Through the UNESCO/Malaysia Funds-in-Trust

MALAYSIA-UNESCO
COOPERATION PROGRAMME
MALAYSIA-UNESCO
COOPERATION PROGRAMME
Through the UNESCO/
Malaysia Funds-in-Trust
Content Disclaimer

Published in 2015 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France

and

UNESCO Office, Jakarta

© UNESCO 2015

This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (http://creativecommons.org/licenses/by-sa/3.0/igo/). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (http://www.unesco.org/open-access/terms-use-ccby-sa-en).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Acknowledgement

This publication has been made possible through the generous support of the Government of Malaysia and its Malaysia Funds-in-Trust (MFIT) programme as well as Ministry of Education Malaysia (MOE).

This publication has benefitted from the contribution of the broad UNESCO family: central services, field offices, category I and II centres/institutes and several other partners.

Editorial Coordination:
Shahbaz Khan, Director and Representative
Regional Science Bureau for Asia and the Pacific
UNESCO Office, Jakarta.

Compilation and Summary:
Sharizad Sulaiman, Malaysia-UNESCO Cooperation Programme

Graphic Design and layout:
Ganni R. Mulya, UNESCO Office, Jakarta

Printed by
Printed in Jakarta

October 2015
Contents

Malaysia-UNESCO Cooperation Programme ................................................. 1
Key Quotes ................................................................................................. 2
Key Moments ............................................................................................. 5
Programme Achievement ........................................................................... 11
  • Malaysia-UNESCO Funds-in-Trust Programme Management ............ 12
  • Knowledge Generation and Dissemination to Support Education Reforms for the 21st Century .................................................. 13
  • Improving the Quality of Education through Better Alignment of Assessment, Curriculum and Pedagogy .............................................. 14
  • Skills Development through Technical and Vocational Education and Training (TVET) ................................................................. 15
  • Promoting South-South Cooperation through Climate Change Education in Asia Pacific Island Developing States ................................ 16
  • Strengthening Technical and Vocational Education and Training (TVET) for Improved Skill Outcomes in the Asia Pacific Region .............. 17
  • Education for Sustainable Development in the Pacific Island Countries ................................................................. 18
  • Strengthening the Ministry of Education Leadership in the Implementation of Education Policy and Reforms ......................................... 19
  • Support in Preparation of Bhutan School Education Sector Blueprint .......... 20
  • Strengthening STEM Curricula for Girls in Africa and Asia and the Pacific – Phase 1 ................................................................. 21
  • South-South Cooperation for Enhancing Science, Engineering and Technology Standards in Asia and the Pacific ......................................... 22
  • Upscaling Water Security to Meet Local, Regional and Global Challenges ................................................................. 23
  • Science Harnessed for ASEAN Regional Policy – SHARP .................. 24
  • Fostering Tsunami Preparedness, Response and Mitigation in the Indian Ocean Small Island Developing States and African Coast Countries ................................................................. 26
  • Towards Economic Resilience in the Pacific and Southeast Asia: Reducing Risk of Loss & Damage in the Tourism and Agriculture Sectors from Extreme and Slow-Onset Events through Improved Assessment and Education ................................................................. 27
  • Strengthening ASEAN Community 2015 through South-South Cooperation, Foresight and Capacity-Building on Inclusive Policy Development ................................................................. 28
  • Educating for Sustainable Futures through Integration of Values in School-based and Community-based Programmes Targeting Young People ................................................................. 29
  • The Power of Culture: Supporting Community-based Management and Sustainable Tourism at World Heritage Sites in Malaysia and Southeast Asia ................................................................. 30

UNESCO Category 2 Centres in Malaysia .................................................... 31
The establishment of the Malaysia-UNESCO Cooperation Programme (MUCP) was announced by the Prime Minister of Malaysia, Hon. Dato’ Sri Mohd. Najib Tun Abdul Razak during the 35th session of UNESCO General Conference in 2009. Malaysia pledged to provide financial contribution (USD 5 million and subsequent USD 1 million per year) through the Malaysia Funds-in-Trust, for supporting the implementation of projects jointly selected under the MUCP. Through this Fund, the cooperation between Malaysia and UNESCO is strengthened, in particular to the mobilization of Malaysian expertise and services of Malaysian institutions, including the existing Category 2 Centres and South-South cooperation for the benefit of the countries of the Asia and the Pacific region as well as for Africa, with particular emphasis on Least Developed Countries (LDCs) and Small Island Developing States (SIDS).

The MUCP would serve the common interest of Malaysia and UNESCO and contribute to the enhancement of South-South Cooperation in education, science and technology, natural, social and human sciences, culture, communications and information.

The implementation of the projects under MUCP will contribute to the attainment of internationally agreed development goals including the Millennium Development Goals (MDG) as well as Sustainable Development Goals (SDG) which will build upon the MDGs and converge with the post 2015 development agenda.

The projects should strengthen UNESCO's:
- Medium Term Strategy C/4; and
- Approved Programme and Budget C/5

Besides the above, the projects may also have direct contribution to the following:
- United Nations Framework Convention on Climate Change (UNFCCC);
"I wish to renew my gratitude to Malaysia for being a showcase for South-South cooperation, including in education, through the Malaysia-UNESCO Cooperation Programme.

From skills development in ASEAN countries to Education for Sustainable Development in Pacific Island Countries and support to Bhutan’s education sector blueprint, this programme is giving us the means to enhance support to countries most in need."

Madame Irina Bokova
Director-General of UNESCO
on the occasion of the Information Meeting with the Executive Board (12 February 2015)
"... as a gesture of our sincere commitment and firm belief in the ideals of UNESCO’s mandate to bring peace and development through education, science, culture and communication, I am happy to announce that the Government of Malaysia will establish a UNESCO - Malaysia Cooperative Trust Fund. This fund will be utilised to enhance South-South cooperation for capacity building in education and science for the benefit of the Least Developed Countries, Small Island States and in support of the Priority Africa agenda.”
“Malaysia is committed to continually support and contribute to UNESCO’s aspirations post-2015. We remain devoted to share and exchange knowledge and experiences in the various areas of education, science, mathematics, technology, innovation, natural and cultural heritage. This has much potential for enrichment through the Malaysia Funds-In-Trust.

As we look to the future, I am aware of the differing realities of varying countries and the attendant challenges that lie ahead. But we believe strongly, that we should face these challenges together, guided by values and principles of genuine and sincere engagement and ethical collaboration. Hand-in-hand, through small incremental steps, this will lead to the progressive development of inclusive, just, democratic and economically beneficial environments. This will enable local communities and those that extend beyond its borders to mutually benefit from these synergistic efforts.”

Dato’ Seri Mahdzir Khalid
Minister of Education & President of the Malaysian National Commission for UNESCO (NATCOM)
Key Moments

Major Milestones in the Malaysia-UNESCO Bilateral Cooperation
Signing of the MOU under the “Malaysia-UNESCO Cooperation Programme”

15 November 2011

“… covers all our areas of competence and supports South-South cooperation in the Asia-Pacific that is so important today. It is a show of solidarity …”

Madame Irina Bokova
Director-General of UNESCO
Mrs Bokova briefed the Prime Minister on the latest developments during an extensive meeting with the Malaysian Premier in Kuala Lumpur on 22 May 2013. She also praised Malaysia for playing a lead role in South-South cooperation, notably in the area of science, technology and innovation. She highlighted the significance of the Malaysia - UNESCO Cooperation programme for building capacity in education, sciences and culture in least-developed countries, and thanked the Prime Minister for his country’s long-standing support to UNESCO.

Dato’ Sri Mohd Najib Tun Abdul Razak thanked UNESCO for their expertise and input which has resulted in the development of the Malaysia Education Blueprint (2013 – 2025).

“Education and technology are huge game changers. You have to create opportunities and possibilities for people to develop their talent and also to attract global ones”

Dato’ Sri Mohd Najib Tun Abdul Razak
Prime Minister of Malaysia
referring to Malaysia’s Education Blueprint (2013-2025)
Official Presentation of
the Gallery Walk of Malaysia’s Education Blueprint (2013-2025)

8 November 2013
UNESCO

“I am pleased and, indeed, proud that UNESCO contributed to the Blueprint through the Education Policy Review launched in 2011 by the Ministry of Education, to enhance the quality of education, to prepare the children and youth of Malaysia for the needs of the 21st century.

This Policy Review was a unique process, involving all key actors, to craft an independent assessment and set of policy recommendations, to be followed by support to their implementation, through capacity development and innovative approaches. Drawing on this experience, education policy review is now one of the priorities of UNESCO in its education work.”

Madame Irina Bokova
Director-General of UNESCO
Hari UNESCO Malaysia (HUM) Celebration

A Malaysian initiative to showcase UNESCO in Malaysia, and Malaysia in UNESCO

Launched in 2011, Malaysia has carved a history of its own to celebrate the leading role of Malaysia in implementing UNESCO's global mandate as well as to highlight the nation’s successes and to honour and award those who have enhanced Malaysia’s image.

"...This year, Hari UNESCO Malaysia celebrates the theme of ‘togetherness’, and this idea stands at the heart of UNESCO’s mission, to strengthen humanity as a single community...

...I see this expressed in the partnership between Malaysia and UNESCO, through the Malaysia-UNESCO Cooperation Programme, as well as the International Centre for South-South Cooperation on Science, Technology and Innovation, a leading UNESCO Category 2 Centre, and the Regional Humid Tropics Hydrology and Water Resources Centre..."

**Madame Irina Bokova,**
Director-General of UNESCO

*on the occasion of Hari UNESCO Malaysia 2015*
UNESCO-Malaysia Agreement on ISTIC  
2015-2021

7 September 2015
Paris, France

Agreement signing by H.E. Irina Bokova, Director-General of UNESCO and Hon. Datuk Wilfred Madius Tangau, Malaysian Minister of Science, Technology and Innovation (MOSTI).

The UNESCO-Malaysia Agreement on ISTIC was renewed for another six years (2015-2021).

The agreement was signed by H.E. Irina Bokova, Director-General of UNESCO and Hon. Datuk Wilfred Madius Tangau, Minister of Science, Technology and Innovation representing the Malaysian government on 7 September 2015 in Paris, France. (Source: ISTIC)
Malaysia-UNESCO Funds-in-Trust Programme Management

The excellent collaboration between UNESCO and Malaysia is entering a new stage of stronger cooperation, notably via the agreement of Malaysia-UNESCO Funds-in-Trust (MFIT) signed in April 2013.

UNESCO and the Government of Malaysia have established a Steering Committee to facilitate the effective and efficient implementation of the Malaysia-UNESCO FIT programme.

To date, four (4) MFIT Steering Committee meetings have been convened:

- 5 April 2013 in Putrajaya, Malaysia
- 28 January 2014 in Putrajaya, Malaysia
- 14 August 2014 in Jakarta, Indonesia
- 2 – 3 June 2015 in Bangkok, Thailand
Knowledge Generation and Dissemination to Support Education Reforms for the 21st Century

As many countries in the Asia-Pacific region make progress in expanding access to education, issues of education quality, effectiveness, and efficiency remain critical. This project aims at supporting Member States in reforming their education systems to meet the demands of the 21st century.

More specifically, the project will facilitate:

1. knowledge generation and dissemination of innovative and effective education policies; and
2. capacity building and mutual learning in conducting technically-robust education policy research for government officials and researchers in the Asia-Pacific region.

At the end of the project, it is expected that the project will produce:

1. a knowledge-base on innovative policies to improve quality, equity and efficiency of education created by research institutes in the region and policy makers; and
2. comparative information on national education systems in the Asia Pacific Region, including their achievements and challenges, compiled and made available.
Improving the Quality of Education through Better Alignment of Assessment, Curriculum and Pedagogy

The project supports the implementation of activities of the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP), a regional platform on learning assessment that is coordinated by UNESCO Bangkok. NEQMAP was established in 2013 and aims to improve the quality of learning in the region through enhancing the use of student learning assessment. At present, NEQMAP counts 34 members from 21 different countries/jurisdictions of the Asia-Pacific region. Members include assessment or evaluation units/divisions from Ministries of Education, examinations and testing bodies, universities and research institutes and NGOs.

This project, implemented by UNESCO Bangkok which serves as the Secretariat of the NEQMAP network, works with these members institutions, representatives of other countries/jurisdictions of the Asia-Pacific region and partner organizations and aims to improve the quality of learning through enhanced student learning achievement. In order to do so, the project focuses on knowledge sharing, research and capacity building. In this regard, the main achievements of the project thus far have been the following:

1. Establishment of a knowledge portal
2. Systematic review research piece on the use of learning assessment in terms of policy and practice
3. Organization of two regional capacity building workshops, on introduction to large-scale assessments of learning and design and development of large-scale learning assessments
Skills Development through Technical and Vocational Education and Training (TVET)

With greater regional integration, technological advancement, and globalization, young people are currently confronted with rapidly changing and competitive labour markets which favour technically-skilled workers who can successfully deal with a range of non-technical challenges in their daily working lives. Skills development is a key tool that can help young people adjust to these changing trends and help them benefit. Through its Strategy for TVET, UNESCO endeavours to boost the role of technical and vocational education and training in addressing issues of youth unemployment and deep-rooted social inequalities. UNESCO’s TVET Strategy (2010-2015) supports Member States through three core areas: (i) provision of upstream policy advice and related capacity development; (ii) conceptual clarification of skills development and improvement of monitoring; and (iii) acting as a clearinghouse and informing the global TVET debate. By adopting this approach, UNESCO Bangkok is leveraging Malaysia’s experience and expertise in TVET to support other Member States in strengthening their education and training systems through this project.

The upstream policy advice, collaborative regional research and the establishment of the knowledge base in TVET are expected to have a direct and profound impact on the formulation and implementation of transformative TVET policies in the Asia-Pacific region.
Promoting South-South Cooperation through Climate Change Education in Asia Pacific Island Developing States

Small Island Developing States (SIDS) face a number of distinctive challenges to sustainable living and sustainable development, including severe vulnerability to Climate Change and sea-level rise, natural and environmental hazards, freshwater resources and energy as well as fragile economic and social structures. Climate Change Education (CCE), within the framework of Education for Sustainable Development (ESD) constitutes an essential element in the response to these challenges; it helps learners to understand and address the impact of environmental problems, encourages changes in their attitudes and behaviours, helps them adapt to climate change-related trends, improves their livelihoods, and increases economic security and income opportunities.

For small island societies in the Asia Pacific, a significant component of overcoming sustainability challenges will be to build bridges and networks that promote problem-solving actions that mobilize key actors and constituencies.

This project hopes to contribute to the enhancement of educational system of Small Island Developing States (SIDS) in Asia Pacific in the field of education for sustainable development and in particular climate change education. As such, it will be able to equip its citizens with knowledge and skills to be adaptable and resilient in the midst of changing climate. This initiative is unique in a way that the project output is adopted to the circumstances unique to Small Island Developing States in Asia Pacific. It is hoped that by training the trainers it will sustain the project especially in consideration of the teacher educators at the teacher training institutes.
Strengthening Technical and Vocational Education and Training (TVET) for Improved Skill Outcomes in the Asia Pacific Region

In the face of the rapidly changing world characterized by greater regional integration, demographic shifts, technological advances, persistent disparities and spiralling youth unemployment, it is widely acknowledged that more attention should be given to skills development, which is considered as a key instrument that can empower youth and adults with competencies and competitiveness to meet the challenges of the 21st century.

To strengthen the role of technical and vocational education and training (TVET) and skills development for socio-economic development, the Asia-Pacific Conference on Education and Training (ACET), “Making Skills Development Work for the Future”, was held from 3 to 5 August 2015 in Kuala Lumpur, Malaysia, with around 1,000 participants in attendance. Ministers overseeing education and training in the region joined representatives from bilateral and multilateral organisations, the private sector, unions, youth organisations, and researchers in discussions on TVET-related issues such as Information, Communication and Technology (ICT) in TVET, greening TVET, partnerships, quality assurance mechanisms, TVET teacher training and TVET networks.

The Conference concluded with the adoption of the Kuala Lumpur Declaration, which was endorsed by ministers, and heads of delegations responsible for education from 26 countries. The Declaration puts forward concrete and actionable recommendations that are expected to contribute to transforming technical and vocational education and training in the region in the years to come.
Education for Sustainable Development in the Pacific Island Countries

In accordance with priorities identified by the Pacific Island countries (Fiji, Niue, Palau, Tonga and Tuvalu) through situational analyses of Education for Sustainable Development (ESD) and workshops conducted in these countries, project activities were organized in line with the identified priorities. They include: developing resource book on climate change and disaster risk management in Fiji, adaptation of indigenous language in the curriculum in Niue, integrating ESD elements into the secondary school curriculum in Tonga, publishing and distributing an ESD directory in Palau, and development of resource materials on climate change education in Tuvalu.

Achievements to date include the completion of Fiji’s Resource Book on Disaster Risk Reduction and Climate Change Using Traditional Knowledge, which is currently being trialled in Year 7-8 classes, the completion of a Palau Vocabulary and Idiom book aimed at strengthening the ability of Year 9 & 10 students to speak pure Palauan language. It emphasizes on using a repetition style approach to capture the student’s attention to realistically learn and constantly speak the proper vocabulary; and translating literacy and numeracy standards into the Niuean language in Niue.

Another important highlight in case of Tuvalu is that the climate change educational materials have been developed. They are relevant to the unique situation that Tuvalu continues to face due to climate change. The August 2015 workshop will build capacity for teachers from outer islands to learn how to properly use these materials in the classroom and will further strengthen sustainability efforts in this important project for Tuvalu.
Strengthening the Ministry of Education Leadership in the Implementation of Education Policy and Reforms

During the past 50 years South and East Asia witnessed massive demographic changes, resulting mainly from falling fertility rates and migration. Other trends impacting on the provision of education services include urbanization that has contributed to reduce densities in rural areas, thus increasing the costs of reaching the remaining rural school age population. Counterbalancing these trends have been the massive increases in participation in schooling, most countries in the region achieving universal basic education.

While the education sector has been relatively well served in terms of resource allocation in past decades changes in the populations’ age structure across the region as well as a slowing global economy are likely to contribute to changes in resource allocations. Education may not be treated as generously in the future. At the same time it is important to recognize the institutional challenges associated with reorganizing education service provision. The redeployment of education personnel for example is an issue likely to yield high political costs for any government, and school closures remain difficult as local schools are seen by rural communities as a core component for a viable community life.

For these reasons it is vital for education policy makers and planners to understand the directions and assess the impact of demographic changes, migration and urbanization in their country. This assessment underpins the planning of future education services and resource allocation decisions. The Malaysian Government-UNESCO/IIEP project aims at providing Ministries of Education with an analytical framework and an information base needed to reflect these crucial dimensions in plans and guide education policy, investment decisions and institutional reforms.
Support in Preparation of Bhutan School Education Sector Blueprint

The Royal Government of Bhutan continuously embarked upon numerous initiatives and reforms to improve the teacher quality and create high performing schools. However, due to rise in expectations as well as the general concerns regarding the system’s ability to adequately prepare the young Bhutanese for the challenges ahead, the education system has not only come under increased public scrutiny and debate but also come to acknowledge that there exists a real concern about the overall quality of education system.

Given the nature of the education system and its complexity as a public sector undertaking with multifaceted stakeholders, unless an ambitious and practical yet far-reaching corrective approach is urgently put in place, it is going to take several years, if not decades, for fundamental changes to be felt. It is only through continuous education reforms to improve quality and relevance of learning that national challenges like youth unemployment and economic development can be addressed effectively both in the medium and long-term period. The comprehensive review will provide critical and insightful elements to prepare a time bound Blueprint for a rapid and systematic reform of the education system of the country is expected to further boost the education system improvement.
Strengthening STEM Curricula for Girls in Africa and Asia and the Pacific – Phase 1

During Phase I, the project, funded by Malaysia Funds-in-Trust, seeks to strengthen Science, Technology, Engineering and Mathematics (STEM) policies, curricula and pedagogy as well as teacher education and professional development in four beneficiary countries from Africa – Nigeria and Kenya – and Asia and the Pacific – Kingdom of Cambodia and Indonesia – mainly by sharing Malaysian expertise and experience with regard to the inclusion of women in STEM fields. The project approach intends to foster and strengthen institutional capacities among key stakeholders, with the view to designing, implementing and attaining quality STEM curricula across different levels of the education system and within a holistic vision of education and of the education system.
South-South Cooperation for Enhancing Science, Engineering and Technology Standards in Asia and the Pacific

Responding to the needs for interdisciplinary expertise in areas of applied sciences as well as strengthening learning in the basic sciences, the project is implemented within the science and engineering human resource developmental and research institutions addressing both traditional, formal ways of teaching and learning science and technology. The modular curricula will be on varying levels and topics and adapted to a virtual (e-learning) mode of delivery. Specifically, the project is implemented under three components:

**Component 1:** 
**Meta-knowledge platform in making available tools and resources for engineering, science and technology human resource development for sustainable development**

The regional and international workshops were organized to raise the standard of engineering qualifications to international standards in universities and institutions of tertiary education in association with the engineering bodies through south-south cooperation. This component involves regional stakeholders from diverse backgrounds with government agencies and units, industries, academia and research institutes.

**Component 2:**
**Modular curricula that could be adopted by professional bodies and universities for certified training of professionals**

UNESCO has developed a roadmap on engineering qualification standardization in Asia and the Pacific. The Federation of Engineering Institutions of Asia and the Pacific (FEIAP) Engineering Education Guidelines are being updated jointly though this project.

**Component 3:**
**Mapping of UNESCO centres and chairs for establishing south-south learning alliances**

The component is for mapping and networking of UNESCO’s Natural Sciences related Category 2 Centres and Chairs in Asia-Pacific region, linking with Africa on issues related to the post-2015 development agenda.
Upscaling Water Security to Meet Local, Regional and Global Challenges

The project provides solutions to the current global water challenges requiring upscaling of existing local approaches and knowledge of the interrelations between environment conditions and the state of waters. UNESCO’s International Hydrological Program’s Ecohydrology Demonstration Projects and Hydrology for Environment, Life and Policy (HELP) river basins networks are two innovative approaches, which involve engineering-based tools that integrate basin-wide human activities and changes in the hydrological cycle.

The project strengthens the local scientific collaboration between Humid Tropics Centre Kuala Lumpur (HTCKL) and Institute for Environment and Development (LESTARI) as well as regional collaboration with Asia Pacific Ecohydrology in Indonesia as the Category II Water Centre, the Regional Centre for Integrated Water resources Management (RC-IRBM) Kaduna, Nigeria and Capital National University Beijing, China through the UNESCO Chair on Ecohydrology and Hydroinformatics.

Under this network, this project is being implemented through three components:

1. **Demonstration sites of Ecohydrology biotechnologies in Langat River and Putrajaya Lakes (Research Component)**
   This component provides more efficient and sustainable storm water management strategies and best practices and mitigation measures to counter negative effects of urbanization. The study includes rehabilitation works for the slope degradation of riverbank to improve the river water quality, quantity and riverbank rehabilitation in developed areas depending on constructed wetlands, porous pavements as well as bio retention solutions. To support this, an assessment has to be conducted to determine the economic values of the ecosystem in order to strengthen the sustainable management.

2. **HELP and Ecohydrology training (Education Component)**
   The main purpose of this component is to develop modular curricular for IWRM and Ecohydrology in Asia-Pacific and Africa related to watershed management including river basin, lake and wetland and science curricular based on UN-Regional Centre of Expertise on Education for Sustainable Development. The modular curricula will be customized based on the IWRM Guidelines for River Basin management for training of watershed managers.

3. **Workshops on comparative studies of applying water footprints, Ecohydrology and IWRM in Asia and Africa through UNESCO category-2 water centres in Asia and Africa (Water Management Component)**
   The workshop promotes Ecohydrology as a cost-efficient technological approach for IWRM and introduces the concept of water footprint assessment and its methodology. To further promote south-south-north cooperation, this activity will link category II centres and category I centre in Asia and Africa into a collaborative platform on Ecohydrology and IWRM.
Science Harnessed for ASEAN Regional Policy – SHARP

Responding to the ASEAN needs, the project develops strategies to protect the environment and the sustainable use and management of natural resources essential to the long-term economic growth and social development of ASEAN member states. It is aligned with the ASEAN-UNESCO Framework Agreement of Cooperation (FAC) and associated Indicative Joint Programme of Action (2014-2018) and UNESCO Regional Bureau’s Science Support Strategy: Meeting Society’s Needs with Science-based Solutions. “Environmental Sustainability” is one of the seven priority areas in the ASEAN – UNESCO FAC which builds upon the ASEAN Vision 2020, calling for “a clean and green ASEAN”, with fully established mechanisms to ensure the protection of the environment, sustainability of natural resources, and high quality of life for people in the region.

This component provides policy basis for future cooperation on environmental sustainability among ASEAN countries and UNESCO’s network as well for developing stronger links between science and society by the following activities:

- ASEAN-UNESCO Environmental Sustainability Committee meeting to develop strategies for policy paper
- ASEAN-UNESCO workshop on science-policy-society interface to develop policy paper and strategy to introduce it to the next ASEAN Plan of Action on Science and Technology 2016-2020
- Introduction of policy paper on science-policy-society interface to the ASEAN Plan of Action on Science and Technology – Implementation Framework 2016-2020
Component 2: Establishment of Environmental Sustainability Demonstration Pilot Projects

UNESCO demonstrates innovative science, best management practice and participatory process by closely engaging with Malaysian and ASEAN universities, research institutes and other governmental institutions. It will develop and establish three pilot projects in Cambodia, Malaysia and Philippines as follows:

- Demonstration site on “Restoring and Enhancing Angkor World Heritage Site by Improving Water Management at Siem Reap City and Tonle Sap Biosphere Reserve” in Cambodia
- Demonstration site on “Water and Environmental Sustainability Education Linked with Ecotourism in Langkawi Geopark” in Malaysia
- Demonstration site on “Enhancing Resilience to Disasters of Urban Water Systems of Mindanao” in Philippines

Component 3: Establishment and Promotion of Environmental Sustainability ICT Knowledge Platform for Science-Society-Policy Interface

This component develops frameworks and techniques that can manage natural resources management in a more integrated package by:

- Conducting needs assessment for environmental sustainability knowledge platform consisting of knowledge management system, e-learning courses through the COMPETENCE;
- Developing ASEAN – UNESCO environmental sustainability knowledge platform using ICT based on the needs assessment;
- Organizing workshop to launch the ASEAN – UNESCO environmental sustainability knowledge platform; and Establishing partnerships between environmental sustainability research projects and regional communities in ASEAN countries.
Fostering Tsunami Preparedness, Response and Mitigation in the Indian Ocean Small Island Developing States and African Coast Countries

The Intergovernmental Oceanographic Commission of UNESCO is leading a global effort to establish ocean-based tsunami warning systems as part of an overall multi-hazard disaster reduction strategy. With strong collaboration with Member States, other UN agencies and NGOs, the IOC Tsunami Unit is supporting the countries in assessing tsunami risk, implementing Tsunami Early Warning Systems (TEWS) and in educating communities at risk about preparedness measures. It operates through Regional Tsunami Warning Systems in all basins where SIDS are present. These regional warning systems are in operations in the Caribbean, Indian Ocean, North East Atlantic/Mediterranean and Pacific.

Through strong scientific basis research and expertise that are applied in this project, as well as adaptation to the local context, the benefiting countries would be able to develop their Tsunami Disaster Management Plan (TDMP), transfer their knowledge to their people and to other SIDS and African Coast Countries that share similarities on their social, economic and demographic conditions.

The output from the project will provide a clear guidelines for the relevant stakeholders of the Indian Ocean small island developing states and the African coasts developing countries on end to end tsunami early warning system; Recommendation on how the country could and/or should foster their end to end TEWS and the knowledge and knowhow for the country’s stakeholders of what they need to do to further develop, strengthen and sustain their end to end tsunami early warning system especially focusing on tsunami preparedness, response and mitigation. There are three activities that will be implemented in this project, including: Indian Ocean end to end TEWS stock taking survey, Training/workshop on effective tsunami preparedness, response and mitigation (on the subjects Tsunami Risk Assessment, Tsunami Risk Reduction Policy and Action Plan, Standard Operating Procedures for Tsunami Early warning and Emergency Response, and Guideline for Tsunami Exercise).
Towards Economic Resilience in the Pacific and Southeast Asia: Reducing Risk of Loss & Damage in the Tourism and Agriculture Sectors from Extreme and Slow-Onset Events through Improved Assessment and Education

The Intergovernmental Panel on Climate Change (IPCC) Special Report on Managing the risk of extreme events and disasters to advance climate change adaptation (CCA) (IPCC 2012) as well as recent disasters, such as Cyclone Evan in Samoa and Fiji in December 2012 all underscore the necessity to revisit and enhance knowledge and understanding on how to reduce and prevent the risk of loss and damage (L & D).

The project will provide a systematic and in-depth review and evaluation of best practices and lessons learned for reducing risk of L & D due to key drivers namely climate change and urbanization related trends. The project will develop and strengthen measures and priority DRR (e.g. risk assessments, Early Warning Systems (EWS), institutional capacities) and CCA tools for reducing climate change associated risk under different adaptation and development pathways.

The main expected results are:

1. Improved understanding of loss and damage realities, experiences in the Pacific and Southeast Asia regions achieved;
2. New knowledge and awareness of best practices, lessons learned; as well as innovative insights into how to strengthen the tools and methods for reducing risk of loss and damage generated;
3. Capacity needs for reducing loss and damage in the agriculture and tourism sectors assessed;
4. Improved understanding, knowledge sharing and capacities to deal with reducing risk of loss and damage achieved. This also includes empowering climate change negotiators with new insights/information from loss and damage in the agriculture and tourism sectors from climate change.
Strengthening ASEAN Community 2015 through South-South Cooperation, Foresight and Capacity-Building on Inclusive Policy Development

This project is a unique initiative to advance in the ASEAN region the Sustainable Development Goal 16: to “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.”

It is based on the evidence-based idea that social inclusion can be attained through public policies that are designed with this specific objective in mind. To do so, policymakers must have the capacity to assess a policy proposal from the angle of social inclusion, and revise it to maximize the benefit of the policy to all.

This is an ongoing project with activities in three countries. The activity in Malaysia was launched in June 2015 with the Policy Initiation Workshop. Two national working grounds are currently working on the assessment of two policy areas – social innovation and higher education. In two other countries – Timor-Leste and Cambodia, UNESCO has been working with the national stakeholders to prepare ground for the launch of the Policy Initiation Workshop in November 2015.
Educating for Sustainable Futures through Integration of Values in School-based and Community-based Programmes Targeting Young People

Equipping people to make rational and well informed decisions is central to the effective achievement of education for sustainable development. To do this requires a range of learning elements that are mutually reinforcing: knowledge on issues relevant to sustainable development; skills for taking sustainable actions, changed attitudes and values that ensure these elements are used fairly. Learning without these four elements will never fully equip young people to make the transformations necessary to change their behaviour and act in a more sustainable manner. Though values are central to such a complete and balanced approach to learning, they are often not articulated in school curricula and community trainings.

This new initiative focuses on identifying and building pathways for young people to develop their value systems through both school-based and community-based (youth group) activities. This will be done in a practical way that allows them to explore decision making in the context of their situation, their community, other parties, international agreements etc. thereby building skills to apply these learnings in life.
In order to support sustainable tourism at World Heritage sites, this project will introduce the UNESCO World Heritage and Sustainable Tourism (WH+ST) Programme developed by the UNESCO World Heritage Centre (WHC) which has been adopted by the World Heritage Committee in 2012. The WH+ST Programme enables site managers and other key stakeholders to make positive changes to the way they pro-actively manage tourism for sustainable development. A successful implementation of this project will provide support to the national ministry of tourism and culture, the regional and local government, and site managers to manage the tourism at their sites more sustainably together with the communities and other stakeholders for a more holistic approach towards tourism, benefitting from having a network among other WH sites to strengthen the sub-regional cooperation.
International Centre for South-South Cooperation for Science, Technology and Innovation (ISTIC)

The creation of the International Science, Technology and Innovation, Centre for South-South Cooperation under the auspices of UNESCO (ISTIC) is a follow up of the Doha Plan of Action which has been adopted by the head of States and Government of the Group of 77 and China, during the meeting in Doha, Qatar, from 12-16 June 2005 on the occasion of the Second South Summit of the Group of 77. The Summit urged UNESCO to develop and implement a programme for South-South cooperation in science and technology with the objective of facilitating the integration of a developmental approach into national science and technology and innovation policies, capacity building in science and technology through providing policy advice and exchange of experience and best practices, and creating a problem solving network of centres of excellence in developing countries as well as supporting the exchange of students, researchers, scientists and technologists among developing countries. ISTIC will act as an international platform for South-South cooperation in science, technology and innovation and make use of the network of the G77 plus China and the Organization of the Islamic Conference (OIC). The overall goal of ISTIC is to increase the capacity for management of science, technology and innovation throughout developing countries. ISTIC Secretariat is hosted by the Academy of Sciences Malaysia (ASM) for five years before making ISTIC an autonomous organization. Details on ISTIC is available at www.istic-unesco.org
The Regional Humid Tropics Hydrology And Water Resources Centre For South-East Asia and the Pacific

The Humid Tropics Hydrology and Water Resources Centre for Southeast Asia and the Pacific, or better known as HTC Kuala Lumpur, was established based on the theme “Humid Tropics Hydrology and Water Management” which was formulated under UNESCO’s Fifth Phase of the International Hydrological Programme (1996 to 2001), also known as IHP V.

HTC Kuala Lumpur comes under the administration of the Department of Irrigation and Drainage (DID). Through this regional centre, new technologies can be shared for the common goal of sustainable water development.

This Centre aims to strengthen the bonds between scientific research, application and education in the field of humid tropics hydrology and water resources.
Contact information:
UNESCO Office, Jakarta
Jl. Galuh (II) No. 5
Jakarta, Indonesia
Phone: +62-21 7399818
Email: jakarta@unesco.org
www.unesco.org/jakarta