INDONESIA
UNESCO

COUNTRY PROGRAMMING DOCUMENT

2014 - 2017

CONTENTS

MESSAGE FROM

Director and Representative, UNESCO Office, Jakarta

UNESCO Office, Jakarta is pleased to present the Indonesia-UNESCO Country Programming Document (I-UCPD) which covers the period 2014-2017. This is our blueprint of action in working with the Government of Indonesia and other stakeholders, such as civil society and the private sector, in the pursuit of the national development goals and objectives along UNESCO's areas of competence: education, natural sciences, social and human sciences, culture, communication and information. This I-UCPD will also be useful in defining UNESCO's role within the joint United Nations Partnership for Development Framework (UNPDF) with Indonesia.

UNESCO has been supporting programmes in Indonesia for more than 60 years. Important progress has been made since the first I-UCPD was launched in 2007. With the I-UCPD, UNESCO is working with a development framework that facilitates a coordinated and systematic partnership with a wide range of stakeholders. A consultative process was adopted during the preparation of the document. This ensured that the proposed programme is demand-driven and enjoys the support of the Government of Indonesia and other stakeholders. Consistent with UNESCO's philosophy, the I-UCPD highlights sectoral, intersectoral, and interdisciplinary perspectives.

The programmes and projects included in the I-UCPD are consistent with Indonesia's commitments to the UN Millennium Development Goals (MDGs) and other internationally agreed development priorities. In addition, the I-UCPD has been developed to strengthen the development goals and priorities defined in the Government of Indonesia's National Medium-Term Development Plan.

Many of the programmes and projects described in this document will extend beyond 2015, and therefore will support the next UNPDF and National Development Plan for Indonesia.

Pursuing the I-UCPD 2014-2016 will be challenging. Nevertheless, UNESCO is committed to developing strong partnerships, and working closely with the Indonesia National Commission for UNESCO, in order to ensure effective implementation of the programme. It will draw support from the wider UNESCO family – national committees of intergovernmental programmes, UNESCO centers and institutes worldwide, and UNESCO associated schools and clubs.

UNESCO Office, Jakarta is grateful to the Government of Indonesia and key development partners from civil society organizations, academia and professional associations for providing valuable inputs in the preparation of this second UNESCO Country Programming Document for Indonesia. The programme and projects identified in this document will be developed and implemented via a strong partnership between the Government of Indonesia and UNESCO. We are confident that the I-UCPD-2 will contribute significantly to the attainment of an enhanced quality of life for the Indonesian people in the years ahead.

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

ABBREVIATIONS

AIDS	: Acquired Immune Deficiency Syndrome
APCE	: Asia-Pacific Centre for Ecohydrology
ARI	: Independent Youth Alliance
ASRH	: Adolescent Sexual and Reproductive Health
ASEAN	: Association of South East Asian Nations
BAPPENAS	: National Development Planning Agency
BMKG	: Meteorological, Climatology and Geophysical Agency
BNPB	: National Disaster Management Agency
BPBD	: Local Disaster Management Office
BPPT	: Agency for Assessment and Application of Technology
BR	: Biosphere Reserve
BREES	: Biosphere Reserves for Environmental and Economic Security
CI	: Communication and Information
CLCC	: Creating Learning Communities for Children
CMCs	: Community Multimedia Centres
COMPETENCE	: Comprehensive Program to Enhance Technology, Engineering and Science Education in Asia
DESD	: Decade of Education for Sustainable Development
DIKTI	: Directorate General of Higher Education
DRR	: Disaster Risk Reduction
ECCD	: Early Childhood Care and Education
ECD	: Early Childhood Development
EDUCAIDS	: UNAIDS Global Initiative on Education and HIV & AIDS
E3i	: Energy, Economy and Environment
EFA	: Education for All
ESD	: Education for Sustainable Development
EST	: Engineering Sciences and Technology
FORCE	: Fostering Safer and Resilient Communities
GDP	: Gross Domestic Product
GMR	: Global Monitoring Report
GOI	: Government of Indonesia
GO-SPIN	: Global Observatory on Science, Technology and Innovation Policy Instruments
HIV	: Human Immunodeficiency Virus
BSAP	: Indonesian Biodiversity Strategy and Action Plan
ICG	: Intergovernmental Coordinating Group
ICT	: Information and Communication Technology
IIEP	: International Institute for Educational Planning
IHP	: International Hydrology Program
ILFE	: Inclusive Learning Friendly Environment
IOM	: International Organization for Migration
ILO	: International Labour Organization
InaTEWS	: Indonesian Tsunami Early Warning System
INHERENT	: Indonesian Higher Education and Research Network
IOC	: International Oceanographic Commission
IOTWS	: Indian Ocean Tsunami Warning System
IUCN	: International Union for Conservation of Nature
I-UCPD	: Indonesia-UNESCO Country Programming Document

ABBREVIATIONS

JFIT	: Japanese Funds-In-Trust
LIPI	: Indonesian Institute of Sciences
MAB	: Man and the Biosphere Program
MDG	: Millennium Development Goals
MEXT	: Japanese Ministry of Education
MoEC	: Ministry of Education and Culture
NGO	: Non-governmental Organization
NTT	: East Nusa Tenggara
NTWC	: National Tsunami Warning Center
PAF	: Programme Acceleration Funds
R&D	: Research and Development
REDD	: Reduced Emissions from Deforestation and Degradation
RPJMN	: National Medium-Term Development Plan
RTSP	: Regional Tsunami Service Provider
SeaBRnet	: Southeast Asian Biosphere Reserve Network
SEAMEO	: Southeast Asian Ministers of Education Organization
SEAMEO	: Southeast Asian Ministers Education Organization
S&T	: Science and Technology
SOI	: School of Internet
STEEL	: Science Technology and Engineering Exchange Laboratory
STEPAN	: Science and Technology Policy Asia Network
STI	: Science, Technology and Innovation
ISTIGAP	: Science, Technology and Innovation Global Assessment
StResCom	: Strengthening resilience of coastal and small island communities towards hydrometrological hazards and climate change impacts
SWITCH	: Sustainable Water Management Improves Tomorrow's Cities' Health
TEI	: Teacher Education Institutions
TEWS	: Tsunami Early Warning System
THRS	: Tropical Rainforest Heritage of Sumatra
TK-TCE	: Traditional Knowledge and Traditional Cultural Expression
TRHS	: Tropical Rainforest Heritage of Sumatra
UBW	: Unified Budget and Workplan
UNAIDS	: Joint UN Programme on HIV/AIDS
UNDAF	: United Nations Development Assistance Framework
UNDP	: United Nations Development Program
UNESCO	: United Nations Educational, Scientific, and Cultural Organization
UNEP	: United Nations Environment Programme
UNFCCC	: United Nations Framework Convention on Climate Change
UNFPA	: United Nations Population Fund
UNICEF	: United Nations Children's Fund
UNODC	: United Nations Office on Drugs and Crime
UNPDF	: United Nations Partnership for Development Framework
WCF	: World Culture in Development Forum
WHC	: World Heritage Convention
WHO	: World Health Organization
WHS	: World Heritage Sites
WNBR	: World Network Biosphere Reserves

EXECUTIVE SUMMARY

↑ Tropical Rainforest
Heritage of Sumatera
(TRHS)
UNESCO Jakarta

Purpose of the I-UCPD-2

The strategic programming country-based approach described in the Indonesia-UNESCO Country Programming Document (I-UCPD) 2014-2017 aims to achieve greater coherence, efficiency and effectiveness at country levels, and avoid fragmentation, duplication and competition among sister UN agencies.

This is the second I-UCPD. The elaboration of this document benefited as such from the lessons learned, achievements and challenges of the implementation of the previous I-UCPD (2008-2011). The proposed programmes build on the results of previous activities but also propose a more focused and strategic programme. The I-UCPD establishes a framework for UNESCO's multi-sector cooperation strategy in alignment with the United Nations Partnership for Development Framework (UNPDF) for Indonesia. The UNPDF was developed in partnership with the Government of Indonesia to assist the realization of Indonesia's National Medium-Term Development Plan.

Preparation Process

This I-UCPD was prepared based on the analysis of Indonesia's major development issues and challenges and the national priorities and strategies as spelled out in various national reports, country assessments and other relevant publications. The desk study analysis was further enriched by a consultative and collaborative process, which was necessary to ensure that the elements contained reflect as much as possible the real "demand" side for UNESCO's support and the priority areas of cooperation. This document has also been developed at national level between UNESCO and Government of Indonesia through the establishment of the Indonesia-UNESCO Fund-in-Trust, and at international level through consultations on Post 2015 Development Agenda.

EXECUTIVE SUMMARY

Structure of the Document

Based on the national priorities identified and UNESCO's work and experience in Indonesia, UNESCO draws the main lines for its future strategy in the country and proposes a cooperation framework with the Government of Indonesia and in partnership with the United Nations' sister agencies within the UNPDF 2011-2015 and beyond. The proposed country-based cooperation framework is in line with the new strategic direction in which UNESCO proposes to engage in for the implementation of its new Medium-term Strategy (2014-2021). Results expected to be achieved at the country level will contribute, through the UNESCO results chain, to the achievement of the expected outcomes at the global level.

Proposals for concrete action within the cooperation framework are presented on page 30 of the document. The rationale behind those consolidated and comprehensive projects is to ensure sustainability, increased effectiveness and impact, but also to allow space, both in terms of life span of initiatives/projects, as well as in terms of resources required, and for other partners to join in the implementation.

Future follow-up to the I-UCPD-2

The present I-UCPD will serve both the Government of Indonesia and UNESCO to strengthen the partnership and collaborative action and ensure its relevance and effectiveness. The management and monitoring of the I-UCPD will be entrusted to UNESCO Office, Jakarta. Effective follow-up of the I-UCPD and successful implementation rely heavily on the extent of the consensus, commitment and partnerships it can trigger among the major stakeholders, relevant line Ministries, the National Commission, UN agencies, development partners, and development agencies at large. It is expected therefore that the I-UCPD will serve as a programming and advocacy tool for UNESCO to clarify and assert its role and concrete contribution within the UNCT, and to succeed, in joint efforts with the Indonesian National Commission, in mobilizing sufficient financial support for the execution of the proposed programmes and projects.

Destroyed Uteun Pasie (costal forest) area in Pulo Aceh Island. Uteun Pasie is considered as a LINK used by coastal communities in the island in dealing with hydro-meteorological hazards and climate change impacts.

UNESCO Jakarta

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PERTINENT DEVELOPMENT ISSUES

Driven by the country's national motto, "Bhinneka Tunggal Ika" (Unity in Diversity), the Indonesian people and their leaders have succeeded in raising the country from amongst the poorest nations in the world in the 1960s to a lower Middle-Income-Country with a gross domestic product per capita (purchasing power parity) of USD $3557 in 2012 (see Table 1). According to Government statistics the unemployment rate in Indonesia has declined significantly over the last several years—from a peak of 10.45% in 2006 to 7.39 % in 2013—while the nation has continued a steady transition to democratic governance and decentralization

Table 1. Selected Key Indicators For Indonesia

Indicators	Data	Male	Female	Year
Total population (million)	246,8 million	123, 4 million	123, 4 million	2012
Population growth rate, annual	1%	1%	1%	2011
GDP per Capita (current US$)	$ 3557	N/A	N/A	2012
GDP annual growth	6%	N/A	N/A	2012
Poverty headcount ratio at national poverty line (% of population)	12.0%	N/A	N/A	2012
Life expectancy at birth	70	68	72	2011
School enrolment, primary (gross)	118%[1]	117%	119%	2011
CO2 Emissions (metric tons per capita)	1.8	N/A	N/A	2010
R&D expenditure (% GDP)	0.08%	N/A	N/A	2009
Improved water source, rural (% of rural population with access)	76	N/A	N/A	2011
Human Development Index (HDI)	Value 0.629 Ranked 121	N/A	N/A	2012

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As a mega-diverse country, Indonesia is endowed with some of the richest terrestrial and marine ecosystems in the world and extraction of forest and other natural resources, which contributes significantly to the country's growth. In the recent years, Indonesia has experienced a series of unprecedented natural disasters. These disasters focused greater attention on the plight of its poorest citizens and prompted the Government of Indonesia to accelerate efforts to reduce poverty by addressing the needs of the most vulnerable to secure adequate access to basic social services, health, sanitation, education and shelter.

To address these challenges and fulfil its commitments to the achievement of the Millennium Development Goals (MDG), the Indonesian Government developed a clear set of priorities in its National Medium-Term Development Plan (RPJMN) (2010-2014). Indonesia further strengthened its relationship with development partners through its support of the Jakarta Commitment, an agreement with 22 donor countries and multilateral agencies that emphasizes the importance of national ownership, equitable partnerships, and the alignment of donor resources with Indonesia's national priorities. In 2011, the Government of Indonesia welcomed the United Nations Partnership for Development Framework (2010-2015) to coordinate the efforts of UN agencies in support of Indonesia's RPJMN.

While Indonesia's progress over the past decade has been impressive, it has acknowledged that more needs to be done to address the needs of its citizens. As noted in the United Nations Partnership for Development Framework (UNPDF) 2010-2015:

> "Reducing inequities and disparities, protecting the environment, further consolidating democratic institutions, making decentralization work better for people – particularly the poor and disadvantaged - and building resilience to natural and external shocks will be essential to maintaining social stability and advancing human development.
>
> (United Nations Partnership for Development Framework, 2011-2015, Indonesia, p. 3)

The UNPDF was formulated over a period of two years in close coordination with BAPPENAS (National Development Planning Agency) as the national counterpart. This helped ensure that the emerging national priorities of the RPJMN were reflected in the UNPDF. The latter has identified 5 outcomes as targets for UN support: social services, sustainable livelihoods, governance, DRR/Resilience, and climate change and environment. The current I-UCPD-2 is aligned with UNPDF outcomes.

Cibodas Biosphere Reserves-Indonesia

UNESCO Jakarta

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1   Retrieved on 7 November 2013 from Statistics Indonesia: http://www.bps.go.id/eng/brs_file/eng-tenaker-06nov13.pdf

2   Gross enrolment ratio (GER) is the ratio of total enrolment, regardless of age, to the population of the age group that officially corresponds to the level of education shown. GER over 100% shows that the number of under-aged and/or over-aged children in schools is high relative to children of the official age for any particular level. A GER value exceeding or approaching 100% indicates that the country has, in principle, the capacity to accommodate all of its primary school-age population.

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Education

In accordance to the RPJMN and the Jakarta Commitment, UNESCO endeavours to support the Government of Indonesia in improving access to and quality of education for the poor, the vulnerable and the disadvantaged. Special attention and efforts will be given to support the country in benefitting from global and South-South learning to gain various good practices, knowledge and expertise. This support will strengthen the country in enhancing its role in the global and regional settings. It will provide beneficial opportunities for the country in contributing to and gaining from South-South technical cooperation.

Considering the achievement of the universalization of 9-year basic education program, the government of Indonesia continues its committment to go beyond the EFA goals by launching the universalization of Senior Secondary Education. The target is achieving 97%gross enrollment rates by 2020.

Table 2. Education And Literacy Indicators For Indonesia

Source: Retrieved on November 7, 2013 from the World Bank website: http://data.worldbank.org/country/indonesia

*Source: "A Report on Education for All Achievements 2000-2015" (Draft), Education for All Coordination Forum, Republic of Indonesia

Indicators	Data	Male	Female	Year
Literacy rate, adult total (% of people ages 15 and above)	95.98%	98.64%	97.34%	2013*
School enrolment, primary (% gross)	118%[1]	117%	119%	2011
School enrolment, secondary (% gross)	81%[2]	81%	81%	2011
School enrolment, tertiary (% gross)	25%[3]	27%	23%	2011
Education expenditure per student, primary (% of GDP per capita)	9.0	N/A	N/A	2011
Education expenditure per student, secondary (% of GDP per capita)	8.0	N/A	N/A	2011

1 See footnote 2 above

2 The aggregate number of places for pupils can only accommodate 81% of the number required for full enrolment of the official age-group population.

3 The aggregate number of places for pupils can only accommodate 25% of the number required for full enrolment of the official age-group population

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As part of an effort to continuously improved education quality for all, the MOEC have just launched a new curriculum in the 2013/2014 school year which currently is being implemented in over 60000 schools. A number of legal documents related to this policy have been established, including a number of textbooks for students and teachers' guides. A large scale teachers' trainings was conducted.

The policy on Education for Sustainable Development (ESD) is implicitly and explicitly stated in both long-term and mid-term National Development Plans and in the 2010-2014 Strategic Plan of the Ministry of Education and Culture (MoEC) of Indonesia. This is in conformity with the UN High Level Panel report which emphasizes that the Post-2015 agenda needs to, among others, be driven by a transformative shift to put sustainable development at the core. ESD is an educational process of achieving human development (the three pillars of human development: economic growth, social development and environmental protection) in an inclusive, equitable and secure manner. It thus includes education for poverty alleviation, gender equality, cultural diversity, international understanding, peace and many more. ESD practices have been implemented in coordination with MoEC and the Ministry of Environment, led by the National ESD Coordinator.

The implementation of curriculum 2013 is a part of quality improvement policy through the continues improvement of education programmes. This curriculum was initiated in respones to current practices of education which focuses on memorizing rather than analytical skills. It's also put heavy emphasis on cognitive domains and less on affectives domains, more specifically on character building. The curriculum 2013 put more portion on character building into it and emphasizing on analytical skills. The fact that the curriculum 2013 emphasizes the character building is congruent with ESD missions.

The monitoring and evaluation of Indonesia's progress in achieving the Education for All (EFA) goals and the right to education, including the country's progress on nine-year free compulsory basic education, needs to be strengthened. Emerging educational issues and challenges experienced by the country should be closely reviewed, and solutions identified to strengthen the education system. Quality early childhood care and education services are still not widely provided in Indonesia, especially at the local levels. Consequently, support is needed to expand and improve the quality early childhood care and education services for children from poor

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backgrounds. In 2010, the "Situation Response Analysis on the Education Sector Response to HIV, Drugs and Sexual Health" in Indonesia pointed towards the need for comprehensive sexuality education in the formal and non-formal sectors and a need to reach out to young key affected populations.

Natural Sciences

The Science and Technology sector is faced with a number of challenges: (1) low teaching quality in the basic sciences and mathematics at primary and secondary levels of education; (2) a weak research base in most universities (because academics function mainly as teachers, not so much as researchers); (3) underrepresentation of women in Science and Technology careers and policy-making bodies; (4) declining interest of youth in science careers; and (5) limited resource allocation. Significantly, the State Ministry of Research and Technology includes in its mission the building of an ethical foundation for the development and implementation of science and technology.

The commitments following the Rio+20 Summit in June 2012 and the preparations towards the Post-2015 agenda call for a stronger positioning of Science, Technology and Innovation (STI). The transition towards a Green Economy as outlined in the Rio+20 documents, and the challenges under the upcoming Post-2015 Agenda need to be based on sound science, on technology development and innovation. However, in order for STI to be able to fulfil this crucial role, three pre-conditions need to be met:

a) Science needs to be positioned much higher in the international hierarchy of institutions and organizations (currently a specific mandate for Science in the UN rests only with UNESCO);

b) Science needs to be positioned higher on national agendas, and substantially more resources need to be allocated to meet the OECD recommendation of 3%;

c) STI need to become much more creative and forward looking, to maximize the benefits and to minimize possible negative impacts from new developments.

Indonesia's expenditure on research and development was 0.08% of GDP in 2009. Increased investment in R&D could boost economic performance and competitiveness in the face of rapid growth in capabilities in countries in Asia-Pacific region. The OECD recommends that at least 3% of GDP is spent on R&D; there are however only very few countries in the world that achieve this level of spending. The average R&D spending in developing countries is 1,1 of GDP while in Asian countries (exclusive China, India, Israel and Japan) the average is 0.42%.

Indonesia has experienced alarming rates of primary rainforest and coral reef destruction (e.g., deforestation has accelerated to over two million hectors per year and approximately 40 percent of the reefs are in critical condition). The Government of Indonesia has therefore outlined a comprehensive action plan for biodiversity conservation and sustainable use: the Indonesian Biodiversity Strategy and Action Plan (IBSAP) (2003-2020). The Ministry of Forestry has developed five major policies to implement the IBSAP: (1) combat illegal logging and agricultural encroachment; (2) reduce, control, and mitigate impact of forest fires; (3) restructure development on forestry sector; (4) rehabilitate and conserve forestry resources and (5) decentralize forestry sectors. With deforestation releasing nearly 70 percent of the carbon and other heat-trapping emissions in Indonesia, the Government of Indonesia is aiming to cut as much as 41 percent of the country's greenhouse gas emissions by 2020.

The Seville Strategy (1995) and the Madrid Action Plan (2008) emphasize the importance of Biosphere Reserves zoning systems and sustainable development in the buffer zone and transition area for the

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proper functioning of these reserves. Various efforts have been made by the National Committee of the Man and the Biosphere (MAB) Indonesia Programme to address the above challenges, as well as to promote the Biosphere Reserves concept, through community empowerment and environmental education. The Indonesian government has adopted the Biosphere Reserve concept as a way of managing conservation areas but without paying attention to their specific ecosystem functions and planning needs. Currently, six Biosphere Reserves in Indonesia are lacking zoning system, integrated management and action plans, and legal frameworks exist can serve as guidelines for stakeholders to implement the concept still have to be established.

In the context of the implementation of World Heritage Convention, Indonesia has taken steps concerning the Decision 35 COM 7B.16 to improve the protection and preservation of Tropical Rainforest Heritage of Sumatra (TRHS) which consists of three national parks (Gunung Leuser, Kerinci Seblat and Bukit Barisan Selatan. TRHS was designated as a World Heritage site on 2004, in recognition for its greatest potential for long-term conservation of the distinctive and diverse biota of Sumatra, including many endangered species. Since its inscription, the World Heritage Committee expressed its outmost concern with regards to the several threats, mostly road development and agricultural expansion, that jeopardize the integrity of this World Heritage site. Since 2011, TRHS is inscribed in the World Heritage in Danger List.

With over 300 ethnic groups speaking 700 languages, Indonesia encompasses unique and diverse traditional ecological knowledge systems that can be valorized to promote environmental conservation and sustainable development. As reflected in the 1945 Constitution, the Government of Indonesia is very concerned with promoting and protecting traditional knowledge systems to conserve and preserve the country's cultural and natural resources for national development. The concept of traditional knowledge is also included in many laws and regulations in Indonesia, especially those related to environmental protection and management, intellectual property, and acknowledgement of customary communities' property rights. In addition, the draft Bill on Intellectual Assets Protection and Utilization of Traditional Knowledge and Traditional Cultural Expression (TK-TCE), issued in mid 2008 by the Government of Indonesia, covers traditional knowledge and is intended to protect the cultural heritage and traditional intellectual assets against misappropriation.

Water resources management is a major concern to the Government of Indonesia. According to the RPJMN 2010-2014, the implementation of the development plan 2004-2009 has produced encouraging results but there are still tasks left. In order to face growing challenges of climate change, the Indonesian's economic development has to take into account its environmental impacts through adaptation and mitigation policies. Therefore, the government has set among its priorities the control of the environment pollution coming from wastewater and emissions in 680 industrial and service activities. The government has also planned to halt environmental degradation in eleven River Basin Areas that are vulnerable to natural disasters. As identified in the Indonesian 2004 Water Law (Undang Undang Tentang Sumber Daya Air, 7/2004), the country's water-related problems reside not in the quantity but more particularly in the quality of the resources.

Indonesia has identified disaster risk reduction as a priority for its national development. It has developed various work plans, regulations and a bill on disaster management. In addition, Indonesia declared its support for the Hyogo Framework for Action from 2005-2015, and the Beijing Action Plan for Asia. This represents a paradigm shift in natural disaster management, which now emphasizes pro-active measures, such as disaster preparedness and mitigation, rather than reactive measures. Indonesia's leadership in disaster preparedness has been globally recognized. In the past few years,

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Indonesia has developed a very advanced tsunami early warning system (TEWS) that is able to issue warnings in less than five minutes. At the same time, this tsunami early warning system will only be able to save lives if people living in coastal areas are able to receive these warnings and have the knowledge on how to respond to them. The Mentawai Tsunami in 2010 (more than 500 fatalities) and the recent earthquake and tsunami in Aceh in 11 April 2012 indicate that the end-to-end system still needs to be strengthened. A join rapid assessment[1] that was conducted for the Aceh 2012 earthquake and tsunami has identified that there are still serious weaknesses in the tsunami emergency response, linking the warning chain from National Tsunami Warning Center (NTWC) to local Disaster Management Office (BPBD) and communities. Considering the vast area and the length of the coastline that is prone to tsunami in Indonesia, more work needs to be done in strengthening the capacity of the local government, schools and communities at risk through awareness, preparedness and education.

Social and Human Sciences

Since the 1997 Asian financial crisis, Indonesia has maintained stable economic growth: gross domestic product per capita is currently US$ 3557. It completed its third democratic election in 2009. But progress and economic growth are unevenly distributed, and challenges in service delivery and governance remain. The poverty rate fell in 2009 from 16.7% to 12%, but 43% of the population live on less than US$ 2 per day[2]. Although "big bang" decentralization has brought decision-making closer to the people, it has also highlighted technical and administrative capacity gaps, especially in less-developed provinces. Limited capacity in decentralized government hampers the effectiveness of service delivery and the development impact of public-sector investment.

Indonesia has a high rate of youth unemployment due to a mismatch between skills required by employers and what youth are able can offer. Data from Statistics Indonesia shows that youth unemployment (between the ages of 15 – 24 years old) accounted for 52% of total unemployment rate in Indonesia in 2010. The fact that more than half of the unemployment in Indonesia is from the productive age group reflects bigger social problems that require immediate response. The failure of social integration can lead to social fragmentation and polarization, widened inequalities, and strains on individuals, families, communities and institutions. Considering that 44% of the Indonesian population is less than 15 years old[3], youth becomes a priority area. Youth have historically played a central role on political movements and transition periods in Indonesia. Indonesia has a National Youth Policy which promotes youth empowerment through civic engagement, providing them a bigger role to shape society, through peer education, support and counselling. However, local youth organizations often have difficulty accessing the information, resources and services provided by the government. The government has recently begun a decentralization scheme that includes a particular focus on community – and specifically youth participation, which may help address their modern challenges. It will be important to identify, understand and support civil society organizations that focus on youth or that are run by youth, and public institutions that are able to incorporate the concerns and participation of young boys and girls.

Culture

Indonesia's natural and cultural diversity has resulted in a rich cultural heritage, tangible and intangible, which needs to be safeguarded for future generations. The long and intense interaction between man and nature over the centuries has created in Indonesia a cultural landscape of both striking natural beauty and fascinating cultural complexity, making it an excellent tourist

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destination. However, Indonesia also faces a number of challenges to ensure that this rich cultural heritage is preserved and continuously provides benefit to its people. Some of these challenges include ensuring community groups benefit from cultural heritage sites, strengthening national, regional and local capacity in safeguarding and managing tangible and intangible cultural heritage, managing risk to cultural heritage from natural disasters, and harnessing Indonesia's rich culture for sustainable development. Unfortunately, many heritage sites in Indonesia are under threat from development, either from unregulated, predatory commercialization or from uncontrolled mining development and unplanned tourism infrastructure, i.e. Muarajambi Temple Complex and Nias traditional settlements. At most cultural destinations there is little involvement of the local community in hosting visitors, apart from those involved in direct sales at the heritage sites. Protecting the integrity of the cultural landscape, the authenticity of the historic monuments and continuing cultural practices of communities situated within this landscape is of fundamental importance to the success and long-term sustainability of heritage management in Indonesia.

A particularly serious situation can be observed in the field of protection of the underwater cultural heritage of Indonesia. Indonesia's waters are especially rich in ancient shipwrecks due to ancient sea trade passing through the Malacca Strait. The present Indonesian national law allows, however, for the commercial exploitation of the valuable cargo of ancient wrecks; this is currently destroying the most significant submerged heritage sites of Indonesia. Proper scientific guidelines

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6   A joint rapid assessment was conducted in May 2012 by a team consisting of BMKG – BNPB – LIPI – BPPT – RISTEK - GIZ-IS PROTECTS - UNESCO-JTIC - UNDP – KKP - Tohoku University - TDMRC - Universitas Syiahkuala - UNDP – DRRA - Universitas Andalas - Universitas Bung Hatta - KOGAMI.

7   Retrieved on November 7, 2013 from the World Bank website: http://data.worldbank.org/country/indonesia

8   UNFPA, Indonesia website

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↑ **Indonesia - the Cultural Landscape of Bali Province**

(Wieske Octaviani)

are not observed. Documentation and conservation are not appropriately ensured. The largest part of the artefacts is dispersed on international art markets or lost outside of the country. Thus, so important wrecks as the internationally known Belitung wreck and the 10th century Cirebon wreck were fully destroyed. Pillaging is also on-going. New wrecks are strategically singled out for their cultural significance and exploitation is planned, like a 700.000 artefact 16th century Wanli wreck, currently being excavated. This condition has become an evident challenge for Indonesia to ratify the 2001 Convention on the Protection of the Underwater Cultural Heritage. The 2001 Convention clearly objected the usage of excavated underwater cultural heritage as commercial goods. The incompatibility between the Convention and the National Law has hindered both parties to have a common action toward the protection of the Heritage. UNESCO has always strongly objected to exploitation and commercial usage of the Underwater Cultural Heritage. To improve the situation in Indonesia, an overall project should be implemented. Natural disasters are becoming increasingly frequent, leading to serious negative impacts on both local and national communities and Indonesia's outstanding cultural properties. Such events are stark reminders of the vulnerability of our world's cultural heritage sites. Two of Indonesia's cultural World Heritage sites have recently been affected by natural disasters. In 2010 the Borobudur temple was covered with ash from the Mount Merapi volcanic eruption, while the Prambanan temple was damaged by the 2006 Yogyakarta earthquake in 2006, causing severe cracks and fissures in the temple's structure. It is therefore of vital importance that an integrated risk management framework is established in order to help protect cultural properties from natural disasters. This framework should also include policy and operational guidelines as at present important factors – such as the assignment of responsibilities and accountability – are still to be developed.

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Indonesia has developed as a leader in recognising the power of Culture for Development. This has been proven with the successful event of the World Culture Forum (WCF), organised in Bali, 24-27 November 2013 under the patronage of UNESCO. Launched by the President of Indonesia during the tenth anniversary of the Universal Declaration on Cultural Diversity, the Forum has given opportunity to the international community to discuss strategies and to recommend policies for sustainable cultural development. Under the theme of "The Power of Culture in Sustainable Development," the WCF overall aim is to explore the role of culture as a means to achieve sustainable development. Six-themed symposia have been the key element of the Forum bringing together experts to

1) Borobudur Temple Compounds
2) Prambanan Temple Compounds
3) Sangiran Early Man Site
4) Cultural Landscape of Bali Province: the Subak System as a Manifestation of the Tri Hita Karana Philosophy
5) Indonesian Kris (Representative List of the Intangible Cultural Heritage of Humanity)
6) Wayang Puppet Theatre (Representative List of the Intangible Cultural Heritage of Humanity)
7) Indonesian Batik (Representative List of the Intangible Cultural Heritage of Humanity)
8) Education and training in Indonesia Batik intangible cultural heritage for elementary, junior, senior, vocational school and polytechnic students, in collaboration with the Batik Museum in Pekalongan (Programmes, projects and activities for the safeguarding of intangible cultural heritage considered to best reflect the principles and objectives of the Convention)
9) Indonesian Angklung (Representative List of the Intangible Cultural Heritage of Humanity)
10) Saman Dance (List of Intangible Cultural Heritage in Need of Urgent Safeguarding)
11) Noken (List of Intangible Cultural Heritage in Need of Urgent Safeguarding)

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discuss relevant topics included "Holistic Approaches to Culture in Development," "Civil Society and Cultural Democracy," "Creativity and Cultural Economics," "Culture in Environmental Sustainability," "Sustainable Urban Development," and "Inter-Faith Dialogue and Community Building." In the end, the Forum has defined key results through the "Bali Promise" which seeks to position and emphasis the importance of culture for development, particularly in the formation of the Post-2015 agenda.

The threat to Indonesia's rich cultural heritage extends to its movable cultural objects, which have increasingly been the target of looting, theft and illicit exportation. Although not yet a State Party to either the 1970 UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property or to the 1995 International Institute for the Unification of Private Law (UNIDROIT) Convention on Stolen or Illegally Exported Cultural Objects, Indonesia has been involved in several cases of restitution and return in recent years. This includes the return of the famous Sanggurah Stone from the United Kingdom. In August 2012 UNESCO's Secretariat advised the Indonesian Government regarding the legal status of the remains of Japanese soldiers who died in Papua during the Second World War, following pressure from the Japanese Government to be allowed to repatriate them.

Communication and information

Indonesia is being impacted by the revolution in new technologies for communication, the increasing use of the Internet and social media, and the changing role of the news media. To support Indonesia's development efforts, there is a need to ensure that its citizens understand how to access and use new media and information—Media and Information Literacy—so as to participate fully in a democratic society. In particular, capacity building for teachers in Media and Information Literacy is a pressing concern to ensure that are equipped with the skills and knowledge to make productive and ethical use of new technologies.

Greater freedom of the press has accompanied Indonesia's transition to democracy since 1998, and Indonesian news media have made significant contributions towards the strengthening of democracy. One of the most critical emerging issues relates to media coverage of climate change and environment issues, in particular reporting on development projects focused on Reduced Emissions from Deforestation and Degradation (REDD+). This subject area is complex, and inaccurate reporting can have detrimental repercussions at local, national and international levels. Consequently, there is a need to promote journalistic excellence in climate change and environment reporting.

In its national plan, the Government of Indonesia has called on donors to consider "gender mainstreaming" when supporting Indonesia's national priorities. As with other countries in the region, there is a significant pattern of gender disparity in Indonesian news media organizations, according to the findings of the "Global Report on the Status of Women in the News Media".

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Courtesy Visit DG and Marzuki Alie

UNESCO Jakarta

KEY ACTIVITIES AND RESULTS

Education

UNESCO Jakarta has pro-actively contributed to new approaches taken by the UN system in Indonesia, promoting UN reform and Delivering as One. One example in the field of education relates to the Creating Learning Communities for Children (CLCC) project on school based management, active, joyful and effective learning, and community participation. The Government of Indonesia in cooperation with UNESCO and UNICEF and with the support from the New Zealand Aid (budget US$ 8.6 million) implemented this project institutionalized under the name of Manajemen Berbasis Sekolah (MBS) in the Ministry of Education and Culture. Through CLCC, capacities of key educational stakeholders at national and sub-national levels have been developed in order to strengthen, sustain, and mainstream the CLCC approaches in support of primary schools.

Due to the Ministry of Education and Culture's conviction on the importance of all primary schools to implement the MBS/CLCC approaches, the Government issued Law No. 20 Year 2003 on the National Education System, and Government Regulation No. 19 Year 2005 on the Education National Standard which state that all primary schools are obliged to apply the approaches of MBS. The Ministry of Education and Culture has also set a target to roll out the MBS/CLCC programme to 90% of primary schools throughout Indonesia by 2014. UNESCO Jakarta supported the promotion of the EFA goals through establishing and strengthening the Forum of the Asia Pacific Parliamentarians for Education (FASPPED), and enhancing capacities of the media. In July 2010, over 60 participants from 27 Asia/Pacific countries gathered in Jakarta for the "First Session of the General Assembly of the Forum of the Asia Pacific Parliamentarians for Education (FASPPED)" hosted by UNESCO and the Indonesian House of Representatives. Commitments were made to strengthen parliamentarians'

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efforts in achieving EFA goals and MDGs by 2015. A highlight of the General Assembly was the presentation by H.E. Ms Ani Susilo Bambang Yudhoyono, the First Lady of Indonesia, about the "*Smart*" programme to eradicate illiteracy.

Interventions were made to strengthen inclusive education, notably through writing the UNESCO "Standards, Guidelines and Indicators for Strengthening School-to-Post-School Transition Programmes for Students with Physical Disabilities and Sensory Impairments" that was further adapted and adopted. In addition, the Inclusive Learning-Friendly Environments (ILFE) Toolkits Specialized Booklets 1, 2 and 3 on teaching positive discipline, teaching large classes, and teaching children with disabilities in inclusive settings were printed, and socialized in Indonesia in collaboration with IDPN Indonesia (Foundation for Inclusion and Non-Discrimination in Education). In cooperation with UNESCO Bangkok, a case study on existing pedagogical approaches used in the education system in Indonesia was undertaken which revealed that the Government needs to develop capacities of teachers to enable them to practice better methods of teaching – which is a key approach in improving educational quality.

UNESCO in collaboration with MoEC developed a new "Green School Programme", which aims to demonstrate best practice in environmental education and ESD. This programme is designed to generate impacts at the local, national and regional level. At the local level, a first demonstration project has been initiated in Banjarmasin, Kalimantan, with the support from KOICA and other partners (US$800,000). The results have been disseminated within and beyond Indonesia, via national and cluster country meetings. The project had successfully increased students' environmental awareness when compared to students who had not participated in the project. In addition, the project promoted a successful model of Climate Change Education, produced a comprehensive teacher guide for Climate Change Education and gained the commitment and support from local authorities to expand the model from a pilot to a city-wide programme. As such, the project successfully laid a foundation for ESD and Climate Change Education in Banjarmasin and established a scalable model for other Indonesian and regional contexts.

As a result of regional policy dialogue events among experts from the five cluster countries represented by the office, a network has been strengthened amongst the Ministries of Education in the cluster countries to share knowledge and resources on ESD policy and implementation. A total

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of 27 policy makers from the five cluster countries have been able to develop a more sensitive and relevant ESD policy recommendation and programmes that fit current needs and can respond to current and future challenges. The five cluster countries have also elaborated their ESD curricula to fit current conditions and future challenges in cluster countries, and have agreed to develop a practical and operational definition and structure of ESD which are relevant to the current conditions and future challenges of sustainable development in these cluster countries. These will serve as basis for synergizing ESD concepts and practices among cluster countries.

Under UNAIDS's Unified Budget Results Accountability Framework (UBRAF), UNESCO Office, Jakarta has focused on Comprehensive Reproductive Health and Sexuality Education through development of modules for facilitators in Indonesia. These modules have been adopted by government bodies catering for youth in closed setting centers. UNESCO in collaboration with the Government of Indonesia adapted the International Technical Guidelines on Sexuality Education to Indonesian context and developed supplemental illustrative modules for facilitators in teaching Reproductive Health and Sexuality Education. These modules have been used by the Ministry of Law and Human Rights and the National Family Planning Coordination Board (BKKBN) for nation-wide distribution. UNESCO is also an active member of UN Joint Team and UN Theme Group on HIV and AIDS.

Twelve officials of Indonesia's Ministry of Education and Culture (MoEC) and 12 Master degree student teachers from the State University of Jakarta (UNJ) sustainably developed their capacities on Education Sector Planning through a 12-month 2012-2013 UNESCO/IIEP Distance Training Programme. The programme was provided by UNESCO International Institute for Educational Planning (IIEP) and the University of Hong Kong (Faculty of Education), with the generous financial support from JPMorgan Chase Foundation.

Noting the importance of empowering youth with life skills for work, UNESCO has shared good practices and suggestions with MoEC to strengthen its formal and non-formal education programmes.

In addition, the Biosphere Reserves for Environmental and Economic Security (BREES) Youth Award has been developed as an inter-sectoral initiative, to provide schools and children with an opportunity to engage in ESD and green projects. The first BREES Youth Award was granted for the schools around Cibodas Biosphere Reserve, Indonesia and for Cat Ba Biosphere Reserve in Vietnam (in cooperation with Ha Noi office).

In strengthening UNPDF Outcome 1 on Social Services and Outcome 3 on Governance, UNESCO International Institute for Educational Planning (IIEP) and UNESCO Office in Jakarta organized an *UNESCO-IIEP Distance Training Programme on Education Sector Planning*. The programme was hosted by the Ministry of Education and Culture (Centre for Research and Policy) and the State University of Jakarta (UNJ), from 4 June 2012 to 3 May 2013.

Support was provided during the Occasion of the Peak Commemoration of the 47th International *Literacy* Day 2012 (Palangkaraya, Central Kalimantan, 16 September 2012), and during the International Seminar on Improving Literacy Based on Mother Tongue and ICTs (Jakarta, 31 October–3 November 2012) organized by Ministry of Education and Culture of Indonesia. During the events, important progresses made and remaining challenges of Indonesia in meeting the literacy and life skills EFA goals were discussed. These activities aim to assist the country in forging closer to reach the main national development target of the National Medium-Term Development Plan (RPJMN) of 2010-2014 to decline the illiteracy rate of population aged 15 and over from 5.97 (in 2008) to 4.18 (in 2014).

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A Forum and Launch of the EFA 2012 Global Monitoring Report (GMR) focusing on Youth and Skills: Putting Education to Work, specifically highlighting Indonesia was organized and attended by key representatives working on technical and vocational education and training.

In assisting the country in developing life skills education on school nutrition and health, in accordance to UNPDF Outcome 1, Sub-Outcome 1, as well as in deepening South-South cooperation, 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.

UNESCO Office, Jakarta continues to support key representatives in gaining knowledge and sharing of experiences through participation in various international and national events. Support was provided during a *National Workshop on Reorienting Teacher Education towards EFA and ESD* in Indonesia organized on 10-14 July 2012 in cooperation with UNESCO Bangkok and the Indonesian National Commission for UNESCO. The workshop deepened the capacity of teachers in designing and integrating ESD and EFA concepts and contents into their curricula and in developing appropriate pedagogies, lesson plans and teaching materials.

National capacity to respond to HIV in Indonesia was strengthened using the EDUCAIDS (UNAIDS Global Initiative on Education and HIV & AIDS) framework with support provided by UNAIDS through the Unified Budget and Workplan (UBW), Programme Acceleration Funds (PAF) and UNESCO Regular Progamme budget. These activities have focused on supporting the national strategic plans in the comprehensive education sector responses to HIV through Situation-Response Analysis of the Education Sector Response to HIV, Drugs and Sexual Health, curriculum development and advocacy though the annual World AIDS Day events. UNESCO also supported the National AIDS Commission's Youth Working Group in developing a national action plan and the Youth Task Team on preparing for Global Fund proposal development. The Tertiary HIV e-Learning Distance Course, developed with University of Indonesia and local NGOs,   reached over 15,000 students and youth, in formal and non-formal sectors, including young key affected populations at higher risk of HIV and other STI infections. The e-Learning project also included new Student Orientation Sessions in 4 Universities, Vice-Rectors meeting at the Department of Higher Education, workshop on social media for journalists, online youth quiz, and advocacy through Facebook and Twitter. A Sub-Working Group on HIV and Education' under the government led Education Sector Working Group was established, bringing together NGOs, development and national stakeholders active in HIV and education.

Ministry of Health in Indonesia has endorsed the tool the *UNESCO online learning tool on HIV for youth www.10TeenQuiz.com* for national dissemination reaching all 33 provinces from 2012 to 2014. The online tool was developed in collaboration with ARI (Independent Youth Alliance), National AIDS Commission, Ministry of Education, Rutgers, , UNFPA, UNICEF, , University of Indonesia, UNODC, WFP, WHO , and, under funds from UNAIDS. The rights-based education tool provides comprehensive knowledge on HIV and strong messages rejecting major misconceptions. It is using social media to target youth in formal and non-formal settings. The Ministry of Health 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 (UBRAF)* aims to scale-up evidence-informed comprehensive sexuality education (CSE). 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

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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. These endeavours support UNPDF Outcome 1, Sub-Outcome 1 on developing successful models of life skills education for HIV prevention, and reflects the Government's strong commitment in increasing mainstreaming of HIV/AIDS in the Education sector.

Natural Sciences

In 2010, UNESCO Office, Jakarta launched 'The Regional Bureau's Science Support Strategy 2010-2013'. This Strategy builds on the C4 Strategic Programme Objectives (2008-2013), while reflecting on main challenges faced in the region that would benefit from a Science approach. As such, the strategy identified four main Themes (Climate Change, Water, Disaster, and Science Education linked to ESD). In terms of programmatic focus the strategy identified four Flagship Programmes. These Flagships are all heavily rooted in the Sciences, but require intersectoral cooperation to generate maximum impact and benefits. The flagship Programmes are:

BREES: Biosphere Reserves for Environmental and Economic Security - a climate change and poverty alleviation programme;

COMPETENCE: Comprehensive Program to Enhance Technology, Engineering and Science Education in Asia – a programme which focuses on STI, science education and ESD;

FORCE: Fostering Safer and Resilient Communities - a natural disaster and climate change preparedness programme

SWITCH-*in-Asia*: Sustainable Water Management Improves Tomorrow's Cities' Health - a programme that promotes sustainable urban water management

The development and implementation of the flagships was supported via RP and Extra budgetary

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resources. The Japanese Funds-In-Trust (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 Indonesia, Environmental Sciences Unit is focusing on protection of natural heritage sites under the World Heritage Convention as well as is dealing with climate change, environment and sustainable development issues through the Man and the Biosphere (MAB) Programme. Additionally, the governments of Spain and of Germany via UNESCO have continuously supported the conservation of key ecosystems in Indonesia, such as Siberut Biosphere Reserve and the World Heritage in-danger listed Tropical Rainforest Heritage of Sumatra.

UNESCO JakartaOffice, in its function as the Regional Science Bureau for Asia Pacific provided support and guidance to other UNESCO field offices in the region. This relates for example to providing inputs during UNDAF roll out (e.g. for Hanoi Office), or in post disaster context (e.g. to Pakistan in the aftermath of the flooding disaster). The Regional Bureau also supported the development of country based projects under the Science Regional Flagship Programmes. This includes initiatives in Bangladesh (COMPETENCE), Cambodia (BREES, SWITCH, COMPETENCE), Indonesia (BREES, SWITCH, COMPETENCE, FORCE), Thailand (FORCE), The Philippines (BREES, SWITCH, FORCE), Timor Leste (BREES, FORCE) and Vietnam (BREES, SWITCH).

In relation to BREES, the sixth Southeast Asian Biosphere Reserve Network (SeaBRnet) meeting held in Cibodas Biosphere Reserve, West Java, Indonesia (February 2011), focused on the role of Biosphere Reserves (BR) in piloting best practice in relation to climate change and other emerging challenges. This meeting also served to commemorate the 40th anniversary of the Man and Biosphere Programme (MAB). Indonesia currently has eight BRs as part of the World Network of Biosphere Reserves (WNBR), with Wakatobi Marine National Park of Southeast Sulawesi province declared as a world biosphere reserve are in July 2012. In line with these efforts, UNESCO has implemented a series of programmes in Biosphere Reserves and natural World Heritage sites that, through participatory approaches, promote the sustainable use of natural resources and the protection of critical species and habitats. Initiatives include the promotion of eco-tourism, the strengthening of natural resource management capacities and networks, awareness raising in climate change and carbon-trade based forest protection in local governments and community based ecosystem restoration.

Significant progress was 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,

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hosted by Keio University), Indonesian Higher Education and Research Network (INHERENT) and other National Research and Education Network partners. This platform, which connects national networks between universities and research centres, provides high speed broadband internet and video conferencing facilities to the network members, with a view to stimulate connectivity, collaboration and joint initiatives. CONNECT, as a group of national, sub-regional, and regional ICT networks, actively contributes to the improvement of education and research in Asia and the Pacific.

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 and/AIDS, Technology Transfer), and has organised a large number of connectivity events, such as UN-lecture series. A very successful connectivity event on "Building a Green Economy" was held in November 2011. The seminar connected prominent experts worldwide to share their vision on creating green societies such as Jeffrey Sachs, Martin Lees, Jun Murai, Hans van Ginkel, Emil Salim, Faridah Noor Mohd Noor

← **Official Visit of Her Royal Highness Princess Maha Chakri Sirindhorn for "Improving the Quality of Life of Children and Youth" Project in Bogor.**

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and UNESCO Goodwill Ambassador and jazz legend, Herbie Hancock. This activity managed to attract thousands of participants from all over the region, and served as a showcase of the power of connectivity. 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. This event also set a Guinness World Record for "The largest online ecology seminar", and was achieved by UNESCO Office, Jakarta & CONNECT-Asia.

The Engineering Science Technology (EST) unit has also worked with local governments and other research partners. The E-learning projects involve the Directorate General of Higher Education (DIKTI) of the Ministry of Education of Indonesia. In the context of utilizing information technology to enable distance education process in Higher Education level, EST has a formal collaboration with the Indonesian Higher Education and Research Network (INHERENT) since 2008 and have been working together closely on utilization of ICTs for higher education ever since. In the context of Science, Technology and Innovation (STI) policy, UNESCO Jakarta is closely associated with the Indonesian Institute of Sciences (LIPI). The workshop with several researchers from LIPI, BPPT, BAPPENAS and other researchers was held to promote common understanding and mutual learning through sharing of information, ideas, good practices among STI community including post graduate students, researchers and policy makers.

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Within the framework of "Enhance Human and Institutional Capacity for Implementing Good Practices in Renewable Energy Technology, Policy and Planning", EST unit has developed a strong partnership with Research Institute, Community Empowerment and External Cooperation, Darma Persada University), including for the organization of an International Workshop and broadcast lectures of Energy, Economy and Environment (E3i) village through e-learning programme. The course lectured effective and productive uses of locally available renewable energy sources to support demand from households, small and medium enterprises and transportation in rural villages

In the context of climate change adaptation and disaster risk reduction, the UNESCO Regional Bureau initiated a project on 'Strengthening resilience of coastal and small island communities towards hydro-meteorological hazards and climate change impacts (StResCom)' in 2011. It is a 3-year project which aims to reduce the risk and increase the resilience of coastal and small island communities against hydro-meteorological hazards and climate change impacts. In the first year of its implementation, StResCom was successful in identifying and documenting various elements of local and indigenous knowledge related to hydro-meteorological hazards and climate change. It became clear that many coastal communities were vulnerable to multiple hazards, and although a significant part of local and indigenous knowledge is still being practised today, it is still vulnerable to loss. In order to protect their livelihoods and help them deal better with uncertainties, it would be necessary to empower communities, especially youth, so that they will have access to both local and indigenous knowledge and science & technology. UNESCO Regional Bureau works together with the national government and several NGOs in Indonesia to implement the StResCom project.

UNESCO, as the chair of the UN Working Group on Climate Change and Environment, has proactively coordinated with other UN agencies to develop more integrated and unified approaches to supportthe climate change adaptation and mitigation efforts made by the Government of Indonesia. This working group is currently coordinating (together with the Disaster Management working group) UN's support to BAPPENAS for its climate change adaptation strategy.. In addition, UNESCO is assisting the UN REDD + Task Force in identifying and implementing the most adequate interventions to combat climate change.

To promote tsunami awareness and preparedness, UNESCO has been working with the Indonesian Institute of Sciences in developing various tsunami awareness, preparedness, and education materials. These materials aimed to provide better understanding on how to be prepared for, response to, and recover from earthquake and tsunami. Different educational materials and guidebooks have been developed for schools, for community in general as well as for the media. Socialization and training have been conducted to broadcasting media (radio and television) to ensure their understanding of the tsunami early warning messages to be conveyed to the community at risk. UNESCO and UNESCO/IOC will continue to work with the government in building preparedness at all level to assure tsunami early warning system will work and lives can be saved. UNESCO will also continue to support the development of Indonesian Tsunami Early Warning System (InaTEWS) especially in its role as Regional Tsunami Service Provider (RTSP) for the Indian Ocean through the coordination of the Intergovernmental Coordinating Group for the Indian Ocean Tsunami Warning System (ICG/IOTWS) of UNESCO/IOC.

UNESCO Jakarta has been coordinating activities on water resources in Southeast Asia and the Pacific over the last thirty years in close cooperation with 17 International Hydrological Programme (IHP) National Committees in the region. The Water Science Unit of UNESCO Office Jakarta has achieved many objectives related to freshwater issues mentioned in

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2nd Country Report Meeting on Education for Sustainable Development. (Jakarta, 20-21 June 2011)

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the previous I-UCPD 2008-2011. In line with the IHP and the SWITCH-in-Asia Programme, UNESCO Jakarta has been promoting research with ecohydrological approaches and enhancing its application in the integrated water resources management.

In collaboration with local partner institutions, UNESCO has contributed to establish a freshwater ecosystem demonstration site for in-depth ecohydrological research and capacity building for Indonesian scientists. A report on "Sediment Deposition System on Saguling Reservoir, West Jawa" conducted by the Research Center for Limnology - Indonesian Institute of Sciences (LIPI) in collaboration with UNESCO and International Hydrological Programme (IHP) and a project document on "Ecological and eco-hydrological solutions for sustainable management of Citarum River Basin Oxbows, Indonesia" were published in 2011. UNESCO has also contributed to the development of a national strategy for sustainable freshwater ecosystem management and to the strengthening of the network and cooperation of stakeholders engaged in freshwater ecosystem management. The Asia-Pacific Centre for Ecohydrology (APCE) was established in March 2011 under the Indonesian Institute of Sciences (LIPI) to conduct research and share gained knowledge throughout the region. The SWITCH-in-Asia National Learning Alliance was launched the same year aiming at sharing technologies and experiences in the field of sustainable water management. However, despite these achievements, UNESCO was not able to launch the project "Improving access to safe water and sanitation in Nias island" mentioned in the previous I-UCPD due to lack of funds. UNESCO continues to promote integrated water resources management in Asia and the Pacific, by providing support for technical projects, cooperative research networks, capacity-building, community-based initiatives, training and non-formal education at national and regional level.

Social and Human Sciences

The Social and Human Sciences Unit was established at UNESCO Jakarta in December 2010. In its first year, the SHS Unit has seen a number of important developments in terms of programme and donors partnerships development as well as in the broader context of UN cooperation. This include two high level discussions between senior decision makers (President Office, influential MPs and chairs of parliamentary committees, line ministries, and vice-president office), civil society and academics about implementation of policies related to migrant workers, and poverty eradication.

UNESCO and the Indonesian Scientific Institute, in collaboration with International Organization for Migration and International Labour Organization, organized a two-day regional event entitled "Migrants Workers in Asia: Policies and Practices in Social Sciences" (Jakarta, July 2011). This event identified key problems in dealing with migrant workers in both sending (Indonesia, Philippines) and receiving countries (e.g. Malaysia).

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Launching Ceremony of the UNESCO/IIEP Distance Training Programme on Education Sector Planning in Indonesia. (Jakarta, 6 June 2012)

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In the lead up to the Global Youth Forum (2012), UNESCO teamed up with UNPFA to support a national youth consultation in Indonesia, including youth discussion about Post-2015 Development Agenda. Lack of public spaces, lack of character-building education and environmental changes are the main issues of concern for the Indonesian youth as it was stated by various Indonesian youth representatives during the national meeting entitled ¨The Road to Bali: Indonesian Youth Speak Out!¨ held in Jakarta on 26 November 2012. UNESCO supported the participation of ten young leaders from seven provinces (Bali, Kalimantan, Mataram, Sulawesi, Sumatra, Papua and Java) 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.

SHS Jakarta Office has taken several initiatives to develop inter-sectoral activities. One example relates to the very successful project entitled "Strengthening Journalists Capacities on Human Rights Reporting", in collaboration with Education Unit and Communication and Information Unit. Another initiative proposed by SHS Jakarta Office relates to the development of a major SHS-SC initiative on Fostering Livelihood and Social Resilience for Climate Change in the Asia-Pacific Region.. SHS Unit, as chair of the United Nations Human Rights Working Group, also coordinated, drafted and edited the UNCT report for the Universal Periodic Review of Indonesia 2012.

Culture

In 2011 the Sixty-sixth session of the UN General Assembly endorsed the idea of 'Culture and Development', urging UNESCO to assist its Member States in using culture to maintain sustainable and economic development, social stability and environmental protection. With this in mind, the Culture Unit of UNESCO Office, Jakarta focuses its activities to continue assisting the Government of Indonesia in strengthening the protection, conservation and promotion of heritage in all its forms – tangible and intangible, cultural and natural, and movable and immovable.

A key area of focus of the UNESCO Jakarta Office has been on the rehabilitation and preservation of the cultural heritage sites in post-disaster areas. The eruption of Mount Merapi on 26 October 2010left 322 people dead, 776 people injured and over 100, 000 people displaced in the region. The eruption also seriously impacted the World Heritage site of Borobudur, which was located 25 kilometres awaycovering the temple in volcanic ashImmediately after the eruptions UNESCO, in close collaboration with the former Ministry of Culture and Tourism, local government, NGO's and

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partners, and a number of donors of the project, mobilised 600 workers from the local communities to undertake the large task of cleaning the volcanic ash from the temple. The team worked five days per week for over a year cleaning the temple and completed the work in November 2011. This significant achievement was marked by a commemorative event, which was attended by the Director General of UNESCO, Ms Irina Bokova, and the Indonesian Minister of Education and Culture, Mr Muhammad Nuh.

UNESCO also achieved a number of significant results in the post-disaster recovery especially in the preservation of the Borobudur temple itself. The Culture Unit worked with the Indonesian Ministry of Education and Culture and other partners to conduct scientific research for the restoration of the Borobudur Temple Compounds and intensive in-situ stone conservation training. This research and training ensured that threats to the preservation of the temple caused by the eruption were thoroughly analysed, as well as ensuring the Indonesian authorities had the capacity to respond to future preservation threats to the temple.

The eruption also caused great damage to people's livelihoods in the Borobudur area, disrupting traditional cultural and economic activities as well as heavily impacting tourism in the region. In 2010-2011, UNESCO also responded to this challenge by initiating small-scale training in hospitality, sanitation and in the production of local cuisines in order to support sustainable development for community groups living around Borobudur. Furthermore, tourism and cultural industry became the next objective in relation to livelihood and income generation of the local community. From 2012-2014, Culture Unit UNESCO Jakarta Office together with the Indonesian Government, NGO, local community and other partners collaborate to develop creative local industries to support sustainable tourism around Borobudur. This on-going project included cultural mapping and artisan baseline survey to identify the creative cultural industry exists around Borobudur area. In cooperation with other partners, community-based participatory resource mapping workshops were also held in order to encourage local community to develop culture-base creative industry using traditional resources. As a follow up to these workshops, a series of training to strengthen the capacity of local community have been organised. Two ceramic workshops and one jam workshops for local producers were successfully conducted as part of the training in 2013. These activities had a special focus on women and youth of the area.

A further key result of UNESCO's work was in the promotion and support of the Government of Indonesia in the protection of Intangible Cultural Heritage (ICH) within the country. UNESCO's assistance was evident through the dissemination of the co-published Practical Handbook for inventory of ICH in Indonesia, which provided a guideline for the relevant involved stakeholders. In November 2011, UNESCO (Jakarta Office and Headquarters) also supported the Indonesian Government in hosting the 'Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage' in Bali as an event to examine reports of State Parties on the implementation of the Convention. In 2013, UNESCO supported the Ministry of Education and Culture to organize a sub-regional Training Workshop for the Implementation of UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. It aimed to strengthen the capacity of countries in the Southeast Asian region to safeguard ICH and brought participants as well as international experts.

UNESCO has also worked with key stakeholders to strengthen the management of movable cultural heritage in Indonesia through a series of capacity building workshops for museum managers. In 2010 a 'Strategic Document for the Revitalisation of Museums in Indonesia' was made by the former Ministry for Culture and Tourism in close cooperation with UNESCO Jakarta, to articulate a clear

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structure and process for museum revitalisation in Indonesia. This document was followed up with the publication of a 'Practical Guide for Museum Revitalisation in Indonesia' in 2011, which was distributed to museums throughout Indonesia to offer practical guidance about how to increase each museum's potential. A series of capacity building workshops were organised in 2009, 2010, 2011 and 2012 that focused on the storage management, conservation of museum objects, and display techniques. The workshops were co-organised by the Ministry of Education and Culture and UNESCO, invited experts from the British Museum, UK, to teach some 200 participants in total from various museum throughout the country about how best to store cultural objects and to showcase the collections.

In the field of promotion and ratification of normative instruments, UNESCO promotes seven Cultural Conventions dealing with tangible and intangible heritage, the diversity of cultural expressions and creative industries, and illicit trafficking of cultural goods (e.g. the World Heritage Convention, the Intangible Cultural Heritage Convention, Underwater Cultural Heritage Convention, and the Convention for the Protection and Promotion of the Diversity of Cultural Expressions). The Government of Indonesia ratified in 2005 the Convention for the Protection and Promotion of the Diversity of Cultural Expressions in October 2011, making it the third cultural convention ratified by the Government of Indonesia.

The UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, to which Indonesia is Party, makes this link explicit in a number of its Articles. With this in mind, UNESCO continues to assist Indonesia in the protection, preservation and promotion of its culture for the benefit of the country and its peoples. UNESCO is therefore assisting Indonesia in strengthening its cultural industries through relevant cultural policies and measures and in particular, the implementation of the 2005 Convention.

Challenges and Lessons learned

The 2008-2011 I-UCPD was the first piloted UCPD in UNESCO Jakarta. Although it aimed to present a coherent focused strategy and the reduction of number of activities, it was nevertheless ambitious. It was challenging to fundraise and implement, during a short period of time, all the initiatives that have been developed within the framework of the UCPD.

Nevertheless, the UCPD helped formulating an overall strategic framework of the Jakarta Office, the purpose of which was also to maximize programme delivery in Cluster countries and in the region of Asia-Pacific and increase its effectiveness, impact and visibility. The main elements of this strategy included:

1. The development of coherent and demand driven country based programmes (UCPD);

2. The adoption of a Regional Science Strategy that aimed at the development and implementation of a focused and coherent science programme;

3. The development of strong partnerships in the region; and

4. Improvement of programme effectiveness which is crucial considering the limited resources available via the Regular programme.

The aim is to gradually shift the office portfolio from the current large number of smaller and short term activities towards a coherent and consolidated programme with large initiatives. This approach will form the basis of the current I-UCPD-2 for 2013-2016.

PAST AND PRESENT COOPERATION

The four Regional Science flagship programmes are an example of how this could work for the regional science programme. UNESCO Jakarta Office launched the Science Support Strategy for Asia and the Pacific for 2010-2013. It addresses four priority themes which correspond to four flagship programmes (see above page 22). These flagship programmes are supported by a number of funding sources, including from the Japanese Ministry of Education (MEXT). The Science Strategy created a solid framework for a more focused regional science programme, and development and implementation of coherent science programme that addresses the main sustainable development challenges in the region. It remains however a challenge to get all UNESCO field offices and partners (incl. Cat II Centres, NatComs, Chairs, networks, etc) on board to align their programmes along the main themes of the regional support strategy. This will be essential in order to ensure a coherent, effective and impacting regional science programme, with concrete projects and activities on the ground at country level.

There is also weak coordination between local and central governments, in terms of implementing policies on environment, as well as weak mainstreaming of environmental changes and protection of climate sensitive livelihoods. The current situation is leading to deterioration of vulnerable communities due to an increase of poverty, and is reducing the potential to improve income generating activities. The capacity of local governments and communities to respond to natural disasters is weakening, creating a situation with increased risk of being unprepared, leading to negative impacts on livelihoods

The Office also adopted a more pro-active approach towards the engagement of UNESCO Goodwill Ambassadors to contribute to visibility and impact of programme delivery. The Office has substantially benefitted from the engagement in its work by Goodwill Ambassadors Christine Hakim (on school and community disaster preparedness) and Herbie Hancock (on safeguarding of World Heritage Sites, Education for Sustainable Development and disaster preparedness).

3 **PROPOSED COOPERATION** FRAMEWORK

There are three main developments that will strongly affect the new I-UCPD-2 and the cooperation between UNESCO and Indonesia. Firstly, the development of the new I-UCPD-2 comes at a time when the cooperation with Indonesia is being further strengthened. In November 2011 the GoI pledged $10 million US support to UNESCO of which 4 million will be used for a Funds-in-Trust programme to support selected programme and projects in Indonesia.

Secondly, the timing of the new I-UCPD-2 also needs to be seen in relation to the follow up from the Rio+20 Summit, and the lead up to the end of the MDG period and the development of a Post-2015 Agenda. The Government of Indonesia has shown regional and global leadership in emerging issues, including in the field of climate change, environment, and regional socio-political agendas. The President of Indonesia has been appointed as the Co-chair of a High-Level Panel to advise the UN Secretary General on the Post-2015 agenda.

Thirdly, UNESCO started the preparations of a new C4 (2014-2021) and C5 (2014-2017), which will put further focus on country level actions.

The Cooperation Framework for the I-UCPD-2 situates and aligns UNESCO's main objectives and programmes within two other strategy documents: (1) Indonesia's National Medium-Term Development Plan (2010-2014) and (2) the United Nations Partnership for Development Framework (UNPDF) 2011-2015 for Indonesia. Collectively the twenty-seven ongoing and proposed projects/programmes detailed in this I-UCPD2 are expected to contribute to the objectives of these two strategy documents. The UNPDF was developed in partnership with the Government of Indonesia in order to establish clear objectives and outcomes to guide United Nations agencies and other donors in their efforts to help Indonesia realize its development goals. Since the UNPDF was developed based on the priorities identified by Indonesia's National Medium-Term Development Plan (2010-2014), the UNPDF is used as the main reference point for alignment of UNESCO's objectives and programme areas.

In response to the challenges of the millennium era addressed under the emerging Post-2015 Development Agenda notably the attainment of the Internationally Agreed Development Goals, including the MDG, EFA, and narrowing of development gaps as well as addressing the impacts of climate change, UNESCO and the Association of Southeast Asian Nations (ASEAN) has recently agreed on a Framework Agreement for Cooperation between ASEAN and UNESCO which focuses on seven priority areas: a) Education; b) STI; c) DRR; d) Environmental Sustainability; e) SHS; f) Culture and; g) Communication and Information. The above developments and the UNESCO – ASEAN Framework Agreement for Cooperation present new opportunities to revisit and further strengthen the cooperation with Indonesia. It is in light of these developments that the programming areas described in this I-UCPD-2are positioned.

Education Programme

The UNESCO Office Jakarta recognised the positive goals of The First Formal East Asia Summit (EAS) Education Ministers Meeting (EMM), 2-5 July 2012 in Yogyakarta, Indonesia, to improve the quality of education through regional cooperation and strengthening partnership for education and humanity to promote the creation of a harmonious and prosperous community. UNESCO

realized the importance of EAS-EMM: Collaborative Projects, including: a) Teaching Standard Framework, b) Regional TVET Quality Assurance Framework, and c) Regional Credit Transfer Harmonization.

UNESCO Office, Jakarta will continue to support the efforts of the Government of Indonesia in meeting the EFA goals. Major emphasis of education activities will be placed in encouraging and supporting reforms in the development of more effective and efficient education systems. UNESCO will also focus its efforts on improving the quality of education by removing barriers to participation and learning. strengthening the provision of education through stronger climate change education, Education for Sustainable Development (ESD), comprehensive sexuality education, educational planning, the pedagogy of ECCE, the good practices of CLCC, and stronger partnerships for EFA.

All stakeholders, especially policy makers within MoEC and Teacher Education Institutions (TEIs) need to understand the substance and importance of ESD, as well as its implementation in educational institutions in Indonesia in accordance with the national education policy and the realization of DESD. ESD needs to be developed and implemented in accordance with the national character and local communities to anticipate various national issues. Better ways need to be promoted to prevent and protect people from climate change, climate-related natural disasters, and environmental degradation through ESD. In addition, due to the growing concern about environmental issues, ESD has an important role to play in educating people how to assume responsibility for creating a sustainable environment.

It can be said that many aspects related to ESD have been included in the documents. However, it is determined that the competency standards set at the Curriculum 2013 are minimal. It is the task of the local government and schools to develop further to make curriculum more contextualized. It will be very helpful if UNESCO contributes in strengthening the capacity of local government and schools to develop more contextualized curriculum.

To promote the objectives of the UNPDF for Indonesia, UNESCO's Education Unit supports two programme initiatives to assist the country in: (1) in strengthening Education for Sustainable Development (ESD), and (2) in improving access to Quality Education For All.

Natural Sciences Programmes

UNESCO will develop pilot and demonstration projects in Indonesia, as part of the Regional Science Flagship Programmes BREES, COMPETENCE FORCE and SWITCH. As such these pilot projects will be

PROPOSED COOPERATION FRAMEWORK

linked to other country based projects in the region to form so called learning alliances.

In line with Indonesian's Medium Term Strategy and UNPDF, UNESCO aims to promote sustainable water resources management in collaboration with the Indonesian IHP National Committee and UNESCO's category II water centres by developing innovative approaches in the context of the SWITCH Flagship programme. In addition, UNESCO will help improve water databases and its accessibility, strengthen capacity on water management and enhance water networks.

Given Indonesia's unique but highly vulnerable biodiversity UNESCO will assist the Government of Indonesia in its attempt to reduce environmental degradation by piloting community based conservation and sustainable development initiatives, and climate change mitigation and adaption approaches using both the World Heritage Convention and the MAB Programme, through its regional BREES component to achieve this.

UNESCO will continue to assist Indonesia in complying with the World Heritage Convention and develop initiatives that aim to ensure the integrity of the four Indonesian natural world heritage sites, as well as promoting them internationally. In the context of MAB implementation in Indonesia, UNESCO and Indonesia MAB Committee will promote the full application of the concept of biosphere reserves in Indonesia and the principles of the Seville Strategy and the Madrid Action Plan for Biosphere Reserves into relevant policies to ensure buy in and institutional support by a variety of key stakeholders on national and biosphere reserve levels. Special attention will be given to the establishment of management policies and zonation plans of six Indonesian Biosphere Reserves.

UNESCO, in collaboration with the Ministry of Forestry, will continue to assist Indonesia in building a resilient Tropical Rainforest Heritage of Sumatra (TRHS) towards climate change mitigation and biodiversity conservation, particularly after the recent inscription of the Tropical Rainforest Heritage of Sumatra in the List of World Heritage in Danger. This initiative will contribute to UNPDF output 2.8 and the Government of Indonesia's priorities for 2012-2014 "Promoting Natural World Heritage

PROPOSED COOPERATION FRAMEWORK

Local commmunity members who helped cleaning the volcanic ash from the temple (UNESCO).

UNESCO Jakarta

Sites as models for protected areas management and biosphere reserves as in-situ learning sites for conservation and sustainable development." IUCN and Indonesia have expressed their interest in further developing ecotourism in the area. With continued support from Spain, UNESCO will carry out a critical and comprehensive assessment and analysis of the potentials and challenges of developing ecotourism, assessment of socio-cultural, environmental, institutional and policy background in the area of TRHS aiming to develop an Ecotourism Development Master Plan which can be implemented by parks authorities, tourism Offices in province/district level, tourism-based private sectors and NGOs.

UNESCO will also focus on COMPETENCE in Asia in rethinking science education in the context of sustainable development, and introduce innovations into the teaching of science, technology, engineering and energy in higher institutions of learning and research. By continuing the collaboration with INHERENT, Connect-Asia and SOI, UNESCO will contribute to both connectivity and content development for the benefit of a wide range of science and R&D partners in Indonesia.

UNESCO aims also to mobilise local and indigenous knowledge and practices to enhance community-based resource management, climate change adaptation, disaster risk reduction, and education for sustainable development. A new project "Observing the beach: Building climate change resilient communities in Indonesia" has been initiated in late 2012. The objective of this project is to empower communities in Indonesia to adapt to climate change and to promote conservation of coastal areas through protection of "blue carbon" repositories using a global coastal education "Sandwatch" methodology. UNESCO Jakarta will work collaboratively with schools, the National Council on Climate Change and Ministry of Marine Affairs and Fisheries to implement the project.

UNESCO will continue to implement StResCom project. In 2012-14, the StResCom project will focus on reducing risk and increasing resilience of coastal and small islands communities to hydro-meteorological hazards and climate change impacts through the development of self-assessment tools and educational & raising-awareness materials for coastal communities. The project will continue and expand the network of partners and involve key partners in the implementation.

PROPOSED COOPERATION FRAMEWORK

As Indonesia is located in a disaster prone area, UNESCO will be closely working with BMKG, LIPI, BNPB and BPBDs in developing models to strengthen the tsunami warning chain from the national warning centre to the communities as well as providing information on tsunami awareness and preparedness as well as public educational materials to the Indian Ocean member states. In 2012-2015 DRR and Tsunami Information will focus on strengthening the concept of DRR for Safe Schools and its communities. UNESCO through the support of UNESCO/IOC and under the coordination of ICG/IOTWS, will continue to support InaTEWS especially in strengthening its role as RTSP for the Indian Ocean member states.

Social and Human Sciences

UNESCO's Social and Human Sciences Unit will focus in two main thematic areas: 1. promote youth engagement as partners for development, and 2. elaborate solutions for building livelihoods and social resilience to environmental changes. SHS will attach special importance to inclusion of vulnerable and disadvantaged regions and communities. To support the objectives of the UNPDF for Indonesia, UNESCO's Social and Human Sciences Unit is proposing two programmes to:

1) build skills for youth civic engagement and social entrepreneurship

Youth are easily affected by economic downturns. As a result, youth have the highest poverty incidence among all sectors of society. This situation puts youth at risk of violent behaviour leading to their engagement with violence. This component will support building youth skills and increase opportunities for sustainable livelihoods and personal empowerment. Participatory strategic involvement of young people in outreach, volunteerism and bureaucracy can bridge the gap between the formal institutions and young women and man, including vulnerable, disadvantage and marginalized groups, filling a critical gap of unmet needs.

(2) protect livelihoods and foster social resilience to global environmental changes:

The Social and Human Sciences Unit seeks to contribute to national efforts made to improve coordination between local and central governments, in terms of implementing policies on environment as well as mainstreaming of and protection of environment sensitive livelihoods at the sub-national levels.

Culture

A key opportunity in Indonesia is the promotion of sustainable development though culture. Nowadays, culture is not just seen as something worth preserving for its own sake, but also recognised as a catalyst for sustainable income generation and intercultural dialogue. The key challenges in the area of culture within Indonesia include ensuring community groups benefit from cultural heritage sites, strengthening national, regional and local capacity in safeguarding and managing tangible and intangible cultural heritage, managing risk to cultural heritage from natural disasters, and harnessing Indonesia's rich culture for sustainable development.

UNESCO's Culture Unit is proposing three programmes to: (1) address poverty alleviation through the implementation of the 2005 Convention and empower vulnerable communities Cultural Heritage Sites; (2) reduce conflict and promote community involvement – especially women and youth – in managing cultural assets in Indonesia; (3) foster social resilience through the safeguarding of the

PROPOSED COOPERATION FRAMEWORK

intangible cultural heritage while contributing to livelihoods.

UNESCO Office Jakarta also pays special attention to the authorities' keen interest in creating a UNESCO Category 2 Centre on Cultural Diversity with a view to provide the international community the opportunity to discuss strategies and to recommend policies for sustainable cultural development, particularly focusing on the preservation and revitalisation of local and national cultures which are currently under threat by the effects of globalisation. It is noted that the Centre would deal with 'cultural diversity' in the sense of the 2001 Universal Declaration on Cultural Diversity and not limit itself to a particular UNESCO Culture Convention.

The Indonesian Board of Research and Development suggested a cooperation programme on research on Indonesian culture in particular areas: Conflict areas

a. Intangible Cultural Heritages

b. Indonesian Ethnicities

c. Trans-nationalism

Communication and Information

The Communication and Information (CI) Sector of UNESCO Office, Jakarta focuses mainly on promoting freedom of expression and freedom of the press. Advisory services on media legislation are provided to decision-makers to ensure media independence and pluralism that is fundamental in democracy. Provision of communication and information access to local communities is done through the development of Community Multimedia Centres (CMCs). The goal is to open a gateway to active membership of the global knowledge society making information and communication as the basic tools for the marginalized segments of society.

To support the objectives of the UNPDF for Indonesia, UNESCO's Communication and Information Unit is proposing three programmes which aim to: (1) promote journalistic excellence in environmental and climate change reporting; (2) address the lack of adequate materials at universities for gender and media studies; and (3) promote the adoption of media and information literacy curriculum in educational institutions in Indonesia.

PROPOSED COOPERATION FRAMEWORK

	Education	Science	Culture	Social & Human Science and Communication & Information
Main Objectives	Attaining quality education through lifelong learning for all	Mobilizing science knowledge and policy for sustainable development and addressing related ethical challenges	Fostering cultural diversity, intercultural dialogue and a culture of peace	Building inclusive knowledge societies
Programmes Area	• Strengthening ESD • Improving quality EFA	Science and Technology research and capacity building Environment and natural resources management Disaster risk reduction	Protect and safeguard (tangible and intangible heritage) Strengthen cultural policies, cultural industries and intercultural dialogue	MDG awareness Universal access to information and knowledge
Programme Focus	Support efforts of GoI in meeting EFA goals Encourage reforms in curriculum development Remove barriers to participation and learning Strengthening ESD programme in accordance with the national education policy	Promote sustainable water resources management Development initiatives to ensure integrity of the natural WSH Application of the concept of BR and BREES TRHS – climate change mitigation and biodiversity conservation Ecotourism Development Master Plan COMPETENCE programme Implementation of StResCom project Enhanced community-based resource management through Sandwatch	Address poverty alleviation through culture Reduce conflict and promote community involvement – particularly women and youth – managing cultural assets Foster social resilience through the safeguarding of intangible cultural heritage while contributing to livelihoods	Skills for youth engagement and social entrepreneurship Protect livelihoods and foster social resilience to global environmental challenges Advisory service on media legislation Provision of C&I access to local communities Open gateway to global knowledge society Promote journalistic excellence in environmental and climate change reporting Promote media and information literacy in curriculum

PROPOSED COOPERATION FRAMEWORK

	Education	Science	Culture	Communication & Information
Main Objectives	Attaining quality education for all Through lifelong learning for all	Mobilizing science knowledge and policy for sustainable development and addressing related ethical challenges	Fostering cultural diversity, intercultural dialogue and a culture of peace	Building inclusive knowledge societies
Programmes Area	• Strengthening Education for Sustainable Development (ESD) • Improving access to Quality Education for All	• Science and Technology research and capacity building • Environment and natural resources management • Disaster risk reduction	• Protect and safeguard cultural (tangible and intangible heritage • Strengthen cultural policies, cultural industries and intercultural dialogue	• MDG awareness • Universal access to information and knowledge
Programme Focus	• Support efforts of GoI in meeting EFA goals • Encourage reforms in curriculum development • Remove barriers to participation and learning • Strengthening ESD programme in accordance with the national education policy	• Promote sustainable water resources management • Develop initiatives to ensure integrity of the Natural WHS • Application of the concept of Biosphere Reserves and BREES • TRHS – climate change mitigation and biodiversity conservation • Ecotourism Development Master Plan • COMPETENCE programme – to elaborate • Implementation of StResCom project • Enhanced community-based resource management through Sandwatch • Skills for youth civic engagement and social entrepreneurship	• Address poverty alleviation through culture • Reduce conflict and promote community involvement – particularly women and youth – in managing cultural assets • Protect livelihoods and foster social resilience through safeguarding of intangible cultural heritage	• Advisory service on media legislation • Provision of C&I access to local communities • Open gateway to global knowledge society • Promote journalistic excellence in environmental and climate change reporting • Promote media and information literacy in curriculum

4 **PROGRAMME** MANAGEMENT

↑ **the "International Workshop on Maximizing Community Learning Centers' (CLCs).**

UNESCO Jakarta

Monitoring and Evaluation

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

Progress on the I-UCPD-2 will be monitored and reviewed on a regular basis (every 6 months) by the I-UCPD Steering Committee. Recommendations of these reviews will help identify and tackle emerging and unexpected issues, and adjust the programmes accordingly.

Partnerships

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

The Indonesian National Commission for UNESCO will deploy its efforts towards mobilizing all stakeholders among the government agencies, civil society organizations and the private sector. Support and cooperation for the implementation of the proposed programmes will be also strengthened through the existing cooperation mechanisms and networks among Indonesia neighboring countries in the region such as the Southeast Asian Ministers of Education Organization (SEAMEO) and the Association of Southeast Asian Nations (ASEAN) etc. among the 9 most populated countries (E9), but also at the international level, particularly through South-South cooperation and triangular North- South-South cooperation.

Resource Mobilization

On the basis of the Programme and Budget approved for the Organization by its Governing Bodies and the subsequent financial allocations decided for UNESCO Jakarta Office, the share of each programme/project in the regular programme budget will be determined at the beginning of each biennium. These allocations will serve as co-financing resource or as start-up funding.

As part of the Government of Indonesia's pledge to UNESCO's Emergency Fund, a Fund-in-Trust will be established to support the projects listed above. Besides these resources, substantial co-financing will need to be mobilized from donors and development agencies, based on detailed proposals.

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ANNEX I: UCPD RESULTS MATRIX

Ecosystem Restoration Sei Serdang-GLNP-2.
UNESCO Jakarta

UNPDF outcome/ result	Expected result of UNESCO Indonesia activity	Performance indicators and benchmarks	Available resources in US$	Mobilization target in US$
OBJECTIVE 1: EQUITY **Outcome 1: Social Services** Poor and most vulnerable people are better able to access quality social services and protection as per the millennium declaration	• Quality education in formal and non-formal settings • MDG awareness	Strengthening the provision of education through stronger Climate Change Education, Education for Sustainable Development, Comprehensive Sexuality Education, educational planning, the pedagogy of ECCE, the good practices of CLCC, and stronger partnerships for EFA	750,000	50,000
OBJECTIVE 1: EQUITY **Outcome 2. Sustainable Livelihoods:** The socio-economic status of vulnerable groups and their access to decent work and productive sustainable livelihood opportunities are improved within a coherent policy framework of reduction of regional disparities	• Policy formulation, planning and management of educational systems • Empowering vulnerable community at Cultural Heritage Sites through revitalization of heritage tourism and creative industry • Enhancing sustainable livelihoods • Universal access to information and knowledge	– A number of community members participating in successful training/ workshops organized (approximately 300 community members received training on high-quality handicraft production and marketing and run local cultural premises) – A Number of innovation measures for handicrafts and cultural tourism to be elaborated and developed (at least one time cultural resources mapping and baseline survey conducted)	213,664 45,856	400,000 100,000

ANNEX I: UCPD RESULTS MATRIX

UNPDF outcome/ result	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization target in US$
OBJECTIVE 2: PARTICIPATION **Outcome 3. Governance** People participate more fully in democratic processes resulting in pro-poor, gender responsive, peaceful, more equitable and accountable resource allocation and better protection of vulnerable groups	• Institutional capacity of and collaboration between disabled people's organisations and governmental focal point institution is strengthened • Youth groups empowered through engagement in their communities • Strengthening national capacities in safeguarding and managing tangible and intangible cultural heritage • Integrating culture in the development agenda	– A number of cultural officers, community representatives and local stakeholders participated in technical workshops on: a. protection and management of World Heritage sites in Indonesia b. implementation of 2003 Convention on the Safeguarding of the Intangible Cultural Heritage (ICH) c. museum management and development d. safeguarding Underwater Cultural Heritage – A number of stakeholder meetings and capacity building organized to raise the awareness on the importance of culture sector's role in the development agenda	6,761 n/a	50,000 100,000
OBJECTIVE 3: RESILIENCE **Outcome 4. Disaster Risk Reduction and Resilience** Increased national resilience to disasters, crisis and external shocks by 2015	• Strengthening protection of historical building, vernacular architecture and cultural properties from disasters • Disaster risk reduction and Tsunami Information • Science and technology research and capacity building	– A number of capacity building activities organized for disaster risk mitigation and protection of historical buildings and cultural properties (at least 2 series of technical workshops being organized and 40 participants from government officials, academia, and community members were involved in each workshop)	n/a	200,000
Objective 3: **Outcome 5. Climate Change and Environment** Strengthened climate change mitigation and adaptation and environmental sustainability measures in targeted vulnerable provinces, sectors and communities	• Environment and natural resource management • Climate change adaptation and mitigation, including REDD 1. increased knowledge to develop and implement legal and policy instruments for the protection of climate sensitive livelihoods 2. Coordination among national and local stakeholders and communities increased.	Number of policies that address the impact of climate change on livelihoods in development plans, strategies and action plans	0	400,000 USD

ANNEX 2: STATUS OF LISTED PROGRAMMES

In relation to Rio+20 Conference, UNESCO invited all university students to get involved and share their ideas of sustainability lifestyle and the future they want in "My Idea of Sustainable Lifestyle" event on 14 June 2012.

UNESCO Jakarta

EDUCATION PROGRAMMES AND ACTIVITIES		STATUS		
		P	PO	O
PROGRAMME 1	**STRENGTHENING EDUCATION FOR SUSTAINABLE DEVELOPMENT**			
Example of activities	1. Green School Action Project for Climate Education" in Banjarmasin City (South Kalimantan Province)			√
PROGRAMME 2	**IMPROVING ACCESS TO QUALITY EDUCATION FOR ALL**			
Example of activities	2. Strengthening basic education through promotion of inclusive education and the pillars of CLCC; and enhancing awareness on the promotion of gender equality in education as such contributing to QEFA	√	√	
	3. Supporting the country in commemorating international days within the framework of EFA		√	
	4. Improving access and quality of ECCE and parenting education services		√	
	5. Tertiary HIV Prevention and Health Promotion e-Learning Distance Course (Bahasa Indonesia) and Social Media			√
	6. Comprehensive Sexuality Education addressing HIV, Drugs and Sexual Risk Behaviors for Youth in Closed Settings or out of School		√	

ANNEX 2: STATUS OF LISTED PROGRAMMES

NATURAL SCIENCES PROGRAMMES AND ACTIVITIES		STATUS		
		P	PO	O
PROGRAMME 3	**SCIENCE POLICY, CAPACITY BUILDING AND NETWORKING (ACTIVITIES UNDER THIS PROGRAMME ARE LARGELY ALIGNED WITH THE REGIONAL FLAGSHIP COMPETENCE)**			
Example of activities	1. Mobilizing science knowledge for sustainable development through Information and Communication Technologies		√	
	2. Creating, Sharing and Using Open Educational Resources (OER) for Indonesia Higher Education		√	
	3. Promoting, building and improving National Innovation Systems through South-South and South-South-North cooperation towards socio-economic development in Asia and the Pacific		√	
	4. Strengthening research and development capacity and networking in the core disciplines of the basic sciences to support sustainable development efforts in the region		√	
	5. Supporting professional engineering networks to improve engineering qualifications and professional standards and assisting institutional capacity building with a strong focus on Science and Technology partnerships with Industry		√	

Restoration At Sei Betung, North Sumatra, Indonesia 2013

UNESCO Jakarta

ANNEX 2: STATUS OF LISTED PROGRAMMES

PROGRAMME 4	CLIMATE CHANGE ADAPTATION AND MITIGATION AND REDD+ (ACTIVITIES UNDER THIS PROGRAMME ARE LARGELY ALIGNED WITH THE REGIONAL FLAGSHIP BREES)			
Example of activities	6. Developing climate change adaptation and mitigation measures using World Heritage Sites and Biosphere Reserves as pilot sites		√	
	7. Developing ecotourism to support the sustainable management of natural resources in Indonesia		√	
	8. Promoting Natural World Heritage Sites as models for protected areas management and biosphere reserves as in-situ learning sites for conservation and sustainable development		√	
	9. Strategic Environmental Assessment (SEA) of the Effects of Road Development Plans in the Tropical Rainforest Heritage of Sumatra	√		
	10. Technical and operational support to the implementation of Indonesia's REDD+ Strategy. Government of Indonesia's REDD+ Agency through UNORCHID and the UN Working Group on Climate Change and Environment		√	
	11. Building coastal ecosystem resilience to climate change impacts through a coastal monitoring programme.		√	
	12. Promoting effective natural resource management through integration of local and indigenous knowledge into management policy.	√		

ANNEX 2: STATUS OF LISTED PROGRAMMES

Indonesia - World Heritage Education for the Young People (Masanori Nagaoka, UNESCO, 2012)

UNESCO Jakarta

NATURAL SCIENCES PROGRAMMES AND ACTIVITIES		STATUS		
		P	PO	O
PROGRAMME 5	**SUSTAINABLE WATER QUALITY AND QUANTITY MANAGEMENT (ACTIVITIES UNDER THIS PROGRAMME ARE LARGELY ALIGNED WITH THE REGIONAL FLAGSHIP SWITCH).**			
Example of activities	13. Assessment and evaluation of water resources protection and management for water supply and food production in NTT	√		
	14. Ecological and Eco-hydrological Solutions for Sustainable Management in Indonesia		√	
	15. Citarum Learning Alliance: Enhancing Communication and Experience Sharing among Water Partners in Indonesia	√		
PROGRAMME 6	**LEARNING TO LIVE WITH DISASTERS (ACTIVITIES UNDER THIS PROGRAMME ARE LARGELY ALIGNED WITH THE REGIONAL FLAGSHIP FORCE).**			
Example of activities	16. Adopting Disaster Risk Reduction in Education for Safer Schools and its surrounding communities (ADDRESS)	√		
	17. Strengthening resilience of coastal and small island communities (StResCom)		√	
	18. Strengthening Tsunami Warning Chain from Upstream to Downstream through science-based awareness, preparedness and education	√		

ANNEX 2: STATUS OF LISTED PROGRAMMES

Farming at river bank of polluted Citarum River
UNESCO Jakarta, Eva Mia Siska

SOCIAL AND HUMAN SCIENCES PROGRAMMES AND ACTIVITIES		STATUS		
		P	PO	O
PROGRAMME 7	**SUPPORTING YOUTH POLICIES, EMPOWERMENT AND PARTICIPATION**			
Example of activities	1. Building Skills for Youth Empowerment and Civic Engagement in Indonesia			√
	2. Supporting Youth Networks in Indonesia		√	
	3. Supporting social integration of people living with disabilities		√	
	4. Power of Peace Forum: Youth, Social Media & Participation	√		
PROGRAMME 8	**SOCIAL DIMENSION OF GLOBAL ENVIRONMENTAL CHANGES**			
Example of activities	5. Developing innovative management in order to protect livelihoods and foster social resilience to global environmental changes		√	
	6. A Sustainable Future: Indonesia's Strategies to Address Climate Change and its Effects on Society.	√		
PROGRAMME 9	**HARNESSING CULTURAL HERITAGE FOR SUSTAINABLE DEVELOPMENT**			
Example of activities	1. Revitalization of Local Community Livelihood in Cultural Industries and Heritage Tourism at Borobudur World Heritage Site		√	√
	2. Community Driven Sustainable Development of Bali through the Preservation of Cultural Landscape		√	
	3. Revitalisation of Kota Tua, Jakarta through Sustainable Tourism and Heritage Conservation	√		

ANNEX 2: STATUS OF LISTED PROGRAMMES

← Focus Group Discussion on LINK validation amongst local communities in Pulo Aceh, 21 December 2012.

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CULTURE PROGRAMMES AND ACTIVITIES	STATUS		
	P	PO	O
PROGRAMME 10	**STRENGTHENING NATIONAL CAPACITY FOR SAFEGUARDING CULTURAL HERITAGE**		
Example of activities	4. Strengthening national capacity for the promotion and implementation of intangible cultural heritage in Indonesia	√		
	5. A Series of Technical Museum Training Workshops	√		
	6. Revitalising the Aceh Tsunami Museum for Sustainable Development	√		
	7. Safeguarding Underwater Cultural Heritage (UCH) in Indonesia through Capacity Building and Awareness Campaigns	√		
	8. Promoting Intercultural Dialogue through the Development of a Culture Centre in Afghanistan and Museum Capacity Building (Provisional Title)	√		

COMMUNICATION AND INFORMATION PROGRAMMES AND ACTIVITIES	STATUS		
	P	PO	O
PROGRAMME 11	**SUPPORTING ENVIRONMENTAL JOURNALISM**		
Example of activities	1. Earth Reporting: Promoting Journalistic Excellence in Climate Change Reporting			√
PROGRAMME 12	**MEDIA AND EDUCATION**		
Example of activities	2. Media and Information Literacy: Promoting the Adoption of Curriculum within education institutions in Indonesia		√	

ANNEX 2: STATUS OF LISTED PROGRAMMES

ACTIVITIES	PERFORMANCE INDICATORS	UNPDF REFERENCE	RESOURCES AVAILABLE AND TO MOBILIZE (USD)		
			TOTAL	AVAILABLE	GAP TO MOBILIZE
UCPD Outcome: Member States supported in building technical and institutional capacities, policies and mechanisms improved for adaptation to global changes to river basins at the national, regional and global levels, on the basis of scientific knowledge					
• International Conference on Ecohydrology • National Workshop on Ecohydrology • Ecohydrology exchange programme • Ecohydrology demosite • SWITCH-in-Asia Demo sites	• Number of demosites on ecohydrology established in Indonesia • International conference, national workshop and exchange programme organized and related documents developed • Number of papers presented at the international conference • Demo sites reports developed and disseminated through water networks such as in RSC IHP and SWITCH-in-Asia Learning Alliances • Demosites established to test and showcase new and innovative approaches for sustainable UWM on a real life scale • Awareness raising actions conducted on water-related challenges in the local site	*Output 5.11:* Strengthened capacity for effective climate change mitigation and adaptation, including ecosystems and natural resources management and energy efficiency	2,840,000	376,000	2,464,000
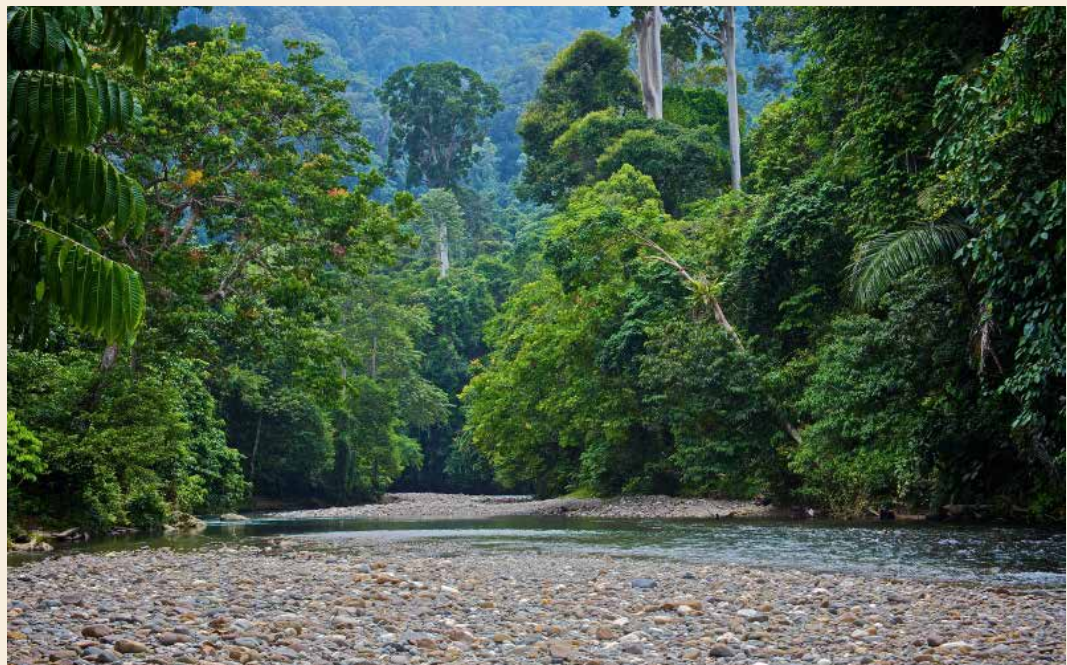
Gunung Leuseur National Park
UNESCO Jakarta

ANNEX 2: STATUS OF LISTED PROGRAMMES

**Fish farming at Dara Ulin
Oxbow Lake - Citarum River**
UNESCO Jakarta, Eva Mia Siska

ACTIVITIES	PERFORMANCE INDICATORS	UNPDF REFERENCE	RESOURCES AVAILABLE AND TO MOBILIZE (USD)		
			TOTAL	AVAILABLE	GAP TO MOBILIZE
UCPD Outcome: Strengthened capacity in disaster risk reduction and tsunami early warning system at national, local and community levels					
• Strengthening Tsunami Warning Chain and Community Preparedness through science and education • Adopting Disaster Risk Reduction in Education for Safer Schools and its surrounding communities • Strengthening resilience of coastal and small island communities	• Number of districts with systems and mechanisms to protect communities and vulnerable groups during crisis in place • Number of piloted schools with communities that plan and implement, safe schools models • Communities undertake disaster risk reduction based on scientific knowledge and local and indigenous knowledge	Output 5.9 Disaster risk reduction, recovery and response capacities in place in disaster prone areas	1.750.000	190.000 (JFIT StResCom)	1.560.000