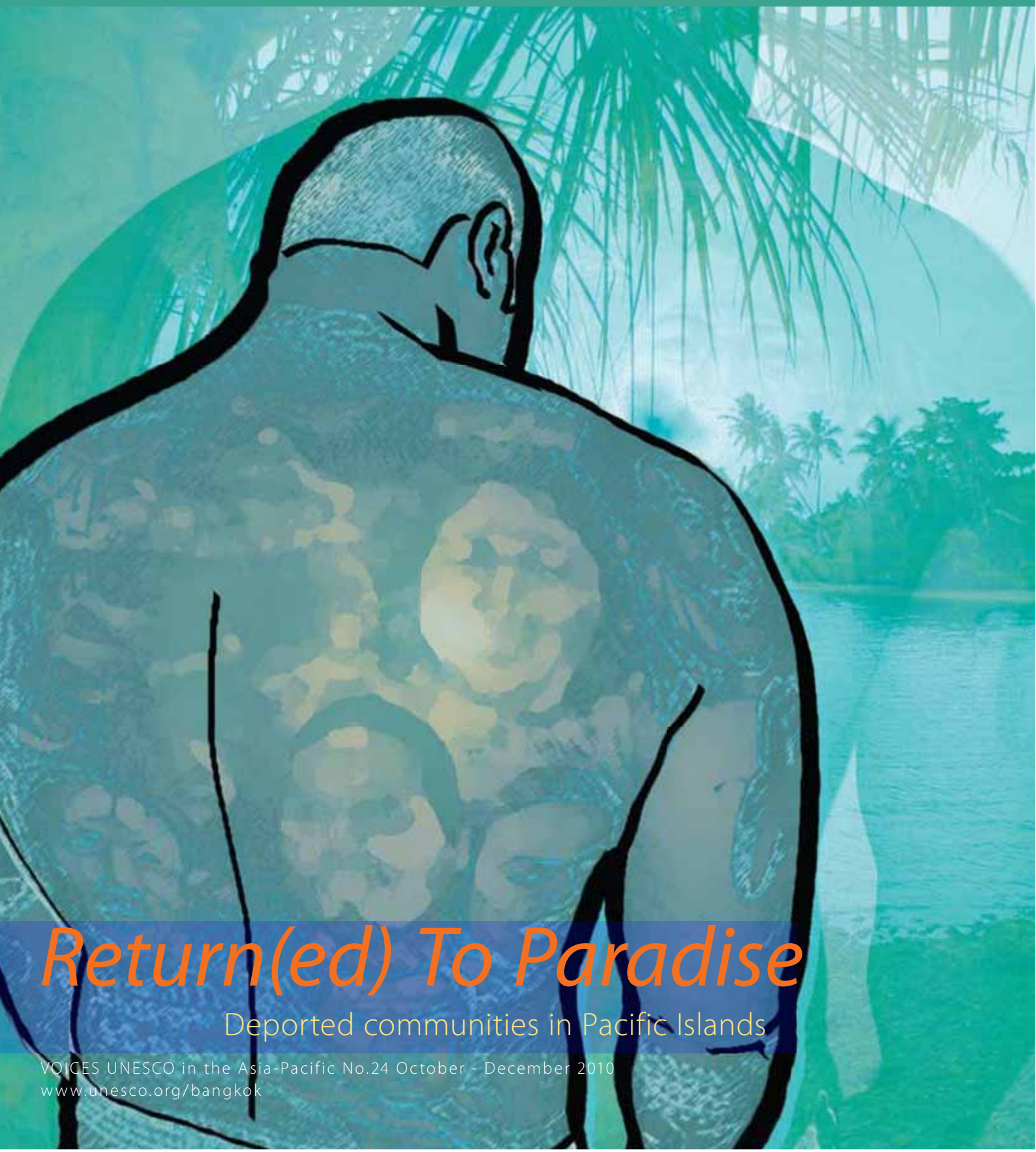




United Nations  
Educational, Scientific and  
Cultural Organization

# VOICES

No.24 October - December 2010 | ISSN 2075-5155



## *Return(ed) To Paradise*

Deported communities in Pacific Islands

VOICES UNESCO in the Asia-Pacific No.24 October - December 2010  
[www.unesco.org/bangkok](http://www.unesco.org/bangkok)

CONTENTS



4

STORIES BY LOCATION



6



10



14

OTHER STORIES

Cover photo:  
© UNESCO/ N. Pereira

# 4 Return(ed) To Paradise

Deported communities in Pacific Islands

**4, 5 PACIFIC**

**6, 7 ASIA PACIFIC**

Special Interview: A new vision for education  
Photography competition captures snapshot of gender equality

**8 INDONESIA**

Liquid assets not for sale

**9 KAZAKHSTAN**

Training targets results-based management

**10, 11 NEPAL**

Conflict sensitive journalism in post-conflict Nepal

**12 REPUBLIC OF KOREA**

UNESCO partnership flies high

**14 SINGAPORE**

Accolade for Singapore landmark

**15 TIMOR LESTE**

Timor Leste plugs into the right connections

**16 THAILAND**

Healthy Sexuality Awareness

**13 VOX POP**

**17 SPECIAL INTERVIEW**

Don't suffer through ignorance

**18 GUEST COLUMN**

The art of progress

**19 CALENDAR OF EVENTS**

**20 PUBLICATIONS**

## Scientists help flood efforts

UNESCO Director-General Irina Bokova sent a team of flood-management experts to Pakistan on 22 August to help deal with the deluge aftermath. The scientific mission forms the first part of the Organization's response to catastrophic floods that have claimed over 1,600 lives and adversely affected 20 million people. UNESCO is working closely with other UN agencies and the Government of Pakistan in the massive rescue and relief effort. An inter-sectoral task force, based at headquarters and in Islamabad, led by Ms. Bokova is coordinating the Organization's aid activities.



© UN/WFP/A. Jamal

## Artists get opportunity to go global

The 2011 UNESCO-Aschberg Bursaries for Artists Programme is now open to applications from visual artists, creative writers and musicians between the ages of 25 and 35. The programme aims to promote the mobility of young artists through art residences abroad; give priority to artists and artist residency institutions from the global south; and promote the participation of women in international artist residencies. Candidates are invited to submit their applications directly to the institution of their choice. The institutions then pre-select three candidates for each bursary and submit a list of names to UNESCO for review by an international selection panel. The latter makes the final selection, taking into consideration the priorities of the residency, geographical distribution and gender equality. For details access: <http://www.unesco.org/culture/aschberg>



© UNESCO/N.Bureke



## Literacy network enters cyberspace

A new virtual workplace "Knowledge and Innovations Network for Literacy", which allows literacy researchers and practitioners to share knowledge and debate literacy topics online has been created by UNESCO in celebration of International Literacy Day, which is marked annually on 8 September. The network will generate knowledge and innovation in support of the acquisition and use of literacy, promote advocacy, policy formulation and programme delivery, as well as cooperation and partnerships. It will become operational on 1 November 2010. "Literacy and Women's Empowerment" is the theme of this year's International Literacy Day. While women's empowerment is at the core of the global development agenda, girls still account for more than half of the 67.4 million out-of-school children globally. Two-thirds of the 796 million adult illiterates worldwide are female.



© UNESCO/J.Mott

© UN/S. Rich

# Return(ed) To Paradise

UNESCO addresses issues affecting deported communities in Pacific Islands

**“Come, my love, with me across the sea. Return to paradise. All in life worthwhile is on that isle. Return to paradise. Velvet moon above, evil turns to love, Love evermore. “Come with me and find your peace of mind. Return to paradise.”**

(Lyrics from the 1953 motion picture Return to Paradise)

The 1953 film relates the story of how a drifter named Mr. Morgan arrives on the tiny island of Samoa and disrupts the social order that has been set by Pastor Corbett.

Although fictional, the account brings to light many aspects of Mr. Morgan’s arrival on a small island community and the subsequent challenges that arise.

In 2010, there is a prevalent theme to that in the movie as men and women are

sent “home” to Tonga and Samoa under deportation/removal schemes; hence the title “Return(ed) to Paradise”.

The issue of forced repatriation has been the focus of many debates between international organizations, governments and academics.

Last year, a baseline study “Returned(ed) to Paradise”, commissioned by UNESCO Apia, examined the experiences and issues faced by criminal deportees arriving in Samoa and Tonga.

The term deportation, as described by the International Organization for Migration, refers to: “The act of a State in removing a non-citizen from its territory after refusal of admission or termination of permission to remain”.

The research identified the United States

of America, Australia, and New Zealand as the main deporting countries. The deportees were mainly young men who had left Samoa and Tonga at a young age and spent most of their life abroad. Many experienced socio-economic marginalization, amongst other migration stressors.

The common thread for those deported is that they committed criminal acts that led to their deportation.

For some, this originated as adolescents entering the juvenile justice system and progressing onto the adult justice system. For others, it was one incident that would lead to a painful separation from everything that they had ever known.

“I did in fact lose my sense of culture and

**“They hate me because of my tattoos and the fact that I got deported.”**

NOTE: All Tattoos have been altered to protect the identity of the interviewee

adapted into the lifestyle/culture of gangs, drugs and violence. My downward spiral began, my arrest record accumulated and I began going to jail as a juvenile... I spent [the] majority of my adolescent life away from my family and home,” said Fua, speaking under a pseudonym.

Report findings showed the average length of time spent incarcerated was just over four years, with the majority serving less than two years in prison.

The most common offences amongst those who reported their crime were common/ aggravated assaults; equal second were aggravated robbery/burglary and theft/ robbery/burglary; followed by drug related charges.

The mandatory deportation of non-citizens with criminal convictions deeply affects those individuals

Many broke the law without realizing their status of “permanent resident” is conditional and that their actions can lead to deportation to a country they hardly know.

For many of the deportees, “home” is where they have been deported from, rather than where they have been sent to.

This means that re-integration into their “new home” can often be problematic due

© UNESCO/N. Pereira



© UNESCO/ N. Pereira

to the fact deportees have to learn to live within a new environment; with a new set of rules and codes; and new surroundings, for example, villages and new family/community members that they do not identify with. Many also experience the pain of leaving their partners and children behind.

This is exacerbated by the experience of culture-shock that can be attributed to having little or no knowledge of their new “home”.

Many deportees described feeling “strange” in their new environment. In some cases, deportees experienced a loss of motivation to continue with their own lives, as described by Failalo, another deportee who spoke under an alias.

“[I felt] mainly lost, confused and depressed. It was hard to adjust to my culture so it made me frustrated, [I] started drinking heavily and I got into fights with the locals. At times I felt suicidal,” he said.

Many deportees in Samoa and Tonga described the marginalization and stigma they faced. Those with psychiatric and/or physical disabilities prior to their deportation said they became even more marginalized.

Discrimination encountered by deportees often makes it harder for them to gain employment, integrate into village life and find a home.

These tasks were made even harder for those with tattoos, or who were street gang members.

“They hate me because of my tattoos and the fact that I got deported,” said another alias Moeaktola.

Most said the most prominent barrier to their reintegration into Samoan or Tongan communities is finding a suitable job.

This is compounded when knowledge of the local people, culture/customs and the local language is necessary to find

“**For many of the deportees “home” is where they have been deported from, rather than where they are being sent to.**”

employment, or educational resources.

This usually necessitates heavy dependence on remittances from family members abroad, leaving many feeling worthless and frustrated. In some cases it was shown that a lack of remittances or income could lead to recidivist behaviour.

There are currently two organizations in Tonga dedicated to working with deportees.

In the capital city of Nukualofa; the Foki ki ‘Api – the Deportation Reconnection programme through the Tonga Lifeline Crisis Ministry of the Free Wesleyan Church helps deportees.

In Vava’u, an archipelago in northern Tonga, the Ironman Ministry Incorporated offers help.

To date, there are no organizations or programmes to assist deportees sent back to Samoa.

The UNESCO Apia Office has helped to rectify this problem by staging the first National Workshop on Deportees to Samoa in May this year. The event was a success and attracted representatives of national government ministries, non-governmental organizations, development partners and other civil society groups. Deportees attended the meeting and their valuable input will help move the process forward.



Contact: [n.pereira@unesco.org](mailto:n.pereira@unesco.org)

# A new vision for education

## ASSISTANT DIRECTOR-GENERAL DISCUSSES CHALLENGES FACING THE ASIA-PACIFIC REGION

**M**r Qian Tang of China, a specialist in secondary and technical education, has led UNESCO's Education Sector since June this year when he was appointed Assistant Director-General for Education. He shared his views on education in the Asia-Pacific region with *Voices*.

**With your personal background as a Chinese citizen, will you put a special focus on strategy and programmes in the Asia-Pacific region?**

As a born-and-bred Chinese citizen, I am very familiar with the social, cultural and historical context of the Asia-Pacific region. This is obviously an advantage when working with UNESCO's Regional Bureau in Bangkok. The Asia-Pacific region is a very dynamic one – everyone knows that socio-economic development is very lively in the region and that many achievements have been made in education development.

However, there are special challenges. The benefits of economic growth have not been equitably distributed, and there are big differences in access to education between and within countries. If we want

to make development sustainable, we need to rebalance this situation. I intend to work closely with our Regional Bureau colleagues as well as those in UNESCO's Field Offices in Asia and the Pacific. We can play a more prominent role in bringing about this change.

**What is the added value of UNESCO's education work in the Asia-Pacific region compared to other international organizations and NGOs?**

UNESCO is the only international agency that promotes a "whole-system" vision of education. In our work with ministries, we emphasize the importance of developing coherent lifelong learning systems that begin with early childhood and lead all the way through to adult education. This is because each sub-sector of education feeds into the others: if a country wants to build primary schools, they need teachers – who should be trained in institutions of higher learning!

Moreover, our organization has an excellent working relationship with ministries of education in the region, who trust us to put their interests first. We are particularly strong when it comes to bringing them together to exchange information and good practices. We also help them to prepare for current and future challenges to their education – such as the impact of climate change. Finally, we are alone among international agencies in having specific competence in areas of particular interest to the Asia-Pacific region, such as multilingual education.

**Mr Qian Tang has been an educator and a diplomat as well as a technical and professional education manager at China's Ministry for Education. He played a central role in the establishment of UNEVOC, UNESCO's International Centre for Technical and Vocational Education and Training in Bonn, Germany.**

**In the past ten years the number of out-of-school children has been reduced by 33 million but there are still 69 million who do not attend schools. Has development been too slow? How can UNESCO help accelerate the progress, particularly in the Asia-Pacific region?**

UNESCO is working to address this situation through two types of action. First, the Director-General is making visible efforts to convince governments to put education at the top of their development agenda. Lack of resources is a major problem for many countries. In order to fill this financing gap, the Director-General is not only appealing to traditional donors, but also exploring ways of securing new funds – from new and emerging donors, and through innovative mechanisms such as debt swaps and multi-stakeholder partnerships.

Secondly, at the country level, UNESCO is supporting governments to manage their education systems in such a way as to promote quality and equity. As an example, we help develop policies to get disadvantaged and marginalized children into school. In many cases, countries can learn from the experiences of others, so we collect examples of good practices and share them with others.



Mr. Qian Tang © UNESCO / E. McOmish

V

# Photography competition captures snapshot of gender equality

Thirteen winning entries from a photo contest under the theme: "Promoting Gender Equality in Education - five years to go until 2015: What have we accomplished?" have been selected, and will be featured in the 2011 Gender in Education Calendar.

Almost 300 photos from 14 countries across the Asia-Pacific region were submitted to the contest organized by UNESCO Bangkok, along with the United Nations Girls' Education Initiative (UNGEI) East Asia and Pacific (EAP) and South Asia (SA).

The contest was organized to promote gender equality in education through images which aim to convey a better understanding of what gender equality actually means.

It is an annual activity and is seen as an effective way to promote gender equality in education among students, teachers, development professionals, government officials and anyone with an interest in applying their photography skills for promoting the cause of gender equality in education.

Photographers were asked to capture gender equality in action, and to show girls and boys, women and men, involved in various learning programmes and recreational and community activities.

The copies of the printed 2011 Gender in Education Calendar will be distributed throughout the Asia-Pacific region and beyond.



Contact: [gender.bgk@unesco.org](mailto:gender.bgk@unesco.org)



© Dechen Pelden, Bhutan



© Kosuke Ota, Bhutan



© Sakhorn Saengtongsamarnsin, Thailand

# Liquid assets not for sale

Auction of valuable underwater artefacts prompts protection plan

© UNESCO/L. M. Aksa

A UNESCO project to safeguard Indonesia's underwater heritage is being organised in response to an auction organised to sell ancient artefacts recovered from waters off North Java.

The Indonesian State Asset Management agency and the Indonesian Government's Auction Office planned to sell artefacts salvaged from a sunken ship off the coast of Cirebon in North Java, on May 5 this year.

However, due to the absence of bidders the auction was cancelled. The auction committee had required bidders to deposit 20 percent, or USD\$16 million, of the minimum estimated USD\$80 million value of artefacts due to be auctioned.

A government spokesman said 271,381 artefacts, dating back 1,000 years old, were due to be sold.

Indonesian law allows the sale of salvaged artefacts recovered from Indonesian waters, but despite the legality, the auction caused widespread public and media argument, both within and outside of Indonesia, over the possible dispersion of national artefacts to foreign countries.

UNESCO Director-General Irina Bokova reacted quickly to the furor and said: "It would be unfortunate to allow the heritage of such historical and archaeological value to be scattered, thereby depriving both scientists and the general public of access to an exceptional collection.

"Exploiting an archaeological site and dispersing its artefacts is an irreversible process. Yet the contents of the shipwreck found off the coast of the city of Cirebon

have much to tell us about cultural and commercial exchanges in the region at that time."

In a May 10 meeting between Indonesian Minister of Marine Affairs and Fisheries Fadel Muhammad and UNESCO's Jakarta Office Director Hubert Gijzen, Mr. Gijzen was informed that Indonesian President Susilo Bambang Yudhoyono preferred long-term preservation of underwater heritage over short-term economic gains through sales.

The minister added that President Yudhoyono wanted Indonesia to take a global lead in safeguarding underwater cultural heritage and controlling the illegal activities of underwater treasure hunters.

National workshops on the 2001 UNESCO Convention on the Protection of the Underwater Cultural Heritage were held in June and August in Jakarta.

Workshop delegates reached common consensus on the importance of protecting underwater cultural heritage; that barriers to protection measures must be identified; and action plans, including the appropriate amendment of the existing legal framework, be prioritized.

The UNESCO Office in Jakarta is currently formulating a programme to assist authorities in the long-term proactive management of underwater cultural heritage through: the physical rehabilitation of artefacts already recovered from the sea; capacity-building in a variety of underwater cultural heritage preservation practices, in particular at the planned National Maritime Museum in Belitung, Indonesia;

**It would be unfortunate to allow the heritage of such historical and archaeological value to be scattered...**

the consolidation of national legislative regulation for integrated underwater cultural heritage preservation by reinforcing coordination among various management institutions; the promotion of underwater cultural heritage education across Indonesia; and the promotion of regional partnerships to develop sustainable technical cooperation.

Since underwater archaeology is a relatively new discipline, it is not widely understood in many countries and is often the object of false representations, which particularly threatens developing countries.

The first priority is to make Indonesians aware that underwater cultural heritage is a vitally important part of the universal cultural heritage of humanity and should not be treated as a source of commercial gain and that it should be given the same protection as land-based cultural heritage.

It is also pivotal to liberate underwater cultural heritage from the age-old tradition of "first-come, first-served" commercial sources of "supply" for coastal communities, divers and salvage companies who believe they have a right to sell underwater cultural artefacts.

It is also important to raise awareness about the need to protect underwater cultural heritage from the destructive effects of time and the elements, and change the view that underwater cultural heritage is a source of "treasure".

Uncontrolled diving, dredging and

the use of powerful construction equipment, all motivated by financial gain, or uncontrolled local development, threaten cultural heritage preservation, both on land and under water.

Despite the need for effective preservation methods and a sustainable development mechanism, Indonesia suffers from a lack of financial and human resources to adequately manage protection measures at both local and national levels.

In order to prevent further loss and damage



# Training targets results-based management

## Greater skills needed to administer education reform

A lack of trained personnel equipped to handle strategic planning and education management is causing weak implementation of strategic documents in Kazakhstan, participants heard at a workshop in Almaty.

Technical vocational education reforms are one of the priorities of Kazakhstan's education sector and to respond to Ministry of Education and local education department demands, UNESCO Almaty, in cooperation with the National In-service Teacher Training Institute, organized a three-day national workshop in July to develop results-based planning and budgeting in technical vocational education (TVE).

As the country's educational system is set to undergo intensive reforms that will cover all learning levels, there is a pressing need to enhance the skills of local level educationalists in results-based use of resources.

With the current strategic documents in use, limitations exist in the formulation of goals and expected results – and some strategic documents do not correlate in terms of technical-vocational goals and tasks.

These difficult issues require appropriate responses from the professional community and, in particular; to be able to report properly; to learn from past experiences; to identify good practices; and understand what areas need improvement.

The results-based management and planning (RBM) system aims to resolve these issues by setting out clear expected results for programme activities, by establishing performance indicators to monitor and assess progress towards achieving the expected results and by enhancing accountability of the organization as a whole, and of persons in charge.

As competition in the labour market grows; the corresponding demand for qualified manpower increases. About 45,000 students graduate from technical-vocational schools in Kazakhstan every year, but labour market needs have been satisfied by only 30-40 per cent.

The technical-vocational system should become adaptive and train specialists that meet industry demands, workshop participants were told.

"Local education specialists need updated information and knowledge," said Ms. Almagul Jampeisova an expert in Technical-Vocational Chair at the National In-service

Teacher Training Institute.

"Similar interactive workshops with practical sessions are very useful for specialists who are involved in monitoring and reporting for the central bodies, and should be organized on a systematic basis," she added.

The participants were introduced to strategic principles of results-based planning and budgeting and became familiar with related models and tools.

They were also equipped with the knowledge that RBM is a broad management strategy aimed at changing the way institutions operate, by improving performance, programmatic focus and delivery.

The participants noted that local education departments need more freedom in the formulation of goals and indicators.

"I came to the conclusion that it is a successful cooperation between local education departments and local in-service teacher training institutes", said Ms. Yevgeniya Umerkulova, head of the Resource Centre at the National In-service Teacher Training Institute.

"Such workshops are a platform for finding fruitful solutions at local level," she added.

The outcome of the workshop's policy recommendations on TVET planning and management have been developed for further endorsement by Ministry of Education officials for possible integration into national strategic documents.

Contact: [a.khalafova@unesco.org](mailto:a.khalafova@unesco.org),  
[i.melnikova@unesco.org](mailto:i.melnikova@unesco.org)

to Indonesia's remaining underwater cultural heritage, it is imperative that the Indonesian government adopts an effective management system that will reinforce coordination among relevant institutions.

The UNESCO project currently underway is viewed as an important initiative to stimulate cooperation among local communities, groups, and authorities.

It will be expanded to include regional international cooperation, which is vital to the effective protection and management of cultural heritage in Indonesian waters. This cooperation is of fundamental importance for the exchange and dissemination of basic skills and best practices.

While encouraging the Government of Indonesia to join the 2001 UNESCO Convention on the Protection of the Underwater Cultural Heritage in order to ensure effective protection of underwater cultural heritage and its preservation for future generations, we hope that our collective actions will contribute to promote sustainable tourism and to empower local communities with regard to the management and conservation of underwater cultural heritage.

Contact: [m.nagaoka@unesco.org](mailto:m.nagaoka@unesco.org)

© Indonesian Directorate of Underwater Archaeology, 2008



# Conflict sensitive journalism in post-conflict Nepal

Nepal today is viewed as a country that has experienced multi-level conflicts.

Although the conflict in Nepal was fundamentally political, it was based on, and mobilized, a series of socio-economic grievances. The peace process itself is founded on public support for peace and a fairer and more equal social order. The dramatic changes seen in Nepal reflect the growing aspirations of its people for a democratic political order with more equitable social and economic development.

At the same time, the issues of civilian crisis prevention, conflict resolution and post-conflict peace building have become increasingly important themes over recent years.

Media outlets in Nepal had a huge influence during the conflict period. Their contribution to how conflicts are perceived, how dynamics are shaped, and the chances for a constructive turn of conflict are essential.

Journalists deal with conflict all the time. They cover violent conflicts, such as wars. They write about daily disagreements, such as government debates and social movements. They also cover one-sided conflicts, such as robberies or assaults.

Whether they admit it or not, journalists prefer reporting on conflicts.

A demonstration that becomes violent

gets more media attention than a peaceful protest and some journalists have a tendency to write in a sensational style that makes a conflict seem worse than it actually was.

In recent years, many journalists started new approaches. They no longer see their job as simply reporting the events. These journalists also look at what created the conflict. They realize that there are usually more than two sides in any conflict, and they seek opinion about how conflict situations can be resolved.

Describing the root causes of conflict from varied perspectives, reflecting on conflict experience, analyzing the conduct of differing parties in conflict and peace, and presenting them in an impartial manner to the wider public can play a very important role in understanding the condition of structural injustice.

Conflict sensitive journalism is the practice of writing news stories about conflict in a way that does not make the discord worse. It presents a wide range of opinions, avoids inflammatory language, and explores ways how the confrontation can be resolved.

Conflict sensitive media rooted in the principles of human rights and social justice

can increase the possibility of non-violent communication, build confidence between the opposing parties and provide common ground for conflict resolution. Responsible journalists can play the role of watchdogs by taking a critical look at the various sides of the conflict and generate public opinion and action to liberate citizens from the blind obedience to the dictate of fear.

Given the present context, it is understandable why attention has recently focused on the media and its part in the political conflict in Nepal. Most articles in the press examining the complex interactions between the media and the conflict have too easily come to the conclusion that the media in Nepal is unproblematic and objective in its reporting.

However, debate on the underpinnings of media freedom in Nepal, coupled with an examination of its biases, political centrism and market driven agendas has been sparse. The role of the media as an essential and pivotal institution of democratic governance, and an examination on how it can best help support and critically analyze the emergence of a post-conflict situation is of pivotal importance to the evolving context in the country.

The media is a double-edged sword. It can be a frightful weapon of violence when it propagates messages of intolerance or disinformation that manipulate public sentiment. Radio Mille Collines in Rwanda is one of the most appalling contemporary examples of this. Using a combination of popular entertainment and proselytizing by announcers, the government-supported broadcast demonized one group of people and built anger and fear among another group and therefore played a significant role during the April-July 1994 Genocide.

**Conflict sensitive journalism is the practice of writing news stories about conflict in a way that does not make the discord worse**

Contact: [y.bastola@unesco.org](mailto:y.bastola@unesco.org)

Media in Nepal disseminates a large quantity of popular prejudice about armed and political groups. However, there is another aspect to the media. It can be an instrument of conflict resolution when the information it presents is reliable, respects human rights, and represents diverse views. Only if media upholds accountability and exposes malfeasance, if it supports people to make well-informed choices, it can contribute to harness democratic governance, reduce conflict and fosters human security.

If media supports undemocratic politicians and inspires, provokes and underwrites national fears and prejudices, and where journalists do not benefit from a tradition of independence, but satisfy the demands of leaders for support for the "national interest", the media soon becomes a vehicle for propaganda. In this quest, propaganda becomes truth, and the search itself becomes rooted in vested interests that often cover and twist reality

Conflict sensitive journalism is acutely aware of these problems.

While it is true that journalism must be fair and accurate in reporting the facts, it must also be remembered that in a society riddled with conflict, journalism must engage with the search for alternatives to armed conflict and be guided by a firm and committed desire for peace and democratic governance.

War and conflict have been so intrinsically linked to journalism that even definitions of news often begin with the term "conflict".

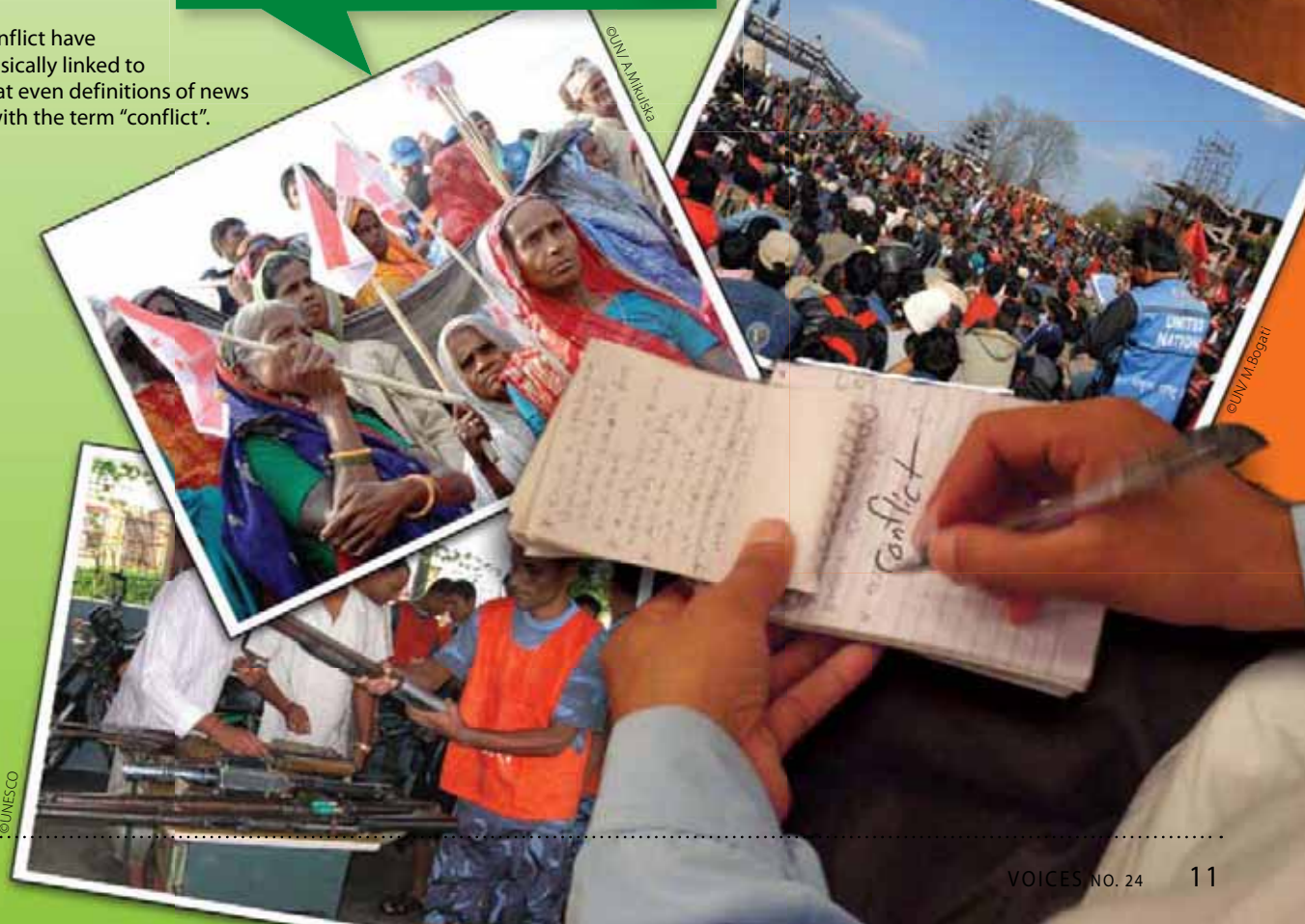
However, journalists don't just observe conflict passively; they can have an important influence over the way conflicts begin and end. Therefore, it is important that journalists spend more time understanding the peace process and the role of the media if they are to fulfill an ethical responsibility to do no harm.

Reporters and editors should think of themselves as being inside society, affecting through their coverage the way other people think and behave, rather than being wholly detached observers from outside.



**“journalists don't just observe conflict passively; they can have an important influence over the way conflicts begin and end.”**

**UNESCO is the only United Nations agency with a mandate to defend freedom of expression and press freedom. Article 1 of its Constitution requires the organization to “further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.” To realize this the organization is requested to “collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image...”**



©UNESCO

©UN/AMRUska

©UNESCO/AMRUska

©UN/MBogati



# UNESCO partnership flies high

Alliance takes Asia-Pacific cooperation to new level

## “A bird cannot fly with one wing.”

So said LEE Seunghwan, Director of the Asia-Pacific Centre of Education for International Understanding (APCEIU), during an interview with *Voices*. In the interview, LEE Seunghwan talked about supporting the wind beneath UNESCO’s wings.

### What is APCEIU?

APCEIU was established to promote Education for International Understanding (EIU) in the Asia-Pacific region in 2000 under an agreement between UNESCO and the Republic of Korea Government. The Asia-Pacific is an extremely diverse region. With globalization, communication within the region has been rapidly increasing. However we do not know much about our neighbouring countries, their histories and cultures. Teaching about our neighbours in school is very limited. The Asia-Pacific is a dynamic and rapidly developing region. It is our collective responsibility to make such development sustainable; where people appreciate cultural diversity and respect nature and others. Education is not a panacea but it is one of the most important solutions.

### What is your view of Education for International Understanding (EIU)?

As the global community becomes more interconnected and interdependent than ever, we find ourselves entangled in a web of global competition that sprawls beyond traditional borders. Competitiveness seems to have become a ground rule of the era. However, as the saying goes: “a bird cannot fly with one wing”, and competition without cooperation leads to a blind alley. It is in respect to the latter that EIU states its *raison d’être*, namely “learning to live together”. On one hand, we need to respect “diversity” in building a culture of peace. The diversity of different identities, cultures and natures is an invaluable heritage to be preserved for generations. On the other hand, we need to abide by “universal values” such as human rights and environmental ethics. These are the two wheels that are vital to successful and productive international understanding. This is the essence of EIU.

### What are the centre’s achievements and success stories?

To promote EIU, teachers take on the most important role. Since its founding in

2000, APCEIU has made the training of educators its highest priority. APCEIU has provided training workshops for more than 1,000 educators during the past 10 years and has gained high prestige throughout the Asia-Pacific region regarding its continuous promotion and implementation of educational activities under its mandate to promote a culture of peace.

Publication of teaching and learning materials for EIU is another important mission for APCEIU. *SangSaeng* [means living together helping each other] is APCEIU’s flagship publication, which is published every four months. It aims to serve as a forum for dialogue and the exchange of ideas on key issues, methods, and experiences in EIU among educators, teachers, students, and civil society activists in the region.

### How does the centre collaborate with UNESCO in the region to achieve its goals?

Formal and informal cooperative relationships with National Commissions for UNESCO and regional UNESCO Field Offices are the top priority for APCEIU’s partnership strategy. In order to ensure its programmes’ qualities and effects in the region, APCEIU has been organizing regional and sub-regional training activities as well as consultation meetings in collaboration with Field Offices and National Commissions in the region. APCEIU has also partnered with UNESCO’s educational networks in the Asia-Pacific, holding joint workshops and publishing educational projects to further incorporate EIU into other UNESCO programmes such as Education for All (EFA), Education for Sustainable Development (ESD), Education for Peace and Intercultural Education.

### What is your vision of the way forward for APCEIU?

In view of globalization, education has been regarded as more and more important. No one can deny that increased and improved education is required for a person to be successful in an increasingly competitive society. Here, the aim of education seems to have been degenerated into a means for merely cultivating more competitive human resources. Another important problem is that education has become too much commercialized. The high-rocketed expense of education is continuously increasing. It is extremely costly to be able to have a high quality education. At times, education can turn into a ruthless mechanism that regenerates the existing divide between the “haves” and the “have-nots”.

I think now is the time for us to revisit and reaffirm the aim of education, and to overcome the educational problems and challenges we face today. APCEIU is willing

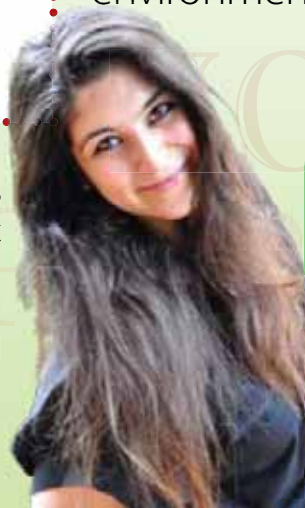
to devote its entire efforts in universalizing the right to education – one of the most important missions of UNESCO.

# Climate of change

## Young people take positive steps to save the environment



© N. Wai



© UNESCO / K. Chayapong

Aarti Sachdev, 19, Thailand

Norman Wai, 29, Papua New Guinea

Climate change is a new issue of concern in Papua New Guinea. There has never been any formal awareness to the rest of the population. However, the effects of climate change is experienced everywhere in the country. We are experiencing continual rainfall in parts of the country, while others experience drought or a dry season. It has further instigated diseases which are threatening people's lives.

Here in Mount Hagen, in Western Highlands Province, our organization: the Foundation for Young People, has tried to address the issue in our own settings. We have organized and implemented the following activities: radio programmes to disseminate climate change information using local radio; awareness programmes in schools; and growing foods and crops that are more resistant to drought and climate change, such as cassava, taro, yam, local kaukau (potatoes) and local bananas. We volunteer to implement most of these programmes as sourcing funds is difficult, although we wish we could easily access funds to increase our activities to address the various issues.

VOX POP

I am highly concerned. India is by nature a fairly sustainable country believing in re-using products before throwing them away and using paper and cloth bags instead of plastic carry bags. But that trend is fast changing. With the increasing penetration of the Western influence, India is quickly picking up bad habits from the West, such as heavy consumer attitudes of "use" and "throw" and excessive use of carry bags, when there are no recycling facilities available. I and many youngsters from my university do try and discourage the use of plastic bags, littering, spreading the word of the merits of re-using items, etc., to our peers and especially to shop owners and little shops on the platform, to help them understand that paper bags are far more economical and eco-friendly than plastic bags.



© UNESCO / K. Chayapong

Gargi Iyer, 24, India

It is inevitable that climate change will affect our low-lying islands in the Pacific Ocean. Unfortunately, two countries in the Pacific region, namely Kiribati and Tuvalu, are currently experiencing this effect with rising sea levels and these two countries have been identified as two of the most vulnerable countries to be affected by climate change. Personally, as a Kiribatian by birth, it pains me to witness the impact of rising sea levels on my homeland. People are constantly adjusting and moving their homes, crops and livestock further away from the coast to escape the sea. The future of the people of Kiribati looks bleak as land becomes slowly covered by sea and wells that once held fresh drinking water have become salinated and unfit to consume.

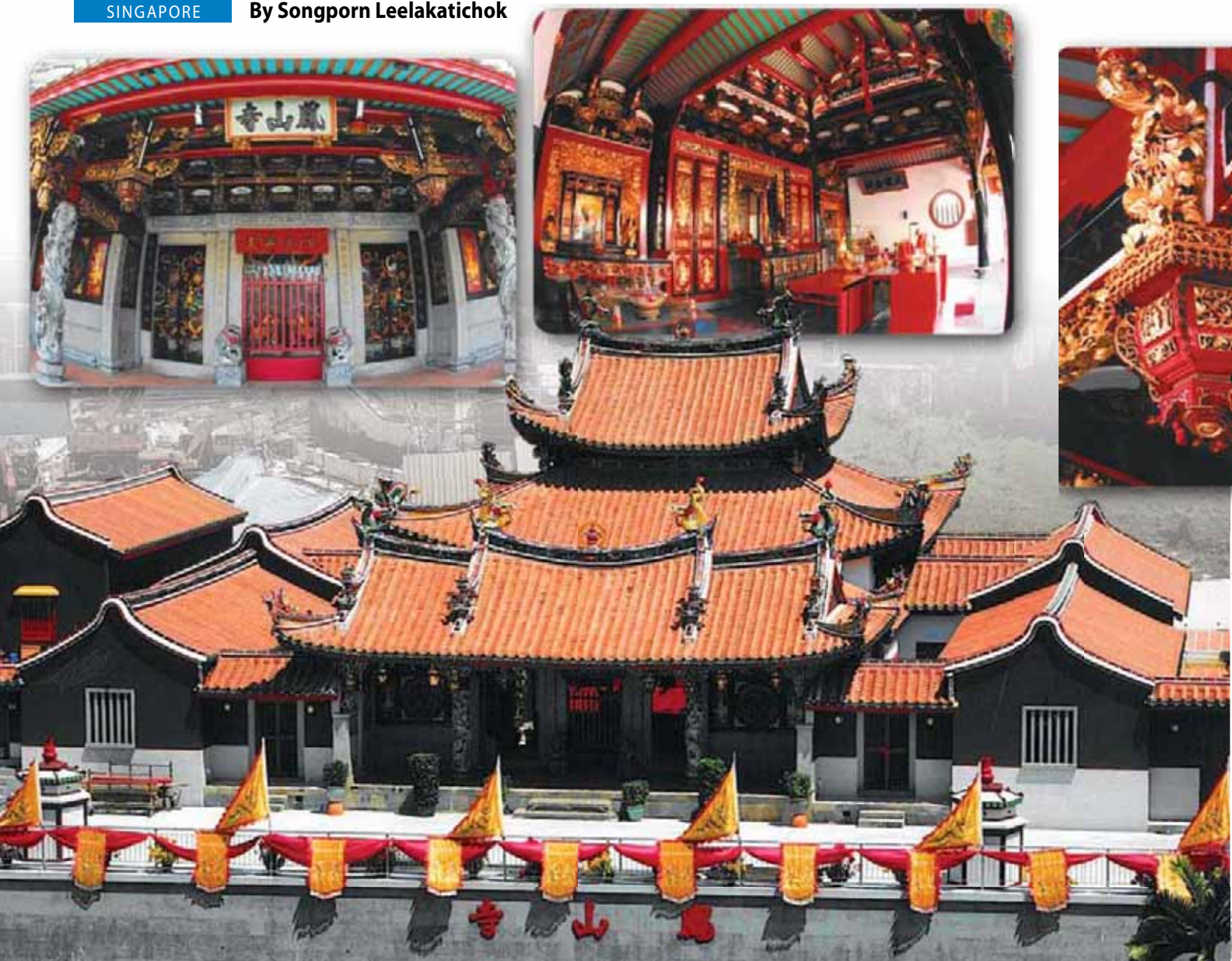
Since becoming a climate change officer, I have been heavily involved in promoting this issue to the wider communities of the Cook Islands to the extent of composing a song with a rhythm that children can easily relate to. I strongly believe that we need to raise our voices louder using the different means of media available in our countries such as television, radio, newspapers and even accessing online social networking sites such as Facebook, Bebo, and Twitter to promote awareness about climate change. We must continue to raise awareness of climate change so that our people are aware of what climate change is, but moreover for people to come to understand what they can do in their own little ways to help reverse and cope with the impacts of climate change on our world.

VOX POP



© T. Nubono

Timwater Timea Nubono, 22, from Kiribati (now residing in the Cook Islands)



© Singapore Lam Ann Association

## Accolade for Singapore landmark

Pressure to pass prompts revision of evaluation systems

**T**he Hong San See Temple in Singapore has been honoured with the Award of Excellence in the 2010 UNESCO Asia-Pacific Heritage Awards for Cultural Heritage Conservation.

A total of 33 entries, from 14 regional countries were submitted for consideration. Entries were submitted from museums, hotels, cultural institutions, educational institutions, religious and industrial sites, public institutions, residential buildings, urban districts and islands.

The Hong San See Temple is an important icon of Minnan temple architecture of the late Qing dynasty and is a living heritage landmark for Lam Ann settlers and the Singapore community as a whole.

The conservation methodology applied to

the temple has ensured that the authentic structure and fabric of the building have been well-preserved. The community-based approach to restoration at the temple stands to have a major impact in shifting the paradigm of conservation policy and practice in both Singapore and the region.

The two Awards of Distinction went to the Red Brick Warehouses in Yokohama, Japan and Gulabpur Khanqah in Skardu, Pakistan.

The three Awards of Merit include the Fu'long Taoist Temple in Sichuan, China; the Chowmahalla Palace in Hyderabad, India; and the Old Houses in the World Heritage Fort of Galle, Sri Lanka.

Three Honourable Mentions were announced. They are the Ballarat Mechanics' Institute in Ballarat, Australia;

North Xinjiao Street in Zhejiang, China; and the Chhatrapati Shivaji Maharaj Vastu Sangrahalaya (Prince of Wales Museum) in Mumbai, India.

The UNESCO Asia-Pacific Heritage Awards for Cultural Heritage Conservation recognize the efforts of private individuals and organizations that have successfully restored and conserved structures and buildings of heritage value across the region.

Eligible projects must be more than 50 years old and the restoration must have been completed within the past 10 years.

Buildings must have also been in viable use for at least one year from the date of the awards announcement.

Contact: [culture.bgk@unesco.org](mailto:culture.bgk@unesco.org)

© UNESCO / S. Anusinha



# Timor Leste plugs into the right connections

First ICT network to boost knowledge sharing across Asia

Thanks to a UNESCO project, the only state university in Timor Leste is now connected to a regional ICT network.

After a year of preparation, system installation, and training, with the support of UNESCO and the School on Internet (SOI) Asia, the National University of Timor Leste (UNTL) was linked up to the Regional Information and Communication Technology Network and the National Research and Education Network in July this year.

Timor Leste, the youngest and one of the least developed countries in the Asia-Pacific region, urgently needs to improve the capacity of its local human resources.

The project team responded to this need by coordinating ICT networks in Asia to share knowledge and expertise with UNTL in developing and disseminating e-learning materials and tools, and in using existing educational and teaching materials for human resource development.

UNTL, which was known as UNTIM (Universitas Timor-Timur) between 1986

and 1998, is the only state university in Timor Leste. Located in the centre of the capital city of Dili, the university opened in November 2000, shortly after the country gained independence. It currently has a total of 15,000 registered students.

The survey undertaken by UNESCO and SOI Asia showed that UNTL possesses great human resources potential but lacks adequate facilities to build on this ability.

The aim of the project is to improve the capacity building of UNTL students and lecturers by taking advantage of the opportunity to use the SOI Asia distance learning platform to share knowledge with all Asian universities and education institutions.

UNTL can now share knowledge with other Asian universities and education institutions by taking advantage of the distance learning platform of the SOI Asia Project and CONNECT-Asia (Collaboration for Network-enabled Education, Culture, Technology and science) partners.

SOI Asia Project utilizes satellite-based internet and digital technology for the development of higher education in Asian countries.

The project has 27 universities and research institute partners in 13 countries across Asia and has deployed satellite earth stations at each partner site to share the distribution of live, as well as archived lectures.

Professor Keiko Okawa of Keio University, SOI Asia representative, said she was pleased to welcome UNTL as a new partner. The project is expected to provide more learning opportunities for UNTL students, faculty members, as well as the community close to the university. In addition, she said that it will not only provide a collaboration channel with other SOI Asia partners, but also start global collaborations with interested parties.

UNESCO is now planning to conduct a series of e-learning courses to accommodate the needs of staff and students at the Faculty of Engineering, UNTL.

The project has been funded by UNESCO and the Government of Japan through the Japanese Funds-in-Trust.



©UNESCO/H. Rubio



©UNESCO/H. Rubio



©UNESCO/H. Rubio

For further information, please visit: [www.connect-asia.org/untl](http://www.connect-asia.org/untl) or contact: [m.nakata@unesco.org](mailto:m.nakata@unesco.org)



# Healthy Sexuality Awareness

A year-long exhibition *Healthy Sexuality: the Story of Love* was recently launched in Thailand as a joint venture by UNESCO Bangkok, the National Science Museum of Thailand and the Thai Health Promotion Foundation.

The first of its kind in Asia, the Exhibition promotes sexuality education using interactive, multimedia presentations.

There is evidence that few young people receive adequate preparation for their sexual lives. Statistics from UNAIDS in 2008 revealed that only 40% of young people aged 15-24 have accurate knowledge about HIV and its modes

**It is my hope that this exhibit will break the silence surrounding sexuality in our culture,**

UNESCO Bangkok Director Gwang Jo-Kim said at the opening ceremony.

of transmission. Other consequences of poor knowledge and skills can include early pregnancy and gender-based violence.

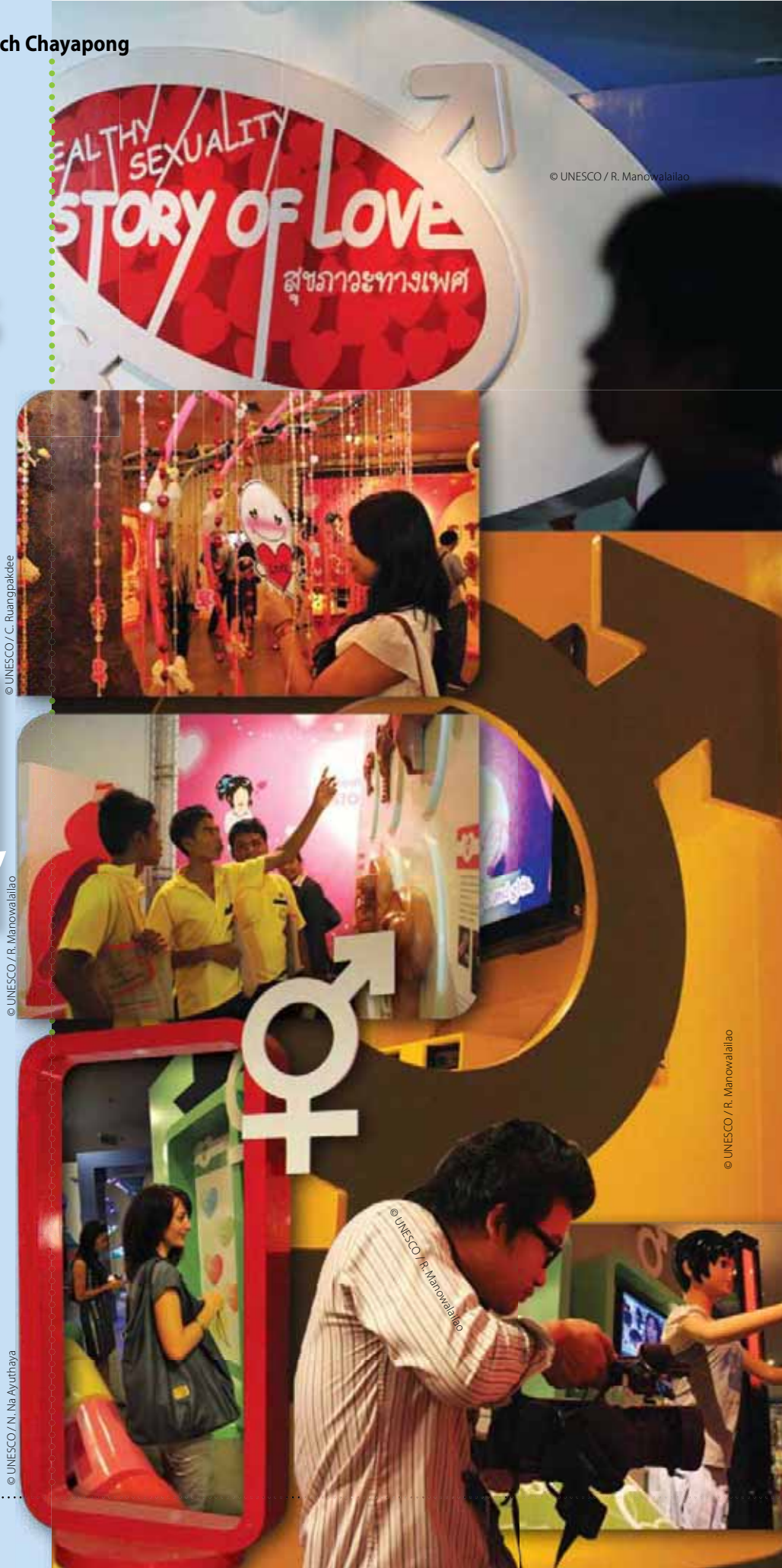
The exhibition is divided into six parts: an introduction; love and romance, showing a variety of love and its link to science; relationships and communication; sex, birth and contraception; sexually transmissible infections; and the personal choice to healthy sexuality.

"It is estimated that there will be over 600,000 exhibition visitors and road shows in other provinces will draw at least 300,000 people, who will have a better knowledge and understanding of healthy sexuality," said Dr. Pichai Sonchaeng, President of the National Science Museum.

The exhibition will be showcased at the National Science Museum in Pathumthani until June 2010 and will be taken on a road show nationwide afterwards.

UNESCO Bangkok and the National Science Museum of Thailand, with the support of the Thai Health Promotion and UNAIDS, in collaboration with UNIFEM, the Women's Health Advocacy Foundation and other interested parties, developed the exhibition.

Contact: [healthysexuality@unesco.org](mailto:healthysexuality@unesco.org)



© UNESCO / R. Manowalailao

© UNESCO / C. Ruangpakdee

© UNESCO / R. Manowalailao

© UNESCO / N. Na Ayuthaya

© UNESCO / R. Manowalailao



# Don't suffer through ignorance

UNESCO's HIV and AIDS Focal Point and Chief of the HIV and AIDS section in Paris, Chris Castle talks about young people and HIV prevention in the context of sexuality education.

## Sexuality education: Not just a biological lesson

From evidence and 25 years of experience of the HIV epidemic, it is apparent that when young people have educational opportunities to learn about HIV, we need to make sure that we don't just allow it to become a biology lesson. We need to make sure that young people also have an opportunity to understand issues related to sex and relationships, for example, because HIV is firstly an STI (Sexually Transmitted Infection). The epidemic varies by country, but generally 90 per cent of HIV infections are sexually transmitted.

And so, if we don't talk about sex and relationships, then we're probably not going to have the kind of impact that we would like to have on HIV prevention.

## Five years-old: Never be too early

Obviously, the kind of topics and learning objectives that you would have for five-to-eight-year-olds will be very different than the topics of learning objectives for 15-to-18-year-olds. For the topics and learning objectives there are four age ranges: five to eight; eight to 12; 12 to 15; and 15 to 18-plus. And there are a number of reasons why starting early is recommended based on the evidence.

One is that in many countries, it's unfortunate that many young people still only have access to primary school. And so if we don't reach them in primary school, and they don't go to secondary or tertiary education, we will have missed the opportunity to reach this age group.

In addition, the learning objectives take a "building block" approach. So again, from five-to-eight-year-olds, the learning objectives address issues such as "what is friendship" and "what is trust", issues that are the foundation for topics with older ages. For older children, we can bring in more sophisticated and complicated topics related

to sexuality.

## Before 'they' become sexually active

The other principle that underpins the topics and learning objectives is that evidence shows us the importance of reaching people before they start engaging in various behaviours. For example, one of the issues included is pregnancy prevention, which ideally should be taught to children at an age before they become sexually active.

Delaying the age of sexual debut, the age at which people start to have sex, is one way of reducing the risk of not only HIV, but also other STIs and unintended pregnancy. But if awareness is delayed, then we miss out on the opportunity to make them aware. Unfortunately, we also know that children and young people are sometimes the victims of sexual abuse. Even at an early age, this is included in the topics and learning objectives that explain what to do if an adult touches a child inappropriately, and where the child can go for help.

The ultimate objective is to strengthen HIV prevention, because HIV is a very serious infection, and treatment is very expensive and lifelong. For every two people in low-and-middle-income countries who gain access to antiretroviral treatment, five more people become infected. In order to get ahead of the HIV epidemic, there is a need to become more effective in prevention as many people are still getting infected and will eventually need treatment.

## Parents vs Teachers: Who has the responsibility for sex education?

Parents have an essential role, but are often shy or embarrassed to raise these issues with their children. Evidence also shows that many parents feel that the schools should provide sex education and are surprised when they discover that this is not the case.

Some parents feel that this is a very

sensitive topic and they want the schools to be involved. There is a need to highlight the importance of involving families, communities, religious and community leaders, so that there is a common understanding of what sexuality education is all about. Experience shows us that the community and parents are more likely to feel relaxed and comfortable when they have had a chance to understand why this topic is so important, and exactly what it will cover.

Sometimes teachers don't have the confidence, or the training to be comfortable with the topic, and may be worried that they don't have the support of their respective ministry of education, or the headmaster. They imagine there may be resistance from parents which is why part of the introduction of sexuality education is about making sure that the parents are aware; that they feel comfortable; and don't feel threatened that their children will find this topic difficult. What is known is that when parents are presented with information, such as levels of unintended pregnancy and STIs, including HIV, they realize that this is something that needs to be discussed, both within and outside of the school environment. Teachers are very often looked upon with respect by both parents and communities as they are a trusted source of information.

Obviously teachers need training, support materials, curriculum and guidance. If I'm a teacher and I'm teaching lower secondary age children and I can understand that I want to do this, but I don't want to do something too early, or too late, then the guidance gives some ideas. It's about helping schools, families, communities and especially ministries of education make progress, and ultimately to strengthen our HIV prevention efforts.

Read the full interview with Chris Castle and details about UNESCO's publication International Technical Guidance on Sexuality Education at: [www.unescobkk.org](http://www.unescobkk.org)

# The art of progress

## Arts education paves the way for spiritual and social development

A complete economy and the forming of civil society is impossible without spiritual development, so the matter of the harmonious development of people is one of the most important aspects of the strategy of nation-building in independent Uzbekistan.

It was no coincidence that Uzbekistan declared 2010 as the Year of Harmoniously Developed Generation. This is consistent with the ideas of UNESCO that arts education is one of the prerequisites for sustainable and harmonious social development.

The coincidence of policies of Uzbekistan and UNESCO shows the relevance of the topic and gives grounds for optimism about UNESCO's road map of arts education objectives in Uzbekistan.

Over the past two decades, a great deal of work has been done in Uzbekistan in the field of arts education.

In particular, achievements in the field of music and fine arts should be highlighted. There is a wide network of musical educational institutions in Uzbekistan, which is fully supported by the State.

Our young musicians are winners of prestigious

international competitions. The country carried out great work in the field of traditional music and also its European forms. The same principle applies in other areas of arts education.

The establishment in 1997 of the Uzbekistan Academy of Arts has been an important development in arts education in the field of fine and applied arts.

Along with the exhibition activities and the promotion of art, the system of arts education plays an important role in the Academy of Fine Arts. As part of the project to create the Academy of Fine Arts, lyceums

and colleges of fine and applied arts were organized across the country.

At the same time, the National Institute of Arts and Design, named after Kamoliddin Behzod, a famous Uzbek artist – miniaturist who lived in the 16th century, was established.

The results revealed fairly quickly that students and graduates of these educational institutions have become laureates of international competitions, biennales and declared themselves as a generation of creative leaders.

Today, Uzbekistan is open to the world. Unlike the Soviet period, there are no

**Health, happiness and love are what matters most. Arts education, of course, contributes to shape these feelings in a person**

forbidden subjects in national art. The removal of censorship of the Soviet era and the possibility of perceiving world traditions in this field changed the face of our art.

At the same time it poses new challenges to arts education, the latter should take into account the change of paradigms and trends in national art.

The UNESCO project: "Art education in the Commonwealth of Independent States (CIS): Building creative capacities in the 21<sup>st</sup> Century" in Uzbekistan is already yielding its first results, as was demonstrated at a meeting of experts in Minsk, Belarus, in February this year.

An important impetus for the development of ideas in this area became the UNESCO World Conference on Arts Education, held in May 2010 in Seoul, in which representatives of CIS countries also took an active part.

For the local community, it is important to understand that the implementation of this particular project most concerns the countries themselves, UNESCO only calls attention to the universal importance of the problem.

Each country of the CIS, despite the nearly 70

© A. Khakimov

A doctor of arts; a professor; and academician of the Academy of Arts of the Republic of Uzbekistan, Akbar Khakimov is Chief of Department for Fine and Applied Arts of the Scientific research Institute of Fine Arts of the Academy of Science of Uzbekistan.

He is also Chairman of the non-governmental Fund for Culture and Art support "Baysun"; and is a member of the Uzbekistan National Association of International Art Critics Section; and curator of the Baysun scientific expedition.

years of shared history, nevertheless has its own historical and national characteristics in arts education.

Taking into account the originality in the synchronization of UNESCO and the CIS countries strategies is an important condition for the successful implementation of objectives for improving the system of arts education in the post-Soviet space, or former Soviet Union.

It is important to consider this fact with regard to Central Asian countries. Therefore, at this stage holding an international conference on "Art education in the countries of Central Asia and international experience" under the auspices of UNESCO seems to be of current importance.

UNESCO is a very influential organization in Uzbekistan, and in the CIS in general. The organization's projects enjoy great respect. Both governments and local authorities consider the ideas and practical assistance of UNESCO in the process of improving the system of art education in CIS countries.

Therefore, it is very important to go beyond occasional, one-time investment of ideas and to ensure this programme is maintained for the long-term until UNESCO innovations and ideas will be able to take root in the national soil. It will take some time, probably about four to five years.

The ancients say: "Truth comes out of the mouths of babes". So I want to quote the words of my grandson: "Health, happiness and love are what matters most". Arts education, of course, contributes to shape these feelings in a person.



Compiled by **Muhayyo Makhmudova**

*The opinions and views expressed in the Guest Column are purely those of the writer and in no way reflect the opinions or views of UNESCO. We accept no responsibility legal, or otherwise for the accuracy, or truth of comments made in the Guest Column.*

## CALENDAR OF EVENTS CALENDAR OF EVENTS CALENDAR OF EVENTS

### International Conference for the Safeguarding of Afghanistan's Cultural Heritage

KABUL, AFGHANISTAN

**18 - 20 October 2010**

Contact: [b.cassar@unesco.org](mailto:b.cassar@unesco.org)

### UNESCO APEID International Conference on Education

BANGKOK, THAILAND

**21 - 23 October 2010**

Contact: [lc.tan@unesco.org](mailto:lc.tan@unesco.org)

### Sub-Regional UNESCO workshop on the Second Cycle of Periodic Reporting on the Implementation of World Heritage Convention for Southeast Asia

JAKARTA, INDONESIA

**30 November - 2 December 2010**

Contact: [m.nagaoka@unesco.org](mailto:m.nagaoka@unesco.org)

### Educational Management and Administration Training Workshop

THALAT, VIENTIANE PROVINCE, LAO PDR

**9 - 11 November 2010**

Contact: [m.lee@unesco.org](mailto:m.lee@unesco.org)

### Sub-regional Workshop on Promoting Global Citizenship Education for a Culture of Peace and Sustainable Future

PENANG, MALAYSIA

**22 - 25 November 2010**

Contact: [s.pettorino@unesco.org](mailto:s.pettorino@unesco.org)

### International Conference on Ethics and Professionalism (ICEP 2010): Sustainable Science, Technology and Society

EQUATORIAL HOTEL, BANGI-PUTRAJAYA, MALAYSIA

**1 - 2 December 2010**

Contact: [rushsap.bgk@unesco.org](mailto:rushsap.bgk@unesco.org)

### Regional Seminar on Education Finance and Decentralization in Asia

GRAND MILLENNIUM HOTEL, BANGKOK, THAILAND

**3 - 5 November 2010**

Contact: [l.huong@unesco.org](mailto:l.huong@unesco.org); [m.tauson@unesco.org](mailto:m.tauson@unesco.org)

### International Conference on Language, Education and the Millennium Goals (MDGs)

TWIN TOWERS HOTEL, BANGKOK, THAILAND

**9 - 11 November 2010**

Contact: [k.bang@unesco.org](mailto:k.bang@unesco.org)

### Regional Seminar on Teacher Policies in Asia-Pacific

BANGKOK, THAILAND

**17 - 19 November 2010**

Contact: [s.pettorino@unesco.org](mailto:s.pettorino@unesco.org)

### 11th Regional Meeting of National EFA Coordinators

BANGKOK, THAILAND

**18 - 20 November 2010**

Contact: [l.lugo-helin@unesco.org](mailto:l.lugo-helin@unesco.org)

### Regional Workshop on Reorienting Teacher Education towards EFA and ESD

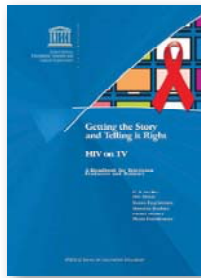
BANGKOK, THAILAND

**29 November - 2 December**

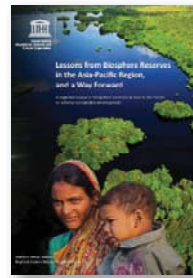
Contact: [lc.tan@unesco.org](mailto:lc.tan@unesco.org)



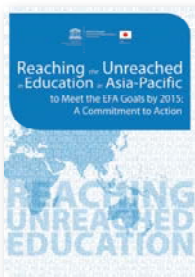
**Underwater Cultural Heritage in Oceania**  
 This publication is an outcome of the Pacific meeting on the Underwater Cultural Heritage held in Honiara, the Solomon Islands, in December 2009. The book illustrates a wealth of submerged traces of human existence from the stone age to the atomic age in the Pacific spanning three continents.



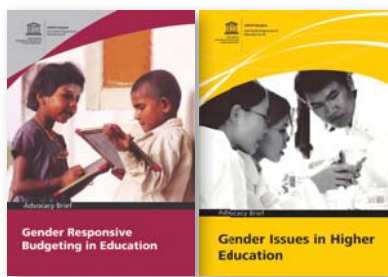
**Getting the Story and Telling it Right, HIV on TV: A Handbook for Television Trainers and Producers**  
 The handbook is a reference and toolkit designed in three parts to support information and training needs of television producers and trainers. It draws examples from diverse productions including those of UNESCO's Network of Young Television Producers on HIV and AIDS.



**Lessons from Biosphere Reserves in the Asia-Pacific Region, and a Way Forward**  
 Since 35 years, the MAB Programme has accumulated significant experience in the Asia-Pacific region, providing a good opportunity for an assessment of common problems and solutions. This review aims to identify common knowledge factors in the region, with a specific aim to galvanize and focus on the acquired expertise across the region and paving ways for the MAB program moving forward.



**Reaching the Unreached in Education in Asia-Pacific to Meet the EFA Goals by 2015: A Commitment to Action**  
 This publication is a compilation of policy recommendations and strategies for the Asia-Pacific region and its sub-regions for reaching the unreached in education to meet the EFA goals by 2015. Developed by country representatives, it builds on the EFA Mid-Decade Assessment and Mid-Term Policy Reviews, converting the recommendations into plans and concrete activities.



**Advocacy/Policy Briefs series on Gender in Education**  
 The ground-breaking Advocacy/Policy Briefs series on Gender in Education, published by UNESCO Bangkok, has now seen two new emerging studies, on Gender Issues in Higher Education and on Gender Responsive Budgeting in Education. The brief on Gender Issues in Higher Education flags issues and quests for gender mainstreaming in higher education institutes with high-level commitment among advocates and champions in that sector. The brief on Gender Responsive Budgeting in Education calls for integration of a gender perspective in all steps of the education sector budgeting process to avoid gender-unbalanced financing and discrimination.



**A Review of the Education Sector Response to HIV, Drugs and Sexuality in Indonesia**  
 UNESCO Jakarta, with funding from UNAIDS, completed a Review of the Education Sector Response to Sexuality, Drugs and HIV in Indonesia in collaboration with the AIDS Research Center (ARC) of Atma Jaya Catholic University to assess the Sector's approach and align its strategy.

The Asia-Pacific region counts for almost two thirds of the world's population, living in 47 UNESCO Member States. UNESCO Bangkok covers the Asia-Pacific region with a network of Field Offices, consisting of a Regional Bureau for Education in Bangkok, a Regional Bureau for Science

in Jakarta, seven Cluster Offices (covering a number of countries) in Almaty, Apia, Bangkok, Beijing, Jakarta, New Delhi and Tehran, and seven National Offices, in Dhaka, Hanoi, Islamabad, Kabul, Kathmandu, Phnom Penh and Tashkent. In line with UNESCO's mandate to

promote peace and human development through education, sciences, culture and communication, the UNESCO Offices in the Asia-Pacific region facilitate international co-operation, set common standards and foster the dissemination of quality information.



VOICES UNESCO in the Asia-Pacific, published quarterly, covers UNESCO news and programmes in the Asia-Pacific region. All articles are free of copyright restrictions, unless otherwise indicated, and may be reproduced subject to an appropriate credit annotation. A PDF version is available online at [www.unescobkk.org](http://www.unescobkk.org). This document is produced by the Information and Knowledge Management Unit, UNESCO Bangkok. Editor-in-Chief: Dieter Schlenker, Managing Editor: Rojana Manowalailao, Editor: Daniel Calderbank, Design and Layout: Salapol Anusinha. For more information, contact: UNESCO Bangkok, 920 Sukhumvit Road, Prakanong, Bangkok 10110, Thailand. Tel:+66 2 3910577 Fax:+66 2 3910866 E-mail: [r.manowalailao@unesco.org](mailto:r.manowalailao@unesco.org)