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United Nations  
Educational, Scientific and  
Cultural Organization

# UNESCO Office, Jakarta

**2012**  
Annual  
Report



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# foreword

*Recognizing the importance of energy for sustainable development all over the world, the United Nations General Assembly has designated, by its resolution 65/151, the year 2012 as the International Year of Sustainable Energy for All. The International Year of Sustainable Energy for All presents a valuable opportunity to raise awareness about the importance of increasing sustainable access to energy, energy efficiency, and renewable energy at the local, national, regional and international levels. In recognition of the International Year, the theme for this Annual Report will be 'Sustainable Energy'.*



During the year 2012, the UNESCO Office, Jakarta, continued to strengthen its programmatic support along the two dimensions of the office as Regional Science Bureau for Asia and the Pacific, and as Cluster Office representing UNESCO in Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor Leste. In the field of Education, the office continued to support the Cluster countries in achieving the 'Education for All' (EFA) goals, and to strengthen the concept of 'Education for Sustainable development' (ESD) in their national education systems. The Green Schools Programme was initiated as a best practice in mainstreaming ESD in both curriculum and school management. Under the

regional science mandate the office made progress in strengthening the four regional science flagship programmes on climate change, water, disasters and on science policy and science education. The JFIT-UNESCO "Science Programme on Global Challenges in Asia and the Pacific" supported by MEXT, Japan has been particularly helpful in the design and development of these regional Flagships. In the field of culture work centred around the long term safeguarding of both tangible and intangible heritage, and under the Communications and Information mandate we continued to build capacity for the media and to promote freedom of expression.

Significant progress was also made in the development of 'Connect-Asia' (COLlaboration for Network-eNabled Education, Culture, Technology and science), which is a regional connectivity platform initiative of the UNESCO Regional Bureau in collaboration with the School of Internet Asia (SOI) and other network partners. This platform, which connects national university and institutional networks, provides opportunities for joint research, education and other initiatives, using connectivity, partnership and collaboration. The Regional Bureau has supported the development and delivery of a range of e-learning modules (e.g. on Energy for Sustainable Development, Grass Root Technologies, HIV/AIDS), and has organized a large number of connectivity events, such as UN-lecture series, cultural presentations, and various e-forums. These activities have contributed substantially to strengthen the use of ICTs in higher education, in capacity building, and in research cooperation in Asia and the Pacific.

In June, delegations of 30 Member States (out of 46) of the Asia and Pacific region attended the Director-General's consultation with Member States and National Commissions for UNESCO, hosted by Vietnam, on the preparation of UNESCO's Medium-Term Strategy and the next Programme and Budget cycle. Several delegations suggested the development of "sustainability science"

as an integrated approach, bringing together individual components of the Natural and Social and Human Sciences programme. The Regional Science Bureau organized several regional events on Sustainability Science, a.o in Kuala Lumpur and in Tokyo.

The cooperation with Category 2 institutes and regional centres was further strengthened. The Cat II Water Centres, currently 6 in ASPAC, have become important gateways and partners for the implementation of activities in the framework of the International Hydrological Programme (IHP), and in joint project development and implementation. The SWITCH-in-Asia regional flagship programme, which focuses on water challenges in cities and catchments, provides a good opportunity for further cooperation.

In light of the severe Regular Programme funding gap of UNESCO globally, we have initiated new strategic partnerships and cooperation modalities with several Member States in the Cluster. This includes the development of a new Malaysia – UNESCO Cooperation Programme, and the Indonesia – UNESCO Cooperation Programme. Besides, Indonesia and Timor Leste provided valuable financial support to the Emergency Fund, which was set up in response to the withholding of funding by the US following the admission of

Palestine as a Member of UNESCO. Overall the financial and programmatic capacity of the office has grown in 2012, and is expected to grow further next year. The office has also been engaged in preparatory work and follow up relating to the United Nations Conference on Sustainable Development (Rio+20), and the development of the Post-2015 Development Agenda, both within UNESCO, and with other partners (UNDG-AP, RCM, ESCAP, UNCTs, ICSU). This has helped to position the role of Science, technology and Innovation in the follow up from Rio+20, and in discussions on Post-2015 Agenda.

In closing, I would like to convey my great thanks to the dedicated team of UNESCO Jakarta, and to all partners who contributed to the realization of the activities and results presented in this report, be it via direct collaboration and partnership, by providing financial support, or by consolidating and disseminating the results achieved. I count on all of you again in 2013, and I look forward to what we will achieve together in the coming years.

**Hubert Gijzen**  
*Director and Representative*

# UNESCO today

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

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

sciences, culture and communication and information contribute towards the realization of those goals.

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

- **Africa**
- **Gender equality.**

And on a number of overarching objectives:

- Attaining quality education for all and lifelong learning.
- Mobilizing science knowledge and policy for sustainable development.
- Addressing emerging social and ethical challenges.

- Fostering cultural diversity, inter-cultural dialogue and a culture of peace.
- Building inclusive knowledge societies through information and Communication.

## UNESCO Principles

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

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

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

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

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

## 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.

## Some Milestone over 60 years

- **2011:** South Sudan and Palestine become UNESCO's 194th and 195th members. archive collections. It now includes sound, film
- **2009:** General Conference elects Irina Bokova of Bulgaria to be UNESCO's tenth Director-General and the first woman to occupy the post.
- **2007:** Montenegro and Singapore join UNESCO, bringing the number of Member States to 193.
- **2005:** Brunei Darussalam becomes UNESCO's 191st Member State.
- **2003:** The United States of America returns to UNESCO.
- **2001:** UNESCO Universal Declaration on Cultural Diversity is adopted by the General Conference.
- **1998:** The Universal Declaration on the Human Genome and Human Rights, developed and adopted by UNESCO in 1997, is endorsed by the UN. 1997: The United Kingdom returns to UNESCO.
- **1992:** Creation of the Memory of the World programme to protect irreplaceable library treasures and
- **1990:** The World Conference on Education for All, in Jomtiem, Thailand, launches a global movement to provide basic education for all children, youths and adults. Held ten years later in Dakar, Senegal, the World Education Forum commits governments to achieving basic education for all by 2015.
- **1984:** The United States withdraws from the Organization citing disagreement over management and other issues. The United Kingdom and Singapore withdraw in 1985. The Organization's budget drops considerably.
- **1978:** UNESCO adopts the Declaration on Race and Racial Prejudice. Subsequent reports on the issue by the Director-General serve to discredit and dismiss the pseudo-scientific foundations of racism.
- **1975:** The United Nations University is established in Tokyo under the auspices of the UN and UNESCO.



- **1974:** H.H. Pope Paul VI awards the John XXIII Peace Prize to UNESCO.
- **1972:** The Convention concerning the Protection of the World Cultural and Natural Heritage is adopted. The World Heritage Committee is established in 1976 and the first sites are inscribed on the World Heritage List in 1978.
- **1968:** UNESCO organizes the first intergovernmental conference aimed at reconciling the environment and development, now known as “sustainable development”. This led to the creation of UNESCO’s Man and the Biosphere Programme.
- **1960:** Launching of the Nubia Campaign in Egypt to move the Great Temple of Abu Simbel to keep it from being swamped by the Nile after construction of the Aswan Dam. During the 20-year campaign, 22 monuments and architectural complexes are relocated. This is the first and largest in a series of campaigns including Moenjodaro (Pakistan), Fez (Morocco), Kathmandu (Nepal), Borobudur (Indonesia) and the Acropolis (Greece).
- **1956:** The Republic of South Africa withdraws from UNESCO claiming that some of the Organization’s publications amount to “interference” in the country’s “racial problems”. The state rejoins the Organization in 1994 under the leadership of Nelson Mandela.
- **1952:** An intergovernmental conference convened by UNESCO adopts the Universal Copyright Convention. In the decades following World War II, the Convention served to extend copyright protection to numerous states not then party to the Berne Convention for the Protection of Literary and Artistic Works (1886).
- **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.

# UNESCO in numbers

*UNESCO currently has 195 Member States and 8 Associate Members. At present, 183 Member States have established Permanent Delegations to the Organisation at its Headquarters in Paris. In addition, there are 3 Permanent Observers and 10 intergovernmental organisations with Permanent Observer Missions to UNESCO.*

UNESCO’s National Commissions constitute a unique network within the UN system. Presently there are 196 National Commissions. Set up by their respective governments, the Commissions form a vital link between civil society and the Organisation. They provide valuable insight for the Organisation’s programmes and help implement many initiatives including training programmes, studies, public awareness campaigns and media outreach. The Commissions also develop partnerships with the private sector, which can provide valuable technical expertise and financial resources.

Currently, UNESCO is enjoying official relations with 368 international NGOs and 22 foundations and similar institutions which are working in the fields of competence of the Organisation. In addition to this formal framework, the Organisation has been carrying out a range of activities hand in hand with NGOs, not only at international and regional levels, but also at national level.

The Secretariat consists of the Director-General and the Staff appointed by him or her. As of mid-2009, the Secretariat employed around 2,000 civil servants from some 170 countries. The staff

is divided into Professional and General Service categories. More than 700 staff members work in UNESCO's 65 field offices around the world.

A new Director-General is elected every four years (previously every six years) by the General Conference. The current Director-General, Ms. Irina Bokova of Bulgaria, succeeded Mr. Koichiro Matsuura of Japan in October 2009. Ms. Bokova is the 10th DG of UNESCO since the first General Conference in 1946, as well as being the first woman and the first representative from an Eastern European country to hold the post.

*There are 981 World Heritage Sites throughout the world, forming part of the cultural and natural heritage which the World Heritage Committee considers as having outstanding universal value. These include 759 cultural, 193 natural and 29 mixed properties.*

*As of September 2012, 190 States Parties have ratified the World Heritage Convention.*

*Following the fifth session of the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage in Nairobi, Kenya, in November 2010, the Representative List of the Intangible Cultural Heritage of Humanity now includes 213 elements*

*The Committee incorporated 90 elements in 2008 (items formerly proclaimed Masterpieces) and inscribed 76 elements in 2009 and 47 elements in 2010. In 2011, 19 new elements have been added to the list.*

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

*Over 715 University Chairs and 68 Twin Universities comprise the UNITWIN/ UNESCO network encourages research, training and development in higher education.*

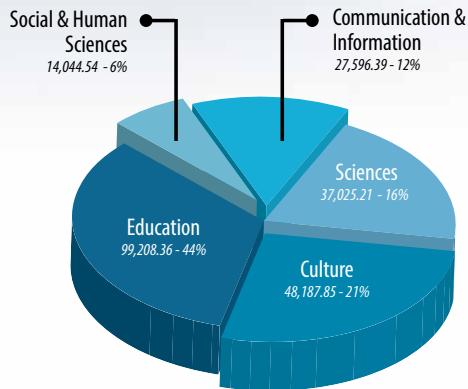
*3,800 UNESCO Clubs, Centres and Associations in some 80 countries promote the Organisation's ideals and efforts at the grassroots level.*

*9,566 Associated Schools in 180 countries help young people develop attitudes of tolerance and international understanding.*

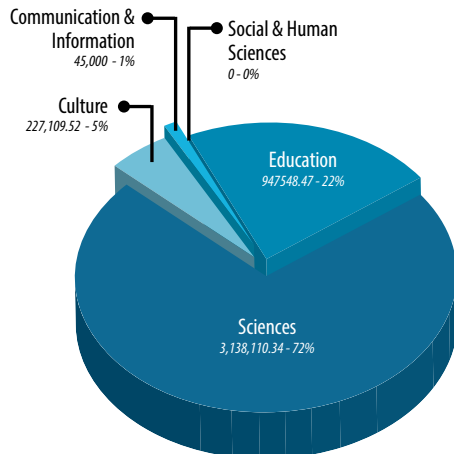
*A number of consultative committees, international commissions and intergovernmental councils have been set up to carry out specific tasks or for purposes of reflection.*

# UNESCO Office, Jakarta

## Regular Programme 2012



## Extra Budgetary 2012



Sector	Regular Programme	Extra Budgetary	TOTAL
<b>Programme Budget</b>			
Education	99,208.36	947,548.47	1,046,756.83
Sciences	37,025.21	3,138,110.34	3,175,135.55
Social and Human Science	14,044.54	-	14,044.54
Culture	48,187.85	227,109.52	275,297.37
Communication & Information	27,596.39	45,000.00	72,596.39
<b>Total Regular Programme &amp; Extra-Budgetary</b>	<b>226,062.35</b>	<b>4,357,768.33</b>	<b>4,583,830.68</b>
<b>Operational Budget</b>			
Security Cost Jakarta	112,032.53		112,032.53
Office Runing Cost Jakarta	303,633.66		303,633.66
Government Contribution	36,000.00		36,000.00
<b>Total Operating Costs</b>	<b>451,666.19</b>		<b>451,666.19</b>
<b>TOTAL JAKARTA OFFICE</b>	<b>677,728.54</b>	<b>4,357,768.33</b>	<b>5,035,496.87</b>
<b>Dili Antenna Office</b>			
Office Runing Cost Dili	38,803.42		38,803.42
Security Cost Dili	1,034.00		1,034.00
<b>TOTAL DILI ANTENA OFFICE</b>	<b>39,837.42</b>		<b>39,837.42</b>
<b>TOTAL FOR THE REGIONAL BERAU</b>	<b>717,565.96</b>	<b>4,357,768.33</b>	<b>5,075,334.29</b>

<b>Mandate</b>	<ul style="list-style-type: none"> <li>• <i>Regional Science Bureau for Asia and the Pacific.</i></li> <li>• <i>Representative to Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste.</i></li> </ul>
<b>Mission</b>	<i>To contribute to peace and human development in an era of globalization through education, sciences, culture and communication.</i>

## History :

<b>1951</b>	established as the UNESCO Field Office for Southeast Asian Science Cooperation (SEASCO).
<b>1967</b>	became the Regional Office for Science and Technology for Southeast Asia (ROSTSEA)
<b>1993</b>	renamed the UNESCO Jakarta Office in keeping with the house-wide policy on office names.
<b>2001</b>	became UNESCO Office, Jakarta: Regional Science Bureau for Asia and the Pacific and Office of the UNESCO Representative to Indonesia, Malaysia and the Philippines.
<b>2002</b>	the Democratic Republic of Timor-Leste signed the Instrument of Acceptance for Membership of UNESCO (31 October 2002).
<b>2003</b>	became UNESCO Office, Jakarta: Regional Science Bureau for Asia and the Pacific and Office of the UNESCO Representative to Indonesia, Malaysia, Philippines and Timor-Leste.
<b>2005</b>	Brunei Darussalam became the 191st Member State of UNESCO on 17 March 2005. The country is covered by the UNESCO Office in Jakarta, Indonesia.
<b>2007</b>	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.
<b>2009</b>	produced Country Programme Documents for the Philippines and Timor Leste.
<b>2010</b>	launched the Regional Sciences Support Strategy 2010 - 2013
<b>2011</b>	The General Conference held in October/November admitted two new Members – Palestine and South Sudan, along with two new Associate Members, Curaçao and Sint Maarten.
<b>2012</b>	Initiated new cooperation modality with Malaysia and Indonesia Funds-in-trust programmes

## 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.

# Director's Report on

## *Cooperation within the UN System at country and regional level*

This year saw two important initiatives that will determine the future directions of the UN system at large: a) the UN Rio+20 Summit, which discussed the state of the environment and the need to redirect development towards a sustainable path, and b) the development of a framework for the new UN development agenda beyond 2015 after the MDGs come to a close. United Nations Secretary-General Ban Ki-moon established a High-level Panel co-Chaired by President Susilo Bambang Yudhoyono of Indonesia, President Ellen Johnson Sirleaf of Liberia, and Prime Minister David Cameron of the United Kingdom, to advise on the Post-2015 development agenda. The High-level Panel was asked to prepare a bold yet practical development vision for

all countries, and with the fight against poverty and sustainable development at its core, to be presented to Member States next year. The process also include broad national and regional consultations with a wide range of stakeholders. UNESCO Jakarta Office participated in numerous events and consultations on the Post-2015 development agenda. The Office led consultations in specific areas such as water, youth, science and technology, and inequalities. UNESCO Jakarta's strategy is to advocate for the role of education, sciences and culture in support of the "future we want for all", capture and support the voices of stakeholders engaged in addressing questions related to UNESCO mandate, and raise awareness about the process.

To advocate these messages effectively and position UNESCO's mandates in support of the Post-2015 Agenda, UNESCO Jakarta Office produced a series of flyers containing key messages in fields such as Culture, Education, Disaster Risk Reduction, Science, and Youth.

The UNCT Indonesia and the Government of Indonesia have initiated a new funding modality for UN support to the country via the establishment of a trust fund. In July 2012, UNESCO signed the Standard Memorandum of Understanding (MOU) for the Indonesian-UN Partnership for Development Framework (UNPDF) Trust Fund for which donors in Indonesia have been asked to pool their contributions towards supporting UNPDF outcomes by



the UN system in Indonesia.

The Office has developed a number of joint UN initiatives on youth, people living with disabilities, water management, and climate change. UNESCO Office, Jakarta also developed a joint pilot project in the former mega rice project area following the call for expressions of interest for demonstration projects in Central Kalimantan under REDD+.

A new UNESCO-Malaysia Cooperation Programme was also formalised in November 2011, and will be followed by a Funds-in-Trust agreement. Similarly, a new Funds-in-Trust programme was also developed with the Government of Indonesia. Both FIT programmes will start next year. The Jakarta Office, in its

function as the Regional Science Bureau for Asia and the Pacific, also supported other UNESCO field offices in the region in the development of their UCPDs and the positioning of UNESCO in UNDAFs and One Plan.

UNESCO continued its active participation in the UNDG Asia Pacific, via the membership of both the DIR Bangkok and DIR Jakarta. The provision of quality support and advice to UNCTs for instance during UNDAF roll-out continued as a priority function of the UNDG A-P in 2012.

UNESCO also participated in the UN Regional Coordination Mechanism (RCM), and contributed to the activities

of the various Working Groups (UNESCO co-chairs the Education WG). Once every year the RCM and UNDG-AP hold a joint meeting to ensure efficient coordination and information exchange. With a better coordination of the UNDG and the RCM at the regional level, it is hoped that the UN reform and DaO process will indeed lead to greater coherence of the UN system at country level.

**Hubert Gijzen**  
*Director and Representative*



# Science Overview

*Recognizing the importance of energy for sustainable development, the United Nations General Assembly has designated, the year 2012 as the International Year of Sustainable Energy for All.*

The concept of this Year of Sustainable Energy for All emphasise on the importance of investing in access to cleaner energy technology; the need to improve access to reliable, affordable, economically viable, socially acceptable and environmentally sound energy services; and resources for sustainable development.

More than three billion people in developing countries rely on traditional biomass for cooking and heating. One

and a half billion people are without electricity and even when energy services are available, millions of poor people are unable to pay for them. Almost two thirds of the world's population lives in Asia. Some 4 billion people are scattered throughout rural areas or crowded into towns, cities and villages. While in some areas in Asia have made impressive progress in reducing poverty over the past decades, poverty in Asia is still an alarming problem. More than two thirds of the world's poor people live in Asia,

and nearly half of them are in Southern Asia. In the major countries, 80 to 90 per cent of poor people live in rural.

Access to modern affordable energy services in these developing countries is essential for the achievement of the internationally agreed development goals and for achieving sustainable development. There is an inextricable link between energy and sustainable development. Modern, cleaner and more efficient energy would help to reduce



poverty and to improve the conditions and standard of living for the majority of the world's population.

UNESCO is well positioned to play an important role in this addressing this sustainable energy and sustainable development because it adopts a multi-disciplinary approach where addressing both social and environmental factors is considered equally crucial in solving the challenges of long-term, successful natural resource management. The role

of science, technology and innovation in achieving sustainable energy and sustainable development cannot be overemphasized. The UNESCO Office Jakarta's Science Support Strategy for Asia and the Pacific aims at the development and implementation of a focused and coherent science programme, which addresses priority problems and challenges in the region.

UNESCO Office Jakarta will continue to focus on its four main Strategic themes

(Water for People and the Environment; Climate Change and Environmental Resources; Science Policy and Science Education; and Disaster





# Chapter 1: Education



## Main Activity

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



*Life Skills Training on Hair and Beauty and Launching of TAHINE SALON at the Community Learning Center in Ililapa (Lautem District, Timor-Leste), 3-14 December 2012 (photo taken by the National Directorate for Recurrent Education, Timor-Leste).*

UNESCO Jakarta undertook a wide array of endeavours in 2012 to support Brunei Darussalam, Indonesia, Malaysia, Philippines, and Timor-Leste to achieve the six EFA goals. A notable endeavour is the programme on Strengthening Non-Formal Education in Timor-Leste through Capacity development for Education for ALL (CapEFA). The CapEFA Timor-Leste programme aims to assist MoE, through the National Directorate for Recurrent Education (NDRE), improve its institutional and organizational capacities

in planning, implementing, monitoring and evaluating recurrent education (non-formal education) programmes. Through national and international workshops/trainings, international study visits, and sharing of various publications, NDRE's key officers and technical staff, District Coordinators, Sub-District Coordinators, Pedagogy Coordinator, Facilitators/Tutors, and management officers of three UNESCO-initiated Community Learning Centres (CLCs) have developed their understanding and capacities

in providing equivalency education, literacy, the pedagogy of adult learning, monitoring and evaluation, strengthening partnership with stakeholders, financial management, resource allocation, leadership, problem-solving and decision-making. They have also gained significant knowledge on establishing, managing, and sustaining CLCs, livelihood skills, and CLC-Management Information System.

NDRE now has an Operations Manual and Performance-based Review System that would support them in increasing effectiveness and efficiency of its programmes and optimize individual performance of its officers and staffs. The Operations Manual of NDRE was developed to serve as a guideline in clarifying the institutional and individual roles and responsibilities that each officer and staff (from the national up to the CLC levels) are expected to perform to meet the vision, mission and goals of NDRE. In accordance to the expected results of each officer's and staff's assignments - that are linked to the expected results of NDRE's programmes - as clarified in the Operations Manual, a Performance-based Review System of NDRE has subsequently been developed to strengthen NDRE in effectively assessing their performance in achieving intended institutional goals, objectives

and targets, as well as the individual performance of all of its officers and staff.

Support has been provided to strengthen 3 UNESCO-initiated CLCs in Fatumasi, Kraras and Ililapa to boost leadership and ownership elements, as well as functional relevance towards income generation activities and self sustainability. Through various national and international capacity development workshops and study visits, and sharing of guidelines/publications/reference materials on entrepreneurship and various vocational skills, NDRE and the 3 CLCs have deepened their capacities in managing, expanding and sustaining CLCs. The 3 CLCs have also been equipped with equipments, facilities, materials, seed funding, and trainings to undertake Equivalency Education classes, and initiate and maintain income-generation activities.

In 2013 UNESCO will continue to focus on strengthening capacity of NDRE in implementing their non-formal education programmes, including in strengthening CLCs to sustain the CLCs and improve the welfare of the surrounding communities.



*Welcoming Ceremony for UNESCO DG & Mr. Gordon Brown at NDRE (16Aug2012)*

## List of Activities in 2012

### Activities in supporting promotion of the Education for All (EFA) goals:

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A Forum and Launch of the Education for All (EFA) 2012 Global Monitoring Report (GMR) in the Philippines was organized on 12-13 November 2012. UNESCO Office, Jakarta presented the 2012 EFA GMR focusing on Youth and Skills: Putting Education to Work, specifically highlighting the Philippines. Philippine Cabinet Secretary Joel J. Villanueva keyed the Philippine launch of the 2012 EFA GMR on 12 November 2012 held in Pasig City, Metro Manila. The event was organized by the Asian Institute of Journalism and Communication (AIJC) and UNESCO Office Jakarta, in partnership with the Technical Vocational School Associations of the Philippines (TEVSAPHIL). As many as 64 participants attended the event, representing the academe, non-government organizations, government agencies, media and other sectors working on technical and vocational education and training.

### Activities in strengthening Inclusive Education:

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Inclusive education was strengthened in Indonesia through socialization of the Indonesian translated and adapted UNESCO Inclusive Learning Friendly Environment (ILFE) Toolkit Specialized Booklets 1, 2 and 3. A workshop was held on 25-29 June 2012 in cooperation

with IDPN Indonesia (The Foundation for Inclusion and Non-Discrimination in Education) to socialize the Specialized Booklets 1, 2 and 3 on teaching positive discipline, teaching large classes, and teaching children with disabilities in inclusive settings. During the workshop provincial education authorities, development curriculum team, 55 teachers from regular and special schools in the Bandung municipality, and representatives of school committees deepened their awareness and understanding on inclusive education.

Within the framework of strengthening Mother Tongue-Based Multilingual Education (MTB-MLE) in Timor-Leste, an MTB-MLE-specific curriculum, lesson plans and teacher guides for pre-school and Grade 1 of the programme, and guidelines to develop lesson plans and teacher guides for the remaining grades of the programme have been developed in cooperation with Mr. Timothy Matzke and Ms. Susan Malone, PhD (Summer Institute of Linguistics), and the Timor-Leste National Commission for UNESCO. Further support to strengthen MTB-MLE in the country will be provided through development of a "Language Education (Progression) Plan" for the Timor-Leste MTB-MLE Pilot School Project; lesson plans and teachers' guides specifically for introducing oral L2 and L3; the L1 primers in three languages; and tools and a clear strategy for monitoring and evaluation of the MTB-MLE programme.

## Activities in strengthening Education for Sustainable Development:

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### Promotion of regional policy dialogue

To promote and sustain Education for Sustainable Development (ESD) in its five cluster countries, UNESCO Jakarta organized two high-level policy dialogue events in 2012. In the “Third ESD Country Report Meeting”, which took place on 5 June 2012, senior education policy makers from the five cluster countries met to exchange experiences, best practices, and lessons learnt on ESD development and implementation. As a result of the event, a compendium was produced detailing national progress and next steps in ESD implementation for each country. In the second event, which took place from 7-8 June 2012, twenty-five policy makers from the five cluster countries came together to discuss their national policies vis-à-vis UNESCO’s ‘ESD Lens’, a tool for reviewing ESD policy and practice. As a result of this meeting, representatives from the five cluster countries strengthened their capacity to append and introduce ESD content and approaches into national policy.

### Green Schools Asia Initiative



To strengthen the integration of environmental decision making and sustainable development into the learning environment, UNESCO Jakarta is cooperating with UNESCO Bangkok to promote a “Green Schools Asia Initiative” with impacts at the local, national and regional level. At the local level, UNESCO Jakarta is supporting a “Green Schools Action Project for Climate Change Education” in Banjarmasin, South Kalimantan, Indonesia, with funding from the Korean International Cooperation Agency (KOICA). This project provided teacher training in ESD content and active learning pedagogies to twenty pilot schools and supported the implementation of student ‘action projects’ on a variety of ESD-related themes. In addition, a Teacher Training Centre was established at the Banjarmasin Educational Authority and equipped with computer workstations. At the national and regional levels, the ‘Green Schools’ project also provided ESD capacity building, policy development support and network building to education managers and teachers through international workshops. In addition, UNESCO is developing ESD teaching and learning materials and a framework for the integration of ESD into the national curricula of the five cluster countries under the Jakarta Office.

In Timor-Leste, UNESCO Jakarta organized a high-level ESD steering committee meeting with the Ministry of Education to promote the ‘Green Schools’ approach and its linkages with national priorities in education, poverty and sustainable development. The meeting, which took place in April 2012,

was held in cooperation with the Ministry of Education, identified opportunities for technical and financial support in the advancement of basic Science Education in Timor-Leste.

### Activities in strengthening the quality of primary education

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Support was provided for the collaborative project between the Republic of Indonesia and the Royal Kingdom of Thailand on “Improving the Quality of Life of Children and Youth”. The project is implemented within the scope of HRH Princess Maha Chakri Sirindhorn’s role as UNESCO Goodwill Ambassador for the Empowerment of Minority Children through Education and through the Preservation of their Intangible Cultural Heritage as appointed by the then UNESCO Director-General Mr. Koichiro Matsuura in 2005. On 22-24 October 2012 a Team from the Office of Her Royal Highness visited the seven schools to assess needs and condition of the schools, as well as accurateness of their proposals. On 18-21 November 2012 HRH Princess Maha Chakri Sirindhorn made an official visit to Indonesia to visit Public Primary School 4 Kedung Badak

(Bogor City) and Public Primary School 02 Cibadak (Bogor District) which were selected to be supported by the project.

### Activities in strengthening non-formal education

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Support was provided during the Occasion of the Peak Commemoration of the 47th International Literacy Day 2012 (Palangkaraya, Central Kalimantan, 16 September 2012) organized by Ministry of Education and Culture of Indonesia. During this event, the Director of UNESCO Office, Jakarta symbolically presented the King Sejong Literacy Prize Award to the Honorable Minister of Education and Culture, Prof. Mohammad Nuh. The Directorate of Community Education Development (Ministry of Education and Culture) was awarded the prestigious UNESCO King Sejong Literacy Prize for its programme on “Improving the quality of literacy education through entrepreneurship literacy, reading culture, and tutor training”. Participation of UNESCO in Indonesia’s Peak Commemoration of the 47th International Literacy Day 2012 strengthened the close cooperation with the Ministry of Education and Culture in addressing the remaining challenges in eradicating illiteracy.

### Activities in strengthening HIV Preventive Education:

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A Tertiary Level HIV Prevention e-Learning Distance Course in Bahasa Indonesia/Malayu was developed to increase awareness among students of risk behaviors and means of HIV

prevention. The UNESCO online tool on HIV for Youth [www.10TeenQuiz.com](http://www.10TeenQuiz.com) was developed with local partners and has been endorsed by the Ministry of Health with 5 Ministries. They will socialize it nationwide to reach 95% of youth aged 15-24 years old by 2015.

The comprehensive sexuality education addressing HIV, drugs and sexual risk behaviors for youth in closed settings or out of school in Indonesia and the Philippines (UBRAF) aims to scale-up evidence-informed comprehensive sexuality education (CSE) in these countries. In Indonesia, on 16-18 July 2012 UNESCO Office, Jakarta co-organized with UNFPA and the Indonesian National Commission for UNESCO a Workshop on the National Guideline Development on Adolescent Sexual and Reproductive Health (ASRH) Education. Multiple departments in the National Populations and Family Planning Agency (BKKBN) were involved in developing the national technical guidance on CSE, five supplementary materials to reach young key affected populations, and an online quiz on CSE based on the International Technical Guidance on Sexuality Education (ITGSE). BKKBN and several departments have adopted the new material as a teaching tool for the agencies work with youth.

In the Philippines, the International Technical Guidance on Sexuality Education (ITGSE) has already been utilized by the Department of Education in the development of their new K to 12 Curriculum from 2012 to 2017. The outline for the supplementary material has been discussed during a Workshop on CSE organized on the theme “Addressing HIV, Drugs and Sexual Risk Behaviors for

Youth in Formal and Non-Formal Sectors in the Philippines” on 29-30 October 2012 in Manila. Plans have been made to develop the supplementary materials in 2013. This activity supported the Joint UN Programme on HIV for Most At Risk Populations (JUPMARP) 2012-2014, which is a sub-outcome of the finalized UNDAF 2012-2018, in the form a Joint Implementation Plan. The UBRAF activities supported the JUPMARP 2012-2014 outcomes on HIV prevention; and universal access to treatment, care and support (TCS) services.

### Activities in strengthening Education Sector Planning:

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UNESCO Office, Jakarta has assisted UNESCO-IIEP in organizing an UNESCO-IIEP Distance Training Programme on Education Sector Planning that will be hosted by the Ministry of Education and Culture (Center for Research and Policy) and the State University of Jakarta (UNJ), from 4 June 2012 to 3 May 2013. Dr. Anwar Al-Said (Head of the Education Unit) delivered a lecture on 11 October 2012 at the State University of Jakarta (UNJ) on Education Sector Diagnosis in its relation to the Finance and management of Education. As requested by IIEP, the first exam for 22 students from the Ministry of Education and Culture and the State University of Jakarta (UNJ) was held at UNESCO Office, Jakarta on 31 October 2012.



## Chapter 2: Disaster Risk Reduction



DO  
5 SR

TUDO  
5,9 SR

**Lokasi:**  
2,31 LU - 12,87 BT  
(182 km Bandara  
KAB. SOROKAJA  
NADI)

Widhiatman  
18 Km



## Main Activity

# Strengthening the Indonesia Tsunami Early Warning System through capacity building in Broadcasting Media

Electronic Medias, especially television and radio have become an integrated part of the tsunami early warning system. In several countries they are a part of the early warning chain. Tsunamis that occurred on the island of Mentawai in 2010, the great east Japan Tsunami in 2011, and the North Sumatera earthquake and tsunami in 2012 showed the important role of the Media in conveying the warning to the communities.

Broadcasters are one of the key links in the warning chain given they have the mean to widely and speedily communicate to their viewers of a potential tsunami threat after an official warning is issued by the national tsunami early warning centre. Therefore it is important for broadcaster and the Media persons to clearly understand how to read the warning messages, the meaning of the messages, as well as advice that they can provide to their viewers.

In 2012, The Indonesian Institute of Sciences (LIPI), the Meteorological, Climatological, and Geophysical Agency (BMKG), The Indonesian Broadcasting Commission (KPI), UNESCO Office Jakarta – Jakarta Tsunami Information Center



and German International Cooperation (GIZ), published the second edition of the Information Guidebook on Tsunami Early Warning for Broadcasting Institutions. This new edition of the guidebook use the actual messages issued at the April 2012 earthquake and tsunami as its case study. The new edition reflected the changes in the Indonesian Tsunami Early Warning System that is now compliment with BMKG's role as the Indian Ocean Regional Tsunami Service Provider.

In the same year capacity building was also implemented to the broadcasting Media, a trainer and facilitator team

from the organizations involved in the development of the guidebook conducted workshop/training to several public and private national News TV companies and Radios. The workshop/training was supported by the Indonesian Institute of Sciences regular budget. Based on these workshop/training evaluation there are still high need for regular training on tsunami early warning system to the Media to ensure that communities in prone area will be able receive the warning and advice on how to save their life from the eminent threat of tsunami. Therefore this workshop/training should continue to the following years.

## List of Activities in 2012

### The Great East Japan Tsunami and Tsunami Warning Systems Symposium in Tokyo, 16-17 February 2012

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The Great East Japan Tsunami and Tsunami Warning Systems Symposium was organized by the Government of Japan, UNESCO, and the United Nations University. The symposium was officially opened by the Director General of UNESCO, Ms. Irina Bokova and Rector of United Nations University, Dr. Konrad Osterwalder. Welcoming remarks were provided by His Imperial Highness Crown Prince Naruhito.

Representative of the Jakarta Tsunami Information Center chaired the session on Education in Schools and Communities taking the topic Run Away from Tsunami, Why do some people not evacuate. Based on presentations and the panel discussions, some of the lessons shared:

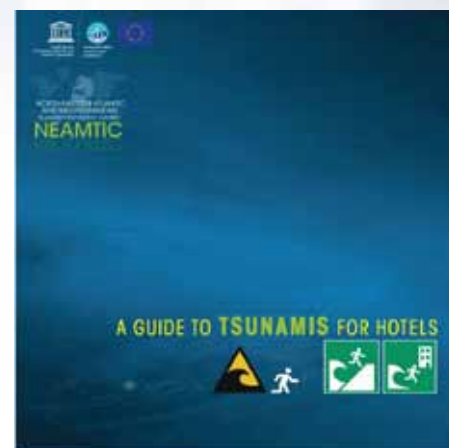
- Immediate decision-making and correct action of the people is crucial to save lives, especially in local tsunamis. Self-evacuation is one of the key important factors and this can be done

appropriately through continuous education and training both in schools and communities. Decision and action for self evacuation has to be taken based on correct information and knowledge, repeated education, and proper action.

- Preparedness should be built in three tiers: individual effort, where individual is responsible to protect and save themselves; community efforts, where individuals are also responsible to protect the community they live in from disaster; and the public effort that is responsible in supporting and facilitating the individual and community efforts.
- It is important to understand how people behave during crisis; these psychological aspects should be taken into consideration in developing education and awareness materials. Understanding how humans respond will lead to giving better guidance and guidelines that they will follow.
- Inclusion of earthquake and tsunami education in schools is very important and has been shown to be effective. But it is considered to be easier to get information into schools; however, although it is more difficult to accomplish, educating sectors of communities is also important, including key groups such as land developers (coastal developer), harbor/port workers, the boating community and policy makers.

### Guide to Tsunamis for Hotels: Tsunami Evacuation Procedures

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The Jakarta Tsunami Information Center in UNESCO Office Jakarta supported the North-eastern Atlantic, the Mediterranean and Connected Seas Tsunami Information Centre (NEAMTIC) in developing A Guide to Tsunamis for Hotels: Tsunami Evacuation Procedures. These guidelines have been prepared in fulfillment of a task of NEAMTIC under the Project of the Intergovernmental Coordination Group (ICG) of the Tsunami

Warning and Mitigation System in the North-eastern Atlantic, the Mediterranean and Connected Seas (NEAMTWS). This guidebook is to be used by hotel management; it is intended to direct them on how to build the hotel's capacity in evacuation planning for tsunami emergency. The guidebook outlines the necessary steps to be undertaken, such as preliminary preparedness assessment using a checklist from the "Tsunami Ready" Toolbox, understanding the warnings (natural warning and official warning), deciding on an evacuation strategy, consideration for a hotel to be an evacuation area and the standard operating procedures for tsunami emergency. In addition to the booklet, a poster was also developed to raise awareness of hotel guests.

### **Assessment and Evaluation of 11 April 2012 Sumatera Earthquake and Tsunami :**

On 11 April 2012, at 15:38:29 WIB, a magnitude of 8.5 earthquakes, shook the west coast of Sumatera. This triggered the Indonesian Tsunami Early Warning System (InaTEWS) as well as the Indian Ocean Tsunami Early Warning System (IOTWS). The earthquake generates small tsunamis. Although there were no casualties and the damaged was very minimal, this event became an actual test for the InaTEWS and IOTWS. The Jakarta Tsunami Information Centre took part in a team that was initiated and led by the Indonesian Institute of Sciences to assess and evaluate how the system works, especially looking at the tsunami warning chain from the warning centre

to the communities in coastal area. Several recommendations were proposed covering policies to be taken into consideration i.e. policy on sirens, guiding principles for local emergency operation centre as well as actions to strengthen the warning chain. The Indonesian Institute of Sciences published a book based on these assessments and evaluation.

### **The Fifth Asian Ministerial Conference on Disaster Risk Reduction Yogyakarta, Republic of Indonesia, 22-25 October 2012:**



The 5th AMCDRR was officially opened by the President of the Republic of Indonesia, Dr Susilo Bambang Yudhoyono. The 5th AMCDRR was attended by representatives from 79 nations - 50 from the Asia Pacific, and 366 bodies such as government institutions, UN agencies, donor organisations, NGOs and media. UNESCO Office Jakarta took part in a Pre Conference on Sharing Experience on Safe Schools and Hospitals -Towards a Global Alliance. The pre-conference was officially opened by Vice Minister for Education, Prof Dr. Ir. Musliar Kasim with opening remarks given UNESCO Director Regional Science Bureau, UNESCO Office

Jakarta and the Country Director of World Bank Jakarta. In addition UNESCO Office collaborate with BGR, GIZ, and LIPI at the exhibition booth "Ina TEWS: The Last Miles". This booth focuses on community preparedness of the Indonesian Tsunami Early Warning System. UNESCO displayed and shared materials and publications related to tsunami education and preparedness.

### **The 9th Session of the ICG IOTWS Meeting Jakarta, Indonesia, 27-30 November 2012:**

The 9th session of the Intergovernmental Coordination Group for Indian Ocean Tsunami Warning and Mitigation System (ICG/IOTWS) – UNESCO/IOC was hosted by The Meteorological, Climatological, and Geophysical Agency, BMKG. The meeting was attended by 80 participants representing 17 other Indian Ocean member states, Japan, Germany, USA, UNDP, UNESCAP and other organizations. The meeting was officially opened by the Director General of BMKG Dr. Sri Woro Harijono and Dr. Idwan Suhardi representing the Minister for Research and Technology.

The 9th session of the ICG/IOTWS meeting was another landmark meeting for the Indian Ocean Tsunami Warning and Mitigation System (IOTWS) as it decided to complete the transition from the Interim Advisory Service (IAS) provided by Japan Meteorological Agency and Pacific Tsunami Warning Center since 2005 to the Regional Tsunami Service Providers (RTSP) advisory service. In her written opening remarks, the Executive Secretary of IOC, Mrs. Wendy



Watson Wright congratulates the RTSPs for their performance. These RTSPs (Australia, India, and Indonesia) that have performed well during the magnitude 8.6 earthquakes to the west of north Sumatra in 11 April 2012 that caused an ocean-wide tsunami advisory. The Director of UNESCO Regional Science Bureau for Asia and the Pacific, Mr. Hubert Gijzen, reminded the meeting that while the technical aspects of the early warning system is advancing, more attention needs to be given to preparedness at the downstream part.

At the 8th session of this meeting in Melbourne, Australia in 2011, the meeting supports the concept of expanding the role of the Jakarta Tsunami Information Centre (JTIC) into Indian Ocean Tsunami

Information Centre (IOTIC). At this 9th session the meeting requested JTIC to develop the term of reference for the Indian Ocean Tsunami Centre (IOTIC) to be presented to the steering group of the IOTWS.

#### **Establishment of the Disaster Risk Reduction and Tsunami Information Unit in UNESCO Office Jakarta:**

Despite the difficult situation UNESCO is facing, in September 2012, UNESCO Regional Science Bureau for Asia and the Pacific and UNESCO/IOC jointly established a new unit in UNESCO Jakarta Office namely Disaster Risk Reduction and Tsunami Information Unit. This unit will be responsible in coordination and support Disaster Risk Reduction

in the region as well as coordinate the transition of the Jakarta Tsunami Information Centre to become the Indian Ocean Tsunami Information Centre (IOTIC) and to ensure the operation and implementation of IOTIC activities. In coordination with the Intergovernmental Coordinating Group for the Indian Ocean Tsunami Early Warning System, this new unit is also responsible in implementing two extra budgetary project funded by UNESCAP namely: 1). Enhancing Tsunami Risk Assessment and Management, Strengthening Policy Support and Developing Guidelines for Tsunami Exercises in Indian Ocean Countries, and 2). Investigation of the written and oral history of tsunami events in the Makran Coastal Region.



**TRADITIONAL MUSIC  
FROM WEST JAVA**



CONNECT-Asia Pres

# ODIA

One Day in A

Thursday, 01 November



Patan Durbar Square  
NEPAL

Kathmandu (Nepal):  
12:45-14:45 NPT UTC+5:45

Yangon (Myanmar):  
13:30-15:30 MMT UTC+6:30

Jakarta (Indonesia):  
14:00-16:00 WIB UTC+7

Kuala Lumpur (Malaysia):  
14:30-16:30 MYT UTC+8

Seoul (South Korea):  
15:00-17:00 KST UTC+9

Tokyo (Japan):  
16:00-18:00 JST UTC+9

Sydney (Australia):  
18:00-20:00 AEST UTC+10

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# Chapter 3: Engineering Sciences & Technology

nts:

# Asia

2012



United Nations  
Educational, Scientific and  
Cultural Organization



Kamakura  
JAPAN



Uiam Historical Park  
SOUTH KOREA



Shwedagon Pagoda  
MYANMAR



Famosa, Melacca City  
MALAYSIA

Arigklung Performance  
INDONESIA

House  
AUSTRALIA

LEARN

PROPERTY

PROPERTY



## Main Activity

# Rethinking Science Education in the Context of Education for Sustainable Development— COMPETENCE



Developments in science and technology have brought rapid changes to the world, and such changes have deeply affected every facet of society – the economy, culture, environment and communication. To function effectively as citizens of an increasingly technological society, the public needs to engage with and respond to science and technology and its products in an informed way. UNESCO, in its role as a laboratory of ideas and capacity-builder for development in its areas of competence, is in a position to respond to the need for developing

a scientifically literate citizenry not only for more enlightened policy-making, but also for learning about sustainable living, through a science education programme.

The Engineering Unit, together with the Basic Sciences Unit, started COMPETENCE (Comprehensive Programme to Enhance Engineering, Technology and Science in Asia: The Role and Contribution of Higher Education Institutions) in 2009 with funding from Japanese Funds-in-Trust and has been expanding the programme's thematic scope and

geographical scale since. Given the multi-faceted and complex issues of science and sustainability, COMPETENCE seeks to address the context, content and process of science higher education. The project delimits its scope to the contributions that higher education institutions can make, and seeks to clarify their role in developing new content and methodologies, and their validation, for an interdisciplinary approach to science, engineering and energy education for sustainable development. COMPETENCE includes the following activities.

## 1. Model Interdisciplinary Science Courses

The programme developed high quality science education content that reflects interdisciplinary systems thinking and builds the knowledge, attitudes and skills for sustainable living.

### *Sustainability Science Course*

The Sustainability Science Course was developed by CENSUS (Centre for Sustainability Science, Hokkaido University, Japan) and its collaborators in 2011 and broadcast in January – February 2012 through nine lectures. The course provided a model for sustainability education among higher educational and governmental institutions. The course covered a comprehensive framework of sustainability, such as concepts, sustainable resource use (energy, water, food, materials, etc), institution, economy and social and human capital.

## 2. In-country Pilot Projects Timor-Leste

COMPETENCE reviewed the state of science higher education in Timor Leste, and produced a comprehensive assessment report. Based on the assessment, UNESCO in cooperation with the Asian Institute of Technology (AIT), organised a workshop that aimed to initiate the first steps towards a high-quality dialogue between the government, civil society and providers of Higher Education. The workshop also aimed to achieve an increased relevance of Higher Science Education for the development needs of the country.

### *Cambodia*

Cambodia's National Policy on Science, Technology and Innovation (NPSTI) was developed in cooperation with UNESCO Cambodia and the Royal Government of Cambodia. NPSTI recognizes that Science, Technology and Innovation (STI) was urgently needed, and its significance as indicated in the vision, goals, objectives and selected strategies to direct S&T from all sectors and mobilize resources to develop S&T to become effective and efficiency infrastructure and mechanism as driving force for national socio-economic development.

### *Bangladesh*

COMPETENCE assessed Bangladesh's situation towards establishing the principles and framework for regional collaboration on ESD programmes in science, technology and engineering education. Based on the assessment, a workshop was organised by BRAC University in Dhaka to formulate a road map for the implementation of the recommendations of the Country Assessment of Bangladesh towards ESD – Teaching Science and Technology for Sustainable Development in Bangladesh.

## 3. Localization of Energy for Sustainable Development Programme

UNESCO E-Learning course on Energy for Sustainable Development in Asia – received 600 registrants from 23 countries in EU and Central Asia. The energy issues, which were focused on were: National Policy, Available Resources and Culture. To localize the Energy for Sustainable

Development course, SEEFoRum and Kyoto University teamed up with local universities that have competence to embed the course in their own curricula to adapt and sustain it. The E-learning course of Energy for Sustainable Development has started to be developed and conducted in Vietnam and Lao PDR.

### *Vietnam*

Vietnam National University (UNU) and Hanoi University of Science and Technology (HUST) worked with Kyoto University and SEEFoRum to establish an Energy course for Vietnam. The project is part of the ODA UNESCO Project for Promotion of Energy Science Education for Sustainable Development in Asia. The localization involved the following actions: Identify local human resource, build capacity for local lectures, verify the content of educational materials, disseminate and promote the educational curriculum and materials, and evaluate to ensure the quality of the materials.

### *Lao PDR*

Given similar socioeconomic conditions to Vietnam and the increased awareness of the Government of energy issues, Lao PDR has been selected for the next target country. The first meeting “Promotion of Energy Science Education for Sustainable Development in Laos” was held at the National University of Laos, Vientiane on 11 and 12 June 2012.



# List of Activities in 2012

## Mobilizing science knowledge through Information and Communication Technologies.

The fifth CONNECT Asia meeting was held UNESCO Office, Jakarta in July 2012. The main agenda of fifth meeting was to discuss Open Educational Resources (OER). UNESCO HQ recently organized a workshop about the present and future of Open Education Resources (OERs) with education experts from around the world. Since CONNECT-Asia networks has been using and managing OER, it would also be important for CONNECT-Asia to discuss the impact of OER on learning and the education environment in each country and Asia.

## Development of new course materials and sharing of existing contents and course broadcast

### Sustainability Science (January – February 2012)



UNESCO Jakarta collaborated with Center for Sustainability Science (CENSUS), Hokkaido University, Japan to deliver a new e-learning course, “Sustainability Science”. The aim of this course is expected to provide a model for sustainability

education among higher educational and governmental institutions. The course covered comprehensive framework of sustainability, such as concepts, sustainable resource use (energy, water, food, materials, etc.), institutions, economy, social capital and human capital. 225 participants from 21 countries joined the course through live streaming and NRENs.

### UN4U Building the future we want for all - The role of Education, Sciences and Culture (October 2012)

UNESCO participated in this event organized by the Bandung Institute of Technology and United Nations Information Centre (UNIC) in Indonesia. The aim of the event was to familiarize students with the roles, principles and values of the United Nations both globally and in Indonesia. UNESCO’s Regional Science Bureau Director, Dr. Hubert Gijzen, provided an overview of the main global challenges and the outlook for the Post-2015 Agenda for international cooperation and development. In addition, four panellists presented an overview on the role of education, science and culture in building a sustainable society.

### The 22nd IHP Training Course - Precipitation Measurement from Space and Its Applications (November 2012)

The course is part of Japanese contribution to the International Hydrological Programme (IHP) and was

organized by Hydrospheric Atmospheric Research Center, Nagoya University and supported by Water Resources Research Center, Disaster Prevention Research Institute, Kyoto University, Japan Aerospace Exploration Agency, and National Institute of Information and Communications Technology. The course was composed of a series of lectures and practice sessions which introduced the basics of precipitation retrieval from space data and current global precipitation maps and include the accuracy. 85 participants join the course through NRENs and live streaming. The course was attended by 13 participants from 10 countries (Cambodia, China, Ghana, Lao PDR, Mongolia, Myanmar, Philippines, Tanzania, Thailand, and USA).

### Live-broadcast from Timor Leste



On 16 August 2012, a panel discussion on “Education and Nation-Building in Timor Leste” was held in Dili Convention Center, Timor Leste. Among the panelists, there were United Nations Secretary-General Mr. Ban Ki-moon, Mr. Afonso Soares (Director of Policy and Planning Development of the Ministry of Education in Timor-Leste), Ms. Takaho Fukami (Chief

of Education Programme, UNICEF), and Mr. Anwar Alsaid (Programme Specialist in Education, UNESCO Jakarta).

From many messages that Ban Ki-moon conveys in front of the National University of Timor Leste students, he emphasized that “education promotes equality and lifts people out of poverty. It teaches children how to become good citizens. Education is not just for a privileged few, it is for everyone. It is a fundamental human right”.

Following the lecture, a Q&A session was facilitated by UNESCO Director General Ms. Irina Bokova and UK’s former Prime Minister Mr. Gordon Brown, who came to Timor Leste as the UN Special Envoy for Global Education. CONNECT Asia broadcasted this event live from Dili, Timor Leste through SOI Asia live streaming and Ustream.

### ***Consumers’ Acceptance and Behavior of E-Commerce in Asia and Cross Borders (February 2013)***

Prof. Haruki Ueno and John Berena of NII visited UNESCO Jakarta from 18 to 20 November 2012, and demonstrated the WebELS (Web based E-Learning System - a system that was developed by NII). NII also participated in the Second Session of the 22nd IHP Learning Course in another demonstration of WebELS. After both demonstrations, it was clear that WebELS cannot connect to the Polycom system, as it is running its own proprietary system. Further research will be needed to improve the WebELS system to be able to communicate with Polycom. Therefore, in February 2013, UNESCO

and NII organized a web-based interactive e-learning session by solely using the WebELS system (without Polycom) titled “Consumers’ Acceptance and Behavior of E-Commerce in Asia and Cross Borders”.

### **Other visibility event with CONNECT-Asia**

#### ***Rio+20: “My Idea of Sustainable Lifestyle” (MISL)***



The Rio+20: “My Idea of Sustainable Lifestyle” (MISL) is held in relation to Rio+20 Conference with the themes of sustainable development and green economy. UNESCO Jakarta wants to bring these issues closer to youth, with the topics of sustainable lifestyle and the future you want. The participants were from university students who have ideas on sustainable lifestyle are encouraged to submit their creative ideas. During the live event in June 2012, participants whose ideas are selected could present their work and discussed their ideas of sustainable lifestyle and the future they want.

#### ***One Day in Asia (ODIA) Event***

On 1 November 2012, UNESCO, SOI-Asia, INHERENT and CONNECT-Asia held an

event called “One Day in Asia” (ODIA). The idea was to utilize the power of CONNECT-Asia ICT networks and mobile technology to live stream a broadcasted from UNESCO World Heritage sites located in multiple countries. The whole event was conducted from noon in Nepal to night-time in Australia, wrapping up one whole day in Asia within the two-hour event, with the addition of morning in Greenwich, England.

Hundreds of viewers joined the event by watching the live broadcast from video conference and USTREAM live streaming.

#### ***Research Institutes Introduction Session (RIIS)***

COMPETENCE created new e-learning series called RIIS (Research Institutes Introduction Session) is a series of interactive e-learning sessions which introduced Asia’s leading scientific research institutions to young people to cultivate their interest in related fields, and to graduate students and prospective postdocs to learn about scientific research work in Asia. This e-learning also provides a rare opportunity for participants to ask questions directly to institution representatives.

- National Science and Technology Development Agency (NSTDA), Thailand (August 2012)
- National Center for Genetic Engineering and Biotechnology (BIOTEC), Thailand (September 2012)
- Japan Aerospace Exploration Agency (JAXA), Japan (October 2012)



# Chapter 4: Ecological Sciences



# Main Activity in 2012



Within the Man and Biosphere (MAB) Programme, UNESCO has developed a regional strategy in Asia for promoting Biosphere Reserves as pilot sites for climate change adaptation and mitigation and to improve the sustainable use of the natural resources in these sites. The Biospheres Reserves for Environmental and Economic Security (BREES) Programme is promoting the exchange of knowledge and experience among site managers, scientists, policy makers and NGOs in developing innovative approaches to environmental threats, including climate change. Regional cooperation among pilot countries has increased and strong networks are being established, new countries such as Timor Leste have joined MAB Programme and other national MAB committees are being revitalized.

As a co-leading agency for the Great Apes Survival Partnership (GRASP), UNESCO is working together with the United Nations Environmental Programme (UNEP) to improve the protection measures of the only great ape that lives outside Africa,

the orangutan. This project, supported by the Spain-UNEP LifeWeb initiative, is positively contributing to conserve key habitats of the critically endangered Sumatran orangutan, promoting measures that increase the participation of key stakeholders, such as forest rangers and by promoting among local communities sustainable livelihoods that contribute towards the safeguarding of this unique species.

UNESCO's field offices have been supported the state parties in the implementation of the World Heritage Convention, providing technical and financial assistance in the management and protection of the sites, with especial attention to those that suffer from more worrying threats. UNESCO has also supported site managers and policy makers in improving their capacities, through specific training sessions (e.g. satellite technology use for improved management of WH sites) that are contributing to more effective protection of these sites.

## List of Activities in 2012

### Ecotourism in Tropical Rainforest Heritage of Sumatra : Strengthening the Tropical Heritage of Sumatra Through Eco-tourism

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This series of project was to enhance the integrity of the TRHS through ecotourism development, by developing a more conducive environment for ecotourism in the three national parks of TRHS. We expected that in depth analysis of thee ecotourism market in TRHS and tailor made recommendations for ecotourism market development in TRHS, and stakeholders have improved their understanding on ecotourism management and have identify their follow up plan to implemented and develop sustainable tourism.

Achievements: Project initiated and partnerships developed

### **BREES: Biosphere Reserves for Environmental and Economic Security**

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The goal of the BREES Program was to strengthen and promote the use of biosphere reserves in Asia and the Pacific as learning centres for environmental and human adaptability to climate change. Improved practices and policies that promote climate change mitigation and adaptation efforts and biodiversity

conservation, strengthened learning alliances on biodiversity conservation and environmental and human adaptability to climate change were results that we expected.



Achievements:

- Partnerships developed to promote Education for Sustainable Development in Vietnam
- Road map to nominate the Mt. Isarog National Park area in Philippines as a UNESCO Biosphere Reserve
- MAB National Committee and related legal framework initiated in Timor-Leste

### **Tropical Forest Conservation: Improving Tropical Forest Conservation Management in Indonesia, Philippines and Timor-Leste**

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This objective of the activities was to improve conservation management of the tropical forests of Indonesia, Timor-Leste and Philippines. We expected that this would enhance management and coordination capacities of park management structures, the conservation and sustainable development related key baseline data would be available for park management, and also, to enhance local community participation in park management.

Achievement:

- Indonesia: A population census of four endemic primate species has been finalized and feeds into revised zonation planning, enhanced environmental awareness among local communities.
- Timor-Leste: enhanced mobility and GIS capacities of park management; Forest cover analysis.
- Philippines: Action plan on improving the park management board's effectiveness has been adopted; enhanced understanding of biosphere reserve concept; roadmap for biosphere reserve establishment initiated; manual on park management developed

### **Orangutan Protection: Protecting Orangutan Populations in the western part of Gunung Leuser NP**

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This activity was to safeguard critical orangutan Habitat in Gunung Leuser National Park (GLNP) and adjacent critical ecosystems, by assessing the orangutan population, habitats and threats, in order to reduce the human wildlife conflict and improve the visibility of the Park. We expected that an action-research in prioritized areas on orangutan population, habitats and threats in the West part of the Park conducted and fully accessible, human wildlife conflict was mitigated in selected areas in the west part of the Park, and the Leuser Park visibility and public awareness regarding its conservation are increased.

Achievements:

- Orangutan census and habitat analysis.
- Updated map on orangutan distribution in GLNP.

- Socio-economic study of the GLNP conditions in the study area.
- Detailed analysis of threats to orangutan conservation.
- List of recommended actions to reduce orangutan threats in the park.
- 27 ha of degraded critical orangutan habitat restored.
- Banners, poster and merchandise produced for promoting the image of GLNP.
- Publication of the book « Tersesat di Jalan yang Benar » on experiences in managing GLNP through collaborative schemes

### **UNESCO declared Wakatobi National Park as a Biosphere Reserve in Indonesia**

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On July 11-13, 2012, in Paris, UNESCO has declared the Wakatobi Marine National Park of Southeast Sulawesi province as a world biosphere reserve area. This national park, which has around 1,4 million ha of islands and sea, is located in the heart of Coral Triangle of the Asia Pacific. Wakatobi seas contain 942 species of fish, and 750 coral species of total 850 species in the world.

### **Nominating Inle Lake, Myanmar as a Biosphere Reserve**

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UNESCO in collaboration with UNDP and government agencies actively worked to restore the environmental stability and the improvement of socio-economic conditions of local communities in the Inle watershed area. In this regard efforts of the local communities were supported to nominate the Inle Lake as a Biosphere reserve.



# Chapter 5: Sciences for Society





## Main Activity

# Promoting local and indigenous knowledge: Empowering communities for sustainable development



Empowering communities to increase control over their lives by enabling them to use their local and indigenous knowledge about their physical and social environments is critical to ensure sustainable development. UNESCO Office Jakarta, through the Sciences for Society (SCS) Unit, fosters interdisciplinary interactions between traditional knowledge and scientific knowledge in an effort to generate usable and context-specific knowledge and practices. Promoting Local and Indigenous

Knowledge Systems (LINKS) to help communities conserve the environment, reduce risks from disasters, and adapt to climate change will lead to development of locally-specific strategies to improve community livelihoods and resilience.

Under the Small Island Developing States (SIDS) framework, SCS has supported various activities targeting coastal and small island communities in an effort to enhance their capacity in coping with climatic changes affecting their

environments as well as mitigating consequences of environmental mismanagement and overuse of natural resources. The SCS unit continues to adopt community-based approaches to enable communities to take ownership of various projects.

To promote the use of indigenous knowledge on par with modern science, SCS partnered with government agencies, non-governmental organizations and experts to increase community capacity in negotiating their roles in decisions affecting their lives and environments.

Within the biennium 2012-13, the SCS unit aims to mobilize local and indigenous knowledge and practices to enhance community-based resource management, climate change adaptation, disaster risk reduction, and education for sustainable development. SCS Unit's activities were implemented in Indonesia, the Philippines and Timor-Leste. Each country is home to unique natural and cultural diversity. Safeguarding local and indigenous knowledge is not only crucial to build community resilience but also presents opportunities for positive changes across different regions. Below are the major achievements of SCS in 2012.

## List of Activities in 2012

### Promoting local and indigenous knowledge of Timor-Leste

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On 10 May 2012, a one-day seminar titled “Traditional Knowledge Systems and Cultural Diversity” was held in Dili, Timor-Leste, jointly organized by the Timor-Leste National Commission for UNESCO, Haburas Foundation, and UNESCO Office Jakarta. The objective of the seminar was to elicit various perspectives on the role of traditional ecological knowledge and Timor-Leste’s linguistic, cultural and biological diversity in the promotion of the country’s unique identity, and how they can be used to ensure sustainable development.

This seminar was followed by a book launch of “Matenek Lokal, Timor Nian!” (Local Knowledge of Timor!), which developed out of the national workshop on the topic held previously in Dili in June 2011. The book in Tetum version has been distributed to more than 160 stakeholders and community leaders in Timor-Leste. The official English translation of the book, which was originally published entirely in Tetum, is now available on UNESCO’s website. In total, more than 110 participants representing various government entities as well as diplomatic missions, UN Agencies, NGOs, academia and local communities attended the seminar. The seminar was divided into sessions with 4 presenters on the panel. During the second session, an award-winning

documentary “Uma Lulik: A Casa Sagrada”, directed by Victor de Sousa Pereira, was screened.

Key messages of the seminar highlighted some strategies that need to be harnessed for sustainable development. Uma Lulik (sacred house) was identified as the synthesis of Timor-Leste’s unique culture, language and resource use practices. Therefore, it was recognized as important to promote and preserve these traditional houses. This seminar also recognized the need to develop a policy on languages, which serves as a platform for the transmission of traditional knowledge to the youth and safeguard Timor-Leste’s rich cultural diversity and unique identity.



*Ms. Kirsty Sword-Gusmão, Chair, Timor-Leste National Commission for UNESCO, launching “Matenek Lokal, Timor Nian!” book at the seminar (Photo credit: Estradivari/UNESCO)*

### Strengthening resilience of coastal and small island communities towards hydro-meteorological hazards and climate change impacts (StResCom)

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A three-year project titled “Strengthening Resilience of Coastal and Small Island Communities towards Hydro-meteorological Hazards and Climate Change Impacts” (StResCom) was launched in late 2010, with the Philippines, Indonesia and Timor Leste as target countries. The project is currently being implemented jointly with the Disaster Risk Reduction (DRR) unit. The StResCom focusses on the contribution of local and indigenous knowledge (LINK) to disaster risk reduction (DRR) and climate change adaptation (CCA) in coastal and small island (CSI) communities. The project also aims to foster integration of local and indigenous knowledge with scientific knowledge in DRR and CCA, which is necessary to translate such knowledge and practices into policy. The expected outcome of the project is reduced risk and increased resilience of CSI communities towards hydro-meteorological hazards and climate change impacts.

Local and indigenous knowledge on hydro-meteorological hazards and CCA was documented through action research between October 2011 and April 2012 in the three countries.

The second phase of the project was launched at a workshop held in Jakarta in August 2012. The second phase focusses on (1) integrating LINK with science for disaster management and CCA; (2) developing self-assessment tools for communities to evaluate and use LINK for disaster management; (3) piloting the tools; (4) developing educational and awareness-raising material; and (5) sharing lessons learned and good practices at a regional workshop (April 2013).

Activities undertaken in 2012 under the framework of the StResCom project are listed below:

- Participatory action research to identify and document local and indigenous knowledge relevant to hydro-meteorological hazard risk reduction and climate change adaptation: This was carried out by researchers from Bingkai Indonesia Foundation at Sangihe, North Sulawesi; Demak, Central Java; and Buleleng, Bali (Indonesia); Center for Disaster Preparedness (Philippines), at Rapu Rapu Island, Alabat Island and Angono, Rizal (Philippines); and Realistic Development of Rural Services at Seical, Laisorulai Decima and Laculiu, Baucau (Timor-Leste). The research resulted in documentation, in three countries, of local and indigenous knowledge.
- Regional workshop titled “Integrating Local and Indigenous Knowledge with Scientific Knowledge for Knowledge-based Risk Reduction”, held in Jakarta, Indonesia from 6 – 8 August 2012: The workshop was

attended by 16 participants from 5 countries, representing experts, members of national NGOs, and government agencies. The participants discussed self-assessment tools and methodologies for integrating LINK with scientific and other knowledges for disaster risk reduction and climate change adaptation as well as development of educational & awareness-raising materials for DRR and CCA. Results of action research on LINK on hydro-meteorological hazards and climate change impacts in Indonesia and Philippines were also shared during the workshop.

- Validation of LINKs collected in the first phase and development of self-assessment tools and education materials related to hydro-meteorological hazard risk reduction and climate change adaptation: The activities are being undertaken by implementing partners in each country from November 2012 to April 2013. Our partners are: Center for Disaster Preparedness (Philippines), Tsunami and Disaster Mitigation Research Center (Indonesia) and National Centre for Scientific Research, Universidade Nacional Timor Leste (Timor Leste).



### Implementing coastal environmental education based on traditional knowledge to build climate change resilient communities through UNESCO’s flagship project “Sandwatch”

Under the current global climate change and intensified anthropogenic pressures, communities’ capacity to deal with the consequences of impacts of such threats is limited. Education plays a central role in equipping coastal communities with the necessary knowledge and skills to effectively manage their environment and respond to the projected changes in the world’s climate.

Towards the end of 2012, the SCS unit initiated a pilot project “Observing the beach: empowering coastal communities to adapt to climate change through non-formal education” in Indonesia and Timor-Leste. The objective of this project is to strengthen existing local curricula on coastal environment in pilot schools by emphasizing school-based beach monitoring.

This project adapted the “Sandwatch” methodology as the strategy for its implementation. Sandwatch, a UNESCO initiated project implemented globally, serves as a platform through which children, youth and adults learn from each other about their coastal environments while developing and implementing strategies to prevent further destruction. Initially launched in 1999 in the Caribbean, the project has been implemented worldwide and has received international recognition for its success in fostering community resilience in the face of climate change.

This project targets school students and teachers by actively involving them in environmental conservation efforts as well as enhancing their ability to participate in decisions affecting their environments. The inclusion of traditional marine ecological knowledge in Sandwatch is a unique component to Sandwatch implementation in Indonesia and Timor-Leste. Local and indigenous knowledge is particularly critical as a building block for the development of locally-specific strategies to build climate change resilient communities in a sustainable and self-sufficient manner. Sandwatch pilot project was initiated in Wakatobi, Southeast Sulawesi, Indonesia in December 2012. Two more sites (Bali and Aceh) in Indonesia and one site in Timor-Leste (Liquica) will follow with implementation in early 2013. By mid-2013, the SCS Unit expects 7 senior high schools and 2 elementary schools with at least 140 students and 9 teachers from all pilot sites to be involved in Sandwatch in Indonesia and Timor-Leste. Activities implemented under the framework of Sandwatch pilot project in Indonesia and Timor-Leste are listed below:

- Development of four-page flyer on Sandwatch in Bahasa Indonesia by UNESCO Office Jakarta. This flyer contains a general overview of the Sandwatch and consists of key points of the Sandwatch manual. This flyer can be used in Malay speaking countries such as Indonesia, Malaysia and Timor-Leste.
- Organization a 1.5-day training of trainers on Sandwatch methodology from 17 – 18 December 2012, in collaboration between the SCS Unit and FOCIL Indonesia Foundation.

Eighteen students and six teachers representing three schools (Sekolah Menengah Atas Nasional (SMAN) 1, Madrasah Alliyah Nasional (MAN) 1, and Sekolah Menengah Pertama (SMP) 2 from Wangi-Wangi Island of Wakatobi Regency, Southeast Sulawesi attended this workshop. Participants went on a field-trip to Cemara Beach, Waha village, where they conducted beach mapping and devised a plan of action for Sandwatch implementation at each school. SCS expects that by mid 2013 this project can be expanded and at least 40 students will have been involved in Sandwatch activities in Wakatobi.

- Introduction of the “Indonesian Coastal Education (ICE) – Empowering Communities to Adapt to Climate Change in Indonesia” concept during a panel session at the 3rd Indonesia Carbon Update held in Jakarta from 5 – 7 November 2012. The objective of ICE is to enhance community capacity in the climate change adaptation and to promote coastal area conservation through protecting “blue carbon” repositories, using coastal education “Sandwatch methodologies” and revitalizing local and indigenous knowledge of coastal communities.



# FORUM

ICPD Beyond 2014

Organized by:



Yayasan Nelayan Perempuan

Supported by:



FORD FOUNDATION

In Collaboration with:



Road to

Indonesia  
Speaks

Jakarta, 26 N

## Chapter 6: Social and Human Sciences

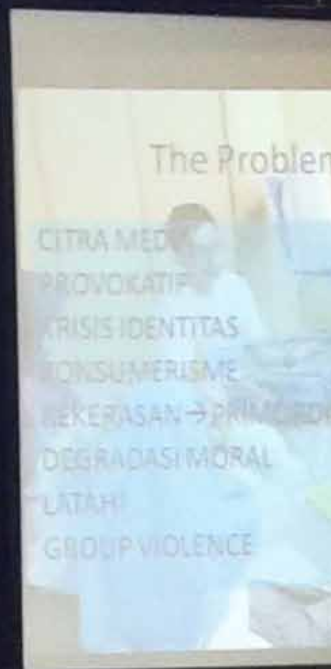
Bali

Youth  
Out

November 2012

### The Problem

CITRA MEDIA  
PROVOKATIF  
KRISIS IDENTITAS  
KONSUMERISME  
KEKERASAN → PRIME BOY  
DEGRADASI MORAL  
LATAH  
GROUP VIOLENCE



## List of Activities in 2012



### Youth Participation and Civic Engagement

UNESCO Jakarta Youth Programme engages with youth and encourages them to actively contribute to their own future by supporting youth organisations at regional level, building skills for youth civic engagement and supporting youth-led initiatives to promote social inclusion and civic participation. UNESCO believes that participatory and strategic involvement of young women in outreach, volunteerism and bureaucracy can bridge the gap between the formal institutions and young women and men, including vulnerable, disadvantaged and marginalized groups, filling a critical gap of unmet needs.

#### *Activities for 2012:*

##### *UNESCO support to the ICPD beyond 2014 Global Youth Forum Bali, 4-6 December 2012*

The Forum provided opportunities to a large number of youth and youth organizations to voice their concerns, meet with their peers, and exchange experiences. It was also an opportunity for government representatives and UN officials to hear from youth about their priorities and views on emerging youth developmental issues.

The Forum and activities leading up to it provided UNESCO with opportunities for networking, exchanging ideas and articulating UNESCO key messages on the role of youth in development as well

as positioning the Organisation's work on youth and civic participation. DIR/JAK, Hubert Gijzen, and Programme Specialist for SHS, Charaf Ahmimed participated at the forum on December 4 and 5, 2012. UNESCO shared the following key messages on youth related issues

- Support to youth voices to enhance interaction between youth and democratic institutions;
- Capacity building in key skills such as leadership, governance, communication, planning and advocacy;
- Youth contribution to the Post 2015 Development Agenda;
- Youth engagement in building a culture of peace; and
- Social media in support of youth participation.

Approximately 600 youth leaders, representatives of 130 UN Member States, civil society organisations, and United Nations (UN) officials participated at the Global Youth Forum (GYF) aimed at promoting youth-led development agenda. The Forum forms part of a formal UN process to review progress, gaps and challenges in achieving the objectives of the Programme of Action of the 1994 International Conference on Population and Development (ICPD). The Forum is the first of three thematic meetings to review progress and produce recommendations. The two other global meetings will focus on Human Rights and Women and will be held in 2013.

***National Meeting 'Road to Bali: Indonesian Youth Speak Out!' Jakarta, 26th November 2012***



In the lead up to the Global Youth Forum, UNESCO teamed up with UNFPA to support a national consultation in Indonesia that included youth discussion about Post-2015 Development Agenda. UNESCO supported the participation of ten young leaders from seven different provinces (DKI Jakarta, East Java, West Nusa Tenggara, Papua, South Sulawesi and North Sulawesi.) to the national consultation in Jakarta. UNESCO's

sponsored participants presented on the situation of youth civic engagement and social inclusion in their communities. They also had the opportunity to interact with government and UN officials and learn about the Post 2015 Development agenda process and issues. All participants discussed and commented on the Declaration of Indonesian Youth Common Position to the Global Youth Forum.

***UN for You (UN4U) campaign, to commemorate UN day Youth Engagement with the U.N: UNESCO's Lecture at University Prof. Dr. Moestopo Jakarta, 15th October 2012***

UNESCO took part on the United Nations for You (UN4U) an annual campaign to promote a better understanding among young people of the work and ideals of the United Nations.



UNESCO Jakarta organised a Youth Engagement event on 15 October 2012 at the University Prof. Dr. Moestopo. Programme Specialist for SHS Mr. Charaf Ahmimed and Assistant Programme Specialist Mr. Daniel Ruiz de Garibay

delivered a lecture and entertained a Q&A session with students and members of the political science faculty. The event was attended by approximately two hundred fifty enthusiastic students eager to learn about the work of the UN. Mr. Ahmimed observed the important role of Indonesia in the United Nations and highlighted the opportunity that Indonesia has to blueprint the Post 2015 development agenda due to the role of President Susilo Bambang Yudhoyono as a co-Chair of the UN High Panel on the Post-2015. Mr. Ruiz de Garibay spoke about UNESCO's work on youth and underlined the importance of young women and men as agents of change.

***Social Inclusion of People Living With Disabilities***

The Government of Indonesia has ratified the United Nations Convention on Rights of People with Disabilities in October

2011, and since then there has been an increasing need for capacity building on disability rights. This programme aims to build the capacity of the national institutions that work or should work for the rights of people living with disabilities



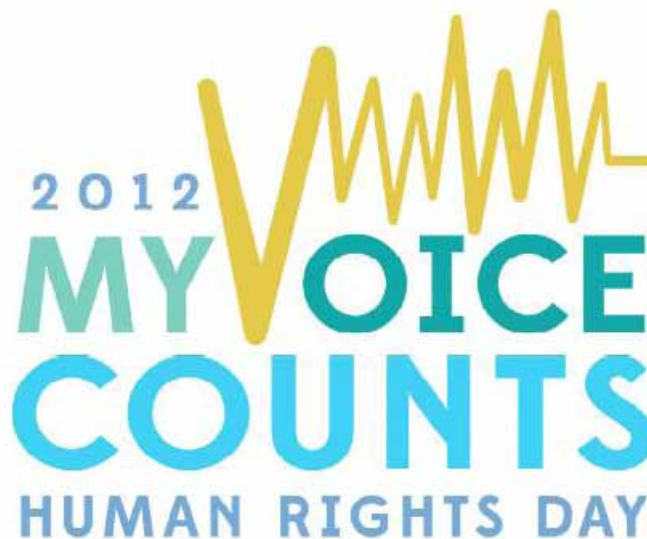
by providing training for both DPOS and policy-makers in order to increase the understanding of the UNCRPD. In line with UNESCO Jakarta work on youth civic participation, our disability programme pays special attention at improving national and local youth disabled people organizations capacity to be active participants in policy development, advocacy and project delivery. Given UNESCO expertise and previous work, this programme focuses on the following rights: access to education and the right to participate in social and political life.

### Activities for 2012

#### *Celebration of Human Rights Day on the topic on the right of participation in civic, cultural and political life for persons living with disabilities, Jakarta December 10, 2012*

To help increase awareness of the rights of people living with disabilities, UNESCO, the International Labour Organisation (ILO), and the United Nations Information Centre (UNIC) in collaboration with Thisable Enterprise organised a day-long special event at Pondok Indah Mall in South Jakarta. Celebrations included workshops, musical performances, photo exhibitions and a talk show.

With the slogan 'My Voice Counts' this event showed the general public that people living with disabilities are an active part of society and can contribute to it in many fields including the arts. Celebrations started early in the morning with four stands displaying technologies



for people with hearing impediment, a stand where by passers could have their face sketched and a stand dedicated to show previous inclusive activities and paintings. This was followed by art and music performances and a talk-show where UN representatives, including Mr. Ahmimed, Head of Social and Human Sciences (UNIC), and other stake-holders discussed the current challenges faced by disabled people in Indonesia.

#### Sustainability Science

UNESCO has initiated, in close collaboration with the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan, a new initiative entitled "Sustainability Science". This project aims to raise

awareness about sustainability science among policymakers in the Asia and Pacific region, with a view to position this as part of the national and regional science and technology policy. This will be achieved by:

- Facilitating a regional workshop that will bridge the knowledge gap on sustainability science, and link the research with policy development,
- Elaborating a conceptual paper on sustainability science, and contributing to promotion and integration of sustainability science in UNESCO's programme strategy.

UNESCO organised an experts meeting on Sustainability Science on September 6 and 7, 2012 in Tokyo. The meeting

was hosted by the Ministry of Education (MEXT) of Japan. Around 20 participants attended the meeting, including academics from Japan, Malaysia, India, UK, and Netherland. The purpose of the meeting was to review the state-of-the-art of sustainability science literature internationally, to analyse the current status of sustainability science in higher education, research and policy as it applies in the Asia and Pacific region and to identify potential pilot projects. This review paper was made available in December 2012, and subsequently presented to policy makers in Asia-Pacific region at a regional workshop in April 2013.

### **Social and Human Sciences, Timor Leste (In close collaboration with Communication and Information) A Culture of Peace**

Important developments have taken place as regards to media in Timor-Leste. A group of experts drafted the new media law and negotiations for the setting up of a press council have taken place with support from UNESCO.

UNESCO has assisted in this regard with a series of capacity building and training activities.

### **Activities for 2012**

Human Rights Education Training of Trainers (ToT) implemented by the National Teachers' Training Institute and Continuing Professional Development.

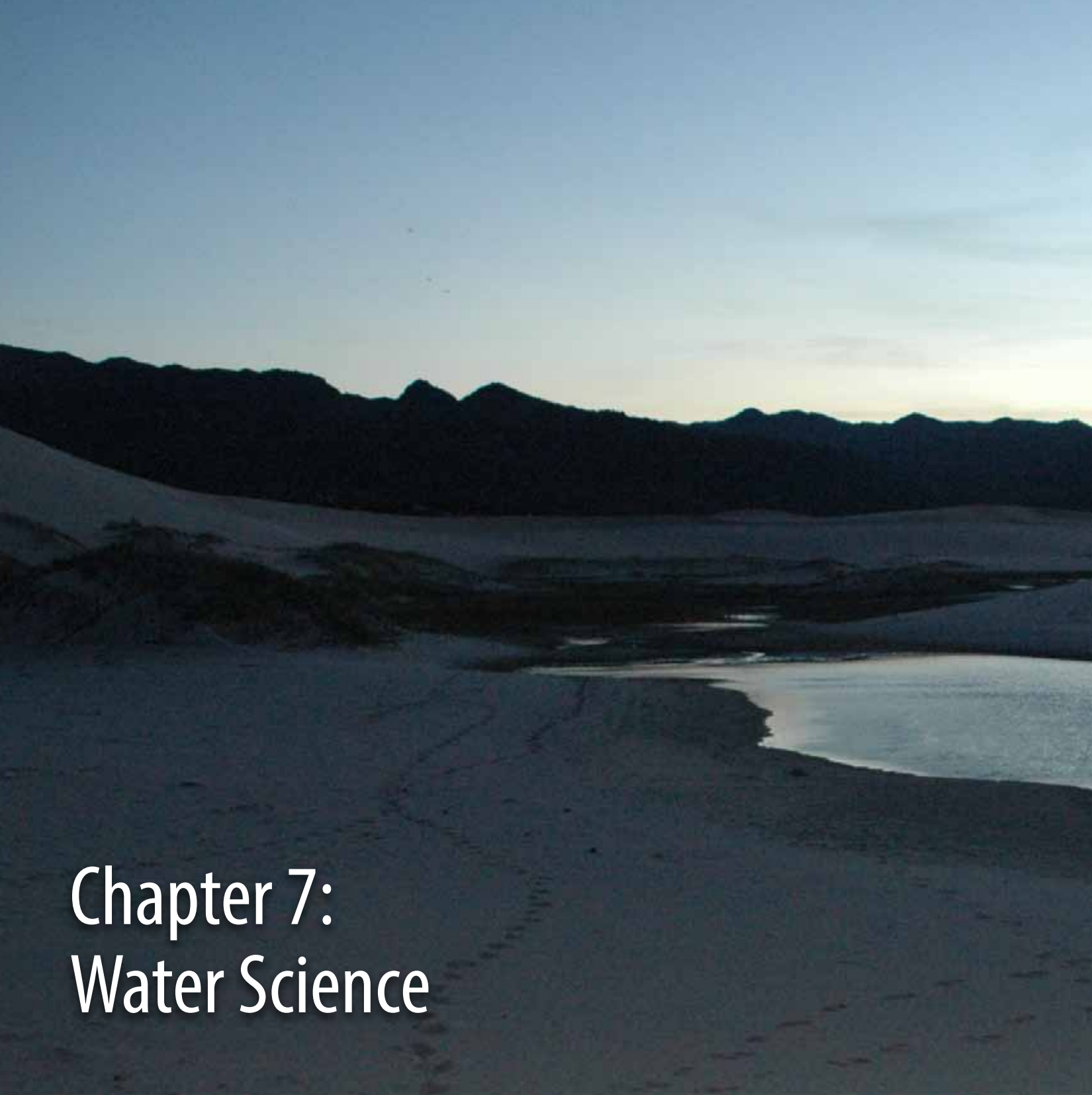


UNESCO in collaboration with United Nations Integrated Mission in Timor-Leste (UNMIT) and the Government of Timor Leste built the capacity of a pool of trainers on citizenship and human rights in order to sustain continuing training of teachers on human rights education. A total of 38 trainer of trainers from across the country were trained on human rights principles and standards through this successful experience run jointly by UNESCO, the Human Rights and Transitional Justice Section of UNMIT, the Ministry of Education of Timor Leste and the Provedoria of Human Rights.

The National Professional Teacher's Training Institute (INFORDEPE), under the Ministry of Education, conducted the training in two sessions held in their installations. Participants were selected from primary, pre-secondary and secondary schools in all 13 districts, with each district having three re-

presentatives. They were provided with new knowledge on human rights and citizenship related issues such as basic concepts, history, principles and characteristics of human rights, and human rights institutions of Timor Leste,

This project served as a follow up to the human rights education manual for teachers developed by UNMIT at the end of 2008. As such, this training included a specific session on the use of this handbook that aims to integrate human rights messages, principles and standards into teacher's daily lessons. The newly trained pool trainer of trainers ensures that all teachers in Timor Leste will receive the appropriate training to teach human rights in a systematic and coherent way. The trained trainers have already started implementing and teaching human rights to students and other colleagues.



# Chapter 7: Water Science



*Managing Aquifer Recharge (MAR) in Vietnam (Photo credit: Ana Alejos Sampedro)*

## List of Activities in 2012



*Managing Aquifer Recharge (MAR) in Vietnam (Photo credit: Ana Alejos Sampedro)*

### Living with the Planet

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

One of our main programmes is the International Hydrological Programme (IHP), UNESCO's intergovernmental scientific programme in water resources, which supports Member States in upgrading their knowledge in the field of hydrology. The programme aims to improve the scientific and technological basis for the development of appropriate

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

IHP activities in 2012 were mainly supported by the Japan Funds-in-Trust through the "Water Interoperability Networks for Global Change Adaptation in Asia Pacific (WINGA – ASPAC) Project.

### Maintaining Interoperability of Water Networks in Asia Pacific Region

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

UNESCO Jakarta in collaboration with the IHP National Committee of

Malaysia (Department of Irrigation and Drainage Malaysia and Humid Tropics Center) organized the “UNESCO-IHP 20<sup>th</sup> Regional Steering Committee Meeting for Southeast Asia and the Pacific” in conjunction with the 2<sup>nd</sup> International Conference on Water Resources (ICWR2012) “Sharing Knowledge of Issues in Water Resources Management to Face the Future” and IHP- Disaster Reduction Hyperbase Workshop, held from 5 to 9 November 2012, in Langkawi, Malaysia.

The RSC meeting holds a significant role as a platform to ensure the smooth implementation of IHP activities and projects in Southeast Asia and the Pacific. Among others, the meeting discussed the important results from the Intergovernmental Council Bureau meetings held in Paris, the sustainability of the Regional Steering Committee meetings and its relevance to IHP VIII.

### Enhancing water related technical capacity

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The 22<sup>nd</sup> IHP Training Course on “Precipitation Measurement from Space and its Applications” was organized by the Institute of Hydrospheric-Atmospheric Sciences of Nagoya University, Water Resources Research Center, Disaster Prevention Research Institute, Kyoto University, National Institute of Information and Communications Technology, Atmospheric Research Promotion Team, Hydrospheric Atmospheric Research Center, Nagoya University and Japan Aerospace Exploration Agency. The training course was held in Nagoya, Japan, from 18 November to 1 December 2012 and

attended by 13 participants. The course included 11 lectures in English, field tour, and practice sessions. All lectures were held at Nagoya University, while technical visit was held at the Nakanihon Air Service Co., Ltd.

In this training course, the basics of precipitation monitoring from space, state of the art of the current global precipitation maps and accuracy were introduced. Examples of global precipitation maps from space were demonstrated and practices for learning skills to utilize the precipitation maps were carried out.



Practical Session at the 22<sup>nd</sup> IHP Training Course (Photo credit: HyARC, Nagoya University, Japan)

All lectures in the 22<sup>nd</sup> IHP Training course were also broadcasted through live streaming and video conference (in collaboration with the Engineering Sciences and Technology Unit (EST) through its e-learning network, i.e. CONNECT Asia incorporating SOI-Asia, NREN's and INHERENT). The e-learning

mode gave opportunities to additional 85 participants to attend. The lectures were also recorded and available online at the IHP Nagoya Forum web site together with the lecture materials ([www.ihpnagoyaforum.org](http://www.ihpnagoyaforum.org)).

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

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The countries in Asia and the Pacific region, with different climate characteristics are vulnerable to hydrological extremes and global changes are increasing the uncertainty associated with extreme

events. Some of these countries are vulnerable to floods and the losses are too high for any government to bear. On the other hand, in arid and semi-arid countries, people are suffering water shortages and droughts which aggravate their food security.

UNESCO Jakarta has been working for years on the adaption approach for land-based disasters and hydrological extremes, particularly floods (AP-FRIEND and Flood Forecasting and Warning System) and droughts (Managing Aquifer Recharge (MAR) and Global Network on Water and Development Information in Arid Lands (G-WADI)) using the Disaster Reduction Hyperbase as a dissemination platform.

Within the framework of Managing Aquifer Recharge, UNESCO Jakarta, in collaboration with Vietnamese Academy of Science and Technology, has been working in Vietnam since 2004 to carry out the “Augmenting Groundwater resources by Artificial Recharge” project in Binh Thuan Province, Vietnam. The project provided not only reliable information on the groundwater situation but also supplied good quality water to local villages affected by longstanding water shortages. The project was completed in 2010 and handed over to the Vietnamese government. Building on the previous successes of 2008, the Vietnamese government requested to



*Managing Aquifer Recharge (MAR) in Vietnam (Photo credit: VAST, Vietnam)*



*IFAS Training Course in Jakarta, Indonesia (Photo credit: APCE, Indonesia)*

carry out the “Impacts of sea level rise by climate change on coastal zones and Islands in the Central Part of Viet Nam” project in Ninh Thuan Province. In 2012, two monitoring investigation campaigns on water resources were conducted to allow data acquisition from surface and groundwater occurrences as well as from the instrumentation already in place in monitoring wells. After the second campaign, a seminar on “Presentation of the preliminary water resources management database and general recommendations” was organized to present the results obtained and to convey the water database as well as recommendation for the proposed integrated multi-system water supply to the Ninh Thuan provincial government “Department of Natural Resources”. The seminar was attended by 29 participants.

As the continuation of comprehensive study on Flood Forecasting and Warning System (FFWS), UNESCO Jakarta in collaboration with ICHARM, focused on the organisation of country training

courses on the Integrated Flood Analysis System (IFAS). The activity is intended to focus on sharing knowledge/ experience and improve capacity building by enhancing UNESCO-ICHARM collaboration through the training courses on Integrated Flood Analysis System. In 2012, in collaboration with the Vietnamese IHP National Committee, UNESCO Jakarta organized an IFAS Training Course in Vietnam. The training course in Vietnam was attended by 38 participants (professional hydrologists, researchers, university lecturers and practitioners) from different Vietnam ministries and departments. Under the guidance of three ICHARM instructors, the workshop was successful in capacity development in flood analysis.

Within the framework of Global Network on Water and Development Information in Arid Lands (G-WADI), UNESCO Jakarta in collaboration with Beijing and Tehran offices is using the G-WADI platform to demonstrate impacts of extreme hydrological situations in two Asian

G-WADI Pilot Basins, namely Heihe River Basin in China and Kashafroud River Basin in Iran. The activity is taking stock of the data and resources already available within these two basins through the Asian G-WADI Network, knowledge and experience of the Asian G-WADI countries. The result will be shared with relevant authorities of the Heihe and Kashfroud Basins in order to develop the integrated basin-wide model which will ultimately result in principals towards an adaptation plan for optimized use of water.

As a dissemination platform, UNESCO Jakarta was also working on the development of linkages between IHP activities and the “Disaster Reduction Hyperbase (DRH)”, which has been carried out in collaboration with the Disaster Prevention Research Institute (DPRI) (from April 2011). The DRH is a web based platform ([drh.edm.bosai.go.jp/](http://drh.edm.bosai.go.jp/)) consisting of DRH Database, DRH

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

### SWITCH-in-Asia Regional Flagship Programme

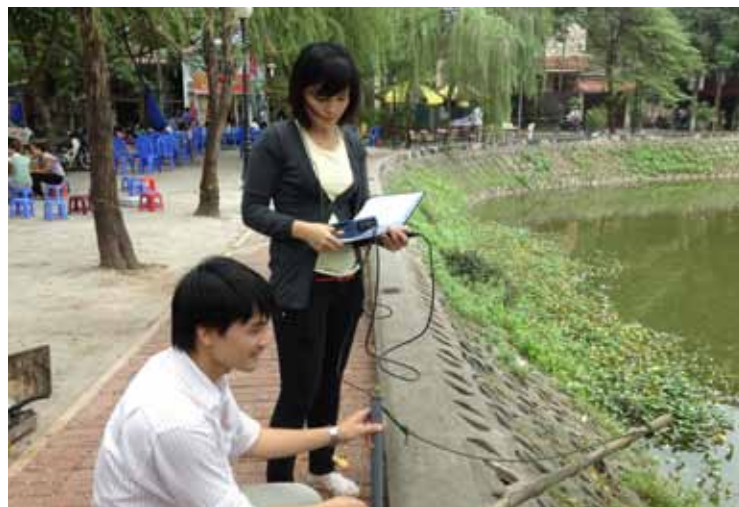
SWITCH-in-Asia is a visionary programme for the Asia and Pacific region that aims to tackle the challenges brought by global change on the management of water resources in Asian cities. In order to meet these challenges, SWITCH-in-Asia calls for a paradigm shift in Urban Water Management (UWM).

In 2012, the SWITCH-in-Asia project was focused on the enhancement of country

based learning alliances (LA), preliminary assessment on the pilot projects as well as donor mapping for fundraisings.

Two established learning alliances, i.e. Citarum (Indonesia) and Hanoi (Vietnam) were maintained and enhanced by means of regular learning alliance meetings. Three Citarum Learning Alliance meetings were organized in Jakarta (June 2012 and February 2013) and in Bandung (November 2012).

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



*Hydrological and water quality assessment of Lake Lang Thuong in Hanoi, Vietnam (Photo credit: VAST, Vietnam)*



A scenic landscape at sunset. On the left, a large, dark tree stands in silhouette against the bright sky. In the center, a dense forest of evergreen trees is silhouetted against the setting sun. The sun is a bright, glowing orb partially obscured by soft, golden clouds, creating a lens flare effect. The sky is filled with wispy, light-colored clouds. The foreground is a dark, grassy field.

# Chapter 8: Culture



## Main Activity

# Save the Borobudur World Heritage Site: Emergency Operation for the Safeguarding of the Borobudur Temple Compounds from the Damage Caused by Mount Merapi Eruption and Revitalization of the Local Community Livelihood in Cultural Industry and Heritage Tourism

The end of 2010 witnessed a catastrophic volcanic eruption of Mount Merapi in Central Java that threatened the Borobudur World Heritage Site and its surrounding areas. In response to the disaster, the Indonesian Ministry of Education and Culture with UNESCO quickly formulated an emergency intervention entitled “Safeguarding the Borobudur Temple Compounds from the Damage Caused by Mount Merapi Eruption and Revitalization of the Local Community Livelihood in Cultural Industry and Heritage Tourism”.

The project started with the cleaning operation of the temple from the corrosive ash which involved over 600

local community members from the surrounding areas of Borobudur. This first phase of action was followed by an in-depth technical assessment on the stone conservation state, in order to set out a measurement for the long-term conservation management of the temple particularly to prevent the monument from massive deterioration and prolonged damage after the eruption. To this end, with financial support from the Federal Republic of Germany, four international experts were invited to conduct the studies and facilitate technical workshop to the local and national conservators.

However, the safeguarding action was not only aimed to preserve the

monument, but also to revive the livelihood of the local community whose economy had been also severely affected by the Mt. Merapi eruption. This third phase of action targets to revitalize the local community livelihood through quality creative industries and heritage tourism, promoting a sustainable livings for the people by giving focused capacity building programme on how to benefit from their local cultural and natural resources. In order to preserve and protect the temple and its surrounding communities from future destructive forces of nature, there are still a lot of works to be done. The project will therefore continue throughout 2013 and into 2014.

## List of Activities in 2012



Director of World Heritage Centre, Mr. Kishore Rao, delivering an opening remark in the World Heritage and Sustainable Development Seminar, Jakarta, 26 September 2012. (Photo credit: ©2012 UNESCO/Masanori Nagaoka)

### World Heritage:

#### *World Heritage and Sustainable Development Seminar, Jakarta, 26 September 2012*

The 'World Heritage and Sustainable Development' seminar was held in Jakarta on the 26th of September 2012. The Seminar had the aim of sharing ideas and experience relating to World Heritage management and sustainable development.

Mr. Kishore Rao, Director of the UNESCO World Heritage Centre, participated in the seminar and gave the key note address within which he outlined the

current activities and future direction of the World Heritage Convention. Mr. Rao's presentation was followed by a lively question and answer session where seminar attendees posed a number of questions concerning UNESCO's activities in sustainable development around World Heritage Sites, processes around the nomination of World Heritage Sites, and the possibility for the establishment of a Category 2 Centre dedicated to World Heritage preservation within Indonesia.

### *Sub-Regional Workshop for the Preparation of Nomination Dossiers for World Heritage Inscription and Development of Management Plans*



Workshop participants, Bali – Indonesia, 26 November 2012 (Photo credit: Credit: ©2012 Ministry of Education and Culture of the Republic of Indonesia)

The six day sub-regional workshop on Preparation of Nomination Dossiers for World Heritage Inscription and Development of Management Plans was held from the 26 November to 1 December in Bali, Indonesia. Funded by the Indonesian Government, the workshop brought together some 100 representatives from Brunei Darussalam, Cambodia, Indonesia, Malaysia, Myanmar, Philippines, Thailand, Timor-Leste, and Vietnam, as well as international experts, representatives from UNESCO's Advisory Bodies (ICCRUM, ICOMOS and IUCN), and staff from the World Heritage Centre and UNESCO Field Offices in the Southeast Asia region. The workshop was designed to help equip participants with detailed knowledge and skills to prepare nomination dossiers for listing heritage sites on the Tentative and World Heritage Lists as well as to develop management plans for heritage sites.

## Safeguarding Borobudur World Heritage Site: Scientific Research and Stone Conservation Work at the Monument:

### Stone Conservation Workshop, Borobudur, Central Java, Indonesia, 11-12 January 2012



Stone Conservation Workshop at Manohara Centre of Borobudur Study, Borobudur-Indonesia, 11 – 12 January 2012 (Photo credit: ©2012 UNESCO Jakarta/Martin Wills)

As part of the ‘Emergency Safeguarding Operation for the Borobudur Temple Compounds’, UNESCO – in close collaboration with the Ministry of Education and Culture and the Ministry of Tourism and Creative Economy – invited two stone conservators from Germany to the Borobudur Temple. During their ten-day stay, Prof. Hans Leisen and Dr. Esther Von Plehwe Leisen conducted a scientific assessment on the current state of the stone conservation at the Borobudur Temple. They also led a Stone Conservation Workshop on 11th and 12th January 2012 to around 25 participants. The participants consisted of staff mainly from the Borobudur Borobudur Conservation Office and other staff from offices throughout Java.

This workshop was made possible thanks to generous funding from the Federal Republic of Germany

for Cultural Affairs of the Ministry of Education and Culture, H.E. Melba Pria, the Mexican Ambassador to Indonesia and a member of the steering committee



### Germany Supports to Indonesia and UNESCO’s Efforts to Safeguard the Borobudur World Heritage Site

On 11 June 2012, Germany and UNESCO signed an agreement at the Indonesian Ministry of Education and Culture office, in order to formally agree continued close cooperation in safeguarding the Borobudur World Heritage Site. The German Government contributed over 130,000 USD to UNESCO for this project.

The agreement which was signed by H.E. Norbert Baas, the Ambassador of the Federal Republic of Germany to Indonesia and Hubert Gijzen, Director and Representative of UNESCO Office, Jakarta, defines an outline how the funds will be put to use. The signing of the agreement was witnessed by H.E. Wiendu Nuryanti, Vice Minister

The signing ceremony between the Government of the Federal Republic of Germany and UNESCO marked the financial support of German Government to UNESCO’s project in safeguarding the Borobudur World Heritage Site (Photo credit: ©2012 UNESCO Jakarta/Martin Wills)

of “Friends of Borobudur”, who has been instrumental in raising funds for the Save the Borobudur Project and Francesco Bandarin, Assistant Director-General for Culture of UNESCO.

### Borobudur Conservation Research Mission Funded by the Federal Republic of Germany, 10-17 June 2012

In response to a report made by Dr Hans Leisen and Dr Esther Von Plehwe Leisen (two stone conservation experts from Germany) who analysed the temple in January 2012, UNESCO invited four



*Dr. Eberhard Wendler, a chemical engineering expert from Germany, during an in-situ session with Indonesian young stone conservators at the Borobudur Temple (Photo credit: ©2012 UNESCO Jakarta/Martin Wills)*

international expert to conduct a scientific in-situ research at the Borobudur Temple site. Joining the two experts were Dr Eberhard Wendler (a chemical engineer from Germany) and Dr Ichita Shimoda (a structural engineer from Japan). The four experts jointly measured the heat and dampness of the stones as well as

the stones' water intake rates and their densities. They also investigated the temple's under-floor drainage systems to determine whether the temple was draining rainwater effectively. Towards the end of the in situ period, the experts began testing mortars that will be used to fill the gaps between the stone blocks to reduce water infiltration.

### **Safeguarding Borobudur World Heritage Site: Local Community Empowerment and Livelihood Enhancement through Cultural and Tourism Industry:**

#### ***Australian Government Announce a \$220,000 Contribution to UNESCO's Safeguarding Borobudur Project***

On Sunday 15 July 2012, H.E. Sen. Hon. Bob Carr, the Australian Minister of Foreign Affairs, announced the Australian

government contribution of 219,340 USD to UNESCO's Borobudur project through AusAID. The announcement was made during the Minister's visit to the Borobudur temple where he had chance to explore the site and see the work that has been undertaken since the eruptions of Mt Merapi in 2010. The Minister also expressed his wish to help the local communities through contributing to the Third Phase of UNESCO's Borobudur project, which will focus on improving the livelihoods of communities through the creative and tourism industries.

#### **World Heritage Education for Young People Programme, a collaboration between EF English First and UNESCO:**

#### ***EF English First - UNESCO World Heritage Education for Young People Programme in Jatiluwih, Bali on 24-26 June 2012***



*The Australian Minister of Foreign Affairs, Sen. Hon. Bob Carr, announced Australian Government contribution to UNESCO's project on the revitalization of community livelihood in Borobudur (Photo credit: ©2012 UNESCO Jakarta/Martin Wills)*

*EF English in collaboration with UNESCO organized a World Heritage Education for Young People Programme in Balir (Photo credit: ©2012 UNESCO Jakarta) >>*



UNESCO and EF English First Indonesia co-organized the second UNESCO's World Heritage Education programme in Bali from 24 to 26 June, 2012 following the success of UNESCO's World Heritage Education programme at the Borobudur Temple Compounds in 2011. The World Heritage Education programme is designed to promote discussion and encourage interaction with others,

resulting in the re-affirmation of young people's own identity whilst promoting mutual respect for other people. The various activities that were organized during the 3-day World Heritage Education programme are intended to develop an appreciation, a sense of identity and belonging to their own country. With such self-awareness in place, the young generation would have a stronger basis of the knowledge of their history and cultural heritage preservation.

### The Cultural Landscape of Bali Province: the Subak System as a Manifestation of the Tri Hita Karana Philosophy:

#### *Bali Cultural Landscape Added to the World Heritage List at the 36th Session of the World Heritage Committee*

On 29 June the World Heritage Committee unanimously agreed to adopt the recommendation of UNESCO's advisory bodies and enlist the Cultural Landscape of Bali onto UNESCO's World Heritage List.



*Bali Cultural Landscape: the Subak System as a Manifestation of Tri Hita Karana Philosophy (Photo credit: ©2012 UNESCO Jakarta)*

The full name of the inscription is the 'Cultural Landscape of Bali Province: The Subak System as a Manifestation of the Tri Hita Karana Philosophy' and has been enlisted as a cluster site incorporating Bali's unique Subak system, the Supreme Water Temple of Pura Ulun Danu Batur, Lake Batur, the Subak Landscape of the Pakerisan Watershed and Cater Angga Batukaru and the Royal Water temple of Pura Taman Ayun, the island's main temple complex.

Intangible Cultural Heritage in the Asia-Pacific Region under the Auspices of

UNESCO (CRIHAP) was organized, and the inaugural ceremony of CRIHAP in Beijing, P. R. of China on 22-23 February, 2012, which was followed by a one-day scientific symposium of intangible cultural heritage (ICH). Around one hundred fifty participants including selected experts in Asia and Pacific region, and the Chinese governmental



### Intangible Cultural Heritage:

#### *Inaugural Meeting of the International Training Centre for the Intangible Cultural Heritage in the Asia-Pacific Region under the Auspices of UNESCO (CRIHAP) in Beijing, PR of China, 22-23 February 2012*

The official inaugural meeting the International Training Center for the

*Participants of the Inaugural Meeting of the International Training Centre for the Intangible Cultural Heritage in Beijing, China (Photo credit: ©2012 UNESCO)*

officials as well as the staff of CRIHAP took part in the meeting. Francesco Bandarin, the Assistant Director General of Culture of UNESCO and the UNESCO Culture Field Officers from Beijing, Kabul, Bangkok, Islamabad, Dhaka, Jakarta, and Apia participated in the meeting.

### **Capacity-Building Workshop on the Implementation of the 2003 Convention for the Safeguarding of Intangible Cultural Heritage, Dili – Timor Leste, 10-12 April 2012**

A three-day Capacity Building Workshop on the Implementation of UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (ICH) was held on 10-12 April 2012 at Hotel Timor in Dili, Timor-Leste in collaboration with the Ministry of Education of the

Democratic Republic of Timor-Leste with the support from the Government of Japan through UNESCO Japanese Funds-In-Trust for the Safeguarding of Intangible Cultural Heritage. Attended by some 60 participants, including national and district Culture officials, governmental officials from other relevant ministries, academics, NGO representatives and community members, the fourteen sessions of this workshop were intended to help participants gain a broad understanding of the possible activities involved in implementing UNESCO's Convention for the Safeguarding of the Intangible Cultural Heritage.



### **Capacity-Building Workshop on Community-based Inventory of the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage held on 23-25 October, 2012 in Suai sub-district, Timor-Leste**



*Local participants of the Community Based Inventory of Intangible Cultural Heritage Workshop in Suai, Timor Leste (Photo credit: ©2012 UNESCO Jakarta)*

For three days, the workshop which was supported by the Government of Japan through UNESCO Japanese Funds-In-Trust for the Safeguarding of Intangible Cultural Heritage, gathered some 50 participants, including national and district culture officials, governmental officials, Suai Sub-District community leaders, teachers, young traditional female dancers, local traditional musicians, and other community members. The workshop was divided into twelve sessions which were intended to help equip participants with basic knowledge and skills to design and facilitate a community-based inventorying process tailored to the current circumstances

*Participants of the Capacity Building Workshop on the Implementation of UNESCO 2003 Convention for the Safeguarding of Intangible Cultural Heritage in Dili, Timor Leste (Photo credit: ©2012 UNESCO Jakarta)*

of Timor-Leste. Through these training sessions, participants acquired a broad understanding on how the Convention works and recognizes diversity within a community regarding their ICH, as well as the importance of the inclusion of youth, elders and women as part of multiple voices on ICH.

### **ICHCAP 2012 Sub-Regional Meeting for Intangible Cultural Heritage Safeguarding in South-East Asia, Jakarta, 10-12 September 2012**



*Participants of the ICHCAP 2012 Sub-Regional Meeting for ICH Safeguarding in Taman Mini Indonesia Indah, Jakarta - Indonesia (Photo credit: ©2012 UNESCO Jakarta/ Narumi Nurulfitrach)*

The 2012 Sub-Regional Meeting for Intangible Cultural Heritage (ICH) Safeguarding in South-East Asia was organized by ICHCAP (International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region) under the auspices of UNESCO and the Ministry of Education and Culture, Indonesia. Some 70 participants joined the Forum including representatives from 10 member states of ASEAN (Association of South East Asia Nations), and Timor-Leste. The meeting



was also attended by representatives from the Republic of South Korea and facilitated by intangible cultural heritage experts from within the sub-region. The meeting focused on the issues relating to the safeguarding of Intangible Cultural Heritage and the potential for collaboration amongst ASEAN and East-Asian countries.

***Noken Woven Bag from Papua, Indonesia, Inscribed on the UNESCO List of Intangible Cultural Heritage in Need of Urgent Safeguarding***



The Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage has inscribed the 'Noken multifunctional knotted or woven bag, handcraft of the people of Papua' on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding. Noken is a knotted net or woven bag handmade from wood fibre or leaves by communities

in Papua and West Papua Provinces of Indonesia. Men and women use it for carrying plantation produce, catch from the sea or lake, firewood, babies or small animals as well as for shopping and for storing things in the home.

The number of people making and using Noken is diminishing, however. Factors threatening its survival include lack of awareness, weakening of traditional transmission, decreasing numbers of craftspeople, competition from factory-made bags, problems in easily and quickly obtaining traditional raw materials, and

*Papua women weaving Noken bag (Photo credit: ©2011 Centre for Research and Development of Culture)*

shifts in the cultural values of Noken. Inscriptions on this List would help to mobilize international cooperation and assistance for stakeholders to undertake appropriate safeguarding measures.

**Movable Heritage and Museum:**

***Capacity Building Workshop on Museum Object Display and Presentation in Surabaya, Indonesia (05-09 November 2012)***

As part of the museum workshops series implemented by the Indonesian Government and UNESCO since 2010 in order to meet the 2010-2014 Strategic Plan of the Indonesian Ministry of Education and Culture, A five-day Capacity Building Workshop on Museum Object Display and Presentation was held in Surabaya, Indonesia from 5-9 November 2012. The workshop was aimed to assist the Indonesian museum staff enhancing their capacity on museum object display and security.



*Capacity Building Workshop on Museum Object Display and Presentation in Surabaya, Indonesia (Photo credit: ©2012 UNESCO Jakarta)*

Some 35 participants from provincial and private museums across Indonesia participated in theoretical presentations, interactive discussion, and practical

work at a museum facilitated by Mr. Xerxes Mazda, of the British Museum, and Mr. Robert Knox, formerly of the British Museum and a UNESCO Culture consultant. From these experts, the participants gained a firsthand knowledge on story-line creation, label and panel writing, exhibition narratives, use of lighting, use of display cases and appropriate ways to ensure object security and protection from seismic activity.

### Underwater Cultural Heritage:

#### *A Regional Meeting for Asia-Pacific on the Protection of Underwater Cultural Heritage in Koh Kong City, Cambodia on 14-15 May 2012*



*A Regional Meeting for Asia-Pacific on the Protection of Underwater Cultural Heritage in Koh Kong City, Cambodia (Photo credit: ©2012 UNESCO Jakarta)*

A two-day meeting for the Asia-Pacific region on the Protection of Underwater Cultural Heritage (UCH) was organised by the Government of Cambodia and UNESCO in Koh Kong City, Cambodia

on 14-15 May in 2012. Around 80 government officials from 14 countries in the Asia and Pacific region and international experts as well as UNESCO



staff attended the meeting. This regional meeting was organised to help the Asia-Pacific countries accelerate ratification of the 2001 Convention, strengthen regional networks and produce a document presenting specific proposals and a pragmatic action plan for the implementation of the 2001 Convention.

### UNESCO's Participation in Inter-States Meeting:

#### *The 5th ASEM Culture Ministers' Meeting in Yogyakarta, Indonesia on 17-20 September 2012*

The 5th ASEM Culture Ministers' Meeting was jointly organized by the Indonesian Ministry of Education and Culture, the Asia-Europe Foundation (ASEF) and the University of Gadjah Mada at the Hyatt Regency Hotel in Yogyakarta from 17 to 20 September 2012.

The meeting gathered around two hundred representatives from twelve Asian and European countries including their respective Culture Ministers, national officials, ASEM partners and UNESCO.

*The 5th ASEM Culture Ministers' Meeting in Yogyakarta, Indonesia (Photo credit: ©2012 UNESCO Jakarta)*

The objective of the meeting was to investigate innovative models of collaboration for the preservation, revitalization and promotion of the tangible and intangible heritage of cities. During the meeting, each country representative shared experience and knowledge with regard to the protection and management of the historic cities landscape pursuant to sustainability values.



*Director and Representative of UNESCO Office Jakarta, Prof. Hubert Gijzen, representing UNESCO at the 5th ASEM Culture Ministers' Meeting in Yogyakarta, Indonesia (Photo credit: ©2012 UNESCO Jakarta)*



# Chapter 9: Communication & Information



# Free flow of information

The CI Unit promotes freedom of expression and freedom of the press as a basic human right through lobbying and monitoring activities. It highlights media independence and pluralism as fundamental to the democratic process by providing advisory services on media legislation and by making governments, parliamentarians and other decision-makers aware of the need to guarantee free expression. Numbers of training-sessions have been conducted to support independent media in conflict zones to enable them playing an active role in conflict prevention and resolution and the transition towards a culture of peace.

## List of Activities

### Training for Journalists on Environmental Changes Reporting. October 2012 Dili, Timor-Leste



Timor-Leste Media Development Centre, in collaboration with UNESCO, organized a training for journalists on environmental

changes reporting. The training was held in Dili, Timor-Leste from 17 October to 20 October 2012 and it was attended by 25 people including Timorese media practitioners, university students, UNTL lecturers and civil servants.

The training provided participants with a unique opportunity to learn about techniques on environmental changes reporting and new knowledge on climate change issues in Timor-Leste. The training included a half-day fieldwork period during which the trainees visited a dump-site where they could witness firsthand the impact of humans on the environment. With the findings in the field and the knowledge acquired in the training they managed to write consistent news articles.

### Supporting Strategic Planning for the Establishment the Timor-Leste interim Press Council



Currently, there is no mechanism to handle media complaints or to provide redress against unprofessional journalism in the country. A strong self-regulatory approach through the establishment of a press council is a necessary step towards a truly free, independent and pluralistic media.

The establishment of a Timor-Leste Press Council representing local media practitioners, publisher or owner, and members of the public will directly contribute to increase the professional standards of journalism in the country. As part of UNESCO's support for the establishment of a Press-Council, UNESCO bargained several meetings all six media associations (AJTL, ARKT, CIJTL, Press Club, STJL, TILPA) resulting on the endorsement of the UNESCO's proposed idea of a steering committee that will oversee the implementation of the project entitled Supporting Strategic Planning for the Establishment of the Timor-Leste interim Press Council.

## Freedom of Expression

UNESCO promotes freedom of expression and freedom of the press as a basic human right, through sensitization and monitoring activities. It also fosters media independence and pluralism as prerequisites and major factors of democratization by providing advisory services on media legislation and sensitizing governments, parliamentarians and other decision-makers.

### Activities for 2012

#### *Safety of Journalists and the Dangers of Impunity: Public Discussion on the Safety of Journalists when Performing their Jobs*

On May 3 UNESCO in collaboration with the Alliance of Independent Journalists (AJI) and the National Commission

of Human Rights celebrated a public discussion on the safety of journalists when performing their job in the context of the impunity of human rights abuses committed against them.

The UN Resident Coordinator Dr. El-Mostafa Benlamlih opened the session quoting the joint message by UN Secretary-General and UNESCO Director-General on the occasion of World Press Freedom Day. Dr. Benlamlih stated that “last year, UNESCO condemned the killing of 62 journalists who died as a result of their work. These journalists must not be forgotten and these crimes should not remain unpunished. As media moves online, more online journalists, including bloggers, are being harassed, attacked, and killed for their work. They must receive the same protection as traditional media workers”.

Through this activity UNESO contributed to increase public awareness on the need to defend freedom of expression and freedom of the press as a basic human right. UNESCO also contributed to foster the idea that media independence is a major prerequisite for democratization.

### **Workshop on Journalism Curriculum Planning for University Lecturers and Training Institutions (Towards Competency-based Journalism Curriculum Planning) 27-28 April 2012, Dili (Timor Leste)**

The Workshop on Journalism Curriculum Planning for University Lecturers and Training Institutions was held on 27-28 April 2012 at Vista Verde Hotel, Dili, Timor Leste. It was organized by

the Timor Leste Media Development Center (TLMDC) in coordination with the National University of Timor Leste (NUTL) and with support from UNESCO Office Jakarta.

A total of 17 individuals attended the two-day forum including university lecturers and trainers from major journalism training institutions in the country such as TLMDC and Centru Jornalista Investigativu Timor Leste (CJITL).

The goal of the workshop was to understand the new paradigm of outcome-based education (OBE), particularly competency - based curriculum planning. This new paradigm is expected to provide journalism teachers and trainers a new framework in reviewing/revising the existing Social Communication curriculum of the NUTL and in preparing training programs for the various training institutions in the country, mostly media NGOs. The workshop also provided an opportunity to reorient the participants on the UNESCO Model Curricula for Journalism Education, including the core competencies listed in the document and the Tartu Declaration Competency Goals.

### **World Press Freedom Day celebration focused on the safety of Journalists and the dangers of impunity, 4 May 2012, Jakarta (Indonesia)**

World Press Freedom Day in 2012 was centered on the theme of New Voices: Media Freedom Helping to Transform Societies. In this context, UNESCO in collaboration with the Alliance of

Independent Journalists (AJI) and the National Commission of Human Rights celebrated a public discussion on the safety of journalists when performing their job and the impunity of human rights abuses committed against them.



The UN Resident Coordinator Mr. El-Mostafa Benlamlih opened the session reminding that “ in 2011, UNESCO condemned the killing of 62 journalists who died as a result of their work. These journalists must not be forgotten and these crimes should not remain unpunished. As media moves online, more online journalists, including bloggers, are being harassed, attacked, and killed for their work. They must receive the same protection as traditional media workers”.

According to AJI, at least 8 cases of killing of journalists in Indonesia remain unclear. These cases were the main issue under debate during the panel discussion that included the Chairman of Indonesian Human Rights Commission, Mr. Ildal Kasim; the President of AJI, Mr. Eko Maryadi; and the Chairman of Indonesian Press Council, Mr. Bagir Manan



# Chapter 10: Timor Leste Overview





# Rio+20, Sustainable Development Goals (SDGs) and the Quadrennial Comprehensive Review Policy (QCPR): Aims of a better future: What will you do next!

*The community leader could be wondering what these interesting formulas have to do with her/him. They do, they are about us, they are about you!*

Rio+20 is about building the future we want. Rio+20 signifies a renewed political and people's commitment for sustainable development, this meaning a path way to safer environment, safe water, breathing clean air, having access to education, having enough to eat, decent jobs and live with dignity (part of the SG message on Rio+20). Rio+20 gives us an opportunity to set a new framework of action that balances the imperatives of growth and economic development with the social and environmental dimensions of sustainable prosperity and human well-being.

This historical conference builds on the 1992 Earth Summit that put sustainable development on the global agenda and the resolutions that emanated from it are critical to better address our actions towards a safer and decent planet in which all of us live. All of us have to get involved and take a shared responsibility to make this happen. You need to voice and be an active player in the future you want. This is indeed about you and for you. Ask yourself what your contribution was to Rio+20 and what lessons will you



be taking and applying from there. Visit immediately [www.uncsd2012.org](http://www.uncsd2012.org) and plan to take some action either in your community family or institution.

I will, the UNESCO family will and we will involve you and all other partners. We will need your collaboration and guidance. We will need to exchange best practices and let be guided by them. We are conscious that the “better future” will come with informed evidence based decisions we take today.

The UN as the people's and Government's organization has been playing a crucial role in leading the way to a sustainable

development. The Secretary-General has made sustainable development a priority for his five year Agenda for Action. The UN has itself been making efforts to increase its performance and effectiveness in the

way it delivers its services and support. The Quadrennial Comprehensive Policy Review (QCPR) evaluates the effectiveness and efficiency of the United Nations development system's support to national efforts of combating poverty. The 2012 QCPR will set the stage for a deepened transformation towards a more coherent, effective, efficient and results based UN. We want to improve, we want to be able to respond more effectively to your community challenges. We will once again need your collaboration and guidance.

The UN family in Timor Leste praises the Rio+20 conference for having agreed to launch the Universal Sustainable Development Goals – SDGs building on the advances under the Millennium Development Goals (MDGs), which will be an integral part of the post-2015 development framework.

# List of Activities in 2012

## Multilingual Education: A Way to Social Inclusion and Quality of Education

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One of the benefits of Multilingual Education worldwide is to encourage maximum participation of children in the learning process regardless of their economic, social and linguistic background. “Multilingual Education promotes social inclusion and improves quality of education through enabling all children especially those in remote areas to access to education regardless of their inability to speak the official languages at schools”, said Dillyana Daten, learning manager of PLAN International and a member of REPETE 13 that organized a public awareness seminar on the subject in January 2012.

The seminar aimed at sharing information and raise awareness on the importance, principles and benefits of the Mother Tongue-Based Multilingual Education. “One way of guaranteeing quality of education and children’s acquisition of initial literacy is to use the language they understand the most in the early stages of learning at school”, she added.

## Official Presentation of the Pilot Program on Mother Tongue Based-Multilingual Language Education in TL

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The pilot program on Mother Tongue Based-Multilingual Language (MTB- MLE)

is being implemented in three districts in the country: Lautem, Manatuto and Oecusse .

Two pre-schools and two primary schools per district were selected to participate in the pilot programme making a total of 12 pilot schools. Continuous training is being conducted for trainers and teachers administering the project.

At pre-school level, and from grade 1- 4 in primary school, children use their mother tongue as the language of instruction. It is through their mother tongue that the official languages (Portuguese and Tetun) are gradually introduced. They (Tetun and Portuguese) then become the languages of instruction in Grade 4 and 5. The generic plan for implementation of the MTB- MLE pilot program was presented to and approved by the Ministry of Education on 13th December 2011.

The language progression plan is the following:

Pre-school year 1 -- Oral communication between teachers and pupils using their first language/mother tongue

Pre-school year 2 --- Basic reading and writing in the first language is introduced to the pupils using their first language/ mother tongue

Grade 1 --- Pupils go through fluency reading and writing of their first language/ mother tongue. At this stage the second

language (Tetun) is introduced orally as a subject

Grade 2 --- Introduce basic reading and writing in the second language (Tetun).

The third language (Portuguese) is introduced orally at this stage as a subject

Grade 3 --- Pupils go through fluency reading and writing of the second language (Tetun). Basic reading and writing of Portuguese is introduced using equally the mother tongue

Grade 4 --- Pupils go through fluency reading and writing of Portuguese using both the mother tongue and Tetun. English is introduced orally using the mother tongue and Tetun

Grade 5 --- Portuguese and Tetun become the principal Languages of instruction and education and deploy the first language/mother tongue whenever necessary to reinforce comprehension.

The first language/mother tongue is used as the main language of instruction from pre-school to grade 4 of the primary level.

## Research and Launch of a Book on Traditional Knowledge of Timor Leste

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With the understanding that preserving, maintaining and transmitting traditional knowledge systems are vital for the conservation of biological and cultural diversity, which in turn are prerequisites for achieving sustainable development, UNESCO has supported, since 2011, activities to promote traditional

knowledge systems and linguistic, cultural and biological diversity of Timor Leste.

Following a year long research, consultations and public debate, on 10 May 2012, the first edition of the book on local knowledge in Timor Leste was launched “Matenek Lokal, Timor Nian” (Local Knowledge of Timor!).

The book published in Tetun and English showcases the richness of local & indigenous knowledge and cultural diversity in the country. More than 110 participants from government officials, embassies, NGOs, UN agencies and universities attended the seminar that launched the book. One of the important messages coming out of this seminar was that cultural diversity and traditional knowledge of Timor Leste are two important aspects for promoting sustainable development and national unity, but both may be diminished easily due to rapid westernization if they are not promoted and preserved.

### **UNESCO support to the National Directorate for Recurrent Education (NDRE)**

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#### ***First draft Operations Manual for the Recurrent Education Programme presented to NDRE for discussion and inputs***

The first draft of the Operations Manual for the recurrent education sector was presented during 23-24 May to the National Directorate for Recurrent Education at the Ministry of Education in Dili, for inputs. This was an important step towards the con-

solidation and harmonization of the operating procedures of the recurrent education system in Timor Leste. The manual is a detailed guide containing the goals, policies and operating procedures to guide the management and implementation of the National Directorate for Recurrent Education (NDRE) Master Plan. The key audience of the May consultation and input gathering workshop were the NDRE staff at all levels namely national directorate, district and sub-district coordinators and key partners in the recurrent education sector. UNESCO provided specialized, technical and logistical support for the development of the Manual.

#### ***Training in the application of effective techniques on the pedagogy of adult learning***

Seven Modules of theory and practice for adult literacy constituted the core of a training provided to the National Directorate for Recurrent Education (NDRE) to enhance their techniques on the pedagogy of adult learning (Dili 23-27 April 2012). The modules included topics on the management of adult learning, effectiveness of education for new and advanced literates, managing adult learning groups, techniques to motivate adult learners, assessment systems for adult learners, and the development of a professional portfolio for adult teaching-learning activities.

#### ***Training in problem solving and decision making skills***

A 5 day capacity building workshop held in Dili (February 6 – 10, 2012) was organized for the National Directorate of

Education (NDRE) personnel and leaders of Community Learning Centers (CLCs) with the objective of strengthening their problem solving and decision making skills. The workshop aimed specifically at enhancing participants’ knowledge in understanding problem solving methods and decision making in the organization; acquiring knowledge and skills on different types of problem solving methods and decision-making models; identifying gaps and problems in problem solving and decision making skills and the abilities of decision-makers in recurrent education; and, improving problem solving skills and decision making practices at NDRE.

The specific topics discussed included the following: an overview of the recurrent education structure and programme in TL; building learning commitment; the concept and practice of problem solving; methods of problem solving; types of decision makers; development of problem solving methods; creative problem solving method (CPS); decision making method; the Delphi technique; and teamwork.

### **Community Learning Centers (CLCs), Vehicles for Education at Grassroots Level**

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Community Learning Centers (CLCs) aim to develop effective community-based non-formal education and literacy at the grassroots level and they contribute to the national education plan of providing Education for All.

The main functions of CLCs are to provide: (i) education and training, (ii) community information and resource

services,(iii) community development activities, and (iv) co-coordination and networking. All these functions provide learning opportunities for communities whilst facilitating access to learning and education in a non-formal setting.

UNESCO has supported the establishment of three experimental CLCs in Timor Leste, in Bazartete (Liquica District), Kraras (Viqueque District) and Ililapa (Lautem District). Besides the core educational activities, the array of community based initiatives vary from center to center.

In Bazartete, the main parallel activity is sewing and Tais making. In Ililapa, CLC members also use the center as a vehicle for mutual collaboration in carpentry, jam making and tais making. In Kraras, activities involve handicraft making and selling, bamboo furniture making, and the making of traditional medicine. The center can also help the coordination of other agencies' activities in the community so as to avoid duplication and maximize the existing resources.

### **A Situation-Response Analysis of the Education Sector's Response to HIV, Drugs and Sexual Health in Timor-Leste, 2012**

Within the UNAIDS division of labor, UNESCO is the convening agency on ensuring good quality education for a more effective HIV response. UNESCO also leads the global UN-AIDS initiative on education and HIV and AIDS, called EDUCAIDS, which seeks to promote, support and develop comprehensive education sector responses to HIV and AIDS at the national level, in collaboration

with governments, national AIDS commissions, UN partners and civil society organizations.

This review, mainly desk research, of the education sector response to HIV, drugs and sexual and reproductive health in Timor-Leste aimed at examining the present policy and programmatic response in the sector, to identify gaps and to propose recommendations to support the response.

Timor-Leste has low HIV prevalence with less than 0.1 per cent of the population living with HIV. The first case of HIV in Timor-Leste was detected in 2001. Although HIV prevalence in the general population appears to be low, prevalence rates among Female Sex Workers (FSW) and Men who have Sex with Men (MSM) are higher at 2.76 per cent and 1.33 per cent respectively. There are no data on HIV infections among people injecting drugs and data on drug use in Timor-Leste are limited.

The number of confirmed HIV cases is still relatively low though increasing numbers have been reported from one case in 2001 to a total of 211 reported cases in 2010. Half of these cases are among people aged 25-44 years old. Males represent 53 per cent of all cases. A concerning indicator of HIV risk can be observed in the number of reported STI cases treated at 25,877 in the year 2009 in a country with a population of slightly over one million.

Studies show that there are significant differences between sexual behaviors of young men and women. In one recent study of 1,000 young people (aged 15-24)

in 5 districts, 60 per cent of young males reported having experienced sexual intercourse compared to 24 per cent of females. Although the country maintains a low HIV prevalence rate, there is evidence of high-risk behaviors including low condom use among key populations as well as increased exposure to drugs, including injecting drug use.

Ministry of Education endorsed the report on a note dated 20 April 2012. For the full report please visit [www.unesco.org/jakarta](http://www.unesco.org/jakarta).



# UNESCO Staff 2012





## DIRECTOR'S OFFICE

- ❑ **Hubert J. Gijzen**  
Director and Representative  
h.gijzen@unesco.org
  - ❑ **Sri Esti Sayekti**  
Secretary  
e.sayekti@unesco.org  
until : 30 April 2012
  - ❑ **Lala Amiroeddin**  
Executive Assistant  
l.amiroeddin@unesco.org  
until 31 March 2012
  - ❑ **Rosinta Hutauruk**  
Documentalist/Librarian  
rp.hutauruk@unesco.org
- ## STAFF – Administration Unit
- ❑ **Mathewos MEHARI**  
Finance and Administrative Officer  
m.mathewos@unesco.org

- ❑ **Juliani SANTOSODJATI**  
Finance Assistant  
j.santosodjati@unesco.org
- ❑ **Tjoet Rini SETIOWATIE**  
Administrative Assistant  
tr.setiowatie@unesco.org
- ❑ **Vitatty NGESTIWENING**  
Senior Personnel Assistant  
v.gunadi@unesco.org
- ❑ **Mellya Hasrida**  
(since 01 June 2011)  
Administrative Assistant  
m.hasrida@unesco.org  
until 18 January 2012
- ❑ **Cipta Y. TUSANDA (Yama)**  
Computer Information Systems  
Assistant  
cy.tusanda@unesco.org
- ❑ **Tina Ameriana Soekaton**  
Registry Clerk/Receptionist  
ta.soekaton@unesco.org

- ❑ **Dyah Yasmina**  
(since 13 July 2011)  
Secretary  
d.yasmina@unesco.org  
until 1 February 2012
- ❑ **Permana ANHAR**  
Senior Driver/General Clerk  
p.anhar@unesco.org
- ❑ **Mujanto BASRI**  
Driver  
m.basri@unesco.org
- ❑ **Budi ARYANTO**  
Driver  
b.aryanto@unesco.org
- ❑ **Budi**  
Messenger/Photocopy operator  
b.budi@unesco.org
- ❑ **Dina MASWAR**  
Administrative Support  
d.maswar@unesco.org  
started : 14 March 2012
- ❑ **Hosianna Rajagukguk**  
Administrative Assistant  
h.rajagukguk@unesco.org  
start: 1 July 2012  
until : 31 December 2012

## Education Unit

- ❑ **Anwar Al-Said**  
Head of Education Unit  
a.alsaid@unesco.org
- ❑ **Mee Young Choi**  
ESD Team Leader/Programme Specialist for Education  
My.choi@unesco.org
- ❑ **Ahmed Afzal**  
NPO for HIV/AIDS and School Health programmes  
a.afzal@unesco.org  
until December 2012
- ❑ **Nurhajati Sugianto**  
Programme Assistant for Education  
n.sugianto@unesco.org
- ❑ **Rusyda Djamhur**  
Finance and Administrative Assistant for Education  
r.rusyda@unesco.org
- ❑ **Ade Sandra**  
Administrative and Finance Assistant for Education  
a.sandra@unesco.org  
(since September 2012)
- ❑ **Rio DESWANDI**  
Programme Assistant for ESD  
r.deswandi@unesco.org  
From 10 April to 8 December 2012
- ❑ **Maya ISKARINI**  
Administrative and Finance Assistant for ESD  
m.iskarini@unesco.org  
From 30 April to 31 December 2012

- ❑ **Santi MAGDALENA**  
Administrative Assistant for ESD  
s.magdalena@unesco.org  
From 16 April to 15 July 2012
- ❑ **Enis Widjanarti**  
Programme Assistant for ESD  
e.widjanarti@unesco.org  
until 29 February 2012
- ❑ **Joao da Costa**  
Driver for the CapEFA Timor-Leste programme (January-June 2012)  
j.da-costa@unesco.org
- ❑ **Ramiro Soares Ramalho**  
Driver for the CapEFA Timor-Leste programme (since November 2012)  
rs.ramalho@unesco.org

### Consultant:

- ❑ **Remegio Alquitran**  
Consultant for CapEFA Timor-Leste  
r.alquitran@unesco.org
- ❑ **Muhammad Basri Jafar**  
Consultant for CapEFA Timor-Leste  
mb.jafar@unesco.org
- ❑ **Nestor Reyes Balmores**  
Consultant for CapEFA Timor-Leste (March-July 2012)  
nr.balmores@unesco.org
- ❑ **Peck-Gee Chua**  
Consultant for CapEFA Timor-Leste (until March 2012)  
Pg.chua@unesco.org

- ❑ **Nathan HART**  
Consultant for ESD  
n.hart@unesco.org  
From 20 September 2012
- ❑ **Sonny Mumbunan**  
Consultant for ESD (April-May 2012)  
s.mumbunan@unesco.org

### Interns:

- ❑ **Seen Young PARK**  
Intern for ED  
sy.park@unesco.org  
From 20 February to 19 August 2012
- ❑ **Hyung Joo PARK**  
Intern for ESD  
hj-park@unesco.org  
From 28 February to 27 August 2012

## Environmental Sciences Unit

- ❑ **Shahbaz KHAN**  
Deputy Director/Senior Programme Specialist  
s.khan@unesco.org  
From 16 September 2012
- ❑ **Glaudy PERDANAHARDJA**  
Legal Adviser  
g.perdanahardja@unesco.org
- ❑ **Siti Rachmania (Itot)**  
Administrative Assistant  
s.rachmania@unesco.org
- ❑ **Rina Purwaningsih**  
GIS Specialist  
r.purwaningsih@unesco.org



❑ **Dinanti Erawati**  
Administrative Support  
d.erawati@unesco.org

❑ **Ganni Ramadian Mulya**  
Production Designer  
gr.mulya@unesco.org

❑ **Indira Azelia SYAFRIL**  
Administrative Support  
ia.syafрил@unesco.org

❑ **Yohannes NAPITUPULU**  
Project Assistant for Siberut  
y.napitupulu@unesco.org  
until December 2012

#### Consultant:

❑ **Arantzazu ACHA DE LA PRESA**  
Consultant for FIT Spanish project  
a.acha@unesco.org

❑ **Dorothea PIO**  
Consultant for climate change and ES  
programmes  
d.pio@unesco.org

❑ **Martin HOFMANN**  
Consultant for Climate change & REDD+  
m.hofmann@unesco.org  
From 1 August 2012

#### Sciences for Society Unit

❑ **Lisa HIWASAKI**  
Programme Specialist for Small Islands  
and Indigenous Knowledge  
Email: l.hiwasaki@unesco.org

❑ **ESTRADIVARI**  
Programme Assistant  
Email: e.estradivari@unesco.org

❑ **Bustamam KOETAPANGWA**  
Project Assistant  
b.koetapangwa@unesco.org  
From 27 August 2012

#### Interns:

❑ **Yeseul BYUN**  
y.byun@unesco.org  
From 20 February until 19 August 2012

❑ **Fajar DJATI**  
f.djati@unesco.org  
From 1 December 2012 to 28 February  
2013

#### Engineering Science and Technology (EST) Unit

❑ **Masami Nakata**  
Programme Specialist for Engineering  
Science, Technology & Informatics  
m.nakata@unesco.org

❑ **Vidyani Achmad**  
Secretary  
v.achmad@unesco.org

❑ **Piska Aprilia**  
Project Clerk  
p.aprilia@unesco.org

❑ **Budhi Kurniawan**  
Project Clerk  
b.kurniawan@unesco.org

❑ **Marlin Lao Tambowon**  
Junior Project Assistant  
ml.tambowon@unesco.org

#### Basic Sciences Unit

❑ **Felicia Angelina Effendi**  
Secretary  
f.angelina@unesco.org  
until 30 June 2012, from July 2012  
moved to DIR's office

#### Earth and Water Science Unit

❑ **Giuseppe Arduino**  
Programme Specialist for Hydrological  
and Geological Sciences  
g.arduino@unesco.org

❑ **Eva Mia Siska**  
Project Assistant  
em.siska@unesco.org

#### Interns:

❑ **Amandine Putri CORNUT**  
ap.cornut@unesco.org  
From 9 January until 8 July 2012

#### Consultant:

❑ **Amandine Putri CORNUT**  
ap.cornut@unesco.org  
From 1 October 2012

## Disaster Risk Reduction Unit/ Jakarta Tsunami Information Centre

- ❑ **Ardito M. KODIJAT**  
Programme Officer for DRR/JTIC  
a.kodijat@unesco.org

### Volunteer:

- ❑ **Lorea MARTIN DIEZ**  
Basque Volunteer  
l.martin-diez@unesco.org

### Interns:

- ❑ **Hyangmi KIM**  
Intern  
until 31 March 2012

## Japanese Fund-in-Trust

- ❑ **Ayako ITO**  
Programme Coordinator  
ay.ito@unesco.org  
From 9 May 2011 until 22 November  
2012

## Culture Unit Staff

- ❑ **Masanori NAGAOKA**  
Programme Specialist for Culture  
m.nagaoka@unesco.org
- ❑ **Silvia MULANI**  
Secretary  
s.mulani@unesco.org

- ❑ **Wieske Octaviani SAPARDAN**  
Administrative and Programme  
Assistant  
wo.sapardan@unesco.org

- ❑ **Martin WILLS**  
Project Assistant  
(Until September 2012)

- ❑ **Narumi NURULFITRAH**  
Junior Administrative & Project  
Assistant (from 20 February 2012,  
intern from July 2011-January 2012)  
n.nurulfitriah@unesco.org

- ❑ **Nurdina PRASETYO**  
Project Coordinator for Borobudur  
n.prasetyo@unesco.org  
(Since September 2012)

### Interns:

- ❑ **Andrew Ross HENDERSON**  
a.henderson@unesco.org  
From 13 August - 31 December 2012

## Communication and Information Unit Staff

- ❑ **Rini Novanita**  
Secretary and Admin Support  
r.novanita@unesco.org  
until 31 March 2012

## Social And Human Sciences Unit

- ❑ **Charaf Ahmimed**  
Head of Social and Human Sciences Unit  
c.ahmimed@unesco.org

- ❑ **Ailsa Amila** (since May 2011)  
Administrative and Programme  
Assistant  
a.amila@unesco.org

### Volunteer:

- ❑ **Mikel Aguirre**  
Assistant Programme Specialist (Basque  
Volunteer)  
m.aguirre-idiaguez@unesco.org
- ❑ **Daniel RUIZ DE GARIBAY**  
Basque Volunteer  
d.ruiz-de-garibay@unesco.org

### Interns:

- ❑ **Tine Limet**  
t.limet@unesco.org  
From 1 Sept 2012 to 28 February 2013

# Publications

**INFO GEMPABUMI**  
Tanggal 11-Apr-12 15:38:33 WIB

MAGNITUDO **8,5** SR

Lokasi

7,40 L  
(340 km  
KAB-SI  
NAD)

Kedalaman

MAG

MI **8,5**

**PERINGATAN  
TSUNAMI!**



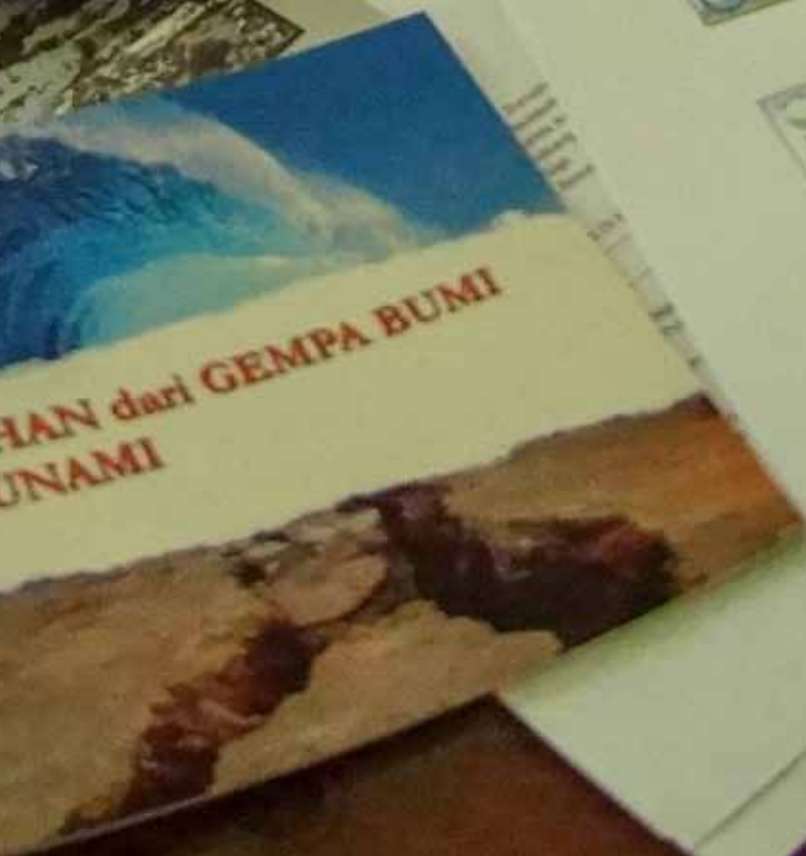
Teacher

RANGKUMAN  
TSUNAMI

Surviving a  
Lessons from Aceh



**BERTAN  
dan TS**

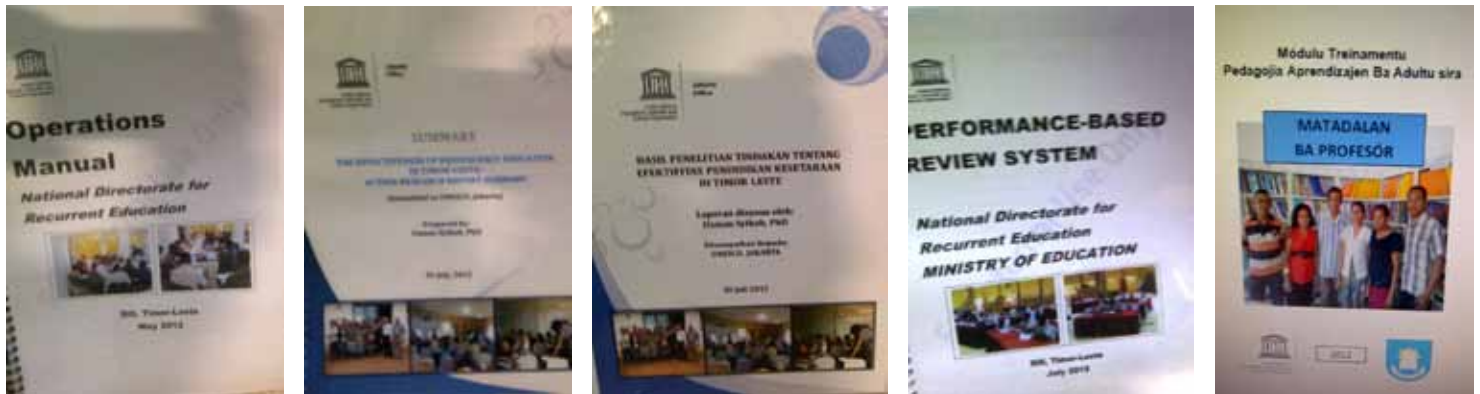


**SISTEM PERINGATAN DINI TSUNAMI  
INDONESIA, PRODUK DAN MODA**

**InaTEWS**

Indonesia Tsunami Early Warning System  
Dukung Partisipasi Tim Nasional Indonesia  
Selamatkan 100.000 jiwa  
12 November 2010  
Waringalaba 1  
Waringalaba 2 per 13 April 2010  
Waringalaba 3 per 20 April 2010

# Education



- ❑ Operations Manual of the National Directorate for Recurrent Education
- ❑ Performance-Based Review System of the National Directorate for Recurrent Education
- ❑ Hasil Penelitian Tindakan Tentang Efektifitas Pendidikan Kesetaraan di Timor-Leste (Laporan Lengkap) (Action Research on the Effectiveness of Equivalency Education in Timor-Leste [Complete Report, Indonesian])
- ❑ Action Research on the Effectiveness of Equivalency Education in Timor-Leste (Summary)
- ❑ Módulu Treinamentu Pedagojia Aprendizajen Ba Adultu sira: Matadalan Ba Profesor (Training Module on the Pedagogy of Adult Learning [Tetum])
- ❑ PROCEEDINGS: Region Workshop for Green Schools Action in East Asia: Centred on Teacher Capacity Building in Climate Change Education
- ❑ PROCEEDINGS: UNESCO Policy Review Workshop: Learning for the Future, Educating for Sustainable Development
- ❑ The Regional Education for Sustainable Development Cooperation Strategy for Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste: To Address Urgent Education Calls for Climate Change and Disaster Risk Reduction
- ❑ Environmental understanding and awareness among students in Banjarmasin, South Kalimantan
- ❑ The 3rd ESD Country Report: Looking toward 2015 and Beyond

# Engineering Sciences & Technology

CONNECT-Asia Presents:

## ODIA

One Day in Asia

Thursday, 01 November 2012  
14:00 -16:00 Jakarta Time (GMT+7)

**ODIA Features:**

- Patan Durbar Square (Nepal)
- Shwedagon Pagoda (Myanmar)
- Angkor Wat (Indonesia)
- A Famosa, Malacca City (Malaysia)
- Kamakura (Japan)
- Uluru (Northern Territory, Australia)
- Sydney Opera House (Australia)

**How to Participate?**

1. By Video conference (vicon) if you have vicon facility in your University/Institution, you can connect and interact directly in this session. Simply e-mail with details of your device.
2. By Live streaming Our partner, SOI Asia, will broadcast through their live-streaming webpage <http://www.soi.com.au/asia/ododia.htm>. Kindly enter your name and e-mail address in the provided form prior to connecting.

Asia embraces distinct differences and a huge diversity of people, cultures and landscapes. Using the power of CONNECT-Asia's ICT networks and mobile technologies which spreads throughout Asia, we will bring you a unique experience to explore Asia's beauty in diversity.

We will live stream a broadcast from UNESCO World Heritage sites located in countries where we have our network partners. We will go from noon in Nepal to night time in Australia, wrapping up one whole day in Asia within the two-hour event. That way, we can truly experience "One Day in Asia"!

This event is OPEN and FREE for everyone. Contact us if you need further information.

Contact Person:  
ms.lamberson@unesco.org or paprill@unesco.org

For more information and updates visit:  
<http://connect-asia.org>

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CONNECT-Asia E-learning Courses

RIIS - AXA Igara

Let's share this!

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My Idea of Sustai...

UNESCO e-learning

## UNESCO E-learning course and event brochure :

- ❑ Leaflet of Sustainability Science
- ❑ Leaflet of Research Institutes
- ❑ Introduction Session (RIIS)
- ❑ Leaflet of Consumers' Acceptance and Behavior of E-Commerce in Asia and Cross Borders (February 2013)
- ❑ Leaflet of Rio+20: "My Idea of Sustainable Lifestyle (MISL)"
- ❑ Leaflet of One Day in Asia (ODIA)

## EST Websites:

- ❑ <http://e-learning.connect-asia.org/>  
As implementation of UNESCO-Indonesia's Directorate of Higher Education's MOU, two servers were established serving as web portals for a repository of UNESCO course materials and as a streaming server to broadcast live courses to UNESCO's website. The portal used an open source-based

learning management system and was open for the public so they could access UNESCO's wealth of materials in different fields such as Renewable Energy, Technology Transfer, HIV/AIDS and UNESCO Jakarta's special lectures on various fields of expertise.

- ❑ <http://connect-asia.org/>  
As part of CONNECT – Asia (COLlaboration for Network-eNabled Education, Culture, Technology and science) a group of national, sub-regional and regional ICT networks actively contributed to improving education and research in Asia and the Pacific. The website also coordinated ICT experts (NREN's and other networks) and academic communities to enable effective collaboration and create a common understanding between them about the use of ICT for research and education

- ❑ <http://connectivity.connect-asia.org/>

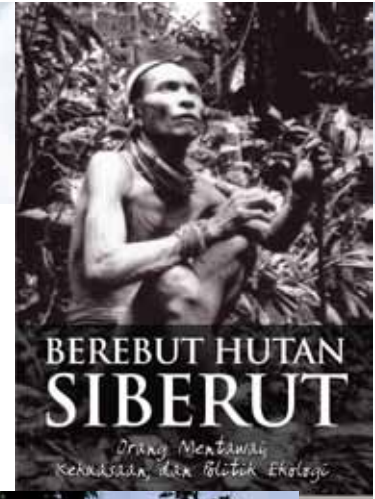
This website was created in the occasion of CONNECTivity tele-seminar: "Building a Green Society" which was held on November 25, 2011. It includes information on the seminar's panellists, guide on how to join the seminar through video conference and live-streaming, and video recording of the event. This site also hosts information on AGORAsia workshop series and events which aim to raise young people awareness on current global issues, such as energy, green economy and sustainable development.

UNESCO e-learning

Available courses

RIIS

# Environmental Sciences



## ❑ Book Publication

### ***BEREBUT HUTAN SIBERUT***

***Orang Mentawai, Kekuasaan dan Politik Ekologi***

Organized by :

- The Indonesian MAB National Committee
- UNESCO Office, Jakarta The Ministry of Forestry, Republic of Indonesia

Supported by Japan Funds-in-Trust

## ❑ Book Publication

### ***TERSESAT DI JALAN YANG BENAR***

***Seribu Hari Mengelola Leuser***

Organized by :

- The Indonesian MAB National Committee
- UNESCO Office, Jakarta
- The Ministry of Forestry, Republic of Indonesia
- World Heritage Committee
- Gunung Leuser National Park

Supported by Gobierno de Espana, Ministerio de Medio Ambiente Y Medio Rural Y Marino, Organismo Autonomo Parques Nacionales

## ❑ Gunung Leuser National Park Merchandises

Organized by :

- The Indonesian MAB National Committee
- UNESCO Office, Jakarta
- The Ministry of Forestry, Republic of Indonesia
- World Heritage Committee
- Gunung Leuser National Park

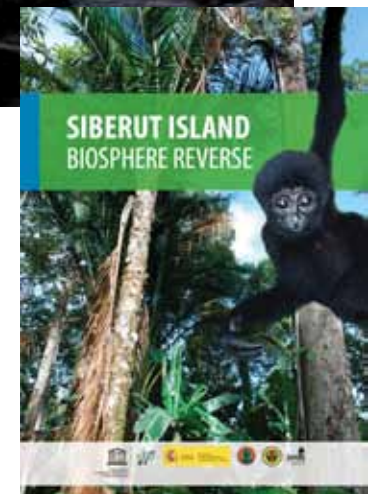
Supported by Gobierno de Espana, Ministerio de Medio Ambiente Y Medio Rural Y Marino

## ❑ Siberut Island Biosphere Reserves

Organized by :

- UNESCO Office, Jakarta
- Siberut National Park
- The Ministry of Forestry, Republic of Indonesia
- Pasih

Supported by Gobierno de Espana, Ministerio de Medio Ambiente Y Medio Rural Y Marino



## ❑ **Local Knowledge of Timor Leste: (Matenek Lokal, Timor Nian!)**

Official English translation of the book “Matenek Lokal Timor Nian!” : proceedings of the national workshop on promoting Local and Indigenous Knowledge Systems (LINKS) and Small Island Developing States (SIDS) in Timor Leste, Dili, 7 – 8 June 2011. Edited by Mr. Demetrio do Amaral de Carvalho, the book in Tetum language was jointly published by UNESCO Office, Jakarta, Haburas Foundation and Timor Leste National Commission for UNESCO. The official English translation, which was completed in 2012, is available in soft copy and

## ❑ **Sandwatch Flyer**

The 4-page flyer contains information on key points extracted from the Sandwatch manual i.e., Sandwatch project’s objectives, methodologies, Sandwatch in relation with climate change and education for sustainable development and success stories of Sandwatch implementation. The flyer is written in Bahasa Indonesia and can be used in Malay-speaking countries such as Indonesia, Timor-Leste and Malaysia. The flyer can be downloaded from UNESCO’s website.

## ❑ **Video case study:** **Title: “The Power of Culture: Bringing People Together at Borobudur”** **Produced by: UNESCO**

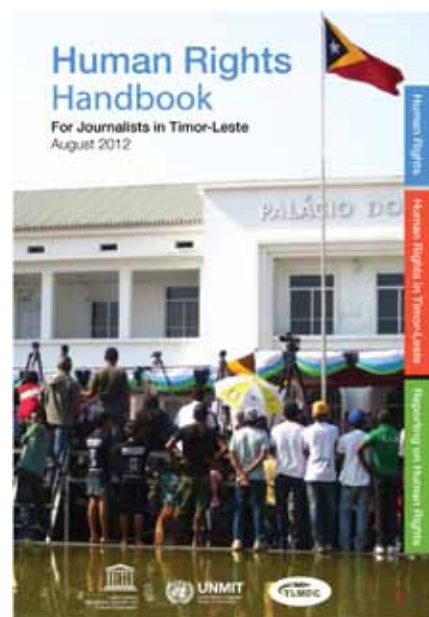
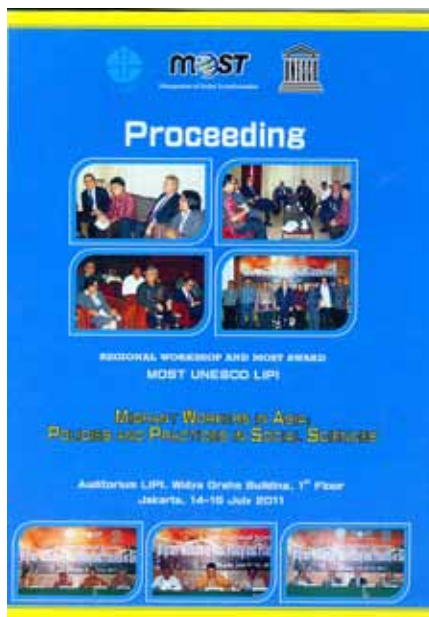
Within the framework of the UNESCO Knowledge Management Project for Culture and Development, UNESCO produces a 5 (five) minute length video which resumes the “Save the Borobudur World Heritage Site” project. The video emphasizes the role of culture in the economic and social rehabilitation of community groups in the aftermath of natural disasters. The video showcases the challenges faced by the local community in the Borobudur surrounding area due to uncontrolled urbanization and natural disasters, and how the project that was formulated by UNESCO and the Indonesian Ministry of Education and Culture on the revitalization of the local community livelihood through cultural industries and heritage tourism overcome those.





# Social Human Sciences

- ❑ **Proceeding & Research Papers: Migrant Workers in Asia: Policies and Practices in Social Sciences.** Jakarta, 14-15 July 2011
- ❑ **Translation of MOST Awards Finalist Papers. Migrant Workers in Asia: Policies and Practices in Social Sciences.** Jakarta, 14-15 July 2011
- ❑ **Human Rights Handbook for Journalists in Timor-Leste (TLMDC-UNESCO-UNMIT)**
- ❑ **Study Report on Complain Handling Mechanisms for Migrant Workers (UNESCO – Centre for Women Gender Studies University Indonesia).**



- Title: Brochure on “MANAGING AQUIFER RECHARGE IN BINH THUAN PROVINCE, VIET NAM” Implemented Activities in the period 2004 – 2010**

**Description:** This brochure presents the key achievements of Managing Aquifer Project implemented from 2004 to 2010 in Binh Thuan Province, Vietnam.

**Publication details:**

- Contact for copies: Shahbaz Khan, UNESCO Office Jakarta, s.khan@unesco.org
- Language: English

- Title: Catalogue of Rivers for Southeast Asia and the Pacific – Volume VI**

**Edited by:** Chikamori, H., Heng, L., Daniell, T.

**Description:** This volume contains information of seven rivers from seven countries with the inclusion of first time contributions from Korea (D.P.R.), Mongolia and Myanmar, and brings the total number of rivers catalogued in the region, including those in volumes I to VI, to 121.

**Publication details:**

- Contact for copies: Shahbaz Khan, UNESCO Office Jakarta, s.khan@unesco.org
- Language: English

- Title: Proceedings of the 2<sup>nd</sup> International Conference on Water Resources (ICWR2012) “Sharing Knowledge of Issues in Water Resources Management to Face the Future”, IHP-VII – Technical documents in Hydrology No. 7**

**Edited by:** Jamal M.H., Zainal Abidin M.R, Harun S. (Associate Editors: Katimon A., Shahid S., Ismail Z.

**Description:** The proceedings consist of two volumes containing approximately 300 papers on Water Resources Management.

**Publication details:**

- Contact for copies: Shahbaz Khan, UNESCO Office Jakarta, s.khan@unesco.org
- Language: English

- Title: Final Report of the 20<sup>th</sup> IHP Regional Steering Committee meeting for Southeast Asia and the Pacific, Langkawi Malaysia, 8 to 9 November 2012**

**Description:** This publication summarizes the outcomes of the 20<sup>th</sup> Regional Steering Committee meeting for Southeast Asia and Pacific.

**Publication details:**

- Contact for copies: Shahbaz Khan, UNESCO Office Jakarta, s.khan@unesco.org
- Language: English



# Regional Network

Year of Establishment : 1995  
Contact person :  
Dr. Lourdes R. Quisumbing  
President  
UNESCO-APNIEVE Philippines  
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  
Ms. Joy de Leo  
President UNESCO APNIEVE Australia  
Tel: 08 8274 1779 M: 0416 274 177  
Fax: 08 8274 1773  
Email: apnieve@adam.com.au

## EDUCATION

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

Year of Establishment : 1971  
Contact person :  
Mr. CHO Fujio  
President  
Asia/Pacific Cultural  
Centre for UNESCO (ACCU)  
6 Fukuomachi, Shinjuku-  
ku, Tokyo, 162-8484 JAPAN  
Tel. +81-3-3269-4435  
Fax +81-3-3269-4510  
Email: literacy@accu.or.jp

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

Year of Establishment : 1965  
Contact person :  
Dr. Ramon C. Bacani  
Centre Director  
P O Box 207, UP  
Diliman, Quezon City 1101  
Philippines  
Tel No: +63 (2) 924-7681 to 4  
Fax No: +63 (2) 921-0224  
E-mail:  
innotech@seameo-innotech.org

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

Year of Establishment : 19994  
Contact person :  
Dr. Dong Qi  
Director of INRULED

UNESCO International Research and  
Training Centre for Rural Education, 19  
Xin Jie Kou Wai Da Jie, Haidian District,  
Beijing 100875  
P.R.China  
Tel: +86 10 58801920/ 58801922  
Fax: +86 10 58801920  
Website: www.inruled.org  
Email: inruled@inruled.org

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

Year of Establishment : 1973  
Contact person :  
Coordinator of APEID (to be appointed)  
UNESCO Asia and Pacific Regional  
Bureau for Education  
P.O. Box 967, Prakanong Post Office  
Bangkok 10110 Thailand  
Tel: (66-2) 3910577 (ext. 212)  
Fax: (66-2) 3910866  
Email: apeid@unescoykk.org

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

Year of Establishment : 1953  
Contact person :  
Mr. Livia Saldari  
International Coordinator a.i.  
7, place de Fotenoy  
75352 Paris 07 SP  
Tel: 33 (0) 1 45 68 10 80  
Fax: 33 (0)1 45 68 56 39  
E-mail: s.niederemayer@unesco.org

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

## BASIC SCIENCES

### ❑ **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 11 2694754  
Email: anuama@nsf.ac.lk

### ❑ **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 & 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

❑ **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

❑ **Regional Network for Microbiology and Microbial Biotechnology**

Year of Establishment : March 1975

Contact person :

To be announced

❑ **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

❑ **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

❑ **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

❑ **Regional Secretariat for Gender Science and Technology (RESGEST)**

Year of Establishment : 1997

Contact person :

Ms. Wati Hermawati

Program Coordinator, RESGEST

UNESCO Jakarta Office

Jl. Galuh II, No. 5

Kebayoran Baru, Jakarta, Indonesia

Tel. (+62-21) 739 9818

Fax (+62-21) 7279 6489

Email: w.hermawati@unesco.org

❑ **Centre for Science and Technology Development Studies – PAPIPTEK LIPI**

Year of Establishment : 2011

Contact person :

Mr. Husein A. Akil

Director

Jl. Jend. Gatot Subroto 10

Widya Graha Building, 8th floor

❑ **International Development Research Centre (IDRC)**

Year of Establishment : 2010

Contact person :

Mr. Ellie Osir

International Development Research

Centre

Regional Office for Southeast and East

Asia

## ENVIRONMENTAL SCIENCES

---

❑ **East Asian Biosphere Reserve Network (EARBN)**

Year of Establishment : 1993

Contact person :

R. Jayakumar

Programme Specialist for Sciences

UNESCO Beijing

Jianguomenwai Waijaogongyu 5-13-3

Beijing 100600, P. R. China

Tel. (+86 10) 65322828

Fax. (+86 10) 65324854

Email: beijing@unesco.org

❑ **South Asian Biosphere Reserve Network (SeaBRnet)**

Year of Establishment : 1998

Contact person :

Robert Lee

Programme Specialist for Environmental

Sciences UNESCO Office, Jakarta

Jalan. Galuh II No. 5

Jakarta, 12110, Indonesia

Tel. (+62 21) 7399818

Fax. (+62 21) 72796489

Email: jakarta@unesco.org

❑ **South and Central Asia MAB Network (SACAM)**

Year of Establishment : 2001

Contact person :

Raam Boojh

National Officer of Ecological Sciences

UNESCO New Delhi

B 5/29 Safdarjung Enclave New Delhi

110029, India

Tel. (+91 11) 26713000

Fax. (+91 11) 26713001 / 2

Email: newdelhi@unesco.org

❑ **The Pacific Biosphere Reserve Network (PacMAB)**

Year of Establishment : 2006

Contact person :

Jan Steffen

Programme Specialist for Sciences

UNESCO Apia

P.O. Box 615

Matautu - uta Post Office, Apia, Samoa

Tel. (+685) 24276

Fax. (+685) 22253

Email: apia@unesco.org

## ENGINEERING SCIENCES & TECHNOLOGY

---

### ☐ ASEAN Federation of Engineering Organisation (AFE0)

Contact person :  
Ir. Dr. Gue See Sew  
Gue & Partners Sdn. 39 - 5, Jalan 3/146  
The Metro Centre, Bandar Tasik Selatan  
57000 Kuala Lumpur, Malaysia  
Tel. (+603) 9059 5395  
Fax. (+603) 9059 5869  
Email: gnp@gueandpartners.com  
my.ssgue@pc.jaring.my  
Website: www.aseanengineers.com

### ☐ Greater Mekong Subregion Academic and Research Network

Year of Establishment : 1973  
Contact person :  
Secretariat c/o Asian Institute of  
Technology  
Km 42 Paholyothin Highway, Klong  
Luang, Pathumthani 12120, Thailand  
Tel. (+66 2) 5246101  
Fax. (+66 2) 5245069  
Email: gmsarn@ait.ac.th  
Website: www.gmsarn.org

### ☐ School of Internet (SOI)

Year of Establishment : 1997  
Contact person :  
Prof. Keiko Okawa  
Director of SOI - ASIA  
Keio University, Murai Lab  
5322 Endo, Fujisawa, Kanagawa,  
252-8520 JAPAN  
Tel. (+81) 446 49 1100  
Fax. (+81) 446 49 1101  
Email: keiko@sfc.wide.ad.jp  
Website: http://www.soi.wide.ad.jp

## EARTH SCIENCES

---

### ☐ Coordinating Committee for Geoscience Programmes in East and Southeast Asia

Year of Establishment : 1966  
Contact person :  
CCOP Technical Secretariat  
CCOP Building, 75/10 Rama VI Rd.,  
Phayathai  
Ratchathewi, Bangkok 10400 THAILAND  
Web address: www.ccop.or.th

## WATER SCIENCES

---

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

Year of Establishment : 1993  
Contact person :  
Prof. Liu Heng  
International Centre on Small  
Hydropower  
136 Nanshan Road  
Hangzhou 310002  
CHINA

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

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

## COMMUNICATION & INFORMATION

---

### ☐ Asia Pacific Information Network (APIN)

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

## DISASTER RISK REDUCTION (TEWS AND JTIC)

---

### ☐ 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

### ☐ GTZ \_ GITEWS

Year of Establishment: 2007  
Contact person :  
Mr. Herald Spahn  
Team Leader German Indonesian  
Cooperation for Tsunami Early Warning  
(GITEWS)  
Capacity Building in Local Communities,  
GTZ Office, Jakarta  
Menara BCS - Grand Indonesia L46  
Jl. M.H. Thamrin No. 1  
Jakarta 10310, Indonesia  
Email: herald.spahn@gtz.de  
Website: www.gtz.de/www.gitews.de

## CULTURE

---

### ❑ **Asian Academy for Heritage Management (AAHM)**

Year of Establishment: 2001  
Institute for Tourism Studies (IFT)  
(Chairperson & Secretariat) Colina de Mong-Ha  
Macao, China  
<http://www.ift.edu.mo>  
Email: [secretariat@asian-academy.org](mailto:secretariat@asian-academy.org)  
Website: [www.asian-academy.org](http://www.asian-academy.org)

### ❑ **ASEAN Handicraft Promotion and Development Association (AHPADA)**

Year of Establishment: 1981  
4th Floor, Gaysorn Place, 999 Gaysorn Plaza  
Ploenchit Road, Lumpini, Patumwan, Bangkok 10330, Thailand  
Tel No.: (662) 656 1929/663 2383  
Fax No.: (662) 663 2389  
Website: [www.ahpada.com](http://www.ahpada.com)

### ❑ **International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region under the auspices of UNESCO (IRCI)**

Year of Establishment: 2009  
Sakai City Museum, 2 Mozusekiun-cho Sakai-ku, Osaka, Japan  
Tel: +81 (72) 275 - 8050  
Website: [www.irci.jp](http://www.irci.jp)

### ❑ **Intangible Cultural Heritage Centre for the Asia-Pacific Region under the auspices of UNESCO (CRIHAP)**

Year of Establishment: 2010  
Website: [www.chinaculture.org](http://www.chinaculture.org)

### ❑ **ICHCAP International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region under the auspices of UNESCO**

Year of Establishment: 2011  
132 Munji-ro, Yuseong-go Daejeon 305 – 308  
Republic of Korea  
Website: [www.ichcap.org](http://www.ichcap.org)

# National Commissions in Asia & Pacific

## 1. Afghanistan

Chairman :  
Mr Ghulam Farook Wardak \*  
Secretary-General : Acting  
Secretary General: Dr. Ahmad  
Fahim

Afghan National Commission for  
UNESCO

Address : Ministry of Education  
KABUL

AFGHANISTAN

Phone : +93799326676 (SG)

+93202103848 (SG);

Fax (+ 93) (20) 210 38 48

E-mail : afghanistan\_unesco(a)  
yahoo.com (SG); doctorfahim(a)  
gmail.com (SG)

Year established : 1948

## 2. Australia

Chairperson : Ms Anthea Tinney  
Secretary-General : Ms Maryann  
Baric

Australian National Commission for  
UNESCO

Address : International  
Organizations Branch

Department of Foreign Affairs and  
Trade

R.G. Casey Building

John McEwen Crescent

Barton ACT 0221

Australia

Phone : (61.2) 6261 2037 (Sec.  
Gen.)

Fax : (61.2) 6112 2037

E-mail : natcom.unesco@dfat.gov.  
au

Web site : [http://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

Chairman : H.E. Mr Nurul Islam  
Nahid \*

Secretary-General : Mr Kamal

Abdul Naser Chowdhury

Secretary : Mr Abdul Khleque

Bangladesh National Commission  
for UNESCO

Address : Ministry of Education

1, Asian Highway

Palassy-Nilkhet

Dhaka-1205

Bangladesh

Phone : (88 02) 716 13 95

(Chairman); (88 02) 716 87 11

(SecGen);

(88 02) 862 79 68; (88 02) 862 79

69;

Fax : (88 02) 716 75 77; (88 02) 861  
34 20

E-mail : bncu@bdcom.com; info@  
moedu.gov.bd

Web site : [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  
UNESCO

Address : Ministry of Education

1-7 Wogmin Lam

Namgyechholing

THIMPHU

BHUTAN

Phone : (975)-2323-825 (Chairman)

(975)-2325-230 (Secretary-

General)

(975)-2322-912 (Secretary)

Fax : (975)-2326-424 (Chairman)

(975)-2324-827 (Secretary-

General)

(975)-2325-069 (Secretary)

E-mail : powdyel@gmail.com (Pt);

unesco@druknet.bt; jamyangc@

druknet.bt;

Web site : <http://www.education>.

gov.bt/Secretariat/UNESCO/  
unesco.htm  
Year established : October 1986

## 5. Brunei Darussalam

Chairperson : Hon. Mr ABDUL  
RAHMAN Taib \*  
Secretary-General : Mrs Datin  
Apsah Abdul Majid

Brunei Darussalam National  
Commission for UNESCO  
Address : International Affairs Unit  
Permanent Secretary's Office  
Ministry of Education  
Brunei Darussalam  
Contact for the National  
Commission  
Mr Othman Haji Simbran,  
Acting Senior Special Duties  
Officer/Head of International  
Affairs Unit  
Phone : 673 2380703  
Fax : 673 2384019  
E-mail : [apsah.majid@moe.edu.bn](mailto:apsah.majid@moe.edu.bn)  
Web site : <http://www.moe.gov.bn>

## 6. Cambodia

Président : H.E. Mr. Sok An \*  
Vice-Présidente : Mme Sun  
Saphoern  
Secrétaire générale : Mme Tan  
Theany  
Secrétaire général adjoint : M.  
Chuch Phoeurn  
Secrétaire général adjoint : M. Yos  
Eang

Commission nationale du  
Cambodge pour l'UNESCO

Address : N° 74, Preah Sihanouk  
Avenue - B.P. 29  
PHNOM PENH  
CAMBODGE  
Phone : (855-23) 210 369  
Fax : (855-23) 210 369  
E-mail : [camnac@hotmail.com](mailto:camnac@hotmail.com);  
Year established : 1951

## 7. China

Chairman : Mr HAO Ping  
Secretary-General : Mr Du Yue

National Commission of the  
People's Republic of China for  
UNESCO  
Address : 37, Damucang Hutong  
Xidan  
CN - 100816 BEIJING  
CHINA  
Phone : (86-10) 66 09 68 44  
(General Policy and Admin Office);  
(86-10) 66 09 65 53 (Div. Science  
and Culture);  
(86-10) 66 09 62 49 (Div.  
Education)  
Fax : (86-10) 66 01 79 12  
E-mail : [natcomcn@moe.edu.cn](mailto:natcomcn@moe.edu.cn)  
Web site : <http://www.unesco.org.cn/index.jsp> (in Chinese only)  
Year established : February 1979

## 8. Cook Islands

Chairman : Hon. Teina Bishop \*  
Secretary-General : Ms Sharyn Paio

Cook Islands National Commission  
for UNESCO  
Address : C/o Secretary of  
Education

P.O. Box 97  
Rarotonga  
Cook Islands  
Phone : (682) 29 419 (Chair)  
(682) 29 357 (SG)  
Fax : (682) 29 449 (Chair)  
(682) 28 357 (SG)  
E-mail : [bishop@minoffice.gov.ck](mailto:bishop@minoffice.gov.ck) (Chair);  
[spaio@education.gov.ck](mailto:spaio@education.gov.ck) (SG)  
Year established : 1993

## 9. Democratic People's Republic of Korea

President : Mr. PAK Gil Yon  
Secrétaire général : M. Ri Hung Sik  
Secrétaire général adjoint : M. Ri  
Si Hong

National Commission of the  
Democratic People's Republic of  
Korea for UNESCO  
Address : Ministère des Affaires  
étrangères  
Boîte postale 44  
PYONGYANG  
REPUBLIQUE POPULAIRE  
DEMOCRATIQUE DE COREE  
Phone : (850-2) 382.72.22  
Fax : (850-2) 381.46.60  
Year established : December 1974

## 10. Fiji

Chairperson : Mr Filipe Bole \*  
Secretary-General a.i. : Mr Amani  
T. Cirikisuva

Fiji National Commission for  
UNESCO



Address : Ministry of Education  
Private Mail Bag, Marela House  
Suva - Fiji  
Phone :  
(679) 331 2381 (PT) (679) 322 0403  
(PT) (679) 331 4477 (Ext.415) (SG)  
Fax : (679) 330 3511  
E-mail : filipe.bole@govnet.gov.fj  
(Pt); amani.cirikisuva@govnet.gov.fj (SG)  
Web site : www.education.gov.fj  
Year established : January 1993

## 1. India

President : Hon. Shri Kapil Sibal \*  
Secretary-General : Ms. Vibha Puri Das  
Deputy Secretary-General : Mr Amit Khare

Indian National Commission for  
Cooperation with UNESCO  
Address : Ministry of Human  
Resource Development  
Department of Secondary and  
Higher Education  
Government of India  
Shastri Bhavan  
NEW DELHI 110 001  
INDIA  
Phone : (91.11) 23 78 26 98  
(President);  
(91.11) 23 38 64 51 (SG)  
(91.11) 23 38 26 98  
Fax : (91.11) 23 78 20 28  
(President);  
(91.11) 23 38 58 07  
(91.11) 23 38 13 55  
E-mail : secy.dhe@nic.in (SG);

maniverma100@gmail.com  
Web site : <http://www.education.nic.in>  
Year established : March 1949

## 2. Indonesia

Chairman : Mr Muhammad Nuh \*  
Executive Chairman : Prof. (Mr) H. Arief Rachman  
Secretary : Ir. Ananto Kusuma Seta  
National Coordinator of ASP Net : Ms Hasnah Gasim  
National coordinator ESD : Dr Retno Sunarminingsih Sudibyo

Indonesian National Commission  
for UNESCO  
Address : Ministry of National  
Education  
Gedung C. , Lt 17  
Jalan Jenderal Sudirman - Senayan  
10270 JAKARTA  
INDONESIA  
Phone : (62-21) 570-9425;  
Fax : (62-21) 573-3127;  
E-mail : aspnetind@cbn.net.id;  
Year established : 20 October 1952

## 3. Iran (Islamic Republic of)

President :  
Mr Kamran Daneshjou \*  
Secretary-General : Mr  
Mohammad Reza Saeidabadi

Iranian National Commission for  
UNESCO  
Address : 15, 1st St., Shahid  
Hesari St. Mirdamad Blvd. IR  
- 1548946111 Tehran Islamic

Republic of Iran  
Phone : (98.21) 22 22 78 25 (SG);  
(98.21) 22 25 13 64;  
(98.21) 22 25 08 90;  
(98.21) 22 27 98 85  
Fax : (98.21) 22 25 25 36  
E-mail : unesco@irunesco.org;  
saeidabadi@irunesco.org;  
Web site : <http://www.irunesco.org/>  
Year established : July 1948

## 4. Japan

chairperson : Mr Tetsuo TAMURA  
Secretary-General : Mr Takao  
KURAMOCHI

Japanese National Commission for  
UNESCO  
Address : Ministry of Education,  
Culture, Sports,  
Science and Technology (MEXT)  
3-2-2 Kasumigaseki, Chiyoda-ku  
100-8959 TOKYO  
JAPAN  
Phone : (81.3) 6734 2603;  
(81.3) 52 53 41 11 (Ext. 2603)  
Fax : (81.3) 67 34 36 79  
E-mail : jpnatcom@mext.go.jp;  
Web site : <http://www.mext.go.jp/english/unesco/>  
Year established : August 1952

## 5. Kazakhstan

Chairperson : Mr Imangali  
Tasmagambetov  
Secretary-General : Ms Assel  
Utegenova

Kazakhstan National Commission  
for UNESCO

Address : Ministry of Foreign  
Affaires

35 Tauelsizdik, Left bank of Yessil  
River,

010000, Astana

Republic of Kazakhstan

Phone : (7 31 72) 72 03 42; (7 31  
72) 72 03 26

Fax : (7 3172) 72 03 86

E-mail : natcom@mid.kz;

utegenova\_a@mid.kz (SG)

Year established : December 1992

## 6. Kiribati

Chairperson : Hon Mrs Maere

Tekanene \*

Acting Secretary General: Ms

Karabi Bate

Kiribati National Commission for  
UNESCO

Address : Ministry of Education,  
Youth and Sports

P.O. Box 263

Bikenibeu

TARAWA

KIRIBATI

Phone : (686) 28 091

Fax : (686) 28 222

E-mail : mtekanene(a)meys.gov.

ki (PT); kbate(a)meys.gov.ki;

batetaala(a)gmail.com; ttaranta(a)

meys.gov.ki

Year established : February 1997

## 7. Kyrgyzstan

President : Mr Emilbek Kaptagaev

Secretary General : Ms Elnura

Korchueva

National Commission for UNESCO  
of the Kyrgyz Republic

Address : 54 Erkindik Str

Bishkek 720040

Kyrgyz Republic

Phone : fax/tel: (996.312) 626-761;

tel.: (696.312) 626.636

Fax : fax/tel: (996.312) 626.761

E-mail : natcomunesco@totel.kg

Year established : 12 June 1992

## 8. Lao People's Democratic Republic

Président : Mr Phankham

Viphavanh \*

Secretary-General : Mr Sisamone

Sithirajvongsa

Commission nationale lao pour  
l'UNESCO

Address : Ministère de l'Éducation

B.P. 67

VIENTIANE

République démocratique  
populaire LAO

Phone : (856-21) 21.21.08

Fax : (856-21) 21.21.08

E-mail : laonesco@hotmail.

com; laonesco@yahoo.com;

prsisamone@hotmail.com (SG)

Year established : March 1968

## 9. Malaysia

President : Hon. Tan Sri Muhyiddin  
Bin Yassin \*

Vice Chairperson : (Mr) Tan Sri Dr.  
Zulkurnain Haji Awang

Secretary General : Mr. Mohd  
Zulkifli bin Mohammed

Malaysian National Commission for  
UNESCO

Address : Ministry of Education  
Policy and International Relations  
Division

Level 7, Block E8, Complex E

Federal Government

Administrative Centre

62604 PUTRAJAYA

MALAYSIA

Phone : (60.3) 88 84 61 09;

(60.3) 88 84 61 12

Fax : (60.3) 88 89 54 73

(60.3) 88 84 61 16

E-mail : natcom@UNESCO.org.

my; zulkifli.mohammed@moe.

gov.my; nasrul@moe.gov.my; zaidi.

hamid@bha.moe.gov.my; anis.

khidzir@bha.moe.gov.my;

Web site : [http://www.unesco.org.](http://www.unesco.org.my)

my

Year established : 7 July 1966

## 10. Maldives

Chairperson : Dr Asim Ahmed \*

Secretary-General : Ms Jameela Ali  
Khalid

Maldives National Commission for  
UNESCO

Address : Ministry of Education

Velaanaage Building, 9th Floor  
Ameer Ahmed Magu  
Male' 20096  
Republic of Maldives  
Phone : (960) 332 3262 (Pres) ;  
(960) 334 1236 ; (960) 334 1235  
(960) 334 1234 (SG); (960) 334  
1333 (CP)  
Fax : (960) 332 1201  
E-mail : shifa@moe.gov.mv (Pt);  
jameela@moe.gov.mv (SG);  
natcom@moe.gov.mv  
Web site: <http://www.moe.gov.mv>  
Year established : July 1980

## 1. Marshall Islands

Chairperson: Hon. Dr. Hilda C.  
Heine \*  
Secretary-General : Mr Gary Ueno

Marshall Islands National  
Commission for UNESCO  
Address : Ministry of Education  
P.O. Box 3  
Majuro  
Marshall Islands  
Phone : (692-) 625-4673; (Pt)  
(692-) 625-2058/5262 (SG)  
(692) 625-6684  
Fax : (692) 625-2345;  
(692) 625-3861;  
(692) 625-6903;  
E-mail : hildah99@yahoo.com  
(PT); rimajuro@hotmail.com (SG);  
rbruce@rmimoe.net; lawio66@  
yahoo.com  
Year established : March 1997

## 2. Micronesia (Federated States of)

Secretary-General : Mr Rufino  
Mauricio

Federated States of Micronesia  
National Commission for UNESCO  
Address : P.O. Box PS 70  
Palikir, Pohnpei FM 96941  
Federated States of Micronesia  
Phone : (691) 320 6922 (SG)  
(691) 320-6129 (SG)  
(691) 320-2343 (SG)  
Fax : (691) 320-6922 (SG)  
E-mail : fsmunesco@mail.fm;  
hpo@mail.fm  
Year established : 2001

## 3. Mongolia

President :  
Mr. Yondon Otgonbayar \*  
Secretary-General : Mr  
Gundegmaa Jargalsaikhan

Commission nationale de la  
Mongolie pour l'UNESCO  
Address : Government building XI  
PO Box-38,  
Revolution avenue  
Ulaanbaatar  
Mongolia  
Phone : (976-11) 31.56.52 (SG);  
(976-11) 31.31.52  
Fax : (976-11) 32.26.12 ;  
(976-1)1 32.21.27  
E-mail : mon.unesco@mongol.net;  
Web site : <http://www.natcom-unesco.mn>  
Year established : March 1963

## 4. Myanmar

Chairman : Dr. Mya Aye  
Head of Division; Department of  
Education Planning and Training: Mr  
Bo Win  
Secretary-General : Ms Lwin Lwin  
Soe  
Assistant Secretary-General : Ms  
Naw Ju Paw

Myanmar National Commission for  
UNESCO  
Address : Yangon University of  
Foreign Languages  
University Avenue Road  
Kamayut Town Township  
YANGON - MYANMAR  
Phone : (95 1) 513 202 (Sec-Gen);  
(95 1) 501 547;  
Fax : (95 1) 513 197 (Sec-Gen)  
E-mail : rectorufly@mptmail.net.  
mm; yuflict1@mptmail.net.mm  
Year established : November 1950

## 5. Nauru

Chair : Hon. Valdon Dowiyogo \*  
Secretary-General : Mrs Jerielyn  
Teleni

Nauru National Commission for  
UNESCO  
Address : Ministry of Education  
Republic of Nauru  
(Central Pacific)  
Phone : (674) 444 3133 ext. 212 or  
211 (Pt)  
Fax : (674) 444 3105  
E-mail : vdowiyogo(a)yahoo.  
com (Pt); lteleni(a)yahoo.com;

secretary.education(a)naurugov.  
nr (SG)  
Year established : February 1998

## 6. Nepal

Chairman : Hon'ble Mr. Dina Nath  
Sharma  
Vice Chairman: Hon'ble Ms. Lila  
Bhandari  
Secretary-General : Mr. Kishor  
Thapa

Nepal National Commission for  
UNESCO

Address : Ministry of Education  
and Sports

Keshar Mahal, Kantipath

KATHMANDU

NEPAL

Phone : (977) 1 44 18 782;

(977) 1 44 28 107

Fax : (977) 1 44 12 460

E-mail : unesco@nncu.wlink.com.  
np;

Year established : 1955

## 7. New Zealand

Chairperson : Mr Neil Walter  
Deputy Chairperson : Mr Andrew  
Matthews  
Secretary-General : Ms. Elizabeth  
L. Rose

New Zealand National Commission  
for UNESCO

Address : c/o Ministry of Education  
P.O. Box 1666

WELLINGTON 6140

NEW ZEALAND

Phone : +644 973 3305 (PT) +644  
463 8613 (direct line); 463 8600  
(office line) (SG)  
Fax : +644 463 8828  
E-mail : berys.walter@clear.net.nz  
(PT) ; Elizabeth.rose@minedu.govt.  
nz (SG)  
Web site : [http://www.unesco.org.  
nz](http://www.unesco.org.nz)  
Year established : 1947

## 8. Niue

Chairperson : Hon. Pokota Ikiua  
Lalotoa Sipeli \*  
Secretary-General : Mrs Janet  
Sipeli-Tasmania

Niue National Commission for  
UNESCO

Chairpserson: Premiers  
Department. Fale Fono. PO Box 84  
Alofi Niue

Phone : +683 4200 (PT) ; (683)  
4145 (SG)

Fax : +683 4322/4206 (PT) ; (683)  
4301 (SG)

E-mail : Togia.Sioneholo(a)mail.  
gov.nu (PT); Janet.Tasmania(a)mail.  
gov.nu (SG); niuenatcom.unesco(a)  
mail.gov.nu

Web site : [www.gov.nu](http://www.gov.nu)

Year established : March 1993

## 9. Pakistan

Deputy Secretary-General : Mr  
Muhammad Dawood

Pakistan National Commission for  
UNESCO

Address : Ministry of Education  
30 UNESCO House, Sector H-8/1  
ISLAMABAD - 44000  
PAKISTAN  
Phone : (92.51) 925 72 25 (Sec  
Gen);  
(92.51) 925 72 23;  
(92.51) 925 72 24  
Fax : (92.51) 925 75 19  
E-mail : pncuibd@dsl.net.pk;  
Web site : [http://www.pncugovpk.  
org](http://www.pncugovpk.org)  
Year established : November 1984

## 10. Palau

Chairperson : Mr Masa-Aki  
Emesiochl  
Secretary-General : Mr Dwight G.  
Alexander

National Commission of the  
Republic of Palau for UNESCO

Address : C/O Ministry of  
Education

P.O Box 1526

Koror

Palau

Phone : (680) 488 2489 or 767

1126 (SG) (680) 488 1003 (PT)

Fax : (680) 488-2657 (SG) +680 488  
2830 (PT)

E-mail : memesiochl@palaumoe.  
net (PT); Emesiochl@gmail.com  
(PT); delbochel@gmail.com (SG);  
histpres@palaunet.com (SG)  
Year established : 2000

## 1. Papua New Guinea

Chairman : Hon. Theo Zurenuoc\*  
Secretary-General : Mr Yori Yei

Papua New Guinea National  
Commission for UNESCO  
Phone : (675) 301 3333 / 301 3332  
(PT) (675) 325 3718 / 325 1242301  
(SG)  
Fax : (675) 323 1031(PT) (675) 325-  
9663 / 325 7929 (SG)  
E-mail : unesco\_yei(a)datec.net.pg  
(SG); Danny\_Puli(a)educationpng.  
gov.pg (PT); Carolyn\_Kafafi(a)  
educationpng.gov.pg (PT)  
Year established : 1981

## 2. Philippines

Chairperson : Mr Albert F. Del  
Rosario  
Secretary-General : Dr Virginia A.  
Miralao  
Officer in charge : Ms Jeannette D.  
Tuason

UNESCO National Commission of  
the Philippines  
Address : G/F Department of  
Foreign Affairs Bldg.  
2330 Roxaz Boulevard, Pasay City  
Philippines  
Phone : (63-2) 834 3447;  
(63-2) 834 4818;  
(63-2) 834 4844  
Fax : (63-2) 831 8873  
E-mail : unescoph@mozcom.com;  
Web site : www.unesconatcom.ph  
Year established : June 1947

## 3. Republic of Korea

Chairperson : Mr Ju-Ho LEE \*  
Secretary-General : Dr. Taeck-soo  
Chun

Korean National Commission for  
UNESCO  
26 Myeongdong-gil (UNESCO  
Road), Jung-gu, C.P.O. Box 64 Seoul  
100-810 Korea  
Phone : (82-2) 6958-4101/4102  
(Secretary General - direct) (82-  
2) 6958-4103/4104 (Personal  
Assistant to the Secretary General)  
(82-2) 6958-4115/4116 (Assistant  
Secretary General) (82-2) 6958-  
4131 (Head of the International  
Relations Team)

Fax : (82-2) 6958-4250 (Secretary  
General) (82-2) 6958-4251  
(Education Team) (82-2) 6958-  
4252 (Science Team, Culture  
and Communication Team,  
International Relations Team)

E-mail : kocom@unesco.or.kr;  
chunts@unesco.or.kr (SG)  
Web site : [http://www.unesco.  
or.kr/eng/](http://www.unesco.or.kr/eng/) (English) - [http://www.  
unesco.or.kr](http://www.unesco.or.kr) (Korean)  
Year established : 30 January 1954

## 4. Samoa

Chairperson : Hon. (Mr) To'omata  
Alapati To'omata \*  
Secretary-General : Ms.  
Galumalemana Nuufou Petaia

Samoa National Commission for  
UNESCO  
Address : c/o Ministry of  
Education, Sports & Culture  
P.O. Box 1869  
APIA  
SAMOA  
Phone : (+685) 64602 (Secretary-  
General); (685) 22 958  
(Chairperson)  
Fax : (685) 21.917 (Secretary-  
General); (685) 22.955  
(Chairperson)  
E-mail : atoomata@lesamoa.net;  
n.petaia(a)mesc.gov.ws (SG)  
Year established : February 1997

## 5. Singapore

Chairman : Mr Lawrence Wong  
Secretary-General : Mr Cheong Wei  
Yang

Singapore National Commission for  
UNESCO  
Address : Ministry of Education  
1 North Buona Vista Drive  
Singapore 138675  
Phone : + 65 6879 6845  
Fax : + 65 6775 2457  
E-mail : moe\_unesco@moe.gov.sg  
Web site : <http://www.unesco.sg>  
Year established : May 2008

## 6. Solomon Islands

Chairperson : Hon. Mr Dickson  
Ha'AMORI \*  
Secretary-General : Mr Timothy  
Ngele

Solomon Islands National  
Commission for UNESCO  
Address : Ministry of Education  
and Training  
P.O. Box G28  
HONIARA  
SOLOMON ISLANDS  
Phone : (677) 28 803; (677) 28 804;  
(677) 26 248

Fax : (677) 28 805; (677) 22 042;  
E-mail : siunesconatcom@mehrd.  
gov.sb  
Year established : 2002

## 7. Sri Lanka

Chairman : Mr Bandula  
Gunawardhana \*  
Vice-Chairman : Mr Sunil S.  
Sirisena  
Secretary-General : Mr R.P. Perera  
Deputy Secretary-General : Mr  
Pasanna Chandith

Sri Lanka National Commission for  
UNESCO  
Address : 5th floor Ministry of  
Education  
Isurupaya  
Battaramulla  
Sri Lanka  
Phone : (94.11.2) 17 7002;  
(94.11.2) 17 7006 (SG);  
(94.11.2) 17 7003 (Deputy SG);

Fax : (94.11.2) 17 7007;  
E-mail : slncu@slt.lk;  
bandulagunawardana@yahoo.com

Web site : [http://www.moe.gov.lk/web/index.php?option=com\\_content&view=article&id=146%3A2011-02-02-05-05-35&catid=107%3A2011-01-16-17-49-29-&Itemid=81&lang=en](http://www.moe.gov.lk/web/index.php?option=com_content&view=article&id=146%3A2011-02-02-05-05-35&catid=107%3A2011-01-16-17-49-29-&Itemid=81&lang=en)  
Year established : September 1949

## 8. Tajikistan

Chairperson : Mr Mirzoshohrukh  
Asrori  
Secretary-General : Mr Murod  
Komilov

Tajikistan National Commission for  
UNESCO  
Address : 12 Bokhtar st Dushanbe  
Tajikistan  
Phone : (992.37) 221 1750 ;  
(992.37) 221 6001 (SG)  
Fax : (992.37) 221 02 59  
E-mail : unesco@mfa.tj;  
m.komilov@mail.ru (SG);  
unesco.tj@mail.ru  
Year established : 1994

## 9. Thailand

Chairperson : Prof. Suchart  
Thadathamrongvech \*  
Vice-Chairperson : Mr Chaleyo  
Yoosimarak  
Secretary-General : Dr Sombat  
Suwanpitak  
Deputy Secretary-General : Ms  
Churairat Sangboonnum

Thailand National Commission for  
UNESCO

Address : Bureau of International  
Cooperation  
Ministry of Education  
Ratchadamnoen - Nok Avenue,  
Dusit  
BANGKOK 10300  
THAILAND  
Phone : (66) 2628 5646/9  
Fax : (66) 2281 0953

## 10. Timor-Leste

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

Timor-Leste National Commission  
for UNESCO  
Address : c/o Ministry of Education  
Compound  
Vila Verde  
Dili  
Timor-Leste  
Phone : +670 732 1288 (Pt) +670  
333 9667 (SG)  
E-mail : Kirsty@alolafoundation.  
org (Pt) ; tlnationalcom@gmail.  
com (SG)  
Year established : 23 April 2009

## 1. Tonga

President : Hon. Dr. 'Ana Maui  
Taufe'ulungaki  
Vice President: Hon. Lord Vaea  
Secretary-General : Mrs Lucy  
Moala-Mafi

Tonga National Commission for  
UNESCO  
Address : Education Complex  
Vaiola Motu'a Nuku'alofa Tonga  
Phone : (676) 22680; (676) 23511  
Fax : (676) 23596  
E-mail : unesconatcom@  
tongaeducation.gov.to  
Year established : 1984

## 2. Turkey

President: Prof. Dr. Öcal OĞUZ  
Vice President: Prof. Dr. Halil  
Ibrahim Yalin  
Deputy Secretary-General: Mr  
Umut Aksungur  
Turkish National Commission for  
UNESCO  
Address: Reşit Galip Cad. Hereke  
Sok. No :10 G.O.P. Ankara Turkey  
Phone: (+ 90.312) 426 58 94  
Fax : (+ 90.312) 427 20 64  
E-mail : webmaster@unesco.  
org.tr; ocal@bilkent.edu.tr (PT);  
hiyalin@gmail.com (Vice PT);  
umutaksungur@unesco.org.tr  
(Deputy SG)

## 3. Turkmenistan

President: Mr Sapardurdy Toylyev  
Secretary-General : Mr Poladov  
Kouvandyk  
  
Turkmen National Commission for  
UNESCO  
Address : 15, Bitarap Turkmenistan  
ave.,  
(Turkmenistan Academy of  
Sciences Building)  
Ashgabat, 74 4000  
Turkmenistan  
Phone : (93-12) 35 53 67  
Fax : (93-12) 35 53 67  
E-mail : poladov@mail.ru;  
Year established : September 1994

## 4. Tuvalu

Chairperson : Hon. Dr Falesa Pitoi \*  
Secretary-General : Ms Katalina  
Taloka  
  
Tuvalu National Commission for  
UNESCO  
Address : Ministry of Education  
and Sports  
Private Mail Bag  
Vaiaku  
FUNAFUTI  
TUVALU  
Phone : (688) 20 407 (Chairperson)  
(688) 20 403 (Secretary-general)  
Fax : (688) 20 414  
(688) 20 324  
E-mail : eddept@gmail.com (SG)  
Year established : 1996

## 5. Uzbekistan

Chaiperson : Mr Abdulla Aripov  
Vice-President : Dr Vladimir Norov  
Secretary-General : Mr Alisher  
Ikramov  
Deputy Secretary-General : Mr.  
Sayidafzal Mallakhanov

National Commission of the  
Republic of Uzbekistan for UNESCO  
Address :  
54, Mustaqillik Avenue (c/o  
University of World Economy and  
Diplomacy Building B, Room 316)  
Tashkent, 100077 Republic of  
Uzbekistan  
Phone : (998.71) 267 05 61;  
(998.71) 267 05 42  
Fax : (998.71) 267 05 38  
E-mail :  
Year established : 29 December  
1994

## 6. Vanuatu

President : Hon. Mr Charlot Salwai  
Tabimasmass \*  
Focal point : Mr Serge Lewawa  
  
Vanuatu National Commission for  
UNESCO  
Address : Ministry of Education  
P.M.B. 028  
PORT VILA  
VANUATU  
Phone : (678) 22 309  
(678) 23 557  
Fax : (678) 24 569

(678) 26 879  
E-mail :  
slewawa2@vanuatu.gov.vu;  
Year established : August 1999

## 7. Viet Nam

President : H.E. Mr Nguyen Thanh Son  
Secretary-General : Mr Pham Cao Phong  
Deputy Secretary-General : Mr Nguyen Manh Thang

Viet Nam National Commission for UNESCO  
Address : 8, Khuc Hao Str.  
HANOI  
VIET NAM  
Phone : (84.4) 3 799 35 12 (SG)  
(84.4) 3 799 35 17 (Sec. 1)  
(84.4) 3 799 35 18 (Sec.2)  
Fax : (84.4) 3 823 07 02  
E-mail : unescovn@mofa.gov.vn;  
caophong@mofa.gov.vn (SG);  
bimben\_99@yahoo.com (Sec. 1);  
thangthao@hotmail.com (Sec.2)  
Year established : 15 June 1977

## 8. Tokelau

Chair: Hon. Elesi Kerisiano Kalolo  
Secretary General: Ms Hatesa Kirifi  
Tokelau National Commission for UNESCO  
Office of the Council for the ongoing Government of Tokelau  
Government of Tokelau

Telephone  
Pres: (+685) 20 822/23 (tel) -  
(+685) 777 1820 (mob) SG: (+685)  
20 822/23  
Fax Pres: (+685) 21761 SG: (+685)  
21761  
E-mail keli.kalolo1@gmail.com ;  
kirifi\_t@usp.ac.fj



# UNESCO Partners

## GOVERNMENT AUTHORITIES

UNIT	NAME	COUNTRY
Basic Sciences	Non provided	
Communication And Information	Center of Documentation & Publication, LIPI (PDII-LIPI)	Indonesia
	Ministry of Communication and Information Technology Republik Indonesia	Indonesia
	Ministry of Research and Technology	Indonesia
	National Library of Malaysia	Malaysia
Culture	Brunei Darussalam National Commission for UNESCO	Brunei Darussalam
	Ministry of Culture, Youth and Sports	Brunei Darussalam
	Indonesian National Commission for UNESCO	Indonesia
	Coordinating Ministry for People's Welfare	Indonesia
	Ministry of Education and Culture	Indonesia

	Ministry of Foreign Affairs	Indonesia
	Ministry of Industry	Indonesia
	Ministry of Public Works	Indonesia
	Ministry of Tourism and Creative Economy	Indonesia
	Ministry for Cooperatives and Small Medium Enterprises	Indonesia
	Ministry of Trade	Indonesia
	Central Java Development and Planning Agency	Indonesia
	Malaysian National Commission for UNESCO	Malaysia
	Ministry of Culture and Tourism Malaysia	Malaysia
	UNESCO National Commission of the Philippines	Philippines
	National Commission for Culture and the Arts	Philippines
	Timor-Leste National Commission for UNESCO	Timor-Leste
	State Secretariat of Arts and Culture, the Ministry of Tourism of Timor-Leste	Timor-Leste

Environmental Sciences	Ministry of National Education	Indonesia
	Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU - Bundesministerium für Umwelt, Naturschutz und Reaktorsicherheit)	Germany
	Bukit Barisan Selatan National Park	Indonesia
	Coordinating Ministry of People's Welfare	Indonesia
	Ministry of Forestry Forestry Research and Development Agency (FORDA)	Indonesia
	Gunung Leuser National Park	Indonesia
	Kerinci Seblat National Park	Indonesia
	Komodo National Park	Indonesia
	Lorentz National Park	Indonesia
	Ministry of Forestry, Directorate General of Forest Protection and Nature Conservation (PHKA)	Indonesia
	Siberut National Park	Spain
	Ujung Kulon National Park	Spain
	Agencia Española de Cooperación Internacional para el Desarrollo (AECID)	Spain
	Ministry of Environment and Rural and Marine Affairs (MARM)	Indonesia
Japanes Funds-In-Trust	Organismo Autónomo de Parques Nacionales (OAPN)	Indonesia

Sciences For Society	UNESCO National Commission for Timor-Leste	Timor-Leste
	Ministry of Education & Culture	Timor-Leste
Social Human Sciences	Center for Disaster Preparedness	Philippines
	BNP2TKI - Badan Nasional Penempatan dan Perlindungan Tenaga Kerja Indonesia	Indonesia
	Ministry of Labor and Transmigration	Indonesia
	Parliamentary MDGs Task Force DPR RI - Panitia Kerja MDGs Dewan Perwakilan Rakyat Republik Indonesia	Indonesia
	National Professional Teacher's Institute	Timor-Leste
Water Science	Bureau of Meteorology	Australia
	Department of Irrigation and Drainage (DID)	Malaysia
	Department of Meteorology and Hydrology	Myanmar
	Department of Meterology and Hydrology	Lao PDR
	Department of Water Resources	Thailand
	Indonesian Institute for Sciences	Indonesia
	Indonesian National Commission for UNESCO	Indonesia

	Ministry of Education, Culture, Sports, Science, and Technology (MEXT)	Japan
	Ministry of Water Resources	China
	Ministry of Water Resources and Meterology	Cambodia
	State Hydrometeorological Administration (SHMA)	DPR Korea

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

UNIT	NAME	COUNTRY
Basic Sciences	Non provided	
Communication And Information	DR. Soetomo Press Institute (LPDS)	Indonesia
	Dewan Pers	Indonesia
	Serikat Pekerja Suratkabar	Indonesia
	Sekolah Jurnalisme Indonesia	Indonesia
	Radio Republik Indonesia	Indonesia
	Persatuan Wartawan Indonesia	Indonesia
	Aliansi Jurnalis Indonesia (AJI Indonesia)	Indonesia
	Institute of Journalism Studies, Faculty of Communication and Media Studies, Universiti Teknologi Mara	Malaysia
	Community Radio Association Timor Leste (ARKTL)	Timor Leste

	Group of Independent Press and East Timorese Communities	Timor Leste
	Timor Lorosa'e Journalists Association	Timor Leste
	Radio and Television Timor Leste	Timor Leste
Culture	National Museum, Jakarta	Indonesia
	PT Taman Wisata Candi Borobudur, Prambanan and Ratu Boko	Indonesia
	Institute Technology of Bandung	Indonesia
	University of Indonesia	Indonesia
	University of Gadjah Mada	Indonesia
	Borobudur Conservation Office	Indonesia
	Office for the Conservation and Development of Archaeological Properties (BP3) of Central Java	Indonesia
	Office for the Conservation and Development of Archaeological Properties (BP3) of the Special Region of Yogyakarta	Indonesia
	Office for the Conservation and Development of Sangiran Early Man Site	Indonesia

Disaster Risk Reduction	Indonesian Institute of Sciences (LIPI)	Indonesia
	The Meteorological, Climatological, and Geophysical Agency (BMKG)	Indonesia
	Agency for the Assessment and Application of Technology (BPPT)	Indonesia
	The National Agency for Disaster Management (BNPB)	Philippine Institute of Volcanology and Seismology (PHIVOLCS)
	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
	Philippine Institute of Volcanology and Seismology (PHIVOLCS)	Philippines
	National Disaster Management Directorate (NDMD)	Timor Leste
	National Disaster Warning Center (NDMC)	Thailand
Earth Science	Indonesian Institute of Sciences	Indonesia
	Katholieke Universiteit Leuven	Belgium
	School of Earth and Environmental Sciences	Korea

Engineering Science and Technology	Bangladesh University of Energy and Technology (BUET)	Bangladesh
	Indonesia Higher Education Network (INHERENT)	Indonesia
	Bandung Institute of Technology (ITB)	Indonesia
	Brawijaya University (UNIBRAW)	Indonesia
	Hasanuddin University (UNHAS)	Indonesia
	Darma Persada University (Unsada)	Indonesia
	LPPM Gadjah Mada University	Indonesia
	University of Indonesia (UI)	Indonesia
	Udayana University (UNUD)	Indonesia
	Institute Teknology of Sepuluh November (ITS)	Indonesia
	Lembaga Ilmu Pengetahuan Indonesia (LIPI)	Indonesia
	Kyushu University	Japan
	Tokyo Institute of Technology	Japan
	Tokyo University	Japan
	Kyoto University	Japan
Keio University	Japan	



Engineering Science and Technology	Hokkaido University	Japan
	Malaysian Technology Development Corporation (MTDC)	Malaysia
	Malaysia Research and Education Network (MYREN)	Malaysia
	Advance Science and Technology Institute (ASTI)	Philippines
	Philippines Research, Education and Government Information Network (PREGINET)	Philippines
	National University of Singapore (NUS)	Singapore
	Hanoi University of Science and Technology (HUST)	Vietnam
	Institute Technology of Cambodia	Cambodia
	Royal University of Phnom Penh	Cambodia
	Lanka Education and Research Network (LEARN)	Srilanka
	National Authority for Science and Technology (NAST)	Srilanka
	Asian Institute of Technology (AIT)	Thailand
	Chulalongkorn University	Thailand
	University Network (UniNet)	Thailand
	Korea Advanced Institute of Science and Technology (KAIST)	Korea

	National University of Timor Leste (UNTL)	Timor Leste
	Nepal Research and Education Network (NREN)	Nepal
Environmental Sciences	Indonesian Institute of Science (LIPI)	Indonesia
	MAB National Committee Indonesia	Indonesia
	Center for Anthropology Study University of Indonesia (PUSKA UI)	Indonesia
Sciences For Society	Indonesian Institute of Science (LIPI)	Indonesia
Social Human Sciences	The Indonesian Institute of Sciences - Lembaga Ilmu Pengetahuan Indonesia (LIPI)	Indonesia
	Center for Women and Gender Studies - Pusat Kajian Wanita dan Gender Universitas Indonesia	Indonesia
	National Professional Teacher's Institute Timor Leste	Timor Leste
Water Science	Asia Pacific Centre of Ecohydrology	Indonesia
	Hydrospheric Atmospheric Research Center, Nagoya University	Japan
	Indonesian Institute of Sciences (LIPI)	Indonesia
	International Centre for Water Hazard and Risk Management (ICHARM)	Japan
	International Centre on Qanats & Historic Hydraulic Structures (ICQHS)	Iran

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

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

UNIT	NAME	COUNTRY
Communication And Information	Nikoya Radio, Banda Aceh, Nangroe Aceh Darussalam	Indonesia
	Nurul Fikri Education Foundation	Indonesia
	Rumah Ide Makassar	Indonesia
	Oral Tradition Association (Aliansi Tradisi Lisan - ATL)	Indonesia
	Yayasan Satu Dunia	Indonesia
	Yayasan Pengembangan Media Anak (YPMA)	Indonesia
Culture	EF English First	Indonesia
	Friends of Borobudur	Indonesia
Disaster Risk Reduction	Arbeiter-Samariter- Bund in Jogjakarta	Indonesia
	Masyarakat Penanggulangan Bencana Indonesia (MPBI)	Indonesia

	Komunitas Siaga Tsunami in Padang (KOGAMI)	Indonesia
	Forum Fasilitator Penanggulangan Bencana, Teluk Dalam, Nias	Indonesia
	Palang Merah Indonesia	Indonesia
	Yayasan Puter	Indonesia
	Humanitarian Forum Indonesia (HFI)	Indonesia
	Muhammadiyah Disaster Management Center (MDMC)	Indonesia
	Yayasan Tanggul Bencana Indonesia (YTBI)	Indonesia
	Konsorsium Penanggulangan Bencana	Indonesia
	Yayasan IDEP	Indonesia
	Forsigana Maumere	Indonesia
	French Red Cross	France
Education	IDPN Indonesia (The Foundation for Inclusion and Non-Discrimination in Education)	Indonesia
	Yayasan AirPutih	Indonesia
Engineering Science And Technology	Masyarakat Energi Terbarukan Indonesia (METI)	Indonesia
	Lego Education	Singapore
	Singapore Science Center	Singapore

	Science Center Singapore (SCS)	Singapore
	Center for Robotics Education and Future Sciences (CREFUS)	Japan
	JS-Robotics Inc.	Japan
	Mitsubishi Heavy Industries (MHI)	Japan
	Croft IP Pty Ltd	Australia
Environmental Sciences	Green Siberut Asosiasi (PASIH - Perkumpulan Siberut Hijau)	Indonesia
	Nature and Conservation and Education Foundation (YAPEKA -Yayasan Pendidikan Konservasi Alam)	Indonesia
	Ruangrupa	Indonesia
	Yayasan Orangutan Sumatera Lestar-Orangutan Information Center (YOSL-OIC)	Indonesia
Sciences For Society	Masyarakat Penanggulangan Bencana Indonesia (MPBI)	Indonesia
	Bingkai Indonesia	Indonesia
	Ontrack Media	Indonesia
	Haburas Foundation	Timor-Leste
	Timor Aid Foundation	Timor-Leste
Social Human Sciences	The Institute for Ecosoc Rights	Indonesia
	Human Rights Working Group Indonesia	Indonesia

	Timor Leste Media Development Center (TLDMC)	Timor-Leste
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## INTERNATIONAL ORGANISATIONS, BILATERAL AND MULTILATERAL COOPERATION AGENCIES

UNIT	NAME	COUNTRY
Basic Sciences	Non provided	
Communication And Information	Asia-Pacific Institute for Broadcast Development (AIBD)	Malaysia
	The Asia-Pacific Broadcasting Union (ABU)	Malaysia
	Asian Institute of Journalism and Communication (AIJC)	Philippines
	Asian Media Information and Communication Centre (AMIC)	Singapore
Culture	International Centre for the Study of Preservation and Restoration of Cultural Property (ICCROM)	International
	International Council on Monuments and Sites (ICOMOS)	International
	International Council of Museums (ICOM)	International

Disaster Risk Reduction	Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH	German
	Geo Forschungs Zentrum (GFZ)	German
	Canadian International Development Agency, Canada	Canada
	International Tsunami Information Centre, Hawaii, USA	USA
	UNESCAP	UN
Education	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 Science And Technology	School on Internet (SOI)	Regional
	Federation of Engineering Institutions of Asia and the Pacific (FEIAP)	Regional
	International Science, Technology and Innovation Centre for South-South Cooperation (ISTIC)	International
	UN Centre for Alleviation of Poverty through Secondary Crops' Development in Asia and the Pacific (UNCAPSA)	International
	World Intellectual Property Organization (WIPO)	International
	Trans-Eurasia Information Network (TEIN3)	International
	Asia-Pacific Advanced Network (APAN)	International
	Association for Engineering Education in Southeast, East Asia and the Pacific (AESEAP)	International
Environmental Sciences	Fauna & Flora International (FFI)	U.S.A
	Goethe-Institut	Germany
	PanEco Sumatran Orangutan Conservation Programme	Switzerland
	Wildlife Conservation Society	U.S.A

Sciences For Society22222	Asia-Pacific Broadcasting Union	International
	Center for Disaster Preparedness	Philippines
Social Human Sciences	International Organization of Migration	International
	International Labour Organization	International
	United Nation Integrated Mission in Timor-Leste	International

UNESCO Office, Jakarta  
Jl. Galuh II No. 5  
Kebayoran Baru, Jakarta 12110  
Indonesia  
Tel : (62 - 21) 739 9818  
Fax : (62 - 21) 7279 6489  
Email : [jakarta@unesco.org](mailto:jakarta@unesco.org)