Human rights key to poverty eradication
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UNESCO’s Asia-Pacific Regional Bureau for Education (UNESCO Bangkok) is the regional office of the United Nations Educational, Scientific, and Cultural Organization whose work in the fields of education, natural science, social and human science, culture and communication has a bearing on the lives of almost two-thirds of the world’s population in 47 member countries across the Asia-Pacific region.

The UNESCO office in Bangkok assumes two roles. As the Asia and Pacific Regional Bureau for Education, it is the technical advisory body to all field offices and Member States of the region and the site of regional programmes in most areas covered by the education sector.

As a cluster office, the UNESCO office in Bangkok is also the principal coordinator of UNESCO activities, across sectors, in the Mekong region - directly in Thailand, Myanmar, Lao PDR and Singapore and indirectly in support of UNESCO country offices in Viet Nam and Cambodia.

UNESCO Bangkok also houses regional advisory units in Culture and Social and Human Sciences and staff from the Communication and Information Sector and the Science Sector.

The title of the UNESCO Bangkok Newsletter has been changed to VOICES UNESCO in the Asia-Pacific from this current January - March 2009 issue. VOICES UNESCO in the Asia-Pacific, published quarterly, covers UNESCO news and programmes in the Asia-Pacific region. All articles are free of copyright restrictions, unless otherwise indicated, and may be reproduced subject to an appropriate credit annotation. A PDF version is available online at www.unescobkk.org/newsletter. This document is produced by the Information and Knowledge Management Unit, Public Information Services, UNESCO Bangkok Office. Editor-in-Chief: Clive Wing, Managing Editor: Rojana Manowalaiilao, Design and Layout: Pilanthorn Palm Kulapongsse. For more information, contact: UNESCO Bangkok, 920 Sukhumvit Road, Prakanong, Bangkok 10110 Thailand Tel:+66 2 3910577 Fax:+66 2 3910866 E-mail: m.rojana@unescobkk.org. Visit: www.unesco.org/bangkok.
VOICES January - March 2009

Meaning and purpose in life through education

By UNesco Jakarta

The complexity of HIV and AIDS and the stigma attached to it, which is a barrier to prevention, make the way we describe, discuss and portray HIV/AIDS instrumental to our success in effectively responding to the pandemic.

It is for this reason that UNESCO developed UNESCO Guidelines on Language and Content in HIV- and AIDS-Related Materials.

UNESCO and its partners believe the guidelines will harmonise the use of language and content to reflect an approach to the disease which is comprehensive and inclusive, sensitive to the needs and issues of the whole population, but with attention focused on highly vulnerable communities.

The guidelines were developed by UNESCO in conjunction with other UNAIDS agencies and NGOs involved in the fight against HIV/AIDS.


By Louise Ellerton, UNESCO Apia

Education leaders from 15 Pacific island countries recently gathered in Nadi, Fiji to address common challenges in providing quality education.

In response to discussions on student failure at school and alienation, Tongan representative Dr Viliami Fukofuka, Director of Education said, “Children could be assisted to find meaning and purpose in life if there were a subject taught in schools based on culture, perhaps a course in Pacific civics.”

A significant outcome from the meeting was to develop the consultation as the key advisory body for the Pacific Forum Education Ministerial Meeting. Consequently, the consultation will be given official status and ensure greater continuity in regional education priorities at the ministerial level.

The discussions at the consultation focused on a number of key issues such as teacher and principal quality including regional standards, Education for Sustainable Development (ESD) and monitoring and evaluation.

Visit: www.unesco.org/apia

By UNESCO Paris

China’s Shanghai TV University has been awarded the 2008 UNESCO King Hamad Bin Isa Al Khalifa Prize for the Use of Information and Communication Technologies in Education.

The enterprising “Turning the Digital Divide into Digital Opportunity: The Project for Building the Digital Lifelong Learning System in Shanghai” reaches 230 community learning centres in the Shanghai area and addresses the needs for digital literacy of students and members of the public from a wide variety of backgrounds.

The programme trains teachers in rural areas and provides information technology services and teaching resources to rural schools. It also provides lifelong learning support to four million Shanghai residents and to an equal number of migrant workers.


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Speaking with one voice in the fight against HIV/AIDS

Digital opportunity reaps rewards for university TV station
Education for All goals off target

By Malisa Santigul, UNESCO Bangkok

Statistics suggest 28 million primary school age children in the Asia-Pacific region were not in school in 2006, a decrease by 15 million from 1999, according to Overcoming inequality: why governance matters, the 2009 Education for All (EFA) Global Monitoring Report.

However, the number is still high. In 2006, 75 million children of primary school age were not in school worldwide. With the current trend, millions of children will still be out of school in 2015, missing the target date for universal primary education.

Remarkable progress has been made towards some of the EFA goals since the international community first made its commitments in Dakar in 2000.

The six goals are to: expand early childhood care and education; achieve universal primary education; improve the provision of life skills; increase literacy rates; achieve gender equality in education; and advance the quality of education by 2015.

However, the report also indicates an early warning of impending failure.

“Prospects for meeting EFA goals are now at risk, because parents are forced to withdraw their children from school to support family income or due to poverty, poor health, and violence. Many children are also pulled from school to work,” said Mr Matsuura.

The report also states developing countries are not spending enough on basic education and donors have not lived up to their commitments.

“When education systems fail, the consequences are less visible but no less real. Unequal opportunities for education fuel poverty, hunger, and child mortality, and reduce prospects for economic growth. That is why governments must act with a greater sense of urgency,” said Mr Matsuura.

The 2009 report presents a number of public policy and governance reforms focusing on four areas central to achieving EFA by 2015. These are early childhood care and education (ECCE), universal primary enrolment and completion, the quality imperative and progress towards gender parity.

Placing emphasis on the governance, financing and management of education, some of the policy recommendations made by the 2009 report include strengthening links between education planning and child health provision through cash transfer programmes; fixing ambitious long-term goals supported by realistic planning and sufficient medium-to long-term budgetary allocations to assure progress in access; and developing the capacity to measure, monitor and assess education quality, including learning conditions (infrastructure, textbooks, class sizes), processes (language, instructional time), outcomes and gaps between regions, communities and schools.

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Highlights of the 2009 EFA Report

Five hundred and six million adults, on average, did not know how to read and write in the Asia-Pacific region in the period 2000-2006. The projected total of illiterate adults in 2015 is 461 million. Major disparities in literacy levels within countries are often linked with poverty and other forms of disadvantage.

Four million teachers will be needed in East Asia and the Pacific by 2015, and 3.6 million needed in South and West Asia, mainly to fill posts left by retiring or departing teachers. At the primary level for the school year ending in 2006, there were 19 students per teacher in Central Asia, twenty students per teacher in East Asia and the Pacific, and forty students per teacher in South and West Asia.

Global wealth inequalities mirror inequalities in education spending. Total aid for basic education for low-income countries in 2006 was US$3.8 billion. Aid to basic education must be increased to US$7 billion annually to cover current financing gaps in priority EFA areas.

By Malisa Santigul, UNESCO Bangkok

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However, the report also indicates an early warning of impending failure.

“Progress has been too slow and too uneven in many countries. There is now a clear and present danger that some key goals will not be achieved,” said UNESCO’s Director-General Koïchiro Matsuura.

The report cited drop-out as the main reason children are not in school in South and West Asia. Boys are particularly affected, with 79 percent of out-of-school boys in the region having dropped out, compared to 53 percent of girls.

For East Asia, most of the out-of-school children may enrol late. Of these, 88 percent are boys and 71 percent are girls.

The report also states developing countries are not spending enough on basic education and donors have not lived up to their commitments.

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As the World Health Organization estimates that there are 650 million people worldwide with disabilities, this means that 10 percent of our planet’s population are set to benefit from the new Convention.

Some might argue that the United Nations' Universal Declaration on Human Rights stated this declaration for all people sixty years ago.

It is true, that there have been many international documents that protect the rights of all people and that some of them mentioned disabilities.

However, we have never had any documentation that explicitly states the legal obligations to support the rights of people with disabilities. In fact, people with disabilities are denied their rights on too many occasions.

For example, one-in-five people in poverty and one-in-three children out of school have disabilities.

Senator Monthian Buntan, a blind leader committed to developing the Convention in Thailand, said: “The Convention will be a vehicle toward a rights-based and inclusive society for people with disabilities.”

Senator Monthian pointed out that it was the first occasion in the United Nation's history that delegates from civil society were committed to drafting binding obligations.

"Nothing about us, without us." The Convention truly reflects this philosophy of the movement of people with disabilities. To make the Convention effective through implementation and monitoring, each country should agree to be bound by the document, by ratifying the Convention.

Thousands of people with disabilities are talking with their governments to enact laws to protect the rights of people with disabilities. With legislation, people with special needs can use the power of the law when they encounter discrimination in job applications and when enrolling in schools, health care systems, etc.

The Convention will trigger legislation to protect the rights of people with disabilities in each country by providing a strong legal framework and logical support for people with disabilities.

How will UNESCO contribute?

“UNESCO’s contribution can be greatest in setting inclusive education within a broader framework of rights-based education targeting, any other linguistic and, ethnic minorities, the poor, and girls while putting special focus on children with disabilities,” said Sheldon Shaeffer, former Director of UNESCO Bangkok.

As for Article 24, the word “inclusive education” might be interpreted differently by disability groups. For the blind, the deaf, and the deaf-blind, special schools are also an important choice, whereas social experience is needed more by people with intellectual disabilities.

“Therefore, UNESCO should and can understand and facilitate these different interpretations and approaches to the flexibility of inclusive education,” Senator Monthian said.

UNESCO is promoting inclusive education in multiple perspectives such as organizing workshops for various stakeholders including policymakers, teacher trainers, teachers and international agencies.

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By Kentaro Fukuchi, UNESCO Bangkok

What was the greatest news in 2008?

More than 10 percent of the world population, including me, would answer: “It is to have an international convention on the rights of people with disabilities!”

On 3 May 2008, the first international Human Rights treaty of the 21st century; the UN Convention on the Rights of Persons with Disabilities, came into force.

The convention clearly states that those with disabilities should be entitled to all of the human rights that are already internationally recognized in other international documents.

In addition, the Convention also recognizes specific rights for people with disabilities, namely rehabilitation, reasonable accommodation, access to Braille and sign language, etc.

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Gender equality promoted through photo contest

By Ashima Kapur, UNESCO Bangkok

Thirteen winning photos have been chosen from 200 entries submitted to UNESCO’s photo contest “Promoting Gender Equality in Education - What more needs to be done?” The winning entries are featured in the 2009 Gender in Education Calendar, which is to be distributed throughout the Asia-Pacific region and beyond.

The main criteria for entries were to capture gender equality in action and to show how stereotypical roles of girls and boys, women and men are being challenged in schools, homes and communities in the region.

This year, photo entries were received from Cambodia, India, Indonesia, Lao PDR, Nepal, Pakistan, Thailand and Viet Nam. They were taken by students, teachers, ministry of education officials and development professionals.

The contest was organized for countries that are members of the Gender in Education Network in Asia, a group of gender focal points in ministries of education across Asia, that is designed to share information and lessons on gender and education.

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The calendar is on the UNESCO Bangkok website at www.unescobkk.org/information-resources/e-library-home/e-publications/brochures-pamphlets-leaflets/

Mobile phones make literacy real

By Ichiro Miyazawa, UNESCO Islamabad

At 52 percent (and with more than 50 million people illiterate according to its Social and Living Standards Measurement Survey 2006/07), Pakistan has one of the lowest literacy rates in Asia. There is also a large gender gap. The literacy rate for males over 15 years is 65 percent while that for females is 38 percent.

The reasons for this are complex. Of importance is the difficulty new literates have to retain their reading and writing skills.

New literates should have constant access to reading materials for at least three months after learning to read. But for most of them, books and newspapers are scarce and the occasions to use new literacy skills are rare.

After completing basic literacy courses, new literates slip easily into a non-literate environment. It is extremely difficult to keep them motivated to stay literate.

The use of mobile phones could be a solution. They have become the most desired daily means of communication among youth and adults alike. It is said that more than 80 million people have mobile phones in Pakistan. Due to rapid technical advances and competition, the cost of a phone and telephone calls is much more affordable than it once was.

UNESCO Islamabad has initiated a pilot project in Pakistan to send messages via mobile phones to enhance literacy skills. Every day, new literates from 10 literacy centres receive messages to read and to reply to. Text messages are assumed to be far more effective than conventional printed material to keep literacy skills alive. Learners will be given a test every month to assess their literacy level.

This initiative is possible because of collaboration with a mobile phone company and a local NGO since early 2008.

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Boost to literacy efforts in Afghanistan

By Yukitoshi Matsumoto, UNESCO Kabul

The pilot programme for the “Enhancement of Literacy in Afghanistan (ELA)” has been officially inaugurated in the Shaidan area of Bamiyan province, central Afghanistan.

Shaidan is located 28 km west of the Bamiyan capital, where villagers suffered from heavy fighting during the Taliban regime.

Rates of illiteracy in Afghanistan are high despite concerted efforts to address the problem after the fall of the Taliban regime in 2001. Under Taliban rule, women were not permitted to attend schools.

In practice, this prevented the vast majority of young women and girls in Bamiyan from receiving even a primary education. According to a 2005 report on the Millennium Development Goals for Afghanistan, the literacy rate was estimated at 34 percent in 2004 for those aged 15 years and over (60 percent for men and 18 percent for women).

In rural areas, home to three-quarters of the population, almost 90 percent of women and 63 percent of men are unable to read or write.

With a grant of US$15 million from the Government of Japan, UNESCO, in cooperation with the Ministry of Education, has set up 32 literacy classes in the area for piloting ELA programmes.

It is UNESCO’s largest country operational programme and one of the biggest literacy interventions in Afghanistan under the framework of LIFE (Literacy Initiative for Empowerment), which was designated as the national literacy framework by the Afghanistan Ministry of Education.

“Shaidan’s success is Bamiyan’s success and Bamiyan’s success is Afghanistan’s success,” said Mr. Shigeru Aoyagi, Director of UNESCO Kabul.

The first phase of ELA will be implemented in 50 districts of nine provinces in Afghanistan, in which basic and post-literacy programmes, as well as income-generation programmes, will be provided to 300,000 youth and adults (above 15 years old and 60 percent of whom are female) at the village level.

The Shaidan area was selected for a pilot programme through a joint survey by UNESCO and the Literacy Office in the province because a large illiterate population exists there.

Bamiyan is also listed as a World Heritage Site. It is famous for the ancient part of the town, where the Buddhas of Bamyian stood for almost two millennia until they were destroyed by the Taliban in 2001.

Besides the literacy initiative, the ELA programme aims to provide vocational skills training and micro-credit facilities to neo-literates and link them with income generation opportunities.

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Learning to achieve a sustainable future

By Joel Bacha, UNESCO Bangkok

Imagine a time in the future when poverty and hunger in the Asia-Pacific region are minimal, a time when tolerance and respect for diversity are the norm, a time when clean technology is the primary source of energy and a time when individuals from all walks of life are empowered to make informed, appropriate decisions for their future.

One might call this a vision of a sustainable future, a vision which will vary from person to person and culture to culture. Whatever this vision may be, however, the question still remains, “What do we need to learn to get from here to there?”

Education for Sustainable Development (ESD) in the Asia-Pacific region is learning to answer this question and, with climate change and other global issues making their way onto the policy agenda, the importance of ESD continues to grow. Evidence from the first years of implementation suggests that ESD should be integrated into national development strategies to further promote change through quality education, which also requires coordination among national stakeholders.

But... how do you coordinate an education initiative that engages a wide range of sectors from communications and culture to health and science? How do you coordinate actors for a learning initiative that aims to address climate change, and also issues of peace, illiteracy, HIV/AIDS, human rights, cultural diversity and others?

To assist UNESCO Member States in the Asia-Pacific region to find answers to these issues, in 2008, UNESCO Bangkok, with contributions of the Japanese Funds-in-Trust, conducted a series of coordination and capacity building workshops throughout the region. The workshops aimed to build additional capacity for ESD leadership, coordination and monitoring at the national level to meet the immediate challenges of implementing ESD in the region, and to prepare for the World Conference on ESD to be held in Bonn, Germany in March/April 2009.

More than 50 senior-level ministerial representatives from 24 countries participated in one of five sub-regional workshops – conducted in Central Asia, the Mekong sub-region, South-East Asia, East Asia and South Asia – along with members of civil society, higher education and the private sector.

Eleven countries engaging in ESD for the first time, worked with colleagues familiar with a wide range of ESD challenges in order to provide practical insights and recommendations that will carry ESD in the Asia-Pacific region forward.

Lessons learned include:

- Focusing ESD on national sustainable development priorities – Countries can focus ESD by identifying three or four key national sustainable development priorities, such as food security, literacy, health, climate change, etc., to develop a practical foundation for ESD and foster the knowledge, skills, values and attitudes to address sustainable development more generally.

- Incorporating ESD into national development plans - ESD needs to be not only included on the national agenda, but also incorporated into national sustainable development strategies, national poverty reduction strategies, education sector development plans, etc.

- Internalizing ESD within national budget structures - budget ownership needs to be advocated for ESD within the relevant ministries, starting with education.

- Establishing support for capacity building – ESD capacity is needed for policy makers, for educators (to support the integration of thematic content into curricula, relevant pedagogy and learning), and for national ESD indicator development and monitoring.

These lessons learned, along with other insights from UNESCO Member States, will be carried to the World Conference on ESD for further elaboration and action in the region towards quality education and learning for a sustainable future.
Higher education in Asia sees rapid change

By Hye-Rim Kim, UNESCO Bangkok

The past decade has been a decade of higher education expansion in China. The gross enrolment ratio of higher education has increased from nine percent in 1998 to 23 percent in 2007. Total enrolment has risen from 6.23 million to 27 million during this period,” Dr. Libing Wang, Professor of Zhejiang University said at the conference.

Such a massive expansion of higher education has brought about a differentiation among institutions. An increasing number have different specialisms and amenities to cater to the needs and tastes of diverse groups of students.

In Japan, government deregulation has given universities greater flexibility to offer new types of education. An example mentioned in the Japan country report is the rapidly increasing number of cross-border or IT-driven higher education institutions.

In China, recent growth in the number of higher education enrolments and institutions has been spectacular.

The Asia-Pacific zone is the largest of the UNESCO regions, containing over three billion people or 60 percent of the world’s population. Its diverse geography, population, income, and culture are reflected in the size and types of higher education institutions operating in the region.

However, demand for higher education is rising nearly everywhere regardless of income or culture. Growing affluence in the region and the increasing number of 18-23 year olds are fuelling this demand, with the exception of Australia, Korea and Japan.

In China, recent growth in the number of higher education enrolments and institutions has been spectacular.

As the conference report concluded, during the last decade, Asian countries have had to meet the ever-increasing demand for higher education. Furthermore, considering that higher education is often cited as having the potential to contribute to the reduction of poverty and inequality, as well as to other broader social goals, Asian higher education has to deal with the issue of managing the expansion of higher education systems while preserving equity, raising quality and controlling cost.


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Ko-chih Tung carries two name cards both with long titles. On one he is Asia-Pacific Regional Adviser for the UNESCO Institute of Statistics. On the other, he is Chief of Assessment, Information Systems, Monitoring and Statistics (AIMS) programme at the UNESCO Bangkok office.

Prior to his arrival in Bangkok, Mr Tung worked under the Assistant Director-General, Bureau for Strategic Planning (ADG BPS), as the inter-agency coordinator of the Association for the Development of Education in Africa (ADEA) Working Group on Education Statistics. There he directed the capacity development of national education statistics systems (NESIS) and the national and regional EFA2000 Assessment in Africa; and, just before coming to Bangkok, he was also the Director of UNESCO Harare Cluster Office for Southern Africa.

Before his retirement at the end of 2008, the man with two hats gave an interview to Clive Wing decoding his working life at UNESCO, both in Asia and Africa.

What is statistics?

There are many conceptions. Many people have a hang-up that statistics is a difficult subject within mathematics. Statistics, in the sense we are using it, is measurement conducted by the State.

Like econometrics is the measurement of the economy, statistics is the metric by which States govern. Statistics is the source of evidence or data on national affairs, such as demographics, economics, public health and education. And it is the use of such information for monitoring of policy implementation, which is for us, statistics.

Is it too simplistic to say that statistics turn information into knowledge?

Numbers don't speak for themselves. They have to be converted into application areas. They provide information only to the extent that there's a framework for interpretation.

What is your role as a Regional Advisor in UNESCO?

I moved to Bangkok to establish the UIS Asia-Pacific Regional office and the AIMS capacity development programme. As my background is in scientific applications in policymaking, it remains my primary duty when assisting Member States.

And within the policy advice which you give, there is a bias towards collecting and organizing data?

All states must have concrete figures on demography, the economy and the areas within the mandate of UNESCO, especially education. Statistics is a sine qua non for the monitoring of the implementation of policies, the evaluation of strategies and programmes, and the assessment of the impact on the sector in question, for example, education.

That means advising on education in its broadest sense?

Working through UNESCO means it has been largely in education because that’s where UNESCO dominates. However, in Asia and the Pacific, there is another important sector and that is culture. So we have in fact been global leaders in developing statistical indicators for cultural industries.
You’ve spent time in Africa and Asia as a UNESCO official. What are the challenges?
Going to Africa itself was a great challenge! But there were things I was unaware of coming to Asia. When I arrived, our Director, Sheldon Shaeffer said, “Welcome to Asia. It will be more difficult than Africa.” And the reason is, much of the aid money goes to Africa because that’s where the donors want to spend it.

My office budget was USD two million a year in Africa but less than one million in Asia. That was a big difference. But when it comes to challenges, the framework is different. Africa, due to a common colonial history, is united in languages, English or French. The dominant issues have been relations with ex-colonial masters rather than neighbours.

Asia is more fragmented, as its modern history has been dominated by wars amongst neighbouring countries. There is more animosity across borders in Asia than I have seen in Africa.

Where have you made more of a difference? In Africa or Asia?
In terms of helping governments to develop or change policies, I have to say Africa. There was a better cooperative framework for all the agencies to work together and to focus on development issues. There’s an organization called the Association for Development of Education in Africa, and all the donors cooperate.

Whereas in Asia, donors as well as countries have a less unified approach to development. I made much more impact in Africa because of its receptivity and an institutional framework for implementing coherent development strategies.

In Asia, a similar impact has been attained in countries where peace and development are prioritized and in sub-regions where governments have established a regional collaborative framework in education, most notably, SEAMEO (South-East Asian Ministry of Education Organization). But, much of Asia is still outside such a circle of pro-active development partnerships.

You’ve led two Education For All (EFA) assessment exercises, one in Africa, and the other in Asia for the mid-decade. What was learned?
In the first decade, the goals were stated in quantitative terms, reaching certain percentage targets by the year 2000. But there was a big difference. That is, in Africa, leading the assessment process, we also did capacity building so that countries could do the assessment themselves.

At that time in Asia, before the introduction of the AIMS strategy, it was the traditional way: consultants and development agencies conducted the assessment. But that meant there was no national ownership of the results. For the mid-decade assessment, we established a capacity building programme in Asia and the Pacific, which enabled all countries to participate. We have therefore been able to change the practice, ownership and perception of governance and accountability. It is the governments themselves who take the credit; not an external agency coming, doing and passing judgement, with governments distancing themselves from the assessment.

What is required to build successful national capacity?
There’s a big misunderstanding about what capacity building is. It is not simply five days of workshops with PowerPoint shows. Capacity building at the national level, means, what can the State do? This involves, among others, changing policies, changing structures, and building and introducing new functions in collaboration with other agencies; and building teamwork and working across various barriers that exist in hierarchical organizations. It means realigning existing institutions to do something new.

Of course, there are a lot of traditions and practices which may counteract that. So capacity building of a government involves structure, organization, rules, regulations, procedures, technology and staff as well as knowledge and a skills training programme.

As an international statistician, what do you think are your main responsibilities?
It is very important for the United Nations, as part of its services to Member States, to assist in the function of governance and accountability. So all UN agencies have a specialized function dealing with statistics.

For UNESCO, of course, it’s in regard to education, science and culture. An international statistician would encourage standardization, objectivity and building up a state organization to fulfil the basic functions of government. Further, he or she will encourage the use of objective methodology and evidence based policy-making. So our work has not only focused on assisting countries with data collection; we have also been assisting the Member States in their application for better informed policy-making.

Quantitative or qualitative?
This is quite often posed by people who don’t know the quantitative. Those who don’t go to the quantitative level often have incomplete thought processes. Quantity is a systematization of specifications of quality. Quality is, in fact, very important. It is the starting point. But with further analysis, you can reach a systematic taxonomy through the subdivisions of concepts, etc. And you can also evaluate relative magnitude. These things people call quantitative, whether it’s rank ordering, statements of more or less, or whether it’s an interval, or along a scale. Quantitative is the beginning of the thinking process, but it’s incomplete.

Are small surveys valued as much as large surveys?
It depends on the purpose. You can also have a case studies approach from which you can learn a great deal. But if you want an estimate of where the nation finds itself with regard to general practices or beliefs, or people above the poverty line, the sample size is simply a question of determining the probability level of error. From case studies, you can learn a great deal about common patterns. So it depends on the purpose of your generalization.

Do you have a motto for success in life?
There are several mottos that guide my life. One is, Why Postpone What Can Be Done Today?

Which of your dreams has yet to come true?
World peace.

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First ever art exhibition

By Kamonrat Chayamarit, Rojana Manowalailao, UNESCO Bangkok

For the first time UNESCO Bangkok, in collaboration with SEAMEO (South-East Asian Ministry of Education Organization) is hosting an art exhibition at its regional headquarters.

The exhibition aims to cultivate young artists as well as complement developmental efforts relating to art, culture and society which help promote sustainable development in the community, both in Thailand and the South-East Asia region.

Sheldon Shaeffer, Director of UNESCO’s Asia and Pacific Regional Bureau for Education, Bangkok, said: “One of the most important areas of UNESCO’s work is in culture, represented by the letter ‘C’ in its name.”

“Although best known for its work with World Heritage, both tangible and intangible, UNESCO also supports the fine arts, particularly through the promotion of art in education.

“The appreciation of art, of course, is an important part of this process.” UNESCO Bangkok is therefore beginning a series of exhibitions of the work of local artists chosen for their creativity, skill, and reflection of South-East Asian cultures.

The art work is on show at UNESCO’s Mom Luang Pin Malakul Centenary Building.

The first non-commercial exhibition showcases over 10 paintings and sculptures by Morrakot Naksin, a graduate of Chiang Mai University. His work is noted for a beautiful use of traditional messages and an intriguing depiction of human life.

The free exhibition is open to the public from Monday to Friday, 8am-4pm. and runs from 7 October 2008 to 6 February 2009.

The second exhibition between 9 February -31 May will showcase a dual exhibition of Thai traditional paintings by Sumet Put-aim and Niroj Chajungkittavat.

Niroj’s art reflects not only his distinctive ideal of Thai traditional beauty but also his fascination and beliefs with the symbolist theme of dualism – the denotation of states of two opposite parts. Sumet’s work has brought to the current Thai art community a unique symbolist yet contemporary sensibility.

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World AIDS Day Campaign at the Bangkok Art and Cultural Center

On Nov 30, the World Bank, in collaboration with UNESCO, UNAIDS, DTAC, UNICEF and local NGOs including the Rainbow Sky Association of Thailand, organized a role play competition on HIV prevention and 100 percent condom use. The event was held to mark World AIDS Day, which falls annually on 1 December.

The UNESCO Bangkok HIV Coordination, Adolescent, Reproductive and School Health Unit (HARSH) has developed standards for sex education and HIV/AIDS prevention programmes for vulnerable populations while nationally and regionally engaging in capacity building and network strengthening of community organizations working with young people, men who have sex with men and transgenders.
A life in education

By Sheldon Shaeffer, UNESCO Bangkok

My first real job – and my best one ever – was as a teacher. Having just turned 22, fresh out of college with three months of training, I appeared at a small junior secondary school in the middle of the jungle of Sarawak in East Malaysia, assigned to be – as my work permit said – a “mother tongue speaker”. The school had four classes and five teachers.

A 19-year old New Zealander had arrived a few days before me, and he had been assigned science and English courses while I was left with the history of Sarawak and Asia and the geography of the southern hemisphere, none of which I had ever studied, of course, and music. Within two weeks, music had been taken from me (I proved I couldn’t sing), and English, given to me, it having been determined that “Daay-vid” didn’t speak a comprehensible version of the English language...my apologies to readers from New Zealand.

Thus began my career in teaching. At the end of two wonderful years of respectful and motivated students, friendly and helpful teachers, and a fantastic array of cultural heritage all around me, I thought that teaching might be my chosen career.

But after a few, less happy experiences as a teacher, I finally decided that my real vocation was as a student of education, especially from an anthropological perspective, and so began a lifetime of interest in analysing and supporting – rather than directly doing – things educational.

The rest is history, as they say... managing education and culture programmes for the Ford Foundation in Indonesia, funding research on education from the International Development Research Centre in Canada, training educational planners and managers at the International Institute for Educational Planning in Paris (including crafting the first framework for analysing the impact of HIV/AIDS on education systems), implementing UNICEF education policies in Bangkok and eventually helping to develop them in New York (for example, on child-friendly schools), working to draft the Jomtien and Dakar EFA declarations, and, finally, managing the large group of educators in UNESCO Bangkok as they promoted UNESCO’s ideals and policies throughout the large and extremely diverse region called Asia and the Pacific.

This last task – stretching almost eight years – has been a deeply challenging but also satisfying one, working with a dynamic, innovative, and industrious team (both programmatic and administrative) in Bangkok and a supportive group of Field Office heads who, in a most collegial manner, have implemented UNESCO programmes with skill and dedication and nudged (or shall we say pushed) the Regional Bureau to a more service-oriented, responsive mode. The support provided by funding agencies, counterparts in governments, a range of national and international NGOs, and colleagues in UNESCO Paris has only made the job easier and more rewarding.

I cannot think of a better way to end a career than working with such a team. Disagreements, disappointments, and crises have been part of the experience, of course, but have more than been compensated by the shared vision, the pioneering programmes, and the sheer excitement of working with so many committed professionals...it is this which I will miss most...
In Lao People’s Democratic Republic, as elsewhere, people migrate to other countries and regions to seek a better life.

However, an unintended consequence of this can be the spread of HIV. In Laos, the distribution of AIDS cases expanded from two provinces in 1995, to 12 provinces out of a total 17 a decade later.

“The HIV epidemic in the Lao PDR was described by a key Lao official as low and slow,” said Dr. David Feingold, International Coordinator for Trafficking and HIV/AIDS Projects at UNESCO’s Regional Unit for Culture in Asia and the Pacific.

“Today, the same official says, the epidemic may be low, but it definitely isn’t slow,” he said.

An effective response to the AIDS epidemic requires a clear delineation of where resources need to be brought to bear.

Dr. Feingold said: “At its base, epidemiology is a problem of geography.”

In an attempt to analyze the scale and distribution of HIV transmission, UNESCO has partnered with the Asian Development Bank to implement a tracking programme in Laos.

This programme will develop the technical capacity of local government officials within the Ministry of Public Works and Transport to use dynamic information tools in the design and monitoring of HIV prevention activities for infrastructure projects.

In particular, the programme draws on the expertise of UNESCO as the lead agency for Geographic Information Systems, commonly referred to as “GIS.”

GIS relies on computer-based technology to produce, organize and analyze spatial information in the form of maps.

It encompasses database management, mapping, image processing and statistical analysis tools, which allow users to see statistical data analyzed in relation to geographic features and administrative boundaries.

“With respect to HIV, GIS helps to determine target areas for programme implementation when human resources and budgets are limited,” said Peerayot Sidonrusmee, GIS Programme Assistant at UNESCO’s Culture Unit in Bangkok.

Manithapone Mahaxay, GIS Programme Manager and Peerayot Sidonrusmee provided joint training in the Lao language to the Ministry of Transport, the Centre for HIV/AIDS/STI and the Ministry of Public Health.

Using a broad-based Sentinel Surveillance methodology, which is the collection and analysis of data by designated institutions selected for their geographic location, medical specialty, and ability to accurately diagnose and report high quality data, the project team is producing a multi-faceted GIS that recognizes the confluence of factors affecting HIV vulnerability associated with infrastructure projects in the Lao PDR.

Data required to produce the GIS will be collected from a variety of local partner institutions. Relevant factors include HIV and STI situations, ethnic demography at the village level, in-and out-migration patterns, existing and planned transportation routes, and existing or potential locations of “hotspots” for sex workers and the trafficking of drugs and people.
Human rights key to poverty eradication

By Ratchakorn Kulsawet, Rojana Manowalailao, UNESCO Bangkok

An average of 1,242 baht is what a poor person in Thailand makes per month, said Dr Jaturon Boonyaratansoontorn from Huachiew University at a recent UNESCO seminar to mark the International Day for Eradication of Poverty. The poor make up 11.25 percent of the Thai population, 7.08 million, he stated in his presentation.

“Why are they poor?

“It’s not that they are stupid or incapable. But it’s that their human rights are being violated,” Dr. Jaturon said.

“Inclusive Society: A human rights-based approach to the eradication of poverty” was the theme of the seminar. It marked the importance of the International Day for Eradication of Poverty which falls on 17 October every year, and celebrated the 60th anniversary of the Universal Declaration of Human rights.

“The concept of human rights, although being heard more often in Thai society, is not yet widely understood,” said Dr Sriprapha Petcharamesree, Office of Human Rights Studies and Social Development of Mahidol University.

“In principle, everyone has equal rights, but as for the poor, they are being segregated from the rights they should have, ranging from health care to public services.

“But first and foremost, they must know what rights they have; otherwise they wouldn’t be able to exercise them,” she said.

UNESCO, with its intellectual and ethical mandate within the United Nations system, is active in this fight, which lies at the heart of the Millennium Development Goals.

“Fighting against poverty…entails proposing new ways of disseminating and sharing knowledge; it also means fostering dialogue between the various systems of knowledge and cultures, and creating new opportunities for development. Effectively mobilizing the international community is both a necessity and a matter of urgency,” said Mr. Koichiro Matsuura, Director of UNESCO.

Over 50 participants including representatives of people living in poor communities, social activists, officials from the Thai Ministry of Social Development and Human Security, and the Bangkok Metropolitan Administration as well as interested students and public attended the seminar held at UNESCO Bangkok.

Pratin Vekavatayanond, a slum resident and president of the Slum Network in Bangkok, voiced the concerns of poor people living in the slums of the capital.

“Poor people living in slums pay higher rates for public utilities,” she said.

Some people in the Bangkok slums don’t have house registration, Mrs Pratin elaborated. Typically, slum dwellers come from the provinces and live on public land, often by a canal or railroad. Without house registration, these people can’t get electricity and water services. So they have to share the meters with others and pay temporary utility rates which are 50 percent higher than the regular rates.

She also said that some children in the Bangkok slums are not registered and as a consequence are not able to enrol and go to school.

“The government violates the rights of the slum people. The access to house registration, water, electricity and education are the basic rights people must have but the government just doesn’t realize it,” said Mrs Pratin.

The seminar was organized by UNESCO’s Regional Unit for Social and Human Science in Asia and the Pacific (RUSHSAP), the Friends of ATD Foundation and the International Movement ATD Fourth World. The latter two are both NGOs working towards poverty eradication.

RUSHSAP has been working to promote the application of human rights and the implementation of the UNESCO Human Rights Strategy since its inception in 1977.

“In Thailand, our work has included community engagement, human rights education for disadvantaged groups, as well as education of those in power to respect and promote the rights of the individual so that they can enhance and enrich society as a whole,” said Dr Darryl Macer, Regional Advisor of Social and Human Science in Asia and the Pacific, UNESCO Bangkok.

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Preserving the present for the future

By Susanne Ornager, UNESCO Bangkok

Film, television and radio are the canvas of modern life as they narrate some of the most unforgettable memories of our times.

Who can forget the television coverage of the events unfolding on 11 September 2001? The distressing devastation of the tsunami of 26 December 2004? And images of survivors of genocidal wars of the 20th century?

The World Day for Audiovisual (AV) Heritage is celebrated annually on 27 October to reflect on the power of film, television and radio to transmit ideas and information and, in so doing, to nurture dialogue among and between communities around the world.

Audiovisual documents portray our common heritage whether this is in the form of daily news broadcasts, advertisements for popular but passing fashion, or more symbolic events that are representative of the cultural identity of a people.

“While heritage permits us to understand the past, it also reflects the cultural identities and diversity of communities living today, with audiovisual heritage, in particular, being a primary means for contemporary societies to portray their values and express their creativity,” said Mr Koichiro Matsuura, Director-General of UNESCO, in his statement on the occasion of the World Day for Audiovisual Heritage.

In Asia-Pacific there are two organizations that work for AV heritage: SEAPAVAA (South East Asia Pacific Audiovisual Archive Association) and MOWCAP (Memory of the World Committee for Asia Pacific). Both UNESCO supported organizations accommodate preservation, access and awareness-raising.

However, international bodies such as UNESCO cannot preserve these heritages without help. It is essential that governments be reminded that if care is not taken they could easily disappear.

“Without concerted action, this heritage is doomed, and with it, the existence of some indigenous communities whose voices now live on only through audiovisual recordings made before their world vanished,” said Mr Matsuura.

What is UNESCO doing in the region? Five workshops were held in Indonesia, Malaysia, the Philippines, Thailand and Vietnam with the help of SEAPAVAA. These projects were on handling, storage and preservation of documentary heritage in various formats including information and management.

In Thailand, the workshop was attended by some 50 participants who came from universities and various government and broadcasting institutions.

UNESCO is also currently promoting the Memory of the World Programme (MOW) through schools. To raise awareness among young people of UNESCO’s MOW Programme, the pilot school-based awareness-raising activities are to be organized in Singapore and Thailand.

A methodology focusing on selected documentary heritage of the region will be introduced. Teachers will be trained to use the methodology and provided with content to use in the classroom. Trained teachers will try out the methodology with their students. To measure students’ understanding and knowledge of MOW, they will be encouraged to produce content for the media that can be used to raise awareness of the public about the MOW Programme.

Student products will be submitted to UNESCO Bangkok in June 2009. Award winning entries will be selected by a jury comprising members of MOWCAP.

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Librarians open a new chapter in information skills

By Lapapan Choovong, UNESCO Bangkok

Bangkok librarians have undergone specialist training to sharpen their information literacy skills. Forty librarians and teacher-librarians from public and school libraries in Bangkok recently gathered at Srinakharinwirot University (Prasarnmit Campus) for a four-day training workshop in information literacy.

Information literacy, or information competency or information fluency, refers to a set of skills and knowledge necessary to know when and what information is needed to solve a problem; locate, access and retrieve it; interpret and understand it; evaluate its authenticity and credibility; assess its relevance; use it, and communicate it to others.

Without this knowledge and skills, information consumers cannot use information effectively for self or national development.

Participants were chosen from among 53 public and 425 school libraries under the supervision of the Bangkok Metropolitan Administration. Policy makers, managers and education supervisors were invited to attend the introductory sessions on the first day of the workshop.

“The knowledge I gained from this workshop can certainly be used to improve my own work and to help library users to develop information literacy skills,” said one participant on an evaluation form upon completion of the workshop.

By no means a new concept, information literacy has recently gained increased attention in Thailand in the wake of the promotion of lifelong learning and student-centred teaching. The increased flow of and access to information, thanks to globalization and technological advancement, have also prompted the need for development of information literacy skills among information consumers.

Being at the heart of information services, librarians and teacher-librarians are in the best position to make information literacy happen. Combining lectures with hands-on sessions, the workshop was based on the “Big Six Model” developed by Mike Eisenberg and Bob Berkowitz in 1988.

The six stages of the “Big Six” are task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation.

Reference documents, PowerPoint slides, and group work products from the workshop will be compiled on CD-ROM for distribution to Thai librarians in the near future.

A follow-up training of trainers is envisaged for the first quarter of 2009 considering the interest and positive feedback from the participants and library managers.

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Journalists in Tajikistan help citizens protect their rights

By UNESCO Almaty

Citizen complaints to media regarding human rights violations increased in Tajikistan in the period September - December 2008, reported the Tajik Association of Independent Electronic Mass Media Organizations (TAIEMM).

The poor provision of water, heating and electricity and health issues became topics for TV and radio programmes as a result of a series of human rights training for Tajik electronic media.

Some 35 journalists from independent newspapers, TV and radio companies in Sogd and Khatlon regions and in the capital of Tajikistan, Dushanbe, were trained in human rights by TAIEMM and supported by UNESCO’s International Programme for the Development of Communication, IPDC.

Three media training workshops provided journalists with an overview of the fundamental principles of human rights including labour and pension rights, children’s rights, gender law, HIV and AIDS related laws and procedural rules.

The training was specifically designed to give journalists practical knowledge and the skills necessary for reporting on television and radio, writing articles and conducting interviews. They also learned how to inform the public on how to overcome problems of excessive bureaucracy.

“The majority of our audience and readers are rural residents; they are deprived of their right to obtain legal advice and necessary legal assistance. When people from the villages learn more about their rights and responsibilities, then they can be involved in local economic and political reforms,” Mahmoud Dadabaev, Director of TV Dzhahonaro said.

After the training, signs of dialogue have begun to emerge on human rights issues. Vladimir Martynov, the editor of a popular talk show in the town of Isfara, north Tajikistan, reported substantial improvement in the relationship between media and the local administration; the relationship had previously been characterized by defensiveness to media criticism.

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**UPCOMING EVENTS**

**Paris, France**

**Expert Working Group Meeting on the Safeguarding of the World Heritage Site of Bamiyan, Afghanistan**

This meeting will gather Afghan and international experts and representatives of the Afghan government to review the work carried out in 2008 and to discuss the consolidation and conservation of the Buddha niches.

Where: UNESCO Headquarters
Date: 29 January 2009
Info: langlois.francois@undp.org

**Bangkok, Thailand**

**UNESCO Youth Ethics Training Workshop**

Participants will be introduced to ethics of science and technology through lectures and participatory moral games.

Where: Science Centre for Education, Sukhumvit Rd, Bangkok
Date: 5 February 2009
Info: rushsap@unescobkk.org
www.unescobkk.org/rushsap

**Bangkok, Thailand**

**UNESCO Gender Studies Network Conference**

This is the second meetings of the UNESCO International Gender Studies Network and the UNESCO Asia-Pacific Gender Studies Network.

Where: Imperial Tara Hotel, Sukhumvit Rd, Bangkok
Date: 9-13 February
Info: rushsap@unescobkk.org
www.unescobkk.org/rushsap

**Bishkek, Kyrgyzstan**

**UNESCO Central Asian Sub-regional Training Workshop for CIS countries on Community-based Standard Inventorying of Intangible Cultural Heritage**

This Workshop is the follow up of the Central Asian Regional Meeting for the Promotion of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage in 2006 in Boysun, Uzbekistan.

Where: Bishkek, Kyrgyzstan
Date: 9-15 February 2009
(Dates are tentative)
Info: y.peshkov@unesco.org
www.unesco.org/almaty

**Almaty, Kazakhstan**

**Effective Competency Development Programs Workshop**

This is an advanced workshop for those who need to develop, test and refine courses and curricula. It is sponsored by the Asia-Pacific Institute for Broadcasting Development (AIBD), Kuala Lumpur, Malaysia, and UNESCO’s International Programme for the Development of Communication (IPDC).

Where: Kazakhstan Institute of Management, Economics and Strategic Research (KIMEP)
Date: 12-18 February 2009
Info: s.karpov@unesco.org, www.unesco.kz/?sector=Communication%20and%20Information&newsid=2290

**Almaty, Kazakhstan**

**Journalism Curriculum Central Asian Workshop**

University teachers and administrators together with media persons will discuss the application in central Asian conditions of the Model Curricula for Journalism Education for Developing Countries and Emerging Democracies.

Where: KIMEP University, Almaty
Date: 20-21 February 2009
Info: s.karpov@unesco.org
www.unesco.kz/ci

**Bangkok, Thailand**

**Post-Conflict/ Post-Disaster Training**

This training will develop the capacity of UNESCO Field Offices to respond to humanitarian crises - whether resulting from conflicts or natural disasters.

Where: Davis Hotel, Bangkok
Date: 23-26 February 2009
Info: c.kamonrat@unescobkk.org
www.unescobkk.org/rushsap

**Phnom Penh, Cambodia**

**2nd Science and Technology Camp for Children in Southeast Asia**

The Camp will raise awareness about the importance of interactive science and technology education and development of hands-on science curricula. Sixty children from seven South-East Asian countries will participate.

Where: Phnom Penh, Cambodia
Date: 24 February-6 March 2009
Info: m.nakata@unesco.org, l.sun@unesco.org, t.diez@unesco.org
http://stepan.org/robotcamp

**Tehran, Iran**

**Tenth Asian Bioethics Conference / Fourth UNESCO-APFID International Conference: Quality Innovations for Teaching and Learning**

The conference will provide a forum to explore, identify and synergize innovative approaches to address the many issues facing teachers, teacher educators, administrators, planners and policy makers in providing quality teaching and learning opportunities.

Where: IMPACT Exhibition and Convention Centre, Bangkok, Thailand
Date: 24-26 March 2009
Info: apeidconf@unescobkk.org
www.unescobkk.org/education/apeid/conference

**Phnom Penh, Cambodia**

**Education Congress 2009**

The Education Congress 2009 will strengthen mutual accountability between the Ministry of Education, Youth and Sports of Cambodia (MOEYS) and development partners. It will be an occasion to review progress of all programmes and policies with a particular focus on the ESP and ESSP during the School Year 2007-08.

Where: Phnom Penh, Cambodia
Date: Second week of March 2009
Info: l.sun@unesco.org, ss.dy@unesco.org
www.unescobkk.org/rushsap
Human Rights and Journalism
The Human Rights-based Approach to Journalism Training Manual provides journalists with the necessary background to understand human rights issues in order to effectively integrate human rights concerns into their reporting. Currently available in e-publication format only.

A Portal into Education Planning
The Education Policy Reform (EPR) unit introduces a new portal to provide professionals working in ministries of education, finance, and planning - as well as interested researchers and scholars - with a site to share information and expertise. The portal focuses on modern approaches to education policy analysis and planning, medium-term expenditure frameworks (MTEF) and the financing of education expenditure to achieve national and localized human resource development objectives. It also features a comprehensive E-resource Centre of Materials that covers essential aspects of education plan implementation. The portal is accessed via the UNESCO Bangkok website: www.unescobkk.org/mtef. For more information, contact EPR at: epr@unescobkk.org.

Human Rights-based Approach to Development Policy
The two publications are targeted at the Human Rights-Based Approach (HRBA) programme planners. Undertaking a Human Rights-based Approach: Lessons for Policy, Planning and Programming presents lessons in terms of the approaches used in assuring rights in the larger sphere of development programming; the use of collaborative strategies to ensure sustainability, and tools used in the process.

Planning and Programming is written for project-based practitioners responsible for embedding the HRBA into development programmes. It presents lessons learned with respect to the approaches used in claiming rights and how to implement the programme process, and how human rights can be realized in practice.

Gender Advocacy Briefs
In order to meet the high demand for its gender programme advocacy and policy briefs, UNESCO Bangkok re-prints four of the most popular titles in the Advocacy Brief series: Education in Emergencies: The Gender Implications; Strong Foundations for Gender Equality in Early Childhood Care and Education; The Impact of Women Teachers on Girls’ Education; and Girls, Educational Equity and Mother Tongue-based Teaching.

These briefs provide education practitioners with important insight for creating effective programme plans and policies. To access additional gender resources, visit our website under the “Gender in Education - Themes” page.
**Gender-Responsive Skills-Based Education**

The Asia-Pacific Education for All (APPEAL) unit releases its latest advocacy brief, Gender-Responsive Life Skills-Based Education (LSBE). The brief highlights the urgent need to incorporate gender-responsiveness into advocacy and policy efforts for life skills education, and discusses the benefits of doing so. It also offers examples of programmes that have formally structured gender responsiveness into LSBE curriculum planning, teacher training and evaluation of programming outcomes.

**Cultural Tourism for Sustainable Development in Nias Island**

This booklet presents activities and results of a UNESCO culture project in Telukdalam sub-district, South Nias, Indonesia, during 2006-2007. The project was funded by the United Nations Development Programme as part of its Emergency Response and Transitional Recovery (ERTR) Programme for Aceh and Nias. The booklet promotes the rich cultural heritage of Nias Island.

**Shaping HIV/AIDS Policy**

This concept note provides UNESCO’s response to the Independent Commission on AIDS in Asia’s recently published report, which was set up in 2006 to study the realities and impact of AIDS in the region. The paper explores the implications of the Commission’s main findings and conclusions for education sector responses to HIV and AIDS, and advocates for a refocus of prevention efforts on adolescents who are most at risk of contracting AIDS.

**Intangible Cultural Heritage of Nanggroe Aceh Darussalam**

A set of three posters and a 2009 calendar with the theme ‘The Intangible Cultural Heritage of Nanggroe Aceh Darussalam’ are part of a series of publications for the promotion of intangible cultural heritage in post-conflict/post-disaster situations of Aceh-Nias in Indonesia and Timor Leste. These beautiful materials were produced through the collaborative efforts of UNESCO Jakarta, the Provincial Museum of Nanggroe Aceh Darussalam and Aceh Heritage Community Foundation, and feature a collection of outstanding intangible cultural heritage from Nanggroe Aceh Darussalam.

**Homeowner’s Conservation Manual for Kotagede Heritage District**

UNESCO Jakarta, together with the Jogja Heritage Society and the Organization of Kotagede Heritage District Management, has published this manual in order to provide conservation guidelines for the revitalization of traditional houses damaged by an earthquake that struck the district of Kotagede in Yogyakarta two years ago. The manual is one in a series that has been produced for UNESCO World Heritage Sites. Other manuals are available for the Kathmandu Valley (Nepal), Hoi An (Viet Nam) and Vigan (Philippines).