachers were reoriented on ways to address sustainability in teacher education programmes. The workshop was co-organized by UNESCO IBE, The Asia-Pacific Programme of Educational Innovation for Development (APEID) of UNESCO Office, Bangkok, UNESCO Office, Jakarta, and the Thai National Commission for UNESCO.

#### ✿ Enhancing Capacities in Teacher Education and Islamic Education

Within the framework of E-9 cooperation, three Indonesian education delegates made a study visit to Cairo from 25 to 31 July 2009 to compare and learn from educational developments in Egypt.

#### ✿ Enhancing Capacities in Literacy Education

A representative of Indonesia's MoNE took part in the E-9 Seminar on Literacy and Adult Learning in Rural Areas, held in Beijing from 26 to 29 October 2009. The seminar provided an opportunity to share experiences of innovative practices in adult literacy and learning in rural areas, and identified effective strategies for improving and scaling up adult literacy and learning programmes in such areas. The seminar also included a field visit to see literacy and adult learning in rural area of China in action. Participants developed a future E-9 collaboration strategy for the Literacy Initiative for Empowerment (LIFE) programme and adult learning, with the aim of consolidating a mechanism for South-South cooperation that will support the achievement of the EFA goals, in particular Goals 3 and 4.



Workshop on Education sector response to HIV, Drugs and Sexuality in Indonesia  
[UNESCO Jakarta/Sutandar]

### Review of the Education Sector Response to HIV, Drugs and Sexuality in Indonesia

As part of its commitment to improving the education sector response to HIV and AIDS and to advancing the evidence base on HIV and AIDS and education, UNESCO Office, Jakarta, with technical support from UNESCO Office, Bangkok and the support of Atma Jaya Catholic University, conducted a review to describe and analyze the status and scope of the education sector response to HIV, Drugs and Sexuality in Indonesia. The information was collected through a combination of desk reviews, in-depth interviews, surveys and focus group discussions. The role of key populations and gender issues regarding the education sector response were also addressed. The Draft Review was presented at a workshop that drew together international experts, local stakeholders and cluster country representatives. Participants also elaborated on the guidelines for the implementation of similar reviews in Malaysia, the Philippines, Timor-Leste and Brunei Darussalam in 2010.

### Translation of the HIV Preventive Education Toolkit for School Teachers into Indonesian

UNESCO Office, Jakarta supported the translation of UNESCO Office, Bangkok's HIV Toolkit for Teachers by NATCOM Indonesia. The Toolkit for teachers contains up-to-date, relevant, school-focused information about HIV prevention and AIDS. It provides essential techniques for mobilizing action and responding to HIV and AIDS within the school and the community. The Toolkit contains a theme sheet on



Commemoration of World AIDS Day 2009 [UNESCO Jakarta/Ahmed Afzal]

gender and a theme sheet for key populations of men who have sex with men (MSM) and Injecting Drug Users (IDU). Educators have an important role in ensuring that young people gain the knowledge, skills and attitudes needed to adopt healthy practices and live healthy lives, while helping to reduce fear, stigma and discrimination towards those living with or affected by HIV and AIDS. The draft translation was presented at a workshop organized by NATCOM for local stakeholders, who were invited to adopt and adapt the toolkit for local consumption.

### E-Learning HIV Videoconference Distance Course with the University of Indonesia

Under Unified Budget and Workplan (UBW) 2008-2009 funding and with technical support from UNESCO Office, Bangkok, the Basic Science Unit of UNESCO Office, Jakarta launched a project to enhance access

to HIV and AIDS education at tertiary level through e-learning. The course, conducted between April and June 2009, covered five key aspects of HIV and AIDS: basic information; a review of the current situation; prevention; the economic/psycho-social impacts; and perspectives and issues related to religion, gender and barriers to information and human rights. One section was devoted to the involvement of key populations in preventing transmissions. The 20-lecture, two-credit course was conducted in English and attended by over 200 students from seven universities in four countries: Indonesia, Malaysia, the Philippines and Timor-Leste. It concluded with an online test, evaluation and feedback. The course was free to participants as all costs were covered by UNESCO.

### World AIDS Day (WAD) High School Competition using Power Point Presentations and Performance Arts

Within the UNESCO-led framework of EDUCAIDS, UNESCO Office, Jakarta collaborated with NATCOM Indonesia on several activities to celebrate WAD 2009. The highlight was the presentation of the winners of the 40-high school 'Youth and HIV/AIDS - We Should Know!' competition, who received cash and school-related prizes. The students produced work that was informative and persuasive, and especially pertinent to youth in key populations including IDUs and street children, and highlighted casual sex relationships with a special focus on gender roles and difficulties in negotiating under pressure. The Deputy MoNE, the Chair of the National AIDS Commission (NAC), the Deputy Director of UNESCO Office, Jakarta, the Executive Chairman of NATCOM and other key stakeholders spoke on the importance of the education sector response to HIV and AIDS. The jury was drawn from civil society, the NAC, MoNE and teachers.

### **Dissemination of the HIV E-Learning Videoconference Course**

UNESCO Office, Jakarta had all 14 video sessions professionally edited, which enhanced the sound, images and size of the entire programme. The editing involved creating a user-friendly interface to access the videos on one screen and at the same time have access to the PowerPoint presentations in each session. The finished product was packaged onto 1000 DVDs and 140 USB Flash Drives, with another 1000 brochures outlining the course with directions to find the material streamed online: <http://e-learning.dikti.go.id/unesco> (click on Guest, then HIV and AIDS). The material was disseminated to HIV stakeholders during the World AIDS Day activities; at the UNESCO HIV workshop on the education sector response to HIV, Drugs and Sexuality; to UNAIDS focal points; and to educational authorities, NGOs and universities.

## **The Education for All Goals:**

**Goal 1:**  
Early childhood care and education

**Goal 2:**  
Universal primary education

**Goals 3 and 4:**  
Lifelong learning and literacy

**Goal 5:**  
Elimination of gender disparities and inequalities in education

**Goal 6:**  
Education quality and learning achievements

### Uncovering Commonalities between Darwin-inspired Teaching and Learning and UNESCO's Mission and Vision of the Education Sector

Darwin's love for active engagement with the natural world to develop learners' intellect, creativity and curiosity is in line with education being one of UNESCO's principal fields of activity since its creation in 1945. UNESCO has strived to improve education worldwide, judging it to be key to social and economic development that contributes to world peace.

Darwin cherished knowledge and encouraged learners to expand on it by testing their ideas in experiments with the environment and the natural world. Likewise, UNESCO values advancing knowledge by tirelessly working on Education for All goals that add to the pool of talented people working on best practices from around the globe.

Darwin believed in the power of diversity as a key to overcoming barriers to survival. Similarly, UNESCO champions the strength of consensus through diversity as a key component in overcoming global challenges, just as Inclusive Education creates opportunities for all populations.

# Science Overview



**K**nowledge is the basis for solving today's problems and meeting society's needs. Climate change problems need atmospheric scientists to better understand the interaction between atmospheric change and carbon emissions. Water shortage problems need hydrologists to predict water patterns. But most importantly, today's problems need society at large to be well educated and better informed, and armed to tackle current and future problems.

UNESCO Office, Jakarta, as the Regional Science Bureau for Asia and the Pacific, supports and coordinates activities on Earth, Water and Environmental Sciences and Basic and Engineering Sciences for the region. We are developing a regional strategy for science and are putting in place key programmes that will stimulate the use of science in solving today's problems and meeting society's needs. We have developed four flagship regional

science programmes with generous support from the Government of Japan's Ministry of Education, Culture, Science and Technology (MEXT) through the Japanese Funds-in-Trust (JFIT). They are:

- **Biosphere Reserves for Environmental and Economic Security (BREES)** works with communities, microfinance institutions, educational institutions, government and donor agencies to use biosphere reserves as learning centres for environmental and human adaptability to climate change effects and to improve economic conditions for the rural poor.
- **Sustainable Water Management Improves Tomorrow's Cities' Health (SWITCH-in-Asia)** stimulates a more integrated approach to urban water management by developing a network of 'learning alliances' of researchers, practitioners, and civil society, to establish pilot projects, research, training and knowledge-sharing in urban centres throughout Asia.

- **Comprehensive Program to Enhance Technology, Engineering and Science Education (Competence)** uses science education as a fundamental basis for sustainable development by working with youth, educational institutions, and governments to establish a collaborative framework for science education, including content development and innovative teaching methods.

- **Fostering Safer and Resilient Communities** fosters natural disaster preparedness by working with communities, educational institutions, and governments to assess and map risk, increase the community knowledge bases and awareness of climate change and disaster issues, and develop measures to reduce community vulnerability to climate change impacts and natural disasters.

Although these flagship programmes are science-based, they are also multidisciplinary and benefit from the multifaceted expertise of UNESCO.

Rusa Deer (*Cervus timorensis*), Ujung Kulon National Park, Indonesia. [UNESCO Jakarta/Connie Bransilver]



# Environmental Sciences

Scalasia by Antonio Branco Almeida  
[<http://abrancoalmeida.com/artes/exposicoes/a-evolucao-de-darwin/>]

## Using a Science-based and Field-based Approach to Guiding Environmental Management throughout Asia and the Pacific

*This past year, the UNESCO Office, Jakarta was fortunate to be in a position to work with a large number of partners to begin formulating a new strategy to address regional issues on climate change, ecosystems and natural resource management, and biodiversity conservation.*



*Sumatran Elephant [UNESCO Jakarta/Connie Bransilver]*

The Environmental Sciences Unit has synthesized the years of accumulated lessons learned from working on World Heritage and Man and the Biosphere efforts, and started to work out different modalities of effecting changes through our science-based and field-based work that informs our policy work.

One example is the work that we have been doing in the World Heritage Cluster in Indonesia, Tropical Rainforest Heritage of Sumatra (Gunung Leuser National Park GLNP, Kerinci Seblat

National Park KSNP, and Bukit Barisan Selatan National Park BBSNP). In particular, we focused on GLNP and its adjacent areas (known as the Leuser Ecosystem) because of the scope and scale of threats in the area, and we also felt that UNESCO interventions would lead to positive changes.

The Spanish Government through the Autonomous Organization for the National Parks of Spain (OAPN) and Spain's Ministry of Environment, Rural and Marine Affairs (MARM) provided the much-needed timely

support for a multi-faceted and multi-stakeholder approach to address the ecosystem's threats and developed potentially sustainable solutions.

A key step in our efforts was to better understand the status of biodiversity and the ecosystem. In collaboration with GLNP and PanEco, we are carrying out an orangutan population census and analysis of its habitat through satellite images and ecological studies. Based on the study results, we are identifying critical orangutan habitats for future protection. But this effort is not just about

wildlife. It is also about people. We are carrying out a socio-economic survey in villages in and around the national park to better understand community needs. This along with our efforts to improve infrastructure, strengthen indigenous capacity, and promote dialogue and awareness at the field level (see List of Activities for further information) will better guide conservation policy making at the local, national, and regional levels.

Our science-based and field-based work in the Leuser Ecosystem is helping us to shape our future efforts throughout Indonesia and rest of the Asia-Pacific region. Major forest and coastal/marine ecosystems that serve as carbon sinks can mitigate climate change effects. With this in mind, we have been developing a regional flagship programme through the generous support of the Japanese Government's Ministry of Education, Culture, Sports, Science and Technology (MEXT) called 'Biosphere Reserves for Environmental and Economic Security' (BREES) that we plan to deploy in pilot sites in Indonesia, the Philippines, Vietnam, and Timor-Leste.

## List of Activities

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

Under the overall priority of the new UNESCO Regional Strategic Plan for the Sciences and the Man and the Biosphere (MAB) Programme with generous support through Japanese Funds-in-Trust (JFIT), the UNESCO Office, Jakarta, is developing this new regional flagship programme. The programme aims to: 1) strengthen indigenous capacity to contribute to climate change

mitigation and adaptation; 2) assist in the development of climate change mitigation and adaptation practices and policies; 3) strengthen environmental and economic security through BRs; and 4) strengthen learning alliances through the biosphere reserve network. Activities this year included: reviewing Asia-Pacific BRs to better understand their functions and status; and plan for the development of the BREES programme.

We have made a good start. The regional review of BRs identified key strengths, weaknesses, opportunities, and threats to BRs, and provided key recommendations for moving forward with the BREES programme development. We have put together a framework and detailed workplan based on these recommendations. Thus far, we have been successful in stimulating

interest and getting initial buy-in from governments, MAB National Committees, UN agencies, international and national NGOs, financial institutions and other private sectors, and communities. We have developed a number of partnerships that will help us further refine the ideas and activities of the programme as well as those who will work with us to implement field activities.

### 🌿 Tropical Rainforest Heritage of Sumatra (TRHS), Indonesia

Due to the increasing threats to Sumatran forest ecosystems, UNESCO has been working closely with national park authorities, local governments, academic institutions, local communities, and civil society organizations to mitigate these threats. Close collaboration and generous support from the Spanish



*Science-based ecological restoration in Gunung Leuser National Park, TRHS  
[ UNESCO Jakarta/Suer Suryadi ]*



Sumatran Tiger foot print in Bukit Barisan Selatan National Park, TRHS  
 [UNESCO Jakarta/Robert Lee]

Government, namely: Ministry of Environment, Rural and Marine Affairs, (MARM, *Ministerio de Medio Ambiente y Medio Rural y Marino*); Autonomous Organization for National Parks (OAPN, *Organismo Autónomo Parques Nacionales de España*); and Spanish Agency for International Development Cooperation (AECID, *Agencia Española de Cooperación Internacional para el Desarrollo*) helped us in reaching our aims to maintain the Sumatran rainforest ecosystem and build local capacity. Furthermore, the Spanish Government through the placement of a Basque Volunteer Staff enabled the ECO Unit to increase its capacity to carry out our efforts.

Our efforts included: providing needed infrastructure and equipment to enable the Gunung Leuser National Park (GLNP) staff to carry out law enforcement and management activities; assisting GLNP in raising public awareness of the importance of this World Heritage site; carrying out ecological restoration efforts; supporting the development



Sumatran Orangutan (*Pongo abelli*), Gunung Leuser National Park, TRHS  
 [UNESCO Jakarta/Connie Bransilver]

of sustainable tourism in the park; and promoting multi-stakeholder law enforcement for the protection of the park; and carrying out biodiversity surveys in GLNP to better understand the status of ecosystems and species in order to develop science-based solutions to conservation and development problems.

#### ❁ Conservation and Sustainable Natural Resource Management in Siberut Island, Indonesia

With the support of OAPN and MARM, UNESCO is working with government authorities and local communities to promote biodiversity conservation and sustainable use of natural resources on Siberut Island, a Biosphere Reserve. Siberut Island,

which is largely populated by indigenous peoples, faces increasing economic and market pressures. Under these pressures, the rich lowland rainforest is undergoing drastic ecosystems and cultural changes, and will likely face further pressures. UNESCO is working with local communities to sustain their environment through traditional knowledge and sustainable livelihoods.

#### ❁ Sustainable Tourism in South Nias, North Sumatra, Indonesia

Supported by AECID, we developed an integrated programme to enable sustainable ecological and cultural tourism through a multisectoral approach, which included the following activities: carrying out a study on sustainable tourism



development; attitudinal survey of local stakeholders; capacity building for tourism management; infrastructural improvements at pilot sites; and improving the policy framework for sustainable tourism.

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

Through generous support by the German Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU), UNESCO is working with government authorities and communities to address climate change adaptation by piloting climate change adaptation measures and the development of carbon-financed forest management schemes. As part of this, we are carrying out a legal and policy assessment regarding climate change adaptation measures and carbon financing in TRHS, and a preliminary identification of key locations surrounding TRHS for the development of carbon-financed forest management schemes as well as for forest rehabilitation in Gunung Leuser National Park.

#### **🌀 Heritage Tourism in Nusa Tenggara Timor Province, Indonesia: Contributing to the Millennium Development Goals**

With the support of AECID, we have completed this project to build heritage tourism as a means of combating poverty, environmental degradation and cultural erosion within the framework of the MDGs. In collaboration with Indonesia's Ministry of Culture and Tourism, our efforts promoted heritage tourism in NTT as a platform for sustainable development by assessing its potential and challenges in NTT and introducing pilot interventions for its promotion.

#### **🌀 Jeju Initiative: Island and Coastal Biosphere Reserves, and Climate Change**

UNESCO Office, Jakarta and the Jeju Special Self-Governing Province of the Republic of Korea, in collaboration with the Korean MAB National Committee and the Korean National Commission for UNESCO, organized an 'International Workshop and Exhibition on Climate Change in Biosphere Reserves' in

Jeju Island Biosphere Reserve on May 2009. As part of the 21<sup>st</sup> Session of the International Coordinating Council of the Man and the Biosphere Programme (MAB-ICC), this workshop focused on biosphere reserves as learning centers for human and environmental adaptability to climate change, and featured case studies of ecotourism in biosphere reserves as a way to promote sustainable development.



*Jeju Island Biosphere Reserve  
[ Jeju Special Self-Governing  
Provincial Tourism Association ]*

Charles Darwin's masterpiece, "On the Origin of Species by Means of Natural Selection" (1859), placed him in the pantheon of revolutionary scientific thinkers as the 'father of the theory of evolution'. Darwin's travels and specimen collections throughout South America, discussions with colleagues, and rumination on transformation of species culminated in what is now a unifying theory for all of life sciences, explaining the diversity of life. Although Darwin and Galapagos islands are credited for the theory of evolution, Alfred Russell Wallace through his travels and collections throughout Asia had drawn the same conclusion nearly simultaneously leading to his seminal book, "The Malay Archipelago" (1869). The Asia-Pacific region is the most biologically diverse region in the world, and the Environmental Sciences Unit, through our Man and the Biosphere Programme and World Heritage, is working to preserve this region's immense biological diversity.

{Top} Student using puppet "wayang" in the Programme Socialization on Respect for Nature at SDN 01 Pagi Gambir, Jakarta, December 2009 [Julius Wibowo] {Bottom} Flightless cormorant (*Phalacrocorax harrisi*) [<http://abrancoalmeida.com/artes/exposicoes/a-evolucao-de-darwin>]



# Sciences for Society

Galapagos Land Snails from the historic Andre De Roy Collection, collected on Floreana Island [[www.darwinfoundation.org/TulDeRoy](http://www.darwinfoundation.org/TulDeRoy)]



Then between A & B. various  
kinds of relation. C & B. The  
first predation, B & D  
rather greater interaction.  
Then forms would have  
formed. - heavy relation

# Sciences for Society

*The year 2009 was a year of transition for the unit: there was a change in the name and thus mandate of the unit, and in its leadership.*

Formerly the CSI (Coastal Regions and Small Islands) Unit, the official name change to the Sciences for Society (SCS) Unit reflects the new mandate of the unit. Corresponding to the structural changes made in the UNESCO Headquarters, the Unit's new focus is on promoting science policy for sustainable development, with emphasis on small island development states, climate change adaptation strategies and consequences of mitigation measures, as well as promotion of local and indigenous knowledge. Thus the unit will implement activities in the region that contribute to UNESCO's programmes on Local and Indigenous Knowledge Systems (LINKS), the intersectoral platform of Mauritius Strategy follow-up for Small Island Developing States (SIDS), and the intersectoral platform on climate change.

In addition to such established programmes mentioned above, the unit is responsible for interdisciplinary and intersectoral activities that promote science – policy dialogue, and to enable scientific knowledge be “usable”



*Programme Socialization on healthy food for school canteen for teachers, parents, school canteen staff and students at SDN 01 Pagi Jl Mujaer, Jakarta, December 2009*  
[ Tulus Wibowo ]

(rather than merely “useful”) for society and decision-makers. During the transition period, the unit implemented the activities described below.

## List of Activities

### ✿ Integrated Community-based Waste Management

Integrated waste management has been a part of the CSI Unit's programme since 1996, when UNESCO began promoting activities in Banjarsari, South Jakarta. Today, Banjarsari is seen as a model for village-level integrated waste and environmental management in Indonesia. As a result, Banjarsari is the focus of many exchanges and visits by outsiders (environmental groups,

teachers and students and policymakers) who are interested in learning more about community-based waste management. In 2009, activities implemented under this theme included the following:

#### a. Training of Trainers (ToT) on Integrated Waste Management

In close collaboration with Indonesian National Commission for UNESCO and the provincial Education Authority, this ToT for elementary school teachers was organized in July. The activity involved 50 elementary schools from all over Jakarta, in an attempt to scale up integrated waste management programmes in elementary schools throughout the city. Nearly 100 teachers, including some headmasters, were trained.

### b. Promoting Integrated Waste Management to Elementary Schools in Jakarta

A number of educational and promotional materials such as brochures, flyers and posters of the activities were produced. These materials will be distributed to elementary schools in Jakarta in order to support greater awareness-building among children and school authorities in Jakarta.

#### ☘ Towards Green Schools

In conjunction with the ToT on Integrated Waste Management, UNESCO selected two schools for possible development as “green schools”. Scoping analyses were carried out, and meetings with stakeholders were held to explore and discuss the scope and timeline of developing such schools. Pilot and introductory activities included puppet shows; photo exhibits; and seminars on climate change, food, nutrition, and waste management. A key part



*Ibu Nuning from Banjarsari Community trained the teachers on Respect for Nature with 4R method at the Training of Trainers on Integrated Waste Management for elementary school teachers in Jakarta, July 2009 [© Julius Wibowo]*

of the green school programme is ‘Green Health and Back to Nature’ wherein a message of keeping healthy

through good nutrition contributes to strong environmental management.

Coasts and islands are key to understanding how organisms adapt to their environment. Evolution processes appear to be more distinct; extinctions happen more quickly; biogeography is clearer; and, island cultures are both highly adaptive and exceedingly vulnerable to extinctions. Charles Darwin’s ideas on the transmutation of species and his subsequent theory of natural selection were based on findings from his five-year voyage on the HMS Beagle, most dramatically exemplified by the difference in finches along the Galapagos Islands. Moreover, his colleague Alfred Russell Wallace’s essay on the “Introduction of Species” was based on Wallace’s voyage throughout the Indonesian and Malaysian islands.

The Sciences for Society (SCS) unit, formerly Coastal Regions and Small Islands (CSI) unit, worked on developing a strong environmental, economic and social framework for coastal region and small island development. Although SCS goes beyond this, islands and coasts can be laboratories and, therefore, are key to understanding how humans adapt to changing environmental and economic conditions, particularly those created by climate change.

I think

[Top] Thai participants listen intently to presentations made during the UNESCO Conference on Capacity-Building in Life Sciences in Bangkok, 6 October 2009, the first in the conference series. [Osaka University] [Bottom-right] Darwin's microscope [http://abrancoalmeida.com/artes/exposicoes/a-evolucao-de-darwin]



Basic Sciences



Cross-section view of pumpkin's stalk [www.SXC.AU/Kriss.szakurlatowski]

# Science Knowledge and Policy for Sustainable Development

*The role of science and technology (S&T) in enabling nations to attain sustainable development has been emphasized at international high-level gatherings.*

For instance, it was a key idea at the World Conference on Science in Budapest in 1999, and at various follow-up meetings, including the most recent one (Budapest + 10) in 2009. With the overarching objective for Science for the medium term—2008-2013—being to mobilize scientific knowledge and policy for sustainable development firmly in view, UNESCO promotes capacity building in the basic sciences and mathematics, and harnessing their applications to address social and environmental problems. Although current regional challenges such as emerging infectious diseases, environmental pollution, natural disasters and climate change require multidisciplinary intersectoral approaches, the basic sciences and mathematics form the core scientific skills essential for developing such multidisciplinary expertise, and create the essential scientific underpinning for innovations that lead to economic benefits.



*STEPAN Board met in Colombo, 18 June 2009, to discuss the network's work programme for 2009-2011 [ National Science Foundation, Sri Lanka ]*

UNESCO also promotes capacity development to foster discussion and debate on emerging issues relevant to the crafting of science, technology and innovation policy as well as the corresponding organizational structures for policy implementation, and works for the improvement of science education, especially in developing countries.

The strategy concentrates on promoting regional research and training networks and professional organizations in physics, chemistry, life sciences and mathematics, leveraging the synergy of concerted action by scientists themselves. Through these networks, UNESCO fosters

collaborative work and collective responsibility for upgrading capacity in basic sciences and mathematics in the region. It also promotes the development of a supportive science, technology and innovation policy framework that would link the efforts of research and education networks to the needs of industry and society.

## **Capacity building activities**

The main capacity building activities in 2009 in basic sciences and mathematics consisted of (a) facilitating a rethinking of the strategies and action framework of the networks, emphasizing the need to respond to the challenges of the times;

and (b) support for the organization of regional meetings and conferences that would facilitate interaction and exchanges among scientists, researchers and science educators.

In the area of science policy development and the training of science managers, an e-learning course on grassroots innovation management was successfully delivered, after a regional team of experts worked collectively on the design and content development for the course. The course materials are available to interested parties at the UNESCO digital archive, <http://e-learning.dikti.go.id/unesco/>. A related activity, using the UNESCO links to School on Internet (SOI) Asia and the national research and education networks in the region, is a collaboration with the ASEAN COST and ASEAN Secretariat on science, technology and innovation (STI) for development, which will establish a policy e-forum for mutual learning and sharing, and support small country studies on STI policy development. The project is supported by the IDRC of Canada.

## List of Activities

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

#### (1) Support for conferences, training workshops and similar activities to enable the participation of scientists from developing countries:

##### ❖ Asian Mathematical Conference (AMC 2009)

This conference was held in Penang, Malaysia, from 22-26 June 2009. It was organized by the Southeast Asian Mathematical Society (SEAMS)

##### ❖ International Conference on Physics Education (ICPE 2009)

This conference was held in Bangkok, Thailand, from 18-24 October 2009. It was organized by Chulalongkorn University in collaboration with the Asian Physics Education Network (ASPEN) and the International Union of Pure and Applied Physics (IUPAP).

##### ❖ Fourth International Conference on Research and Education in Mathematics (ICREM 4)

This conference was held in Kuala Lumpur, Malaysia, from 21-23 October 2009. It was organized by the Institute for Mathematical Research, Universiti Putra Malaysia, with the Institute of Mathematics, Vietnam Academy of Science and Technology (IMVAST); Faculty of Mathematics and Natural Sciences, Bandung Institute of Technology, Indonesia (ITB); the Malaysian Mathematical Sciences Society (PERSAMA); and the Malaysian Society for Cryptology Research (MSCR).

#### (2) S&T assessment, policy review and programme development activities

##### ❖ Biotechnology mapping exercise for the Asia-Pacific region.

A team of experts from India's Research and Information System for Developing Countries (RIS) was engaged to collect and analyze national data on biotechnology capability in support of



The Malaysian Minister of Higher Education, Dato' Seri Mohamed Khaled Nordin, giving his speech at the opening ceremony of AMC 2009 in Kuala Lumpur [University Sains Malaysia]



Vietnamese participants gather for a photograph during the UNESCO Conference on Capacity-Building in Life Sciences in Hanoi, 29 October 2009, the second in the conference series [Osaka University]

the development of a fresh concept of regional cooperation for capacity building in biotechnology and related scientific fields in the Asia-Pacific region.

### ❖ Conference series on capacity building in the life sciences

The conferences will provide an opportunity to consult stakeholders in the region on the development of a new regional programme for human resource development in biotechnology. The first two conferences were held in Bangkok and Hanoi in October 2009, and the series will continue into 2010.

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

A team of consultants undertook the policy review in coordination with the Ministry of Education, Youth and Sports of Cambodia.

### (3) Establishment of an e-forum for science, technology and innovation policy.

The e-forum is aimed at facilitating the articulation and discussion of policy issues in science, technology and innovation in developing countries. It is located at <http://stepan.org/eforum>.



*Cambodian officials meet with UNESCO's team of consultants to discuss the country's STI and science education policy. [Ministry of Education, Youth and Sports, Cambodia/Prof. Chan Roath]*

### ❖ Science Education: Development of high-quality learning resources for students, researchers and policymakers

### ❖ E-learning course on Grassroots Innovation Management

This was delivered over the SOI network and the national education and research networks of Indonesia and the Philippines, and featured lecturers from Australia, India, Indonesia and the Philippines.

### ❖ E-learning course on HIV/AIDS Preventive Education

This was delivered via the University of Indonesia's GDLN facilities from April to June 2009, featuring

lecturers from universities, NGOs and international organizations.

### ❖ Development of a Multimedia Encyclopedia of Elements from the Everyday Life and Culture of East Timor for Teaching Science and Mathematics

This project was undertaken by a team from the National University of Timor-Leste, with financial support from UNESCO Office, Jakarta. The project aimed to increase the relevance of East Timor's science and math curriculum and teaching practices through the compilation of science and math activities and information gathered from East Timorese culture, represented in photos, videos and prose. The activities will be suitable for various levels of teaching, from pre-school to university.

### ❖ Information sharing through publications and websites

### ❖ Publication of STEPAN Newsletter – 2 issues

### ❖ Maintenance of STEPAN website, [www.stepan.org](http://www.stepan.org)

### ❖ Publication of the brochure for the Regional Network on the Chemistry of Natural Products in Southeast Asia

2009 marked the 200<sup>th</sup> anniversary of Darwin's birth and also commemorated the 150<sup>th</sup> anniversary of the publication of his key work, "On the Origin of Species by Means of Natural Selection". Darwin's practice of meticulous and detailed observation, and using his observations as the evidential basis for innovative ideas that were outside the prevailing framework of thinking at the time, set a model for formulating an explanation of the natural world. This model continues to influence not only the way scientific work and thinking is conducted today but also the shaping of modern attitudes and values.



The Second Regional Science and Technology Camp in Southeast Asia, 25 February - 5 March 2009 in Phnom Penh, Cambodia (The Royal University of Phnom Penh)



Spider [www.SXC.hu/ Ellie Crane  
{top} Lajla Borg Jensen {bottom}]



# Engineering Sciences and Technology

# Mobilising Scientific and Technological Knowledge through Information and Communication Technologies

*In 2009, the Engineering Sciences and Technology (EST) unit continued to expand its e-learning programme for 'Mobilising Scientific and Technological Knowledge in Asia and the Pacific through Information and Communication Technologies' and broadening its reach to new audiences, including policymakers and NGOs.*

In addition, the programme was given a new role: to facilitate the exchange of Asian experts and expertise through the e-learning platform.

Since EST's launch of the e-learning programme in 2007, in collaboration with the School on Internet Asia Project (SOI) and the Indonesian Higher Education and Research Network (INHERENT), the network for the programme has expanded significantly. After establishing formal partnerships with SOI and INHERENT, collaborations began with the Malaysia Research and Education Network (MYREN), the Philippines Research Education and Government

Information Network (PREGINET), Thai University Network (UniNET) and Trans Eurasian Information Network (TEIN). These networks have very powerful technical infrastructure and expertise, allowing us to reach a large audience over a wide geographic area in Asia.

In June 2009, UNESCO organized an Expert Meeting on the Utilization of ICT Research and Education Networks in Asia and the Pacific. The two-day meeting concluded that there were many common needs and interests among the different players in higher education. For example, there is a strong need for more effective use of national research education networks (NRENs). To address this, we created the CONNECT-Asia (COLlaboration for Network-eNabled Education, Culture, Technology and science) initiative together with the networks above. This partnership has enabled us to mobilize high-level expertise in a broad range of science areas. In addition to ITC networks, CONNECT-Asia also



*1st Collaboration for Network-enabled Education, Culture, Technology and Science (CONNECT-ASIA) meeting 25-26 June 2009 in Bali [UNESCO Jakarta/ Alia Febriana and Udayana University]*

involves ASEAN COST, SEAMOLEC and the UNESCO Office, Bangkok. Two CONNECT-Asia meetings were held in 2009, in Indonesia and Malaysia, and information was shared through the website ([www.connect-asia.org](http://www.connect-asia.org)).

In 2009, e-learning courses delivered in collaboration with CONNECT-Asia and regional experts included the following:

- Science and Technology Policy formulation for utilization and innovation of grassroots technologies
- Capacity building for university-industry partnership and technology transfer
- Energy Independent Village (3Ei village project) - Application
- Renewable energy policy and planning (being developed, broadcast in early 2010)
- HIV/AIDS prevention education
- IHP Training course: Climate Change and Water Resource Management

#### UNESCO Lecture Series (2008-2009)

UNESCO provided lectures about UNESCO programmes and activities in Science, Education, Culture, Communication, presented by the UNESCO Office, Jakarta and Bangkok officers in charge of each discipline. The topics include education (primary and higher), disaster, science and technology policy, hydrology, media and communications and technology transfer.

The Lecture Archive Site (<http://e-learning.dikti.go.id/unesco/>), which is open to the general public, has been maintained and expanded.

UNESCO and SOI carried out an assessment for the creation of a new SOI site at the National University of Timor-

Leste. A project proposal was developed based on the results, and submitted to UNTL through the Dili Office.

### List of Activities

#### ❁ Second Robot Camp

Encouraged by the success of the first Science and Technology Camp for Children (Robot Camp) camp in 2006, EST organized the second Camp in Phnom Penh, Cambodia, on February-March 2009, in collaboration with the Ministry of Education, Youth and Sports, the Royal University of Phnom Penh and the UNESCO Phnom Penh Office. The camp was attended by 52 children between 10 and 15 years of age from Cambodia, Laos, Malaysia, Thailand, Brunei, Indonesia, Singapore and Timor-Leste.

One programme, implemented by the University of Indonesia, used LEGO

Education Renewable Energy Sets and Science and Technology Base Sets, while the Tokyo Institute of Technology presented a scavenger robot programme. A scavenging competition at the end of the camp was broadcast to Indonesia, Singapore, Thailand and Japan with support from the School on Internet Asia Project, the National University of Singapore, and Indonesia's Directorate of Higher Education, through the SOI and INHERENT networks.

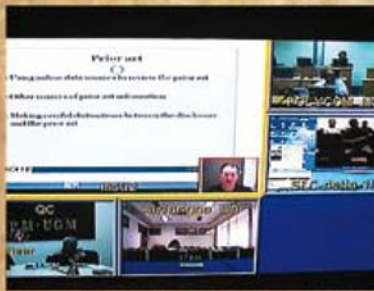
The website is at <http://www.robotcamp.org>

#### ❁ Capacity Building for University-Industry Partnerships

The importance of private sector involvement in sustainable Research and Development has long been recognized. Following up a regional workshop on University-Industry Technology Transfer in 2006, UNESCO developed new teaching and learning resources in the



*Participants of the Second Regional Science and Technology Camp in Southeast Asia 25 February - 5 March 2009 in Phnom Penh, Cambodia [the Royal University of Phnom Penh]*



UNESCO E-learning course of  
Technology Transfer [UNESCO  
Jakarta/PLSKA Aprilia]

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

The course was developed in collaboration with the UNESCO Office, Beijing, Tokyo University, Seoul National University, National University of Singapore, Chulalongkorn University, Gadjah Mada University, Hanoi University of Technology and Beijing Jiaotong University, Croft IP. and the World Intellectual Property Organization.

Twelve sessions of the Capacity Building for University-Industry Partnership and Technology Transfer course were broadcast in July and August, through the e-learning programme in collaboration with CONNECT-Asia, to Asia and the Pacific region from Japan, Australia, Vietnam and China.

#### UNISPAR Programme

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

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

In 2009, Prof. Nguyen Si Mao completed the fifth year and entered the sixth of MHI-HUT UNESCO Chair activities on Clean Coal Technology and Environmental Protection in three major areas: engineering education, research and development and

public awareness. The MHI-HUT UNESCO chair will be extended for three more years starting in 2010.

#### Renewable Energy

Two trends are currently generating serious worldwide concern: global climate change and the depletion of fossil fuel resources. Renewable energy is fast emerging as the win-win solution to both these problems, a unique opportunity to harness economic drive to reinvigorate climate change response.

EST supported a renewable energy project on 'Sustainable Management of Energy, Economy and Environment for Rural Communities,' led by Prof. Kamaruddin Abdullah at Dharma Persada University, Indonesia. The project is seeking ways to measure the sustainability of installed renewable energy conversion systems by testing the E3i concept, which aims to contribute to the sustainable development of rural communities in terms of the sustainable use of energy (Renewable Energy) and the development of local economy and income generation (Economy) with minimum negative environmental consequences (Environment).

An e-learning course was developed to learn about the results of the monitoring and evaluation of renewable energy applications in selected villages in Indonesia.

#### CONNECT-ASIA

CONNECT-ASIA (COllaboration for Network-eNabled Education, Culture, technology and science) organized two Expert Meetings on the Utilization of ICT Research and Education Networks for



UNESCO Chair in Clean Coal Technology and Environmental Protection in Vietnam  
at Hanoi University of Technology (HUT) [Hanoi University of Technology (HUT)]



Higher Education in Asia and the Pacific in 2009. The objective was to exchange information on distance learning courses and develop collaborative actions for e-learning programmes. Representatives of academia and research and education networks (RENs), including SOI Asia and TEIN, attended the meetings.



*Broadcast of Total Solar Eclipse through SOI and INHERENT on 22 July 2009 [NAOJ (National astronomical observatory of Japan), UNESCO Jakarta/Alia Febriana]*

### 🌀 Workshops and Seminars

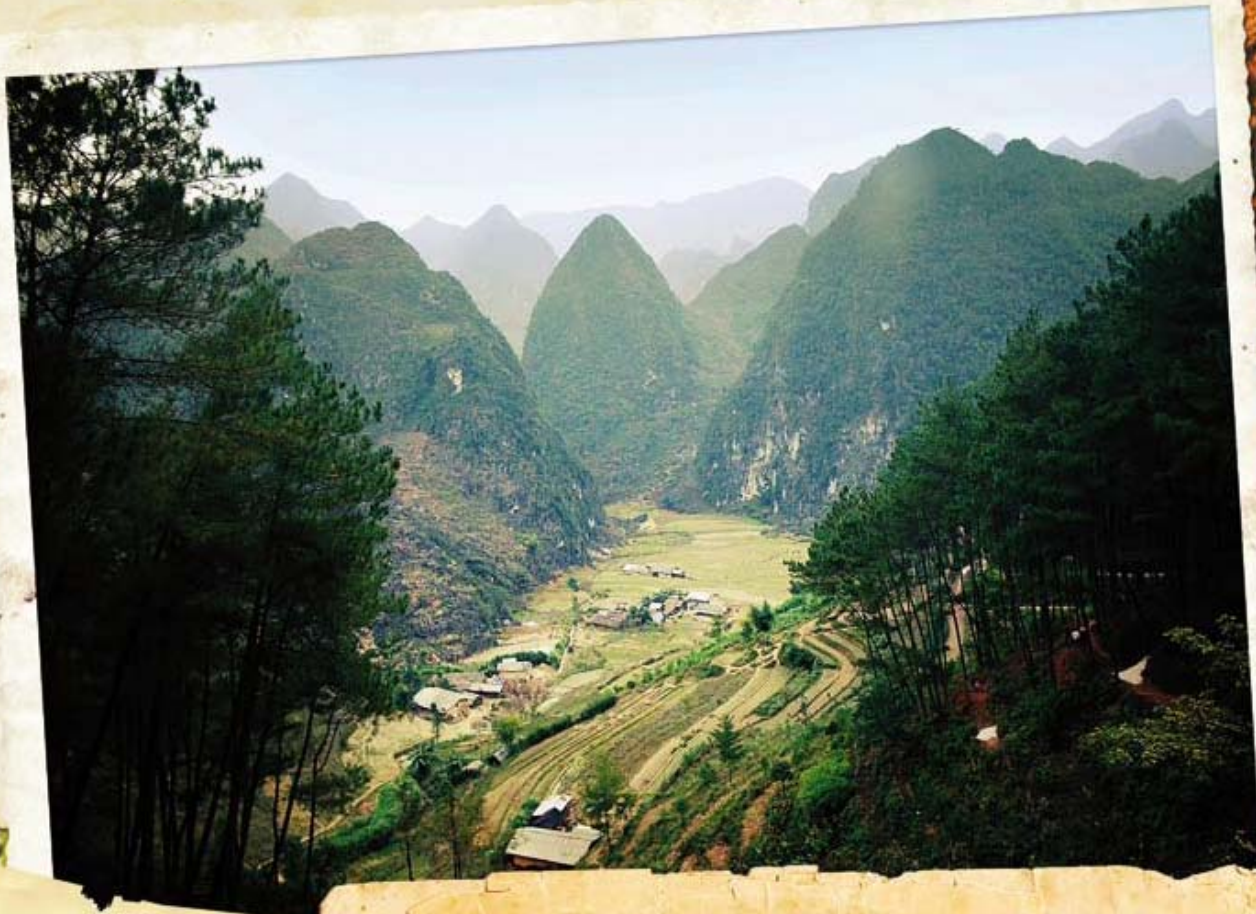
The longest total solar eclipse this century occurred on 21 July 2009, the Year of Astronomy. EST organized the event with Indonesia's Directorate of Higher Education and the Indonesian Astronomy Society (IAS) in Bandung to observe real-time video images of the eclipse that were transmitted from Ioh Jima, Japan, through SOI and INHERENT. More than 100 middle school students from Jakarta and students from a local Japanese School were invited to the event, during which an expert from IAS gave a lecture about the eclipse and other astronomical phenomena.

EST assisted the International Robot Olympiad (Korea) to organize a robot workshop for children in Daejeon, Korea on December 2009. Students from Timor-Leste, Cambodia and Laos were invited to participate in the workshop.

EST supported the Executive Committee Meeting of the Association for Engineering Education in Southeast Asia, East Asia and the Pacific (AESEAP) in Seoul in August. The work plan and activities for the next 3 years were discussed, including an accreditation workshop in the Philippines in 2010. UNESCO will be working closely with AESEAP to improve engineering education in Asia and the Pacific region.

Darwin's insights into the evolution of species provided the foundation for today's focus on the need for 'Sustainable Development'. Implementing sustainable development requires interdisciplinary expertise in applied sciences and engineering. However, while we need to strengthen learning in interdisciplinary subjects, we must not forget that disciplines like traditional engineering and the sciences remain important because interdisciplinary expertise is built upon such core knowledge. 150 years after Darwin's book "On the Origin of Species", the necessary qualities for scientists and engineers still remain the same. Darwin's strong curiosity and determination to observe and learn from nature brought about a revolution in the way we perceive the world. Revolutionary ideas are still produced on the foundation of disciplinary knowledge.

Quan Ba District, Vietnam [UNESCO Jakarta/Giuseppe Arduino]



# Earth Sciences



A diagram showing Charles Darwin's theory of atoll formation via coral formation on subsiding rocks  
[Encyclopaedia Britannica (11th ed.), v. 7, p. 133, 1911]

## Living with the Planet

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

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

Currently, the joint efforts of UNESCO and IUGS (the International Union of Geological Sciences) in managing



First World Young Earth-Scientists Congress 2009 [China University of Geosciences/Wang Meng]

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

IGCP is evolving from a programme with a focus on **fundamental sciences** to one concentrating on **applied geosciences**, including the mitigation of geo-hazards such as earthquakes, landslides and

volcanic eruptions. IGCP has become more interdisciplinary in nature and cooperates actively with the Water Science unit to strengthen UNESCO's key priorities in the natural sciences.

One of the key activities during 2009 was the International Symposium on Geology, Natural Resources and Hazards in Karst Regions (GEOKARST 2009), held in Hanoi, Vietnam from 12 to 15 November 2009. The symposium was organized as part of a scientific initiative led by the University of Hanoi,



Quan Ba District, Vietnam [ UNESCO  
Jakarta/Giuseppe Arduino]

UNESCO Office, Jakarta and the International Research Centre on Karst (IRCK) in Guilin, China, a new UNESCO Category II Centre established in December 2008.

The post-Symposium field excursion to the karst area of Quan Ba was led by Prof. Nguyen Van Lam from Hanoi University of Mining and Geology (HUMG), assisted by a number of PhD students in hydrogeological and environmental issues. The aim was to generate input on the research issues and exploratory drilling campaigns ongoing in this extensive karst area, which is suffering recurrent droughts.

Quan Ba District is north of Hanoi and close to the Chinese border. Though

the mean precipitation is about 1,500 mm/year, the area is characterized by a severe shortage of groundwater resources. According to Prof. Van Lam and Than Hai from HUMG, the recovery of surface and groundwater resources is urgently needed to supply the many villages and communities in the area.

The field trip involved sampling for chemical and isotope analyses (Oxygen-18 and Deuterium) of 30 water occurrences (springs, rivers, wells) from Quan Ba to Yen Minh, Dong Van and Meo Vac districts. Data on major chemio-physical parameters (electric conductivity, water and air temperature, salinity, TDS, pH) were also collected in each sampling site by means of portable electrochemical

devices (WTW Instruments). As part of a preliminary water resources inventory by GPS data, the discharge values of streams and rivers were also estimated while sampling.

## List of Activities

### IGCP Project No. 513 “Global Study of Karst Aquifers and Water Resources”

Project 513 is in fifth year as a successor to three successful karsts-related projects carried out under the auspices of IGCP from 1990. A remarkable level of synergy and leveraging has resulted from these activities, and many of the activities have been coordinated with appropriate working groups of International Association of Hydrologist (IAH), the International Geographical Union (IGU), and the Union Internationale de Spéléologie (UIS).

In 2009, the project was carried out by the Hoffman Environmental Research Institute, USA in collaboration with Institute of Karst Geology, China, Departamento De Ecología y Geología, Spain, and Oxford University, England with the participation of 39 countries. Within the framework of IGCP No. 513, information was gathered for karst water resources map within the World-wide Hydrogeological Mapping and Assessment (WHYMAP) Programme, conducted karst resource related training workshops in the US, Slovenia, Spain, and China.





5<sup>th</sup> International Symposium of IGCP-516 in Kunming, China [Institute of Geology, Chinese Academy of Geological Sciences/Prof. Jin Xiaochi]

#### IGCP Project No. 516: Geological Anatomy of East and South Asia

The 5<sup>th</sup> International Symposium of IGCP-516, Kunming, China, 22-30 September 2009

Eleven participants from Japan, Indonesia, Iran, UK and China (Taiwan and mainland) went on the 3-day pre-symposium excursion to see the successions of the Yangtze Platform since the Jinning Orogeny in the areas south and east of Kunming.

During the symposium, 22 oral presentations and seven poster presentations were given by participants from Iran, the Philippines, Indonesia, Japan, Thailand, Myanmar, Poland, United Kingdom, Russia and China, on tectonics, petrography, palaeontology and geochemistry, among others. There was enormous interest in the presentations and almost all were followed by heated discussion.

#### IGCP Project No. 523: GROWNET

GROWNET was designed as a tool to bring geosciences into the service of society. It collects best practices in ground water development projects and disseminates them, along with important technical papers related to sustainable ground water development, for replication elsewhere.

In 2009, meetings were held in Bangkok; Istanbul; Hyderabad, India, during the Joint Congress of IAHS (International Association of Hydrological Sciences) and IAH (International Association of Hydrogeologists); Brisbane, Australia, during the 12<sup>th</sup> International River Symposium; and in Dhaka, Bangladesh after the International Conference on Geosciences and Development.

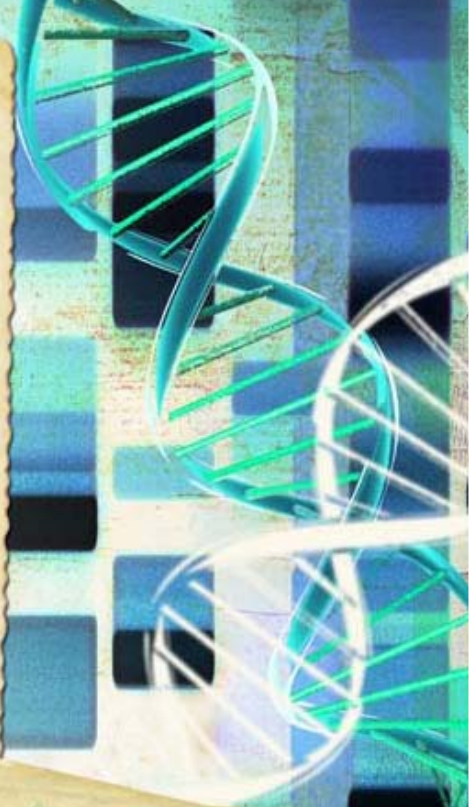
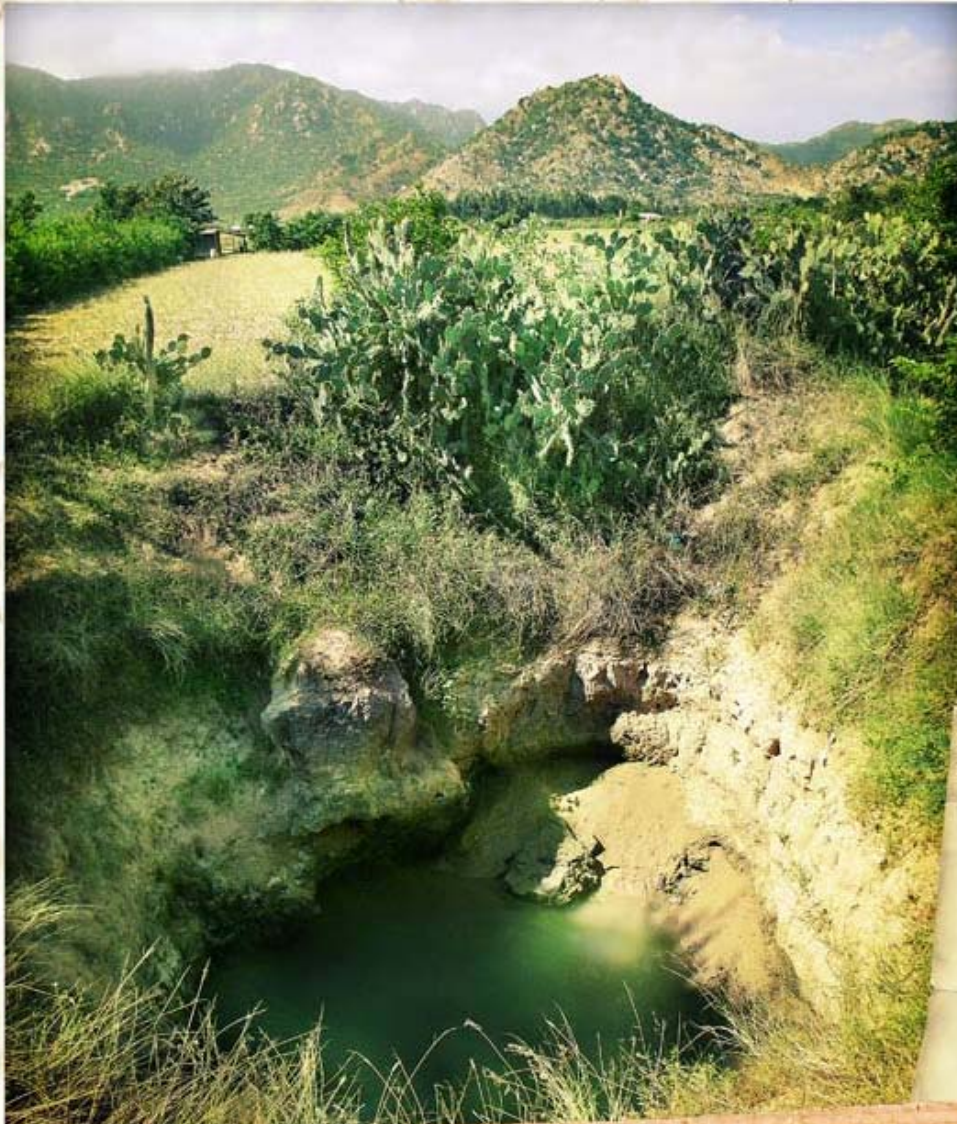
#### IGCP Project No. 581: Evolution of Asian River Systems

This project is a group effort to: 1) use sedimentary archives, both onshore

and offshore, to trace the evolutionary history of Asian big river systems; 2) correlate continental and marine tectonic and climatic records, and in particular, records on the uplift of the Tibetan Plateau and monsoonal evolution, and examine their interrelationships; 3) study the sediment budget of large Asian rivers, and assess the contribution of erosion, chemical weathering and sedimentation in Asia to global carbon cycles; and 4) carry out numerical modelling to study the linking mechanisms among tectonics, chemical weathering, and monsoon evolution during the Cenozoic. Through these studies, we hope to create a new model on tectonics and climate linkage in East Asia and its impact on global climate, and elaborate a strategy to test the model by utilizing international sediment sampling programmes such as IODP, ICDP and IMAGES.

#### First World Young Earth Scientists (YES) Congress, Beijing, China, 25-28 October 2009

The First World YES Congress was held under the patronage of UNESCO and the support of IYPE (International Year of Planet Earth). It aimed to build long-term bridges among young people from backgrounds in the earth sciences, politics, civil society, organizations and associations from across the world, in order to define possible common long-term strategies on global high impact earth science-related issues. The goal is to encourage a permanent worldwide network of young professionals, scientists and politicians as one of the legacies of the International Year of Planet Earth after 2009. The Congress gathered more than 350 young earth scientists from 37 countries around the globe and more than 150 virtual participants.



Tree of Life [[www.darwin-online.org.uk](http://www.darwin-online.org.uk)]

# Water Sciences

## Living with the Planet

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



*Industrial Salt Production in Ninh Thuan [UNESCO Jakarta/Giuseppe Arduino]*

One of our main programmes is the International Hydrological Programme (IHP), UNESCO's intergovernmental scientific programme that supports Member States in upgrading their knowledge in the field of hydrology. The programme aims to improve the scientific and technological basis for the development of appropriate methodologies for the management of water resources and the protection of the environment (see [www.unesco.org/water/ihp](http://www.unesco.org/water/ihp) for further information), and links 17

IHP National Committees and UNESCO Water Centres in the Asia-Pacific Region.

In 2009, UNESCO Office, Jakarta continued its support to the Managing Aquifer Recharge Projects in Vietnam. Building on the success of Artificial Aquifer Recharge Project in Binh Thuan Province, the Ministry of Science and Technology, through the Vietnamese Academy of Science and Technology (VAST), requested a hydrogeological

investigation in Ninh Thuan Province, 350 km northeast of Ho Chi Minh, where increasing groundwater salinity is occurring in coastal areas. This seems to be caused primarily by human-induced pumping of brackish water from shallow coastal sand dune aquifers, mainly for irrigation purposes. Moreover, massive industrial salt production could also be increasing salinity by gravity and diffusion processes. However, knowledge of the hydrogeological



CTD Installation in a monitoring well in Ninh Thuan, Vietnam [Institute of Geological Science, VAST/P.T.K.Nan]

setting is limited and there has been no assessment of the surface and groundwater resources in the province.

In response, a project was launched during a UNESCO-Italy-Vietnam workshop on 'Adapting to Climate Change: Evaluating Impacts of Sea Level Rise by Climate Change on Coastal Zones and Islands. Solutions for Monitoring Saltwater Intrusion and Sea Level Rise,' held in Ha Noi on 29 and 30 June 2009. The Vietnamese government has allocated 2 million VND (approx. USD 120,000) for project implementation from 2009 to 2011. The project is also supported by Italian FIT.

SWITCH-in-Asia, or Sustainable Water Management Improves Tomorrow's Cities Health, was one of UNESCO Office, Jakarta's flagship programmes in



Launching of MAR Project in Ninh Thuan [Institute of Geological Science, VAST/P.T.K.Nan]

2009. This is an integrated programme that addresses the unsustainability of current urban water management (UWM) practices by developing and testing innovative solutions and approaches that can contribute to the development of effective and sustainable UWM schemes in Asian cities.

SWITCH-in-Asia will be developed through national projects interlinked by a learning alliance. Three pillars form the basis of all the national projects: action research; demo sites; and capacity building and awareness raising.

The SWITCH-in-Asia programme was launched at a Regional Partnership Workshop in Jakarta in December 2009, organized jointly with the Indonesian Institute of Sciences (LIPI) and the Asia Pacific Centre for Ecohydrology (APCE). The workshop established the initial partnership, identified possible project locations (cities, catchments), as well as foci for demonstration, action research, and specific capacity building. It was

attended by at least 80 representatives from the Asia and the Pacific Region, UNESCO Offices and Centres, UN Agencies, NGOs and potential donors.

As the first national component of SWITCH-in-Asia, a workshop on the Indonesian component was held in Jakarta to identify interested partners and to develop a comprehensive project proposal for submission to donors. The workshop triggered a lot of interest, established a strong partnership platform and identified various project locations and activities along the Citarum River Basin.

## List of Activities

### UNESCO-IHP 17<sup>th</sup> Regional Steering Committee Meeting for Southeast Asia and the Pacific

Wuhan, China, 2-6 November 2009. This annual meeting of representatives from all IHP National Committees from the region was held in 2009 in conjunction



SWITCH-in-Asia - Indonesian Component Workshop, 19-20 May 2009, Jakarta  
[UNESCO Jakarta/Eva Mia Siska]

with the International Conference on Hydrology and Disaster Management. The objective was to coordinate regional activities such as international symposia; the preparation of a Catalogue of Rivers for Southeast Asia and the Pacific; project activities carried out under major cross-cutting components of IHP; and the Asia-Pacific Flow Regimes from International Experimental and Network Data (AP-FRIEND). A Disaster Reduction Hyperbase Meeting was held at the same time, and technical visits were

made to the Three Gorges Reservoir and Huanglingmiao Hydrological station.

### Regional Water Education Workshop

Jakarta, Indonesia, 19-20 May 2010. Water education is key to achieving the water MDGs. While there are numerous materials and projects focusing on water-related education, they are not well connected to offer customised solutions to individual countries. Some of the limitations identified in existing water education include the use of outdated, biased or irrelevant information; poor instruction media; a lack of continuity between different levels of water education; a lack of integration with the wider curriculum and with local knowledge; a lack of practical relevance to local and community needs; a lack of resources; and poor linkages with locally available professional bodies.

The regional workshop on water education was aimed at identifying

gaps in order to prepare appropriate responses to local needs and to achieve the objectives foreseen in the strategic plan for IHP-VII, the DESD Action Plan and the Water Education Workplan. The workshop was attended by more than 30 participants from the region.

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

Ho Chi Minh City, Vietnam, 9-10 March 2009. AP-FRIEND was initiated in 1997 by the IHP Regional Steering Committee for Southeast Asia and the Pacific (RSC SEAP) to provide a framework for research to improve the understanding of hydrological science and water resources management in the region through comparative studies of regional hydrological occurrences and water resource systems.

In 2009, UNESCO Office, Jakarta, in collaboration with the Sub-Institute of HydroMeteorology and Environment of South Vietnam (SIHYMETE), organized an AP-FRIEND meeting on 'Intensity Frequency Duration and Flood Frequencies Determination Meeting' as a follow-up to the 16<sup>th</sup> Regional Steering Committee Meeting in Mongolia. Attended by 16 participants from nine countries, the meeting focused on both the IDFs and in setting the programme for future analyses of the floods with particular reference to climate change scenarios.



Field Trip to Three Gorges Reservoir as part of the 17<sup>th</sup> Regional Steering Committee Meeting in Wuhan, China, 2-6 November 2009 [Bureau of Hydrology, Changjiang Water Resources Commission]

**19<sup>th</sup> IHP Training Course:  
Water Resources and Water-  
Related Disasters under Climate  
Change: Prediction, Impact  
Assessment and Adaptation**

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

The 2009 course was held in Kyoto, Japan in collaboration with Kyoto University, and focused on three major objectives: (1) to share recent knowledge on water resources and water related disasters under climate change in the Asia-Pacific region, (2) to practice selected techniques on the prediction and assessment of global, regional and/or local changes in hydrological systems,



*19<sup>th</sup> IHP Training Course in Kyoto, Japan [Kyoto University/Prof. Yasuhiro Takemon]*

and (3) to discuss strategies for adapting to the resultant hydrological systems under climate change, including problem prevention and mitigation efforts with respect to irreplaceable water resources.

The course included a technical visit to Ujigawa Open Laboratory.

Two special e-learning courses were broadcast in collaboration with SOI-Asia, NRENs and INHERENT.

Charles Darwin, in "On the Origin of Species", describes how water's physical and chemical characteristics play a significant role in natural selection. Nevertheless, water has more meaning to Darwin's life than simply a theory.

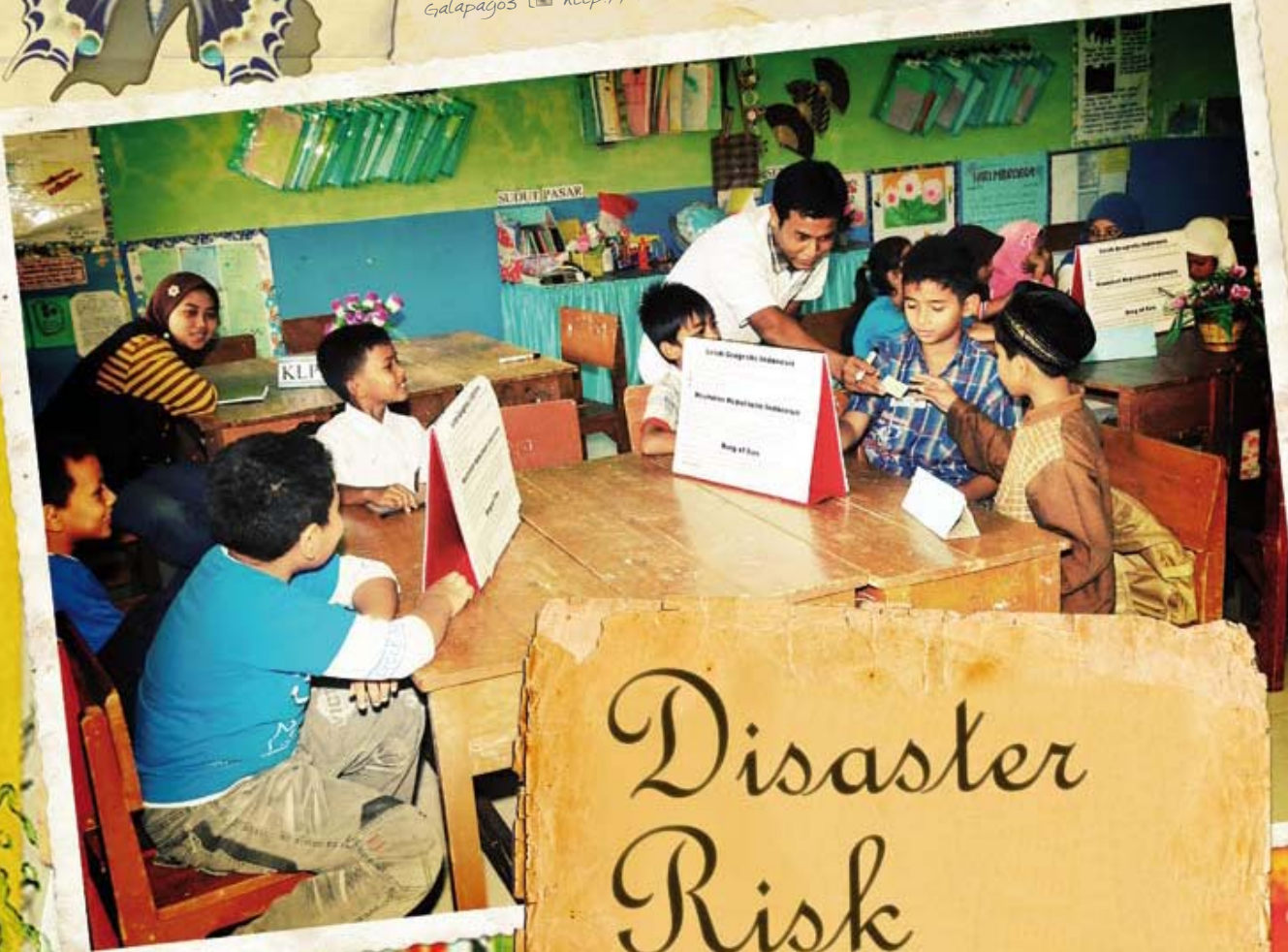
For much of his life, Darwin's health was compromised by an uncommon combination of symptoms, leaving him severely debilitated for long periods, incapable of intellectual production. He consulted more than 20 doctors, without success.

In early 1849, after a bout of incessant ill health, he decided to try the hydrotherapy regimen at Dr Gully's Water Cure Establishment at Malvern, England. Hydrotherapy involves a range of techniques using water as a medium to facilitate thermoregulatory reactions for therapeutic benefit. Despite being sceptical of these treatments, he experienced a dramatic improvement in his health.

Without the hydrotherapy, would Charles Darwin have survived long enough to write his seminal book, published in 1859? We may all have to thank the water cure for Darwin's survival.



{Middle} Children Science Support (CSS) activity in Elementary School in Banda Aceh. Part of LIPI and UNESCO school-based disaster preparedness programme. [ UNESCO Jakarta/Ardito M. Kodijat ] {Bottomleft} Map of the Galapagos [ <http://abrancoalmeida.com/artes/exposicoes/a-evolucao-de-darwin/> ]



# Disaster Risk Reduction

## Building Models for Disaster Preparedness

*UNESCO Office, Jakarta and UNESCO/IOC established the Jakarta Tsunami Information Centre (JTIC) in December 2006 under CIDA funds.*

Although CIDA project funding ended in June 2009, JTIC has continued to provide information services and capacity building. In 2009 JTIC and the UNESCO DRR group carried out several tsunami awareness and preparedness and disaster risk reduction activities, funded by CIDA, ISDR and UNESCAP.

### School-based disaster preparedness

The school-based disaster preparedness (*Sekolah Siaga Bencana*, or SSB) model was developed by the Indonesian Institute of Sciences (LIPI) and UNESCO Office, Jakarta. The SSB programme supports schools in building their capacity based on five parameters: knowledge and attitude, school policy, emergency planning, school early warning system, and the school's resource mobilization capacity. This model was implemented in several areas in Indonesia in 2007. In February 2009, UNESCO and LIPI implemented



*Opening of Junior high school (SMP Negeri 1) in Maumere as Disaster Prepared School model. The school was inaugurated by representative of the education department of Sikka District, Director of UNESCO, Deputy of Indonesian Institute of Sciences, and the Head Master of SMP N-1. [UNESCO Jakarta/ Ardito M. Kodijat]*

another pilot in Maumere, East Nusa Tenggara and Banda Aceh.

Using the five parameters for disaster preparedness has proven to be one of the best practices to measure the state of preparedness of a school (or community, city or district). A preliminary study on these parameters will provide basic information on the kind of interventions needed and the targets to set to increase a school's disaster preparedness. In Maumere, UNESCO and LIPI worked with three schools: one elementary, one junior high and one senior high school.

A total of 167 teachers, 800 senior high students, 608 junior high students, and 300 elementary students from the selected schools, as well as 55 teachers from 14 other local schools, participated in the SSB programme. It covered teacher training and technical assistance to build school preparedness and standard operating procedures (SOPs); children's science support on disaster preparedness; school simulation; first aid skills (in cooperation with the local Red Cross); and post-assistance evaluation. One lesson learned was that students who were trained as agents of change maintained



the disaster preparedness activities by forming an intra-school student disaster management organization, FORSIGANA, in Maumere. These students are still active and receiving support from the District Education Authority, Youth and Sports Department and the District Disaster Management Agency.

Another approach to transfer the methodology, processes, knowledge and skills for SSB is to work with well established local organizations. In August 2009 UNESCO and LIPI provided capacity building training for the Tsunami Disaster and Mitigation Research Centre (TDMRC) of Syah Kuala University in Aceh to enable them to disseminate the SSB programme more widely in Aceh. The training focused on developing SOPs

for schools using the five parameters, and steps to mainstream disaster into existing curricula and teaching materials. UNESCO and LIPI then supervised TDMRC's work with three schools selected by the local Education Authority, again representing senior high, junior high and elementary levels.

To get local government commitment, advocacy to the head of both district and province is important. With the support of the Goodwill Ambassador for UNESCO, Mrs. Christine Hakim, Director of UNESCO Office, Jakarta Dr. Hubert Gijzen, and Deputy Chairman for Earth Sciences of LIPI, Mr. Hery Harjono, the programme received full commitment from the local government as well as good media coverage.

## List of Activities

### ❖ Developing and Promoting a Disaster Preparedness Assessment Module to Measure Community Preparedness for Multiple Hazards

In cooperation with HFI (Humanitarian Forum Indonesia) and MDMC (Muhammadiyah Disaster Management Center), a series of training modules were developed to assess community disaster preparedness for different hazards: flood, fire, earthquake, tsunami, drought, landslide, volcano, mud flood, and infectious diseases. After field testing the modules in several districts with different hazards, UNESCO, HFI, and MDMC, with the support of the National Disaster Management Agency (BNPB), published



UNESCO Goodwill Ambassador, Mrs. Christine Hakim, gathered with elementary school students in Maumere, Flores, NTT after conducting earthquake and tsunami exercise. This exercise is part of the capacity building for school disaster preparedness.  
 [UNESCO Jakarta/Ardito M. Kodijat]



Teacher's Capacity Building in Banda Aceh. One of the main components in building school disaster preparedness. [UNESCO Jakarta/Ardito M. Kodijat]



Participants of regional workshop on lessons learned from a community disaster preparedness model. The participants visited KPB Rajawali, a model community who will provide refuge area for other community (KPB Elang Laut) who needs to evacuate in case of tsunami disaster. [UNESCO Jakarta/Ardito M. Kodijat]

PASTI: the Preparedness Assessment Tools for Indonesia, in April 2009. PASTI is a simple, user-friendly diagnostic tool, based on a series of self-assessment questionnaires looking at basic services, community development, and disaster risk analysis. Rather than comparing the preparedness of one community with another, the tool measures the preparedness of one community to find gaps where further interventions could be made to increase the preparedness level of that community.

#### 🌿 Developing a 'Model Community' for Disaster Preparedness

UNESCO worked with KOGAMI (Tsunami Preparedness Community), a local NGO specializing in earthquake and tsunami preparedness in Padang. Padang has made significant progress in developing strategies and programmes for disaster risk reduction in the city. However, these need to be systematically documented to serve as best practices and lessons learned for other regions. To be consistent with national and international strategies on DRR, the Hyogo Framework of Action was used as the basic reference to systematically document the experience of Padang as a model for community disaster preparedness. The outcome was the publication of 'Serangan si Bencana: A Guide to Disaster Reduction Strategy Management for City and District Communities.'

#### 🌿 Solution Exchange Programme

The Disaster Management and Risk Reduction (DMRR) community is one of seven Communities of Practice in the Solution Exchange, which was launched on 25 November 2008 to



Earthquake and tsunami exercise at SMA N-1 Mawmere Flores, NTT. [UNESCO Jakarta/Ardito M. Kodijat]

### ❁ Tsunami Awareness and Preparedness Tools and Materials Assessment

Indonesia, Thailand, and the Philippines have undertaken several initiatives and projects on public awareness and education. Although some sharing of best practices for community preparedness has taken place, there has been no concrete effort to share tools and materials systematically so that member countries can make use of what is already available. In July 2009, JTIC initiated a regional activity that addresses the need for a depository of tsunami hazard information, tools and materials (assessment tools, public awareness tools, training materials, best practices and other relevant information) in order to optimize the use of these materials for wider public awareness and education. At the regional level, JTIC/UNESCO is partnered by the National Disaster Warning Centre in Thailand; the Institute of Volcanology and Seismology (PHIVOLCS) in the Philippines; the Indonesian Institute of Sciences (LIPI); and the National Disaster Management Directorate in Timor-Leste. The project will continue until April 2011.

capture the knowledge of development practitioners in Aceh and Nias. To expand the scope to incorporate the whole country, Solution Exchange Indonesia was officially launched in February by the President of Indonesia. In line with the expansion to the national level, the Solution Exchange was moved from Aceh to Jakarta, and the DMRR community is housed at UNESCO Office, Jakarta. Since then

the membership has grown from 365 in late 2008 to 758 at the end of 2009. The members are from various NGOs, INGOs, UN agencies, government offices and private institutions in locations ranging from Aceh to Papua and even beyond Indonesia, from Southeast Asia, Europe and the USA. Ten virtual discussions were completed, with 7 consolidated replies and over 130 responses from 81 members.

Darwin's most famous theory of evolution was the discovery of natural selection as the mechanism for evolutionary change. Darwin realized that, in any given population, the individuals that are 'most fit' (best adapted to a specific environment) are least likely to die of starvation and, therefore, most likely to pass on their traits to the next generation.

To some extent this has relevance to disaster risk reduction; natural disasters are part of natural selection. Vulnerable communities are least likely to survive when natural disaster strikes, while those who are 'most fit' (are prepared to; able to respond to; and able to recover from disaster) are most likely to survive the disaster and easily adapt to the crisis situation. The trait of preparedness is something that needs to be built in the next generation to mold a community with culture of safety.

# Japanese Funds-in-Trust

## Japanese Funds-in-Trust in the field of science

*In recognition of the important role of science and technology for sustainable development, Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) has supported UNESCO's activities in the field of science in Asia and the Pacific region since the 1970s through the Japanese Funds-in-Trust (JFIT).*



*An intensive discussion during the Annual Review Meeting at UNESCO Office, Jakarta. [UNESCO Jakarta]*

Over the years, it has supported important activities in science capacity building and intergovernmental science programmes, including the Man and the Biosphere (MAB) Programme, International Hydrological

Programme (IHP), Science and Technology Policy, and Engineering Science Programme in the region.

Tangible outcomes have included the development of the Pacific MAB network, the IHP Nagoya Training

Course, the Biotechnology Training Course, and the Science and Technology Camps for Children.

In 2007, MEXT introduced the "JFIT for Scientific Programmes on Global Challenges in Asia and the Pacific



Japanese delegation to the Annual Review Meeting 2009, together with UNESCO staff. [UNESCO Jakarta]

Region.” This new JFIT scheme aims at providing assistance for activities in the field of natural sciences, with a special focus on water resources, their associated ecosystems, marine sciences and international basic sciences, as well as on human resource development in this field through regional cooperation, underlining a catalytic role for the member states of UNESCO in the region.

To optimize the benefits and impacts of this new scheme, UNESCO Office, Jakarta has developed a medium-term strategic plan, the “JFIT-UNESCO Science Programme on Global Challenges in Asia and the Pacific Region”.

The objective of the JFIT Science Strategy is to support and strengthen UNESCO’s activities in the field of science in the Asia-Pacific region,

along the lines of UNESCO’s strategic programme objectives and priorities, by utilizing Japan’s financial and scientific resources.

**The following projects were initiated in 2009:**

1. Biosphere Reserves for Environmental and Economic Security (BREES)
2. Water Interoperability Networks for Global Change Adaptation (WINGA)
3. COMprehensive Programme to Enhance Technology, Engineering and Science Education (COMPETENCE)

These projects are in the first stage of planning, and are expected to develop programmatically and strategically targeted at further development of this region.

**Reference:**

JFIT/Science web-page:  
[www.unesco.org/en/jakarta/jfit](http://www.unesco.org/en/jakarta/jfit)



**Contact:**

Mr. Takeshi Mori  
 Programme Coordinator for Japanese Funds-in-Trust (JFIT)  
[t.mori@unesco.org](mailto:t.mori@unesco.org)

Five finalists for the MOST Young Researchers Prize await their turn to present their respective research papers. A moderator sits in their midst. [LIPI]



# Social and Human Sciences



Madagaskar sphinx moth from the book Charles Darwin and His Revolutionary Idea, by Brian "Fox" Ellis [Illustrated by Peter Olson, Fox Tales International, Peoria, IL. (C) 2008.]

# Management of Social Transformations

*The social and human sciences (SHS) are called upon today to make an enhanced contribution to sustainable development, and in particular social development, in the context of the attainment of internationally agreed development goals, including the MDGs, and to contribute to peace and dialogue among civilizations and cultures by addressing emerging risks and challenges that are rooted in ongoing social and cultural transformations.*

The SHS programme of UNESCO Office, Jakarta has so far been developed only for Indonesia, focusing on an intergovernmental programme on the Management of Social Transformations (MOST). The major activity in 2009 was the support for the Indonesian Institute of Sciences (LIPI), which hosts the Indonesian National Committee for MOST, to implement the MOST Young Scientist Award. A related activity was implemented by Gadjah Mada University, which rewarded the best student research writing.

The goal of this project was to promote the engagement of young people in nation-building by encouraging young researchers and students in the social and human sciences to orient their research towards issues relevant to national development, and work to bridge the gap between research and policymaking.

Specifically, by launching a nationwide research competition among young



*Ms. Dewi Bunga, Alumni of the Faculty of Law, Udayana University, Bali, receives the first prize of the MOST Young Researchers Award from Dr. Dewi Fortuna Anwar, Deputy Chairman for Social Sciences and Humanities at LIPI. [LIPI]*

social scientists and researchers, the project emphasized the relevance of social and human studies, especially the work of the younger generation, in the

formulation of public policies pertaining to human rights and other contemporary social challenges in Indonesia.



Prof. Hubert Gijzen, Director of UNESCO Office, Jakarta delivers his keynote address at the MOST Young Researchers Award Ceremony at the LIPI Auditorium. [LIPI]

The opportunity to win national recognition (and a cash prize) motivated social science researchers and young scholars to produce high-quality research on human rights and other contemporary social issues through the best policy research paper awards. By giving wide publicity to the event, the project also contributed to the enhancement of public awareness of the contribution of research in social and human sciences towards policymaking.



A session of the UGM Students' Academic Writing Workshop [UGM/LIPI]



Another session of the UGM Students' Academic Writing Workshop [UGM/LIPI]

Is there a parallel between biological evolution and societal transformation? Indeed, a group of 19<sup>th</sup> century thinkers known as 'social Darwinists' posited various ideologies based on the concept that competition among individuals, communities, nations, and their ideas drives social transformation. However, organizations like UNESCO, which seeks to promote dialogue among civilizations and cultures and develop a culture of peace through philosophy, the human sciences, good governance, the promotion of human rights, and the fight against discrimination, actively intervene in the process of social transformation, so as to ensure that justice, fairness and equity prevail.



# Culture



{Top} Heritage buildings along Batang Arau River in Padang damaged by earthquake [© NRICP Tokyo Team/Shin'ichi Shimizu] {Bottom} Ceramic Collections of Museum Adityawarman, Padang, West Sumatra, damaged by earthquake [© UNESCO Jakarta/Undri]



Sangiran Skull [© <http://johnhawks.net>] Dr. John Hawks



## The Power of Culture

*World Heritage sites, whether natural or cultural, are imperilled by natural and man made disasters including earthquakes, pollution, poaching, uncontrolled urbanization and unchecked tourist development.*



*Visit to Prambanan Temple Compounds on 3 November in conjunction with the International Coordination Meeting for Safeguarding Borobudur and Prambanan WH Sites [UNESCO Jakarta/Dwi A. Indrasari]*

**U**NESCO Office, Jakarta assists UNESCO Member States to tackle such difficulties in the safeguarding of World Heritage sites.

Following the 30<sup>th</sup>, 31<sup>st</sup> and 33<sup>rd</sup> Sessions of the World Heritage Committee in 2006, 2007, and 2009 on the state of conservation of the Borobudur Temple Compounds, the Indonesian government was asked to review the legal and institutional framework for the protection and management of this World Heritage property and its surrounding area. To assist the authorities, UNESCO Office, Jakarta, in close collaboration with the Ministry of Culture and Tourism, organized a Coordination Meeting for Enhancing the

Effective Management of the Borobudur Temple Compounds supported by the Netherland Funds-in-Trust in February 2009, with the key objectives of enhancing the management effectiveness of the site and promoting an alliance among key stakeholders to do so.

At the request of the relevant Ministries such as the Ministry of Culture and Tourism and Ministry of Public Works, UNESCO assisted the Ministries in formulating an action plan, set an agenda for revising the institutional framework for the management of the site, and supported the drawing up

of a coherent management scheme to be shared among key national/ regional government authorities.

After several follow-up meetings, UNESCO Office, Jakarta and Indonesian Ministry of Culture and Tourism organized an International Coordination Meeting for Safeguarding Borobudur and Prambanan World Heritage Sites in November 2009, which gathered local and central government officials together with national and international experts on architecture, museum management, archaeology, stone conservation, civil engineering and tourism.



*The Emergency Salvage of Ceramic Collections of Museum Adityawarman, Padang, West Sumatra, November 2009 [UNESCO Jakarta/Peter Meehan]*

The aim was to enhance the management of the two World Heritage sites through holistic approaches. Participants discussed legal frameworks

for effective management, strategies for tourism and visitor management for local community empowerment and economic sustainability, stone

and structural conservation, and museum development. The meeting resulted in recommendations on actions for the long-term conservation management and sustainable tourism development of the sites.

### **Emergency Relief for Cultural Heritage**

On 30 September 2009, Padang, West Sumatra, was struck by an earthquake measuring 7.6 on the Richter scale. Hundreds of buildings in this port city were damaged, and the historical townscape, comprising a combination of Dutch-style colonial architecture and the Chinatown, was devastated. The quake also ruined important ceramic collections in the Adityawarman Provincial Museum which were deeply associated with the history of the heritage townscape.

Responding to requests from the Indonesian Ministry of Culture and Tourism and the local government, UNESCO Office, Jakarta launched an emergency relief project from November to December 2009.

Coordinated by UNESCO Office, Jakarta, experts on ceramic restoration, museum management, city planning and architecture assessed the damage sustained by collections in the Adityawarman Museum and the historical townscape in Old Padang, in close collaboration with local and central government staff. The main outcome was a report, which will serve as an essential tool in overcoming the loss of cultural properties considered to possess historic, scientific and cultural value by providing guidelines and an action plan for their short-, medium-, and long-term rehabilitation.

## List of Activities

### ❖ The Regional Training-of-Trainers Workshop for the Cultural Heritage Specialist Guides Programme

Macao SAR, China, 12-16 January 2009: This five-day curriculum development workshop was organised with support from the World Heritage Fund by UNESCO Office, Bangkok in consultation with UNESCO Office, Beijing and UNESCO Office, Jakarta and in collaboration with the Institute for Tourism Studies (IFT) –the focal point of the programme under the Asian Academy for Heritage Management (AAHM).

It was the first of two workshops to support the national implementation of the UNESCO Cultural Heritage Specialist

Guide programme for World Heritage sites, with the second held in August 2009 in Borobudur, Central Java.

### ❖ Coordination Meeting for Enhancing the Management Effectiveness of Borobudur Temple Compounds, a World Heritage Property and Its Surroundings

Jakarta, 18-19 February 2009: This two-day meeting was jointly organized by the Ministry of Culture and Tourism and UNESCO Office, Jakarta. The objectives were the formulation of recommendations for an action plan and a framework for collaboration among key stakeholders for the effective management and development of this World Heritage site. Participants were from the Coordinating Ministry for People's

Welfare, the Ministry of Culture and Tourism, the Ministry of Public Works, the Development Planning Agencies of Central Java Province and Magelang Regency, the Indonesian National Commission for UNESCO, UNESCO Office, Jakarta and Yasuhiro Iwasaki, who was involved in the formulation of the 1979 JICA Master Plan.

### ❖ World Poetry Day Celebration and Children's Enikki Festa Award Ceremony and Exhibition

Jakarta, 20 March 2009: UNESCO has celebrated 21 March as World Poetry Day since November 1999. To mark this year's World Poetry Day, the Indonesian National Commission for UNESCO of the Ministry of National Education, in partnership with Garuda Indonesia and supported by UNESCO Office, Jakarta (Culture and Education Units) celebrated the event at the Ministry of National Education.

The function included the presentation of awards to the eight finalists of



Site interpretations during the Regional Training-of-Trainers Workshop for Cultural Heritage Specialist Guides in Macao SAR, China, 12-16 January 2009 [UNESCO Jakarta/Dwi A. Indrasari]



The eight Indonesian finalists of Enikki, children illustrated diaries competition during World Poetry Day Celebration and Children's Enikki Festa Award-Giving Ceremony and Exhibition, Jakarta, 20 March 2009 [UNESCO Jakarta/Dwi A. Indrasari]

*Enikki Festa*, a contest to find the best illustrated children's diaries. These children's works went on to represent Indonesia at the 9<sup>th</sup> Mitsubishi Asian Children's *Enikki Festa* for review by the International Screening Committee in Tokyo in April 2009 to select winners for Grand Prix awards and organizer's awards. The best illustrated diaries from all over Indonesia that were entered for the competition were also exhibited.

#### ❁ Cluster Training-of-Trainers Workshop for Cultural Heritage Specialist Guides Programme in Borobudur

Central Java, 10-14 August 2009: Co-organized by UNESCO Office, Jakarta and the Ministry of Culture and Tourism of the Republic of Indonesia, supported by the Institute for Tourism Studies (IFT) Macao, China, in cooperation with the Indonesian Heritage Trust and PT Taman Wisata Candi Borobudur, Prambanan and Ratu Boko, this workshop gathered some 30 representatives from Brunei Darussalam, China, Indonesia, Malaysia, the Philippines, Thailand and Timor-Leste.



*Cluster Training-of-Trainers Workshop for Cultural Heritage Specialist Guides Programme in Borobudur, 10-14 August 2009 [UNESCO Jakarta/Wieske O. Sapardan]*

Like the first workshop in Macao SAR in January 2009, this workshop was aimed at establishing a system for providing advanced certification for guides at the national level, this time by providing specialized training to trainers to allow them to effectively deliver the national curriculum and training materials developed under the coordination of the respective authorities since the previous workshop.

#### ❁ Inventory-Making Symposium and Workshop for the Safeguarding of the Intangible Cultural Heritage of Indonesia

Jakarta, 19-20 August 2009: This workshop, gathering 150 participants, was co-organized by UNESCO Office, Jakarta and the Ministry of Culture and Tourism of the Republic of Indonesia.

At the opening ceremony, Mr. Robert Lee, Deputy Director of UNESCO Office, Jakarta, highlighted importance of safeguarding the Intangible Cultural Heritage. Mr. Arief Rachman, Chairman of the Indonesian National Commission for UNESCO, also gave a keynote speech. Mr. Masanori Nagaoka, Programme Specialist for Culture at UNESCO Office, Jakarta, gave a presentation together with other 10 national and international presenters.

#### ❁ CollAsia 2010 International Course on the Conservation of Underwater Archaeology Collections

Manila and Subic, the Philippines, 8-29 September 2009: This three-week course was aimed at improving conditions for the conservation of underwater archaeological collections in Southeast Asia. The 17 participants were from

Brunei, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, Timor-Leste and Vietnam. During the course, Mr. Masanori Nagaoka, Programme Specialist for Culture, UNESCO Office, Jakarta gave a presentation on the UNESCO 2001 Convention on the Protection of the Underwater Cultural Heritage. The course was organized as a collaboration between CollAsia2010 (a joint programme between ICCROM and SPAFA), the National Museum of the Philippines, and the Getty Foundation, with support from UNESCO Office, Jakarta.

#### ❁ International Symposium on Culture and Heritage in Timor-Leste

Dili, Timor-Leste, 14-16 October 2009: Mr. Masanori Nagaoka, Programme Specialist for Culture, UNESCO Office, Jakarta, spoke about the National Museum project, a joint proposal developed by the Ministry of Education, through the Secretariat of State for Culture, and UNESCO. They have been seeking the support of donors and development partners to participate in the development of the National Museum as a national showcase for Timorese cultural heritage and identity.

This symposium was organized by the Ministry of Education of Timor-Leste through the Secretariat of State for Culture, together with the National Directorate of Culture.

#### ❁ Workshop on Museum Storage Management

Yogyakarta, 26 October-1 November 2009: A seven-day workshop on Museum Storage Management was organized by Ministry of Culture and Tourism in



*Hosting Student Excursion visit at UNESCO Office, Jakarta, 16 December 2009 [UNESCO Jakarta/Dwi A. Indrasari]*

**☼ The Emergency Salvage of Ceramic Collections of Museum Adityawarman (3-6 November 2009)**

See the text on page 48.

**☼ Hosting Student Excursion Study Visit**

Jakarta, 16 December 2009: Hosting a study visit of 37 students majoring in International Relations and one lecturer from the University of Muhammadiyah Malang in East Java, the Culture and Education Unit of UNESCO Office, Jakarta held a two-hour presentation and interactive dialogue on UNESCO's culture and education programmes relevant to strategies to improve Indonesia's global competitiveness based on its rich culture and human resources, at UNESCO Office, Jakarta in Indonesia.

close collaboration with UNESCO Office, Jakarta and the Yogyakarta Museum Association at Benteng Vredeborg Museum. The workshop focused on storage and conservation management as the first of a continuing series of museum trainings over the coming years.

The opening ceremony gathered about 60 guests including museum officials and representatives from national museums in Indonesia, Brunei Darussalam, Malaysia, the Philippines and Timor-Leste. During the ceremony

Mr. Masanori Nagaoka gave a presentation on the role of museums in post-conflict or post-natural disaster situations. The workshop concluded with the formulation of recommendations and a follow-up programme for better management of museum storage.

**☼ International Coordination Meeting for Safeguarding Borobudur and Prambanan World Heritage Sites (3-6 November 2009)**

See the text on page 47.

The evolution of the human spirit is embodied in the Intangible Cultural Heritage, such as the Hudhud Chants of the Ifugao performed by communities in the Philippines and the batik crafted by Indonesians. From the emergence of Early Man at Sangiran one million years ago, and the construction of the Borobudur Temple Compounds in Indonesia in the 8<sup>th</sup>-9<sup>th</sup> centuries, to the establishment of the Historic Town of Vigan in the Philippines in the 16<sup>th</sup> century, World Cultural Heritage provides evidence of evolution in the human mind.

Unfortunately, some of the World Heritage sites tracing the evolution of human activities are in danger due to ignorance of traditional culture, inappropriate development around heritage sites, and human-made and natural disasters. Therefore, safeguarding the Cultural Heritage, both tangible and intangible, is part of our mission to transmit them to future generations without losing their value.

{Left} Participants of training on documentary video production are doing their field assignment, in Banda Aceh, December 2009. [UNESCO Jakarta]  
{Right} Finches from Darwin's zoology [www.darwin-online.org.uk]



[<http://brushes.500ml.org>]

# Communication and Information

# Journalism Education and Training is a Key to Better Journalism Practices

*We have been witnessing the embracing of the idea of press freedom in some of the countries served by UNESCO's Jakarta cluster office.*

But at the same time, we are still facing a challenge in terms of best practices in journalism and – as a logical consequence – better quality journalism products. Within this context, therefore, strengthening the capacity of human resources in journalism has never been more important and relevant.

Journalism education at universities, informal training in various institutes and in-house training by media organisations all need to be improved. This includes updating curricula to bring them into line with the rapid developments taking place in the environments where journalism is practiced. To address this, UNESCO, through its Communication and Information (CI) Sector at Headquarters in Paris, developed a book on curriculum development in the field of journalism.

'Model Curricula for Journalism Education' was officially launched at the 1<sup>st</sup> World Journalism Education Congress, in Singapore, June 2007.



*Participants of workshop on Media and Election in Palembang, April 2009.  
[UNESCO Jakarta/Arya Gunawan]*

The book sets out the important aspects that need to be taught in journalism schools, and shows how to compose these aspects coherently into comprehensive syllabi that will produce good journalists upon completion of their studies. These aspects include the foundation of journalism, measurable competencies that must be acquired by good journalists, and required and recommended texts, among other issues.

The book has been translated into several languages and disseminated through a series of discussions, seminars and conferences in many

parts of the world, including the region served by UNESCO's Jakarta cluster office. A regional workshop was organised in Manila in June 2009 for journalism educators from a number of countries in the region. Professor Michael Cobden of the University of King's College, Halifax, Canada, who served as Leader of the Expert Team that prepared the book, gave his views on the current challenges in journalism education, including applying the content of the UNESCO book.

In Indonesia, a series of workshops was organised for two main target



groups: journalism educators in universities (in cooperation with the Indonesian Association of Journalism Education or APJI) and in-house training departments in media organisations (in partnership with the Indonesian Newspaper Publishers' Association or SPS). Workshops were held in Jakarta, Yogyakarta, Surabaya, Makassar and Medan, with around 40 universities and 50 media organisations participating. The next steps planned include a national congress on journalism education in mid-2010. Other workshops are also being planned to address specific topics such as updating the curricula based on the specific needs of each journalism school/training institute; internship programme procedures for students from journalism schools, and identification of required texts to be used in the schools.



*Talk show in Radio Nikoya on UNESCO programmes in Aceh in commemoration of fifth anniversary of 2004 tsunami [UNESCO Jakarta]*

With these activities, UNESCO believes that it can make a concrete contribution to perfecting the shape and face of journalism in the region in general, and in Indonesia in particular, which will in turn lead to strengthened public trust in the idea of press freedom; something that is crucial to safeguard the process of democratization that will benefit the people.

## List of Activities

### ✿ Improving the quality of journalism through journalism education and training

'Model Curricula for Journalism Education' was developed and published by UNESCO Headquarters in 2007. The book, based on inputs from more than 20 experts in journalism education and veteran journalists, has been translated into Indonesian

and was introduced through series of seminars in major cities in Indonesia, with the aim of improving the quality of journalism through strengthening the curricula used in universities, training institutes and in-house training by media organisations. The seminars were organized for two main groups: journalism educators, in cooperation with the Indonesian Association of Journalism Education (APJI), and journalism training institutes, in collaboration with the Indonesian Newspaper Publishers' Association or SPS. The participants welcomed the book and agreed to follow up by repositioning their own journalism curricula.

A regional conference was also organized in Manila on 25-26 June 2009, for participants from various countries that have been involved in the development of their journalism curricula based on the UNESCO book.

### ✿ Capacity building of media professionals in reporting on conflict in general and local elections

A number of training activities were organized in Indonesia in the context of this activity, with the main aim to build awareness and provide knowledge and skills for media professionals about the roles of media in the context of elections. Two major general elections took place in Indonesia in 2009. The first, held in April, was to elect the people's representatives to parliament. This was followed by the presidential election in July. Issues discussed during the trainings included the roots of conflict, factors that can trigger conflict during elections, and the concrete contribution that media can make to prevent and/or mediate conflicts. Training activities were held in Batam, Palembang, Jambi, Yogyakarta, Surabaya, Medan and Banda Aceh, with more than 100 journalists taking part.



Setting-up an internet cafe in CMC Persatuan, in Bantul, Yogyakarta.  
 [UNESCO Jakarta/Yunita Mandolang]

### 🌀 Celebrating the World Press Freedom Day (WPFDD)

As an annual UNESCO event in cooperation with the Indonesian Press Council, a one-day seminar was held to coincide with WPFDD, which falls on 3 May every year. The theme was 'The Challenges of Press Freedom in Indonesia: The Situation After 10 Years'. A number of experts acted as resource persons, namely Leo Batubara (Deputy Chairman of the Indonesian Press Council), Sasa Djuarsa (Chairman of the Indonesian Broadcasting Committee), Todung Mulya Lubis (expert on media law), and Yopie Hidayat (editor-in-chief of an economic publication). The event was officiated by Professor Ichlasul Amal, Chairman of Indonesian Press Council, and the proceedings were published as a book, entitled 'Problematika

Kemerdekaan Pers di Indonesia' ('Press Freedom in Indonesia: the Challenges').

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

This was the continuation of an activity organized in the previous year. The aim was to build awareness among public broadcasters regarding the content of a UNESCO-published book on best practices in editorial aspects of public broadcasting. The discussion targeted broadcasters from Radio Republik Indonesia (RRI) and Televisi Republik Indonesia (TVRI) in Jakarta, Makassar, Bandung and Medan. The main resource persons for the seminar were Zulkarimein Nasution (author of the book), Kabul Budiono from RRI and

Purnama Suwardi from TVRI. The three were accompanied by speakers from the local RRI and TVRI in each host city.

### 🌀 Development of CMC for Education in Jayagiri, Indonesia

A series of training activities to improve the capacity of managers of Community Multimedia Centres (CMC) was held in Jayagiri, Bandung. The training activity, organised by P2PNFI Jayagiri, a government institution that is part of Indonesian Ministry of National Education, focused on the development of community radio and the use of technology as an education tool. It provided insights into the possibilities for producing educational content to satisfy audience preferences. Training on website development for information management, managerial and business development skills was also provided. It was attended by tutors for early childhood education, literacy education, equivalency education and courses and institutions, as well as volunteers from Jayagiri radio station.

### 🌀 Development of Community Media Centre (CMC) for farmers, craftspeople and women's groups in Bantul, Indonesia

A CMC has been built to help the community in Bantul, the district most severely affected by the earthquake in Yogyakarta Province in 2006. The centre is affiliated with the Persatuan radio station, which has been continuously serving its audience as a source of both entertainment and credible information since 1970. The centre has an internet café that charges special rates for farmers, craftspeople and women's groups. Besides radio broadcasting,

the centre also provides internet space to local brokers or representatives of local producers to bring buyers and sellers together for direct sales. The local producers thus benefit by dealing directly with buyers rather than having urban brokers collect their produce at reduced rates.

#### ☼ Memory of the World Seminar

Librarians, historians, archaeologists, as well as experts in manuscripts, oral traditions, performing arts and linguistics attended the seminar on the Memory of the World, organised by UNESCO in collaboration with the Indonesian National Commission for UNESCO, Ministry of Research and Technology, and the Indonesian Institute of Sciences on 14 September. Two resource persons were invited in the event, namely Dr. Mukhlis PaEni who presented a study of the Bugis epic *I La Galigo*, the world's longest written poem, and Dr. Pudentia MPSS presented a study of *Mak Yong*, a unique combination of dance, music, singing, slapstick, and theatre which originates from the Malay people.

#### ☼ Training on Media and Information Literacy

Media and information literacy is needed to prepare people from an early age so that they can consume the media's content and access information in the smartest ways. This is the rationale behind the design and implementation of this activity that was organized by UNESCO in two parallel ways: one was aimed at teachers, media literacy experts and media professionals (organized in cooperation with Indonesian Association of Journalism Education or APJI); the other one

targeted teachers, parents and school students (organized in partnerships with Indonesian Child Welfare Foundation).

#### ☼ Series of activities to commemorate the 5<sup>th</sup> anniversary of tsunami in Aceh

These activities were organized as part of UNESCO's plans in the field of communication and information (CI) in commemorating the moments when the catastrophic tsunami hit Aceh on 26 December 2004. This kind of commemoration has been in the agenda of UNESCO's CI Unit over the past five years. This year the activities consisted of one-day discussion on the media and its relation to conflict and irregularities in the time of elections; 2-day training for journalists and writers on the effective use of ICTs (information and communication technologies); 3-day workshop on video documentary production for university students; and 2-day training on creative writing skills for youths. The first three activities were organized in partnership with Jakarta-based Nurul Fikri foundation, while the

latest activity was done in cooperation with Banda Aceh-based Radio Nikoya.

#### ☼ Training for the improvement of the capacity of Los Palos Community Radio in Timor-Leste

The International Programme for the Development of Communication (IPDC) supported Radio Comuidade Los Palos (RCL) in enhancing the capacity of the reporters from this community radio station through training followed by regular production of programmes that addressed various issues that were relevance to the community. As the capacity of the reporters increased, along with the regular production of quality programmes, the management of the radio will seek cooperation with international agencies in offering the radio's airtime to gain revenue for its sustainability, especially for programmes related to community developments. Despite financial difficulties, RCL has the capacity to put quite rich programmes on air containing various issues from cultural issues to economy



*Los Palos Community Radio, Timor-Leste [UNESCO Jakarta/Yunita Mandolang]*

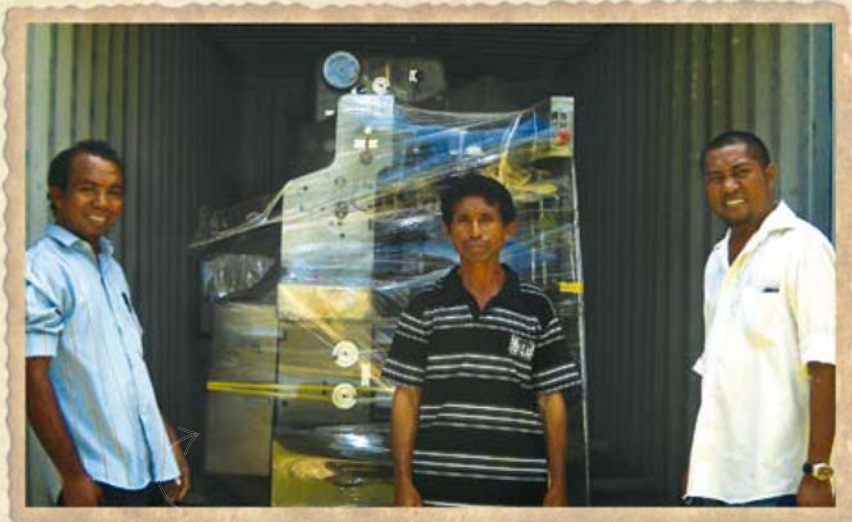
and politics through this project. Ministers and Local authorities often came to the station to participate in live talk shows, which received many responses from audiences.

#### ☘ Supporting the independence of print media in Timor-Leste

IPDC supported newspapers media, namely *Timor Post*, *Kla'ak*, and *The Dili Weekly*. A printing machine has been purchased to allow the newspapers to publish at affordable rates, thus allowing them to increase their circulation, reduce the cost of newspapers, and increase the financial sustainability of newspapers. The project contributed to the development of the mass media in Timor-Leste by allowing independent publications to achieve greater economic independence. Independent production is necessary to consolidate freedom of expression and newspapers' editorial independence, which is a crucial requirement for press freedom.

#### ☘ Developing a community radio model for Timor-Leste

The Community Radios Association in Timor-Leste (ARKTL) is designing a comprehensive and culturally relevant community radio station model for Timor-Leste. They assessed eight community radio stations under the umbrella of ARKTL, documenting their success and failure stories; interviewing journalists and editors, management, radio technicians, finance personnel, board members and listeners; and conducting comparative study visits to successful community radio stations in neighbouring countries. Once the model is developed, it will be tested with one or two radio stations. This project is supported by



*Printing machine for press in Timor-Leste supported by UNESCO-IPDC  
[ UNESCO Jakarta/Arja Gunawan ]*

IPDC, and will be completed in 2010.

#### ☘ Further Development of Muslim Mindanao Website

In 2008, UNESCO assisted the Philippines-based Asian Institute of Journalism and Communication to develop a website on Muslim Mindanao. The website, created with the main aim of contributing to peace-making efforts in the Southern Philippines, highlights peacemaking and peace-building initiatives and developments in Muslim Mindanao. It also provides a medium for dialogue and public discourse toward developing a common understanding and consensus on critical issues concerning Muslim Mindanao. In 2009, further assistance was provided for updating content, maintaining and promoting the website so that it will reach a wider audience.

#### ☘ Seeking the root causes of rampant killings of journalists in the Philippines

This 'Multidisciplinary Inquiry on the Culture of Impunity in the Killing of Filipino Journalists' was organized in cooperation with the Philippines-based Asian Institute for Journalism and Communication as an attempt to analyse the root causes of impunity against media practitioners in the Philippines. It also recommends policy options and an action agenda from a multidisciplinary perspective. More than 150 journalists have been killed in the country since 1986, the year when the Philippines embraced full democracy. The latest tragedy occurred on 23 November 2009, when 31 journalists, along with 27 others, were killed in the province of Maguindanao in the Southern Philippines, allegedly because of a political contest.

### ☞ Research on the Economic Sustainability of Community Radio in the Philippines

The results of a study on the economic viability of a number of community radio stations in the Philippines was published as a manuscript and is currently awaiting full publication. The research was carried out by the Asia Media Information and Communication Centre (AMIC) with support from UNESCO Office, Jakarta. Entitled 'Maintaining the Enthusiasm: The Economic Viability of Community Radio in the Philippines,' the study provides some good examples and lessons on how to manage community radio stations with the potential to become sustainable.

### ☞ Sub-Regional Forum on Information for All Workshop in the Philippines

Some 15 participants attended the two-day sub-regional forum on 'Creating a Responsive Infostructure' in Pasig City, the Philippines, from 19 to 20 March 2009. Participants came

from government agencies, including executive and legislative branches; libraries and archives; informatics, telematics and telecommunication infrastructure and service providers; education and training institutions in the areas of information science and informatics; users of information and information and communication technology services in education, science, culture and communication. They discussed opportunities and challenges arising from the application of information and communication technologies that will contribute to the development of national information policy frameworks in the countries represented.

### ☞ The 2<sup>nd</sup> Global Forum on the Power of Peace in Bangkok

The first Forum took place in Bali in January 2007 and resulted in the 'Spirit of Bali' recommendation. This second Forum, organized by the UNESCO Headquarters Communication and

Information Sector, was held in Bangkok on 28-30 October 2009 and was aimed at reaffirming the Spirit of Bali in pursuing global collaboration on the use of the tools of information and communication for cultural self-expression, mutual understanding, the reduction of conflicts and the support of peaceful sustainable living. UNESCO Office, Jakarta supported the participation of three people with backgrounds in media and peace building efforts.

### ☞ Empowering indigenous communities in Sarawak, Malaysia through the media

The voices of marginalized people in Sarawak are not frequently heard since they do not have access to the media. Through this activity, funded by the International Programme for the Development of Communication (IPDC), UNESCO, in cooperation with the Malaysia-based Centre for Independence Journalism, assists marginalized indigenous people from southern Sarawak to produce and manage their own information. Their 'news' is distributed by both old and new media –published in local newsletters, issued via press releases, circulated as audio programmes or on CD, and through the internet on various web pages and weblogs. The programme runs until the end of 2010.

### ☞ Participation in the conference on broadcast media and climate change in Paris

UNESCO Headquarters in Paris held the first International Conference on Broadcast Media and Climate Change on 4-5 September 2009. Attended by over 250 people representing broadcasting



One of the discussion sessions on Sub-Regional Forum on Information for All Workshop in the Philippines, March 2009 [UNESCO Jakarta]



*Communicating Climate Change. One of the sessions during UNESCO International Conference on Broadcast Media and Climate Change in Paris, September 2009 [UNESCO]*

unions, international broadcasting associations and climate change experts from all over the world, the conference discussed reporting on climate change, human impact, and how broadcasters could intensify the educational dimension of climate change through the use of creative formats such as docudrama,

music video and cartoon animation. A declaration issued at the end of the event affirmed the need to encourage the production and dissemination of relevant audiovisual content at local levels to give voice to marginalized populations affected by climate change and to collaborate on enhancing the skills of

broadcast media professionals through training and the exchange of knowledge and best practices. The CI Unit supported the participation of Purnama Suwardi (General Manager of News of Television Republic of Indonesia), and Expedito Ximenes (President of Radio and Television Timor-Leste).

The English naturalist, Charles Darwin, was famous for his evolution theory, proposed in his masterpiece “On the Origin of Species” (1859) and its three sequels. Communication played an important role in his discoveries, and his theory has, in turn, inspired other scientists to further study and develop communication theory, especially in psychology.

The last of Darwin’s sequels to the Origin, entitled “The Expression of the Emotions in Man and Animals” (1872), was an attempt to erase the last barrier presumed to exist between human and nonhuman animals – the idea that the expression of such feelings as suffering, anxiety, grief, despair, joy, love, devotion, hatred, and anger is unique to human beings.

Darwin connected studies of facial muscles and the emission of sounds with the corresponding emotional states in man and then argued that the same facial movements and sounds in nonhuman animals express similar emotional states. This book laid the groundwork for the study of ethology, neurobiology, and communication theory in modern psychology, two centuries after his birth.

{Top} Timorese cultural dance during the inauguration of the Timor-Leste National Commission for UNESCO in Mercado Lama, Dili, Timor-Leste. [Dili Antenna Office] {Bottom Right} Timor-Leste's woodcarving [UNESCO Jakarta/TILPA, Ze'sopol Carlito Caminha]



Dili  
Antenna  
Office



*Ranunculus Sylvaticus* L.  
albo. & pino.

[<http://brushes.500ml.org>]



## Moving Forward in Timor-Leste

*The highlight of 2009 for the Dili Antenna Office was the formal inauguration of the Timor-Leste National Commission for UNESCO on 23 April 2009 with no less than the President of the Democratic Republic of Timor-Leste, His Excellency Dr. Jose Ramos Horta (Nobel Peace Laureate) who swore in the 20 new members of the NatCom, composed of high-ranking government officials and religious and civil society leaders of the country.*

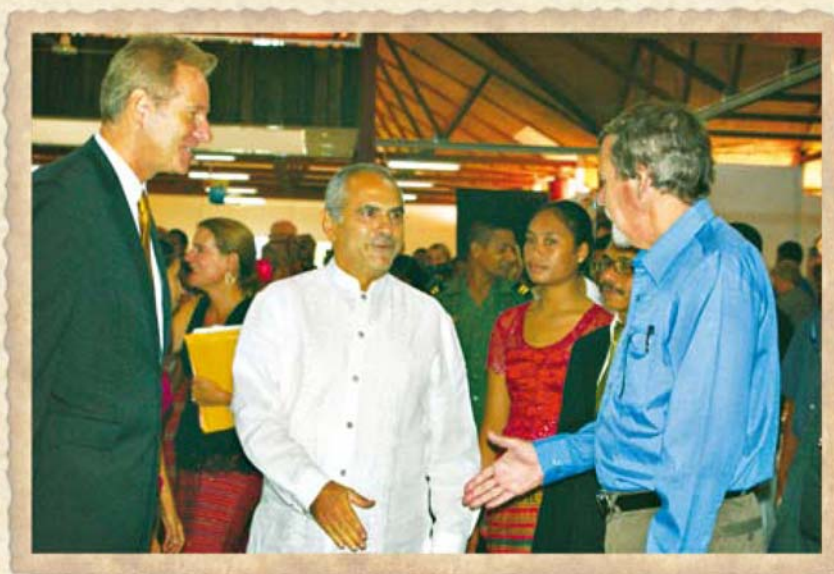
The inauguration of the TL-NatCom was part of a bigger activity, dubbed the 'Science and Culture Festival,' which involved a series of activities including science and technology exhibitions, a Tetum book fair, cultural presentations, the opening of the museum café, and seminars on teachers' teaching and promotion of the Tetum language. The newly established TL-NatCom and the Ministry of Education were at the helm of this activity.

With the launch, the Timor-Leste National Commission for UNESCO was formally

**T**he first Chair of the Timor-Leste National Commission for UNESCO is former First Lady and Chair of the Aloia Foundation, Ms.

Kirsty Sword-Gusmão, wife of His Excellency Prime Minister Alexandre 'Xanana' Gusmao. The Vice Chair is His Excellency Dr. João Cândio Freitas, the Minister of Education of Timor-Leste.

The Special Representative of the Secretary General of the United Nations, Mr. Atul Khare and the Deputy SRSG Mr. Finn Reske-Nielsen were also present to grace the launching together with members of the diplomatic corps, heads of government, teachers, students and the general public as witnesses to the inauguration of the NatCom. Dr. Hubert Gijzen, Director and Representative to Timor-Leste from UNESCO Office, Jakarta, was also present and delivered a brief message.



*His Excellency President of Timor-Leste, Dr. Jose Ramos Horta on his arrival for the launching of the Timor-Leste National Commission for UNESCO last 23 April 2009 in Dili, Timor-Leste together with Dr. Hubert Gijzen, Director of UNESCO Office, Jakarta and DSRSR Finn Reske-Nielsen [Dili Antenna Office]*



recognized by UNESCO Headquarters in Paris as the 196<sup>th</sup> National Commission for UNESCO, which will be an active development partner of the government in Timor-Leste, playing the role of advocate and champion in UNESCO's work on education, science, culture and communication/information. UNESCO Headquarters in Paris expressed its support for the establishment of the TL NatCom Secretariat Office, housed in the Ministry of Education, in late 2009.

2009 was also the first year of implementation of the UNDAF, the UN development assistance framework in Timor-Leste for 2009-2013. Within this framework and UNESCO's interventions in the country during 2009, a number of key accomplishments and milestones were achieved. The first UNDAF review took place towards the end of 2009, with the UN agencies

comprising the UN Country Team, including UNESCO, taking part.

The Timor-Leste Country Programme Document, (TL-UCPD), UNESCO's 5-year strategic plan for the country, was finalized, printed and produced during the year and shared with development partners within Timor-Leste. This strategic document outlines UNESCO's specific programme interventions within its mandate. The UNESCO National Education Support Strategy (UNESS) was also finalized, produced and distributed to partners in the education sector. This is another strategic document that outlines UNESCO's interventions in support of the national education programme. These two documents spell out UNESCO's current and future engagement in Timor-Leste as it contributes to the country's development.

The continuing function of the Dili Antenna Office in coordinating the implementation of programme activities and liaising with UNESCO Office, Jakarta resulted in the achievement of several activities during 2009.

In **Education**, two key programme activities were continued in 2009. The 'Capacity Development in Education Statistical Information System (ESIS)' project with the Ministry of Education provided opportunities to the Head and the Advisor of the EMIS Unit to increase skills and capacities by attending a tailor-made training on Educational Information System (EIS) in Bangkok in early 2009. Their new skills were applied in strengthening the EIS in the Ministry. Another project, 'Building Educational Capacities of the Ministry of Education Personnel of Timor-Leste,' was capped by the implementation of a tailor-made training organized by UNESCO Office, Jakarta for ten Ministry of Education officials at Sharjah University, United Arab Emirates in October 2009, which focused on educational planning and policy development.

Another significant accomplishment during the year was the support for the 2<sup>nd</sup> National Education Congress, for which UNESCO funded a resource speaker from Portugal on the 'Bologna process.' Likewise, UNESCO participated in a workshop on education policy development organized by Committee F of the Timor-Leste National Parliament to discuss issues and significant concerns in the education sector as part of the Committee's oversight and monitoring function. The Education Programme Specialist, Dr. Anwar Alsaïd, gave a presentation on educational planning and policy development during a workshop

*Inauguration of the Dare Cafe Museum in Dare, Dili as part of the series of activities related to the launching of the TL NatCom in 24 April 2009. [Dili Antenna Office]*



for education stakeholders held in Baucau in October 2009. UNESCO also supported the participation and attendance of partners, mostly from the Ministry of Education, in international training, workshops and conferences on various topics in education. These activities are listed in this report.

The activities implemented during the year in the **Culture** sector included support to the production of the Alola Foundation catalogue on the exhibition of the 'tais' collection—part of the Timorese intangible cultural heritage. This was organized by partner organizations, including Timor Aid. UNESCO also provided travel grants to key staff of the National Directorate of Culture within the Ministry of Education, and the Secretariat of State for Culture, with whom UNESCO works in close partnership. The grants were provided to enable participants from Timor-Leste to attend workshops such as the Cluster Training-of-Trainers Workshop for the Cultural Heritage Specialist Guides Programme in Borobudur, Indonesia, and a Workshop on Museum Storage Management in Yogyakarta, Indonesia. A staff member of the National Directorate of Culture attended the First Foundation Training Course on Underwater Cultural Heritage in Asia-Pacific, held in the Philippines, while two Timor-Leste representatives took part in a workshop in Bangkok in December 2009 on the Participation of Young Leaders in Southeast Asia for the Safeguarding and Transmission of Intangible Cultural Heritage.

Mr. Masanori Nagaoka, Culture Programme Specialist of UNESCO Office, Jakarta was one of the speakers during the International Symposium on Heritage and Culture in Timor-Leste



*Mr. Masanori Nagaoka, Culture Programme Specialist and Mr. Robert Know of the British Museum conducted an assessment mission on the establishment of a National Museum Project in Timor-Leste last February 2009. [Dili Antenna Office]*

organized by the National Directorate of Culture and the Secretariat of State for Culture. Mr. Nagaoka presented UNESCO's programme in the culture sector, focusing on the National Museum Project, under which UNESCO is supporting the Ministry of Education to establish a museum in the country. The symposium was held in Dili in October 2009 and attended by international and national experts in culture.

A very significant accomplishment during the year was the endorsement of the National Museum Project proposal, co-developed by UNESCO Office, Jakarta and the Culture Directorate of the Ministry of Education. This important proposal was publicly endorsed by the Minister of Education during the launch of the Timor-Leste National Commission for UNESCO and this proposal was submitted to potential donors in Timor-Leste.

In **Science**, a proposal for 'Comprehensive Capacity Building Programme for Science Education in

Timor-Leste' received endorsement from the Minister of Education. This proposal covers a number of components in the country's science education programme that are considered necessary for the development of science and technology in the country.

UNESCO provided financial support for a small initiative in relation to science teaching and education by providing assistance to the Faculty of Science of the National University of Timor-Leste (UNTL) for the development of a multimedia Encyclopaedia for Science and Mathematics in the local language (Tetum).

One initiative that has also generated a good response was a project on HIV-AIDS e-learning. Two sessions were attended by students from UNTL via a video conferencing link with the participating universities in the region, initiated by the University of Indonesia. This UNESCO-supported initiative will have better prospects of continuing once the School on Internet (SOI) Asia Project is established in Timor-Leste through UNTL.

In relation to the School on Internet Asia Project, a mission was carried out in August 2009 under the Engineering Science and Technology (EST) Unit of UNESCO Office, Jakarta to explore the possibility of linking Timor-Leste to SOI. UNTL is a potential partner for this project and the assessment indicated that the Faculty of Engineering could be the host for connectivity. The outcome of the mission was the development of a proposal for establishing connectivity within the Faculty of Engineering with UNESCO providing financial assistance for the equipment. It is



*University students from the Faculty of Science and Education displayed exhibits and demonstration of basic science themes during the launching activity of Multimedia Encyclopedia on Science and Mathematics last 7 December 2009 at the UNTL Faculty of Science and Education Compound [Dili Antenna Office]*

anticipated that connectivity will be established in early 2010.

Other UNESCO support under its Science programme in 2009 included assistance for participation in workshops and conferences in the region, among them the SEAMEO RECSAM Conference on Science Education.

The support to the **Communication/ Information** sector in Timor-Leste for 2009 was significant, with specific projects being implemented and earlier initiatives continued. Support continued for the development of community radio in Timor-Leste, particularly with further assistance to Los Palos Community Radio, one of the first community radio stations set up by UNESCO in Timor-Leste. Los Palos Community Radio benefitted from capacity building for its reporters and on the production of radio programmes.

UNESCO's support to this initiative, which began in 2008, was funded by The International Programme for the Development of Communication (IPDC).

The 'Independent Printing Press for Independent Media' project was initiated in 2009 to provide printing equipment and specific capacity building activities to four independent media organizations, all of which are members of the Timor-Leste Journalists Association (AJTL). This self-sustaining project will help to ensure the independence of the media. Implementation began towards the middle of 2009 and will continue in 2010.

UNESCO supported the participation of the President of the Board of Directors of RTTL (Radio and Television of Timor-Leste) at the International Conference on Broadcasting Media and Climate Change in Paris in September 2009, which was a very good opportunity

to expose Timorese leaders working in the media to key issues in media broadcasting and climate change.

UNESCO, through its Antenna Office in Timor-Leste, will continue to provide support to the government to contribute to national development within the UNDAF framework and with the UNESCO Country Programme for 2009-2013. Many challenges lie ahead; however, with the continued collaboration with development partners, plans will hopefully be achieved.

## List of Activities

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

#### ✿ Tailor Made Training on Educational Planning and Policy Formulation

Sharjah University, United Arab Emirates, 4-15 October 2009

#### ✿ Workshop on the Provision of Inclusive Quality Education for Children with Disabilities

Jakarta, Indonesia, October 2009

#### ✿ Regional Workshop on the Thematic Issues in Education for Sustainable Development

Bangkok, Thailand, 1-15 June 2009

#### ✿ Sixth International Conference on Adult Education – CONFITEA VI, "Living and Learning for a Viable Future – The Power of Adult Learning"

Belem, Brazil, 1-4 December 2009

🌀 **Workshop on Provision of Inclusive Quality Education for Children with Disabilities**

Jakarta, Indonesia, 3-5 November 2009

🌀 **2009 World Conference on Higher Education**

Paris, France, 5-8 July 2009

🌀 **International Youth Conference**

Banten, Indonesia, 28 September – 2 October 2009

**International Workshops and Conferences Attended by Timor-Leste for Culture:**

🌀 **Workshop on Participation of Young Leaders in Southeast Asia for Safeguarding and Transmission of Intangible Cultural Heritage**

Bangkok, Thailand, 24-28 December 2009

🌀 **CollAsia 2010 Course on Conservation of Underwater Archaeological Collections**

Manila, Philippines, 7-25 September 2009

🌀 **Cluster Training-of-Trainers Workshop for the Cultural Heritage Specialist Guides Programme**

Borobudur, Magelang, Indonesia, 10-14 August 2009

🌀 **Workshop on Museum Storage Management**

Yogyakarta, Indonesia, 26 October – 1 November 2009

**International Workshops and Conferences Attended by Timor-Leste for Science and Engineering Technology:**

🌀 **2<sup>nd</sup> Regional Science and Technology Camp**

Phnom Penh, Cambodia, 24 February-6 March 2009

🌀 **SWITCH-in-Asia Regional Partnership Workshop**

Jakarta, Indonesia, 8-10 December 2009

🌀 **Joint RECSAM-ICASE Regional Seminar**

Penang, Malaysia, 16-19 February 2009

🌀 **IROC-ISRE Robot Workshop for Children**

Daejeon City, Republic of Korea, 17-20 December 2009

**International Workshops and Conferences Attended by Timor-Leste for Communication and Information:**

🌀 **International Conference on Broadcasting Media and Climate Change**

Paris, France, 4-5 September 2009

🌀 **6<sup>th</sup> Asia Media Summit and Associated Pre-Summit Workshop**

Macau, China, 24-27 May 2009



*Ms. Kirsty Gusmao delivering a speech during the opening of the exhibition of the t'ai's (Timorese textiles) collections organized by Alola Foundation and Timor Aid. UNESCO supported the publication of the catalogue. The event was attended also by HE Pres. Jose Ramos, Dir. Hubert Gujzen of UNESCO Office, Jakarta and HE Amb. Juan Carlos Rey Salgado of EU/EC Permanent Delegation in Timor-Leste. It was held at Casa Europa, Dili, Timor-Leste last July 2009. [Dili Antenna Office]*



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# Publications 2009

## Education

### ❁ *AIDS - Can we be a part of its Solution?*

The HIV E-Learning Videoconference course was converted and disseminated in the form of DVD, USB Flash Drive (shape of AIDS Red Ribbon) and Online versions for streaming found at: <http://e-learning.dikti.go.id/unesco>.

The course aimed to enhance access to HIV and AIDS education at tertiary level through e-learning. It covered five key aspects linked to HIV and AIDS: Basic Information; Review of Current Situation; Prevention; Economic/Psychosocial Impact; Perspectives and issues related to Religion, Gender and barrier to information and Human Rights.



### Publications for the CLCC Project

#### ❁ *Modul Pelatihan Praktik yang Baik 2: Manajemen Berbasis Sekolah, Peran Serta Masyarakat, Pembelajaran Aktif, Kreatif, Efektif dan Menyenangkan*

The publication is an advanced training material designed for principals, members of school committees and school supervisors to enhance their understanding of school based management, community participation and school management.

#### ❁ *Modul Pelatihan Praktik yang Baik 3: Perencanaan PAKEM: Pembelajaran Aktif, Kreatif, Efektif dan Menyenangkan*

The publication is a further training material for teachers to improve the quality of the teaching. It focuses on the teaching plan in accordance with the new Indonesian Curriculum for primary schools. Furthermore, the publication introduces reflective teaching practices through learning journal as a means to improve teachers' performance.

#### ❁ *Modul Pelatihan Praktik yang Baik 5: Manajemen Berbasis Sekolah, Peran Serta Masyarakat, Pembelajaran Aktif, Kreatif dan Menyenangkan*

The publication consists of 27 units that address various issues ranging from the principles of andragogy, cooperative-group learning, life skill education and preventing violence in classrooms, designed for advanced practitioners.

## Environmental Sciences

**Publications for Nias Indonesia, supported by AECID-Spain**

❖ ***Nias Ekowisata (Ecotourism in Nias) booklet***

This booklet contains basic concepts of ecotourism addressed to the local communities and tourism sector practitioners in South Nias district, Indonesia.

❖ ***South Nias Tourism Promotion Posters***

This publication is designed to promote tourism of South Nias, Indonesia.

❖ ***South Nias Awareness materials***

Designed to raise awareness among the local stakeholders regarding the good practices in ecotourism, it is comprised of posters and stickers.

❖ ***Nias Island, leaping into a cultural revival***

This publication features tourism in South Nias, Indonesia. It was published in SilverKris, Singapore Airlines' in-flight magazine, May 2009.

**Publications for Nusa Tenggara Timur Indonesia, supported by AECID-Spain**

❖ ***NTT Pariwisata Pusaka (Heritage Tourism in East Nusa Tenggara) Booklet***

This booklet contains basic concepts on heritage tourism. It also shows information regarding



tourism best practices. Published with University of Indonesia.

❖ ***NTT Tourism Promotion materials***

This publication is designed to promote community based tourism in NTT. The materials include posters and brochures.

❖ ***Action Programme to Develop Heritage Tourism in Nusa Tenggara Timor province, 2009***

This contains the proceedings of the "Heritage tourism In Nusa Tenggara

Timur Province, Indonesia: Contributing to the Millennium Development Goals" workshop held on May 2009. The workshop was held in Labuan Bajo, Nusa Tenggara Timor, Indonesia. Published with Pusat Studi Pariwisata, and Universitas Gadjah Mada.

**Publications for GNLP, published with Orangutan Information Center and supported by OAPN-Spain**

❖ ***Guidebook of Gunung Leuser National Park***

This comprehensive guidebook for visitors to Gunung Leuser National Park (GLNP), features main facts of the park, the flora and fauna present, detailed

information on the orangutans, and a code of conduct for park visitors.

❖ **GLNP pocket guide for Tangkahan** (*English and Indonesian version*)

A pocket guide for visitors of Tangkahan in Gunung Leuser National Park, containing relevant information about the park in that area, such as the flora and fauna.

❖ **GLNP pocket guide for Bukit Lawang** (*English and Indonesian version*)

This pocket guide for visitors of Bukit Lawang in Gunung Leuser National

Park, contains relevant information about the park in that area, such as the flora and fauna.

❖ **GLNP tourism promotion materials**

This publication, comprising posters and bookmarks, is designed to promote tourism to Gunung Leuser National Park.

**Other Publications**

❖ **GLNP awareness materials**

This publication was used for the awareness raising campaign, addressed to schools and youth groups. The materials include: notebooks, stickers,

T-shirts, mugs, bags, pins and clocks for the schools. Published with Wildlife Conservation Society and supported by OAPN-Spain.

❖ **Report of the International Conference of Island and Coastal Biosphere Reserve: Climate change and island and coastal ecosystems.**

This publication follows the International Conference of Island and Coastal Biosphere Reserve: Climate Change and Island Coastal Ecosystem conference held in Jeju City, Republic of Korea. The conference was held on 3 to 6<sup>th</sup> of December. Published with Jeju Special Self-Governing Province.

## Sciences for Society

❖ **4Rs (Reduce, REuse, REcycle and REplant) booklet**

This publication features the basic concepts of 4Rs namely: Reduce, Reuse, Recycle and Replant.

❖ **Global Warming posters**

These posters were designed to raise the students' awareness on the effects of global warming.

❖ **Philosophy**

The flyer aims to raise students' awareness on respect for nature. It is written in Bahasa Indonesia and discusses topics such as the 4Rs (Reduce, Reuse, Recycle and Replant) which was translated as 4Ms (Menghemat pemakaian, Memakai ulang, Mendaur ulang and Menanam kembali).



## Basic Sciences

### ❖ *Stepan Update June and December Issue*

The STEPAN Update is a newsletter of the Science and Technology Policy Asia Network (STEPAN) a regional network under the auspices of UNESCO. Published twice a year, it features news on STEPAN activities and a policy brief on relevant science, technology and innovation policy issues.

### ❖ *Brochure of the Regional Network on Chemistry of Natural Products in Southeast Asia.*

The brochure summarizes the priority statements of the Network after its meeting in Manila, the Philippines in June 2009 where the Network reviewed its performance, modernized its objectives and updated its work programme.



## Engineering Sciences and Technology

### Publications for UNESCO E-learning courses

#### ❖ *HIV/AIDS Prevention Education*

This publication consists of brochures supporting the HIV/AIDS Prevention Education course held from April until June 2009.

#### ❖ *Grassroots Innovation Management*

This publication consists of brochures supporting the Grassroots Innovation Management course which started on June and ended on August 2009

#### ❖ *Capacity Building for University – Industry Collaboration and Technology Transfer*

This publication consists of brochures supporting the Capacity Building for

University – Industry Collaboration and Technology Transfer lecture course held from July-August 2009.

### Launched Websites

#### ❖ *UNESCO E-Learning Programme* (<http://e-learning.dikti.go.id/unesco>)

As implementation of UNESCO-Indonesia's Directorate of Higher Education's MOU, two servers were established as web portals for UNESCO courses materials repository, and as streaming server to broadcast live lectures to the website.

The portal uses open source-based learning management system. This makes it possible for people to access UNESCO's many materials in different fields such as Renewable Energy, Technology Transfer, and HIV/AIDS. In addition, UNESCO Office, Jakarta's special lectures on various fields of expertise are also available.

#### ❖ *Second UNESCO Science and Technology Camp 2009 in Cambodia* ([www.robotcamp.org](http://www.robotcamp.org))

This website showcases the offering of joyful hands-on activities to children learning about science and technology collaboratively, with peers from various cultural backgrounds. Robotic kits were used as tools to help bring the children together in groups, solve tasks, and communicate among each other.

The website includes First Robot Camp in Brunei and Second Camp in Phnom Penh.

#### ❖ *CONNECT-Asia* ([www.connect-asia.org](http://www.connect-asia.org))

CONNECT – Asia (Collaboration for Network-eNabled Education, Culture, Technology and science) as a group of national, sub-regional, and regional ICT networks, actively contributes to improvement of education and research in Asia and the Pacific. The

website is also used to coordinate ICT experts from the National Research and Education Networks (NREN's), other networks, and academic communities to enable effective collaboration, and create a common understanding among them about ICT use for research and education.

### Other Publications

❖ ***Second Regional Science and Technology Camp 2009 - Capturing Children's "CAN DO" Attitudes in Science, Technology, and Engineering.***



## Water Sciences

❖ ***Proceedings of International Conference on "Hydrology and Disaster Management" (H&DM 2009)***

Edited by: Liu H., Zhu X.Y., Huang Y., Chen R.

This publication presents the proceedings of the International Conference on "Hydrology and Disaster Management" (H&DM 2009) held in Wuhan, China from 2 to 6 November 2009. The aims of the International Conference "Hydrology and Disaster Management" are to share and disseminate knowledge, information and technology in hydrological and water sciences, and to foster cooperative

and collaborative activities in several focal areas as a contribution to the five core themes of IHP-VII (2008-2013). At the same time, the regional (and global) needs and experiences for the management of water-related disasters, the development and management of sustainable water resources, as well as capacity-building of the various interests group such as stakeholders and professionals, are to be addressed. More than 30 technical papers were presented and published in these proceedings. For copies, contact: Giuseppe Arduino g.arduino@unesco.org.

❖ ***Final Report of 17<sup>th</sup> IHP Regional Steering Committee Meeting for Southeast Asia and Pacific, Wuhan, China, 2-6 November 2009***

This publication summarizes the outcomes of the 17<sup>th</sup> Regional Steering Committee meeting which took place in conjunction with the International Conference on Hydrology and Disaster Management (HD&M 2009) in Wuhan, China from 2 to 6 November 2009. For copies, contact: Giuseppe Arduino g.arduino@unesco.org.



## Disaster Risk Reduction

### ❖ *Preparedness Assessment Tools for Indonesia*

Preparedness Assessment Tools for Indonesia (PASTI) is a self assessment disaster preparedness tool for the community. This publication was developed to assist the community and local government to measure the state of preparedness of a community for different hazards: flood, fire, earthquake, tsunami, drought, landslide, volcano, mud flood, and infectious diseases. The tool is based on series of assessment questionnaires looking at the basic services, community development, and analysis on the disaster risks. This tool is not to compare preparedness level in one community to the others, but to measure the preparedness state of one community and identify gaps where further intervention could be done to increase the preparedness level of that community. The development of this publication is in cooperation with the Indonesian National Disaster Management Agency (BNPB), Humanitarian Forum Indonesia (HFI), and Muhammadiyah Disasters Management Center (MDMC)

### ❖ *Serangan Si Bencana*

This guidebook contains principal criteria for district or municipal community resilience, and how to measure the level of resilience and develop strategies to increase the expected level or resiliency. The guidelines were developed based on Padang city as the model. The guideline is based on Hyogo Framework of Actions and localizing the indicators according to the local situation. Then

through series of questionnaires to measure the community resilience, the level of resilience can be measured. The guidebook showed how Padang city uses this method to develop city and district strategy to strengthen its disaster reduction strategy. The publication was developed in cooperation with KOGAMI, Komunitas Siaga Tsunami, a local NGO based in Padang who has been actively working in preparedness and awareness as well as giving advocacy and consultancy to the local government.

❖ *Cerita dari Maumere, Membangun Sekolah Siaga Bencana (Story from Maumere. Lessons learnt in capacity building on school-based disaster preparedness )*

Maumere is one of the tsunami-prone areas in Nusa Tenggara Timur, eastern Indonesia. In 1992, a big tsunami



destroyed the coastal area of Maumere city and Sika district approximately 12 minutes after the earthquake causing 1950 fatalities. Based on early assessment by the Indonesian Institute of Sciences, schools in Maumere are among the least prepared communities in Maumere. UNESCO and LIPI organized a two week capacity-building activity focusing on building school-based disaster preparedness. All the lessons learnt were then compiled into this booklet. The booklet consists of steps taken, processes, tips, output, and how to make the school-based disaster preparedness sustainable.

❖ *Cerita dari Aceh, Membangun Kapasitas dan Sekolah Siaga Bencana (Story from Aceh, Capacity building and school-based disaster preparedness)*

Learning from Maumere, UNESCO and the Indonesian Institute of Sciences

worked together to develop the capacity of Tsunami Disaster and Mitigation Research Centre of Syah Kuala University for them to implement School-based disaster preparedness in Aceh, especially in Banda Aceh. This booklet focuses on the experience of the trainers and facilitators on how the processes of capacity building were implemented, the expectation, and the reality.

☞ ***Surviving Tsunami, Lessons from Aceh and Southern Java, Indonesia***

This is the English version of Selamat dari Tsunami, pembelajaran dari Aceh dan Pangandaran that was published in 2008. This booklet draws on eyewitness accounts of two recent tsunamis in Indonesia: the catastrophe that took

an estimated 160.000 lives in Aceh in 2004, and a lesser tsunami that left some 700 dead in southern Java in 2006. Experience with tsunamis provides lessons on how to survive these floods from the sea. These experiences help illustrate early warnings from nature and methods (evacuation strategy) for escaping the waves.

## Culture

☞ ***Arte Futus Nian Husi Naroman ba Nakukun (The Art of Futus, From Light to Dark)***

Futus is the Art of resist dye single warp textiles in Timor-Leste. Widely known in Southeast Asia as ikat, meaning 'to tie' or 'to bind' in Malay, it is the most complex technique of Timorese textile production. This catalogue is produced for the collections of Timor Aid and Fundasaun Alola. UNESCO Office, Jakarta supported the production of the exhibition catalogue in collaboration with Fundasaun Alola and the Museum and Art Gallery Northern Territory (MAGNT), Darwin, Australia.

☞ ***Peh Kayee***

The illustrated children's book is produced to promote the intangible cultural heritage in post-conflict/post-disaster situations of Aceh in Indonesia. The book, printed for 1000 copies, is written in local language with sub-title in the national language 'Bahasa Indonesia'. It features a popular traditional game called peh kayee –an intangible cultural heritage from Nanggroe Aceh Darussalam. The

book is written and published by the Aceh Cultural Institute in collaboration with UNESCO Office, Jakarta.

☞ ***Practical Handbook for Intangible Cultural Heritage of Indonesia***

Indonesia has been conducting identification and inventory of intangible cultural heritage found within the territory of the country and is regularly updated. It is within the framework of UNESCO Office, Jakarta's activity for the safeguarding of cultural

heritage, and following the ratification of UNESCO 2003 Convention on the Safeguarding of the Intangible Cultural Heritage by the Republic of Indonesia in October 2007 that makes Indonesia a State Party to the Convention. This practical guide, to be utilised by target groups and all stakeholders, is written and published by the Ministry of Culture and Tourism in collaboration with UNESCO Office, Jakarta.



## Communication and Information

### ❧ *Problematika Kemerdekaan Pers di Indonesia (Problematic of Freedom of the Press in Indonesia)*

This publication is the proceedings of a seminar in commemoration of the World Press Freedom Day 2009, organized in Jakarta on 5 May 2009. Published with Indonesian Press Council.

### ❧ *Maintaining the Enthusiasm (Economic Viability of Community Radio in the Philippines)*

This publication is an assessment conducted by Asian Media Information and Communication Centre (AMIC), Singapore. It reflects the struggles community radio practitioners have to wage in the country to establish economically viable models, in an environment where the media is driven by commercial and political interests, rather than peoples' needs. This is in spite of the Philippines often cited as having the freest media environment in Southeast Asia.

### ❧ *Muslim Mindanao Website*

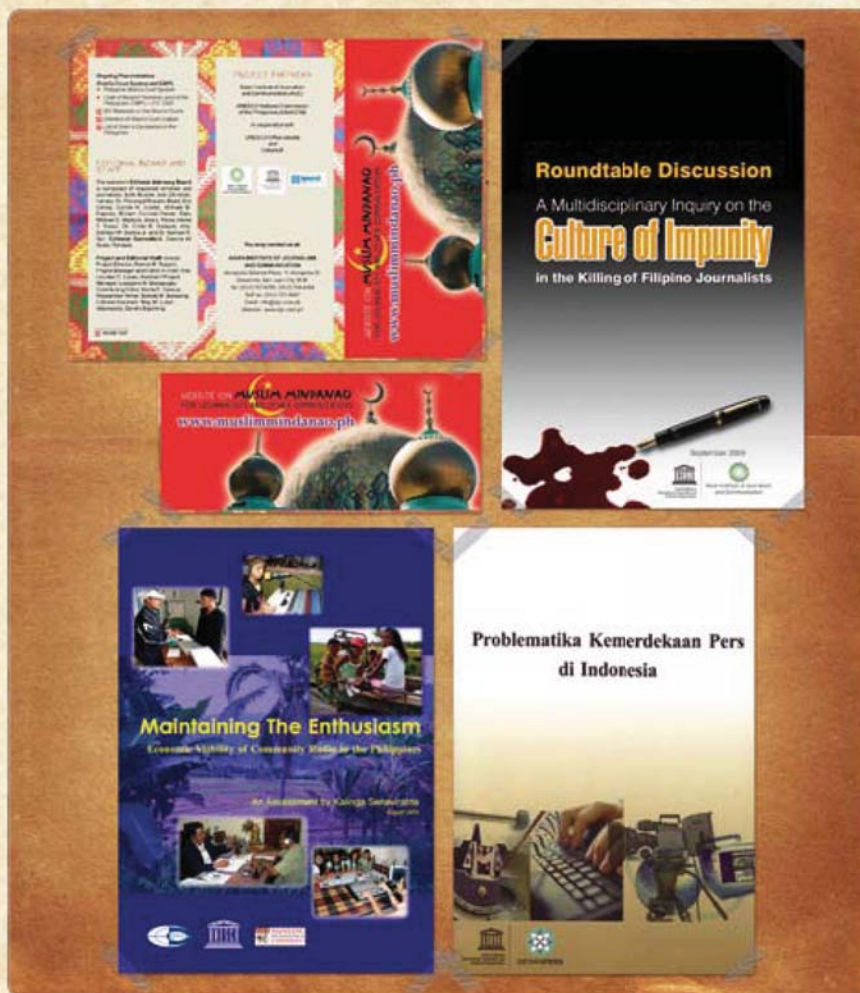
The website was first developed in 2008, with main objective to assist the peace process, which highlights peacemaking and peace-building initiatives and developments in Muslim Mindanao, the Philippines. It was created and maintained by the Philippines-based Asian Institute of Journalism and Communication to be used for journalists and communicators to get unbiased information on Muslims

in Mindanao. In 2009 the website's contents have been further enriched.

### ❧ *A Multidisciplinary Inquiry on the Culture of Impunity in the Killing of Filipino Journalists*

This publication is a monograph of the roundtable discussion among

experts in the various social science disciplines. It was convened by the Philippines-based Asian Institute of Journalism and Communication (AIJC) and the Communication Committee of the UNESCO National Commission of the Philippines (NatCom) at Club Filipino Greenhills, San Juan, Metro Manila, on 15 September 2009.





# Regional Networks

## BASIC SCIENCES

### 1. Science and Technology Policy Asian Network (STEPAN)

Year of Establishment: May 1988  
 Contact Person: Ms. Anusha Amarasinghe  
 Head, International Liaison Division,  
*National Science Foundation*  
 47/5 Maitland Place,  
 Colombo 00700, SRI LANKA  
 Tel : +94 (1) 12675842  
 Fax : +94 (1) 12694754  
 Email: anuama@nsf.ac.lk

### 2. Asian Physics Education Network (ASPEN)

Year of Establishment: 1981  
 Contact Person: Dr. Alex Mazzolini  
*Leader, Applied Optics Group*  
 Centre for Atom Optics and Ultrafast Spectroscopy (CAOUS)  
 Faculty of Engineering and Industrial Sciences, Swinburne University of Technology  
 PO Box 218 Hawthorn, Victoria, AUSTRALIA 3122  
 Tel : +61 (3) 9214 8866  
 Fax : +61 (3) 9214 8264  
 Email: amazzolini@groupwise.swin.edu.au

### 3. Regional Network for the Chemistry of Natural Products

Year of Establishment: December 1975  
 Contact Person: Dr. Amelia P. Guevara  
*Professor of Chemistry and Vice President for Academic Affairs*

University of the Philippines System  
 Quezon Hall, UP Diliman,  
 Quezon City, PHILIPPINES  
 Tel : +63 (2) 926-4736  
 Fax : +63 (2) 436-7535  
 Email: amelia.guevara@up.edu.ph

### 4. Regional Network for Microbiology and Microbial Biotechnology

Year of Establishment: March 1975

### 5. ASEAN Institute of Physics (ASEANIP)

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

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

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

### 7. Southeast Asian Mathematical Societies (SEAMS)

Year of Establishment: 1972  
 Contact Person: Prof. Fidel Nemenzo  
*President, SEAMS*  
 Institute of Mathematics, University of the Philippines Diliman,  
 Quezon City, PHILIPPINES 1101  
 Email: fidel@math.upd.edu.ph

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

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

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

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

## COMMUNICATION AND INFORMATION

### 1. Asia Pacific Information Network (APIN)

Contact Person: Ms. Susanne  
Ornager

*Adviser for Communication and  
Information in Asia*

UNESCO BANGKOK

P.O. Box 967,

Prakhanong Post Office,  
Bangkok 10110, THAILAND

Tel : +66 (2) 3910577

Fax : +66 (2) 3910866

Email: bangkok@unescoykk.org

## CULTURE

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

Year of Establishment: 2001

Contact Person: Ms. Montira

Horayangura Unakul

*Programme Specialist*

The Asian Academy's Central  
Secretariat

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

UNESCO BANGKOK

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

Fax : +66 (2) 391 0866

Email: h.montira@unescoykk.org or

culture@unescoykk.org

Web Address: www.unescoykk.  
org/culture/asian-academy/

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

Year of Establishment: 1981

Contact Person: Mrs. Surapee

Rojanavongse

*Honorary President of AHPADA*

4<sup>th</sup> Floor, Gaysorn Place, 999

Gaysorn Plaza

Ploenchit Road, Lumpini, Patumwan,

Bangkok 10330, THAILAND

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

Fax : +66 (2) 663 2389

Email: surapeer@loxinfo.co.th

Web Address: www.ahpada.com

## DISASTER RISK REDUCTION (TEWS and JTIC)

### 1. UN/ISDR Asia and the Pacific

Contact Person: German Velasquez

c/o UNESCAP-UN Conference

Centre Building

Rajdamnern Nok Avenue,

Bangkok 10200, THAILAND

Email: isdr-bkk@un.org

### 2. GTZ - GITEWS

Year of Establishment: 2007

Contact Person: Mr. Harald Spahn,

*Team Leader German Indonesian*

*Cooperation for Tsunami Early*

*Warning (GITEWS)*

Capacity Building in Local

Communities

GTZ Office, Jakarta

Menara BCA

Grand Indonesia, Level 46

Jl. M.H. Thamrin No. 1,

Jakarta 10310, INDONESIA

Email: harald.spahn@gtz.de

Web Address:

www.gtz.de/www.gitews.de

### 3. ADPC – Asian Disaster Preparedness Centre

Year of Establishment: 2007

Contact Person: Mr. Atiq Kainan

Ahmed

*Social Scientist*

## EARTH SCIENCES

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

Year of Establishment: 1966  
 CCOP Technical Secretariat  
 Thai CC Tower,  
 24<sup>th</sup> Floor, Suite 244-245,  
 889 Sathorn Tai Rd., Sathorn,  
 Bangkok 10120, THAILAND  
 Web Address: www.ccop.or.th

## WATER SCIENCES

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

Year of Establishment: 1993  
 Contact Person: Prof. Leonardo Liongson  
*University of the Philippines, Diliman, Quezon City, Philippines*

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

Year of Establishment: 1997  
 Mr. Dennis Jamieson  
 NIWA, PO Box 8602  
 10, Kyle Street - Christchurch  
 NEW ZEALAND

## EDUCATION

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

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

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

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

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

Year of Establishment: 1994  
 Contact Person: Dr. Zhai Haihun  
*Director of INRULED*  
 No. 2 Nongda West Street, Baoding  
 071001, Hebei, P.R.CHINA  
 Tel : +86-312-2171893  
 Fax : +86-312-2170234, 2171894  
 Email: inruled@inruled.org

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

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

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

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

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

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

## ENGINEERING SCIENCES AND TECHNOLOGY

### 1. ASEAN Federation of Engineering Organisations (AFEEO)

Contact person: Ir. Dr. Gue See Sew  
Gue and Partners Sdn. Bhd.  
39-5, Jalan 3/146, The Metro Centre,  
Bandar Tasik Selatan  
57000 Kuala Lumpur, MALAYSIA  
Tel : +60 (3) 9059 5395  
Fax : +60 (3) 9059 5869  
Email: gnp@gueandpartners.com.my  
or ssgue@pc.jaring.my  
Web Address:  
www.aseanengineers.com

### 2. Greater Mekong Subregion Academic and Research Network

Year of Establishment: 1973  
Secretariat c/o Asian Institute of  
Technology  
Km 42 Paholyothin Highway,  
Klong Luang, Pathumthani 12120,  
THAILAND  
Tel : +66 (2) 5246101  
Fax : +66 (2) 5245069  
Email: gmsarn@ait.ac.th  
Web Address: www.gmsarn.org

### 3. School on Internet (SOI)

Year of Establishment: 1997  
Contact person: Prof. Keiko Okawa  
*Director of SOI-ASIA*  
SOI - Asia  
Keio University, Murai Lab  
5322 Endo, Fujisawa, Kanagawa,  
252-8520, JAPAN  
Tel : +81 466 49 1100  
Fax : +81 466 49 1101  
Email: keiko@sfc.wide.ad.jp  
Web Address: www.soi.wide.ad.jp

## ENVIRONMENTAL SCIENCES

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

Year of Establishment: 1993  
Contact Person: Mr. R. Jayakumar  
UNESCO Beijing  
Jianguomenwai Waijiaogongyu  
5-13-3, Beijing 10060, P. R. China  
Tel : +86 (10) 65322828  
Fax : +86 (10) 65324854  
Email: beijing@unesco.org

### 2. Southeast Asian Biosphere Reserve Network (SeaBRnet)

Year of Establishment: 1998  
Contact Person: Mr. Robert Lee  
*Deputy Director, UNESCO Office,  
Jakarta and Programme Specialist  
for Environmental Sciences. Regional  
Science Bureau for Asia and Pacific*  
UNESCO Office, Jakarta  
Jl. Galuh II, No. 5, Kebayoran Baru,  
Jakarta, INDONESIA  
Tel : +62 (21) 739 9818  
Fax : +62 (21) 7279 6489  
Email: jakarta@unesco.org

### 3. South and Central Asia MAB Network (SACAM)

Year of Establishment: 2001  
Contact Person: Mr. Ram Boojh  
UNESCO New Delhi  
UNESCO House  
B 5/29 Safdarjung Enclave  
New Delhi 110029, INDIA  
Tel : +91 (11) 26713000  
Fax : +91 (11) 26713001 / 2  
Email: newdelhi@unesco.org

### 4. The Pacific Biosphere Reserve Network (PacMAB)

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

# National Commissions in Asia and the Pacific

## 1. AFGHANISTAN

Chairperson: Mr. Ghulam Farook Wardak  
Secretary-General: Mr. Mohammad Shafi

### Haqmal

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Ministry of Education  
United Nations Compound  
Kabul, AFGHANISTAN

Tel : +93-70- 25 16 11

Fax : +93-20-210 38 48

Email: afghanistan\_unesco@yahoo.com

Year established: 1948

## 2. AUSTRALIA

Chairperson: Ms. Anthea Tinney  
Secretary-General: Ms. Lalita Kapur  
Australian National Commission for  
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International Organizations Branch  
Department of Foreign Affairs and Trade  
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John McEwen Crescent

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Fax : +61-2-6112 3335 (Sec.Gen.)

Email: natcom.unesco@dfat.gov.au

Web Address:

[www.dfat.gov.au/intorgs/unesco](http://www.dfat.gov.au/intorgs/unesco)

Year established: 29 April 1947

by a decision of the Federal Cabinet

## 3. BANGLADESH

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

Secretary: Mr. Md. Mahmudul Hassan  
Bangladesh National Commission for  
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[info@moedu.gov.bd](mailto:info@moedu.gov.bd)

Web Address: [www.bncu.gov.bd](http://www.bncu.gov.bd)

Year established: April 1973

## 4. BHUTAN

Chairperson: H.E. Lyonpo Thakur Singh  
Powdel

Secretary General: Mrs. Sangay Zam

Secretary: Ms. Jamyang Choeden  
Bhutan National Commission for  
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Fax : +975-2-326 424 (Chairman)

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Email: [powdyel@gmail.com](mailto:powdyel@gmail.com) (Pt);  
[unesco@druknet.bt](mailto:unesco@druknet.bt);

[jamyang@druknet.bt](mailto:jamyang@druknet.bt)

Web Address: [www.education.gov.](http://www.education.gov.bt/Secretariat/UNESCO/unesco.htm)

[bt/Secretariat/UNESCO/unesco.htm](http://www.education.gov.bt/Secretariat/UNESCO/unesco.htm)

Year established: October 1986

## 5. BRUNEI DARUSSALAM

Chairperson: Hon. Mr. Abdul Rahman  
Taib\*

Secretary-General: Mrs. Datin Apsah  
Abdul Majid

The Brunei Darussalam National  
Commission for UNESCO

International Affairs Unit

Permanent Secretary's Office

Ministry of Education

BRUNEI DARUSSALAM

Contact for the National Commissions

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Fax : +673-238 4019

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Web Address: [www.moe.gov.bn](http://www.moe.gov.bn)

\*Minister of Education and ex-officio Chairperson of the National Commission

## 6. CAMBODIA

Président: **H.E. Mr. Sok An\***  
 Vice-Présidente: **Mme. Sun Saphoeurn**  
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 Secrétaire général adjoint: **M. Chuch Phoeurn**  
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 Fax : +855-23-210 369  
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 Year established: 1951

## 7. CHINA

Chairperson: **Mr. Hao Ping**  
 Secretary-General: **Mr. Fang Maotian**  
 Deputy Secretary-General: **Mr. Du Yue**  
 National Commission of the People's Republic of China for UNESCO  
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 Fax : +86-10-6601 7912  
 Email: [natcomcn@moe.edu.cn](mailto:natcomcn@moe.edu.cn)  
 Web Address: [www.unesco.org.cn](http://www.unesco.org.cn)  
 (*chinese only*)  
 Year established: February 1979

## 8. COOK ISLANDS

Chairman: **Hon. Jim Marurai\***  
 Secretary-General: **Mr. Sonny Williams**

Cook Islands National Commission for UNESCO  
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 Email: [secfa@mfai.gov.ck](mailto:secfa@mfai.gov.ck);  
[interaff@mfai.gov.ck](mailto:interaff@mfai.gov.ck);  
[register@mfai.gov.ck](mailto:register@mfai.gov.ck);  
[sonny@oyster.net.ck](mailto:sonny@oyster.net.ck) (SG)  
 Year established: 1993

## 9. DPR KOREA (REPUBLIC POPULAIRE DEMOCRATIQUE DE COREE)

Président: **Mr. Pak Gil Yon**  
 Secrétaire général: **M. Ri Hung Sik**  
 Secrétaire général adjoint: **M. Ri Si Hong**  
 National Commission of the Democratic People's Republic of Korea for UNESCO  
 Ministère des Affaires étrangères  
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 DEMOCRATIQUE DE COREE  
 Tel : +850-2-382-7222  
 Fax : +850-2-381-4660  
 Year established: December 1974

## 10. FIJI

Chairperson: **Mr. Filipe Bole\***  
 Secretary General: **Mr. Amani T. Cirikisuva**  
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 Ministry of Education  
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 +679-322-0415 (SG)

Fax : +679-330-3511  
 Email: [salaseini.kurunawai@govnet.gov.fj](mailto:salaseini.kurunawai@govnet.gov.fj)  
 (Pt);  
[amani.cirikisuva@govnet.gov.fj](mailto:amani.cirikisuva@govnet.gov.fj) (SG a.i.)  
 Web Address: [www.education.gov.fj](http://www.education.gov.fj)  
 Year established: January 1993

## 11. INDIA

President: **Hon. Shri Kapil Sibal\***  
 Secretary-General: **Ms. Vibha Puri Das**  
 Deputy Secretary-General: **Mr. Amit Khare**  
 Director: **Ms. Manisha Verma**  
 Indian National Commission  
 for Co-operation with UNESCO  
 Ministry of Human Resource  
 Development  
 Department of Secondary and Higher  
 Education  
 Government of India, Shastri Bhavan,  
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 +91-11-2338 6451 (SG);  
 +91-11-2338 2698  
 Fax : +91-11-2378 2028 (President);  
 +91-11-2338 5807;  
 +91-11-2338 1355  
 Email: [secy.dhe@nic.in](mailto:secy.dhe@nic.in) (SG);  
[maniverma100@gmail.com](mailto:maniverma100@gmail.com)  
 Web Address: [www.education.nic.in](http://www.education.nic.in)  
 Year established: March 1949

## 12. INDONESIA

Chairman: **Prof. Bambang Soedibyo\***  
 Executive Chairman: **Prof. H. Arief Rachman, M.Pd.**  
 National Coordinator of ASP Net:  
**Ms. Hasnah Gasim**  
 Indonesian National  
 Commission for UNESCO

\*Minister of Education and ex-officio Chairperson of the National Commission

Ministry of National Education  
Gedung C., 17<sup>th</sup> Floor  
Jalan Jenderal Sudirman - Senayan  
Jakarta 10270, INDONESIA  
Tel : +62-21-573 3127  
Fax : +62-21-573 3127  
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Year established: 20 October 1952

### 13. IRAN (ISLAMIC REPUBLIC OF)

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Year established: July 1948

### 14. JAPAN

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Year established: August 1952

### 15. KAZAKHSTAN

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Year established: February 1997

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Year established: March 1968

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Year established: July 1966

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Year established: July 1980

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Year established: March 1963

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 Year established: 1955

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 Year established: 1947

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 Year established: November 1984

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2. Tokelau 15 October 2001

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Basic Sciences	Directorate General of Higher Education (DIKTI), Ministry of National Education	Indonesia
	Ministry of Education	Timor-Leste
	Ministry of Education, Youth and Sports	Cambodia
Communication and Information	Department of Communication and Information Technology	Indonesia
	Directorate General of Non-Formal Education and Youth of Indonesia's Ministry of National Education (P2PNFI Jayagiri)	Indonesia
	Ministry of Research and Technology	Indonesia
Culture	Brunei Darussalam National Commission for UNESCO	Brunei Darussalam
	Coordinating Ministry for People's Welfare	Indonesia
	Indonesian National Commission for UNESCO	Indonesia
	Malaysian National Commission for UNESCO	Malaysia
	Ministry of Culture and Tourism	Indonesia
	Ministry of Culture, Arts and Tourism	Malaysia
	Ministry of Education	Timor-Leste
	Ministry of Foreign Affairs	Indonesia
	Ministry of Public Works	Indonesia
	Ministry of Culture, Youth and Sports	Brunei Darussalam
	National Development and Planning Board (Bappenas)	Indonesia
	Rehabilitation and Reconstruction Agency for Aceh-Nias (BRR)	Indonesia
	Secretary of State, Division of Culture	Timor-Leste
	Timor-Leste National Commission for UNESCO	Timor-Leste
	UNESCO National Commission of the Philippines	Philippines
Disaster Risk Reduction	Indonesian National Commission for UNESCO	Indonesia
	State Ministry for Research and Technology	Indonesia
	The Federal Minister for Research and Education	Germany
	The Canadian Embassy in Jakarta	Canada
Education	Centre for the Development and Empowerment of Teachers and Education Personnel (PPPPTK)	Indonesia
	Curriculum Development Centre	Indonesia
	Department of Education	Philippines
	Directorate for Development of Kindergarten and Primary School	Indonesia
	Directorate for Education Personnel	Indonesia
Directorate for Human Resources	Indonesia	

UNIT	NAME	COUNTRY
Education	Directorate for Human Resources	Indonesia
	Directorate for Teacher Profession	Indonesia
	Directorate for Training Development	Indonesia
	Directorate General for Higher Education	Indonesia
	Directorate General for Non-Formal and Informal Education	Indonesia
	Directorate General for Quality Improvement of Teachers and Education Personnel	Indonesia
	Directorate General for the Management of Primary and Secondary Education.	Indonesia
	Government Quality Assurance Institutes (LPMPs)	Indonesia
	Indonesian National Commission for UNESCO	Indonesia
	Ministry of Education	Malaysia
	Ministry of Education	Brunei Darussalam
	Ministry of Education	Timor-Leste
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	Ministry of National Education	Indonesia
	National Higher Education Research Institute of Universiti Sains Malaysia	Malaysia
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Provincial Education Offices of Banten, Jawa Barat, Jawa Tengah, Jawa Timur, NTB, NTT, Sulawesi Selatan, Sulawesi Barat, Maluku, Maluku Utara, Papua, and Papua Barat		Indonesia
UNESCO National Commission of the Philippines		Philippines
Environmental Sciences	Directorate General of Higher Education (DIKTI)	Indonesia
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	Ministry of Energy and Natural Resources of Indonesia	Indonesia
	Ministry of National Education	Indonesia
Environmental Sciences	Agencia Española de Cooperación Internacional para el Desarrollo (AECID)	Spain
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	Coordinating Ministry of People's Welfare	Indonesia
	Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU - Bundesministerium für Umwelt, Naturschutz und Reaktorsicherheit)	Germany
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	Jeju Special Self-Governing Provincial Government	Republic of Korea
	Kerinci Seblat National Park	Indonesia
	Komodo National Park	Indonesia
	Manggarai Local Government	Indonesia
	Ministry of Culture and Tourism, Directorate General of Development of Tourism Destination	Indonesia
Ministry of Education, Culture, Sports, Science and Technology (MEXT)	Japan	

UNIT	NAME	COUNTRY
Environmental Sciences	Ministry of Environment and Rural and Marine Affairs (MARM)	Spain
	Ministry of Forestry, Directorate General of Forest Protection and Natural Conservation	Indonesia
	Office of Tourism and Culture, Nias Selatan	Indonesia
	Organismo Autónomo de Parque Nacionales (OAPN)	Spain
	Siberut National Park	Indonesia
	South Nias Local Government	Indonesia
	West Manggarai Local Government	Indonesia
Science for Society	Educational Office for the DKI Province	Indonesia
	Ministry of National Education	Indonesia
Water Sciences	Bureau of Meteorology	Australia
	Department of Irrigation and Drainage (DID)	Malaysia
	Department of Meteorology and Hydrology	Myanmar
	Department of Meteorology and Hydrology	Lao PDR
	Department of Water Resources	Thailand
	Indonesian Institute for Sciences	Indonesia
	Indonesian National Commission for UNESCO	Indonesia
	Ministry of Education, Culture, Sports, Science, and Technology (MEXT)	Japan
	Ministry of Water Resources	China
	Ministry of Water Resources and Meteorology	Cambodia
	National Institute of Water and Atmospheric Research Ltd. (NIWA)	New Zealand
State Hydrometeorological Administration (SHMA)	Republic of Korea	
Vietnamese Academy of Sciences and Technology (VAST)	Vietnam	

## National Institutions, Professional Associations, Universities, Educational and Research Institutes

UNIT	NAME	COUNTRY
Basic Sciences	Chulalongkorn University	Thailand
	Malaysian Institute of Physics	Malaysia
	National Science Foundation	Sri Lanka
	Osaka University	Japan
	Research and Information System for Developing Countries (RIS)	India
	Universiti Sains Malaysia	Malaysia
	University of Indonesia (UI)	Indonesia
	University of the Philippines	Philippines
Communication and Information	Community Radio Association Timor-Leste (ARKTL)	Timor-Leste
	DR. Soetomo Press Institute (LPDS)	Indonesia

UNIT	NAME	COUNTRY
Communication and Information	Group of Independent Press and East Timorese Communities	Timor-Leste
	Indonesian Association for Journalism Education (APJI)	Indonesia
	Indonesia's Press Council	Indonesia
	Institute for Press and Development Studies (LSPP)	Indonesia
	Media Jambi	Indonesia
	Radio and Television Timor-Leste	Timor-Leste
	Radio Comunidade Los Palos	Timor-Leste
	Radio Republik Indonesia	Indonesia
	Serikat Pekerja Surat kabar	Indonesia
	Televisi Republik Indonesia (TVRI)	Indonesia
	The Centre for Independent Journalism Malaysia	Malaysia
	Universiti Teknologi Mara, Kuala Lumpur	Malaysia
	Culture	Borobudur Heritage Conservation Institute
Centre for Heritage Conservation, Department of Architecture, University of Gadjah Mada		Indonesia
Centre of Cultural Materials Conservation, University of Melbourne		Australia
Museum and Art Gallery of the Northern Territory, Darwin		Australia
National Research Institute for Cultural Properties		Japan
Office for the Conservation and Development of Archaeological Properties (BP3) of Central Java		Indonesia
Office for the Conservation and Development of Archaeological Properties (BP3) of the Special Region of Yogyakarta		Indonesia
Disaster Risk Reduction	Office for the Conservation and Development of Sangiran Early Man Site	Indonesia
	Indonesian Institute of Sciences (LIPI)	Indonesia
	The Meteorological, Climatological, and Geophysical Agency	Indonesia
	Agency for the Assessment and Application of Technology (BPPT)	Indonesia
	The National Agency for Disaster Management (BNPB)	Indonesia
	The Bandung Institute of Technology	Indonesia
	Tsunami and Disaster Mitigation Research Centre, Syiah Kuala University	Indonesia
	National Archive Agency (ANRI)	Indonesia
Provincial Archive Agency of Aceh (BAD Aceh)	Indonesia	
Education	Universitas Atmajaya	Indonesia
	Universitas Muhammadiyah Purwokerto	Indonesia
	Universitas Negeri Jakarta	Indonesia
	Universitas Negeri Makassar	Indonesia
Engineering Sciences and Technology	Advanced Science and Technology Institute (ASTI)	Philippines
	Asian Institute of Technology (AIT)	Thailand
	Bangladesh University of Energy and Technology (BUET)	Bangladesh
	Brawijaya University (UNIBRAW)	Indonesia
	Chulalongkorn University	Thailand

UNIT	NAME	COUNTRY
Engineering Sciences and Technology	Darma Persada University (Unsada)	Indonesia
	Hanoi University of Technology (HUT)	Vietnam
	Hasanuddin University (UNHAS)	Indonesia
	Indonesia Higher Education Network (INHERENT)	Indonesia
	Institut Teknologi Bandung (ITB)	Indonesia
	Institute Technology of Cambodia	Cambodia
	Keio University	Japan
	Korea Advanced Institute of Science and Technology (KAIST)	Republic of Korea
	Kyoto University	Japan
	Kyushu University	Japan
	LPPM Gadjah Mada University	Indonesia
	Malaysia Research and Education Network (MYREN)	Malaysia
	Malaysian Technology Development Corporation (MTDC)	Malaysia
	National University of Singapore (NUS)	Singapore
	National University of Timor-Leste (UNTL)	Timor-Leste
	Philippines Research and Education Network (PREGINET)	Philippines
	Royal University of Phnom Penh	Cambodia
	Tokyo Institute of Technology	Japan
	Tokyo University	Japan
	Udayana University (UNUD)	Indonesia
University Network (UniNet)	Thailand	
University of Indonesia (UI)	Indonesia	
Environmental Sciences	Indonesian Institute of Sciences (LIPI)	Indonesia
	MAB National Committee Indonesia	Indonesia
	MAB National Committee Malaysia	Malaysia
	MAB National Committee ROK	Republic of Korea
	Pusat Studi Pariwisata (PUSPAR, Centre for Tourism Studies), Gadjah Mada University	Indonesia
	Universitat de les Illes Balears (UIB), Dept. Biologia	Spain
Vietnam MAB National Committee	Vietnam	
Social and Human Sciences	Gadjah Mada University	Indonesia
	Indonesian Institute of Sciences (LIPI)	Indonesia
Water Sciences	Asia Pacific Centre of Ecohydrology	Indonesia
	Indonesian Institute of Sciences (LIPI)	Indonesia
	Institute of Meteorology and Hydrology	Vietnam
	International Centre for Water Hazard and Risk Management (ICCHARM)	Japan
	International Centre on Qanats and Historic Hydraulic Structures (ICQHS)	Iran
International Research and Training Centre on Erosion and Sedimentation, China (IRTCES)	China	



UNIT	NAME	COUNTRY
Water Sciences	Japan Agency for Marine-Earth Science and Technology (JAMSTEC)	Japan
	Kyoto University	Japan
	Nagoya University	Japan
	National Research Institutes for Earth Sciences and Disaster Prevention (NIED)	Japan
	Regional Centre on Urban Water Management (RCUWM)	Iran
	Regional Humid Tropics Hydrology and Water Resources Centre for Southeast Asia and the Pacific (HTC)	Malaysia
	Universiti Tenaga Nasional (UNITEN)	Malaysia
	University 'La Sapienza' Roma	Italy
	University of the Philippines, Manila	Philippines
	Vietnamese Academy of Sciences and Technology (VAST)	Vietnam

## NGOs, Community-based Organisations, Foundations, Private Enterprises and other non-governmental bodies

UNIT	NAME	COUNTRY	
Communication and Information	Nikoya Radio, Banda Aceh, Nanggroe Aceh Darussalam	Indonesia	
	Nurul Fikri Education Foundation	Indonesia	
	Persatuan Radio, Bantul, DI Yogyakarta	Indonesia	
	The Indonesian Child Welfare Foundation	Indonesia	
	Aceh Cultural Institute	Indonesia	
Culture	Aceh Heritage Community Foundation	Indonesia	
	Centre for Heritage Conservation, Architecture Department, University of Gadjah Mada	Indonesia	
	Indonesian Heritage Trust	Indonesia	
	Indonesian World Heritage Youth Network	Indonesia	
	Jogja Heritage Society	Indonesia	
	Sacred Bridge Foundation	Indonesia	
	Disaster Risk Reduction	Forsigana Maumere	Indonesia
		Forum Fasilitator Penanggulangan Bencana, Teluk Dalam, Nias	Indonesia
French Red Cross		France	
Humanitarian Forum Indonesia (HFI)		Indonesia	
Komunitas Siaga Tsunami in Padang (KOGAMI)		Indonesia	
Konsorsium Penanggulangan Bencana		Indonesia	
Masyarakat Penanggulangan Bencana Indonesia (MPBI)		Indonesia	
Muhammadiyah Disaster Management Center (MDMC)		Indonesia	
Palang Merah Indonesia		Indonesia	
Yayasan IDEP	Indonesia		

UNIT	NAME	COUNTRY
Disaster Risk Reduction	Yayasan Puter	Indonesia
	Yayasan Tanggul Bencana Indonesia (YTBI)	Indonesia
Education	Brotherhood of Destiny, Inc.	Philippines
	ERDA Tech Foundation	Philippines
	International Development Partners (IDP) Norway	Indonesia
	PLAN International Indonesia	Indonesia
	World Population Foundation	Indonesia
Engineering Sciences and Technology	Center for Robotics Education and Future Sciences (CREFUS)	Japan
	Croft IP Pty Ltd	Australia
	JS-Robotics Inc.	Japan
	Lego Education	Singapore
	Masyarakat Energi Terbarukan Indonesia (METI)	Indonesia
	Mitsubishi Heavy Industries (MHI)	Japan
	Singapore Science Center	Singapore
Environmental Sciences	Ragi Buana Foundation	Indonesia
	Perkumpulan Siberut Hijau (PASIH, Green Siberut Association)	Indonesia
	Orangutan Information Center (OIC)	Indonesia
	Nicholas Petrucci, Artist, LLC	U.S.A.
	Melali MICE	Indonesia
	Indonesia Ecotourism Network (INDECON)	Indonesia
	Burung Indonesia	Indonesia
Science for Society	ASPNet Schools	Indonesia
	Banjarsari Community	Indonesia
	Kezinaction design and printing company	Indonesia
	Kualitas Griya Nusantara	Indonesia

## International Organisations, Bilateral and Multilateral Cooperation Agencies

UNIT	NAME	COUNTRY
Basic Sciences	ASEAN Committee on Science and Technology (COST)	ASEAN
	ASEAN Secretariat	ASEAN
	International Development Research Centre (IDRC)	Canada
Communication and Information	Asian Institute of Journalism and Communication (AIJC)	Philippines
	Asian Media Information and Communication Centre (AMIC)	Singapore
	Asia-Pacific Institute for Broadcast Development (AIBD)	Malaysia

UNIT	NAME	COUNTRY
Culture	ASEAN Handicraft Promotion and Development Association (AHPADA)	International
	Expert Center for Conservation of Monuments and Sites	International
	International Centre for the Study of Preservation and Restoration of Cultural Property (ICCROM)	International
	International Council of Museums (ICOM)	International
	International Council on Monuments and Sites (ICOMOS)	International
Disaster Risk Reduction	Bundesanstalt für Geowissenschaften und Rohstoffe (BGR)	Germany
	Canadian International Development Agency, Canada	Canada
	Geo Forschungs Zentrum (GFZ)	Germany
	Gesellschaft für Technische Zusammenarbeit (GTZ)	Germany
	International Tsunami Information Centre, Hawaii, USA	U.S.A.
	InWent	Germany
Education	United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP)	International
	Asia/Pacific Cultural Centre for UNESCO (ACCU)	International
	Asian Development Bank (ADB)	International
	Australian Aid (AUSAID)	International
	Embassy of Bangladesh in Jakarta	Bangladesh
	Embassy of India in Jakarta	India
	Embassy of Pakistan in Jakarta	Pakistan
	New Zealand's International Aid and Development Agency (NZAID)	International
	United Nations Children's Fund (UNICEF)	International
	United Nations Development Programme (UNDP)	International
	United Nations Population Fund (UNFPA)	International
	United Nations Volunteers	International
	World Bank	International
	Engineering Sciences and Technology	Asia-Pacific Advanced Network (APAN)
Association for Engineering Education in Southeast, East Asia and the Pacific (AEESEAP)		International
Federation of Engineering Institutions of Asia and the Pacific (FEIAP)		Regional
International Science, Technology and Innovation Centre for South-South Cooperation (ISTIC)		International
School of Internet (SOI)		Regional
Trans-Eurasia Information Network (TEIN3)		International
Environmental Sciences	UN Centre for Alleviation of Poverty through Secondary Crops' Development in Asia and the Pacific (UNCAPSA)	International
	World Intellectual Property Organization (WIPO)	International
	PanECO Foundation	Switzerland
	United Nations International Strategy for Disaster Reduction (UN/ISDR)	International
	Wildlife Conservation Society (WCS)	U.S.A.

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*The year 2009 marked the 200<sup>th</sup> birth anniversary of Charles Darwin and the 150<sup>th</sup> year since the publication of his seminal work, "On the Origin of Species by Means of Natural Selection". His theory of evolution is one of the most fundamentally important concepts in science, philosophy and human culture. This Annual Report takes the theme of Charles Darwin's ideas and their impact on education, science, culture and communication and information.*

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# Biosphere Reserves Sites in Asia and the Pacific

## List of Biosphere Reserves Asia Pacific

Biosphere reserves are areas of terrestrial and coastal marine ecosystems which are internationally recognized under the MAB Programme. Biosphere Reserves are much more than just protected areas as they are designed to promote and demonstrate a balanced relationship between people and nature. They are nominated by national governments and remain under the sovereign jurisdiction of the States where they are situated. Biosphere reserves form a World Network for promoting cooperative research and monitoring as well as exchanges of information.

**AUSTRALIA**  
1 Croajingolong 1977  
2 Kosciuszko 1977  
3 Macquarie Island 1977  
4 Prince Regent River 1977  
5 Unnamed 1977  
6 Uluru (Ayers Rock-Mount Olga) 1977  
7 Yathong 1977  
8 Fitzgerald River 1978  
9 Hattah-Kulkyne & Murray-Kulkyne 1981  
10 Wilson's Promontory 1981  
11 Riverland 1977  
Originally Orongwi Cooperation Park established and renamed as Biosphere Park in 1995, renamed as Riverland in 2004  
12 Mornington Peninsula and Western Port 2002  
13 Barkindji 2005  
15 Great Sandy 2009

**CAMBODIA**  
1 Tonle Sap 1997

**CHINA**  
1 Changbaisihan 1979  
2 Dinghushan 1979  
3 Wolong 1979  
4 Fanjingshan 1986  
5 Xilin Gol 1987  
6 Wuyishan 1987  
7 Bogota 1990

8 Shennongjia 1990  
9 Yancheng 1992  
10 Xishuangbanna 1993  
11 Maolan 1996  
12 Tianmushan 1996  
13 Fergana 1987  
14 Juzhagou Valley 1997  
15 Nanyi Islands 1998  
16 Shikou Mangrove 2000  
17 Baishulliang 2000  
18 Gaoling Mountain 2000  
19 Huanglong 2000  
20 Baotianman 2001  
21 Saiban Wulu 2001  
22 Dala Lake 2002  
23 Wudalianchi 2003  
24 Yading 2003  
25 Foping 2004  
26 Qomolangma 2004  
27 Chebaling 2007  
28 Kinglai Lake 2007

**INDIA**  
1 Nilgiri 2000  
2 Gulf of Mannar 2001  
3 Sunderban 2001  
4 Nanda Devi 2004  
5 Nokrek 2009  
6 Pachmarhi 2009  
7 Simlipal 2009

**INDONESIA**  
1 Cloodas 1977

2 Komodo 1977  
3 Lore Lindu 1977  
4 Tarjung Puting 1977  
5 Gunung Leuser 1981  
6 Sateuli 1981  
7 Giari Sak Keol - Bukit Batu 2009

**ISLAMIC REPUBLIC OF IRAN**  
1 Arasbaran 1976  
2 Arjan 1976  
3 Goro 1976  
4 Golestan 1976  
5 Hara 1976  
6 Kavir 1976  
7 Lake Urmieh 1976  
8 Markasheh 1976  
9 Touran 1976  
10 Dena 2010

**JAPAN**  
1 Mount Hakusan 1980  
2 Mount Odaigahara & Mount Ontake 1980  
3 Shiga Highland 1980  
4 Yakushima Island 1980

**DEMOCRATIC PEOPLES' REPUBLIC OF KOREA**  
1 Mount Paektu 1989  
2 Mt. Kuwul 2004  
3 Mount Myohyang 2009

**REPUBLIC OF KOREA**  
1 Mount Seok 1982  
2 Jeju Island 2002  
3 Shinan Dadohae 2009  
4 Gwangneung Forest 2010

**KYRGYZSTAN**  
1 Sary-Chalek 1978  
2 Issyk-Kul 2001

**MALAYSIA**  
1 Taik Chini 2009

**FEDERATED STATES OF MICRONESIA**  
1 Uthw 2005  
2 And Atoll 2007

**MONGOLIA**  
1 Great Gobi 1990  
2 Bogd Khan Uul 1996  
3 Uvs Nuur Basin 1997  
4 Hustai Nuuru 2002  
5 Dornod Mongol 2005  
6 Mongol Dagur 2007

**PAKISTAN**  
1 Lal Suhanra 1977

**PALAU**  
1 Ngaremeduu 2005

**PHILIPPINES**  
1 Puerto Galera 1977  
2 Palawan 1990

**SRI LANKA**  
1 Huru 1977  
2 Sinharaja 1978  
3 Kanneliya-Dediyagala-Nakiyadeniya (KDN) 2004  
4 Bundala 2005

**THAILAND**  
1 Sakaerat 1976  
2 Hazy Taek Taek 1977  
3 Mae Sa-Kog Ma 1977  
4 Ranong 1997

**TURKMENISTAN**  
1 Repetek 1978

**UZBEKISTAN**  
1 Mount Chatkal 1978

**VIETNAM**  
1 Can Gio Mangrove 2000  
2 Cat Tien 2001  
3 Cat Ba 2004  
4 Red River Delta 2004  
5 Kien Giang 2006  
6 Western Nge An 2007  
7 Mu Ca Mau 2009  
8 Cu Lao Cham - Hoi An 2009

**LEGEND**

■ Countries represented by UNESCO Office, Jakarta: Brunei Darussalam, Indonesia, Malaysia, the Philippines, Timor-Leste

■ Countries Covered by UNESCO Office, Jakarta as Regional Science Bureau for Asia and the Pacific: Afghanistan, Australia, Bangladesh, Bhutan, Cambodia, China, Cook Islands, Democratic People's Republic of Korea, Federated States of Micronesia, Fiji, India, Islamic Republic of Iran, Japan, Kazakhstan, Kiribati, Kyrgyzstan, Lao People's Democratic Republic, Maldives, Marshall Islands, Mongolia, Myanmar, Nepal, New Zealand, Niue, Pakistan, Palau, Papua New Guinea, Republic of Korea, Samoa, Singapore, Solomon Islands, Sri Lanka, Tajikistan, Thailand, Tokelau, Tonga, Tuvalu, Turkmenistan, Uzbekistan, Vanuatu, Vietnam