The 6th SEABRNET Meeting .......................... (Page 2)
Memory of The World .................................. (Page 3)
International Workshop on Maximizing Community Learning Center’s (CLCs) ......................... (Page 4)
National Symposium on Ecohydrology .............. (Page 5)
Youth Desk Workshop ................................ (Page 7)
Bangladesh Visit and Nepal Officials to Indonesia (Page 8)
Social Movement Festival ............................... (Page 9)
L’OREAL Girls Science Camp ......................... (Page 10)
Strengthening Education Quality in East Asia ...... (Page 11)
International Conference on Improving Female Literacy in Cooperation with Women NGOs (Page 14)
Training of Educational Radio Programmes for Tutors (Page 16)
Commemoration of International Youth Day 2011 (Page 17)
Indonesian Robotic Olympiad 2011 ................ (Page 18)
International Teacher Task Force .................... (Page 19)
World Batik Summit .................................. (Page 22)
Report and Recommendation SSC (MAB), Riau (Page 28)
36th Session of UNESCO General Conference .... (Page 31)
The Sixth Session of the UNESCO Intergovernmental Committee for Safeguarding of the Intangible Cultural Heritage (ICH) (Page 38)
The 15th UNESCO-APEID International Conference Inspiring Education: Creativity and Entrepreneurship (Page 41)
Achievement of Indonesia in UNESCO Programmes for 2011 (Page 45)
List of UNESCO International and Regional Conferences 2012 (Page 47)
The 6th SEABRNET Meeting
Cibodas, 22-26 February 2011

The Man and the Biosphere (MAB) National Committee (LIPI) in cooperation with UNESCO hosted the Sixth Southeast Asia Biosphere Reserve Network (SeaBRnet) meeting 22-26 February 2011 in Cibodas Biosphere Reserve in, West Java, Indonesia.

The objectives of the regional workshop are to bring the members of SeaBRnet together to share knowledge on Biosphere Reserves from the Southeast Asian region, to assess whether Biosphere Reserves are serving their functions, particularly that of mitigating the effects of climate change, to assess current SeaBRnet monitoring systems and explore possibilities of either applying the best model to all SeaBRnet members or using a participatory approach to conceive a new system for biodiversity, socio-economic and physical environment monitoring for this region.

Biosphere Reserves were conceived with sustainable development and a balanced relationship between man and nature as their founding principles. Many of the countries in Asia and the Pacific are undergoing fast economic growth and human population size expansions; achieving sustainable development in this region is therefore of particular relevance. Moreover, the ever-present threat of climate change is increasingly affecting people and biodiversity in this region. Climate change adaptation and mitigation, through the maintenance or increase of habitat connectivity and carbon sinks respectively are some of the most challenging goals in conservation today, yet Biosphere Reserves present an exciting opportunity to attain them.

One important step towards achieving such goals is to share knowledge and lessons learned through the Southeast Asia Biosphere Reserve Network (SeaBRnet).

Initiated in 1998, the network comprises of Cambodia, China, Indonesia, Japan, Lao PDR, Malaysia, Myanmar, Philippines, Thailand and Vietnam. The network’s objective is to foster cooperation on various scientific, ecosystem, and biosphere reserve management related issues, such as mangroves, coastal areas, quality economies, and rehabilitation of degraded environments. To this purpose, SeaBRnet regular meetings are organized by UNESCO Jakarta, as the Secretariat of SeaBRnet with support from the MAB National Committee of the meeting-host country.

The drafting of the Madrid Action Plan (MAP) for Biosphere Reserves (2008-2013) identified three main global issues: accelerated climate change, reduced ecosystem services through biodiversity loss and urbanization. The 6th SeaBRnet meeting will focus on the first of these three global issues, as recommended during the 5th SeaBRnet meeting in Maolan Biosphere Reserve, China.

Moreover, among the many more detailed targets and actions identified by the MAP, those that will be highlighted during this meeting will requests ‘compiling and synthesizing first-hand information on the functioning of BRs to be shared inter-regionally’ and demands ‘an integrated information and communication system’. These themes are also identified in a 2010 study entitled “Lessons from Biosphere Reserves in the Asia-Pacific Region, and a Way Forward” and therefore of particular relevance to this region. Biosphere Reserves in the Asia-Pacific Region and a Way Forward The review carried out on Asia-Pacific biosphere reserves mentioned above addressed three main issues:

- Achievement of biosphere reserve functions: Have biosphere reserves been an effective agent in carrying out the three functions of biosphere reserves?
- Climate Change: To what extent have biosphere reserves been the focus of climate change discussions?
- Sustainable development: The effectiveness of biosphere reserves in catalyzing new initiatives concerning sustainable development.

According to the study, there are serious challenges for Asia-Pacific biosphere reserves concerning: awareness of biosphere reserves by local stakeholders and authorities; monitoring; reconciling differences in laws and jurisdiction between different levels of government; climate change; stimulating local economies and reducing ecosystem disturbances; among others.

These issues and challenges are recognized by UNESCO and biosphere reserve managers. The question is how to address them, and move forward in a way that will benefit member countries and its communities. We hope that this SeaBRnet meeting can help address these issues, help strengthen an effective learning network, and stimulate joint efforts to improve key aspects of biosphere reserves and their network.

Representatives from Bangladesh, Bhutan, Fiji, Indonesia, Lao People’s Democratic Republic, Myanmar, Palau, Papua New Guinea, Solomon Islands and Timor-Leste participated in the workshop to have a chance to go over their nomination documents with members of the Memory of the World International Advisory Committee.

“2nd Regional Training Workshop on the UNESCO Memory of the World” was opened by Mr. Tifatul Sembiring, the Minister of Information and Communication Technology. The Workshop was attended also by Dr. Teach-soo Chun, Secretary General of Korean National Commission for UNESCO and Chief of MOW Indonesia, Prof. Dr. Jan Sopaheluwakan, Executive Chairman of Indonesian National Commission for UNESCO as well as MOW UNESCO experts: Joie Springer, Ray Edmudson, Roslyn Russell and Prof. Kyung-ho Suh.

The objective of the workshop was to assist countries in the Asia and Pacific Region in preparing their nominations for the Memory of the World International Register by providing them with technical assistance.

The workshop introduced and discussed the recent tendencies of the UNESCO Memory of the World programme, the current status of the Memory of the World International Register in the Asia-Pacific region and the structure and nomination process of the Memory of the World.

For the main part of the workshop, participants discussed their applications including Bangladesh’s collection of Buddhist poems, Charyapada, and Timor-Leste’s audiovisual collection of its independence, The Birth of a Nation.

The revised applications will be submitted to UNESCO in 2012 and are to be examined for registration in 2013. The success of their nomination will not only be celebrated by the countries in charge but also by the Cultural Heritage Administration of Korea and the Korean National Commission for UNESCO.
The Government of Indonesia in cooperation with UNESCO Office Jakarta organized the “International Workshop on Maximizing Community Learning Centers’ (CLCs) contribution to Poverty Reduction, Lifelong Learning/Education and Sustainable Development Promotion: Looking for Future Effective Networking among Countries.”

The workshop was participated by CLC national association, Ministries of Education, UNESCO Office, Jakarta, and international agencies from Indonesia, Japan, the Philippines, South Korea, Thailand and Timor-Leste.

The international workshop aimed to share experiences in promoting, supporting and developing CLCs, and to enrich knowledge on how CLCs could contribute to poverty reduction, lifelong learning/education and sustainable development promotion. The workshop discussed the establishment of a new International CLC Association.

UNESCO was represented by Mr. Anwar Al-Said, Head of Education Unit of UNESCO Office who delivered a presentation on “International Perspectives on the Role and Contribution of CLCs in Reducing Poverty and in Promoting Lifelong Education and Sustainable Development.”

UNESCO’s Asia-Pacific Programme of Education for All (APPEAL) Community Learning Centre (CLC) project started in 1998 attempted to institutionalize CLCs as a key to Education for All programme strategy within the national education plans.

The main thrust of the APPEAL CLC project has been to promote contextual design and adaptation to diversity, in keeping with the diversity of the Asia-Pacific region. Indonesia has initiated two pilot projects one is targeted to ethnic minorities in remote areas of Padang Siberut, and the other concentrated on environmental education and awareness.

The workshop was also represented by five officials from National Directorate of Recurrent Education (Ministry of Education of Timor-Leste) and two officials from the Department of Education of the Philippines.

During the workshop the participants visited CLCs at Al Markaz and Sinar Tanete, and the Regional Office of Non-formal and Informal Education Development Institution.

Some recommendations were formulated to maximize the role and contribution of CLCs, including through development of a CLC international networking system.
National Symposium on Ecohydrology
Jakarta, 24 March 2011

In the 21st century, water has been and will be a hindrance in the achievement of the population’s welfare in many countries all over Asia Pacific. In the last two decades, water supply has been increased to meet the needs of a growing world population up to 20 percent. Nevertheless, 80% of the population in poor countries is still struggling to meet basic needs for clean water. The proper application of the principles of ecohydrology could be the foundation for planning and managing sustainable water resources.

Integrating Ecohydrological Principles for Good Water Governance.

It is surprising that in the tropical climate with high average rainfall, there is a phenomenon of decreasing availability of water resources in different regions, both in quality and quantity. This is due to pressures on water resources as a result of: population growth followed by increasing food and energy needs; practices of exploitation of natural resources; deforestation, land clearing for production purposes, and low levels of education and public understanding on the importance of natural resource management in a sustainable manner.

Ecohydrology is conceived as integrated assessment of ecosystem processes and hydrology as well as its role in influencing the landscape and the water quality-quantity. Ecohydrology approach has been proposed by IHP-UNESCO to bridge science and society. This integrated approach has been believed to exert better results and effective development policies right on the target. The Institute of Science Indonesia (LIPI), in his position as a focal point UNESCO for IHP, MAB, IOC and MOST in Indonesia, contributed to coordinate scientific activities. Within the framework of UNESCO’s IHP phase VI, LIPI has been the host of the three regional workshops and training respectively in 2001, 2003 and 2005.

Training and workshop was attended by scientists from the Asia Pacific, Europe and Canada. From this point, LIPI volunteered to be the establishment of regional ecohydrology centers by collaborating with organizations concerned to carry out systematic planning for research activities, professional training and capacity building, and creating networks of information and knowledge in the field of ecohydrology.

At the 35th UNESCO conference held in Paris, 14-20 October 2009, it had been agreed to establish Asia Pacific Ecohydrology Center (Asia Pacific Center for Ecohydrology, APCE) and became a organizations (category 2) under the auspices of UNESCO.

The classic example of unsustainable development effects and as a result of ignorance to the ecosystems functions are: (a) the decrease in the quality and quantity of groundwater in large cities and following effects such as decrease of soil surface and sea water intrusion; (b) the rate of high sedimentation, eutrophication, and non-functioning reservoirs in the dry season due to lack of water availability, (c) floods, mudslides, and erosion that has destroyed the settlement.
area of flood plains and urban areas in the island of Sumatra, Java and Sulawesi, and (d) spread of diseases caused by poor water quality resulted from poor management of water resources.

Those examples shows that there has been no communication and public understanding about the ecosystems functioning in the hydrological cycle and its role in preserving biodiversity for the sustainability of water availability. Based on this background, there is an urgent need to develop ecohydrology principles and related fields to help defining and planning the utilization of water resources in a sustainable manner.

Collaborative research among institutions, technical departments and related institutions can be forwarded to the community through a community capacity building programs, training, publications, development of networks of information systems, and campaign.

The Indonesian institute of Science organized National Symposium on Ecohydrology on 24 March, 2011. The symposium is expected to synergize research findings/ results in the field of hydrology with the management of ecosystems to maintain the sustainability of water resource functions in order to achieve public welfare.

National symposium aims to socialize the concept ecohydrology and enhance scientific and technological knowledge basis for water resources management through ekohydrology approach.

Additionally, the symposium also aims to build national commitment to always renew the knowledge in the management of water resources so as to enhance capacity in developing and managing water resources.

During the symposium, there are 10 paper presenters demonstrating their analysis on ecohydrology and related issue. Among of presenters, there are Maciej Zalewski (the director of International Institute of the Polish Academy of Science, European Regional Center), Shahbaz Khan from UNESCO Paris and others. This national symposium had been participated by participants from LIPI (Scientific Institute of Indonesia) BAPPENAS, APCE, IPB (Bogor Institute of Technology), Ministry of Forestry, Wetland International, Perum Jasa Tirta II, Otorita Asahan, etc.
Youth Desk Workshop
Jakarta, 27 April 2011

Indonesian National Commission for UNESCO organized Youth Desk Workshop with the theme “Engage, Ensure, Encourage, Empower” in April 27, 2011 at the Ministry of National Education. The theme is selected to represent the role of youth in contributing to National Development. This Workshop was attended by 60 participants aged 15-24 from various youth organizations.

The Workshop was officially opened by the Executive Chairman of Indonesian National Commission for UNESCO. First the National Coordinator of Youth Desk, Mr. Edwin Leo Mokodompit, also reported about the organization of the workshop. UNESCO Office Jakarta was represented by Mr. Anwar Al-Said the Programme Specialist in Education who delivered a speech on behalf of UNESCO. Other speakers present were Mr. Mirhan Tabrani, Chairman of Youth Empowerment Ministry of Youth Affairs and Sports, and Ms. Iulia Sevciuc, UNV Programme Officer UNDP Jakarta. In his speech, Mr. Arief Rachman gave a positive respond to the establishment of the Youth Desk in Indonesia through this workshop and he said that the Indonesian National Commission for UNESCO fully supported the Workshops.

It was recommended by the 35 Session of the UNESCO General Conference to provide an opportunity for Indonesian Youth to participate in National Development. The main objective of this workshop is to facilitate youth aspirations and support the ideas in the forms of action concept and real participation of youth for building nation.

This workshop is conducted by grouping participants into 6 groups with different topics of discussion. The 6 topics chosen were actually directed to the achievement of MDG Goals: (1) Sustainable Environment, (2) Life Skills and Entrepreneurship, (3) Media and Communication, (4) Water, (5) HIV / AIDS Prevention, (6) Young Artist for Cultural Heritage Preservation. It is expected that each group will formulate an action plan to be put in the future Youth Desk Programme Actions.

The participants were given the opportunity to choose and discuss the programme to be put in the action plan with one of the topics decided during the preparation of the Workshop. This “youth to youth forum” activity is highly appreciated by the workshop participants as it was shown in the group discussion their willingness to share their ideas in the formulation of each action plan within the group.

This workshop is a starting point and the bases to plan more activities as recommended during the workshop to encourage youth to be actively involved at both National and International Development in order to build a better world.
1. The first group of 20 teachers from Bangladesh made a study visit to Indonesia to observe and study the Basic Education Policy and its implementation in Indonesia from 28 March-2 April, 2011. The Team was led by Mr. Abdur Rouf Chowdhury, Director of Administration of the Ministry of Education Bangladesh. During their visit to Indonesia they met The Executive Chairman of the Indonesian National Commission for UNESCO, Prof. Suyanto, Ph.D, the Director General of Basic Education and the Head of Education of DKI Jakarta Province and they visited University Education Bandung visited some primary and Junior secondary schools in Jakarta and Bandung. They also visited cultural sites in Jakarta National Monument and Taman Mini Indonesia Indah.

2. The second Group consists of 20 Teachers and Educational Personnel from Bangladesh to study about Basic Education Policy and its implementation in Indonesia. The Group visited formal and non formal school in Jakarta and Bandung.


The objective of their visit is to observe and study the Non formal and Informal education in Indonesia. During their visit they met Executive Chairman of Indonesian National Commission for UNESCO, Director General of Non Formal and Informal education to learn about the Policy of Non formal Education in Indonesia and they visited Regional Center of Non formal Education in Jayagiri Bandung and some Community Learning Centers in Jakarta and Bandung.
Rotaract Club Semanggi in cooperation with UNESCO Youth Desk and @America organized a Social Movement Festival at @America, Pacific Place Mall. Based from premises that a lot of social concerns based on social media which are successfully able to move the urban people to care more about the surrounding environment, this idea of festival then comes to inspire people especially youth, about the power of social media. Supported by the spirit of National Awakening Day, this event is aimed to educate the Indonesian Youth about the importance of social media, not just as a network of friends, but also contributing to social changes and National Development.

The event was attended by 33 Social Movement Community Partners, 300 participants and Keynote speakers, such as Prof. Dr. Arief Rachman, M.Pd. (Executive Chairman of the Indonesian National Commission for UNESCO), Michael John (Google Earth Founder), Roby Muhamad (Online Social Media Expert), Monika Pratiwi (Project Officer of Jump All Over The World, International Division Rotaract Semanggi Jakarta), Ridwan Kamil (Chairman of Indonesia Berkebun), Adamas Belva (Indonesia Berbagi) and also Pandji Pragiwaksono (Social Activist and the Host Provoactive), with Steny Agustaf as the organizer.

The objectives of this event are to share experiences related to social media by facilitating the participant to share their inspirations and experiences about social media function which is not only just an entertainment tool. The next objective is connecting one social community with the others, hoping they can work together as one synergy and then creating a larger movement to benefit many people.

News can spread incredibly fast around the world by utilizing social media. And it also provides people with easier and faster access to it. People who do not understand the power of social media merely use it just for entertainment and pleasure when actually they can use it for a better and more useful thing not only for themselves but for others too. For example Adamas Belva from Indonesia Berbagi shared his experience of utilizing social media to form a media for charity for people in need in a very simple way yet really effective.

With a much better way to utilize social media, Social movements festival team hopes this event can inspire users of social media to create more useful activities for themselves and for others around them. This initiative is also expected to inspire and become a starting point of public awareness about social media so it can be used to create social changes, towards a better Indonesia. Therefore, Social Movement Festival Team made a pledge/ a petition for anyone who cares and wants to contribute to social change through social media, so that this activity will have a sustainable impact.
Concerned about the electronic waste that are rapidly increasing up to 50 million tons per year, L’Oreal Indonesia together with the Indonesian National Commission for UNESCO – Ministry of National Education organized a L’Oreal Girl Science Camp at Rumah Jambuluwuk, Bogor in 24-25 May 2011. L’Oreal Girl Science Camp has been an annual event since 2005 which aims to encourage young girls in high school level to love science by the concept “Science is Fun”.

The theme of L’Oreal Girl Science Camp 2011 is “Let’s Save The World From Electronic Waste”. This theme represented the concern of the level of electronic appliances consumed by the world that is really high and keeps increasing. There are 15 best teams participated in this camping event. Each team consists of 3 members, and they are given the opportunity to present their scientific work in front of the juries who are women researchers. Those 15 teams also had a chance to discuss with the winners of L’Oreal for Women in Science Scholarship, an annual awards programme for outstanding young women researcher around the world.

The workshop is packed with many activities that lead to team-building activities between the participants including a science game called “Multi Color Science for Life” that reviews science theories through color game. These young Indonesian female researcher candidates are encouraged to understand science better and like it more through fun and exciting activities.

SMAN 1 Citereup was the 1st winner with its scientific work “Charging Handphone by Basic Energy Source from Used Jengkol Transistor. Jengkol is traditional vegetable from Indonesia found in many rural areas but not commonly consumed now by the modern society because it produced a unique acid called “Jengkolat acid” during digestive process and create a strong odor that can affect breathe smell.

The 2nd winner, SMAN 1 Rangkasbitung with its scientific work called “Multifunction Laptop Coolpad from CPU waste”, and 3rd winner was SMAN 1 Sumedang with its scientific work called Electric Board Eraser. All these winners get scholarship and science book packages from L’Oreal to enrich their school library’s collection.
Indonesia hosted SABER Forum from 5-8 June, 2011. The Forum was a collaboration between the Indonesian Ministry of Education, UNESCO, the Government of the Netherlands, the European Union under the Basic Education Capacity Trust Fund, the Education Program Development Fund, the Korean Government, the Asian Development Bank, Russia Education Aid for Development (READ), AusAID, the United Kingdom, and the World Bank.

System Assessment and Benchmarking for Education Results (SABER) is an initiative that helps countries systematically examine and strengthen the performance of their education systems to achieve learning for all. The World Bank is working with partners around the world to develop diagnostic tools that benchmark education policies according to evidence-based global standards and best practices. By leveraging global knowledge, SABER fills a gap in the availability of policy data and knowledge to improve the quality of education.

Improving education quality remains a major challenge for governments across the world. As a result, the World Bank, in close collaboration with UNESCO and with funding from the Government of Korea, set up a multiyear program to provide guidance to policy makers on how to improve quality by benchmarking their education systems.

This program is known as SABER – System Assessment and Benchmarking for Education Results – and is part of the World Bank’s Education Sector Strategy, Learning for All: Investing in People’s Knowledge and Skills to Promote Development. SABER enables policy makers to look inside their education systems, and better understand the policy domains that make up the whole. The first SABER pilot was recently conducted in East Asia. Eight policy domains are benchmarked.
under SABER:
- Assessment Systems,
- Education Management
- Information Systems,
- Engaging the Private Sector,
- Effective Teacher Policies,
- Information communication technology,
- School Autonomy and Accountability,
- Tertiary Education, and
- Vocational Tracking.

The application of these benchmarking instruments also allows countries to map their policies and achievements in comparison with others in the region.

**Dates and Venue**
The SABER forum was organized from 5-8 June, 2011 at International Convention Center, Westin Hotel, Nusa Dua Bali. The Ministerial Forum was held on 5 June and the Conference was held from 6-8 June, 2011.

**Participants**
Conference participants were nominated by each of the 14 economies that were part of the East Asia SABER pilot. Specialists in their field, these policy makers and technical experts were able to share country-specific policies and practices with their colleagues and gain a broader perspective of regional issues. Countries represented at the Forum included Cambodia, China, Republic of Korea, Lao PDR, Malaysia, Mongolia, the Philippines, Thailand as well as Indonesia. Presenters included the Head of the OECD’s Program for International Student Assessment (PISA), Andreas Schleicher; Gwang-Jo Kim, Director of UNESCO Bangkok; Harry Anthony Patrinos, Lead Education Economist, the World Bank; and, Fasli Jalal, Indonesia’s Vice Minister of Education.

**Conference Objectives**
- Exchange education policies and practices from East Asia and Beyond
- Identify policy reforms needed to improve education quality
- Present pilot results from the East Asia SABER Benchmarking Assessment

**Ministerial Forum 5 June, 2011**
The Ministerial Forum was opened by H.E Mohammad Nuh, Minister of National Education, Indonesia. In his speech he mentioned among others that International studies have shown that the development of education plays a strategic role in strengthening economic growth, improving national competitiveness, alleviating poverty and achieving the Millennium Development Goals. In this context SABER is wholly relevant, and strategic for all countries in East Asia.”

The aim of the one-day forum was to discuss education policy in East Asia, focusing on how to improve education quality in the region. The World Bank and UNESCO Bangkok presented the preliminary findings from the East Asia SABER pilot project. Participating countries used these results to discuss policies to strengthen the performance of their education systems and achieve learning for all.

**How to Improve Education Quality?**
Discussing about Quality Education, the following remarks were made during the session on Quality Education:

Mae Chu Chang, the World Bank’s Head of Human Development Sector in Indonesia, introduced the participants, and outlined the key objective of the conference – identifying ways to improve education quality.

Fasli Jalal, Indonesia’s Vice-Minister of Education, emphasized the challenges in measuring quality in education, and stressed the importance of education for all as the foundation for skills development and enhanced economic growth.
Gwang-Jo Kim, Director of UNESCO Bangkok, posed the question of how to arrive at quality education, and emphasized the importance of education initiatives like SABER.

Emmanuel Jimenez, World Bank Sector Director for Human Development in East Asia, stressed that quality must now be a priority for education policy, and that this goal needs to backed up with strategic investments.

Andreas Schleicher, OECD’s Head of Indicators and Analysis, gave the keynote address on the motivation for looking at education from a global perspective. He emphasized the importance of measuring learning outcomes, and how the education community can achieve this. Further, he explained the linkages between quality skills development and social outcomes.

Elizabeth King, World Bank’s Education Sector Director, introduced the World Bank’s recently launched Education Sector Strategy “Learning for All” – for the next 10 years. Dr. King addressed the inter-locking policy domains in education systems, in which all participants are connected by relationships of accountability; moreover these domains can be enhanced by information systems and increased autonomy for schools. She emphasized the need of investing early, smartly, and for all, in education.

Robin Horn, the World Bank’s Education Sector Manager, articulated the vision and mission of SABER. SABER provides both benchmarking and an assessment rating of education policies. The assessment rating of SABER is based on responses to questionnaires, which are then mapped based on evidence and theory.

Kevin Macdonald, World Bank education economist, talked about the relevance of the SABER pilot in East Asia and the importance of benchmarking. Mr. Macdonald noted that low- and middle-income countries in East Asia are close to achieving universal primary enrolment, and the challenge now is to improve the quality of learning.

Policy makers in East Asia can find guidance by looking at the policies and practices of other countries as points of reference, or in other words, as benchmarks.

The presentation concluded by indicating that East Asia is well suited for benchmarking because of the diversity of country experiences. The region not only contains top-performing countries in international assessments, but also rapid improvers, including countries that have undergone rapid economic growth.

The Forum concluded that the SABER benchmarking tool is a useful way for countries to gauge their education performance. Even though each country has a different trajectory and context, cross comparison is informative, and lessons learned across the region can be highly relevant. Development partners also discussed areas for regional coordination to improve the quality of the learning outcomes.
International Conference on Improving Female Literacy in Cooperation with Women NGOs

Hotel Mercure, Jakarta. 21-23 June, 2011

As a follow up of the recommendation of Abuja Declaration on EFA held in Abuja, Nigeria, in June 2010, the Government of Indonesia organized an International Conference on Improving Female Literacy in Cooperation with Women NGOs in cooperation with UNESCO from 21-23 June, 2011 at Mercure Convention Hotel, Ancol, Jakarta.

The seminar focused on Improving Female Literacy in the context of improving the quality of education. It focused on the improvement of women literacy because UNESCO identified that most of the illiterates were women and it is expected that educated women could improve the quality of life of their family and community. By increasing women education we could increase their income and evidently will raise their awareness of the importance of their children education.

Another issue that was addressed was how to strengthen Women NGOs in eradicating illiteracy, especially in E-9 and South East Asian countries, within the framework of Education for All since it is expected that through women NGOs, women could increase their inclusion and participation in the community and National Development. The participants were represented by the following E-9 countries and ASEAN Countries: Bangladesh, Egypt, India, Indonesia, Malaysia, Philippines, Mexico, Nigeria, Thailand and Timor Leste.

The objectives of the seminar were to strengthen networking and partnership mechanism among women NGOs; to develop strategies to enhance participation, inclusion, and equality in female adult literacy through Entrepreneurship and life skills program; to mobilize and increase funding resources and expertise to carry out literacy programs in highly disadvantaged population and to share best practices in eradicating female adult illiteracy and to build the capacity of women NGOs in the evaluation of female adult literacy constructively.

This seminar is expected to foster constructive and continuing dialogue and consultation about Empowering Women NGOs in increasing Participation, Inclusion, and Equity of Female Adult Literacy.
The 3-day seminar provided the participants with an international perspective about the current situation of literacy policies, practices, programs and innovations on literacy which would generate new insights, ideas and possibilities on how best to address the challenges and issues given to the context of E-9 and Southeast Asian countries.

The participants were divided into three groups to discuss and share perspectives and appreciation in the following areas:
- Strengthening the network and mechanisms of NGO partnerships.
- Developing strategies in increasing participation, inclusion, and equivalency in adult women literacy through entrepreneurship and life skill programs.
- Increasing funding sources and expertise in the implementation of literacy programs in extremely poor populations.

Recommendations to UNESCO:

1. UNESCO support developing countries, especially the E9 countries, in training of managers and teacher trainers on gender issues.
2. UNESCO train the developing countries especially E9 countries, in monitoring and evaluation of literacy programmes for women.
3. UNESCO organize a workshop for developing countries, especially the E9 countries to develop learning and training materials.
4. UNESCO support the countries in the use ICT in their literacy efforts.
Training of Educational Radio Programmes for Tutors

28-30 July 2011

The Development Agency of Non Formal and Informal Education (P2PNFI) Jayagiri, Bandung assisted by UNESCO trained 16 tutors to be announcers of a community radio station from 28 to 30 July 2011 to gain new insights into the programme development production of educational radio programmes.

Participants listened to good quality educational programmes and had a chance to produce their own 10 minutes programmes.

The 3-day event concluded with a one-to-one script reading training session, script writing workshop, and discussion on action plan programmes.

Since the tutors of P2PNFI were not too familiar with radio programmes as a learning tool, it is important to build their interest and motivation through this training, so that they can increase their contribution to Community Multimedia Centre (CMC) for Education.

The training was attended by tutors for Early Childhood Education, Literacy Education, Equivalency Education, and Courses and Institutions. “It was such an interesting subject to write a script for the ear rather than for print, using clear story-telling, vivid imagery, and spoken Indonesian. And it was also good to go on air,” said Sriwahyuningsih, one of the participating tutors.

Another issue discussed was the importance of community participation for the development of CMC. The participants responded that the bottom-up approach is not a new concept for them to learn, since the concept is also used in education sector. The challenge, they said, is on the implementation process. Through the interactive session, the participants finally came up with their Action Plans. The Action Plans not only show the improved knowledge of the participants on how the CMC should be developed, but also shows their greater interest and enthusiasm on the CMCE programmes.

UNESCO priorities in providing and strengthening communication and information facilities at the level of local communities through the development of CMCs all over the world.
In commemorating UN International Youth Day (IYD) 2011, Indonesian Future Leaders (IFL), fully supported by Youth Desk - Indonesian National Commission for UNESCO, UNIC (United Nations Information Centre), and UNV (United Nations Volunteers), organized an event: IFL Youth Days, held on 12 and 14 August, 2011.

August 12, 2011, Youth Days - Public Dialogue held with the theme “Youth, Dialogue, and Mutual Understanding”. For approximately 2 hours from 2:00 to 04:00 p.m. (local time), the speakers, Edwin Leo Mokodompit (UNESCO Youth Desk), Gracia Paramitha (Youth Officer of the Ministry of Environment), and Christian Adi Jaya (Health Activist), and M. Iman Usman (President of the IFL), answered questions from moderators Maulana Audry (Co-Founder IFL) regarding the topic. The event took place in the Conference Room – Indonesia National Commission for UNESCO, the Ministry of National Education Building C Floor 17, attended by 40 participants from the representatives of youth organizations and students. In addition, this dialogue also live-streamed broadcasted online to 4 (four) branches of IFL in Jogjakarta, Bandung (West Java), Bulukumba (South Sulawesi), and Medan (North Sumatera).

August 14, 2011, the organizing committee organized IFL Youth Days series of event - the campaign simultaneously in five cities in Indonesia: Jakarta, Bandung, Medan, Jogjakarta, and Bulukumba. In Jakarta, the campaign brought the issue: youth participation through volunteering, started from 07:00 to 08:00 a.m. at the Hotel Indonesia Fountain Area coordinated directly by the IFL Center, supported by Youth Desk - Indonesian National Commission for UNESCO, UNIC (United Nations Information Centre), and UNV (United Nations Volunteers). The campaign in four other cities coordinated by the IFL branches. In less than 1 hour, hundreds of people pledged their support for youth and volunteering activities by signing a posters.

This activity is very important in raising public awareness regarding youth contribution in community development. “The Momentum IYD is exactly in a very appropriate time to campaign for public awareness and contribute to the empowerment of the youth in the community through various social activities and volunteering,” said Niwa Rahmat Dwitama as chairman. “The activity aims to advocate youth empowerment issue, and encourage them to contribute to their communities as well as campaigning significance youth role as Change-makers,” said Niwa.

This year is the 25th year since the International Youth Day was first held in 1985, with the theme “Participation, Development, and Peace”. This year, in accordance with UN General Assembly resolution A/RES/64/134 on 18 December, sets the theme of the International Year of Youth: Dialogue and Mutual Understanding, which started from August 12, 2010 to August 11, 2011.
Indonesian Robotic Olympiad 2011

20 August, 2011

Indonesian Robotic Olympiad 2011 is the 8th (eighth) event of a national robotics competition. This competition is an event for Elementary, Junior and High School students to show their creativity in solving the challenges given. IRO was first organized by MIKROBOT in Medan in 2004.

This year, Indonesian Robotic Olympiad 2011 is held as a series of the 16th Celebration of HAKTEKNAS (Resurgence Day of National Technology). There are about 305 participants from several cities in Indonesia (Medan, Lampung, Surabaya, Jakarta, Solo, Bali, Surabaya, Bogor, Bandung, etc) who attended “HAKTEKNAS”.

The event could not have been successful without the support from private agencies and government units such as the Ministry of Research and Technology, Indonesian National Commission for UNESCO, Ministry of National Education and the Ministry of Culture and Tourism, Bank OCBC NISP is one of private agencies that fully supported as the main sponsor and ABC Alkaline agency.

The opening ceremony of IRO was held in August 20, 2011 at SMESCO Building, Convention Hall Jl. Jenderal Gatot Subroto Kav. 94 South Jakarta.

The event was opened by the Chairman of the Committee, Bambang Rusli, who described the history of IRO activities, while the Executive Chairman of KNIU, Prof. Dr. Arief Rachman, M. Pd. motivated the competitors and encouraged such activities can be integrated as a part of the education curriculum as the IRO activities are very interesting, positive and innovative.

The opening was officially marked by the launching of an airplane robot by the Deputy of Ministry of Research and Technology.

The winner of IRO 2011 competition will be given an opportunity to participate in the World Robotic Olympiad.

The Government of Indonesia is a co-Chair of the International Task Force on Teachers for EFA, together with the European Commission. The International Task Force on Teachers for EFA is a voluntary global alliance of EFA partners working together to address the teacher gap.

The theme for the 3rd Policy Forum in 2011 is ‘Developing and Implementing Comprehensive National Policies for EFA: Teacher Quality and Equity’.

The First Policy Dialogue was held in Addis Ababa, Ethiopia on 22 February 2010 that focused on “Education in the time of financial crisis and marginalization”.

The Second Policy Dialogue forum took place in Amman, Jordan on 6 – 7 July 2010, which focused on “Quality Teachers”. Those two policy dialogue forums lead to the holding of the International Conference on Teacher for EFA held on 19 – 20 January 2011 in Nairobi, Kenya with the theme “Collaborative action in providing teachers for EFA in Africa”.

The 3rd Policy dialogue forum is expected to broaden the current understand about national policies for teachers and generate
further clarity of options, keeping in view the specifics of participating countries.

The forum was opened by Vice-Minister of National Education, Prof. Dr. Fasli Jalal, Ph.D. on 13 September, 2011. Aside from the Vice Minister, Director of UNESCO Office also delivered his speech, representative from UNESCO Paris and Ms. Christine Hakim, the Ambassador for Teacher for South East Asia. It was attended by 30 countries and 14 International organizations and 100 participants from UNESCO Member states. Indonesia participants from represented by Teacher Institutions, stake holders related teacher institutions and the Head of Education at Provincial Offices through out Indonesia.

Participants of forum were policy makers and senior officials of national governments from all regions, Asia-Pacific, Africa, Arab States, Latin America and other regions, teacher representatives, civil society actors and academics who are directly engaged in national processes for achieving EFA.

The main purpose is to bring together various stakeholders to deliberate on the current status of teachers in relation to EFA, quality learning and equity; and identifying ways and means for developing and implementing comprehensive national policies for EFA to have a sufficient number of quality teachers to address equity for Education for All.

In this regard, the forum highlight progress being made in countries and existing gaps. It will not only be preoccupied with highlighting challenges, but will also proffer possible policy options for addressing the gaps. In this perspective, the Forum will showcase promising practices, supporting the exchange of experience and practice between countries and regions, explore ways to overcome common obstacles, and provide opportunities for indepth discussion within a series of interactive working sessions.

The forum combined policy relevance and development orientation for comprehensive national policies for EFA with a focus on teacher quality and teacher equity drawing on a) country reports (where they exist) b) country profiles and data c) case studies.

The specific objectives of the policy forum include the following:

- To share country experiences and best practices in developing comprehensive
planning of equitable provision of quality teachers for EFA into teacher management from pre-service program and training, recruitment, deployment, induction and continues professional development.

- Share knowledge on decentralized structures and mechanisms of teacher management with regards to equitable provision of quality teachers for EFA.

- Share experiences across countries with respect to programs and strategies to address shortages of a teacher’s career from recruitment through training, deployment, induction and continuing professional development, i.e. the process of teacher management to provide quality teachers to rural, remote and marginalized/under-served communities.

- To share the model of effective and context-appropriate policy responses for equitable provision of quality teachers in response to emerging issues such as; global warming and climate change, the use of ICT in education, Education for Sustainable development, crisis situations and post conflict/ disasters areas etc.
President Susilo Bambang Yudhoyono officially opened the World Batik Summit (WBS) in 2011 at the Jakarta Convention Center. President attended with his wife, Ani Yudhoyono, and the wife of Vice President Boediono, Herath Boediono, several United Indonesia Cabinet Minister as the Minister of Education II, Mohammad Nuh, Minister of Culture and Tourism Jero Pariwisa Wacik and Trade Minister Mari Elka Pangestu.

The opening was marked by beatings kentongan WBS by the President. In his speech, the President highly appreciated the implementation of WBS 2011. Batik Indonesia is expected to become an icon in the international world. “I love batik. Batik and I like it. I like and often wear batik”, that phrase uttered about the President on his opinion of batik. The development of the batik industry quite rapidly, not only serves as one way of maintaining traditions and national culture, but also influence into other aspects of national life such as economic, environmental and diplomatic means.

On this occasion the President also declared that October 2 is the Day of National Batik. After giving a speech, the President along with the group visited the various booths that showcased batik, books on batik, to the traditional musical instruments.

Chairman of the committee WBS Soepardi Doddy said in his speech, WBS has actually been designed since 2007 by the Foundation of Indonesian Batik. However, because of constrained things the new WBS done today. The exhibition entitled “Indonesia: The Global Home of Batik” is followed by about 1,000 national and international delegates from various backgrounds, such as manufacturers, academics, marketing practitioners, designers, crafters, collectors, and fans of batik. From abroad there were 117 participants from 11 countries. Through this exhibition, the committees hope to raise WBS batik as an iconic tourist attraction of the nation and Indonesia. Hopefully, WBS can also become a place of learning for citizens of the world to recognize batik products and processes in detail and depth.

Directorate General of Higher Education as part of Ministry of National Education actively participating in the event the World Batik Summit 2011 and the higher participation starting from the implementation of Indonesian Batik Design Competition 2011, which carried out prior to the implementation of WBS 2011. Ten best works of students based on assessment of the jury Indonesian Batik Design Competition 2011 on display in the event the World Batik Summit 2011 to be selected the three best by visitors to the WBS. Through this event, expected to creativity and participation of students in the world of batik can be further enhanced, and the creations of batik will be more rich archipelago.
World Batik Summit Declaration

1. **Indonesia: Global Home of Batik**
   1.1. Batik is among Indonesia’s most famous artistic and cultural legacies and has developed a global reputation over centuries. In 2009, UNESCO officially recognized this contribution to world culture by inscribing Indonesian Batik on the prestigious “Representative List of the Intangible Cultural Heritage of Humanity”.
   1.2. Therefore, it is truly fitting that at this World Batik Summit Indonesia be declared as “The Global Home of Batik.”

2. **Batik as Cultural Heritage: Conservation and Modernity**
   2.1. Batik is an art form as well as a social, cultural and economic treasure. It is also a sacred symbol and generally associated with health and well being.
   2.2. Through the test of time, history has proven it that the resilience of Batik to adopt and adapt need to be recognized and developed.
   2.3. Policy is needed with regard to intellectual property rights and benefit sharing on how best to protect the rights of traditional batik designers without stifling creativity still encouraging the spread of cultural awareness.

3. **Making Creative Partnership Work - Bringing Batik to the World**
   3.1. To enable batik to expand internationally and to flourish globally, networking is encouraged among batik stakeholders to create alliances, hold regular meetings, and establish creative partnerships across borders.
   3.2. A “Batik House” concept should be established in key countries where there is a local home for batik where government and the private sector work together to promote batik as an art form, market batik, and lobby on behalf of batik artisans and entrepreneurs.
   3.3. It is recommended that an Indonesia Batik Council be established to assist in the promotion of batik throughout the world and in affirming Indonesia as the world centre for batik design, history, creativity and production.
   3.4. To enable batik to flourish as an art form which is also in the marketplace, protection of intellectual copyright for artisans and small enterprises is essential. Therefore, the Indonesia Batik Council should provide intellectual copyright registration and protection services for free to artisans and small enterprises.

4. **The Contribution of Batik to the Creative Economy**
   4.1. As well as its cultural role, Batik is also a “cultural product” and therefore part of Indonesia’s creative economy. Batik employs thousands of people directly, and hundreds of thousands indirectly through the retail, fashion, and design industries.
   4.2. Batik enhances Indonesia’s image as a cultural centre and therefore is an important part of the tourism industry as well. The tourism sector should therefore be encouraged to use batik in all forms – uniforms, indoor furnishings, etc.
   4.3. Creativity is a fragile quality that makes a major contribution to human welfare. The welfare of batik producers in Indonesia from workers to managers and designers must also be a social priority in any development and promotion of batik.

5. **Batik as an Eco-Product**
   5.1. Indonesia is a country with one of the world’s richest endowments in terms of biodiversity. Historically these islands were a major source of natural dyes. Therefore the process of batik making should be based on the environmental protection.
5.2. Specialist collectors and tourists seek out fabrics dyed with traditional methods; however small-scale production is often not viable. Therefore, research into larger scale production of traditional dyes can be made important for sustainable development.

6. **Batik for Youth**

6.1. Worldwide, instant access to international media of all kinds – TV, Internet, Film, and Music – can also sometimes bring with it negative affects on youth in terms of downgrading their attitude towards their own local culture and traditions. Therefore, every effort must be made with the “MTV” and “Facebook” generation to enhance the role of Batik in the cultural, social, and fashion lives of youth. Otherwise batik risks being marginalized as old-fashioned, and relegated to important rites of passage only – birth, marriage, and death.

6.2. It is the responsibility of producers and designers and the retail sector to ensure batik remains contemporary and fashionable in all its manifestations – clothes, decoration, interior furnishings. It is the responsibility of government to encourage the continued development and revitalization of batik through innovative support, training, competitions, and other incentives.

7. **Towards the Future**

7.1. Batik is a cultural art form handed down from generation to generation. In order to ensure its continued high regard with each new generation, this World Batik Summit recommends that Indonesia’s best living batik artists, designers and teachers be acknowledged by the country as “maestros” or “national treasures”. These artisans should be identified and recognized subject to strict criteria to enhance Indonesia’s position as the “Global Home of Batik”.

7.2. Information collection and documentation is vital to the collective history of batik as well as its continued development. The establishment of a batik database, documenting its history, traditions, and designs would be a major educational, cultural, and industrial resource for Indonesia and the world.

7.3. Recognizing the ongoing achievements among others of the Batik Museum in Pekalongan, whose Education and Training Programme in Batik Cultural Heritage for Students has been recognized as a “Best Practice” for Safeguarding Intangible Cultural Heritage by UNESCO, and of the Danar Hadi Batik Museum in Surakarta, it is recommended in addition that an innovative batik museum with the newest information, technology, and with staff trained to the highest institutional standards be established in Indonesia.

7.4. Batik stakeholders; experts, artisans, entrepreneurs, collectors, and appropriate government departments should follow the suggested guidelines from the “Blueprint for the Batik Conservation and Development in Indonesia” drawn up the government after extensive consultation with all sectors. This will help guide the future development and progress of batik in Indonesia as an art form, cultural icon, and creative product for decades to come.

We, the more than 600 Batik artisans, experts, academics, collectors, civil servants, entrepreneurs, retailers, and batik lovers, participating in this World Batik Summit in Jakarta, Indonesia affirm by this Declaration to continue to work together in our respective countries to upgrade our skills, increase our knowledge, encourage innovation, and in general promote Batik in all artistic expressions, cultural values, and to increase people’s welfare.

Jakarta, September 2011
Welcome Dance

Opening Ceremony by the President of the Republic of Indonesia
The Minister of National Education with the Winners of Batik Design

Participants of Conference
Exhibition of Indonesian Batik

Fashion Show
A. Report of WSSC

1. The Workshop was opened by Mr. Zulkifli Hasan, Minister of Forestry of Republic Indonesia and welcoming remarks are delivered by Dr. h.c. H. M. Rusli Zainal, Governor of Riau Province and Prof. Dr. Lukman Hakim, Chairman of Indonesian Institute Science (LIPI).

2. In the second session of first day workshop, Ms Noeline Raondry Rakotoarisoa, on behalf of Dr. Natarajan Iswaran, Director of Ecological and Earth Science UNESCO Head Quarter Paris gave special remark, followed a series of presentations about state of the art and future plan of Biosphere Reserve from following speaker Prof. Luis E. Aragon (Brazil), Mr. Sami Makoto (Democratic Rep. Congo), Prof. Dr. Endang Sukara (Indonesia), Mr. Alberto Hernandez Salinas, Division of Ecological and Earth Sciences UNESCO. In the third session, some policy landscapes for biosphere reserve are given by General Director of PHKA, The Ministry of Forestry of Republic Indonesia, Riau Province, Regent of Bengkalis and Siak. In fourth session, some experiences of sustainable management of forest plantation and Reconciling Conservation and Development (case studies in Africa and South East Asia) are delivered by Dr. Canecio P. Munos (Sinar Mas Forestry) and Dr Agni Klintuni Boedihartono (intu) (James Cook University School of Earth & Environmental Sciences Cairns Campus, Queensland, Australia).

3. At the second day, in the first session some technical paper concerning of research on ecological profile of Giam Siak Kecil- Bukit Batu biosphere reserve are reported and discussed. Socio-economic challenges for sustainable management of a tropical peat-land (Prof. Mizuno, Kyoto University), Biodiversity inventory in peat-swamp area (Dr. H. Samejima, Kyoto University), Land use and biomass on peat swamp IN GSKBB BR (Dr. Watanabe, Kyoto University), Hydrological monitoring of peat swamp in GSKBB BR (Dr. Kosan, Kyoto University) and Peat-swamp forest and restoration experiments to promote the local community livelihood and ecosystem services function in GSKBB BR Haris Gunawan, UNRI).

4. In second session, some capacity building activities related to development of biosphere reserve from Brazil (Prof. Fábio Carlos da Silva, Center for Advanced Amazonian Studies NAEA Federal University of Pará UFPA), Indonesia (Prof Dr. Jan Sopha Heluwakan Chairman of International Center for Interdisciplinary Research (ICIAR), Dr. Siti Nuramaliati Prijono, Research Center of Biotechnology, Cibinong Science Center (LIPI) Dr. Bogie Sudijatmiko (Head of Scientific Cooperation-LIPI) and DR Congo (Prof. Dr. Michel Badouin) were reported. The Director of ERAIFT (DRC) has shown the progress made since the first meeting, especially for the PhD (25 new PhD selected, 80 % of the PhD developed in National Parks or Biosphere Reserves).

5. In the third session of second day WSS are reported and discussed following topic: ecosystem restoration in conservation area (Dr. A. P. Tampubolon, FORDA-MOF), carbon sequestration and GHG mitigation (Assessment Institute for Agriculture Technology RIAU-AIAT); nutrient cycles of Acasia plantation on deep peat land at Bukit Batu BR (Dr. Suwardi, IPB). Socio-economic and Environmental Impact Study of the Markets Information System of Non-Timber Forest Products (NTFP MIS) in Some Community Forest Areas in Southern Cameroon was reported by Antoine Sygnola Tsafack Matsop (ERAIFT).

6. The fourth session focused on carbon house hold and strategy in related REED. Dr Catherine Paul (DR Congo, Belgium) reported Contribution of agro-forestry activities to the financial, socioeconomic and environmental sustainability of a carbon sink project in the province of Kinshasa plus Carbon sink project in Kinshasa Province. Report on research soil ecologist and carbon house hold presented by Dr. Basuki (IPB) and low carbon strategy for Indonesian forest beyond REDD for sustainable management. (Prof...
Dr. Bambang Subiyanto, Innovation Center-LIPI).

7. In first session of third day workshop, presentation of new proposed Wakatobi BR by Mr. Hugua, Major of Wakatobi District which very unique, beauty of the island ecosystem. Continued by presentation of ecotourism landscape and management Ir. Agus Haryanta, MSc, Marketing of Nature Conservation, MoF (Ecotourism in conservation area) and Dr. Ir Sekartjakarini, Ide A Consultant (Master plan Eco-tourism). Dr. Didiek Widyatmoko (Cibodas Botanical Garden-LIPI) reported a carbon stock research in related of REED plus program at Cibodas BR.

8. Second session Mr. Agus Wahyudi and Dr. Indra Exploitasia (TNGGP-MOF) reported about current status of Cibodas BR, Dr. Anusha Amarasinghe (International Liaison Division Secretary National MAB Committee of the National Science Foundation Sri Langka reported about Sustainable Development Efforts in Sri Lanka. In this session also reported research and development on green energy by Prof Dr. Enny Sudarmonowati (Research Center for Biotechnology-LIPI) and Dr. Sunit Hendranra (Research Center for Physics-LIPI). In this session also reported the of domestic waste water by artificial swamp technology by T. Edy Sabli (UNRI).

9. The third session discussed about partnership. Dr Erwin Widodo, WWF (Sumatra Initiative Program- WWF Indonesia); Dr. Ign Sutapa, RC Limnology-LIPI (water purification in peat area by IPAG-60); Prof Dr. Titania T. Nugroho (Current status and future research at GSK-BB BR), Dr. Apriyan Hadinata, University Islam Riau (Biodiversity of Riau province: Issue and problem; Ms. Aridna Burgos, MNHN Paris (Comparative study on mangrove Indonesia and Vietnam BR") and Mr. Yusni Ikhwan, UNRI (Peat-Land Conversion and Carbon Emissions In Acacia Plantation).

10. In the last session, some recommendations were discussed and formulated chaired by chairman of delegation of Brazil, DR Congo and Indonesia)

B. Recommendation

1. TRIREGIONAL RESEARCH PROJECT (Action Plan Triennial Workplan no 1)

Regarding the decision of the first international workshop on the "Identification of one research project in existing or future biosphere reserves in each of the regions and create a group of researchers that would establish comparative research and prepare a joint tri-regional project, the partners decided in the 2nd workshop, to carry on a common research project according to the draft bellow, which will be methodological and operationally detailed and consolidated during the 3rd International workshop in Brazil:

Project Title:
Comparative Studies of Three Major Tropical Humid Region in the world: Brazil, Indonesia and Democratic of Republic Congo.

Objective of study:
Comparative analyses among the three ecological economic systems: Amazon, Congo and Indonesia.

General objective:
The general objective of the study is to analyze the socioeconomic dynamics and the recent environment impacts in the three main major tropical humid forests in the world: Amazon, Congo, and Indonesia.

Specific objectives
a) Comparative analyses on the recent process of occupation and development of productive activities and its impacts on societies and environment in the three regions.

b) Comparative analyses on the institutional, economic and ecological situations of the Biosphere Reserves of Siam Siak Kecil Bukit Batu and Cibodas (Indonesia), Marajó Island (Brazil) and Luki and Lufina (Congo).
2. Indonesia proposed the importance of strengthening the research on specific ecosystem. Peat swamp forest play important role to address global climatic change. It has unique characteristic peat-land in SEA is the largest in the world and about 60% is exist in Sumatra, mainly in Riau. Knowledge about peat-land is lacking. It is therefore timely to establish “International Center of Excellent for peat swamp forest study (ICEP)” as category 2 – UNESCO mechanism. Government Riau already prepare 100-1000 ha land for this center. (Action Plan of Triennial Work-plan no 4).

3. For human capacity building, exchanging researcher/student/academician from each three parties through training or degree program should be strengthened and also give the possibility for other tropical countries. Each partner will inform about the mechanism (Follow up of Triennial Work-plan no 2 and 3).

   a. Indonesia offer for 5-10 persons for training in the field of “BR management”, agriculture biotechnology, animal husbandry, fishery and appropriate technology for transition zone. Indonesia prepare accommodation and all domestic expenses. Air fare ticket will paid by participants or donation from the third party

   b. Brazil: NAEA, training and researchers exchange

   c. DR Congo: ERAIFT Program in French and English, Master students (1.5 yrs):ERAIFT is proposing 2 places in the Master Programme for students coming from Brazil and Indonesia and the costs for 2 Master Students coming from Indonesia and Brazil will be fully covered by ERAIFT for the next 7th bilingual promotion of ERAIFT(2012-2013)

4. Next South-south Cooperation meeting will be held in 2012 in Brazil (venue and date will be informed).
Prior to the General Conference, Indonesian National Commission for UNESCO organized several meetings to prepare the participation of the members of the Indonesian Delegation to the 36th General Conference as well as the candidature for the Executive Member of UNESCO.

As we understand that UNESCO General Conference determines the policies and the main lines of work of the Organization. Its duty is to set the programmes and the budget of UNESCO and elects the Members of the Executive Board and appoints, every four years, the Director-General.

The General Conference consists of the representatives of the States Members of the Organization. It meets every two years, and is attended by Member States and Associate Members, together with observers for non-Member States, intergovernmental organizations and non-governmental organizations (NGOs).

The General Conference consists of the following Commissions: Administration Commission, External Relation Commission, Education Commission, Natural Science Commission, Social Science Commission, Culture Commission, and Communication and Information Commission. Indonesia is well represented in all these Commissions.

President of the Republic of Indonesia

Admission to UNESCO for states that are not members of the United Nations requires a recommendation by the Organization’s Executive Board and a two thirds majority vote in favour by the General Conference of Member States present and voting (abstentions are not considered as votes). Each Member State has one vote, irrespective of its size or the extent of its contribution to the budget.

Prior to this General Conference UNESCO organized the 7th Youth Forum with the theme “How Youth Drive Change” which was held on 17 – 20 October 2011. Indonesia sent two participants to represent Indonesian Youth funded by the Indonesian Government. Aside from that two Indonesian Youth were invited by UNESCO to represent Asia Pacific Youth.

The Indonesian delegation to this conference were represented by various Ministries who are member of the Indonesian National Commission led by the Minister of Education and Culture. The total number of the delegation is 70.
represented various Ministries. The members of the Indonesian delegation attended the Conference in accordance with the dates of the Commission they have to attend.

All the Commissions terminated on the 5th of November. The following dates were the adoption of those Commission at the Plenary and it was closed by the Director General on the 10th of November.

The theme of the General Conference is “How Does UNESCO Contribute to Building a Culture of Peace and to Sustainable Development?”.

Each of the Head of the Delegate was given 3 minutes to respond to this theme after some Presidents and Head of States invited delivered their speeches. It was followed by a statement by the Director General and the 6 minutes National Statement by each of the Head of the delegate.

At least there were three important events of this 36th Session of the General Conference to be noted:

First, the admission of Palestine to be full member of UNESCO. The vote of which was carried on the 31st October with 107 votes in favour of admission and 14 votes against, with 52 abstentions.

Second, the celebration of the 10th Anniversary Universal Declaration of Cultural Diversity attended by Dr. Susilo Bambang Yudhoyono, the President of the Republic of Indonesia, who was invited by the Director General of UNESCO to deliver a key note address during this celebration.

Third, the admission of Indonesia to be the member of UNESCO Executive Board represented by the Prof. Dr. Mohammad Nuh, Minister of Education and Culture.
Bismillahirrahmanirrahim
Assalamualaikum Warahmatullahi Wabarakatuh
May Peace Be Upon Us,

Her Excellency Madam Katalin Bogay, President of the 36th Session of the General Conference,
Her Excellency Madam Eleonora Mitrofanova, Chairperson of the Executive Board,
Her Excellency Madam Irina Bokova, Director—General of UNESCO,
His Excellency Mr. Georgi Parvanov, President of Bulgaria,

Excellencies,
Distinguished delegates,

I am honored to be here to address the 36th General Conference of UNESCO. I stand here before you representing a nation that proudly considers itself a bastion of multiculturalism.

Indonesia, with over 300 ethnic groups, is arguably the world’s most ethnically diverse nation. Since independence, successive generations have passionately live by the motto Bhinneka Tunggal Ika - “unity in diversity”.

Whether one comes from the largest Javanese ethnic group or the smaller Buginese or Acehnese ethnicity, everyone has equal rights, equal stake and equal ownership in the grand Indonesian family tree. Multiculturalism therefore is very much part of our national DNA, a formula for national survival, and a necessary pathway for future generations.

Indonesia today is an archipelago of peace and tolerance. But this is not something that we take for granted.

History is littered with examples of harmonious communities turned into sworn enemies overnight. As we step into the 21st century, managing diversity - in the midst of rapid modernization and globalization - remains for us a critical challenge today and for the future.

And I believe this is also true for the rest of the community of nations.

It is therefore timely that we gather today to mark the 10th Anniversary of the
UNESCO Declaration on Cultural Diversity.

This Declaration signifies our conviction that multiculturalism will be a driving force in the 21st Century, a benevolent creative force that will change and shape the international system.

But this too is not a given.

When I refer to culture, I refer not just to traditional customs and folklores, but also a whole system and sub-system of values and norms and mindset, wisdom, technology, way of being and doing.

And because culture is something that belongs to the soul, when peoples and cultures interact—especially in such scale and speed—not everything will be smooth and happy. Sensitivities abound. Frictions can erupt. Sometimes, even conflict.

So the question that looms large before us is this: how do we harness our rich cultural diversity to be a constructive force to foster a world of peace, justice and progress that we all yearn for? How do we ensure that the promotion of cultural diversity lead to greater democracy and better protection of human rights, and to a better balance between freedom and tolerance?

It is a daunting task, but it is all the more relevant because the cultures of the world contain many powers.

The power of life and love.
The power to heal.
The power to build and nurture.
The power of survival.
The power of posterity.

With the wrong approach, cultures can divide; with the right approach, it can unite. And there are always surprising ways where cultural factors can hold the key to the solution: be they in conflict resolution, in climate change, in democracy, or in economic development.

In climate change, for example, we in Indonesia found it prudent to go back to basic by “going green” and to intensify the protection of our rain forests, because our ancestors way of life has always revolved around the love for mother earth.

In conflict resolution, we have promoted various forms of peaceful resolutions by strongly factoring in local cultural considerations, for example in Aceh and Papua, and in Poso.

And in democracy, we have embarked on what some have called “the quiet revolution”, the most ambitious decentralization and local elections program that has transferred substantial political, economic and socio-cultural autonomy to the provinces and regents.

Indeed, as Indonesia transforms into a vibrant democracy and emerging economy, we have found ever more that our rich culture is an indispensable asset.

That is why my fellow Indonesians are very proud of the fact that in recent years, UNESCO has officially recognized several of Indonesia’s cultural icons in “the representative list of intangible cultural heritage” of the world, namely keris, wayang, batik, and angklung, after also designated the great Borobudur Temple Compounds, Prambanan Temple Compounds and the Sangiran Early Man Site, as the “world cultural heritage”.
Through me, Indonesians would like to convey to UNESCO: THANK YOU, from the bottom of our hearts.

Ladies and gentlemen,

We mark the 10th anniversary of the Universal Declaration on Cultural Diversity in a time of change and anxiety in the international system.

Outside the walls of this building, we see the onset of a new world, a world in uneasy process of rebirth. And in that new world, we see a rapid mental and political shifts taking place - changing markets, changing nations, and changing the international system.

As the world unravels, one critical phenomenon stands out, one which is of relevance to both the developed and developing countries. It is called “confidence”.

Many have observed that in much of Europe, and in others parts of the western world, there is a trend of declining confidence - some even call it a “crisis of confidence”. Governments are under severe pressures. Businesses are holding back. The youth are getting restless. Societies are gripped in anxiety and self-doubt about their future. People are embracing for short-term shocks, and shying away from long-term plans.

Much of this problem of confidence stem from economic difficulties. When growth slows down, joblessness rise, and costs go up, people naturally become wary. They begin to belt up, spend less, and worry more.

I raise this because - as empirical evidence suggests - declining confidence could potentially impact on the issue of identity.

When people become insecure, there is a temptation to raise barriers and to increasingly ask “who are we?” and “who are we becoming?” - questions that have been raised by all societies for thousands of years, with different answers.

In uneasy times, in the defense of such identity, there is greater potential for societies to become more exclusive and less tolerant culturally.

My humble advise, for whatever its worth, is this: do not give in to such temptation. In fact, go the other way.

In the face of difficult times, embrace openness and cultural diversity with greater determination. In the wake of growing pressures, find solutions by reaching out to one another. And in times of misfortune, be more kind and compassionate.

This is what we did in Indonesia during the economic and political crisis in the late 1990’s. During that transition, we thoroughly reviewed our regional and ethnic policies with all our stakeholders, and made the necessary reforms to suit the new reality. And we made sure that our newfound democracy was responsive to the aspirations of our very diverse citizens.

And in time, we in Indonesia overcame our crisis and our self-doubt and emerged to become the strong vibrant democracy that we are today.

And not just in Indonesia, in many parts of the developing world, we see a different kind of phenomenon: a surge of confidence.

To some degree, that surge of confidence stem from economic performance: high growth, rising middle—class, lesser poverty, corporate success, capital gains and expanding prosperity.
This newfound confidence is a healthy trend, one which we should all try to nurture.

But just as we ask the developed world not to succumb to restive nationalism, the developing world must also be careful that their newfound confidence does not spark ultra-nationalism, or arrogant nationalism.

Just as in economics we expect the G20 to deal with financial crisis by avoiding protectionism, in the cultural sphere we also expect nations to avoid cultural exclusivism.

There is always a risk when things are going too well, people tend to believe they are invincible, which can lead to inflated judgments. There is no need to exchange inferiority complex with superiority complex - neither of which serves us any good.

Indeed, in addressing economic as well as cultural challenges, the remedy is the same: greater openness and more collaboration.

Indeed, in the spirit of the Universal Declaration on Cultural Diversity, the challenge for our time is how to best promote and protect a healthy multiculturalism worldwide.

As we look across the world today, we are so delighted that in east and west, in the north and the south, multiculturalism is fast becoming the new global PC, the new “politically correct”.

All over the world, people are wearing their ethnic identity on their sleeves with pride. Being open to other cultures, and learning from them, is now generally seen as a formula for progress, and success. Diversity is increasingly seen as real assets, in politics and markets, in our schools and communities.

Unfortunately, the rise of multiculturalism globally is also met with growing signs of intolerance - both in the west and east. There are new pockets of ethnic, racial and religious tensions. And this is not necessarily confined to the poor. Intolerance also emanates from parts of the middle class and the rich.

I am realistic enough to admit that in our lifetime we will NOT totally rid the world of bigotry, prejudice, hatred, and conflict. But I am also pragmatic to believe that in our life time, we can make the forces of multiculturalism, moderation, and pluralism to be the mainstream of the world community.

This is why multiculturalism should not stand alone, but should be coupled with a spirit of unity. It is not enough for cultures to occupy their rightful spaces in the socio-political stadium. When a sense of unity among cultures is lacking or missing, there will be an unhealthy disconnect among them, and multiculturalism becomes artificial or worse, conflict-bound.

Thus, there must be cross-cultural efforts to respect and embrace one another as part of one big family of humanity. There must be genuine interest and sincere goodwill in cultural interactions - which form the basis of a culture of peace that is sorely needed in the international system.

And this positive, united multiculturalism must be part of the new globalism that is now emerging. And as we all know, this new 21st century globalism will need plenty of new thinking, new ideas and new approaches, and even new courage, to tackle the momentous issues of our time - from climate change to extremism, from globalization to food security, from infectious diseases to growing inequity.

With all these challenges, that is why I believe that to fulfill its promise, multiculturalism must also be coupled with meritocracy.

Multiculturalism is about creating a world which thrives on diversity. Meritocracy is about ensuring a world driven by equal opportunity for all. This is critically important because we are likely to see an explosion of middle class around the world. In Asia alone for example, it is predicted that there will be 3 billion additional people joining
They will be educated, they will pay taxes, and have skills. They will have email accounts, bank accounts, and modern digital tools.

And most importantly, they will be more - not less - proud of their heritage.

If we combine multiculturalism with meritocracy, we can unleash enormous creative powers that will cure many of our troubles. This is true for both developed and developing world.

For we now have a window of opportunity to forge a new perspective on the state of the world.

I say this because in the 20th century, during the Cold War, we all lived under the dark cloud of what was called “peaceful coexistence”.

Honestly, as a young military officer back then, I never liked that term. It was a passive gloomy term driven by fear of one towards others. The human race should aim for far more than just the lowest common denominator of aiming to co-exist.

In the 21st century, with the bipolar world behind us and a multipolar world in the making, we have the opportunity to create a world marked by “synergized progress”.

This means nations shall do more than just to “peacefully coexist” but we actually work together in synergy to achieve common progress.

$This world of “synergized progress” will be much more durable and dynamic than the fragile world of peaceful coexistence. And it would give ample space to all cultures of the world to flourish, because every nation will have the opportunity to bring their cultures, along with their ideas and products, to the international arena.

This is actually what we are trying to do by working towards the ASEAN Community. We are intensifying efforts to attain the ASEAN Socio-Cultural Community, which is a vision of a healthy regionalism which draws strength from the region’s enormous diversity, both in terms of religion, race and ethnicity. We are convinced that in the Southeast Asia region characterized by immense cultural and religious diversity, the best vehicle for regional cooperation and for durable peace would be an open and inclusive approach towards cultural connections. We understand full well that there can be no durable ASEAN family without mutual respect for our cultural diversity.

So, as we mark the Tenth Anniversary of the UNESCO Declaration of Cultural Diversity, we must look forward with renewed purpose.

Ladies and gentlemen,

Let me close with this final thoughts.

Societies have lived for too long under the divisive notion of “us and them”.

It is time that we evolve a different approach.

It is time we evolve “the new we”.

That “new we” direct us to see bridges instead of divides; to prize our common future than lament our troubled past.

That “new we” compels us to look at those who are different from us in a profoundly new way.

That “new we” shall make all of us united in diversity.

Let us work together to advance that “new we”, and thus remake the world anew.

Thank you

Wassalamualaikum Warahmatullahi Wabarakanuth.
The Sixth Session of the UNESCO Intergovernmental Committee for Safeguarding of the Intangible Cultural Heritage (ICH) was held in Bali, November 22-29, 2011. This was the first time Indonesia to host the ICH Meeting. It is an annual meeting for the 24 members of Intergovernmental Committee for Safeguarding of the Intangible Cultural Heritage. This meeting aimed to promote the objectives of the Convention for the Safeguarding of the Intangible Cultural Heritage, provide guidance on best practices and make recommendations on measures for safeguarding intangible cultural heritage.

This Sixth meeting was chaired by Prof. Dr. Aman Wirakartakusumah from Indonesia together with its Vice-Chairs from Albania, Nicaragua, Niger, Morocco and Spain and its Rapporteur Mr. Ion de la Riva from Spain. The 24 members of the Committee were from the following countries: Albania, Azerbaijan, Burkina Faso, China, Croatia, Cuba, Cyprus, Czech Republic, Grenada, Indonesia, Islamic Republic of Iran, Italy, Japan, Jordan, Kenya, Madagascar, Morocco, Nicaragua, Niger, Oman, Paraguay, Republic of Korea, Spain and Venezuela.

The Sixth Session of the Intergovernmental Committee was officialy opened by Mr. Agung Laksono, Coordinating Minister for People’s Welfare of the Republic of Indonesia. In his remarks, he mentioned among others that having a good cooperation among countries on cultural diversity, a nation can strengthen its national identity. He also hoped that this ICH meeting could formulate a strategic action in dealing with safeguarding of the Intangible Cultural meeting (ICH).

Madame Irina Bokova, Director General of UNESCO, in her remarks, she showed her impression during visiting Jatiluwih rice fields and Taman Ayun temple where she got the point of the Indonesia’s wisdom, the spirit of togetherness in its culture and community which has enabled Indonesia to preserve the island’s unique environment and to keep its rich cultural tradition alive. She added that the Convention of the
Intangible Cultural Heritage could be used to achieve the Millennium Development Goals and Sustainable Development. She also thanked the Government of Indonesia for its pledge of 10 million dollar contribution. Mr. Mohammad Nuh, Minister of Education and Culture of the Republic of Indonesia, conveyed that a nation could learn and understand each other through understanding each country’s cultural identity. In addition, he hoped that this meeting would bring a meaningful contribution for humanity. Lastly, Mr. Toshiyuki Kono, the President of the Third Session of the General Assembly, mentioned in his remarks the importance of the two types of collaboration (vertical and horizontal collaboration) in order to strengthen the convention.

The Minister of Education and Culture of the Republic of Indonesia, Mr. Mohammad Nuh, conveyed the Government of Indonesia’s commitment amounted to USD 10 million to support the UNESCO activities. And as the response of this commitment, the Director General of UNESCO, Madame Irina Bokova, expressed her gratitude for this significant and timely contribution. This contribution will be allocated to the preservation of heritage, capacity building and improving the quality of education and also to be used for programmes to support Indonesia and the ASEAN Region.

This ICH meeting agreed to choose 11 urgent safeguarding lists out of 23 lists including Saman Dance from Indonesia proposed by Armenia, Brazil, Cambodia, Central African Republic, China, Guatemala, Indonesia, Iran, Kenya, Mali, Mauritania, Mongolia, Peru, United Arab Emirates and Vietnam.

For the recommendation of Register of Best Safeguarding Practices out of 15 proposals 5 proposals were recommended proposed by Argentina, Belgium, Brazil, Hungary, Latvia, and Spain. Beside Urgent Safeguarding List and Register of Best Safeguarding Practices, the 4 International Assistances greater than US$ 25,000 was proposed by Aymara communities in Bolivia (Plurinational State of), Chile, Peru, Mongolia, Uganda and Uruguay none of the four requests for the International Assistance was accepted.

Out of 49 nominations for the Representative List proposed only 19 of them were recommended for inscription. Countries proposing for the Representative List were: Belarus, Belgium, China, Colombia, Croatia, Cyprus, Czech Republic, France, India, Iran, Japan, Mali, Burkina Cote d’Ivoire, Mexico, Mongolia, Oman, Portugal, Republic of Korea, Spain, and Turkey. The next session or the Seventh Session of the Intergovernmental for the Safeguarding of the Intangible Cultural Heritage will be held in Grenada in 2012.

To summarize, the list of Intangible Heritage in need of urgent safeguarding includes 27 items in 10 countries. The Representative list of Intangible Cultural Heritage now counts 232 items from 70 countries and 8 Best safeguarding practices have been registered. Furthermore, Indonesia has been recognized by UNESCO for its Wayang (Indonesian Puppet), Keris (Indonesian ceremonial Sword), Batik and the Best Practices of Batik and Angklung, and...
Saman Dance which was finally announced at this meeting.

Aside from her participation in the ICH Meeting, Madame Irina Bokova, Director General of UNESCO, also paid a visit to Yogyakarta, home of Borobudur, as well as Jakarta, the capital region of Indonesia. She visited Yogyakarta in the occasion to mark the completion of cleaning activity at the Borobudur Temple Compounds after the eruptions of Mt. Merapi in 2010. While she was in Jakarta she was invited to have a teleconference Seminar on Building a Green Society at the Directorate of Higher Education of Ministry of Education and Culture, with Prof. Jeffrey Sachs from New York, Prof. Hans van Gienkel from Tokyo, Mr. Herbie Hancock from Los Angeles, Prof. Martin Lees from Montpelier, Prof. Jun Murai from Tokyo, Dr. Fortunato dela Pelha from Manila, and Prof. Emil Salim from Indonesia participated by a number of Universities in Indonesia and to meet the Indonesian Parliament at the House of Representatives to deliver a speech on the issues of Millennium Development Goals.

Her visit in Jakarta includes also attending the wedding of the President of Republic of Indonesia’s youngest son in Cipanas Palace and a special dinner invitation from the Governor of Jakarta.

Welcome Remark by Minister of Education and Culture

Welcome Remark by Director General of UNESCO

Welcome Remark by the President of the third session of the General Assembly

Welcome Remark by the Coordinating Minister for People’s Welfare

Cultural Performance.
UNESCO Office Bangkok, in cooperation with the Ministry of Education and Culture, Republic of Indonesia, and the World Bank Indonesia organized “The 15th UNESCO-APEID International Conference, from 6 to 8 December 2011 at Sultan Hotel, Jakarta, Indonesia, with the theme “Inspiring Education: Creativity and Entrepreneurship”, which focusing on the linkage between creativity and entrepreneurship, education and the workplace.

The three day conference which was attended by more than 300 participants from about 20 countries in Asia Pacific region, including students, academicians, researchers, policy makers, entrepreneurs, and private sectors. The participants from Indonesia in total was around 200 including policy makers, University lecturers, teachers as well as students from various universities throughout Indonesia.

The conference was designed to change people’s paradigm from job seekers to job creators in respond to the 21st Century challenges especially to make us aware of the importance of creativity and entrepreneurship knowledge in building the future generation since today’s education has not touched fully this concept.
They shared best practices, concepts of creativity and entrepreneurship, and the roles of entrepreneurs in fostering the national economy delivered by various speakers from Indonesia who are expert in their fields such as Sandiaga Uno, Founding Partner and CEO of Saratoga Capital; Ciputra, founder of Ciputra Group and Ciputra University; Sofyan Wanandi, Chairman of the Employers Association of Indonesia (APINDO); Timothy Marbun, TV news anchor and Sabang 16 founder, Mira Lesmana, one of the famous film makers, as well as international speakers such as Larry O’Farrell, Professor and Holder of the UNESCO Chair in Arts and Learning, Faculty of Education, Queen’s University, Canada; Wang Libing, Professor of Education, Zhejiang University, P.R. China, and Fernando Reimers, Harvard University, USA.

All speakers received a very extraordinary response from all participants, since they shared not only the concept of entrepreneurship, but also shared how to embed an entrepreneurship education to the young generation since their early age.

Interesting topics including concepts and best practices in creativity and entrepreneurship have been delivered during plenary and concurrent session. Some of the topics worth to be mentioned were: “Concept and Context of Creativity and Entrepreneurship in the 21st century,” Innovative Strategies, Designs, and Models for Creativity and Entrepreneurship”, “Enabling Creativity and Entrepreneurship,” and “Education for Creativity and Entrepreneurship”.

In the absence of the Minister of Education and Culture, the conference was officially opened by Prof. Dr. Djoko Santoso. Director General of Higher Education, the Ministry of Education and Culture. Prior to the opening ceremony, Prof. Dr. Arief Rachman, MPd Executive Chairman of Indonesian National Commission for UNESCO, Dr. Mae Chu Chang, Head of Human Development Sector of World Bank, and Prof. Dr. Hubert Gijzen, Director of UNESCO Office Jakarta, delivered their welcome addresses at the opening ceremony.

In his speech Mr. Djoko Santoso stated that the most important thing in the current job situation in Indonesia was how to create more jobs, therefore, the students should think on how to create jobs for themselves instead of expecting the government provides jobs for them, so instead of being job seekers they have to be job creators.
Dr. Herbie Hancock, Jazz icon and Grammy Awards winner was appointed as UNESCO Goodwill Ambassador for Intercultural Dialogue, in a ceremony at UNESCO Headquarters in Paris in July 22, 2011. Dr. Hancock visited Indonesia from 16 to 23 December 2011 to bring attention to the work of UNESCO and its partners have carried out.

On 17 December, he started his visit to Central Java and made a tour to the villages surrounding the Borobudur Temple by "andong", a horse drawn carriage, to observe the local tofu production, pottery workshop and the livelihood of the local community surrounding Borobudur areas. He then took part in the tree-planting ceremony to symbolise the efforts to revitalise the temple after catastrophic eruption of Mt Merapi in 2010. The tree planting was then followed by the launching of UNESCO and National Geographic Indonesia publication entitled ‘Borobudur: the Road to Recovery – Community-based Rehabilitation Work and Sustainable Tourism Development’.

During his visit in Jakarta, Dr. Herbie had a courtesy call to the Minister of Education and Culture, Prof. Dr. Mohammad Nuh, and a primary school which is one of the Green Schools, SDNP 12 Bendungan Hilir, located in Central Jakarta. This school was awarded “Adiwiyata Mandiri” in 2011, a green school programme developed by the Ministry of Environment, by the President of the Republic of Indonesia during the Celebration of the World Environment Day. Herbie’s visit to this school is related with his mission as UNESCO's Goodwill Ambassador to see the best practises of UNESCO programmes in Indonesia in the field of education, science, and culture. He was welcomed by the Deputy Minister of the Ministry of Environment, Deputy Governor of Jakarta Province, and the Executive Chairman of Indonesian National Commission for UNESCO. He was quite impressed by the programmes implemented at the school which are already implemented the concept of Sustainable Development. The Principal of the school explained that she together with the Parent Teacher Association have actively made various partnership to have efforts to build the green environment surrounding the school and to promote an environment friendly school. At the end of his visit he stated that, "the world really needs the involvement of all parties, especially the young generation, to sustain a balance environment in supporting human life".

Welcome Remark by Dr. Herbie Hancock
Opening Ceremony

Welcome Remark by Dr. Herbie Hancock

Welcome Remark by Prof. Hubert Gijzen

Photo Session with students of SDNP 12 Benhil, Central Jakarta

Photo Session at SDNP 12 Benhil, Central Jakarta
At the 36th Session of the General Conference, held in Paris, 25 October - 10 November 2011, Indonesia was elected as member of UNESCO Executive Board, 2011-2015 represented by Prof. Dr. Mohammad Nuh the Minister of Education and Culture. Other new members representing Asia-Pacific Region for the same period were South Korea, Thailand, Afghanistan, Pakistan, and PNG.

Dr. Susilo Bambang Yudhoyono, the President of the Republic of Indonesia, invited by the UNESCO Director General to deliver a keynote address at a keynote speech in the Celebration of the 10th Anniversary Universal Declaration of Cultural Diversity.

Saman Dance has been successfully inscribed as UNESCO’s Intangible Cultural Heritage at the Sixth Session of the UNESCO Intergovernmental Committee for Safeguarding of the Intangible Cultural Heritage (ICH) in Bali on 22 – 29 November 2011. The Saman Dance is part of the cultural heritage of the Gayo people of Aceh province in Sumatra. The Saman was performed to celebrate national and religious holidays, cementing relationships between village groups who invite each other for performances.

The inscription of I La Galigo as UNESCO’s Memory of the World in February 2011. I La galigo is a poetic text set in a strict metre and using a particular Bugis vocabulary, its language is considered beautiful and difficult. It was recognized as one of the Memory of the World.

The establishment of Asia Pacific Center for Ecohydrology (APCE), an organization (category II) under the auspices of UNESCO. This organization is under the management of the Indonesian Institute of Science (LIPI) as the focal point of UNESCO for IHP, MAB, IOC and MOST in Indonesia. APCE concerns to carry out systematic planning for research activities, professional training and capacity building, and creating networks of information and knowledge in the field of ecohydrology.

The organization of the 16th Session of the Intergovernmental Intangible Cultural Heritage (ICH) in Bali from 22-29 November, 2012, involving 500 participants from various UNESCO member States. The result of the Meeting was the adoption of new Intangible of Cultural Heritage as follows:
- to choose 11 urgent safeguarding lists out of 23 lists including Saman Dance, to register of Best Safeguarding Practices 5 proposals out of 15 proposals and to recommend 19 proposals out of 49 nominations for the Representative List for inscription.

As requested by UNESCO Office Bangkok, Indonesia organized “The 15th UNESCO-APEID International Conference, from 6 to 8 December, 2011 with the theme “Inspiring Education: Creativity and Entrepreneurship”, focusing on the linkage between creativity and entrepreneurship, education and the workplace. It was participated by more than 300 participants from about 20 countries in Asia Pacific region, including students, academicians, researchers, policy makers, entrepreneurs, and private sectors. The participants from Indonesia in total was 200 participants including policy makers, University lecturers, teachers as well as students from various universities throughout
Indonesia. The conference was designed to change people’s paradigm from job seekers to job creators in respond to the 21st Century challenges especially to make us aware of the importance of creativity and entrepreneurship knowledge in building the future generation since today’s education has not touched fully this concept.

8. The International Task Force on Teachers for EFA and the Government of Indonesia organized the 3rd International Policy Dialogue Forum of the International Task Force in Bali on 13-14 September 2011, with the theme “Developing and Implementing Comprehensive National Policies for EFA: Teacher Quality and Equity”. It was attended by 30 countries and 14 International organizations and 100 participants from UNESCO member states. The main purpose of this forum is to bring together various stakeholders to deliberate on the current status of teachers in relation to EFA, quality learning and equity; identifying ways and means for developing and implementing comprehensive national policies for EFA and to have sufficient number of quality teachers to address equity for Education for All.

9. Indonesia hosted System Assessment and Benchmarking for Education Results (SABER) in Bali from 5-8 June 2011. The forum was a collaboration between the Indonesian Ministry of Education, UNESCO, the Government of the Netherlands, the European Union under the Basic Education Capacity Trust Fund, the Education Program Development Fund, the Korean Government, the Asian Development Bank, Russia Education Aid for Development (READ), AusAID, the United Kingdom, and the World Bank. The conference was attended by some countries representatives; Cambodia, China, Republic of Korea, Lao PDR, Malaysia, Mongolia, the Phillipines, Thailand as well as Indonesia. This forum was opened by H.E. Mohammad Nuh, Minister of National Education, Indonesia. The aim of the one-day forum was to discuss education policy in East Asia, focusing on how to improve education quality in the region.

10. International Conference on Improving Female Literacy in Cooperation with Women NGOs was held at Mercure Convention Hotel, Ancol, Indonesia from 21-23 June 2011. This conference was a follow up of the recommendation of the 8th E-9 Ministerial Review Meeting in Abuja, Nigeria, in June 2010. The participants were represented by the following E-9 countries and ASEAN countries; Bangladesh, Egypt, India, Indonesia, Malaysia, Phillipines, Mexico, Nigeria, Thailand and Timor Leste. The objectives of the seminar were to strengthen networking and partnership mechanism among women NGOs; to develop strategies to enhance participation, inclusion, and equality in female adult literacy through Entrepreneurship and life skill program; to mobilize and increase funding resources and expertise to carry out literacy program in highly disadvantaged population and to share best practices in eradicating female adult illiteracy and to build the capacity of women NGOs in the evaluation of female adult literacy constructively.
<table>
<thead>
<tr>
<th>No.</th>
<th>Event</th>
<th>Venue</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>40th Session of the International Geoscience Programme (IGCP)</td>
<td>Paris, France</td>
<td>February 2012</td>
</tr>
<tr>
<td>4.</td>
<td>189th Session of the UNESCO Executive Board</td>
<td>Paris, France</td>
<td>27 February - 10 March 2012</td>
</tr>
<tr>
<td>5.</td>
<td>Ministerial Conference of the 6th World Water Forum</td>
<td>Marseille, France</td>
<td>12-17 March 2012</td>
</tr>
<tr>
<td>6.</td>
<td>Fifth Memory of the World Committee for Asia Pacific (MOWCAP)</td>
<td></td>
<td>March 2012</td>
</tr>
<tr>
<td>8.</td>
<td>5th APCEIU Governing Board</td>
<td></td>
<td>March 2012</td>
</tr>
<tr>
<td>9.</td>
<td>Intergovernmental Council for the Information for All Programme</td>
<td>Paris, France</td>
<td>2 – 3 April 2012</td>
</tr>
<tr>
<td>11.</td>
<td>Celebration of 20th Anniversary of the Memory of the World</td>
<td>Paris, France</td>
<td>April 2012</td>
</tr>
<tr>
<td>12.</td>
<td>Ninth Intergovernmental Session of the IOC Sub-Commission for the Western Pacific (WESTPAC-IX)</td>
<td>Busan, South Korea</td>
<td>8-12 May 2012</td>
</tr>
<tr>
<td>20.</td>
<td>9th E-9 Ministerial Review Meeting: Inclusive Quality Education through ICT</td>
<td>New Delhi, India</td>
<td>July 2012</td>
</tr>
<tr>
<td>21.</td>
<td>iEARN Annual Conference</td>
<td>Trinad and Tobacco</td>
<td>July 2012</td>
</tr>
<tr>
<td>22.</td>
<td>Meeting of the Ministers for Culture on the Occasion of the 11th Festival of Pacific Arts</td>
<td>Samoa, July 2012</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>190th Session of the Executive Board</td>
<td>Paris, France</td>
<td>September 2012</td>
</tr>
<tr>
<td>26.</td>
<td>Workshop on Inventory Making of Intangible Cultural Heritage</td>
<td>Papua New Guinea</td>
<td>October 2012</td>
</tr>
</tbody>
</table>
28. The Celebration of the 40th Anniversary of the World Heritage Convention, Kyoto, Japan, 6-8 November 2012
29. Seventh Meeting of the Committee for the Protection of Cultural Property in the Event of Armed Conflict, November 2012
30. World Innovation Summit for Education (WISE), Qatar, November 2012
31. 16th APEID Annual Conference, December 2012
32. The E-9 Senior Official Meeting, India, December 2012
33. Participation in the UNESCO Award of Excellence, Bangkok, Thailand, 2012
34. Regional Seminar on Public-Private Partnership in Higher Education & TVET and Youth Employment, Bangkok, Thailand, 2012
35. ASPnet Workshop, ACCU, Tokyo, Japan, 2012
36. 17th Session of Intangible Cultural Heritage (ICH), Granada, 2012
37. 49th Session of International Conference on Education, Geneve, 2012
38. The Man and Biosphere Programme (MAB), Paris, 2012
40. International Hydrological Programme (IHP), Paris, 2012
41. World Heritage Committee Meeting, Paris, 2012
42. Intergovernmental Committee for IGCP, Paris, 2012