

LEARNING TO LIVE TOGETHER

TRAINING WORKSHOP FOR PRIMARY AND SECONDARY SCHOOL TEACHERS
ORGANIZED BY
INDONESIAN NATIONAL COMMISSION, MINISTRY OF EDUCATION AND CULTURE
IN COOPERATION WITH
ARIGATOU INTERNATIONAL

Veranda Hotel, Jakarta, 28 July 2019 – 1 August 2019

BACKGROUND

UNESCO *Associated School Project Network* (ASPnet) Indonesia, Indonesian National Commission for UNESCO, Ministry of Education and Culture organized a Training Workshop on *Learning to Live Together* (LTLT), a collaboration program with Arigatou International, a global NGO who committed to build a better world for children. *Learning to Live Together* (LTLT) focuses on interfaith and intercultural ethics education and facilitates learning modules by utilizing intercultural and interfaith learning techniques for teachers.

For more information on Arigatou International: <http://arigatouinternational.org>

OBJECTIVE

The main objective of this workshop is to strengthen morale and character education of the participants so teachers can become not only educators but also facilitators who are capable to support and encourage their students to build culture of peace by imposing ethical values such as mutual respect, empathy, responsibility, and avoiding conflict and violence that are often happened at school.

By participating in this workshop, participants are expected to:

- a. Apply the concepts, principles and the educational approach of the Learning to Live Together programme in their professional and educational settings
- b. Acquire Techniques to teach learners to live in harmony and to respect diversity and for Conflict resolution
- c. Develop Knowledge and skills on creative and fun learning activities

AGENDA

Teacher Training Workshop on Learning to Live Together was held at Veranda Hotel, Jakarta on 28 July 2019 – 1 August 2019. The complete agenda of the workshop is attached as Annex I.

PARTICIPANT

Teacher Training Workshop on Learning to Live Together was attended by 32 participants. 30 participants are teachers of Elementary School and Junior High School around Greater Jakarta, Bandung, Magelang, and Malang, and the other 2 participants are staffs of Research and Development Body of Ministry of Education and Culture. The participating schools are both existing members of ASPnet schools and also non-members. The complete participants list is attached as Annex II.

FACILITATOR

Training Workshop on Learning to Live Together was led by an International Facilitator, Ms. Maria Lucia Uribe, the Director of Arigatou International supported by two Indonesian Facilitators: Mr. Fendra Kus Nur yadi and Ms. Wati Wardani, both are internationally recognized facilitators who have vast experience as LTLT Trainers.

ACTIVITY

Training Workshop on Learning to Live Together was designed with participatory learning approach and actively involved the participants. The goal is not only to make the participants understand about LTLT (Learning to Live Together) and Human Dignity, but also to prepare them to be the facilitators. The training sessions are designed to not incorporate only book-based theory but also direct experience by combining various activities. Every morning, participants went through recap session to recall their learning experience. There's also a special session designed as a stage for participants to practice their performance as facilitators. By the end of the training, each participant made an action plan to be implemented in their own school.

All activity in this training workshop is based on LTLT Manual Book (attached as Annex VI). The corresponding page of the activity is compiled in Activity Index and attaches as Annex VII.

DAY 1

28/07/2019

Getting Together and Briefing

Pre-training session between participants, facilitators, Organizer and Ministry of Education and Culture. Ms. Hasnah Gasim begins the session by welcoming all participants and introducing the facilitators. She also explained briefly about ASPnet, LTLT and what are the expectations of this training. Ms. Desi Elvira, Head of Secretariat of Indonesian National Commission for UNESCO also explained briefly about the overview of Indonesian National Commission for UNESCO.

Mr. Yaya Zakariya, Head of Division of International Facilitation, Ministry of Education and Culture delivered his appreciation on this training that he considered as a strategic program on Character Education. He supported this training and expressed the importance of disseminating the training result to fellow educators. LTLT as a topic is a very broad yet important subject that can be sorted to be selectively integrated to local curriculum. A good collaboration effort should be made as a contribution to improve character education for children.

Ms. Maria Lucia, Director of Arigatou International, introduced herself and expressed her appreciation for participants and committee, and also her eagerness to the whole training session. She also reminded participants about how important the role of educators is. She explained LTLT Program in detail and emphasized the importance of this program for character education as education is not only about head and heart, but the action as well. Ms. Maria explained the journey of Arigatou International Foundation until today and she emphasized the need to collaborate to make this world a better place. She also wished the participants to have good days ahead and hope the workshop to be beneficial and impactful, so it can multiply throughout the country.

Before ending the session, Mr. Fendra and Ms. Wati explained briefly about training sessions, rules, and what to be expected during the training.

DAY 2

29/07/2019

Opening Ceremony and Launching of *LTLT Manual Book in Bahasa Indonesia*

The Opening Ceremony of Training Workshop on Learning to Live Together begins with National Anthem *Indonesia Raya* by all guests and participants, led by Mr. Asep, a teacher from Labschool Cibubur. After singing the National Anthem together, the MC is welcoming all the honorable guests and participants before presenting the floor for opening remarks.

The first remark is from Dr. Praptono, Director of Management of Basic Education Teacher - Directorate General of GTK, Ministry of Education and Culture. In his remark, Dr. Praptono explained about one of Ministry programme that is in line with LTLT: “Improvement of Character Education” (PPK). He also recognized that many terminologies used in issues such as intercultural, interfaith, peace and character education, such as intolerance, radicalism, and terrorism, are often frightening and invoke negative feelings. He noticed that *Learning to Live Together* is really a smart and friendly yet powerful terminology that can be used as a frame to deliver such issues in a more acceptable and positive way. Dr. Praptono also reminded participants that this workshop is one of many ways for self-improvement. And as teachers, they can encourage those values to children to become better citizens for a better world.

Second remark is from Dr. Shahbaz Khan, Director of UNESCO Office Jakarta, Regional Science Bureau for Asia and the Pacific. Dr. Shahbaz Khan introduced himself and explained about his office and its close collaboration with Indonesian National Commission for UNESCO. Dr. Shahbaz Khan said that LTLT is very important and it’s not only about teaching a new book or topic, but to understand the tensions happened in our daily life. Indonesia is very special country with many world heritage. These heritages are also the example of living together. For example is Borobudur, which was built by the Hindus, guarded and maintained by Moslem communities, and enjoyed by both Indonesian and Foreigner. There are many other example but the idea is acknowledging and respecting diversity. Dr. Khan also explained that UNESCO was built on the idea that peace, as well as war, begins in the mind of men and women. UNESCO has developed many programmes to address the root for that issues, and he recognized that LTLT can be one of many tools in line with SDG that can bring the concept into reality.

Third remark is from special guest, Dr. Syafiq A. Mughni, Special Envoy of the President of Republic of Indonesia for Interfaith and Inter-civilizational Dialogue and Cooperation. Dr. Mughni expressed his appreciation to fellow speakers and participants. He also expressed his appreciation and support to LTLT programme and this training itself. He wished that this training will bring forth positive feedback to the

improvement of national education, and the nation as a whole. Dr. Syafiq Mughni emphasized the role of education as a strategic mean to build positive influences in life where negative issues such as violence and radicalism are everyday news. He also agreed that negative terminologies should be replaced with something more positive and more children friendly to help the overall learning process. He also addressed the alarming phenomenon of far-right movement and white supremacist that are in rise recently and hope that good and well-targeted education can help children and people in general to fight against those twisted ideas. Dr. Mughni also emphasized the importance of reforming the understanding of religion so not to be used out of its context by irresponsible people. He also wished the participant to make the best out of the training and improve themselves, as well as their students, and in the bigger picture, the nation as well.

Next remark is Dr. Maria Lucia, Director of Arigatou International. Dr. Maria Lucia welcomed other speakers and participants and also expressed her appreciation to all parties. She explained the brief history of Arigatou International and also about the LTLT programme itself which is an interfaith and intercultural programme for ethics education that contributes to nurturing ethical values in children and young people. It's been 11 years since the LTLT programme was launched in Hiroshima on 2008 and have reached thousands of teachers, children, and young people around the world, and hopefully more. Dr. Maria also proudly shared about the LTLT Manual Book which have been translated into 10 languages, including Bahasa Indonesia. This Manual Book is a fruit of many years' effort and is the main aid for teachers to help nurturing ethical values and spirituality in children and young people to be part of global community. Dr. Maria Lucia thanked all the parties involved and she hope that the training will help participants to understand LTLT and disseminate the programme throughout the country.

And the last remark as well as to officially open the Training Workshop on Learning to Live Together is Prof. Dr. Arief Rachman, M.Pd., Executive Chairman of Indonesian National Commission of UNESCO, Ministry of Education and Culture. Prof. Arief Rachman delivered his remarks by addressing speakers and participants and also perform some traditional dances as a way to emphasize diversity in Indonesia and how the differences become a strength not a weakness. He also emphasized what other speakers have said that *Learning to Live Together* has deeper meaning than just living together, but is also way to path for a better future. He asked participants and guest to sing a rhyme about living together. Prof. Arief Rachman also reminds participants to focus on the training and gain the best knowledge and experience

during the training. And by saying “in the name of God, the Most Gracious and the Most Merciful” Prof. Rachman officially opened the Training Workshop in Learning to Live Together.

To symbolize the official launching of LTLT Manual Book in Bahasa Indonesia, as an extended effort to introduce and integrating ethics education in Indonesia, Dr. Maria Lucia invites Dr. Praptono, Dr. Shahbaz Khan, Dr. Syafiq A. Mughni, Prof. Arief Rachman, and Ms. Hasnah Gasim to presents them the LTLT Manual Book in Bahasa Indonesia as a gift. Afterwards, Prof. Arief Rachman also gave the honorable guests each Batik, traditional patterned fabric from Indonesia, as gifts from Indonesian National Commission for UNESCO. The Batik given to the honorable guests are Maduranese Batik which has been awarded Seal of Excellence from UNESCO.

When the opening ceremony is over, all participants went for coffee break while a press conference is being held in the meeting room. The press conference was attended by various national media with Prof. Arief Rachman, Dr. Maria Lucia, Dr. Shahbaz Khan, Dr. Praptono, Dr. Syafiq Mughni, and Ms. Hasnah Gasim as resource persons.

Training Session

Welcome and Getting Ready

Facilitators: Ms. Maria Lucia Uribe, Ms. Wati Wardani, Mr. Fendra Kusnuryadi

The official session of Training Workshop on Learning to Live Together begins with introduction from Ms. Wati Wardani and Mr. Fendra. Kus Nuryadi as the facilitators. They briefly explained about their experiences and journey with Arigatou and Learning to Live Together programme. They also explained about the basic of LTLT programme which revolves around Human Dignity and Ethics and how it translated to daily life. LTLT is guided by an overall pledge to safeguard human dignity with four main values: Respect, Responsibility, Reconciliation, and Empathy.

Facilitators also explained the correlation between human dignity and children’s right as the aim of LTLT is to strengthen children’s commitment to justice, respect for human rights, and to build harmonious relationship between individuals and within societies. LTLT Training is more into experience than theory,

that's why the learning approach is focusses more on activities instead of theory and involving participants as much as possible.

Activities

1. Hope and Expectation - Tree of Life

Facilitator asked one volunteer to step forward and draw a tree on the flipchart. The other participants then were asked to write their expectations on this workshop and stick it on the tree branches, creating a tree with expectations as its leaves called *Tree of Life*.

2. Getting to Know Each Other - Reach for The Stars

Participants get to know each other to be more comfortable sharing and working together. Each participants were given a piece of colored paper and five questions corresponding to each angle of a star. They were asked to answer the questions by writing it on each of the star angles and form a small groups to discuss the answer. They realized that many of them experience the same things so they were asked to connect the star to anyone else with the same answers.

3. Critical Consciousness and Reality Check

What affects children at school, community, family and as individuals; what are the main challenges faced by them; Roots and causes. Participants were asked to play a game where they follow the music and facilitator's instruction and then form small groups. They were given topics about Critical Consciousness: social issues affecting Indonesian children. Each group have to pick three issues regarding the topic that are happened in four areas: school, family, community, and self. Each group have to discuss the cause and the solution as well. Each group then present their result in front of others.

Introduction to LTLT Learning Modules

Participants are familiar with the Learning modules, the kiosks, values and key concepts embedded. LTLT has two learning modules: *Understanding Self and Others* and *Transforming the World Together* that complement each other. The modules consist of a number of *kiosk* that have been developed to allow participants to embark on a learning journey where different paths equip them to respond to ethical challenges and help them discover how they can become agent of change. The modules and kiosks are

illustrated in village maps so participants can explore it easily. Facilitators prepared 13 miniature of houses to represent kiosks. Participants were divided into 13 groups then they have to visit each kiosks and then have to pick one kiosk as their topic of discussion. They were given time to discuss before presenting their results in front of other participants.

Reflection

To end the day, participants were guided through the whole session they have learned today and share their thoughts. Ms. Maria Lucia also expressed her appreciation to participants. She also reminded all participants to keep in mind and try to put two “hats” during this training session: one is as a participant, and another “hat” is as a facilitator since all participants will be the facilitator in their own classes. Ms. Maria Lucia also introduced the LTLT manual that has been translated into Bahasa Indonesia. She also reminded participants to keep the learning log and write down all their experience during this training so they can look back at it later to review their progress. Ms. Maria also shared her hope that participants will progressing well with positive feedback that can be seen in the next six months.

Ms. Maria Lucia also explained about the Convention on the Rights of the Child and its relevancy to LTLT. She also explains about the five guiding principles: Definition of the Child (art. 1), non-discrimination (art. 2), the best interests of the child (art. 3), rights to life, survival and development (art. 6), and respect for the views of the child (art. 12). She also emphasizes about the core meaning of being children: they are individuals in their own right, they are collective ethical obligation, they are gift and responsibility, and they learn what they live. So in order to implement LTLT to children, teachers have to use children-centered approach which focuses on children and treat them as the main subject, not the object.

DAY 3

30/07/2019

Exploring and Nurturing Spirituality

Participants were guided to explore their own sense of spirituality by having them doing two activities and having a discussion after each activity:

1. *Silent Journey*

Participants were blindfolded before entering the training room then slowly and calmly explore the room. The training room was previously emptied and a calming music was played. Committee

staffs were ready to protect participants against any harm or accident due to walking around with blindfold on. They were rerouted before bumping into any object or into other participants. After exploring the room for about 15 minutes, participants were stopped and put in pairs before taking off the blindfold.

Participants were asked to explain their experience when exploring the room in complete darkness. With less visual stimulus, participants felt closer to their inner self. Most participants agreed that the common emotion they felt was restless, uncertainty, powerless, and fear due to the feeling of losing sight. Further emotions they felt are empathy towards those without sight, gratitude of having perfect eyes/sight, hoping for help/aid, and relief when they were guided to avoid any obstacle.

2. *Your Silhouette is Mine*

Paired participants from previous activity were given two sets of large paper where they should help each other to trace their body on the paper. Participants then wrote the topic correlated to the body parts: Head – thoughts they have, Heart – something or someone they're thinking of, Stomach – the need they have, Hands – something they would like to do, Feet – dream they have, Legs – fear they have.

Participants then discussed those topics to their partner. After that, participants were asked to switch places and lie down on their partners' paper. Participants then close their eyes and try to imagine themselves as their partner and explore his/her life based on the experience he/she shared. They were given 10 minutes time and a calming music was played. After the time is up, participants then discuss their experience.

Exploring their own life and writing it down to their own picture helps participants to rethink about their life and how it is going on. When they were given a chance to try exploring someone else's life, they will automatically compare it to their own life and realize that everyone has their own problem. No matter how small or big, those still affect their life in many ways. Participants feel empathy towards each other and there's a sense of "*I am not alone, everyone is fighting their own battle*". They are getting to know each other better in different angles. Participants then discussed how they can implement these activities with their own students. Facilitators warned them that

if they are going to implement this activity at class, then they have to be considerate. Due to the sensitivity of this activity, some students might be triggered by the experience or find it difficult to explore their own experience and share it to other. Thus, teacher or facilitator should take this into consideration and help them during the process. Avoid direct confrontation, instead guide them to get familiar with their own emotion and do not push them to participate if they do not want to. There might be open wound(s) inside their hearts, so teachers or facilitators should use this opportunity to help them close it.

Ethics and Ethics Education

What ethics means, how ethics is lived and nurtured, how facilitators of the LTLT can nurture values in children and what are the critical components of ethics education.

1. Diminishing Island

Participants were discussing about “What does ethic mean” and what is the example of ethics before moving on to discuss about ethics education and how to implement the topic in class. Participants played the activity called “*Diminishing Island*” where they were separated into 3 groups of 10 and stand around a sheet of large paper. 1 group is declared as “Privilege Group” while the other 2 are “Normal Group”. They were asked to walk around the paper with the music on. When the music stops, they have to move quickly and stand on the paper. Those who can’t fit on the paper is out. Before the next round started, the facilitator will rip the papers of Normal Groups by half and then start the music again. The round continues until the paper become very small and only fit for 2-3 persons. The Privilege Group can intercept anytime by taking member of Normal Group to stand on their “*island*”. After the activity is over, participants then discussed their experience.

Participants agreed that the most common emotion they felt was survival and they noticed that they tend to not think about others when they try to get on the paper. They also noticed that during the activity, member of Normal Group often hope they were taken by Privilege Group so they won’t have to struggle to fit on the paper. And member of Privilege Group often feel sympathy and would like to help the member of Normal Group but they have to mind the capacity of their own “*island*”. Member of Normal Group also realized a simple thing that made them able to keep fighting is mostly the support of other member that they can do it. Participants also tend to give

up their seat in a situation when they have to compete with older participant or when they realized that it's not worth to fighting for (e.g.: when the paper is getting too small to accommodate them).

All the realizations and experiences help participants to visualize a concept about what ethic is and what ethics education consist of. Participants then discussed how to implement ethics education in their own class and what is acceptable level and topics to be taught according to students' level.

Learning Process and Methodologies

Participants identify and know how to use the methodologies and the learning process used when implementing LTLT programme

1. Ball in the Air

Participants as the future ethics education facilitators need to ensure that their participants can get actively involved in the experience. To do so, participants have to know about learning process: Motivation, Exploration, Dialogue, Discovery, Reflection, and Action. The Activity used as a sample was "*Ball in the Air*" where participants were grouped into two groups of 15 and were given a ball each and form a big circle. Each group then have to compete tossing the ball around and keep the ball in the air while counting. The count have to be reset when the ball touch the ground. The group with highest count win the game. Participants agreed that teamwork plays an important roles in winning the game. And they were motivated by the idea of a competition so they can enjoy the game.

2. Group Discussion

To understand more about learning methodologies, Participants were grouped into 5 groups of 6 and have to visit 5 checkpoints around the room. Every checkpoint represents 5 methodologies: Experience-based, Cooperative based, Problem based, Discussion based, and Introspection based. Each group then take one methodology as their topic of discussion and discuss it with their group member before presenting it to other participants.

Key Elements and Learning Approaches

Participants were grouped into 5 groups of 6 and given two cards each group. There are 10 cards in total that consist of 10 key elements on Ethics Education. Each group then discuss about how to implement their cards in the learning process, and what method that can be used in their class. Each group then

demonstrates their chosen activity by involving other participants as the substitute of their actual students. Each group then explain their choice of activity.

After all groups demonstrate their activities, Ms. Wati and Ms. Maria re-explain the whole concept and the importance of key elements, learning environment, and transformation.

Musical Evening

As a way to relax ones' mind and body through the whole training schedule, and also as the practical example of intercultural and interfaith education, a special event was held at the night called Musical Evening where every participants form a group and have cultural performance. This performance is also representing a vast diversity in Indonesia and how respect and mutual understanding make differences feel beautiful and special.

DAY 4

31/07/2019

Recap

The day started with a simple meditation. Participants sit together in a dimmed room with a calming music as the background and have a simple breathing exercise while recalling what they have learned until now then pray according to their believes.

Facilitators then run through previous materials briefly and ask participants to stand on designated spots that represent their understanding on this training. The spots have correlated image of weather, such as: "heavy rain" for not understand at all, "cloudy" for not fully understand the whole training, "rainbow" for mostly understand the training, and "sunny" for fully understand the training. In the end, no participants stand on "heavy rain" spot, but spread almost evenly on the other 3 spots with "sunny" group as the most, means that there are various level of understanding among participants but most participants are fully understood the training. Most participants who stand on "cloudy" spot said that the main obstacle for them is the vast amount of information and language barrier. Facilitators then take participants from each group evenly and form 6 groups of 5 so they can help each other while preparing their facilitation session.

Program and Session Design

Participants were guided to prepare their session as part of facilitator training session. There are many elements to be considered when designing a session. School level of the audience will be an important aspect to be considered when designing a session. Each group then choose any kiosks they want to use as their training project and they have to make a training plan according to the template given.

Facilitation Practice

Each Group simulated their training plan to the audience as the substitute of their students. After each group presentation, two volunteers from the audience will give feedback to the presentation.

Action Plan and Sharing Session

Participants were divided into 3 groups based on school level: Primary School, Junior High School, and Senior High School. Each participants have to make an action plan that will be implemented in their school, so they have to consider the specific needs and their schools. The grouping according to school level is aimed to provide support for teachers so they are able to discuss their idea to their peer from same school level. Participants were given Action Plan Template to help them make their own project. During Sharing Session, Participants share their thoughts and discuss about the challenges they might face when implementing their project.

DAY 5

01/08/2019

Action Plan Presentation

As the last day of Training Workshop on Learning to Live Together, the participants are presenting their action plans. Participants from same school though different school level are having joined presentation as it is expected for them to work in close collaboration as part of a same institution. It was a fruitful session as every participant is not only presenting their plan but also receiving feedback that helps them improve their plan. The action plan they made today is only the prototype and draft as the final action plan and the implementation itself are scheduled to be delivered in another three months. The Participants' action plans are attached as Annex V.

Closing Ceremony

By the end of the Training, Mr. Arief Rachman congratulated all the participants for having completed the whole training session. He expressed his appreciation to all participants for their efforts during the training and hope that all the knowledge and experiences gained in this training will be beneficial to not only the teachers, but also their students, their schools, and the communities. Therefore he expected participants to share their knowledge and experience to wider audience, as he strongly advised: *“the more we share, the more we gain. The more we keep, the more we lose”*.

Ms. Hasnah Gasim and the Facilitators also expressed their appreciation to all participants and encourage them for follow up action in their own schools. She also wished everyone a safe journey and encouraged everyone to keep in contact and help each other on their projects. She also reminds all participants that it is a teacher’s job to guide students about what is right and what is wrong. After a brief photo session, the Training Workshop on Learning to Live Together is formally closed by Ms. Hasnah Gasim.

SUMMARY

Training Workshop on Learning to Live Together was held successfully on 28 July – 1 August 2019 at Veranda Hotel, Jakarta, Indonesia hosted by Indonesian National Commission for UNESCO in collaboration with Arigatou International. Attended by 32 participants. 30 participants are teachers of Elementary School and Junior High School around Greater Jakarta, Bandung, Magelang, and Malang, and the other 2 participants are staffs of Research and Development Body of Ministry of Education and Culture. Training Workshop on Learning to Live Together was led by an International Facilitator, Ms. Maria Lucia Uribe, the Director of Arigatou International supported by two Indonesian Facilitators: Mr. Fendra Kus Nuryadi and Ms. Wati Wardani. The workshop was held as part of character education for teachers to become future facilitators of ethics education, so they are able to help encourage their students to build culture of peace. The training workshop was utilizing the direct-experience approach and consisted of various activities instead of theory-based material. Participants were guided to understand LTLT and ethics education through various activities and games. The product of this training workshop is action plans from each school that are planned to be finished in three months. Participants expressed their appreciation and mostly given positive feedback to this training workshop. Most participants feel improved after completing the training and have positive attitude towards implementing the action plan and sharing their knowledge and experience to their schools and communities when they return to their school. A follow

up session may be necessary to monitor the progress and offer assistance for participants in implementing their action plan.

ANNEXES

1. Agenda
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3. Presentation
 - a. Welcome Remark

By: Executive Chairman of Indonesian National Commission for UNESCO, Ministry of Education and Culture
 - b. Closing Remark

By: National Coordinator of UNESCO ASPnet Indonesia
 - c. Ethics Education and Learning Modules

By: Mr. Fendra Kus Nuryadi and Ms. Wati Wardani
 - d. LTLT Kiosk

By: Mr. Fendra Kus Nuryadi and Ms. Wati Wardani
4. Photos
5. Action Plan
6. Learning to Live Together Manual book
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ANNEX VII

ACTIVITY INDEX

All activity in this training workshop is based on the LTLT Manual Book. The corresponding page are listed as follow:

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