

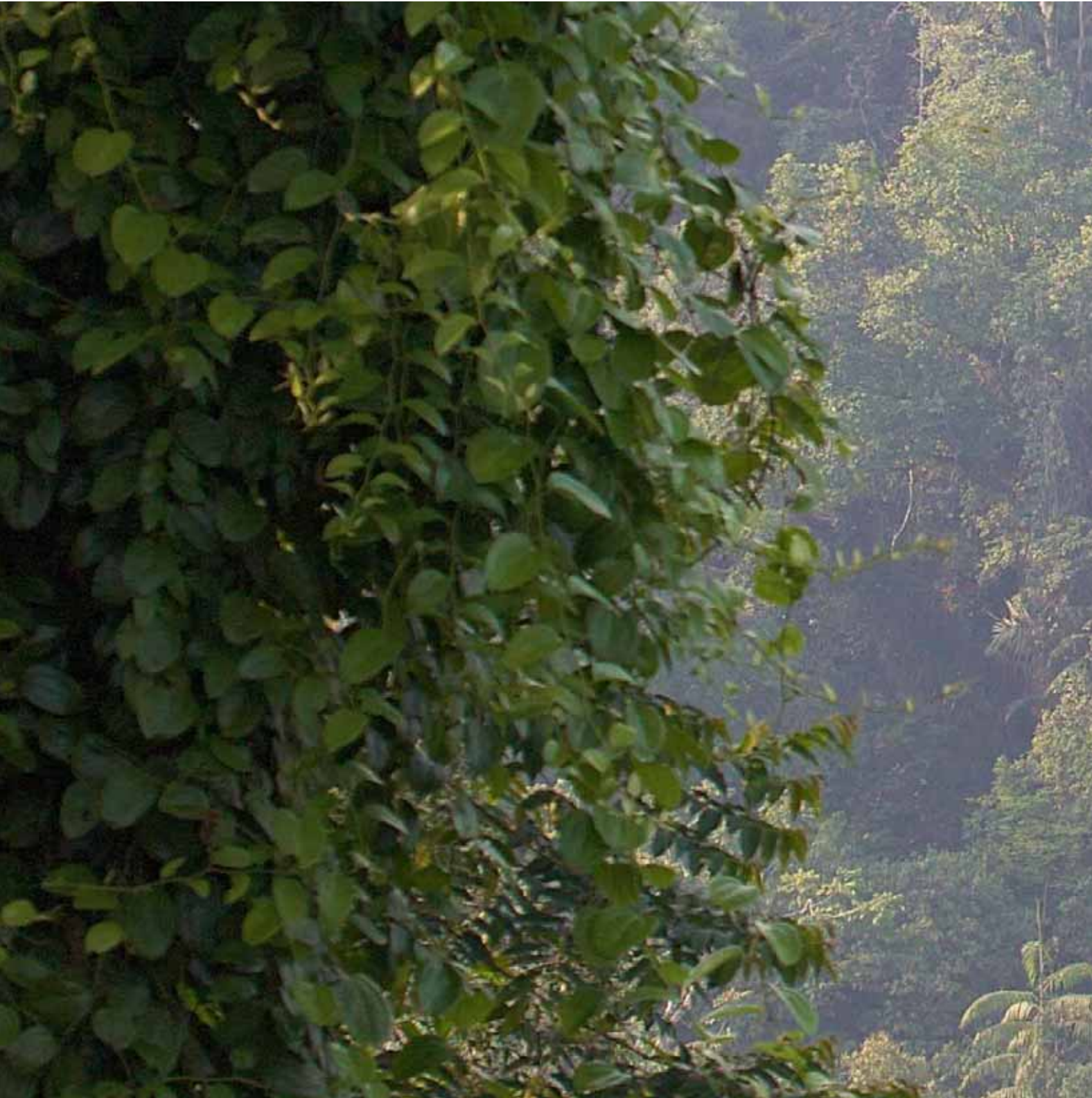


United Nations
Educational, Scientific and
Cultural Organization

JAK/2012/PI/H/2 REV.

2011 Annual Report









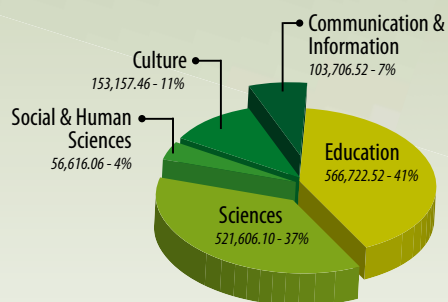


contents

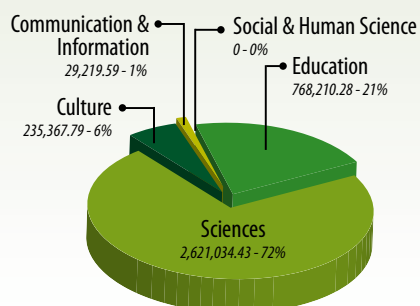
i	Foreword
ii	UNESCO Today
iv	UNESCO in Numbers
vi	UNESCO Office, Jakarta : Budget 2011
vii	UNESCO Office, Jakarta : Fact Sheet
viii	Director's Report
x	Science Overview
.....	
1	Education
8	Environmental Sciences
16	Sciences for Society
20	Basic Sciences
22	Engineering Sciences and Technology
30	Earth Sciences
34	Water Sciences
38	Disaster Risk Reduction
46	JFIT
48	Culture
60	Communication and Information
66	Social and Human Sciences
70	Dilli Antena Office
.....	
76	UNESCO Office, Jakarta Staff
80	Publication 2011
90	Regional Networks
94	National Commissions in Asia and the Pacific
104	UNESCO Partners

UNESCO Office Jakarta

Regular Programme 2011



Extra Budgetary 2011



Sector	Regular Programme	Extra Budgetary	TOTAL
Programme Budget			
Education	566,722.52	768,210.28	1,334,932.80
Sciences	521,606.10	2,621,034.43	3,142,640.53
Social and Human Science	56,616.06		56,616.06
Culture	153,157.46	235,367.79	388,525.25
Communication & Information	103,706.52	29,219.59	132,926.11
Total Regular Programme & Extra-Budgetary	1,401,808.66	3,653,832.09	5,055,640.75
Operational Budget			
Joint UN Jakarta	21,604.24		21,604.24
Security Cost Jakarta	111,472.01		111,472.01
Office Running Cost Jakarta	174,875.10		174,875.10
Staff Development	13,599.34		13,599.34
Total Operating Costs	321,550.69		321,550.69
TOTAL JAKARTA OFFICE	1,723,359.35		5,377,191.44
Dili Antenna Office			
Office Running Cost Dili	65,195.78		65,195.78
Security Cost Dili	2,442.50		2,442.50
TOTAL DILI ANTENA OFFICE	67,638.28		67,638.28
TOTAL FOR THE REGIONAL BEREAU	1,790,997.63	3,653,832.09	5,444,829.72

Besides consolidating and strengthening ongoing programmes the year also saw the emergence of a number of important new initiatives. This includes the establishment of a new Unit in Social and Human Sciences in the office, which helped to strengthen programmes addressing key issues in Cluster Countries, such as migration, human rights, climate change adaptation, youth empowerment and others.

The office has also established a new Unit in the field of Disaster Risk Reduction (DRR) and Tsunami Early Warning. Already in 2006, the UNESCO Office, Jakarta set up the Jakarta Tsunami Information Centre (JTIC) to support the coordination of tsunami information and to promote preparedness and awareness in Indonesia, Thailand, the Philippines, and Timor-Leste. In 2011, the Intergovernmental Coordinating Group for the Indian Ocean Tsunami Warning System decided to support the expansion of JTIC's role in becoming an information centre for the wider Indian Ocean region.

We also strengthened our programme and project support to the management of forests via REDD+ (Reducing Emissions from Deforestation and Forest Degradation). Other new initiatives and projects that started during the year include, amongst others, a Green Schools pilot project

on ESD and climate change education in South Kalimantan, a literacy and EFA project in Timor-Leste, the StResCom (Strategic Research and Communication Centre) Project – which focuses on strengthening resilience of coastal and small island communities towards water and climate change impacts – and the safeguarding of Borobudur World Heritage project after the late 2010 volcanic eruption of Mt Merapi.

The safeguarding of Borobudur project became a showcase for partnership and collaboration. The Ministry of Culture and Tourism of Indonesia, the Indonesian National Commission, the 'Friends of Borobudur', PT Taman Wisata, thousands of volunteers, over 550 workers, collaborative partners, and financial support from donors and private sector partners, all contributed to the success of the project. This has helped to preserve one of mankind's greatest monuments so that it can be enjoyed by future generations.

The work described in this report also benefitted from the active involvement of UNESCO Goodwill Ambassadors Christine Hakim (on school and community disaster preparedness) and Herbie Hancock (on the safeguarding of Borobudur, ESD and disaster preparedness), which helped to raise the visibility and impact of our programme delivery.

The visit of H.E. Susilo Bambang Yudhoyono, the President of the Republic of Indonesia to UNESCO HQ on 2 November 2011, and the official visits to Indonesia by the UN Secretary General Ban Ki Moon, and the UNESCO Director-General Irina Bokova in November 2011 were also important highlights of the year.

Also for UNESCO globally, 2011 has been a special year. The General Conference held in October/November admitted two new Members – Palestine and South Sudan, along with two new Associate Members, Curaçao and Sint Maarten. This brings the total Member States in UNESCO to 195 plus 8 associate members.

In closing, I would like to convey my great thanks to the dedicated team of UNESCO Jakarta, and to all partners who contributed to the realisation of the activities and results presented in this report, be it via direct collaboration and partnership, by providing (co-) financing support, or by consolidating and disseminating the results achieved. I count on all of you again in 2012, and I look forward to what we will achieve together in the coming years.

Hubert Gijzen

Director and Representative



UNESCO today

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

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

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

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

And on a number of overarching objectives:

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

UNESCO Principles

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

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

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

Five Principal Functions

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

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


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

- halve the proportion of people living in extreme poverty in developing countries by 2015
- achieve universal primary education in all countries by 2015
- eliminate gender disparity in primary and secondary education by 2005
- help countries implement a national strategy for sustainable development by 2005 to reverse current trends in the loss of environmental resources by 2015.

Some Milestone over 60 years

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

- **1974:** H.H. Pope Paul VI awards the John XXIII Peace Prize to UNESCO.
- **1972:** The Convention concerning the Protection of the World Cultural and Natural Heritage is adopted. The World Heritage Committee is established in 1976 and the first sites are inscribed on the World Heritage List in 1978.
- **1968:** UNESCO organizes the first intergovernmental conference aimed at reconciling the environment and development, now known as “sustainable development”. This led to the creation of UNESCO’s Man and the Biosphere Programme.
- **1960:** Launching of the Nubia Campaign in Egypt to move the Great Temple of Abu Simbel to keep it from being swamped by the Nile after construction of the Aswan Dam. During the 20-year campaign, 22 monuments and architectural complexes are relocated. This is the first and largest in a series of campaigns including Moenjodaro (Pakistan), Fez (Morocco), Kathmandu (Nepal), Borobudur (Indonesia) and the Acropolis (Greece).
- **1956:** The Republic of South Africa withdraws from UNESCO claiming that some of the Organization’s publications amount to “interference” in the country’s “racial problems”. The state rejoins the Organization in 1994 under the leadership of Nelson Mandela.
- **1952:** An intergovernmental conference convened by UNESCO adopts the Universal Copyright Convention. In the decades following World War II, the Convention served to extend copyright protection to numerous states not then party to the Berne Convention for the Protection of Literary and Artistic Works (1886).
- **16 November 1945:** representatives of 37 countries meet in London to sign UNESCO’s Constitution which comes into force on November 4, 1946 after ratification by 20 signatories.



UNESCO in numbers

As of 23 November 2011, UNESCO has 195 Member States and 8 Associate Members. At present, 183 Member States have established Permanent Delegations to the Organisation at its Headquarters in Paris. In addition, there are 3 Permanent Observers and 10 intergovernmental organisations with Permanent Observer Missions to UNESCO.

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

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

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

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

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

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

There are 936 World Heritage Sites throughout the world, forming part of the cultural and natural heritage which the World Heritage Committee considers as having outstanding universal value. These include 725 cultural, 183 natural and 28 mixed properties.

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

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

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

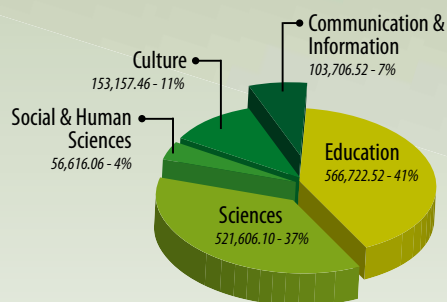
9,000 Associated Schools in 180 countries help young people develop attitudes of tolerance and international understanding.

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

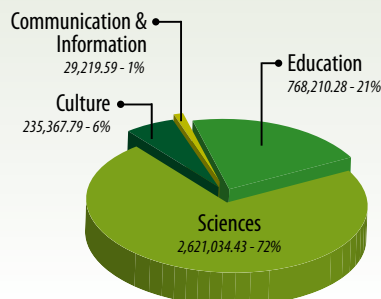
3,800 UNESCO Clubs, Centres and Associations in some 80 countries promote the Organisation's ideals and efforts at the grassroots level.

UNESCO Office Jakarta

Regular Programme 2011



Extra Budgetary 2011



	Regular Programme	Extra Budgetary	TOTAL
JAKARTA OFFICE			
Education	566,722.52	768,210.28	1,334,932.80
Sciences	521,606.10	2,621,034.43	3,142,640.53
Social and Human Science	56,616.06		56,616.06
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Communication & Information	103,706.52	29,219.59	132,926.11
Total RP	1,401,808.66	3,653,832.09	5,055,640.75
JAK OFFICE OPERATING BUDGET			
Joint UN JAK	21,604.24		21,604.24
Government Contribution			-
Security Cost JAK	111,472.01		111,472.01
Office Running Cost JAK	174,875.10		174,875.10
Staff Development	13,599.34		13,599.34
TOTAL Operating Costs	321,550.69		321,550.69
TOTAL Jakarta Office	643,101.38		643,101.38

DILI ANTENNA OFFICE

Office Running Cost DIL	65,195.78		65,195.78
Security Cost Dili	2,442.50		2,442.50
Total Dili Office	67,638.28		67,638.28
Total for the Regional Bureau	710,739.66		710,739.66

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

History :

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

Specific Themes:

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



Director's Report

Cooperation within the UN System at country and regional level

During 2011, the UNESCO Office, Jakarta participated in the finalisation of new joint UN programmes (UNDAFs) for Indonesia and the Philippines. In Indonesia, a middle-income country, the new UN Partnership for Development Framework (UNPDF, 2011-2015) focuses in particular on three disadvantaged regions (Aceh/Nias, Nusa Tenggara Timur and Papua). UNESCO chairs two of the five Working Groups for this joint UN programme, on Climate Change and Environment and Human Rights. In the Philippines, UNESCO co-chairs one of the Outcome Groups.

The development of UNESCO Country Programming Documents (UCPDs) and UNESCO Education Support Strategies (UNESS) for Indonesia, the Philippines and Timor-Leste proved to be very useful in the positioning of UNESCO's mandate and programme initiatives in UNDAFs. In 2011, new draft UCPDs have been prepared for Indonesia and the Philippines; these will be finalised in early 2012 via consultations with the respective National Commissions. These UCPDs are demand-based, and fully aligned with National Development Plans and UNDAFs. The UNESCO Office, Jakarta is currently reviewing the possibility of developing

cooperation programming documents with selected countries, using self benefitting Funds-in-Trust modalities.

A new UNESCO-Malaysia Cooperation Programme was also formalised in November 2011, and will be followed by a Funds-in-Trust agreement starting early 2012. The Jakarta Office, in its function as the Regional Science Bureau for Asia and the Pacific, also supported other UNESCO field offices in the region in the development of their UCPDs and the positioning of UNESCO in UNDAFs and One Plan.

The UN reform is aimed at generating more coherence and synergy between

UN agencies, so that the UN can 'Deliver as One' (DaO) and be more than the sum of its parts. Since 2008, we have seen an expansion of the Asia-Pacific Regional Directors Team (UNDG-AP). Its membership now includes 18 agencies, including UNESCO. The Director of UNESCO Office, Jakarta has been participating in the Asia and the Pacific UN Regional Directors team since 2008. The UNDG-AP has a role in guiding the UN reform at the country level, by providing quality support and advice to the Resident Coordinators and UN Country Teams in the region. In 2011 the UNDG A-P focused mainly on further enhancing its strategic and



substantive guidance and interactions with the UN Country Teams, providing regional quality support and advice for UNDAF programming processes and products. The UNDG A-P also provided coherent and integrated regional technical support to county teams and support in performance management of the Resident Coordinators and UN Country Teams. The provision of quality support and advice to UNDAF roll-out UNCTs continuation as a priority function of the UNDG A-P in 2011. Seven countries in the region (Fiji, Samoa, Papua New Guinea, India, Nepal, Pakistan and Sri Lanka) also began new UNDAF preparations earlier in the year.

The year also saw the regional UNDG instituted regional Task Teams complete two major strategic position

guidance papers on social protection and the repositioning of the UN in the MIC. These regional position papers, looking at different approaches in the promotion of social protection and UN's role in MICs were, disseminated widely amongst the UN country teams and regional agencies.

UNESCO also participated in the UN Regional Coordination Mechanism (RCM), and contributed to the activities of the various Working Groups (UNESCO also co-chairs the Education WG). Once every year the RCM and UNDG-AP hold a joint meeting to ensure efficient coordination and information exchange. The division of labour (RCM – regional level issues; UNDG-AP – support to UNCTs) has worked very well.

With a better coordination of the UNDG and the RCM at the regional level, it is hoped that the UN reform and DaO process will indeed lead to greater coherence of the UN system at country level. Through the various discussions and presentation in the UNDG-AP, UNESCO has promoted a new and effective model for cooperation between governments and development partners, in which 'The country leads, the UN reforms and Delivers as One, and development partners align'.

Hubert Gijzen
Director and Representative



Science Overview

UNESCO Office, Jakarta and the International Year of Forests 2011

Tropical forests in Indonesia and in many other countries of the Asia Pacific region are the repositories of some of the greatest biological wealth existing globally, yet their extent is becoming ever more restricted and the risk of their disappearance increasing day by day.

The consequences of their disappearance are immeasurable, but would certainly include effects on the livelihoods of local people, on the breakdown of ecosystem services enjoyed by local and global communities and on the tragic loss of scientific, educational, cultural and spiritual values inextricably linked to forests and all life forms contained within them. Issues of governance, law enforcement, expansion of agricultural crops for biofuel, corruption, unsustainable development, land tenure, abuse of local and indigenous

rights and rapid economic growth are all in part responsible for rampant legal and illegal deforestation. In Indonesia forty percent of existing forests in 1950 were cleared by 2000 (WRI, 2002) and the rate of forest loss continues to accelerate despite measures such as the two-year moratorium on logging signed by the Indonesian government in 2011.

The focus on forests as carbon sinks has positioned them as priority assets in the international fight against climate change and many efforts are being

made to ensure that the benefits they provide are recognised and paid for instead of being freely exploited. REDD+ (Reducing Emissions from Deforestation and Degradation) is one such effort. While internationally the expectations for REDD+ programmes and the pressure to conserve forests are high, concrete examples of successful projects which keep forests standing, effectively share benefits amongst local communities and can boast financial sustainability are few and far between. Moreover, the financial resources flowing



from the international community into countries such as Indonesia to facilitate such ambitious plans are still somewhat limited, at least compared to the revenues possible through short-term unsustainable use of these resources. This may in part be due to the challenges of setting up appropriate monitoring systems which are transparent and accountable for all parties involved, but especially for donors and investors. As a result, the waiting time associated with establishing agreements, policies as well as with accessing some of

the required financial support to implement climate change related interventions is often long and has caused some frustration amongst many local stakeholders.

Nevertheless, despite the complexities intrinsic to these new emerging frameworks, there are many significant opportunities to learn from existing pilot projects and contribute to conserve forests more effectively. Keeping our tropical forest standing is the key to addressing many of our climate change and poverty

issues, as well as to safeguarding important cultural, educational and spiritual needs of future generations. UNESCO is well positioned to play an important role in this process because it adopts a multi-disciplinary approach where addressing both social and environmental factors is considered equally crucial in solving the challenges of long-term, successful natural resource management.

Sources: Forest Watch Indonesia, World Resources Institute and Global Forest Watch (2002) The State of the Forest Indonesia. WRI Report.



Education

Strengthening Endeavours to Achieve Quality Education for All (EFA)

UNESCO Jakarta undertook a wide array of endeavours in 2011 to support Brunei Darussalam, Indonesia, Malaysia, Philippines and Timor-Leste in achieving the six EFA goals. A notable endeavour is the programme on Strengthening Non-Formal Education in Timor-Leste through Capacity development for Education for All (CapEFA). The CapEFA Timor-Leste programme aims to assist the Ministry of Education, through the National Directorate for Recurrent Education (NDRE), with improving its capacities in planning, implementing, monitoring and evaluating non-formal education programmes.

NDRE's key officers and technical staff, District Coordinators, Sub-District Coordinators, and the management officers of three UNESCO-initiated Community Learning Centres (CLCs) have enhanced their knowledge and skills in the areas of equivalency education, literacy concepts, pedagogy of adult learning, CLCs, CLC-Management Information System, CLC income generation and community marketing strategies, monitoring and evaluation, strengthening partnership with stakeholders, financial management, resource allocation, leadership, problem-solving and decision-making. The 3 CLCs have been equipped to undertake literacy classes and livelihood activities, and have formalised their management structure.

The country has also deepened its knowledge in using ICT-Free Open Source Software (FOSS) for enhancing literacy and in cross-cutting areas in promoting HIV prevention, in human rights education (in cooperation with SHS), in environmental awareness raising (in cooperation with SCS) and in safeguarding and promoting cultural heritage (in cooperation with CLT). Through these interventions, various significant improvements have been made in NDRE at National, District and Sub-District levels, as well as at the CLCs.



List of Activities

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

2010 Education for All Global Monitoring Report (EFA GMR) and Education Issues Discussed by Philippine Stakeholders and Journalists

UNESCO Jakarta and the Asian Institute of Journalism and Communication (AIJC) in close cooperation with the Department of Education (DepED) of the Philippines organised a 'Roundtable Discussion on the 2010 EFA GMR Focusing on the Economics of Education' (16 March 2011) and an 'Education Makes News: Seminar-Workshop for Journalists Covering the Education Beat' (17-18 March 2011) in

↑ *the Debriefing on the results of the focus group discussion to key policy decision-makers of the Ministry of Education (Dili, Timor Leste, 10 March 2011). (Photo credit : UNESCO Dili Antena Office)*

Pasig City. Editors and reporters agreed to set up an EFA Watch to sustainably monitor the Philippine's progress in achieving EFA goals.

2011 EFA GMR Launched in the Philippines

In strengthening advocacy on the EFA goals in the Philippines, UNESCO Jakarta and E-Net Philippines organised a "Launch of the 2011 EFA GMR in the Philippines" (18 May 2011, Mindanao). Key stakeholders reviewed the education situation in the Philippines, and specifically in Mindanao where a history of armed conflicts has impacted negatively on education performance through the years. The stakeholders underlined the need to strengthen



← *Dr. Mee Young Choi presenting in National Workshop on Reorientation Teacher Education towards EFA & ESD in the Philippines (20 March 2011)*

Adaptation, Launch and Dissemination of the UNESCO Inclusive Learning Friendly Environment (ILFE) Toolkit Specialised Booklets 1, 2 and 3

IDPN Indonesia (The Foundation for Inclusion and Non-Discrimination in Education) and UNESCO Jakarta organised a workshop to adapt the Indonesian translated UNESCO ILFE Toolkit Specialised Booklets 1, 2 and 3 in Jakarta in June 2011. The Booklets were then printed, launched by the Ministry of Education in August 2011 and disseminated. The Booklets provide information on how to manage learning in large classes, introduce discipline in the classroom without corporal punishment and include children with disabilities within an inclusive classroom.

Sharing of knowledge on Inclusive Education in Brunei Darussalam

A UNESCO Jakarta representative participated as keynote speaker and resource person during the ASEAN Cooperative Conference on Inclusive Education (ACCIE 2011) held on 5-7 July 2011 in Brunei Darussalam.

advocacy for education and peace building, especially in communities caught in armed conflicts, and highlighted that good practices need to be scaled up and institutionalised.

Indonesian Media Professionals Strengthened in Covering EFA

A “Training Workshop on Strengthening Capacities of Media Professionals in Assessing and Monitoring the Increasing Number of People Not Being Able to Afford Education towards Progresses in Achieving the EFA Goals” was held in Bogor on 14-15 July 2011. Media professionals were introduced to the EFA goals and pressing global issues affecting EFA. They also raised awareness on the increasing difficulty for people to afford education and were given a general overview of how EFA goals are assessed and monitored. They were also equipped with national, regional and global EFA information sources.

Activities in strengthening Inclusive Education:

Strengthening School-to-Post-School Transition Programmes for Students with Disabilities

UNESCO Jakarta and Prof. David Mitchell developed a “Standards, Guidelines and Indicators for Strengthening School-to-Post-School Transition Programmes for Students with Physical Disabilities and Sensory Impairments”. The guidelines were explained to decision-makers of the Cluster Countries during a UNESCO workshop organised on 13-15 April 2011 in Malaysia. On 26-28 July 2011 Malaysian stakeholders adapted the guidelines during a workshop organised by UNESCO Jakarta, and subsequently proposed it for adoption. Indonesia translated, adapted and adopted the guidelines. It was also adapted in Timor-Leste during a workshop held by UNESCO Jakarta on 23-24 August 2011.

During the conference UNESCO Jakarta representative delivered a presentation on “Strengthening School-to Post School Transition Programmes for Students with Physical Disabilities and Sensory Impairments”. The knowledge shared and gained on inclusive education interventions conducted in the region served as a sustainable source of information for the participating countries.

Strengthening Timor-Leste in Developing a Transition Programme for Learners with Disabilities

Two key Timor-Leste Government representatives were supported to participate in the “SEAMEO-UNESCO-ASEAN ‘Action Plan Workshop on Transition Support Programme for Learners with Disabilities’” organised by the Ministry of Education of Malaysia in Kuala Lumpur on 17-21 October 2011. The Timor-Leste representatives exchanged knowledge and experiences with 60 experts, researchers, policy makers and educationalists from SEAMEO Member Countries. They also gained knowledge on how to develop action plans on transition programmes, on conducting “Child Find” for learners with disabilities and on establishing a secure national data registry of persons with disabilities.



↑ *In-Country workshop on Strengthening School - to - Post School Transition Programmes for Students with disabilities and sensors Impairments (Kuala Lumpur, Malaysia 26-28 July 2011)*

Strengthening Timor-Leste in Implementing Multilingual Education Policies

A key Government representative from Timor-Leste was also supported to participate in the “Third International Language, Education and Diversity Conference (LED 2011)” held at the University of Auckland Business School (Auckland, New Zealand) on 23-26 November 2011. During the Conference, he enriched his knowledge on key issues and challenges in implementing multilingual education policies, specifically on language policies in Australasia and the Pacific.

Activities in strengthening HIV Preventive Education:

Situation and Response Analysis (SRAs) of the Education Sector’s Response to HIV, Drugs and Sexuality in Brunei Darussalam, Indonesia, Malaysia, Philippines and Timor-Leste

The SRAs were developed to map the sector’s response and planning of policy and programmes. On 12-13 April 2011 writers of the SRAs and National Commission for UNESCO representatives reviewed the SRAs in a workshop organised by UNESCO Jakarta in Malaysia. The Philippines’ SRA was improved during a Round Table Discussion (21-24 June 2011, Manila) hosted by UNESCO National Commission of the Philippines, University of the East and UNESCO Jakarta. A Syntheses Report of the SRAs was also developed.

Socialising HIV Prevention through Journalism and Social Media with Opportunities in Non-Formal Education in Timor-Leste, Brunei Darussalam, Indonesia, Malaysia and the Philippines

On 29-30 September 2011 media professionals from the Cluster Countries were supported to

participate in a “Workshop on Socialising HIV Prevention through Journalism and Social Media with Opportunities in Non-Formal Education in Timor Leste, Brunei Darussalam, Indonesia, Malaysia and the Philippines”, organised by UNESCO Jakarta in Jakarta. The workshop enhanced knowledge of media professionals, government officials, youth working on HIV and related stakeholders from seven countries on using social media in awareness campaigns about HIV prevention and AIDS.

Development of a Tertiary Level e-Learning Distance Course on HIV Prevention and Health Promotion Education

To increase awareness among students of risk behaviours and means of HIV prevention, UNESCO Jakarta developed a Tertiary Level e-Learning Distance Course in cooperation with the University of Indonesia, Ministry of Education and Culture and local stakeholders. The Course benefitted 10,000 university students across Indonesia with access to HIV Prevention and Health Promotion education material, and enhanced the capacity of professors and faculty members in incorporating HIV and Health Education in their teaching-learning programmes.



↑ *Workshop on Socializing HIV Positive Education for Youth & Social Media (Jakarta, 29 - 30 September 2011)*

Promotion of the Tertiary Level e-Learning Distance Course on HIV Prevention and Health Promotion Education

In promoting the course to youth, University of Indonesia and UNESCO Jakarta standardised 4 Modules to be used by the Ministry of Education and Culture for Orientation Sessions nationwide and conducted four Orientation Sessions at four universities. University of Indonesia in cooperation with the Independent Youth Alliance-YouthLead and the International University Student Networking Group organised a T-Shirt Design Competition, established an internet URL (<http://clr.ui.ac.id/stophiv4youth/>), developed a 10 Questions Quiz for youth via social media and conducted Focus Group Discussions.

Dissemination of UNESCO Publications and Deepening Knowledge of Indonesian Students on Sexuality Education and HIV Prevention

Various publications of UNESCO Bangkok and UNESCO Headquarters on sexuality education and HIV preventive education were disseminated during the “4th National AIDS Summit Indonesia” (3-7 October 2011, Yogyakarta, Indonesia) hosted by the National AIDS Commission, and during the “6th Asia-Pacific Conference on Reproductive and Sexual Health Rights” hosted by Gadjah Mada University on 18-23 October 2011 in Yogyakarta. In addition, UNESCO also supported two students from the University of Indonesia to participate in the Conference.

Implementation of UN Cares in UNESCO Jakarta

Two in-house workshops were organised for all staff, as well as security officers and custodians. Over 80% of the UNESCO Office employees (70 including security and drivers) were reached. UNESCO ensured all staff have access to the latest UN Cares updates, including the latest Orientation Session for new staff as well as encouraging key staff to complete the e-Course 'Building Our Professional Capacity to address HIV'. A 2011 calendar with the theme of HIV and AIDS 2011 was also produced by UNESCO Jakarta and widely disseminated in Indonesia.



↑ *UN Cares Orientation workshop for UNESCO Office, Jakarta staff (28 April 2011)*

Activities in strengthening Education for Sustainable Development:

Sharing Knowledge on Education for Sustainable Development

UNESCO Jakarta provided financial and technical support to the "Asia-Pacific Regional Center of Expertise (RCE) Conference 2011: Implementation and Action Programmes of Education for Sustainable Development (ESD) in Formal, Non-Formal and Informal Education" which was held at the University of Gadjah Mada (UGM) in Yogyakarta (Indonesia) on 12-15 January 2011. Approximately 200 officials, teachers, lecturers, researchers and practitioners from governments, primary/secondary schools, universities and NGOs, including 20 representatives from Asia-Pacific countries, shared their experiences and research activities on sustainable development.

ESD-TEIs Resources Persons/ Experts Meeting

On 24-25 March 2011 experts from Australia, Japan, Republic of Korea and Indonesia, as well as from UNESCO Jakarta met for an "ESD-TEIs Resources Persons/Experts Meeting" held at UNESCO Jakarta. The Meeting was held to review papers presented during a previous "Sub-regional Training Programme on Reorienting Teacher Education to Address Sustainability", which was then compiled into a handbook on "Education for Sustainable Development National Guidelines for Changing the Climate of Teacher Education to Address Sustainability: Putting Transformative Education into Practice (Brunei Darussalam, Indonesia, Malaysia, Philippines and Timor-Leste)".

Second Country Report Meeting 2011 on Education for Sustainable Development (ESD)

On 20-21 June 2011 representatives of Indonesia were also supported to participate in the "Second Country Report Meeting 2011 on Education for Sustainable Development: Climate Change Education (CCE), Education for Disaster Risk Reduction (DRR) and Reorienting Teacher Education to Address Sustainability in the Five Cluster Countries of UNESCO Jakarta",



↑ *2nd Country Report Meeting 2011 on Education for Sustainable Development (ESD)" (Ministry of Education and Culture, Jakarta, 20-21 June 2011)*

held at the Ministry of Education and Culture in Jakarta. Approximately 50 representatives of the government, academia, NGOs, other relevant institutions and international experts shared good practices. They also deepened knowledge on improving their social studies curriculum, based on the ESD framework.

Publication of Reports on ESD and Reorienting Teacher Education to Address Sustainability

Following the above events – in cooperation with UNESCO Bangkok, related international agencies and universities – UNESCO Jakarta developed the “Sub-Regional Country Report on Education for Sustainable Development in South-East Asia” and the “Sub-Regional Cooperation Strategy on Education for Sustainable Development in South-East Asia”. These materials were compiled into a proceeding on “Developing Capacities of Teacher Education Institutions (TEIs) of Brunei Darussalam, Indonesia, Malaysia, Philippines and Timor-Leste in Reorienting Teacher Education to Address Sustainability: Education for Sustainable Development for Changing the Climate of Teacher Education to Address Sustainable Development”.

⇒ *CapEFA Timor - Leste Debriefing Workshop on Lessons Learned from Study Visits to 5 Countries (Dili, 1 - 2 August 2011)*

KOICA-UNESCO Green School Action Project for Climate Change Education in Banjarmasin

On 4 October 2011, KOICA-UNESCO organised a preliminary visit to the South Kalimantan Provincial Education Office. Representatives of schools selected by the Provincial Education Office in Banjarmasin City (South Kalimantan Province, Indonesia) were invited to introduce and discuss a KOICA-UNESCO Green School Action Project for Climate Change Education in Banjarmasin. The project, which would begin in 2012, aims to enhance knowledge of primary and secondary school teachers and their students in Banjarmasin City on Climate Change Education.



Activities in strengthening teachers and primary education governance

Sharing Knowledge on ‘Learning to Live Together’

Support was also provided for a teacher from Indonesia to participate in the “Training of Trainers Workshop on Use of the ‘Learning to Live Together’ Manual for Ethics Education for Children”. The Workshop was held in Colombo (Sri Lanka) on 13-18 August 2011, and was organised by Lanka Jathika Sarvodaya Shramadana Sangamaya Inc.

Strengthening the Status and Quality of Teachers in Indonesia

The Ministry of Education and Culture, UNESCO Headquarters and UNESCO Jakarta organised the “Third International Policy Dialogue Forum of the International Task Force on Teachers for EFA” in Bali on 13-14 September 2011 to promote the importance of strengthening the status and quality of teachers in Indonesia.

Sharing Knowledge on Improving the Governance of Primary Education

The Ministry of Education and Culture of Indonesia shared their knowledge and experiences with teachers and head teachers of primary schools and

officials of the Directorate of Primary and Mass Education of Bangladesh during their study visit to Indonesia on 27 March – 3 April 2011. The visit was organised by UNESCO Jakarta, UNESCO Dhaka and the Indonesian National Commission for UNESCO to strengthen primary education governance. The delegations observed, shared experiences and learned good practices on School-Based Management; Teachers' Governance and Capacity Development; and Financing Education and Equity in Indonesia.

Activities in strengthening non-formal education

Maximising Community Learning Centres' (CLCs) Contribution to Poverty Reduction, Lifelong Learning/Education and Sustainable Development Promotion

UNESCO Jakarta and the Indonesian CLC Communication Forum in cooperation with the Government of Indonesia organised the "International Workshop on Maximising Community Learning Centres' (CLCs) Contribution to Poverty Reduction, Lifelong Learning/Education and Sustainable Development Promotion: Looking for Future Effective Networking among Countries" in Makassar (South Sulawesi) on 20-22 March 2011. The workshop enriched the participants' knowledge on CLC concepts and functions to reduce poverty and

increase individual empowerment and community participation in all walks of life. The participants also established a cooperation network among CLCs.

Sharing Knowledge with Timor-Leste Officials on Literacy and Cooperation with Women NGOs

In supporting the Ministry of Education and Culture in organising the "International Seminar on Improving Female Literacy in Cooperation with Women NGOs" (21-23 June 2011, Jakarta), financial assistance was provided for the participation of three Timor-Leste representatives to participate in this Seminar.

Activities in strengthening educational planning and management

Strengthening Timor-Leste Officials on Statistics and EFA Indicators

A "Statistical Capacity Development Workshop Using Education Statistics and Indicators for EFA Monitoring, and Education Policy and Planning" (Maubessi, 18-21 January 2011) was organised by UNESCO Jakarta and the Directorate of Policy, Planning and Development (Ministry of Education of Timor-Leste). The workshop was facilitated by Mr. Nyi Nyi Thuang (Programme Specialist, UIS-AIMS Unit, UNESCO Bangkok). During the workshop the MoE officials deepened their understanding of statistics and key EFA indicators. A CD containing

all materials from the workshop was disseminated to the participants.



↑ Strengthen a UNESCO - Initiated Community Learning Centres (CLCs) in Timor - Leste (CLC at Ililapa [Lori 2, Los Palos, Lautem Districts, Timor-Leste], 25 January 2011. (Photo credit: UNESCO Dili Antena Office)

Supporting the Ministry of Education of Timor-Leste in Disseminating Knowledge on Statistics and EFA Indicators

Following the "Statistical Capacity Development Workshop Using Education Statistics and Indicators for EFA Monitoring, and Education Policy and Planning", the National Directorate for Policy, Planning and Development (of the Ministry of Education) organised three replication workshops on 8-10 November 2011, 17-19 November 2011 and 24-26 November 2011. These workshops benefitted District and Sub-District Coordinators and other related officials. The officials have now enhanced knowledge to better utilise and manage the EMIS system for improved statistical educational reporting.



Environmental Science

Protecting Natural sites

The Environmental Sciences Unit, UNESCO Jakarta, has two global means of protecting natural sites and dealing with environmental issues: the Man and Biosphere (MAB) Programme and the World Heritage Convention.

The Environmental Sciences approach to sustainable development is characterised by long-term commitments to site conservation, development of broad-based partnerships and interdisciplinary cooperation, exchange of scientific knowledge and information, and building a strong relationship with local people. A lot of our work concerns tropical forest conservation and some of our recent projects include orangutan protection and habitat conservation, community-based forest management, ecosystem restoration and the development of climate change adaptation measures.

List of Activities

Biosphere Reserves for Environmental & Economic Security (BREES)

The Philippines

This year, UNESCO has continued with the elaboration of a strategy to promote climate change adaptation and sustainable development in the Mt. Isarog Natural Park (MINP) and its surrounding areas, located in Camarines Sur province, Bicol region. Both factors are meant to contribute to the biodiversity conservation and ecosystem balance of this outstanding area. This initiative is planned to be implemented during 2012 and has already received strong support by the Bicol authorities, civil society, government partners, MINP management bodies and, most importantly, it has been endorsed by the Regional Development Council. At the same time, this strategy will integrate UNESCO's support to the strong will shown by the stakeholders mentioned above, to pursue the nomination of the Mt. Isarog Natural Park as the third Biosphere Reserve in the Philippines. With the financial support from the Spanish Government, UNESCO has already proposed three preliminary

actions that will be implemented in 2012. These activities will not only aim to strengthen the Management Board of the Mt. Isarog Natural Park, but will also revise MINP's existing management and protection mechanisms and propose measures that could contribute to improve their efficiency and effectiveness in line with the biosphere reserve concept.

Vietnam and Indonesia

This year, UNESCO Jakarta has promoted the youth for sustainable development awards, which is an integral part of its BREES flagship programme in Cibodas Biosphere Reserve, Indonesia and Cat Ba Biosphere Reserve, Vietnam. The programme was conceived to strengthen a hands-on approach

to environmental sustainability in schools and communities. In Cibodas it encouraged young people to make significant, tangible and positive changes towards a better environment by supporting small scale projects relating to environmental awareness and education, recycling, sustainable agriculture and fisheries, community-based forest management, community waste management, clean energy and environmentally friendly public transportation, amongst others. In Cat Ba the programme has contributed to replanting mangroves, helping to protect the Cat Ba langur (an endangered primate), initiating bee keeping activities, producing high quality objects from recycled materials and encouraging environmentally friendly practices in schools.



↑ Students demonstrating the process of biodiesel production from used coconut oil – part of the activity in the Youth for Sustainable Development Awards in Cibodas Biosphere Reserves (Photo: UNESCO/D.Pio)

Timor Leste - Facilitating the establishment of the MAB National Committee and improving conservation management

With the support of the Spanish and Japanese governments, UNESCO is assisting Timor-Leste to nominate Nino Konis Santana National Park (NKSNP) as the first Biosphere Reserve in Timor-Leste. With this target, the project is facilitating the establishment of the MAB National Committee of Timor-Leste and supporting key partners from the Department of Forestry, Ministry of Agriculture and Fisheries of Timor-Leste to participate in the regional and international MAB events. The multi-stakeholder workshop: "Biosphere Reserve in Timor-Leste, National Framework and Potential Benefits" was organised to disseminate the concept of BR among key stakeholders, with a special focus on those related to NKSNP.



↑ *Nino Konis Santana National Park, Timor Leste is going to be proposed for biosphere reserves nomination (Photo: UNESCO/R.Purwaningsih)*



↑ *Adaptive and carbon-financed forest management in the Tropical Rainforest Heritage of Sumatra (TRHS) programme has piloted new mitigation and adaptation measures, including by developing monitoring mechanisms, by supporting local communities in restoring damaged ecosystems and by supporting the establishment of new collaboratively managed customary forests (Photo: UNESCO/D.Pio)*

Adaptive and carbon-financed forest management in the Tropical Rainforest Heritage of Sumatra (TRHS), Indonesia

This year UNESCO Jakarta concluded a three year project which aimed to enhance the integrity of the Tropical Rainforest Heritage of Sumatra by piloting new climate change adaptation and mitigation approaches. This project was generously supported by the Ministry for the Environment, Nature Conservation and Nuclear Safety of the Federal Republic of Germany (BMU). In 2011 the project focused on developing an innovative carbon information toolkit (an interactive CD) to inform and support local governments in the establishment of carbon trading projects in Indonesia. This toolkit has three major components. The first is a GIS-like interface to prioritise areas with the most potential for carbon trade. In this

section of the toolkit-shape files can be overlapped (deforestation risk or climate vulnerability maps, keystone or endangered species distributions, etc) to allow for a systematic and well-informed prioritisation process. The second section discusses the legal requirements for the establishment of carbon-financed projects. A third section includes considerations on the establishment of state-owned limited liability companies to manage carbon-financed projects as well as valuable information on other issues concerning the practical implementation of carbon trade in Indonesia.

Over the course of three years this project has achieved remarkable results in its goal to fight climate change. It has provided baseline climatic and forest cover data to inform management authorities, it has raised capacities of local governments, national park staff and local communities and it has also engaged with local governments to

set up the necessary prerequisites for the establishment of carbon-financed forest protection. Moreover, this programme has piloted new mitigation and adaptation measures by developing monitoring mechanisms, by supporting local communities in restoring damaged ecosystems and by supporting the establishment of new collaboratively managed customary forests (Hutan Desa). Notably, it has also addressed important purely anthropogenic threats such as encroachment and poaching. This project provided direct benefits to local and national stakeholders by enhancing the resilience of the TRHS ecosystems and by supporting alternative forest management strategies, thus maintaining available ecosystem services and attenuating likely climate change effects. This project has equally benefited global stakeholders by contributing to the protection of this World Heritage site and by sharing lessons learnt with other World Heritage sites affected by similar challenges.



↑ Gunung Leuser National Park, Sei Serdang (Photo: UNESCO)

Gunung Leuser National Park (GLNP), Indonesia

Ecosystem Restoration in Sei Serdang, Gunung Leuser National Park

With the support of the Spanish Government, UNESCO has carried out an ecosystem restoration activity located approximately 500m inside the north-eastern part of GLNP, North Sumatra Province, which was identified as a critical orangutan habitat. The restoration area consists of 27ha that were used for illegal palm oil plantations within the borders of the park and where the surrounding area is mainly primary forest. UNESCO and GLNP have carried out several preliminary assessments and studies including socio-anthropological, legal, species' composition and distribution,

as well as the forest structure studies, in order to best employ the Accelerated Natural Succession methodology. Preliminary findings show that the 90 percent survival rate is considerably high compared to other similar projects, though more time is required to obtain conclusive results. The restoration site has a collection of 67 Sumatran local tree species from 61 genera and 33 families. The area has also been physically restored, the permanent presence of the restoration team in the field has had an effect on safeguarding the nearby forests and on discouraging illegal logging or small scale encroachment in an area of 350 Ha. The improved forest conditions in the restoration area and nearby areas have also resulted in increased wildlife presence including tigers, elephants, orangutans, sun bears and hornbills, among others.

Population Census and Habitat Analysis of Sumatran Orangutan

UNESCO and PanEco have now completed the population census and habitat analysis throughout GLNP. The census spotted orangutan nests along all transects surveyed, including some at an altitude of around 1,500m. This suggests that orangutans may live at even higher altitudes (up to 2,000m) in the park than previous surveys have anticipated. In addition, logged areas that were surveyed tended to have lower orangutan densities than primary forest areas, but they still supported reasonable orangutan densities. As a result of these two findings these surveys indicate that the actual area covered by the Sumatran orangutan's distribution is in fact larger than those published before, in which logged forests and areas above 900m have mostly been excluded. It is estimated that GLNP hosts around 6,684 orangutans or approximately 50% of Sumatran orangutan habitat, however, 78 % lies within the boundaries of the vast Leuser Ecosystem Area. The most densely-populated Sumatran orangutan habitats are the west coastal peat swamp forests (Tripa, Kluet and Singkil) and lowland forests on dryland mineral soils.



In-depth analysis of the threats of Sumatran Orangutan Conservation in Gunung Leuser National Park

UNESCO together with the Centre for Anthropological Study, University of Indonesia (PUSKA UI), has carried out a socio-economic study in the western block of GLNP, which was identified as one of areas with the highest orangutan population. It is also one of the areas which has a high risk of habitat disturbance, due to rapid and unsustainable development. This study provided an in-depth understanding of the threats to the Sumatran flagship species population, as well as to identify future conservation strategies to improve its protection. This study has also incorporated the previous analysis undertaken in eastern block of GLNP. Therefore through this socio-economic analysis and orangutan population census, GLNP now has a complete set of baseline data on

↑ *Sumatran Orangutan at their natural habitat (Photo: UNESCO ECO)*

↓ *Monitoring activities in Ecosystem Restoration Programme in Sei Serdang, Gunung Leuser National Park (Photo: UNESCO ECO)*

orangutan conservation, which will be the basis for long-term planning and management. The main threats to Sumatran orangutan conservation are habitat loss and fragmentation, through logging, agricultural expansion, road development and to a lesser extent orangutan killings and trade.





⇐ *Habitat loss and fragmentation in Gunung Leuser National Park, through agricultural expansion is the main threat to Sumatran orangutan survival (Photo: UNESCO ECO)*

Siberut Biosphere Reserve, West Sumatra, Indonesia

Supporting sustainable development in the Siberut Biosphere Reserve UNESCO, with the support of the Spanish Government, has developed a holistic programme aimed at contributing towards the implementation of a collaborative management system for the Siberut Biosphere Reserve. This programme focuses on the provision of equipment (field and office equipment) and infrastructure for the Siberut National Park (SNP), which are basic requirements for the day-to-day operations of the SNP. The programme also includes the implementation of field activities aimed to halt the environmental degradation of this biosphere reserve. To overcome the rapid loss of forest cover and biodiversity, mainly triggered by newly adopted unsustainable economical practices, UNESCO and its local partners have worked to develop alternative income generating activities that ensure the sustainable management of natural resources. These initiatives

Protecting critical orangutan habitats through strengthening protected areas in northern Sumatra (Great Apes Survival Programme – GRASP and the Spain-UNEP Partnership for LifeWeb Initiative)

UNESCO has signed a two-year agreement with the United Nations Environmental Programme (UNEP) for protecting critical orangutan habitats through strengthening protected areas in northern Sumatra (GLNP) within the Great Apes Survival Programme (GRASP) under the Lifeweb Initiative funded by Spain. There are a number of challenges that this project proposes to address, including: 1) the low capacity of Gunung Leuser National Park staff to address complex management

challenges; 2) a lack of or outdated equipment to carry out field operations by park staff; 3) limited monitoring and information databases to make informed management decisions; 4) a low sense of ownership by community members for the management of the park; and 5) fragmented and degraded orangutan habitats. UNESCO will address these challenges by: 1) undertaking a comprehensive capacity-building exercise based on staff capacity assessments; 2) provision of equipment to carry out field operations by park staff; 3) remote sensed and field-based monitoring to track project and park progress; 4) developing community-based ecotourism; and 5) expanding the existing restoration efforts to other critical orangutan habitats.



↑ *Alternative energy development (Biogas) by local partner (Photo: UNESCO ECO)*

have included ecotourism, agroforestry and alternative energy development. The lessons learnt from these activities have been shared with a number of local stakeholders including government officials and have raised their interest and commitment to expand such initiatives to other areas in Siberut. Additionally, UNESCO has worked with the local partners to carry out an environmental awareness raising campaign with school students, government officials and law enforcement agencies.

Regional and International Workshops and Meetings

The 2nd International Workshop on South-South Cooperation for Sustainable Development in the Three Major Tropical Humid Regions in the World, Pekanbaru, Indonesia, 4-8 October 2011

The event is the follow up from the first workshop in Kinshasa, Democratic Republic of Congo, in December 2010. The MOU for the cooperation was signed during the International Coordinating Council of the Man and the Biosphere (MAB-ICC) Meeting in Jeju, Republic of Korea in 2009 by the Institute for Advanced Amazonian Studies (NAEA), the Federal University

of Pará, Brazil; the African Regional School for Integrated Forest and Land Management (ERAIFT), the University of Kinshasa, Democratic Republic of Congo; and the Indonesian Institute of Sciences (LIPI), to share knowledge and capacity building among the three major tropical humid regions in the world. The meeting was attended by more than 50 participants from Brazil, Democratic Republic of Congo, Indonesia, MAB Secretariat-UNESCO Paris, MAB Sri Lanka and local, national and international researchers working on biosphere reserves in Indonesia. This three-day workshop set out to share information about existing capacities in research, training and other activities relating to sustainable development. Amongst its other main

achievements were stimulating and facilitating exchanges between post-graduate students and the exploration of joint initiatives to be conducted in biosphere reserves.

The 6th Southeast Asian Biosphere Reserve Network (SeaBRnet) meeting in Cibodas Biosphere Reserve, West Java, Indonesia, 23-25 February 2011

This meeting brought together experts, managers, scientists and various conservation practitioners, as well as local government officials and the private sector to address

some of the most pressing challenges faced by biosphere reserves today. These included: climate change effects; issues concerning the role of indigenous peoples and their knowledge in the management of biosphere reserves; and the dearth of up-to-date information on biosphere reserve ecology, economy, and people. The meeting also focused on other key issues such as: the recent and upcoming biosphere reserve nominations; the Man and Biosphere (MAB) International Advisory Committee and MAB Expert meetings and the implementation of the Madrid Action Plan. The meeting

was attended by MAB representatives from Indonesia, Japan, Malaysia, Philippines, Republic of Korea, Thailand, Timor-Leste and Vietnam. Additional participants included MAB representatives from UNESCO Paris Headquarters. During the meeting participating countries and institutions exchanged experiences and information obtained through MAB related studies, surveys and projects implemented throughout the Southeast Asian region.

↓ *Field visit to tree adoption program in Cibodas Biosphere Reserves during the 6th Southeast Asian Biosphere Reserve Network (SeaBRnet) Meeting. (Photo: UNESCO/Itot)*





Sciences for Society

Promoting Local and indigenous knowledge for sustainable development

The mandate of UNESCO Jakarta's Sciences for Society Unit (SCS) is to promote environmental knowledge of local and indigenous peoples as an essential part of the conservation of biological and cultural diversity, and thus an integral building-block for sustainable development. Furthermore, such knowledge can be used to build local and indigenous peoples' resilience to facing global changes, including climate change. This human-nature dimension is what makes the Unit's work unique.

< The youths and adults in Kraras Village, Viqueque enthusiastically participated in the training.
Photo credit: Estradivari/UNESCO

2011 was a year of transformation. Since the launch of the unit in mid-2010, the unit began implementing its new mandate of supporting sustainable development of countries by recognising the importance of local and indigenous knowledge. By working with communities to identify, promote and advocate recognition of their knowledge, local and indigenous people will be empowered to conserve biological and cultural diversity. In turn their resilience in the face of climate change and variability will increase, while enhancing natural disaster prevention and preparedness.

The SCS Unit worked at ground level together with communities and local knowledge holders to promote recognition of their expertise on the natural environment and to reinforce their contribution to a more equitable governance policy for natural resources management. Through our commitment to partner with and collaborate with all levels of stakeholders, the Unit also worked with government officials, non-governmental organisations and experts to scale up the successes made at the ground level and to ensure a better tomorrow by protecting local communities' natural capital today.

The work of the SCS Unit is interdisciplinary, cutting across

UNESCO's programme sectors, allowing it to interact with other initiatives on specific themes, such as, climate change, disaster preparedness and education for sustainable development.

In 2011, our efforts were concentrated in Timor-Leste, Indonesia and the Philippines. These countries share similar traits: existence of diverse local and indigenous knowledges, ecosystem services and biodiversity. As such, they present opportunities for transformational and positive change as well as for wider impacts across the Southeast Asian region.

Within the Small Islands Developing States (SIDS) platform and Local and Indigenous Knowledge Systems (LINKS) programme of UNESCO, below are highlights from the SCS Unit's three projects which began and were implemented in 2011.

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

Climate change is real and the number of natural disasters is on the rise. Reducing the risk and increasing the resilience of coastal and small



↑ *Prolonged drought has caused a drinking water shortage in many parts of the world. This picture was taken in Kraras Village, Timor-Leste in 2011. Photo credit: Estradivari/UNESCO*

island communities towards hydro-meteorological hazards and climate change impacts is our highest priority. Together with the Jakarta Tsunami Information Centre - Disaster Risk Reduction (JTIC/DRR) Unit, the SCS unit launched a new project "StResCom" at the end of 2010. This 3-year project is funded by Japan Funds-in-Trust (JFIT) and is implemented in Indonesia, the Philippines and Timor-Leste. In the first year of its implementation, the SCS Unit and JTIC/DRR Unit focused on socialising and increasing stakeholders' involvement in the StResCom project, as well as identifying and documenting information on indigenous and local knowledge from communities and building linkages and



⇐ Ms. Kirsty Sword Gusmão, the President of the UNESCO National Commission in Timor-Leste, delivered an opening speech. Photo credit: Estradivari/UNESCO

social awareness about the StResCom project in communities in the three countries.

Activities within the StResCom project are listed below.

- Regional workshop titled “Hydro-meteorological disaster risk reduction and climate change adaptation for coastal and small island communities”, Jakarta, Indonesia, 1 – 3 March 2011.
- National workshops on “Hydro-meteorological disaster risk reduction and climate change adaptation for coastal and small island communities”. The workshops were held in the three target countries, i.e. the Philippines (12-13 July 2011), Indonesia (26 – 27 July 2011), and Timor-Leste (9 August 2011).

- Participatory action research on local and indigenous knowledge relevant to hydro-meteorological hazard risk reduction and climate change adaptation. This was carried out by researchers from Bingkai Indonesia Foundation (Indonesia), Center for Disaster Preparedness (Philippines) and Realistic Development of Rural Services (Timor-Leste) from November 2011 to March 2012. At least three areas in each key country, which represent several local community groups, were selected as pilot sites.

Identification and promotion of local and indigenous knowledge of Timor-Leste

In 7-8 June 2011, in close collaboration with the Timor-Leste National Commission for UNESCO and Haburas Foundation, UNESCO Office, Jakarta held a national workshop on

“Indigenous Knowledge for Sustainable Development”, in Dili, Timor-Leste. For the first time in Timor-Leste, people – approximately 50 participants representing the government, NGOs, universities and community leaders – gathered to share their perspectives and experiences about traditional ecological knowledge and practices and to build dialogue among them.

The workshop resulted in publication of a book titled “*Matenek Lokal, Timor Nian!*” (Traditional knowledge of Timor-Leste), which described in detail the issues discussed at the workshop and summarised the recommendations to strengthen, revitalise and mobilise local and indigenous ecological knowledge in Timor-Leste. The original version of the proceeding is in Tetum language and will be translated into English. The proceedings will be officially launched and distributed to stakeholders in early 2012.

Through identification and promotion of local and indigenous knowledge in the field of cultural preservation, climate change adaptation and land, water, forest and coastal management, SCS is helping to acknowledge and preserve the Timorese identity.



↑ The participants in the National Workshop on “Hydro-meteorological disaster risk reduction and climate change adaptation for coastal and small island communities”, Jakarta, Indonesia (26 – 27 July 2011). Photo credit: MPBI

Environmental education with a focus on traditional knowledge on Timorese’s traditional cotton textile production for Community Learning Centres members in Timor-Leste

Every traditional textile is the product of local people’s sophisticated knowledge of natural product chemistry, combining the skills required for tying, mordanting, and dyeing cotton prior to weaving. The use of plants to produce Timorese textiles (*tais*) is particularly complex, with at least 30 plant families used in the textile production process.

Within the Capacity Development for Education For All (CapEFA) framework and in collaboration with the Education Unit of UNESCO Jakarta, the SCS Unit

and Timor Aid Foundation carried out research on plants and East Timor’s textile production in October – November 2011. The research documented detailed information on plants associated with the weaving practices (description, regional variations and geographic spread) and the traditional knowledge related to *tais* weaving in several areas of Timor-Leste.

Following the research, from 9 -15 December 2011, the SCS Unit and Timor Aid Foundation held training on environmental education in three UNESCO-initiated Community Learning Centres (CLCs) in Timor-Leste, i.e., Liquica, Viqueque and Lospalos. The 2-day training was aimed at raising the environmental awareness of local communities and strengthening the

traditional knowledge of *tais* textile production. The total number of adults and youths trained in the CLCs were 115.

Through these initial activities, the Unit is committed to revitalise the traditional knowledge of *tais* production as well as to manage and conserve the plants used for *tais* weaving processes in Timor-Leste through education for the coming years.



↑ Mak Tua (old woman) shared her knowledge on making traditional *tais* to youths and adults during the training. Photo credit: Estradivari/UNESCO

Basic Science

ICREM 5

The 5th International Conference on Research
and Education in Mathematics

22 - 24 October 2011 | ITB - Indonesia

- PHAN THI HA...
- WONO BETYA BUDI...
- YOSHINOBU SAWANO...
- MUKHAMMADIN ZAINUDDIN...
- CRISTODOR ROMESCU...
- MOHDI REZAM ABDU SAKAR...
- NGUYEN MINH TRI...
- GEY NORISENOK...
- NGOC PHAT...
- UC...
- TUD...
- SRI R. PUD...
- DLEG WANOV...
- GEORGE VA...



Basic Science Activity in 2011

To facilitate the articulation of STI policy issues and concerns and to develop a coherent research agenda, UNESCO Jakarta – supported by the International Development Research Centre (IDRC) – held a National Seminar on Science, Technology and Innovation Policy : Science, Technology and Innovation Indicators and Academy-Government-Industry Partnership for Effective Technology Transfer in Jakarta, on July 2011.

PAPPITEK-LIPI has been chosen to organise the STI workshop. As one of the government's R&D institutes under the Indonesian Institute of Sciences, PAPPITEK-LIPI's activities are focus on STI policy and R&D management research in Indonesia, which is exactly in line with and related to the objectives of UNESCO's STI policy project, funded by IDRC. The workshop was attended by selected e-forum participants, mainly postgraduate students from the Bandung Institute of Technology (ITB), Bogor Agriculture Institute (IPB) and University of Indonesia. Several researchers from LIPI and BPPT (Agency for Assessment and Implementation of Technology), Ministry of Research and Technology, National Committee on Innovation (KIN) and representatives from other industries also attended the workshop. More than 70 participants attended the seminars in total.

As a follow up to these activities, UNESCO will hold an International STI policy workshop: Designing Effective Incentive for Southeast Asian countries in 2012.

Science, Technology and Innovation Policy forum

<http://stepan.org/sti/>

Under the IDRC project, the Science, Technology and Innovation Policy forum was launched in March 2011. This forum invites and encourages the

exchange of ideas on STI policy topics. The objective is to promote a common understanding and mutual learning through the sharing of information, ideas, good practices and successful models in science, technology and innovation policy making among the STI community in Southeast Asia. An E-forum moderator was hired in July 2011 to write and publish short articles related to STI policy and to act as a moderator to facilitate successful online discussions throughout the forum.

Sustainability Weeks 2011, Hokkaido University, Japan

In line with UNESCO's mission to contribute to the building of peace, a contribution was given to Hokkaido University to hold Sustainability Weeks 2011 in October 2011.

Sustainability Weeks is a campaign hosted by Hokkaido University and aims to promote research and education to help the creation of a sustainable society. The event was attended by 24 institutions from 12 different countries.

The 5th International Conference on Research and Education on Mathematics (ICREM5), Bandung, 22-24 October 2011

The conference was jointly organised by the Faculty of Mathematics and Natural Science of the Institut



↑ Professor Cedric Villani (Institute Henri Poincare, Fields Medalist 2010) Delivered a keynote talk

Teknologi Bandung (ITB), Institute for Mathematical Research (from the University Putra Malaysia) and Institute of Mathematics (from the Vietnam Academy of Science & Technology (IMVAST)). The aims of the conference were: to promote and encourage the exchange of ideas on recent discoveries in the field of mathematics, statistics and mathematical education; to provide a forum for researchers, contributors and users of mathematical knowledge to discuss the current development in mathematics, statistics and mathematical education; to identify areas of collaborative research between local and foreign researchers and to strengthen regional linkages among institutions/centres in mathematics development. The conference was attended by 295 participants from 16 countries.



Engineering Sciences & Technology



COMPETENCE Rethinking Science, Technology and Engineering Education

Developments in science and technology have brought rapid changes to the world, and such changes have deeply affected every facet of society – the economy, culture, environment and communication. To function effectively as citizens of an increasingly technological society, the public needs to engage with and respond to science and technology and its products in an informed way. UNESCO, in its role as a laboratory of ideas and capacity-builder for development in its areas of competence, is in a position to respond to the need for developing a scientifically literate citizenry not only for more enlightened policy-making, but also for learning about sustainable living, through a science education programme.

Model Interdisciplinary Science Courses

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

Sustainability Science Course

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

Energy for Sustainable Development Course

Regional Energy experts from SEEFORUM (Sustainable Energy and Environment Forum) and Kyoto University, Japan created a multi- and inter-disciplinary higher education energy course that covered a broad

The Engineering Unit, together with the Basic Sciences Unit, started COMPETENCE (Comprehensive Programme to Enhance Engineering, Technology and Science in Asia: The Role and Contribution of Higher Education Institutions) in 2009 with funding from Japanese Funds-in-Trust and has been expanding the programme's thematic scope and geographical scale since. Given the multi-faceted and complex issues of science and sustainability, COMPETENCE seeks to address the context, content and process of science higher education. The project delimits its scope to the contributions that higher education institutions can make, and seeks to clarify their role in developing new content and methodologies, and their validation, for an interdisciplinary approach to science, engineering and energy education for sustainable development. COMPETENCE includes the following activities. (<http://competence-program.asia/>)

range of sustainable development issues. Its contents combined renewable energy technologies with energy policy, environmental and social issues including climate change, gender and energy equity, energy ethics, etc. In 2011, SEEFORUM, Kyoto University and the Vietnam National University created course materials for Vietnam which were tailored to the national context.

In-country Pilot Projects

Timor-Leste

COMPETENCE reviewed the state of science higher education in Timor Leste, and produced a comprehensive assessment report. Based on the assessment, UNESCO in cooperation with the Asian Institute of Technology (AIT), organised a workshop that aimed to initiate the first steps towards a

high-quality dialogue between the government, civil society and providers of higher education. The workshop also aimed to achieve an increased relevance of Higher Science Education for the development needs of the country.

Bangladesh

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



⇐ “UNESCO DG, Irina Bokova, gives a speech on Green Society” (photo: Alia Febriana, UNESCO Office, Jakarta)

sectors. This activity expected to ignite collaboration and cooperation among the participating parties on the sustainable development while also encouraging participants to share their own ideas. It also initiated the preparatory discussion for ‘Rio+20: United Nations Conference on Sustainable Development’ in 2012.

There were 513 people participated via video conference and 2,592 people joined via our live streaming websites from all over the world. This event also set a Guinness World Record for “The largest online ecology seminar”, and was achieved by UNESCO Office, Jakarta & CONNECT-Asia in Jakarta, Indonesia.



Mobilising knowledge and expertise

ICT network – SOI Asia Network, CONNECT-Asia, APAN (Asia Pacific Advanced Network) and TEIN (Trans Eurasian Information Network) – is the main technology platform for delivery of the e-learning courses and for dissemination of COMPETENCE outcomes. CONNECT-Asia (COLlaboration for Network-eNabled Education, Culture, Technology and science) was created in June 2009 to share experiences on information and communication technologies and work together for education and research.

Online Seminar on “Building a Green Society”

CONNECT-Asia together with Directorate General of Higher Education (DIKTI) organised an online seminar entitled “Building a Green Society” on 25 November, 2011. The seminar connected 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 and UNESCO Goodwill Ambassador and jazz legend, Herbie Hancock. Participants from around the world interacted in this discussion, centred in Asia, through video conferencing from their own universities. The seminar provided insights from Education, Culture, Science and Communication

List of Activities

Mobilising Scientific Knowledge and Policy through CONNECT-Asia

The Engineering, Science and Technology unit worked closely with CONNECT-Asia (Collaboration for Network eNabled Education, Culture, Technology and Science) to implement a variety of activities using Information and Communication Technologies. We started collaboration with Lanka Education and Research Network (LEARN) Sri Lanka and Nepal Research and Education Network (Nepal) in 2011 in addition to Indonesian Higher Education and Research Network (INHERENT), School On Internet (SOI) Asia, Malaysian Research and Education Network (MYREN), Philippine Research, Education and Government Information Network (PREGINET), Thai University Network (UniNet), Asia Pacific Advanced Network (APAN) and Trans-Eurasia Information Network TEIN. Website : <http://connect-asia.org/>

CONNECT E-learning Course

In 2011 e-learning courses – in collaboration with CONNECT-Asia partners – delivered the following:

- “Renewable Energy”, “Advance Static and Dynamic Mechanical” and “Corrosion” (in Bahasa Indonesia)



- Energy for Sustainable Development in Asia
- Sustainability Science
- Connectivity Event: “Building a Green Society”
- Malaysian Research and Education Network (MYREN) International Seminar “Reflection and Vision of Asian Internet: Panel of Luminaries”
- The 21st International Hydrological Programme (IHP) Training Course on “Introduction to River Basin Environment Assessment under Climate Change”

All materials are available at <http://e-learning.connect.asia.org/>

CONNECT Meeting in Thailand

EST collaborated with Chulalongkorn University to hold the 4th CONNECT-Asia meeting on 12-13 May 2011. The two-day meeting sought to improve the visibility of National Research

↑ “The 4th CONNECT Asia Meeting in Chulalongkorn University, Thailand” (photo : Chulalongkorn University, Thailand)

and Education Networks (NREN) in the region and raise awareness of the importance of mobilising science knowledge for sustainable development through the use of Information and Communications Technology (ICT).

IHP course broadcasted

The 21st IHP Nagoya Training Course, entitled “Introduction to River Basin Environment Assessment under Climate Change”, was organised by the Institute of Hydrospheric-Atmospheric Sciences of Nagoya University in collaboration with the Water Resources Research Centre, Disaster Prevention Research Institute (DPRI) Kyoto University. The course was also supported by the Global Centre for Education and Research on Human Security



⇐ "Ustream view of video conference participants in CONNECTivity Event" (photo: SOI Asia, Japan)

CONNECTivity tele-seminar connected experts worldwide to share their vision on creating green societies. Participants interacted in this discussion centered in Asia through video conference, video streaming and social media from their own sites around the globe.

See in the main activity at the following website: <http://connectivity.connect-asia.org>

AGORAsia

AGORAsia is an online environment where university students, lecturers and other audiences can gather to listen, discuss, create and share knowledge, from Asia to the world. The name AGORAsia is derived from two words: 'Agora' means public "place of assembly" and 'Asia.' AGORAsia organised two workshops on "Digital Preservation of World Heritage" and "Food Security" in 2011. This series of lectures and workshops will explore the students' opportunities in contributing to sustainable development from the following aspects: science and technology, preserving world heritage and international cooperation.

Engineering for Asian Megacities, Kyoto University, and the Global Centre for Education and Research on Sustainability Science for Resilient Society Adaptable to Extreme Weather Conditions, Kyoto University.

Linking the National University of Timor-Leste to Asia

Following the establishment of an School on Internet (SOI) satellite site at the National University of Timor-Leste (UNTIL), Sepuluh Nopember Institute of Technology (ITS) provided e-learning courses in engineering topics such as "Renewable Energy", "Advance Static and Dynamic Mechanical" and "Corrosion" for the Faculty

of Engineering, UNTL through the connection. UNESCO together with Springer (an online library: <http://www.springer.com>) provided full financial support to UNTL to obtain full access to thousands of eBooks and online journals through SpringerLink. SpringerLink offers 2567 fully peer-reviewed journals and 42,582 books online.

CONNECTivity Event – Online Seminar

UNESCO, SOI-Asia, INHERENT and CONNECT-Asia organised an online seminar hosted by Directorate General of Higher Education, Indonesia (DIKTI) about building green societies. The

Science Higher Education - COMPETENCE (Comprehensive Programme to Enhance Engineering, Technology and Science in Asia: The Role and Contribution of Higher Education Institutions)

Review papers “Assessment of the State of Science Education in Timor-Leste,” and “Assessment of the state of Science education in Bangladesh towards a regional collaboration on an innovative interdisciplinary programme in Education for Sustainable Development” were published. Pilot projects on Science Higher Education for Timor-Leste, Bangladesh and Cambodia are also being implemented. For more information about this and other COMPETENCE programmes, please visit <http://competence-program.asia>.

Energy for Sustainable Development

Energy for Sustainable Development in Asia Course

In follow-up to the Regional COMPETENCE Framework Meeting, a course on “Energy for Sustainable Development in Asia” was developed and broadcasted. The Energy course consisted of 18 lectures and was



↑ *“Application of biogas technology for waste water treatment and energy production in pig farm as E3i model in Laos PDR”*
(Photo : Masami Nakata, UNESCO Office Jakarta)

broadcasted from February to April 2011. Five hundred and fifty nine students from 23 countries registered for the course, and 134 students from eight countries completed the course.

Collaboration with UNIDO

UNESCO initiated collaboration with United Nations Industrial Development Organisation (UNIDO) and the International Solar Energy Centre for Technology Promotion and Transfer (ISEC-UNIDO) for e-learning courses about Energy for Sustainable Development in Asia with Solar Energy.

E3i Energy Project in Lao PDR

The EST unit supported a renewable energy project initiated by the Science and Technology Research Institute, National Authority for Science and Technology (NAST), Lao PDR. The project was entitled “Application of biogas technology for waste water treatment and energy production in pig farm as E3i model”. The objectives of this project are to study performance and benefits of applying biogas technology in pig farms, to demonstrate how to apply technology for E3i purposes and to give Laotian researchers the chance to study the experience. This was the first E3i Energy project outside of Indonesia.



⇐ “An Instructor teaching the user manual of the myDAQ hardware at the launch of STEEL workshop in September 2011” (Photo : Cheng Pier, National Instruments)

Solar Energy Research Institute in Malaysia

UNESCO and Islamic Educational, Scientific and Cultural Organisation (ISESCO) in cooperation with the Solar Energy Research Institute (SERI), Universitas Kebangsaan Malaysia, organised “The Asian Forum on Solar Electricity for Rural Area”. Participants from nine countries (Brunei Darussalam, Kazakhstan, Afghanistan, Iraq, Bangladesh, Iran, Pakistan, Indonesia and Malaysia) participated in the forum. The aim of their participation was to learn about renewable energy technologies in order to alleviate poverty, develop social and career opportunities of the nations in the member states and to meet rapidly increasing energy demands. They also studied SERI’s successful operations in

the hope of creating energy research institutes like SERI in their own countries.

E3i Village in Indonesia

Prof. Kamaruddin Abdullah (Darma Persada University, Indonesia) developed a concept E3i (Energy, Economy and Environment) village, which is introduced to a village to give independence or self-sufficiency in using locally available renewable energy sources to promote economic activity in a sustainable environment. In 2011, UNESCO supported Prof. Kamaruddin to use LEAP (Long Range Energy Alternative Planning System) to analyse energy scenarios of one of the E3i villages, Trangi Jaya (sub-village) in Gunung Halu village, West Java.

Engineering Education - STEEL

The EST unit Initiated a new programme called STEEL (Science, Technology and Engineering Exchange Laboratory). STEEL is a joint programme of the Science Centre Singapore, National Instruments and UNESCO. The programme aims to build the capacity of ministry of education officials, technical and vocational teachers and students in several South East Asian countries through curriculum development training, annual workplans to promote and supporting Science, Technology and Engineering (STE) education competitions from district to regional level. The programme is expected to raise interest and awareness in science, technology and engineering through hands-on learning and the exchange of information, ideas and experience between countries in the region. The first workshop commenced in Singapore in September 2011 with participating science teachers from Indonesia, Timor-Leste, Thailand and Singapore.

AEESEAP Seminar

Supported AEESEAP (Association for Engineering Education in Southeast and East Asia and the Pacific) seminar on “Accreditation and the Washington Accord” in the Philippines and a conference on “Engineering Education, Innovation and Development: Global Competitiveness through Innovative Engineering Programmes.”

UNISPAR (University – Industry Science Partnership) and UNESCO Chair

The EST unit is maintaining the UNESCO Chair in the Asia region under the UNISPAR (University-Industry Science Partnership) Programme, which promotes industry-sponsored UNESCO Chairs and university-industry partnerships. One of the most successful partnerships is the one between Mitsubishi Heavy Industries, Ltd.(MHI) and the Hanoi University of Science and Technology (HUST) UNESCO Chair, Vietnam.

In 2011, based on the success of the UNESCO Chair Programme on Clean Coal Technology over the last six years, HUST expanded the scope of the UNESCO Chair platform into broader scientific and technical areas. MHI



and UNESCO agreed to expand the scope from Clean Coal Technology to Advanced Technologies in which MHI has expertise. Since the change of the title and the retirement of Prof. Nyuen Si Mao, the former chair holder, Prof. Hoang Ba Chu has been assigned as the new UNESCO Chair holder. The main development objective (long term objective) has also expanded to develop technical human resources in Advanced Technologies and Environmental Protection particularly in the energy and engineering sectors of Vietnam.

Conferences and Workshops supported by the EST Unit

Rio+20 Regional Workshop

Rio+20 Regional Workshop for Asia and the Pacific was organised by the

↑ *“The Springer Link free online library workshop in National University of Timor Leste”*
(Photo : Piska Aprilia, UNESCO Office, Jakarta)

International Council for Science (ICSU), Regional Committee for Asia and the Pacific in collaboration with UNESCO, the Ministry of Science, Technology and Innovation Malaysia (MOSTI), ISTIC and Academy of Sciences Malaysia (ASM).

The 22nd Pacific Science Congress

The event was held in Kuala Lumpur, organised by the Malaysian Academy of Sciences (ASM), the Ministry of Science, Technology and Innovation, the Centre for South-South Cooperation for Science, Technology and Innovation (ISTIC) and the Pacific Science Association (PSA).

Earth Sciences

A person wearing a red jacket and a blue hard hat is crouching on a rocky, uneven terrain. The background shows a lush green forest on a hillside. A large, bright green leaf is visible in the upper left corner of the image.

⇐ "Excursion of 2nd Annual Symposium of IGCP-582 (Hokaido University).

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

IGCP is an international research programme concerning global geological problems, implemented through a network of national committees. The IGCP serves as a multinational platform for multidisciplinary geo-environmental researchers to exchange knowledge and methodologies on a multitude of geo-scientific problems relevant to sustainable development. Currently, the joint efforts of UNESCO and IUGS (the International Union of Geological Sciences) in managing the IGCP are enabling thousands of scientists from around 150 countries to participate in the forum. This is precisely the goal of the programme: to bring together scientists from different countries and disciplines to stimulate dialogue and facilitate communication between researchers all over the world.

IGCP is evolving from a programme with a focus on fundamental sciences to one concentrating on applied geo-sciences, including the mitigation of geo-hazards such as earthquakes, landslides and volcanic eruptions. IGCP has become more interdisciplinary in nature and cooperates actively with the Water Science unit to strengthen UNESCO's key priorities in the natural sciences. In addition, UNESCO Office Jakarta was also involved in GEOPARK concept. As the concept is currently gaining favourable momentum in many member states, particular attention and support in this regard was given to the preparation of document nominations for the Dong Van Karts Plateau in Viet Nam and two parks in Indonesia, namely Pacitan (Java) and Gunung Batur (Bali).

List of Activities

IGCP Project No. 559 “Crustal Architecture and Landscape Evolution”

IGCP Project 559 and its predecessor IGCP Project 499 have, since 2003, provided a stable platform for international communication between scholars and researchers engaging in seismic investigations of the Earth’s crust and upper mantle. It has also assisted communication for the general community who seek to find authoritative information on the geological processes that affect their lives.

During 2011 IGCP Project 559 Working Group members have focussed support on four conferences i.e. Recent Advances in Geophysics, Dhanbad, India (January, 2011), IUGG General Assembly, Melbourne (Jun-July, 2011), the 3rd International Symposium on the Geology of the Black Sea, Bucharest (October, 2011) and the 8th Asia Oceania Geoscience Society (AOGS) Meeting, Taipei, Taiwan (July 2011). The project has also devoted significant effort towards the organisation and support for two 2012 conferences, i.e. International Geological Congress, Brisbane and the 15th Symposium on Deep Seismic Profiling of the Continents and their Margins, Beijing.

IGCP Project No. 567 “Earthquake Archaeology – Archaeoseismology along the Alpine-Himalayan seismic zone”

As a continuation to the 1st Workshop on Earthquake Archaeology and Paleoseismology in Baelo Claudia, Spain, in September 2009 – which was attended by almost 100 participants from 21 different countries – UNESCO supported the organisation of the 2nd INQUA-IGCP567 International Workshop on Active Tectonics, Earthquake Geology, Archaeology and Engineering, from 19 to 24 September 2011. The range of ideas presented at these workshops has definitively advanced the discipline to a level that archaeoseismological evidence is now considered as a complementary source of earthquake data in a whole range of approaches in earthquake science. The 2nd workshop was attended by many key players in archaeoseismology and paleoseismology. Nearly 50 high-quality presentations and around 60 posters illustrated the state-of-the-art points of view discussed at the workshop. More than 100 attendees from 20 different countries participated at the meeting.

IGCP Project No. 581 - “Evolution of Asian River Systems”

IGCP Project 581 project focuses on the evolution of Asia river systems, including the Yangtze, Red, Mekong, Indus and Ganges Rivers. Studies of fluvial sediments along the Yangtze River indicate that the river may have been running at least since the early Miocene epoch, much earlier than previously thought. In the Red River, research focused on $^{40}\text{Ar}/^{39}\text{Ar}$ dating of muscovite grains found in sand from the modern river, and finger-printing the fluvial from the Cenozoic period. Preliminary results indicate that a river once much larger than the present Red River may have flown the course during the early part of Cenozoic. The project organised several events i.e. the Second Annual Symposium of IGCP-581, the 4th National Conference on Tectonics and the IGCP-China National Committee annual meeting.



IGCP Project No. 587 “Of Identity, Facies and Time: The Ediacaran (Vendian) Puzzle”

This project is particularly focused on the precise timing of events during the Proterozoic, and on the effects of the changing environments at that time on the global climate, oceans, atmospheric chemistry and palaeogeography and consequently on the development and diversification of animals, culminating in the spectacular Ediacaran/Vendian faunas. These biotas are best represented along the Winter Coast of

the White Sea in Russia, the Flinders Range of South Australia, the deserts of southern Namibia and the coastal outcrops of Newfoundland, but other less biodiverse faunas might provide significant input regarding the origin and demise of this unique metazoan assemblage. And furthermore, working out what controls the makeup of these globally distributed assemblages, facies or evolutionary stage, with its biostratigraphic implications, is a central issue to this proposal.

Some events were organised within the framework of the project, (i.e. Conference on Neoproterozoic Sedimentary Basins and Field Excursion to the East Sayan Mountains in cooperation with IGCP 512, the 6th Science Centre World Congress, Cape Town, South Africa, Nama Group Field Conference, southern Namibia) and several smaller field conferences were held in Saudi Arabia (in cooperation with the Saudi Geological Survey), Rajasthan (western India), Charnwood Forest (Leicester)

⇨ “Group photograph of participants in the eastern Sayan field excursion in front of the Ozerki cap carbonate of the Marnya Formation” (Shuhai Xiao).

⇨ “Excursion of 2nd Annual Symposium of IGCP-581” (Hokaido University).


IGCP/SIDA 600 Workshop 1: Metallogenesis of Collisional Orogens in the East Tethyside Domain

The first IGCP/SIDA 600 workshop managed to get together a versatile group of earth scientists to discuss state-of-the-art geological evolution history and metallogenesis of collisional orogens in the east Tethyside domain and to plan further activities of IGCP/SIDA-600. The presentations given covered a wide range of topics relevant to the project such as Tectonic and magmatic evolution of the Tethysides and an overview of paleogeography and paleoenvironment in the eastern Tethys, amongst others. After the presentations, half-day long discussions were carried out, aiming to refine the goals of IGCP/SIDA-600 and draw a feasible research plan. Three participants from Iran were supported by UNESCO Jakarta to attend the workshop.





Water Sciences



⇨ "Practice session of the 21st IHP Training Course"
(Kyoto University).

Living with the Planet

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

One of our main programmes is the International Hydrological Programme (IHP), UNESCO's intergovernmental scientific programme in water resources, which supports Member States in upgrading their knowledge in the field of hydrology. The programme aims to improve the scientific and technological basis for the development of appropriate methodologies, the management of water resources and the protection of the environment (please visit www.unesco.org/water/ihp for further information). Together with 17 IHP National Committees and UNESCO Water Centres in the Asia Pacific Region, the Water Science Unit of UNESCO Jakarta, has been supporting projects, research activities, publications, workshops, training courses and information sharing through cooperative networks and scientists.

List of Activities

The 19th Regional Steering Committee Meeting for UNESCO – IHP Southeast Asia

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

a meeting annually which has a significant role as a platform for the implementation of IHP activities in the region.

In 2011, UNESCO Jakarta in collaboration with the Japanese IHP National Committee organised the "UNESCO-IHP 19th Regional Steering Committee Meeting for SEAP" in conjunction with the International Symposium on Extreme Events – "Meteorological, Hydrological and Tsunami Disasters: Social Adaptation and Future" (EXTREME2011) – which was held from 24 to 28 October 2011

in Kyoto, Japan. The meeting was attended by more than 40 delegates from 16 countries including Timor-Leste.

One of the major outcomes of the meeting is the compilation of the Catalogue of Rivers for SEAP Volume VII, which contains seven rivers from seven countries including Taedong River in DPR Korea.

↓ *"The IHP Symposium "EXTREME 2011" in conjunction with the 19th IHP-RSC Meeting for SEAP"*
(Photo : GCOE-ARS, Kyoto University)



Adaptation to Hydrological Extremes

The countries in Asia and the Pacific region, with different climate characteristics are vulnerable to hydrological extremes and global changes are increasing the uncertainty associated with extreme events. Some of these countries are vulnerable to floods and the losses are too high for any government to bear. On the other hand, in arid and semi-arid countries, people are suffering water shortages and droughts which aggravate their food security.

UNESCO Jakarta has been working for years on the adaption approach for land-based disasters and hydrological extremes, particularly floods (AP-FRIEND and Flood Forecasting and Warning System) and droughts (Managing Aquifer Recharge) using the Disaster Reduction Hyperbase as a dissemination platform.

Within the framework of Managing Aquifer Recharge, UNESCO Jakarta, in collaboration with Vietnamese Academy of Science and Technology, has been working in Vietnam since 2004 to carry out the “Augmenting Groundwater resources by Artificial Recharge” project in Binh Thuan Province, Vietnam. The project provided not only reliable information on the groundwater situation but also supplied good quality water to local

villages affected by longstanding water shortages. The project was completed in 2010 and handed over to the Vietnamese government. Building on the previous successes of 2008, the Vietnamese government requested to carry out the “Impacts of sea level rise by climate change on coastal zones and Islands in the Central Part of Viet Nam” project in Ninh Thuan Province. In 2011, UNESCO Jakarta continued its support by organising the “Seminar on Results obtained during 2009-2010 and proposal methods for management of coastal aquifers in Ninh Thuan” held from 2 to 3 June 2011 in Hanoi, Vietnam and by supporting a hydro-geological campaign and establishment monitoring system in the area. UNESCO Office Jakarta in collaboration with Humid Tropics Centre and Universiti Tenaga Nasional, Malaysia has been working on the assessment

of Flood Forecasting and Warning Systems for the Asia Pacific Region since 2008. The assessment intended to understand the overall requirement for an effective flood forecasting and warning systems and assessed the accuracy and reliability of the existing flood forecasting and warning systems. Up to 2011, the assessment has been carried out in 10 countries, i.e. Australia, Cambodia, China, Indonesia, Lao P.D.R, Malaysia, Philippines, Rep. of Korea, Thailand and Vietnam.

As a regional component of UNESCO’s cross-cutting programme, the Asian Pacific FRIEND network has been actively contributed to the IHP activities in the region. In collaboration with

↓ *“a Vietnamese scientist downloading data from auto logger equipment”*



the Vietnam Institute of Meteorology, Hydrology and Environment, an AP-FRIEND workshop was organised in Hanoi, Vietnam from 28 February to 1 March 2012. The workshop was held to understand and to share experiences on Flood Design theory, principles and approaches. A project has been launched by AP FRIEND aiming to study Flood Design methods and applications in the region. One of important outcome of the meeting is the publication of AP-FRIEND Report on “Flood Design Hydrograph information supplied for the Asia Pacific Region”. This important document will be distributed to all IHP national committees in the region and will propose guidelines for flood design structures.

As a dissemination platform, UNESCO Jakarta was also working on the development of linkages between IHP activities and the “Disaster Reduction Hyperbase (DRH)”, which has been carried out in collaboration with the National Institute for Earth Science and Disaster Prevention (up to March 2011) and Disaster Prevention Research Institute (DPRI) (from April 2011). The DRH is a web based platform consisting of DRH Database, DRH Forum and DRH Links. The web system carries a conceptual design (i.e. the basis of web system and its contents), which was developed under extensive discussion with an international group of major researchers and NGO leaders.

Its main part is the DRH Database that accommodates technology and knowledge useful for Disaster Risk Reduction (DRR).

SWITCH-in-Asia Regional Flagship Programme

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

In 2011, the SWITCH-in-Asia project focused on the development of country-based partnerships and learning alliances in the region as well as donor mapping for fundraisings. An inception meeting for the establishment of “Citarum Learning Alliance” was carried out on 20 April 2011. Relevant actors of the water sector were invited to form a multi-stakeholder partnerships aimed at promoting the effective communication of research activities and the scaling-up of research impacts in the field of water management in the Citarum River Basin. As an initial showcase, a pilot project in Citarum Basin – in particular a feasibility study and a design of a new ecohydrology demo sites on the sediment deposition system in Saguling

Reservoir – was also carried out in the same year.

21st IHP Training Course on “Introduction to River Basin Environment Assessment under Climate Change”

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

The course in 2011 was held in Kyoto, Japan from 28 November to 9 December and attended by 16 participants, included eight lectures in English, field tours and practice sessions. The technical visit and field tours were held in Uji River, Lake Biwa Canal Museum and Kamo River. In collaboration with SOI-Asia (School of Internet-Asia), NRENs (National Research and Education Network) and INHERENT (Indonesia Higher Education and Research Network), all courses were broadcasted through video conferences and point-to-point connection.



Disaster Risk Reduction

Adapting Awareness, Preparedness & Education Materials for countries prone to Tsunamis

Following a series of tsunami disasters after 2004, a lot of effort was put into not only developing tsunami early warning systems but also into community preparedness. A number of tools and community awareness and preparedness materials were developed through various activities by national and international institutions. While the need for the simplest of actions to prepare for, mitigate and respond to a tsunami are critical, most of the materials and tools are not adequate or readily available for wider public usage. Many of the latest tools and materials are still in English, which limits the usage in areas that don't understand English. In addition to the language, some of the materials are void of a local context.

The need for community awareness-raising materials was identified through focus group discussions during trainings, workshops and/or exhibitions as well as on-site assessments. The volume of actual requests for public awareness and training materials and other tsunami tools by the public and vulnerable coastal communities is enormous. Indonesia, Thailand and the Philippines have started several initiatives and projects regarding public awareness and education. Although some activities/workshops in sharing best practices for community preparedness have taken place, there have been no concrete efforts to share public awareness, training materials and tsunami tools in a collective manner so that member countries can make use of the materials already available.

UNESCO, through the Jakarta Tsunami Information Centre worked with the Indonesian Institute of Sciences (LIPI); the Philippine Institute of Volcanology and Seismology (PHIVOLCS); the National Disaster Warning Centre of Thailand and the National Disaster Management Directorate of Timor-Leste, in their respective countries, to develop awareness, preparedness and education materials in accordance to each country's need. Through a series of assessment, evaluation, adaptation and development processes of the available materials the project produced 20 materials in total, five for each country. These materials were adapted and produced in their national language.

1. Tsunami Teacher DVD Rom in Indonesian, Thai, Tetum and Tagalog, adapted from UNESCO/IOC's publication in English;
2. Tsunami Glossary in Indonesian, Thai, Tetum and Tagalog, adapted from UNESCO/IOC's publication in English;
3. Sticker "When the Earthquake Strikes, Go to Higher Ground" in Tagalog, Thai and Tetum, adapted from UNESCO/IOC – ITIC;
4. "Practical Guidebook to Conduct an Earthquake and Tsunami Drill in Schools" in Indonesian adapted from a publication developed by Phivolcs from the Philippines;



↑ *Display of Awareness Preparedness Education Materials (DRR-JTIC)*

5. Practical Guidebook on Surviving from Earthquakes and Tsunamis, in Indonesian adapted from "Shaky Ground" booklet from the United States of America;
6. Guidelines for Media and Broadcaster on Tsunami Early Warning System, in Indonesian adapted from the Washington State Broadcaster Guidelines;
7. Earthquake and Tsunami flash cards/flip chart for schools in Tagalog, Tetum and Thai (16 Flash Cards) adapted from ASB, Indonesia;
8. Right or Wrong flash cards for schools in Tetum adapted from Arbeiter-Samariter-Bund (ASB), Indonesia;
9. Earthquake and Tsunami flash cards for students with hearing disabilities (11 flash cards) in Tagalog and

- Tetum, adapted from Arbeiter-Samariter-Bund (ASB) Indonesia;
10. Children Science Support Flip Chart in Thai language adapted from the Indonesian Institute of Science (LIPI)

These awareness, preparedness and education materials were then widely distributed through a series of socialisation and training of trainers' activities in each country. There is still a lot of work to do in building community preparedness, as shown by the recent tsunami in the Mentawai Islands, Indonesia (2010) and the Great East Japan Tsunami (2011). UNESCO will continue to provide support and actively participate in building the capacities of each country to educate their communities to be more aware and prepared for possible future tsunami disasters.

List of Activities

StresCom

Indonesia, the Philippines and Timor-Leste

Disaster Awareness for Youth

Jakarta, Indonesia, 27 March 2011

UNESCO Jakarta supported the Children International Summer Village (CISV) – a global community of dedicated volunteers – organised a one day workshop in Disaster Awareness for Youth. The workshop's primary objective was to provide practical training to increase the understanding of disaster risk reduction in youths, focusing on earthquakes and tsunamis. One-hundred-and-eighty students (between the age of 11-18), coming from 12 schools in Jakarta and 3 schools in Bandung, participated in the workshop.

UNESCO developed a specifically tailored programme and activities for this workshop based on its existing School-based Disaster Preparedness programme. Twelve facilitators from UNESCO and Compress (COMMunity PRearednESS) LIPI (The Indonesian Institute of Sciences) team shared their knowledge and expertise at this workshop. Following some introductory activities to break the ice, the workshop covered the following themes, amongst others: Cover-Duck-Hold exercise; Knowledge on Disasters in Indonesia, Disaster Management Cycle and Disaster Risk Reduction; Practical exercise/game on Hazard, Vulnerability and Capacity Building; Sing along: songs on disaster preparedness; Observation and presentation of School's Hazards, Capacity and vulnerability; and the 1 Million Safe Schools and Hospital Campaign. To sensitise the students on the issue of hazard, vulnerability and capacity, they

were divided into eight groups, each was asked to observe and examine the school where the event took place. Through the students' examinations they identified hazards such as large windowpanes placed above the windows in most of the classrooms and hanging lamps, speakers, fans and LCD screens on the ceilings. They also noted that passages were needed connecting the classrooms to the corridors and to open spaces, in case of an emergency evacuation. On the issues of the schools' capacities to deal with disasters, the students identified improvements that have now been introduced in the schools, such as fire hydrants and fire extinguishers, correcting the opening direction of classroom doors, etc. As for vulnerability, most students raised their concerns that their school has not completed any disaster awareness

↓ *Participants of Training on Disaster Awareness for Youth (DRR-JTIC) 5*



programmes or any earthquake safety procedures.

Each group was then asked to present their findings, recommendations and suggestions by giving visual presentations using their own ideas and creativity. At the end of the day, UNESCO encouraged the students to participate in the One Million Safe Schools and Hospitals Campaign by pledging their commitment to the Safe Schools programme on the national and global websites. CISV supported this initiative by encourage all students to give their pledge their commitment and to carry it out as follow up activities of this Disaster Awareness for Youth activities.

VIII ICG/IOTWS meeting in Melbourne

Melbourne, Australia 3-6 May 2011

The 8th meeting of the Intergovernmental Coordinating Group of Indian Ocean Tsunami Warning System (ICG/IOTWS) was held in Melbourne. The meeting was attended by representatives from 11 Indian Ocean member states: Bangladesh, Indonesia, Mauritius, Australia, Tanzania, Oman, Thailand, Maldives, Malaysia, Kenya and India. In addition representatives

from the Pacific Tsunami Warning Center (PTWC), Japan Meteorological Agency (JMA), Intergovernmental Oceanography Commission (IOC), United Nations Development Program (UNDP), United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) and World Meteorological Organization (WMO), as well as the Intergovernmental Coordinating Group (ICG) working group chairs from Indonesia, Sri Lanka and Australia attended. The Jakarta Tsunami Information Centre took the opportunity of this meeting to share a progress report about the work the Centre has undertaken since its establishment in Jakarta in 2006 and proposed to expand its role to provide services to the other Indian Ocean countries. The ICG supported this initiative and the proposal.

Training of Trainers in Timor-Leste (Photo)

Dili, Timor-Leste, 5 – 8 July 2011

UNESCO, through the Jakarta Tsunami Information Centre and in cooperation with the National Disaster Management Directorate (NDMD) of Timor-Leste, developed several materials for earthquake and tsunami awareness, preparedness and education in Timor-Leste. These materials were: Earthquake and Tsunami flash cards for schools (16 Flash Cards); Earthquake and Tsunami flash cards for students with hearing disabilities (11 flash cards); a Tsunami Glossary; and the Tsunami Teacher DVD-ROM. In order to

↓ Participant of TOT in Dili





↑ *Teacher Learning using APE Materials*

optimise the use of these materials for wider public awareness and education, UNESCO and NDMD organised a four-day training of trainers workshop in Dili, Timor-Leste. The training was attended by 75 participants representing teachers, school headmasters, NGO, representatives of 13 local disaster management offices and staff of the National Disaster Management Directorate.

All participants were satisfied with the materials which were adapted into Tetum,, as currently there are no such practical materials available for schools and communities. The participants felt the materials were easy to use and quite simple to understand by children as well as adults. However, follow-up activities are necessary; awareness, education and training activities need to be implemented in more districts, schools and communities throughout Timor-Leste.

Support to IOC-UNESCO Training workshop Awareness and Assessment of Tsunami Hazards

Banda Aceh, Indonesia, 10 – 20 July 2011

Jakarta Tsunami Information Centre supported ICG/IOTWS's seven-day training workshop on "Preparedness and Awareness of Tsunami Hazards" taking Aceh, Indonesia as a case study. The workshops introduced the history of tsunamis in the region, exploring the potential for future events and showcasing some of the best practices in awareness and education which have been applied in other countries, particularly Indonesia. The workshop involved four international experts and 15 participants (10 participants from Pakistan and 5 participants from Banda Aceh). The participants shared information on the unique situation along their country's coastline and developed suitable approaches to raise and manifest preparedness and awareness of tsunamis in the coastal communities. The expected outcomes of this training are to improve the knowledge of local tsunami risk amongst the government agencies responsible for tsunami mitigation in Pakistan and Indonesia. The workshop also aimed to improve links between the government agencies involved in tsunami mitigation and the educational

institutions conducting tsunami research in order to acquire consistency between tsunami awareness materials developed in other countries.

Regional Workshop on Adaptation

Jakarta, Indonesia, 19-20 July 2011

UNESCO Jakarta / Jakarta Tsunami Information Centre with the funding support of UNESCAP organised a two days workshop on "Tsunami Awareness and Education, Lessons Learned and How to move forward". The workshop will address two main issues, 1) the sharing of experience and the lessons learned from Indonesia, Thailand, Timor-Leste and the Philippines on how they developed and use the tsunami awareness and education materials and 2) learning from the recent series of destructive tsunamis, in Chile (February 2010), Mentawai Indonesia (October 2010) and Japan (March 2011). These events provide new information, insight and lessons learned, especially through public education and awareness materials. The workshop participants evaluated the effectiveness of past tsunami awareness and education materials, identified what can be learnt from these recent events to improve the education and awareness materials by recommending what



needs to be changed and adapted. The workshop was attended by experts and stakeholders from Bangladesh, Chile, India, Indonesia, Iran, Japan, Malaysia, Maldives, Sri Lanka, Thailand, Timor-Leste, Pakistan, the Philippines and USA.

Support the ICG/IOTWS SOP Workshop

Jakarta, Indonesia, 19 – 23 September 2011

The Regional Workshop on Standard Operating Procedures for Tsunami Warning and Emergency Response was held at Hotel Borobudur, Jakarta from 19 – 23 September 2011.

This workshop led by Chair Working Group 3 of ICG/IOTWS, Mrs. Irina Rafliana, from the Indonesian Institute of Sciences (LIPI), and was organised

↑ *Participants of the Regional Workshop*

jointly between BMKG, UNESCO/IOC, and UNDP funded by the UNESCAP Multi Donor Trust Fund. Eighteen out of 24 Indian Ocean countries were represented in the workshop, with participants coming from the National Tsunami Warning Centres (NTWCs), National Disaster Management Offices (NDMOs) and the media. The workshop succeeded in bringing the Indian Ocean Regional Tsunami Service Providers (RTSPs), NTWCs, NDMOs and regional media groups together to sensitise, discuss and understand the product of the new Regional Tsunami Service Provider (RTSP), which became operational on 12 October, followed by the IOWave11 (see next paragraph) exercise.

Support the IOWave 2011

Jakarta, Indonesia, 12 October 2011

Almost seven years after the devastating tsunami of 2004, more than 20 nations participated in a full-scale exercise to test the Indian Ocean Tsunami Warning and Mitigation System (IOTWS). The Indian Ocean Wave exercise 2011, organised under the auspices of UNESCO's Intergovernmental Oceanographic Commission, was an important milestone especially in testing the functionality of the Regional Tsunami Service Provider (RTSP). Within the IOTWS Indonesia, India and Australia have dual roles, as National Tsunami Warning Centres as well as RTSPs. Therefore, the IOWave11 exercise tested, monitored, reviewed and evaluated not only the communication system for dissemination but also standard operating procedures.

In Indonesia the IOWave11 exercise not only involved the National Tsunami Warning Centre but also tested the communication and warning dissemination procedures to the National Disaster Management Office, the District Disaster Management Office – especially in Banda Aceh, Padang, and Bantul – as well as to the media and television broadcasting, that are part of the tsunami warning chain.



↑ Director General of UNESCO gave remarks at InaTEWS.

↓ Director General of UNESCO received explanation on InTEWS

In the past few years Indonesia has developed a very advanced tsunami early warning system that can issue warnings in less than five minutes. However, considering the vast area and the length of the coastline that is prone to tsunami in Indonesia, more work needs to be done in downstream, especially in strengthening the capacities of the communities most at risk, through awareness, preparedness and education.

UNESCO's Director General stated that, through the Intergovernmental



DG Visit to Indonesian Tsunami Early Warning System - InaTEWS

Jakarta, Indonesia, 24 – November 2011

UNESCO Director-General Irina Bokova visited the Indonesian Tsunami Early Warning Centre (InaTEWS) at the Meteorological, Climatology and Geophysical Agency (BMKG) in Jakarta, Indonesia to see firsthand how the centre operates. Mrs. Irina Bokova was received warmly by the Director General of BMKG, Mrs. Sriworo B. Harijono. The visit was in response to the invitation extended to the Director General during a video conference on 12 October 2011 that marked the day that Indonesia, India and Australia became Regional Tsunami Service

Providers (RTSP) for the Indian Ocean Tsunami Warning and Mitigation System (IOTWS). As an RTSP, which is an historical achievement for these countries, under the coordination of the Intergovernmental Oceanographic Commission of UNESCO, Indonesia, together with Australia and India, is now responsible for issuing tsunami advisory bulletins to the 28 Indian Ocean countries.

In their remarks, Mrs. Irina Bokova and Mrs. Sriworo B. Harijono stressed the importance of public awareness, preparedness and education. The Tsunami Early Warning System will only be able to save lives if the people in the coastal areas are able to receive the warning and know how to react.

⇒ Director of UNESCO Jakarta Office presented appreciation to VIP Guests

Oceanographic Commission (IOC), UNESCO will continue to support the global coordination of tsunami early warning systems. Only through this coordination can we be sure that all Indian Ocean countries will have access to information of imminent tsunami threats. UNESCO will also continue to support the countries in need in making sure that people at risk will have access and information for tsunami awareness, preparedness and education through communities as well as school-based disaster preparedness programmes.



Herbie Hancock, UNESCO's Goodwill Ambassador for Intercultural Dialogue Building Disaster Awareness through Music (Photo)

Jakarta, Indonesia, 23 December 2011

To coincide with the seven year anniversary of the Indian Ocean Earthquake and its resulting Tsunami in Aceh, UNESCO, in-cooperation with The Indonesian Institute of Science (LIPI), Rolling Stone Magazine and Java Jazz Production, organised an event inviting Mr. Herbie Hancock, Jazz icon and Grammy Award winner, to attend a half day discussion forum/talk show on “the Role of Music in Building Culture of Disaster Awareness Among Youth in Indonesia”. Community Preparedness (COMPRESS), under the coordination of Research Center for Oceanography of the Indonesian Institute of Sciences (LIPI), have facilitated the development of the science in music, disaster

preparedness compilation album as a tool to convey information and educate the community about natural disasters in Indonesia. Music has the capacity to translate the seemingly complex and perplexing ‘language’ of science into a simple and uncomplicated message, which can easily be understood. Through the universal language of music and song, messages about disaster can be conveyed to a wider audience. Mr. Hancock expressed his appreciation to the Indonesian Musicians who have contributed as an effective agent of change in conveying the message of preparedness. Music has always been the language of truth when it is expressed from the concerned heart of musicians. He also wished that all musicians would continue to express their concerns in the language of music to educate the communities, especially the youth, on all aspect of life, including disaster awareness and preparedness.



Japanese Funds -in-Trust

JFIT-UNESCO

Scientific Programme on Global Challenges

↑ *The Annual Review Meeting was held on May 30 - 31
2011 in the UNESCO Jakarta Office*

Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) has supported UNESCO's scientific activities in Asia and Pacific Region through the Japanese Funds-in-Trust for Scientific Programmes on Global Challenges in Asia and the Pacific Region (JFIT/Science). The programme has been carried out in line with the JFIT/UNESCO Science Strategy with great emphasis on Science for Sustainable Development.

Special JFIT Meeting on “Sustainability Science”

“Sustainability Science” is an interdisciplinary scientific approach in examining various aspects of global challenges, offering a comprehensive and integrated view, in order to attain a sustainable society. During the 36th General Conference in November, 2011, the Japanese National Commission for UNESCO submitted a proposal to incorporate the concept of “Sustainability Science” into its programmes. As a follow-up to this proposal UNESCO Jakarta will contribute to the conceptualisation of Sustainability Science through implementing activities within the framework of Japanese Funds-in-Trust for Science (JFIT).

New JFIT science project, “UNESCO Biotechnology School in Asia”

A new JFIT science project, entitled “UNESCO Biotechnology School in Asia” is to launch in 2012. The project team has already been formulated and started discussions with participating countries, such as Thailand, Vietnam, the Philippines and Indonesia. The project aims to establish international Masters and Doctorate degree in the UNESCO programme of biotechnology



and foster talented individuals to become biotechnology leaders and policymakers in Asia and the Pacific region.

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UNESCO-Japan Inter-University
Postgraduate course in Biotechnology
by Osaka University

Reference:

For Further information
JFIT/Science web page:
http://portal.unesco.org/geography/en/ev.php-URL_ID=11833&URL_DO=DO_TOPIC&URL_SECTION=201

↑ UNESCO - Japan Inter - University Postgraduate course in Biotechnology by Osaka University

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Culture

Emergency Operation for the Borobudur

'Emergency Operation for the Safeguarding of the Borobudur Temple Compounds from the Damage caused by the Mt. Merapi Eruption and Revitalisation of the Local Community Livelihood in Cultural Industries and Heritage Tourism'

Borobudur

The catastrophic eruption of Mount Merapi, which began on 26 October 2010, caused the loss of many lives and serious damage to the surrounding communities' infrastructure and livelihoods. The volcano's eruption also caused severe damage to the Borobudur Temple Compounds, a UNESCO World Heritage Site. The Temple compounds were covered by a layer of corrosive ash, up to 4.5 cm thick, which could cause long-term damage to the stones and also block the Temple's drainage system.



UNESCO, along with the Ministry of Culture and Tourism, Indonesian National Commission for UNESCO, PT Taman Wisata Candi Borobudur, Prambanan and Ratu Boko, and “Friends of Borobudur” formulated the above titled project to rehabilitate the Borobudur Temple Compounds themselves and also to enhance and promote the livelihoods of the affected local communities, through their involvement in the rehabilitation of the cultural tourism and creative industry sectors in the region.

The first phase of the project was to clean the damaging ash from the temple and throughout 2011 some 550 local community workers were deployed by UNESCO to clean the stone reliefs and the drainage system of Borobudur temple, under the supervision of the Ministry of Culture and Tourism.

UNESCO’s position was to coordinate activities, assisting the authorities with safeguarding Borobudur, and to organise and raise funds together with “Friends of Borobudur” (chaired by Mr. Warwick Purser). Generous financial contributions were received from a number of donors from the national and international communities: Australia (through the Department of Sustainability, Environment, Water, Population and Communities), the Federal Republic of Germany, United States of America through USAID, the Prince of Wales Charities Foundation, Permanent Mission of Malaysia to the United Nations; and private sector/ NGOs: EF English First Indonesia, Indonesian Heritage Society, Lippo Group, PT ANZ Panin Bank, PT Coca Cola Amatil Indonesia, PT Freeport Indonesia, PT Garuda Indonesia, PT Siemens Indonesia and Yayasan Bhakti Total Bagi Indonesia Lestari, as

↑ *Cleaning the volcanic ash from Borobudur (Dwi Oblo, National Geographic Indonesia)*

well as Jogja and Central Java Hotel Association.

However, there is still a lot more work that needs to be done. In order to fully safeguard the temple and its surrounding communities from the destructive forces of the eruption, UNESCO is committed to assisting the authorities and stakeholders with further activities in the Borobudur area. It is not only the Borobudur site that needs protecting for future generations, but the local communities also need to be empowered to improve their livelihoods, through their proximity to the temple. The project will therefore continue throughout 2012 and into 2013.



Intangible Cultural Heritage

For UNESCO Jakarta 2011 marked an eventful year regarding Intangible Cultural Heritage. In August, the government of Brunei Darussalam officially ratified the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, making them the 137th state to sign the Convention. In addition to this, in November UNESCO, thanks to the generous funding contribution from Japanese Funds-in-Trust, organised a capacity building workshop in Timor-Leste concerning the ratification of the 2003 Convention. This was the first time such trainings were offered in Timor-Leste and around 40 participants, consisting of government officials, academicians and NGOs, attended the two-day workshop.

There will be another two follow-up workshops in Timor-Leste in 2012.

Also in November, Indonesia hosted the 'Sixth Session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage', in Bali. At this week-long event, more than 80 nominations were considered for inclusion onto UNESCO's ICH lists. By the end of the committee 11 items were added to the List of Intangible Cultural Heritage in Need of Urgent Safeguarding (including Indonesia's Saman Dance), 19 were inscribed onto the Representative List of the ICH of Humanity and five were added to the list of practices that best reflect the objectives of the Convention. The opening of the Committee was attended by UNESCO's

↑ *DG delivers speech at event to mark the completion of cleaning activities at the Borobudur temple, 19 November 2011 (M. Wilis UNESCO)*

Director General, Ms Irina Bokova, and Indonesia's Minister of Education and Culture, Mr Mohammad Nuh.

This year was therefore a good year for the Safeguarding and promotion in ICH, both in terms of awareness raising and also in terms of building people's capacities to protect ICH. With the importance of ICH often overlooked, it is important that we remind ourselves of the importance and fragility of the world's intangible cultural practices and try our utmost to ensure that such diverse practices are safeguarded and passed from one generation to the next.

List of Activities

Workshop on Strengthening National Capacities for Safeguarding Intangible Heritage

Beijing, China, 10-14 January 2011

A regional training workshop for trainers entitled “Strengthening National Capacities for Safeguarding Intangible Heritage” was organised by UNESCO and the Government of China. Around fifty participants including selected experts from the Asia and Pacific region, UNESCO field officers and Chinese governmental officials, as well as the staff of the Chinese Category 2 Centre for Intangible Cultural Heritage, took part in the meeting. The UNESCO ICH staff and the Culture Field Officers from Beijing, Kabul, Bangkok, Hanoi, Islamabad, Phnom Penh, Dhaka, New Delhi, Jakarta, Teheran, Kathmandu and Apia all participated in the meeting. During this workshop, designated experts and the UNESCO field officers learned about four prioritised workshop themes: Ratification of the Convention; Implementation of the Convention at the national level; Community-based ICH inventorying; and Preparing Nominations to the Urgent Safeguarding List. The meeting

concluded with a strengthened commitment of participants to increasing international cooperation for the safeguarding of intangible cultural heritage in the Asia and Pacific region.

↴ *Local children plant trees in the Borobudur temple compounds*



Tree Planting Event in the Borobudur Temple Compounds

Borobudur, Central Java, Indonesia 17 February 2011

The event was jointly organised by the Indonesian Ministry of Culture and Tourism, PT Taman Wisata Candi Borobudur, Prambanan and Ratu Boko, Friends of Borobudur, the Research and Development Centre of the Central Java, the local government of Magelang and the UNESCO Office in Jakarta.

Around 250 people including school children (not only from Borobudur but also Jakarta and Yogyakarta), local community representatives, donors of UNESCO’s ‘Emergency Operation to Safeguard Borobudur’, representatives from the Yogyakarta and Central Java Hotel Association and the media attended the event. During this event, 344 young indigenous trees were planted.



Working Group Meeting of Experts for the Safeguarding of Prambanan Temple Compounds

Yogyakarta, Indonesia, 30 March-1 April 2011

On 27 May 2006 an earthquake measuring 5.6 on the Richter scale hit the Yogyakarta region and areas of Central Java causing severe damage and loss of life in the area. The Prambanan Temple Compounds were damaged during the earthquake and immediate remedial activities began. The Working Group Meeting of Experts for the Safeguarding of Prambanan Temple Compounds was organised by the

Ministry of Culture and Tourism of the Republic of Indonesia and the UNESCO Office, Jakarta. The meeting gathered more than 50 participants from the Ministry of Culture and Tourism, the Ministry of Public Works, the provincial government of Yogyakarta, National Coordinating Agency for Surveys and Mapping, PT Taman Wisata Candi Borobudur, Prambanan and Ratu Boko, universities, the UNESCO Office in Jakarta and international experts from Italy and Japan. The conference discussed the preservation, conservation and safeguarding of the Prambanan Temple Compounds, but mainly focussed on the Siwa temple.

↑ *Participants at the Working Group Meeting of Experts for the Safeguarding of Prambanan Temple (M. Willis UNESCO)*

The Working Group was organised to establish the appropriate remedial actions to conserve and restore the temple's structure and stone work. At the end of the Working Group a list of recommendations was created, which detailed the points of agreement and conclusions that the participants discussed.



Cultural Heritage Education among Young People Programme

Borobudur, Central Java, Indonesia 2 - 3 July 2011

The programme was organised by the UNESCO Office, Jakarta and EF English First Indonesia in collaboration with the Indonesian Ministry of Culture and Tourism, the local government of Magelang, PT Taman Wisata Candi Borobudur, Prambanan and Ratu Boko and Friends of Borobudur (a group of individuals with a keen interest in the long term safeguarding of the Borobudur Temple Compounds). Some 160 participants including students between the ages of 10-18 from all over Indonesia and staff members from English First participated in

↑ *English First (EF) Students make traditional pots (UNESCO)*

this programme. The participants were introduced to the history and the outstanding universal value of Borobudur Temple through lectures, a visit to the Borobudur Karmawibhanga Museum and Samudraraksa Ship Museum as well as an on-site visit to the Borobudur Temple Compounds. The activities within the temple compounds were followed by a visit to the surrounding villages where the participants learnt to play gamelan (a traditional Indonesian musical instrument), to make clay-based pottery and other arts and crafts, using the local natural materials.

Training of Trainers and Capacity Building Workshop for the Revitalisation of the Handicrafts Industry

Borobudur, Central Java, Indonesia 4-13 July 2011

A ten-day training of trainers and capacity building workshop for the revitalisation of the handicraft industry was held in Borobudur from 4-13 July 2011. The workshop was organised by the UNESCO Office, Jakarta and local NGO (LePEK) in collaboration with the local government of Magelang, the Ministry of Culture and Tourism, PT Taman Wisata Candi Borobudur, Prambanan and Ratu Boko and Friends of Borobudur. The



↑ *Lava stone bathroom & Acc result from ToT (3)*

workshop was aimed at enhancing and promoting the livelihoods of affected local communities, through their involvement in the rehabilitation of the cultural tourism and creative industry sectors in the region. During the workshop, the participants learnt new methods and techniques in designing and making lava/ash based handicraft products particularly home accessories and souvenir items of a high quality standard and learnt the technique of marketing and advertising to assist the sale of the handicrafts.

UNESCO Jakarta's mission to Nias for the preservation of Nias' cultural heritage

Nias Island, North Sumatra Indonesia
18-22 July 2011

The mission visited Gunung Sitoli and some traditional villages in South Nias, namely Bawömataluo, Örahili Fau, Lahusa Fau, Bawögosalı and Hilinawalö Fau in order to ascertain the nature of UNESCO's activities in Nias. UNESCO was requested by the Indonesian government to investigate how Nias' rich culture can help generate income on the island and empower local communities. This potential project will focus on the rehabilitation and reconstruction of Nias' cultural heritage facilities through capacity building activities. Consultative meetings

with representatives from the local government, local communities and local NGOs were conducted to identify the possible scope of the project and its geographical location in Nias. This proposed project will aim to promote the protection of Nias' cultural heritage and also raise the awareness of local and national stakeholders about the importance of Nias' cultural heritage and its sustainable development.

Workshop on Museum Storage Management

Semarang, Central Java, Indonesia 25-30 July 2011

In 2010, the President of Indonesia listed the revitalisation of Indonesia's museums as one of the main programmes of activity in the 2010-2014 Strategic Plan of the Ministry of Culture and Tourism. As part of this Programme the UNESCO Office, Jakarta – in close collaboration with the Ministry of Culture and Tourism – organised a six day workshop at the Ronggowarsito Museum in Semarang, Indonesia in order to train museum staff about the importance of sound museum storage management practices. The workshop was facilitated by two experts in Museum Storage Management from the British Museum, Mr Robert Knox (Former Keeper of Asia at the British Museum) and Mrs Melissa

Viscardi (the British Museum staff). The 30 workshop participants comprised of museum professionals from throughout Indonesia, who travelled to Semarang to partake in discussions and interactive seminars in order to refine and enhance their storage practices. This workshop aimed to contribute to the overall improvement of the national standard of cultural object storage.

Training on Local Snack Production, Hospitality and Sanitation

Borobudur, Central Java, Indonesia 3-7 October 2011

Local community members, including women from different villages in the Borobudur area, participated in these trainings which were organised by UNESCO Office, Jakarta and Rumah Boedi Collection, in close collaboration with local government of Magelang Regency, PT Taman Wisata Candi Borobudur, Prambanan and Ratu Boko and the Ministry of Culture and Tourism. The objectives of the training were to empower the local communities and to increase their knowledge on local cuisine and hospitality, in order to increase their potential to generate a better income. The local snack production training received around 110 participants, mainly women. The training was then



↑ *Locally produced snacks (M. Nagaoka UNESCO)*

followed by a Hospitality and Sanitation training attended by 45 people, including homestay/guesthouse owners and employees. The hospitality and sanitation training aimed at enhancing the participants' knowledge so they could offer better hospitality services. Both trainings were part of the third phase of UNESCO's ongoing Safeguarding Borobudur project and aimed to enhance and promote the livelihoods of affected local communities in the aftermath of Mount Merapi's eruption.

Southeast Asia expert meeting regarding the 2005 Convention on the Diversity of Cultural Expressions

Phnom Penh, Cambodia 20 - 21 October 2011

The Southeast Asia expert meeting was organised UNESCO and the Cambodian Ministry of Culture and Fine Arts. Around 30 representatives from Cambodia, Indonesia, Korea, Malaysia, the Philippines, Singapore, Thailand, Timor-Leste, Vietnam and France participated in this meeting. The meeting aimed to promote the ratification of the 2005 Convention and provided a forum to exchange information and explore examples of best practices among the

aforementioned countries. The meeting discussed how civil society can work together with governments for the implementation of the Convention. There are currently 118 Member States party to the Convention, and work on a complete set of operational guidelines for its implementation is about to be completed. Of the Member States, less than 10% are from the Asia-Pacific Region. Prior to the meeting, an analytical study was conducted in six countries in the Southeast Asian region, in order to identify the main issues and challenges countries face when ratifying the 2005 Convention. The study also looked into examples of governments or civil society organisations implementing aspects of the Convention.

Save Borobudur Charity Golf Tournament,

Yogyakarta, Indonesia, 23 October, 2011

The one-day 'Save Borobudur Charity Golf Tournament' was organised by the Jogja and Central Java Hotels Association, under the auspices of UNESCO and the Friends of Borobudur, at the Mt. Merapi Golf Club. Some 40 participants from local and international parties joined this event to show their support to UNESCO's Safeguarding Borobudur operation.

The charity event aimed to raise funds by inviting prominent persons from throughout the country to unite and show support for UNESCO's ongoing safeguarding operation at the Borobudur Temple Compounds and to help empower the local community in the tourism and creative industries. The collected donation will be utilised to improve local stakeholders' understanding regarding the potential of heritage tourism as a sustainable way to generate income. It will also be used to promote sustainable rural development initiatives managed by the local communities.

Stakeholders Consultative Meeting on Heritage Tourism Promotion and Revitalisation of Local Community Livelihood in Cultural Industries at the Borobudur World Heritage Site
 Borobudur, Central Java, Indonesia, 9-10 November 2011

As part of the Save the Borobudur World Heritage Site: 'Emergency Operation for the Safeguarding of the Borobudur Temple Compounds from the Damage caused by the Mt. Merapi Eruption and Revitalisation of the Local Community Livelihood in Cultural Industries and Heritage Tourism', this meeting was organised by Ministry of Education and Culture, Ministry of



Tourism and Creative Economy, Friends of Borobudur, The Government of Central Java Province, The Government of Magelang Regency, PT Taman Wisata Candi Borobudur, Prambanan and Ratu Boko and UNESCO Office, Jakarta. The aims of the meeting were to discuss ways to enhance regional capacities for ensuring that the local communities benefit from the Borobudur World Heritage site. It also aimed to strengthen cooperation among government officials, local community members, relevant stakeholders and individuals to synergise activities relating to local community empowerment and income generation. The meeting ended with drafting of a Declaration of Commitment, which consisted of eight agreements that were unanimously agreed by all in attendance, concerning the future activities around the Borobudur region.

↑ *Local community members who helped cleaning the volcanic ash from the temple (UNESCO)*

Capacity Building Workshop on the Ratification of UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

Dili, Timor-Leste, 14-15 November 2011

A two day Capacity Building Workshop on the Ratification of the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage was organised jointly by the State Secretariat of Culture of the Ministry of Education for the Democratic Republic of Timor-Leste and UNESCO. The workshop gathered some 40 participants including governmental officials from the relevant mainline ministries, academicians, NGOs, and chief of cultural section in the districts in Timor-Leste.

The objective of the workshop was to assist participants in acquiring a broad understanding of the function of UNESCO's Convention for the Safeguarding of the Intangible Cultural Heritage (ICH), and how and why Member States may wish to ratify it.

The workshop, held in Dili, was the first of a series of workshops in Timor-Leste to promote the ratification and implementation of the Intangible Cultural Heritage Convention. During the closing ceremony, H.E. Virgilio Simith, State Secretary for Culture of the Ministry of Education, highlighted the importance of Timor-Leste's intangible cultural heritage as the country's root and identity and he encouraged the participation of both government officials, communities and relevant non-governmental organisations to identify and safeguard Timor-Leste's intangible cultural heritage.

Ceremony to Mark the Completion of the Cleaning Operations at the Borobudur Temple Compounds

Borobudur, Central Java, Indonesia, 19 November 2011

The event was organised by the Ministry of Education and Culture, the Ministry of Tourism and Creative



Economy, the Government of Magelang Regency, PT Taman Wisata Candi Borobudur, Prambanan and Ratu Boko, the Indonesian National Commission for UNESCO, Friends of Borobudur and UNESCO, to officially mark the end of the cleaning operations at the Borobudur Temple Compounds. The event was attended by Ms Irina Bokova and the Minister of Culture and Education, H.E. Mr Mohammad Nuh, who awarded certificates to representatives from the local communities and the donors showing appreciation for their contribution to the cleaning activities at the temple. Ms Irina Bokova also planted a bodhi tree and took part in a stone setting ceremony. The event raised a great

↑ *The ash gathered from the cleaning operations (UNESCO)*

deal of media attention, demonstrating the work UNESCO and its partners had undertaken at the temple since the eruptions of Mt. Merapi in October 2010. It also gave UNESCO the opportunity to show its appreciation for the generous contributions from the donors). The UNESCO initiated project in Borobudur has been implemented with generous financial contributions from a number of donors from the national and international communities: Australia (through the Department of Sustainability, Environment, Water, Population and

Communities), the Federal Republic of Germany, United States of America through USAID, the Prince of Wales Charities Foundation, Permanent Mission of Malaysia to the United Nations; and private sector/NGOs: EF English First Indonesia, Indonesian Heritage Society, Lippo Group, PT ANZ Panin Bank, PT Coca Cola Amatil Indonesia, PT Freeport Indonesia, PT Garuda Indonesia, PT Siemens Indonesia and Yayasan Bhakti Total Bagi Indonesia Lestari, as well as Jogja and Central Java Hotel Association.

Sixth Session of the Intergovernmental Committee (6.COM)

Bali, Indonesia, 22-29 November 2011

Hosted by the Government of Indonesia, the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage held its sixth session in Bali, Indonesia, from 22 to 29 November 2011. The Committee examines Member States' reports on the implementation of the Convention, nominations submitted by countries for inscription on the ICH Lists and proposals for programmes and projects that best reflect the objectives of the Convention; it is also in charge of granting international assistance to activities relating to the safeguarding of ICH.

The Committee, chaired by Professor Aman Wirakartakusumah of Indonesia, decided the inscription of 11 elements on the List of Intangible Cultural Heritage in need of Urgent Safeguarding and 19 elements on the Representative List of Intangible Cultural Heritage as well as five programmes on the Register of Best Safeguarding Practices.

To date, the List of Intangible Cultural Heritage in need of Urgent Safeguarding includes 27 items from fifteen countries. There are 232 items from 86 countries on the Representative List of Intangible Cultural Heritage. The Intangible Cultural Heritage lists include the practices and expressions transmitted from generation to generation such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or traditional craftsmanship.

Regional Meeting on the Second Cycle of Periodic Reporting for Asia

Suwon, Republic of Korea, 7-10 December 2011

The Government of Korea, in cooperation with the UNESCO World Heritage Centre, organised a Regional

Meeting on the Second Cycle of Periodic Reporting for Asia in Suwon, Republic of Korea, from 7 to 10 December 2011. The meeting aimed to (1) review the preliminary outcome of the Periodic Reporting exercise based on the responses to the Periodic Reporting questionnaires previously submitted by the APA States Parties; (2) jointly develop a regional Action Plan to be presented to the World Heritage Committee in 2012; (3) promote a regional cooperation mechanism through exchanging information and experiences in the implementation of the World Heritage Convention.

These sub-regional workshops brought together some 120 participants from the national focal points of 25 States Parties (Afghanistan, Bangladesh, Bhutan, Brunei, Cambodia, China, India, Indonesia, Iran, Japan, Kazakhstan, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Republic of Korea, Sri Lanka, Tajikistan, Thailand, Uzbekistan and Vietnam), international resource persons, Advisory Bodies (ICOMOS, IUCN and ICCROM), UNESCO World Heritage Centre and UNESCO field offices (Kabul, Phnom Penh, Beijing, New Delhi, Jakarta, Teheran, Almaty, Kathmandu, Islamabad, Bangkok, Tashkent and Hanoi).

⇒ *Professor Meucci explains his findings to Pak Masanori Nagaoka (M. Willis UNESCO)*

Each of participant took this opportunity to strengthen their management capacities for World Heritage properties by drafting prioritised action points as part of the regional Periodic Report. The drafted Action Plan includes the regional thematic issues of 5Cs (conservation, capacity building, credibility, communication/education and communities), identified actions, resources and timeframes. A variety of actions were proposed in a holistic approach to tackle current issues such as World Heritage management, disaster risk preparedness, climate change, tourism/development, serial-transboundary nominations, the balance of cultural and natural properties, budget planning, visitor management, community outreach, preparation of nomination dossiers and tentative lists, engagement of local community and private sector in the management of WH sites and so forth. This draft action plan will be finalised by the end of January 2012 and will be submitted to the World Heritage Committee at its 36th session in the same year, as part of the final reports on the results of the second cycle of the Periodic Reporting exercise for Asia and the Pacific region.



Herbie Hancock, UNESCO's Goodwill Ambassador for Intercultural Dialogue visited Borobudur and Prambanan, UNESCO World Heritage sites.
17-18 December 2011

Herbie Hancock, Jazz icon and Grammy Award winner was appointed as UNESCO Goodwill Ambassador for Intercultural Dialogue, in a ceremony at UNESCO headquarters in Paris on 22 July 2011. As a Goodwill Ambassador, Mr Hancock visited Indonesia from 16 to 23 November 2011 to help bring attention to the work that UNESCO and its partners have carried out.

During his visit to the Borobudur temple, he also took part in a tree-planting ceremony to symbolise the efforts made to revitalise the temple after the catastrophic eruptions of Mt

Merapi in 2010. Not only did the tree planting symbolise the revitalisation process in the Borobudur area, but it also epitomised a hope for the local people to grow and rebuild their lives after the disaster.

The tree planting was then followed by the launching of UNESCO and National Geographic Indonesia's publication entitled 'Borobudur: the Road to Recovery – Community-based Rehabilitation Work and Sustainable Tourism Development'. Mr Hubert Gijzen, the Director of UNESCO Jakarta, officially presented Mr Hancock with the first copy of the book, which documented UNESCO and its partners' activities to clean the destructive volcanic ash from the temple and rejuvenate the local community's livelihoods after the eruption.



Communication & Information

Diversity of Activities : Many Rivers with One Estuary

The wave of revolutions in a number of Arab and Middle Eastern countries – the so-called “Arab Spring” – is one of the events that will make the year 2011 remembered through history. On thing that the history cannot deny is the important role played by the media, both traditional and new media, including social media (Tweeter, Facebook, etc.), as the main thrust of those revolutions. This shows how access to information and communication has been transformed to people power.

In the countries where UNESCO Jakarta operates (Indonesia, Malaysia, Philippines, Timor-Leste and Brunei Darussalam), media has played a similar role as seen in the “Arab Spring”; the most famous case of this is in Indonesia, when the county was at the dawn of the reform era, more than a decade ago.

Contributing to a revolution is only a small part of the broader roles of information and communication in general, and media/journalism in particular. Other roles include providing education, mediating conflict, creating a platform for communities in rural areas to voice their aspirations – and the list goes on.

In order for the above roles to be played properly, a healthy media environment must be ensured within a country, which will guarantee the free flow of information and communication. Citizens will be free to speak, which results in healthy dialogue as well as checks and balances of power. This will benefit all.

That is the reason for the Communications and Information Unit of UNESCO Jakarta to continue its duty. The diversity of activities implemented during 2011, as reflected in the List of Activities in this Annual Report, should be viewed as the many rivers, with one estuary: to contribute to the betterment of the whole of society, through peoples access to information and communication.

⇒ *Media and Information Literacy - JAK1*

⇒ *Media and Information Literacy - JAK2*

List of Activities

Workshop on Media and Information Literacy Curriculum

A workshop was conducted at the University of Indonesia from 26-28 July 2011 to enrich the existing teacher-training curricula with media and information literacy (MIL) components. The workshop also aimed to synthesise and share experiences with a view to enhancing teachers' abilities to impart media and information literacy to schoolchildren. Through the linking communication, information and education, this project helped to foster appropriate educational theory practice, through collaborative work, project-oriented productions and new forms of evaluation.



Training/workshop on model journalism curricula and publication of Media Management Manual

The Timor-Leste Development Centre (TLMDC), in collaboration with the Social Communication Faculty of the National University of Timor-Leste (UNTL), organised a workshop to identify a model journalism curriculum to adapt or use as a benchmark in reviewing existing curriculum. Eighteen



faculty lecturers and journalists from Dili were involved in the preparation of such a model curriculum. The three-day workshop includes discussions on the context of journalism education and the media landscape, the content of a model journalism curriculum and the feasibility of setting up centres of excellence in journalism education and training.

Develop online training (Open Educational Resources) for media professionals

A new open-learning website to pilot social media learning portals (www.jurnalistik.net) has been developed. The website was launched on 01 October 2011, in order to strengthen civil society movements in Indonesia through knowledge and information sharing at national and international levels through the use of information and communication technology. The site contains two main discussion sections (basic journalism and investigative journalism) as well as information resources for journalists to download. Four online learning events were held with well known Indonesian journalists acting as guests to answer questions.

Celebrating World Press Freedom Day in Timor-Leste

A seminar with the theme “Press Freedom and Empowerment of People” took place on 3 May 2011 as part of the celebration of the World Press Freedom Day (WPFDD). This event was organised by the TLMDC which partnered with journalist associations in Timor-Leste. The seminar was attended by 300 participants. Foreign Minister of Timor-Leste, Mr Zacarias Albano da Costa, delivered a presentation about Government Transparency and Media. Regarding the media law, Ms Suzana Cardoso, president of the Timor-Leste Photographers’ Association (TiLPA) explained that since 2009, the associations of journalists and media organisations have been involved in various discussions on drafting policy and are now waiting for the final result as well as the establishment of press councils and media self-regulation. Mr Hugo Fernandes, who was invited as a representative from civil society organisations, presented the topic “Critical Analysis of the Role of Media in Timor-Leste”.

Memories of the World Workshop

An international workshop entitled “Celebrating Diversity and the Socialisation of Memory of the World” has been organised on the 08-10 September 2011, at the University of Haluoleo Kendari, South East Sulawesi, Indonesia, in cooperation with the Oral Traditions Society. Participants from Indonesia, Brunei Darussalam, Malaysia, Timor-Leste, Thailand and Singapore attended this workshop, which focused primarily on raising people’s understanding and awareness concerning UNESCO’s Memory of the World programme.

Produce pro-poor and gender sensitive radio programmes

A series of activities has been implemented by the World Association of Community Radio Broadcasters (AMARC) within the framework of “Development of Media Contents Based on the International Programme for the Development of Communication (IPDC) endorsed Media Development Indicators”. 22 radio programmes that are gender sensitive, pro-poor and women focused and address the issues related to food security, have been produced by the eight participating radio stations. The 16-day campaign

on Violence Against Women has just concluded. The Gender Policy for Community Radio has also been translated to Tetum and has been uploaded onto the AMARC website.

Revision of the existing Community Radios Model for Timor-Leste

The activity contributes to the development of the mass media by strengthening community radio stations across Timor-Leste. Community media is extremely important within radio stations as they ensure their local communities are well informed about their own local, district, and national current affairs. ARKTL, a community radio station association in Timor-Leste, has published a radio model and in 2011, the model was updated based on the inputs from several local radio stations. At present, the model is available in English and Tetum, and has been distributed to 16 community radio stations. It is also hoped that the module can be socialised to a wider community so that it can be implemented more widely.

⇒ *Launching program of community radio models in Timor Leste*

Workshops on Peace Journalism in Zamboanga City, Phillipines

A peace journalism workshop was conducted from 08-10 August 2011, organised by the Asian Institute of Journalism and Communication (AIJC), to build the capacity of journalists working in conflict and post-conflict areas. The workshop attracted 21 participants, who took part in discussions about the role of media in society, current conflict issues and challenges in conflict reporting. They were also requested to prepare and critique stories. In addition, practical sessions were organised to explore conflict analysis tools and conflict-sensitive journalism.

Workshops on the Use of ICT in Zamboanga City, Phillipines

A four-day workshop on the use of ICT was held in Zamboanga City, Philippines and was organised by the Asian Institute of Journalism and Communication (AIJC) from 3-6 August 2011. The aim of the workshop was to improve young people's skills in using social media as a collaborative mechanism for creative and free expression and in collaborative content development. It also aimed to encourage them to participate in peace building and peacemaking by articulating their views on diverse peace and development issues using various social media.



Participants explored topics including commonalities between Christian and Muslim cultures, blogging for peace, creating social networks, audience engagement and netiquette, creating videos for use online and using Facebook for peace building.

National Congress of AJTL (Asosiasaun Jornalista Timor Lorosa's)

This activity has been conducted using the decentralised budget from UNESCO HQ, with the aim to bring up a new direction and mandates for the Timor-Leste Journalist Association to work under a strong legitimacy in the country. The congress was organised on 15-16 October 2011, and was attended by representatives from the Timor-Leste National Parliament (Commission A), SEAPA, Aliansi Jurnalis Independen Indonesia, APJC, National media, International media observers, National media observers, NGOs and member of AJTL.

⇒ *Seminar-workshop on peace journalism in conflict and post conflict area - PH1*

Strengthening Journalist's capacities on Human Rights Reporting in Timor-Leste (intersectoral programme with SHS Unit)

A training workshop to strengthen Timorese journalists' capacities in reporting on human rights has taken place from the 22-26 August 2011, in Timor-Leste and was attended by 56 participants. The workshop included training on Human Rights Standards, discussions about Human Rights courses on Journalism studies and a practical session in the field, which addressed two gaps in the training of journalists in general and focussed on the reporting of human rights and access to training materials. This activity provided journalists with new skills

and documents in the field of human rights, which also contributed to greater public awareness and improved the knowledge and capacity of rights holders to claim their rights.

Workshop on Socialising HIV Prevention in Youth through Journalism and Social Media with opportunities in NFE in Timor-Leste, Brunei Darussalam, Indonesia, Malaysia and the Philippines (intersectoral programme with Education Unit)

A workshop on socialising HIV prevention in youth through journalism and social media with opportunities in non-formal education (NFE) in Timor-Leste, Brunei Darussalam, Indonesia, Malaysia and the Philippines





was conducted in Jakarta on 29-30 September 2011, in collaboration with The Asia-Pacific Broadcasting Union (ABU). Twenty journalists from the five targeted countries participated in the workshop, with the aim to reach a greater awareness among young people, through NFE, of the UNESCO e-Learning Distance Course and increase the quality of reporting on HIV and AIDS. The main purpose of the workshop is to increase public awareness of the different aspects of HIV and AIDS by increasing the scale and quality of the media coverage of different aspects of the pandemic.

Reporting Climatic Change - Training Workshops for Asian Print Journalists (IPDC project)

The Asian Media Information and Communication Centre (AMIC) prepared the organisation of a three-day workshop for asian print journalists including four journalists each from Bangladesh and Myanmar and one journalist each from Maldives, Thailand, Laos and Sri Lanka. The participants work for local newspapers and magazines and specialize in development, environment and economic reporting. The workshop

↑ *Seminar-workshop on peace journalism in conflict and post conflict area - PH3*

was held in Bangkok, Thailand. This project aims to equip print journalists with the necessary knowledge to report comprehensively about climatic change issues, by providing basic scientific knowledge and guides to information outlets such as websites and manuals. In addition, journalists will be given ideas on how to approach climate change stories, where to find them and how to report such stories in an interesting and absorbing fashion.



Social Human Sciences (SHS)

Promote social policies For peace and human rights

UNESCO Jakarta has established a Social and Human Sciences Unit in December 2010. SHS unit aims to promote social policies that uphold peace, human rights and democratic governance within South-East Asia region. During 2011 its priority programmes focused on human rights, migration and women's access to justice. The Social and Human Sciences Unit also promoted inter-sectoral collaboration, especially with the Communication and Information Unit – enhancing the capacity of journalists to report on human rights – and with the Education Unit on strengthening human rights education and capacities.

SHS Jakarta has been established at a time of important steps toward social and political changes in the South-East Asia region. SHS Jakarta's programme strategy aims to develop a coherent and consolidated programme with two large initiatives: support and guide nationally owned development policies and programmes and address the needs of the most vulnerable, marginalised and disadvantaged groups. In 2012-2014, SHS Jakarta will focus, within governments' national priorities, UNPDF/UNDAF and according to SHS's new focus and priorities, in two main thematic areas: youth and the social dimension of environmental changes. SHS will attach special importance to the inclusion of vulnerable and disadvantaged regions and communities.

List of Activities

TIMOR-LESTE

Strengthening Journalist's Capacities on Human Rights Reporting in Timor-Leste

In order to strengthen the skills of media professionals with focus on human rights obligations, UNESCO, in collaboration with the UN Mission in Timor-Leste (UNMIT) and Timor-Leste Media Development Centre (TLMDC), has conducted a training of journalists on Human Rights Reporting in Dili. The training was attended by

56 trainees from Dili and the districts of Timor-Leste and was reinforced by a one-day fieldwork period. On the fifth day of training, UNESCO brought together the National University of Timor-Leste, Ministry of Education and representatives from the media to discuss the challenges of incorporating human rights issues into the journalism curriculum in Timor-Leste. Following the training, UNESCO, UNMIT and TLMDC are developing a handbook for Timorese journalism students and media practitioners. The handbook, framed within the Timorese context, provides a guide on human rights reporting.



INDONESIA

Strengthening research and supporting migrants' human rights in South-East Asia.

UNESCO, in collaboration with The Indonesian Institute of Sciences (LIPI), promoted migrants' rights in South-East Asia through a workshop entitled "Migrant Workers in South-East Asia: Policies and Practices in Social Sciences". During the workshop, nine peer-reviewed papers on Migration and Human Rights in South-East Asia were presented; subsequently, LIPI produced a policy paper on the recommendations of the workshop. The policy paper and the recommendations were also sent to the Office of the President of Indonesia and to the Government's Taskforce for Migrant Workers. This initiative was also supported by the Ministry of Labour and Transmigration, International Organization for Migration (IOM) and International Labour Organization (ILO).

MOST Young Researchers Award

As part of the workshop, six young researchers were awarded the Management for Social Transformation (MOST) Awards for Young Researchers for their research on migrants' rights. The award provided these young researchers the opportunity to meet lead scholars and have access to grants to encourage them to further pursue their research. This initiative motivated young social science researchers and scholars to give attention to human rights policies and practices, particularly those relating to migrant workers.

Improving protection mechanisms for migrant women in South-East Asia

UNESCO in collaboration with Centre for Women's and Gender Studies (CWGS) provided concrete measures to enhance the rights of migrant workers through action-oriented research. The study on the complaint handling of migrant workers in Indonesia was conducted in DKI Jakarta and West Java and provided the Agency for the Placement and Protection of Indonesian Migrant Workers BNP2TKI, as the agency responsible of migrant workers management, with policy

recommendations in order to improve female migrants' rights and public services to migrant returnees. In addition, UNESCO facilitated a meeting between the Ministry of Migration and the implementing agency, the Centre for Women and Gender Studies (CWGS). During the meeting, CWGS and UNESCO introduced the project to the Ministry's senior officials and policy unit. Subsequently, the ministry granted its support to the activity and contributed to the policy discussion and elaboration.

UNESCO Conference on Gender, Peace, Disaster and Climate Change

UNESCO Jakarta, in collaboration with UNESCO Bangkok, supported the participation of two Indonesian researchers, Ms. Tirtawening Parikesit and Ms. Iva Kusuma from the Centre for Women and Gender Studies at University Indonesia, to the 3rd Meeting of the Women's/Gender Studies Network in Asia Pacific. The meeting held in Bangkok brought together experts and practitioners of Women's/Gender Studies. The CWGS subsequently joined the Women's/Gender Studies Network in the Asia-Pacific.

Special Session at the House of Representatives of Indonesia on the "Millennium Development Goals and Poverty Eradication" and Workshop "empowering the Poor through human rights litigation"

UNESCO Jakarta supported a special session at the House of Representatives on MDGs and Eradication of Poverty. This session created a platform for civil society organisations to discuss with the President Office, the Vice-President Office, the Ministry of Social Affairs and Members of Parliament and United Nations, the implementation of policies on poverty alleviation. UNESCO's

Prior to the Special Session, UNESCO organised a two days workshop on "Empowering the poor through human rights litigation". The training included staff of the Mayor's Office, Ministry of Social Affairs, Vice President Office, NGOs and Parliamentary staff.



↑ *Special Session*

Indonesia's House of Representatives and UNESCO's Special Session on Poverty Eradication

UNESCO's Director-General Irina Bokova attended a Special Session on The Millennium Development Goals and Poverty Eradication held at Indonesia's House of Representatives. In the panel discussion hosted by the Parliament's MDGs Task Force and UNESCO, Madame Irina Bokova highlighted the role of UNESCO in the efforts to eradicate poverty.

The House of Representatives of Indonesia is taking the leadership and initiative on supporting and achieving the Millennium Development Goals in the country.

In words of the Minister of Culture and Education, Professor Mohammad Nuh, "the word that needs to be used is eradication, not alleviation, not reduction. What we want to achieve is the eradication of poverty, we have to see poverty as our common enemy". Mr Mohammad Nuh, added that education should be considered as one of the main pillars in the complex and difficult task of eradicating poverty.

Education was pointed out by UNESCO's Director-General as one



of the major drivers for poverty eradication. Madame Irina Bokova explained that "societies that make education a priority are more resilient".

On the other hand, UNESCO's Director-General said that "development cannot be disconnected from human dignity. The Government should work with focus on the vulnerable and the marginalized".

The Speaker of the House of Representatives, Mr. Marzuki Alie, who also took part in the panel discussion, thanked UNESCO and the United Nations for their support on the achievement of the MDGs. Mr. Alie said that "the MDGs are not just a commitment of the international community, but something that has to be done for the welfare and prosperity of Indonesian people."

↑ *Director General of UNESCO, Irina Bokova with Chief of Indonesia Parliament, Mr. Marzuki Alie.*

This Special Session was part of a two-day UNESCO workshop on Enhancing Capacities of the Poor through the Promotion of Economic, Social and Cultural Rights, which took place in Jakarta on 24-25 November 2011. The UNESCO workshop – organised in the framework of the International Day for the Eradication of Poverty – is part of UNESCO's efforts to advance social inclusion through the development of innovative approaches to fight marginalization, poverty and exclusion

* Complete agenda of the Special Session on MDGs and Eradication of Poverty held at the House of Representatives of Indonesia, 25 November 2011.



Timor-Leste Overview

Moving Forward

2011 is the year for moving forward in Timor-Leste in spite of the bigger challenges faced by UNESCO. In the context of the financial difficulties faced by the organisation globally in the later part of 2011, the absence of a Chief of the Dili Antenna Office for almost six months and the controversial issue of the multi-lingual based education implementation that generated debates and interesting discussions throughout Timor-Leste, UNESCO has continued to implement its activities and work collaboratively with its development partners in the country with considerable results.

The work in Timor-Leste undertaken by UNESCO Jakarta through its Antenna Office in Dili has been fully complemented by the Timor-Leste National Commission of UNESCO (a national cooperating body that works towards the UNESCO's mandate in its respective country). It is pleasing to report that this year has seen positive growth for NatCom under the leadership of its first Chair, Ms. Kirsty Sword-Gusmao. NatCom started as a two-man office in 2009 but has now expanded its human resources to make the Secretariat of the National

Commission. NatCom has also implemented a number of initiatives in 2011 based on its strategic plan and has worked closely with UNESCO Jakarta and the Dili Antenna Office throughout the year.

The year 2011 has seen a continuation of the implementation of programmes and activities initiated in the preceding year and also new activities or initiatives, which highlight the continued diversity and relevance of UNESCO's work in Timor-Leste.

The full implementation of the Capacity Building for **Education** for All (CapEFA) Project in the field of Education, which is by far UNESCO's biggest intervention in Timor-Leste. The project has introduced its Step 4 phase, implemented to build the capacity of the Ministry of Education's Recurrent/Non-Formal Education sub-sector to improve non-formal literacy programmes and to facilitate discussions on scaling up the literacy programmes in the country to achieve EFA goals by 2015. UNESCO has also continued to assist the Ministry of



Education in building the capacity of Ministry staff in Education Statistical Information System (ESIS) through trainings. Further workshops were organised in the area of inclusive education to contribute to policy development and effective programme delivery. UNESCO also initiated activities for youths and students on HIV awareness and education through seminars and campaigns.

In the **science** sector, the assessment of the state of science education and its contribution to sustainable

development has been completed as a key reference for future programming and policy development in science education in Timor-Leste. The sub-component of engineering science and technology has provided opportunity to improve and further upgrade the School of Internet connectivity in the National University of Timor-Leste (UNTL) for which UNESCO has been continuously supporting on behalf of the students accessing the facilities and connect to the outside world for knowledge acquisition. In the field of **Culture**, the first workshop

on Safeguarding the Intangible Cultural Heritage in Timor-Leste was organised to socialise the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage for the country to eventually ratify the convention. A number of small initiatives also began in 2011, such as the production of the catalogue “Ai To’os Collection” which is related to the preservation, promotion and safeguarding of the country’s intangible cultural heritage through the documentation of ai to’os statues.

A number of activities have also been initiated in the sector of **Communication and Information**. Linking with the **Social and Human Sciences** field, the project aimed to build the capacity of media journalists in Human Rights reporting, training teacher trainers in human rights education and providing materials such as the development and publication of a handbook for journalists in human rights reporting. The publication of a handbook on community radio in Timor-Leste in Tetum was also produced as well as supporting workshops, conferences and dialogues among media practitioners to contribute to the promotion of peace, the freedom of expression, the press and democratic values.

2011 was also a year for starting activities in the area of **Environment and Ecology** where UNESCO's supported the establishment and further development of the Nino Koinis Santana National Park together with the Forestry Directorate of the Ministry of Agriculture, Fisheries and Forestry. UNESCO has also started the process of establishing the MAB (Man and Biosphere) Steering Committee for Timor-Leste.

Reforsa tan atu atenji edukasaun ba ema hotu-hotu

Scaling Up to Achieve Education for All

The Capacity Building for Education for All (CapEFA) Project continued to be implemented with the goal of building the capacity of the National Directorate for Recurrent Education of the Ministry of Education in the planning, implementation, monitoring and evaluation of the Recurrent Education programmes in the country. The project covered the three main programme areas of the Recurrent Education sub-sector: literacy, equivalency and community learning centres. In 2011 the CapEFA Project has implemented its Step 4 phase, concentrating mostly on providing opportunities to enhance skills and knowledge in the different need areas of the Directorate in managing and delivering Recurrent Education services. UNESCO together with UNICEF and the World Bank – as key partners of the Directorate for Recurrent Education – synergised their efforts to develop the capacity of the National Directorate in order to realise the MDG goal of completely eradicating illiteracy in the country, which also included the intervention and support of the Cuban Cooperation for the National Literacy Campaign programme.



UNESCO also continued its support in building the capacity of the Ministry of Education's Education Statistical Information System (ESIS) by supporting the training of about a hundred (100) field staff in Education Statistics. These trainings also focussed on the planning and management of education programmes covering the 13 districts. In addition, UNESCO organised an in-country workshop on reviewing the standards on Transition Programmes for Students with Disabilities, with key and relevant Ministry officials and Units. It was an attempt to assess where Timor-Leste fared in implementing the standards.

Under the framework of EFA, UNESCO supported activities for an HIV-AIDS awareness seminar and campaign in cooperation with the National University of Timor-Leste (UNTL) with around 700 students participating

in a one-day seminar, followed by a symposium and distribution of t-shirts with the slogan “Stop HIV-AIDS” in order to educate and raise awareness.

The Timor-Leste National Commission of UNESCO on the other hand has been very resilient and committed to the implementation of multi-lingual based education working with a number of primary schools in the three districts of Lautem, Manatuto and Oecusse. This is a pioneering work for the National Commission which has generated a lot of debate within the country on the issue of teaching in a mother tongue language in primary schools. Although the programme has encountered some critical opposition, NatCom has worked hard to start initial piloting within the framework of mother-tongue based teaching.

Siensia ba dezentvolvimentu iha sustentavel

Science for Sustainable Development

Within the framework of science for sustainable development, UNESCO has completed the assessment of the state of science education in the country as basis for further developing programmes and policies in strengthening and promoting



science education for the sustainable development of the country. The TL NatCom itself, through their own initiatives, arranged a number of capacity building activities in the area of science teaching. These activities included a trainers’ training for science teachers, in collaboration with the National Institute of Teachers’ Training of the Ministry of Education. Around 30 teacher-trainers participated in the training, which was also supported by the Korean National Commission of UNESCO. The training used indigenous materials as tools to teach students in a Timorese context and also to teach in a joyful and enjoyable manner. Furthermore, the sessions have reached a number of primary and secondary schools in Dili as a laboratory for teaching science, using the materials supported and developed by UNESCO.

Moreover, UNESCO has continued to support the building of the capacity

of the Faculty of Engineering of the National University of Timor-Leste by providing technical inputs in the operation of their televideo-conferencing facility installed in Hera Campus of the National University of Timor-Leste. This activity was carried out under the School of Internet Asia programme, linking Timor-Leste’s National University to other universities within Asia for teaching knowledge and content delivery.

On the Environment and Ecology sector, UNESCO has started to support the establishment and development of the Nino Koinis Santana National Park under the responsibility of the National Directorate of Forestry within the Ministry of Agriculture, Fisheries and Forestry. UNESCO’s support is building the capacity of the Department of Protected Areas and National Parks to enhance management in order to protect, preserve and further enhance the sustainable development of protected areas. Meanwhile, UNESCO has also initiated this year the preliminary establishment or creation of the MAB Steering Committee for Timor-Leste which is an on-going process.

UNESCO also continued to provide financial support and technical assistance in the field of Disaster

Reduction under the Hyogo Framework for Action in Timor-Leste by organising a trainers' training with key stakeholders – specifically the National Directorate for Disaster Management of the Timor-Leste and the Ministry of Education – on appropriate earthquake and tsunami materials and preparedness tools. These materials were developed by UNESCO in 2010 and were then used to conduct trainings. Two sets of trainings were organised for the two main partners in familiarising them with the materials for further teaching to students and communities.

Promove tanjivel no intanjivel patrimonio kultural **Promoting tangible and intangible cultural heritage**

Within the framework of safeguarding tangible and intangible cultural heritage, UNESCO has organised the first ever workshop on the capacity building of safeguarding the intangible cultural heritage in Timor-Leste. The workshop was attended by around 30 participants from the Secretariat of State for Culture in the Ministry of Education who were also UNESCO's main partner in Timor-Leste as well as a number of stakeholders in the sector. The first workshop was a socialisation

workshop and concerned the 2003 UNESCO Convention. Its aim was to further deepen understanding of the people working in the cultural sector about the convention in preparation for the country's ratification of the convention. The workshop was part of a series of activities focussing on the implementation of the convention in the country.



In addition, UNESCO in collaboration with the Secretariat of State for Culture has supported the development and publication of a catalogue called "Ai To'os". This catalogue documents the

various Timorese wooden carvings and art crafts unique to the country, which are one of the many expressions of intangible cultural heritage within the country.



The TL National Commission for UNESCO has also been actively pursuing activities that relate to the promotion of cultural and linguistic diversity. They have organised cultural events in several districts and also promoted the relevance and the importance of mother tongue education, not only as a means of promoting linguistic diversity but also to assist students through the transition to the official language of instructions such as Tetum and Portuguese. Likewise, the TL NatCom in cooperation with the Secretariat of State for Culture initiated a mobile museum project. The goal of this project was to promote and teach about cultural diversity to create an understanding and appreciation of the country's distinct and unique culture by bringing the museum to communities in remote locations.

Asesu ba Komunikasaun no Informasaun **Access to Communication and Information**

In line with strengthening the independence of media in Timor-Leste and building their capacities within the framework of freedom of expression and independence of media, UNESCO collaborated with the Association of Community Radios in Timor-Leste to develop and produce a simple handbook for community radio practitioners. This guide/handbook provided them with the basic knowledge on the operation of community radio including how to sustain community radio and its role in nation-building. Likewise, under the Social and Human Science (SHS) sector of UNESCO in its relevant work to media and communication has also initiated the development of a handbook for journalists on human rights reporting in Timor-Leste which is due for publication in early 2012.

A training-workshop on building the capacity of journalists on Human Rights reporting was held during the year and was organised by the SHS Unit in collaboration with key stakeholders in Timor-Leste such as the United Nations Mission in Timor-Leste-Human

Rights and Transitional Justice Unit UNMIT-HRTJ Unit), Timor-Leste Media Development Centre (TLMDC) and Association of Journalists in Timor-Leste and Association of Community Radios in Timor-Leste. UNESCO also provided support in terms of funding in a number of seminars and conferences organised by the Association of Journalists in Timor-Leste in themes such as the promotion of freedom of expression, democratic governance, independence of media etc. The Independent Printing Press Consortium – a collaboration of the three printing press organisations/partners, for which UNESCO provided technical and funding support to establish their own printing facilities – has continued to produce newspapers with the hope of achieving the implementation of a sustainable business model in Timor-Leste.

In spite of the challenges mentioned above, the Dili Antenna Office, by working closely with UNESCO Jakarta Office and in collaboration with key partners and stakeholders in Timor-Leste, managed to carry out the activities which have contributed to the over-all goals and objectives of UNESCO's mandate in Timor-Leste.

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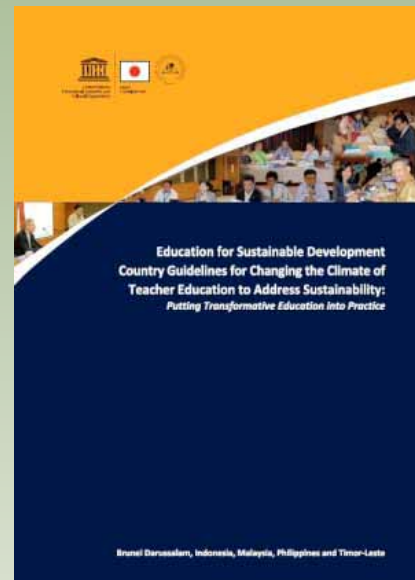
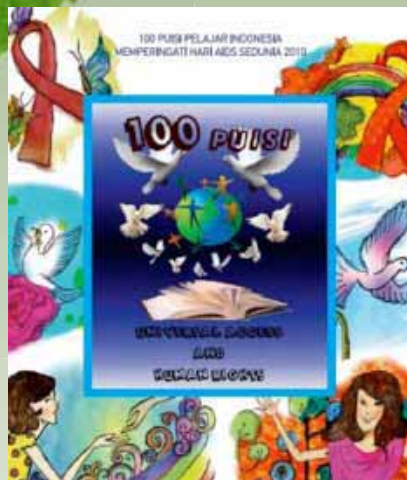
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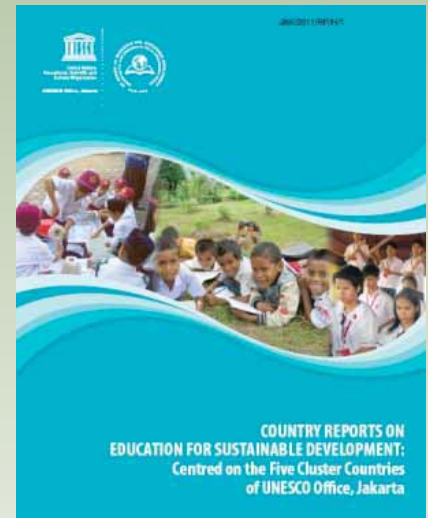
Publication 2011

- ❑ Standards, Guidelines and Indicators for Strengthening School-to-Post-School Transition Programmes for Students with Physical Disabilities and Sensory Impairments
- ❑ Tulkit LIRP – Merangkul Perbedaan: Perangkat untuk Mengembangkan Lingkungan Inklusif Ramah terhadap Pembelajaran.
Buku Khusus 1: Disiplin Positif dalam kelas Inklusif Ramah Pembelajaran – Panduan bagi Pendidik
- ❑ Tulkit LIRP – Merangkul Perbedaan: Perangkat untuk Mengembangkan Lingkungan Inklusif Ramah terhadap Pembelajaran.
Buku Khusus 2: Saran Praktis Pembelajaran Kelas Besar – Panduan bagi Pendidik
- ❑ Tulkit LIRP – Merangkul Perbedaan: Perangkat untuk Mengembangkan Lingkungan Inklusif Ramah terhadap Pembelajaran.
Buku Khusus 3: Mengajar Anak-anak dengan Disabilitas dalam Setting Inklusif
- ❑ Roundtable Discussion Proceedings Report - Education Sector's Response to HIV, Drugs and Sexual Health in the Philippines.



Education

- Link to article: http://portal.unesco.org/geography/en/ev.php-URL_ID=15865&URL_DO=DO_TOPIC&URL_SECTION=201.html
- ❑ Sub-Regional Workshop Proceedings of the Education Sector's response to HIV, Drugs and Sexual Health in Malaysia.
Link to article: http://portal.unesco.org/geography/en/ev.php-URL_ID=15906&URL_DO=DO_TOPIC&URL_SECTION=201.html
- ❑ UNESCO 2011 Desk/Wall Calendar Advocating HIV Prevention Awareness in Brunei Darussalam, Indonesia, Malaysia, Philippines, and Timor-Leste.
Link to article: http://portal.unesco.org/geography/en/ev.php-URL_ID=13674&URL_DO=DO_TOPIC&URL_SECTION=201.html
- ❑ 100 PUISI: Universal Access and Human Rights UNESCO launches HIV poetry book on "Universal Access and Human Rights" on World AIDS Day.
Link to article: http://portal.unesco.org/geography/en/ev.php-URL_ID=14895&URL_DO=DO_TOPIC&URL_SECTION=201.html



- Education for Sustainable Development National Guidelines for Changing the Climate of Teacher Education to Address Sustainability: Putting Transformative Education into Practice (Brunei Darussalam, Indonesia, Malaysia, Philippines and Timor-Leste)
- Sub-Regional Country Report on Education for Sustainable Development in South-East Asia
- Sub-Regional Cooperation Strategy on Education for Sustainable Development in South-East Asia
- Developing Capacities of Teacher Education Institutions (TEIs) of Brunei Darussalam, Indonesia, Malaysia, Philippines and Timor-Leste in Reorienting Teacher Education to Address Sustainability: Education for Sustainable Development for Changing the Climate of Teacher Education to Address Sustainable Development (Proceeding)
- Promoting Sub-Regional Education for Sustainable Development in South-East Asia
- Strategic Roadmap for Developing Green Schools Programme
- Education for Change: Past, Present and Future
- Country Reports on Education for Sustainable Development: Centered on the Five Cluster Countries of UNESCO Office, Jakarta



Environmental Sciences

❑ Proceedings of the 6th SeaBRnet (South East Asia Biosphere Reserve) Meeting – Cibodas 2011

Are climate change and other emerging challenges being met through successful achievement of Biosphere Reserve functions?

Organized by :

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

Supported by Japan Funds-in-Trust

❑ Características principales Del Parque Nacional de Gunung Leuser (PNGL)

Organized by :

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

Supported by Gobierno de Espana, Ministerio de Medio Ambiente Y

Medio Rural Y Marino, Organismo Autonomo Parques Nacionales

❑ Menyelamatkan Warisan Alam Taman Nasional Gunung Leuser Tropical Rainforest Heritage of Sumatra

Organized by :

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

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

❑ Adaptive and carbon-financed forest management in the Tropical Rainforest Heritage of Sumatra

Organized by :

- UNESCO Office, Jakarta
- World Heritage Committee
- WCS
- The Ministry of Forestry, Republic of Indonesia
- Flora Fauna International

- LIPI
- OIC

Supported by Bundesministerium für Umwelt Naturschutz und Reactorsicherheit

❑ The Indonesia Biosphere Reserves for Environmental and Economic Security (BREES) Youth for Sustainable Development Award

Organized by :

- The Indonesian MAB National Committee
- UNESCO Office, Jakarta
- Yayasan Indonesia Lebih Baik (YILB)

Supported by Japan Funds-in-Trust

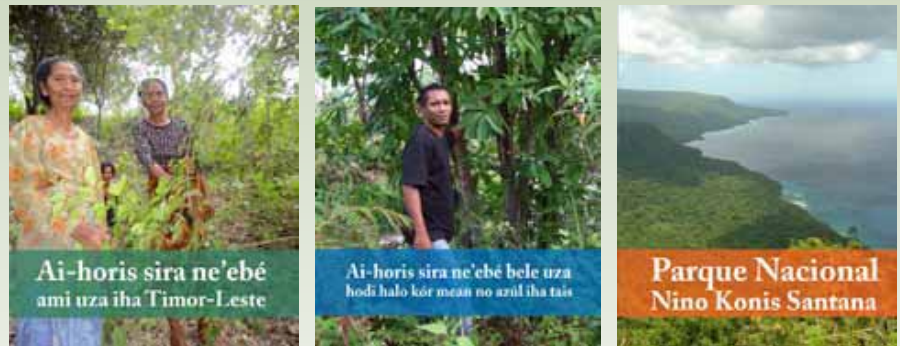
Sciences for Society

❑ **Water, Cultural Diversity, and Global Environmental Change: Emerging Trends, Sustainable Futures?**

A product of UNESCO-IHP (United Nations Educational, Scientific and Cultural Organization – International Hydrological Programme)'s project on Water and Cultural Diversity, this book represents an effort to examine the complex role water plays as a force in sustaining, maintaining and threatening the viability of culturally diverse peoples. This 560 page-book is published jointly by the United Nations Educational, Scientific and Cultural Organization (UNESCO) Office in Jakarta and Springer SBM.

❑ **Matenek Lokal, Timor Nian! (Traditional knowledge of Timor!): Proceedings of the national workshop on promoting Local and Indigenous Knowledge Systems (LINKS) and Small Island Developing States (SIDS) in Timor-Leste, Dili, Timor-Leste, 7 – 8 June 2011.**

The book explores various aspects of local and traditional knowledge and its relation to nature conservation, land management and natural resource management and industry. Edited by Mr. Demetrio do Amaral de Carvalho, the book was jointly published by UNESCO Jakarta, Haburas Foundation and Timor-Leste National Commission for UNESCO. The book is available in Tetum and English.



❑ **StResCom brochure**

The brochure contains information on the UNESCO-JFIT project entitled “Strengthening resilience of coastal and small island communities towards hydro-meteorological hazards and climate change impacts”. The brochure is available in 4 languages: English, Bahasa Indonesia, Tagalog and Tetum.

❑ **Environmental education materials focusing on the traditional knowledge on Timorese traditional cotton textile production**

The publication consists of 3 booklets and 6 posters which can be used as teaching materials in non-formal education scheme for youths and adults. The publication was published by UNESCO Jakarta and Timor Aid Foundation in 2011. The book is available in Tetum language.

❑ **UNESCO E-learning course brochure :**

- Leaflet of Energy for Sustainable Development In Asia
- Leaflet of Building a Green Society
- Leaflet of AGORAsia Workshop Series
- Leaflet of Sustainability Science

❑ **EST Websites:**

- <http://competence-program.asia/>
Comprehensive Program to Enhance Technology, Engineering, and Science Education in Asia (COMPETENCE) website summarizes the activities of our programmes in contributing to the improvement of higher education institutions. It aims to use science education as a fundamental basis for sustainable development, and to engage youth, educational institutions, and governments to develop and use science education as a fundamental basis for sustainable development in Asia and the Pacific. We collaborate with partners from universities, research organizations, network institutions, national governments and many more to develop high quality science education content that reflects interdisciplinary systems thinking, and builds the knowledge, attitudes and skills for sustainable living.

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

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



Engineering Sciences & Technology

- <http://e-learning.connect-asia.org/>

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

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

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

This website was created in the occasion of CONNECTivity tele-seminar: "Building a Green Society" which was held on November 25, 2011. It includes information on the seminar's panellists, a guide on how to join the seminar through

video conference and live-streaming and video recording of the event. This site also hosts information on the AGORAsia workshop series and events which aim to raise young people's awareness on current global issues, such as energy, green economy and sustainable development.

- <http://www.robotcamp.org>

This website summarises UNESCO activities regarding Robot Camp, which offered an enjoyable and hands-on opportunity for children to learn about science and technology, collaboratively with peers from various cultural backgrounds. Robotic kits were used as a tool to bring the children together in groups to solve tasks and communicate with each other.

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

- ❑ **Title: Proceedings of the IHP Symposium on Extreme Events “Meteorological, Hydrological and Tsunami Disasters: Social Adaptation and Future” (EXTREME2011)**

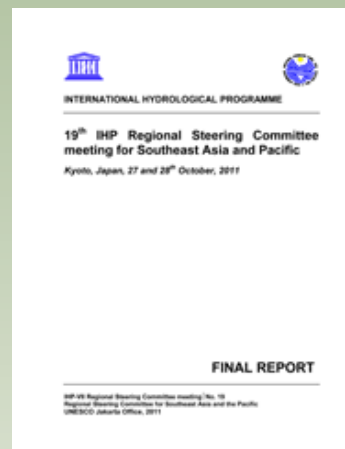
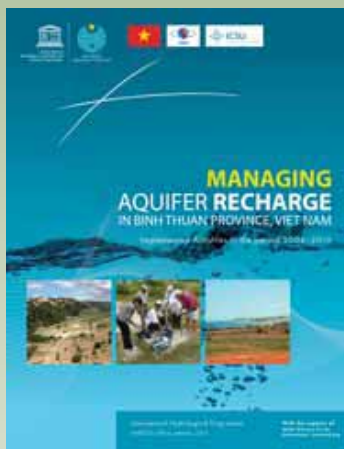
Description: This publication presents the proceedings of the IHP Symposium on Extreme Events “Meteorological, Hydrological and Tsunami Disasters: Social Adaptation and Future” (EXTREME2011) held in Kyoto, Japan from 24 to 26 October 2011. The aims of the Symposium is to share and disseminate knowledge, information and technology in hydrological, meteorological and tsunami disaster sciences under situation of climate change and devastating water-related disasters in the world, and to foster cooperative and collaborative activities in IHP Seventh Phase (IHP-VII): Water Dependencies: Systems Under Stress and Societal Responses (2008-2013). In addition, the regional (and global) needs and experiences for the management of water-related disasters, the development and management of sustainable water resources, as well as capacity building of the various interested groups such as stakeholders and professionals, will be addressed.

Publ. details:

- Contact for copies: Giuseppe Arduino, UNESCO Office Jakarta
g.arduino@unesco.org
- Language: English

- ❑ **Title: Final Report of 19th IHP Regional Steering Committee Meeting for Southeast Asia and Pacific, Kyoto, Japan, 27 – 28 October 2011.**

Water Sciences



Description: This publication summarises the outcomes of the 19th Regional Steering Committee meeting for Southeast Asia and Pacific.

Publ. details:

- Contact for copies: Giuseppe Arduino, UNESCO Office Jakarta
g.arduino@unesco.org
- Language: English

- ❑ **Title: AP-FRIEND Phase II Reports on “Flood Design Hydrograph information supplied for the Asia Pacific Region”**

Description: This document is the catalogue of information which is a precursor to potential future work on “Flood Design Hydrographs” across the APFRIEND Region. A subsequent request was made following the workshop for flood design or design risk criteria, which is also included in this report.

Publ. details:

- Contact for copies: Giuseppe Arduino, UNESCO Office Jakarta
g.arduino@unesco.org
- Language: English

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

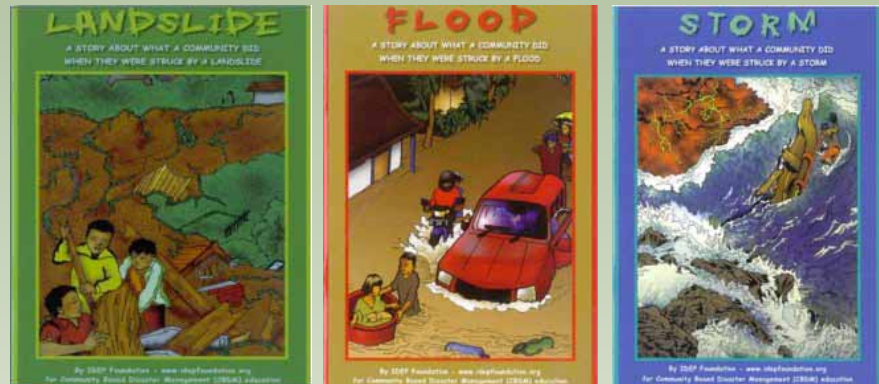
Description: This brochure summarises implemented activities and highlighted major results on the Managing Aquifer Recharge Project in Binh Thuan Province, Vietnam from 2004 to 2010.

Publ. details:

- Contact for copies: Giuseppe Arduino, UNESCO Office Jakarta
g.arduino@unesco.org
- Language: English

Disaster Risk Reduction

- ❑ Brochure – 1 Juta Sekolah & Rumah Sakit & website www.berikrar-aman.net
- ❑ Depositories of Awareness, Preparedness, and Education Materials in Indonesia, Thailand and the Philippines
- ❑ Panduan Pelaksanaan Latihan Penyelamatan Diri dari Gempa Bumi dan Tsunami untuk Sekolah
- ❑ 9 Kartaun Los ka Sala
- ❑ 11 Sujestaun Oin 11 atu Hodi Hetan Seguransa Bainhira Rai-nakdoko
- ❑ Panduan Informasi Peringatan Dini Tsunami bagi Lembaga Penyiaran di Indonesia
- ❑ Flood: a story about what a community did when they were struck by a flood = Banjir: cerita tentang peran masyarakat saat dilanda bencana banjir
- ❑ Landslide: a story about what a community did when they were struck by a landslide = Tanah Longsor: cerita tentang peran masyarakat saat dilanda bencana tanah longsor
- ❑ Storm: a story about what a community did when they were struck by a storm = Badai: cerita tentang peran masyarakat saat dilanda bencana badai
- ❑ Bertahan dari Gempa Bumi dan Tsunami
- ❑ Tsunami Glossary = Rangkuman Istilah Tsunami = Talahuluganan Ng Tsunami = Glosariu Tsunami = Thai's Tsunami Glossary
- ❑ StResCom: Strengthening Resilience of Coastal and Small Island Communities Towards Hydro-Meteorological Hazards and Climate Change Impacts. A multilingual brochure (English, Bahasa Indonesia, Tetum and



Tagalog) of StResCom: Strengthening Resilience of Coastal and Small Island Communities Towards Hydro-Meteorological Hazards and Climate Change Impacts

- ❑ Final Report UNESCO JFIT STRESCOM Regional Workshop on “Hydro-Meteorological Disaster Risk Reduction and Climate Change Adaptation for Coastal and Small Island Communities”. Jakarta, Indonesia (1-3 March) 2011

Culture

❑ **Borobudur: the Road to Recovery – Community-based Rehabilitation Work and Sustainable Tourism Development**

The publication aims to document the extensive work that has been carried out by UNESCO at the Borobudur World Heritage site since the Mt Merapi eruptions of October 2010.

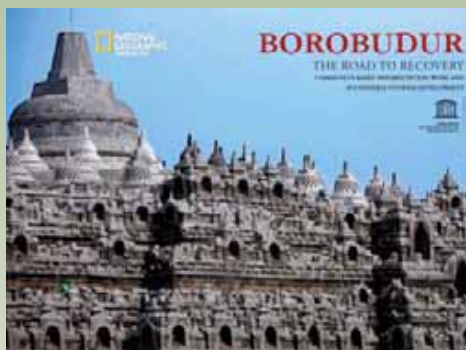
The book starts with an outline of Borobudur's history and goes on to give an account of the safeguarding operations UNESCO has undertaken to mitigate the damages caused by the eruptions, between October 2010 and November 2011. The publication uses photographs and text to pay tribute to all those (including members of the local community and donors) who made the emergency operations at the site possible. This publication can also be seen as a record of the emergency operations that were introduced in response to the eruptions.

It also includes a cultural map that charts all the cultural activities and handicrafts that are practiced within the villages surrounding the temple.

The publication is produced in both Indonesian and English.

❑ **'Practical Guide for Museum Revitalisation in Indonesia'**

The Practical Guide for Museum Revitalisation in Indonesia was published by the Ministry of Culture and Tourism of the Republic of Indonesia, in collaboration with the UNESCO Office in Jakarta and is based on the results of evaluations, discussions and consultations between



the two. The guide evaluates the overall condition of museums in Indonesia and identifies appropriate actions and measures for museum revitalisation.

This publication aims to raise awareness and strengthen museum staff capacities in museum management by giving simple guidelines to assist museum directors and staff in Indonesia with revitalising their museums. This guide also shares some of the best practices from several leading museums from all over the world, focusing on physical aspects, collection care, human resource issues, general administration and domestic and overseas museum partnership relations.

The practical guide is written in both Indonesian and English.

❑ **Translation of 'Investing In Cultural Diversity and Intercultural Dialogue' into Bahasa Indonesia**

Following the publication of the 'Investing In Cultural Diversity and Intercultural Dialogue' in 2010, the UNESCO Office, Jakarta translated the publication into Bahasa Indonesia. This 2nd UNESCO World Report aims to take stock of all that is being said, thought and done in the name of cultural diversity and to draw out the necessary conditions for diversity to become an asset and not a threat and a source of renewal for public policies in service to development, social cohesion and peace.

No longer limited to the cultural domain strictly speaking – and more complex than often assumed – cultural diversity needs today to be addressed in terms of dialogue, dynamics and the new specific challenges it may pose for languages, educational systems, news and entertainment media and the business world.

Communication & Information

❑ Literasi Media dan Informasi, Kurikulum untuk para guru

This book is a translation of UNESCO's 2011 publication 'Media and Information Literacy Curriculum for Teachers'. The publication is divided into two parts. Part 1 provides the MIL Curriculum and a Competency Framework, which gives an overview of the curriculum rationale, design and main themes. It is complementary to the UNESCO ICTs Competency Framework for Teachers (2008). Part 2 includes detailed Core and Non-Core Modules of the curriculum.

❑ Buku Jurnalisme Indonesia

This book is an annotated bibliography of Indonesian journalism, which was made to raise the journalistic spirit of young Indonesians to take a part in the continuous development and improvement of quality journalism in Indonesia.

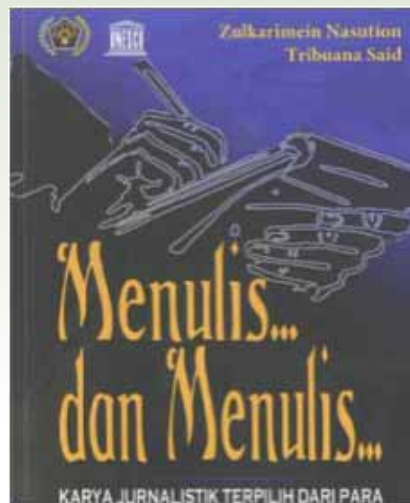


❑ Buku Menulis dan Menulis

This book is a compilation of journalistic works done by well-known and highly-respected senior Indonesian journalists. The book can be used as to instil good practices and inspire journalists from younger generations.

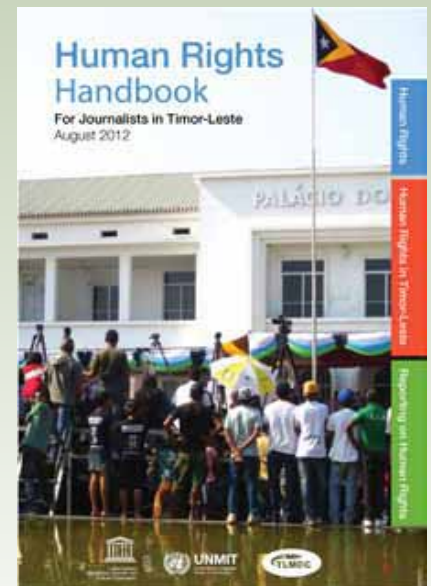
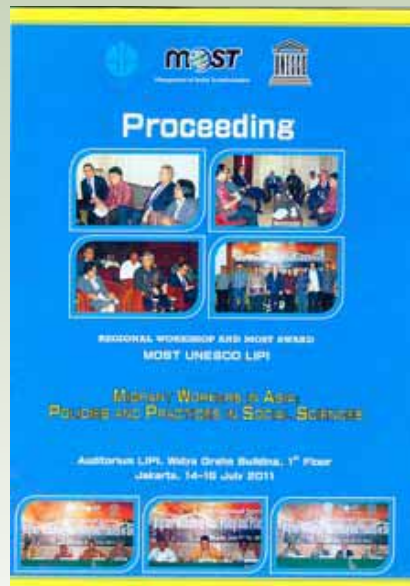
❑ <http://www.jurnalistik.net/> - open learning for journalist

This website was established to improve the quality of journalism education and enhance the capacities of knowledge management in Indonesia through this e-learning website.



Social Human Sciences

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



Regional Network

EDUCATION

□ **Asia/Pacific Cultural Centre for UNESCO (ACCU)**

Year of Establishment : 1971

Contact person :

Mr. CHO Fujio

President

Asia/Pacific Cultural

Centre for UNESCO (ACCU)

6 Fukuromachi, Shinjuku-ku, Tokyo, 162-8484 JAPAN

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Fax +81-3-3269-4510

Email: literacy@accu.or.jp

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

Year of Establishment : 1965

Contact person :

Dr. Ramon C. Bacani

Centre Director

P O Box 207, UP

Diliman, Quezon City 1101

Philippines

Tel No: +63 (2) 924-7681 to 4

Fax No: +63 (2) 921-0224

E-mail:

innotech@seameo-innotech.org

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

Year of Establishment : 19994

Contact person :

Dr. Dong Qi

Director of INRULED

UNESCO International Research and Training Centre for Rural Education, 19 Xin Jie Kou Wai Da Jie, Haidian District, Beijing 100875

P.R.China

Tel: +86 10 58801920/ 58801922

Fax: +86 10 58801920

Website: www.inruled.org

Email: inruled@inruled.org

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

Year of Establishment : 1973

Contact person :

Coordinator of APEID (to be appointed) UNESCO Asia and Pacific Regional Bureau for Education

P.O. Box 967, Prakanong Post Office

Bangkok 10110 Thailand

Tel: (66-2) 3910577 (ext. 212)

Fax: (66-2) 3910866

Email: apeid@unescoibkk.org

□ **Associated Schools Project Network (ASPnet)**

Year of Establishment : 1953

Contact person :

Mr. Livia Saldari

International Coordinator a.i.

7, place de Fotenoy

75352 Paris 07 SP

Tel: 33 (0) 1 45 68 10 80

Fax: 33 (0)1 45 68 56 39

E-mail: s.niedermayer@unesco.org

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

Year of Establishment : 1995

Contact person :

Dr. Lourdes R. Quisumbing

President

UNESCO-APNIEVE Philippines

c/o Miriam College Foundation

Katipunan Road, Loyola Heights

Quezon City, PHILIPPINES

Tel: (63-2) 426-0172

Fax: (63-2) 426-0169

Email: lourdes@quisumbing.net

Ms. Joy de Leo

President UNESCO APNIEVE Australia

Tel: 08 8274 1779 M: 0416 274 177

Fax: 08 8274 1773

Email: apnieve@adam.com.au

BASIC SCIENCES

□ **Science and Technology Policy Asian Network (STEPAN)**

Year of Establishment : May 1988

Contact person :

Ms. Anusha Amarasinghe

Head, International Liaison Division

National Science Foundation

47/5 Maitland Place
Colombo 00700 - Sri Lanka
Tel: (+94 1) 12675842
Fax: + 94 11 2694754
Email: anuama@nsf.ac.lk

❑ **Asian Physics Education Network (ASPEN)**

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

❑ **Regional Network for the Chemistry of Natural Products**

Year of Establishment : December 1975
Contact person :
Dr. Amelia P. Guevara
Professor of Chemistry and Vice President for Academic Affairs
University of the Philippines System
Quezon Hall, UP Diliman, Quezon City, Philippines
Tel. (+63 2) 926-4736
Fax (+63 2) 436-7535
Email: amelia.guevara@up.edu.ph

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

Year of Establishment : March 1975
Contact person :
To be announced

❑ **ASEAN Institute of Physics (ASEANIP)**

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

❑ **Association of Asia Pacific Physical Societies (AAPPS)**

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

❑ **Southeast Asian Mathematical Societies (SEAMS)**

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

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

Year of Establishment : 1997
Contact person :
Ms. Wati Hermawati
Program Coordinator, RESGEST

UNESCO Jakarta Office
Jl. Galuh II, No. 5
Kebayoran Baru, Jakarta, Indonesia
Tel. (+62-21) 739 9818
Fax (+62-21) 7279 6489
Email: w.hermawati@unesco.org

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

Year of Establishment : 2011
Contact person :
Mr. Husein A. Akil
Director
Jl. Jend. Gatot Subroto 10
Widya Graha Building, 8th floor

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

Year of Establishment : 2010
Contact person :
Mr. Ellie Osir
International Development Research Centre
Regional Office for Southeast and East Asia

ENVIRONMENTAL SCIENCES

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

Year of Establishment : 1993
Contact person :
R. Jayakumar
Programme Specialist for Sciences
UNESCO Beijing
Jianguomenwai Waijaogongyu 5-13-3
Beijing 100600, P. R. China
Tel. (+86 10) 65322828
Fax. (+86 10) 65324854
Email: beijing@unesco.org

☐ **South Asian Biospher Reserve
Neatwork (SeaBRnet)**

Year of Establishment : 1998

Contact person :

Robert Lee

Programme Specialist for
Environmental Sciences UNESCO

Office, Jakarta

Jalan. Galuh II No. 5

Jakarta, 12110, Indonesia

Tel. (+62 21) 7399818

Fax. (+62 21) 72796489

Email: jakarta@unesco.org

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

Year of Establishment : 2001

Contact person :

Raam Boojh

National Officer of Ecological Sciences
UNESCO New Delhi

B 5/29 Safdarjung Enclave New Delhi
110029, India

Tel. (+91 11) 26713000

Fax. (+91 11) 26713001 / 2

Email: newdelhi@unesco.org

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

Year of Establishment : 2006

Contact person :

Jan Steffen

Programme Specialist for Sciences
UNESCO Apia

P.O. Box 615

Matautu - uta Post Office, Apia, Samoa

Tel. (+685) 24276

Fax. (+685) 22253

Email: apia@unesco.org

ENGINEERING SCIENCES & TECHNOLOGY

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

Contact person :

Ir. Dr. Gue See Sew

Gue & Partners Sdn. 39 - 5, Jalan
3/146 The Metro Centre, Bandar Tasik
Selatan 57000 Kuala Lumpur, Malaysia
Tel. (+603) 9059 5395

Fax. (+603) 9059 5869

Email: gnp@gueandpartners.com

my.ssgue@pc.jaring.my

Website: www.aseanengineers.com

☐ **Greater Mekong Subregion Academic
and Research Network**

Year of Establishment : 1973

Contact person :

**Secretariat c/o Asian Institute of
Technology**

Km 42 Paholyothin Highway, Klong
Luang, Pathumthani 12120, Thailand

Tel. (+66 2) 5246101

Fax. (+66 2) 5245069

Email: gmsarn@ait.ac.th

Website: www.gmsarn.org

☐ **School of Internet (SOI)**

Year of Establishment : 1997

Contact person :

Prof. Keiko Okawa

Director of SOI - ASIA
Keio University, Murai Lab

5322 Endo, Fujisawa, Kanagawa,
252-8520 JAPAN

Tel. (+81) 446 49 1100

Fax. (+81) 446 49 1101

Email: keiko@sfc.wide.ad.jp

Website: http://www.soi.wide.ad.jp

EARTH SCIENCES

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

Year of Establishment : 1966

Contact person :

CCOP Technical Secretariat

CCOP Building, 75/10 Rama VI Rd.,
Phayathai

Ratchathewi, Bangkok 10400

THAILAND

Web address: www.ccop.or.th

WATER SCIENCES

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

Year of Establishment : 1993

Contact person :

Prof. Liu Heng

International Centre on Small
Hydropower

136 Nanshan Road

Hangzhou 310002

CHINA

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

Year of Establishment : 1997

Contact person :

Mr. Dennis Jamieson

NIWA, PO Box 8602

10, Kyle Street - Christchurch

NEW ZEALAND

COMMUNICATION & INFORMATION

☐ **Asia Pacific Information Network (APIN)**

Contact person :

Ms. Susanne Ornager

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

DISASTER RISK REDUCTION (TEWS AND JTIC)

☐ **UN/ISDR Asia and the Pacific**

Contact person :

German Velasquez

c/o UNESCAP - UN Conference Centre Building
Rajdamnern Nok Avenue
Bangkok 10200, Thailand
Email: isdr-bkk@un.org

☐ **GTZ_ GITEWS**

Year of Establishment: 2007

Contact person :

Mr. Herald Spahn

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

National Commissions in Asia & the Pacific

1. Afghanistan

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

Afghan National Commission for
UNESCO
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KABUL
AFGHANISTAN
Phone : +93799326676 (SG)
+93202103848 (SG);
Fax (+ 93) (20) 210 38 48
E-mail : afghanistan_unesco(a)
yahoo.com (SG); doctorfahim(a)
gmail.com (SG)
Year established : 1948

2. Australia

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

Australian National Commission for
UNESCO
Address : International
Organizations Branch

Department of Foreign Affairs and
Trade
R.G. Casey Building
John McEwen Crescent
Barton ACT 0221
Australia
Phone : (61.2) 6261 2037 (Sec.
Gen.)

Fax : (61.2) 6112 2037
E-mail : natcom.unesco@dfat.gov.
au
Web site : [http://www.dfat.gov.au/
intorgs/unesco](http://www.dfat.gov.au/intorgs/unesco)
Year established : 29 April 1947 by
a decision of the federal Cabinet

3. Bangladesh

Chairman : H.E. Mr Nurul Islam
Nahid *
Secretary-General : Mr Kamal
Abdul Naser Chowdhury
Secretary : Mr Abdul Khleque

Bangladesh National Commission
for UNESCO
Address : Ministry of Education
1, Asian Highway
Palassy-Nilkhet
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Bangladesh
Phone : (88 02) 716 13 95
(Chairman); (88 02) 716 87 11
(SecGen);
(88 02) 862 79 68; (88 02) 862 79
69;
Fax : (88 02) 716 75 77; (88 02) 861
34 20
E-mail : bncu@bdcom.com; info@
moedu.gov.bd
Web site : www.bncu.gov.bd
Year established : April 1973

4. Bhutan

Chairperson : H.E. Lyonpo Thakur
Singh Powdel *
Secretary-General : Mrs Sangay
Zam
Secretary : Ms. Jamyang Choeden

Bhutan National Commission for
UNESCO
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1-7 Wogmin Lam
Namgyechholing
THIMPHU
BHUTAN
Phone : (975)-2323-825 (Chairman)
(975)-2325-230 (Secretary-
General)
(975)-2322-912 (Secretary)
Fax : (975)-2326-424 (Chairman)
(975)-2324-827 (Secretary-
General)
(975)-2325-069 (Secretary)
E-mail : powdyel@gmail.com (Pt);
unesco@druknet.bt; jamyangc@
druknet.bt;
Web site : <http://www.education>.

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

5. Brunei Darussalam

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

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

6. Cambodia

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

Commission nationale du
Cambodge pour l'UNESCO

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

7. China

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

National Commission of the
People's Republic of China for
UNESCO
Address : 37, Damucang Hutong
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and Culture);
(86-10) 66 09 62 49 (Div.
Education)
Fax : (86-10) 66 01 79 12
E-mail : natcomcn@moe.edu.cn
Web site : <http://www.unesco.org.cn/index.jsp> (in Chinese only)
Year established : February 1979

8. Cook Islands

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

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

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

9. Democratic People's Republic of Korea

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

National Commission of the
Democratic People's Republic of
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DEMOCRATIQUE DE COREE
Phone : (850-2) 382.72.22
Fax : (850-2) 381.46.60
Year established : December 1974

10. Fiji

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

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UNESCO

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Year established : August 1952

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Chairperson : Mr Imangali
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Chairperson : Dr Asim Ahmed *
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Year established : July 1980

21. Marshall Islands

Chairperson: Hon. Dr. Hilda C.
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30. Palau

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Year established : 30 January 1954

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	Ministry of Culture, Youth and Sports	Brunei Darussalam
	Indonesian National Commission for UNESCO	Indonesia
	Coordinating Ministry for People's Welfare	Indonesia
	Ministry of Culture and Tourism	Malaysia

	Ministry of Foreign Affairs	Indonesia
	Ministry of Industry	Indonesia
	Ministry of Public Works	Indonesia
	Ministry for Cooperatives and Small Medium Enterprises	Indonesia
	Ministry of Trade	Indonesia
	National Committee for Salvage and Utilization of Valuable Objects from Sunken Ships	Indonesia
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	National Commission for Culture and the Arts	Philippines
	Timor-Leste National Commission for UNESCO	Timor-Leste

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	Directorate General for Primary Education	Indonesia
	Directorate General for Secondary Education	Indonesia
	Directorate General for Higher Education	Indonesia
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	Ministry of Education	Timor-Leste
	National Directorate for Recurrent Education	Timor-Leste
	National Directorate for Educational Planning, Management and Policy	Timor-Leste
	Ministry of Education	Brunei Darussalam
Engineering Science And Technology	Brunei National Commission for UNESCO	Brunei Darussalam
	Directorate General of Higher Education (DIKTI)	Indonesia
	Ministry of Education, Youth and Sport	Cambodia
	Ministry of Energy and Natural Resources of Indonesia	Indonesia

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

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

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

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

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

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

	National Research Institute for Cultural Properties, Tokyo	Japan
Dili Antenna Office	Non provided	
Disaster Risk Reduction	Indonesian Institute of Sciences (LIPI)	Indonesia
	The Meteorological, Climatological, and Geophysical Agency (BMKG)	Indonesia
	Agency for the Assessment and Application of Technology (BPPT)	Indonesia
	The National Agency for Disaster Management (BNPB)	Philippine Institute of Volcanology and Seismology (PHIVOLCS)
	The Bandung Insitute of Technology	Indonesia
	Tsunami and Disaster Mitigation Research Centre, Syiah Kuala University	Indonesia
	National Archieve Agency (ANRI)	Indonesia
	Provincial Archieve Agency of Aceh (BAD Aceh)	Indonesia
	Philippine Institute of Volcanology and Seismology (PHIVOLCS)	Philippines
	National Disaster Management Directorate (NDMD)	Timor Leste
Earth Science	National Disaster Warning Center (NDMC)	Thailand
	Indonesian Institute of Sciences	Indonesia
	Katholieke Universiteit Leuven	Belgium

	School of Earth and Environmental Sciences	Korea
Education	None	
Engineering Science And Technology	Bangladesh University of Energy and Technology (BUET)	Bangladesh
	Indonesia Higher Education Network (INHERENT)	Indonesia
	Bandung Institute of Technology (ITB)	Indonesia
	Brawijaya University (UNIBRAW)	Indonesia
	Hasanuddin University (UNHAS)	Indonesia
	Darma Persada University (Unsada)	Indonesia
	LPPM Gajah Mada University	Indonesia
	University of Indonesia (UI)	Indonesia
	Udayana University (UNUD)	Indonesia
	Institute Teknologi of Sepuluh November (ITS)	Indonesia
	Lembaga Ilmu Pengetahuan Indonesia (LIPI)	Indonesia
	Kyushu University	Japan
	Tokyo Institute of Technology	Japan
	Tokyo University	Japan
	Kyoto University	Japan
Keio University	Japan	

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

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

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

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

UNIT	NAME	COUNTRY
Basic Sciences	Non provided	
Communication And Information	Nikoya Radio, Banda Aceh, Nangroe Aceh Darussalam	Indonesia
	Nurul Fikri Education Foundation	Indonesia
	Rumah Ide Makassar	Indonesia
	Oral Tradition Association (Aliansi Tradisi Lisan - ATL)	Indonesia
	Yayasan Satu Dunia	Indonesia
	Yayasan Pengembangan Media Anak (YPMA)	Indonesia
Culture	Earthsavers Movement, Inc.	Philippines
	Friends of Borobudur	Indonesia
	Humanist Institute for Cooperation with Developing Countries (HIVOS)	Indonesia
	Indonesian Heritage Trust	Indonesia
	Lippo Group	Indonesia
Dili Antenna Office	Non provided	
Disaster Risk Reduction	Arbeiter-Samariter- Bund in Jogjakarta	Indonesia
	Masyarakat Penanggulangan Bencana Indonesia (MPBI)	Indonesia

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

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

	Timor Leste Media Development Center (TLDMC)	Timor-Leste
Water Science	None	

INTERNATIONAL ORGANISATIONS, BILATERAL AND MULTILATERAL COOPERATION AGENCIES

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

	United Nations Development Programme	International
Dili Antenna Office	Non provided	
Disaster Risk Reduction	Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH	German
	Geo Forschungs Zentrum (GFZ)	German
	Canadian International Development Agency, Canada	Canada
	International Tsunami Information Centre, Hawaii, USA	USA
	UNESCAP	UN
Earth Science	Non provided	
Education	Asia/Pacific Cultural Centre for UNESCO (ACCU)	International
	Asian Development Bank (ADB)	International
	Australian Aid (AUSAID)	International
	Embassy of Bangladesh in Jakarta	Bangladesh
	Embassy of India in Jakarta	India
	Embassy of Pakistan in Jakarta	Pakistan
	New Zealand's International Aid and Development Agency (NZAID)	International
	United Nations Children's Fund (UNICEF)	International
	United Nations Development Programme (UNDP)	International

	United Nations Population Fund (UNFPA)	International
	United Nations Volunteers	International
	World Bank	International
Engineering Science And Technology	School on Internet (SOI)	Regional
	Federation of Engineering Institutions of Asia and the Pacific (FEIAP)	Regional
	International Science, Technology and Innovation Centre for South-South Cooperation (ISTIC)	International
	UN Centre for Alleviation of Poverty through Secondary Crops' Development in Asia and the Pacific (UNCAPSA)	International
	World Intellectual Property Organization (WIPO)	International
	Trans-Eurasia Information Network (TEIN3)	International
	Asia-Pacific Advanced Network (APAN)	International
	Association for Engineering Education in Southeast, East Asia and the Pacific (AEESEAP)	International
Environmental Sciences	Fauna & Flora International (FFI)	U.S.A
	Goethe-Institut	Germany
	PanEco Sumatran Orangutan Conservation Programme	Switzerland
	Wildlife Conservation Society	U.S.A

Japanes Funds-In-Trust	Non provided	
Sciences For Society	Asia-Pacific Broadcasting Union	International
	Center for Disaster Preparedness	Philippines
Social Human Sciences	International Organization of Migration	International
	International Labour Organization	International
	United Nation Integrated Mission in Timor-Leste	International
Water Science	None	None



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