PROGRAMME ACTIVITIES OF THE
INDONESIAN NATIONAL COMMISSION FOR UNESCO
2004-2005
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Indonesian National Commission for UNESCO

The Indonesian National Commission for UNESCO is under the Ministry of National Education, with the Minister of National Education as the Chairman. The Executive Chairman is Dr. Arief Rachman, M.Pd who is responsible for the implementation of the Indonesian National Commission for UNESCO and the Secretariat is under the Center of Information and Public Relation. The Ministry of National Education provides the budget for the Indonesian National Commission for UNESCO.

In running its activities, the Indonesian National Commission cooperates with the Indonesian Institute of Sciences (LIPI), the Ministry of Research and Technology, the Ministry of Culture and Tourism, the Ministry of Environment, the Ministry of Health, the Ministry of Religion, the Coordinating Ministry of the People’s Welfare, the Ministry of Foreign Affairs, the Ministry of Youth and Sports, the Ministry of Women Affairs, the Ministry of Fishery and Oceanography, the Ministry of Communication and Information, and some NGOs in Education, Sciences, Communication, that of Culture as well as Universities.

This newsletter is a special edition providing information on the activities of the Indonesian National Commission for 2004-2005. The activities consist of organization of the meetings, trainings, and conferences, participation in UNESCO meetings and trainings, participation in UNESCO Executive Board and General Conference, and participation of the meetings held by UNESCO in Indonesia.
UNESCO has provided some fund under the Japanese Trust in Fund for 2004 and 2005 for the organization of Project on Scientific Technical and Vocational Education Project which is aimed to decrease poverty among Out of School Girls especially in Lombok and this is the first project implemented in Indonesia and involved both formal and non formal stakeholders coordinated by the respected educational office in cooperation with the chosen NGO. The secondary vocational school (SMK) chosen to be the place for the training using the recent competency based learning which is in accordance with the policy of the Department of National Education i.e. the Directorate of Technical and Vocational Education (DIKMNJUR). UNESCO as the sponsoring agency providing funding for the training, research consultant and coordinating efforts as well as NGO involved. The coordination of the project is under the Indonesian National Commission for UNESCO in cooperation with DIKMNJUR (Directorate of Technical and Vocational Education).

The Objective of the Project is to empower girls from the poor family, who drop out from schools, to have access to vocational education and other related entrepreneurship skills in order to raise their quality of life by increasing their income through the skills learnt.

The project activities cover organization of the planning workshop, recruitment of learners by NGO in cooperation with local researcher, organization of training for facilitators on gender awareness and training for non formal education, training for learners on self confidence, health reproduction, and other related programmes supporting the project by designated NGO, training by school facilitators on vocational education learnt at school level, additional training by people from industry, monitoring by NGO and local researcher, provision of guidance for the follow up programmes to make the learners accessed to work or to be able to create work, and evaluation workshop involving all stakeholders.

Criteria of selection for learners are drop out girls from secondary school, graduated from primary or secondary school, age between 16-21 years old, marital status preferably single, come from poor family or disadvantaged family, healthy, willing to study, close to the place of training, commitment to finish the program and apply the skills learnt.

The facilitators are recruited according to the skills needed by the learners and the competency acquired by the facilitators.

The socialization of the project is through workshop and seminar at school and community level. NGO together with the school organized those workshop and seminar assisted by the educational staff of the region. During the socialization process, it is informed that girls should be given the same opportunity as boys in pursuing their knowledge, and they should be treated fairly in the community.

The one day workshop was organized prior to the training and after the training the workshop was organized to discuss the planning and the result of the implementation of the STVE for Girls Project.

**Result of the Project**

The project in 2004 covered SMKN 3 Mataram and SMKN 5 while for 2005 it is extended to two other schools sponsored by the local government so that it covered four vocational schools i.e. SMKN 3 Mataram, SMKN I Kuripan, SMKN 5 Mataram, SMKN I Marine and Fishery Keruak.

**1. SMKN 3 Mataram**

Programs done in SMKN 3 Mataram

1. Automotive Mechanical Technique
2. Audio-Video Electronic Technique
The training was on 27 September, 2004 - 2 April, 2005, on 1.30 pm to 4.30 pm, conducted by KSU ANNISA. There were 10 participants for automotive and 10 participants for electronics. The age of the participants was between 16-22 years old, and mostly dropped out from Junior High School.

2. SMKN 1 Kuripan

Programs done in SMKN 3 Mataram
1. Agro Industries (Salty egg, tempe, and Nata de Coco, chips)
2. Seed Production

The training was on 27 September, 2004 – 2 April, 2005, from 07.30 am to 12.15 pm and conducted by KSU ANNISA. There were 10 participants were trained in agro industry, and 10 participants for seed production. The age of the participants was between 16-22 years old, and mostly was dropped out from Junior High School and Senior High School.

3. SMKN 1 Marine and Fishery Keruak

Programs done in SMKN 3 Mataram
1. Fishery Processing Product: Fish Chips, preserved fish and dried fish.
2. Sea Weed; Sea Weed Powder

The training was on 27 September 2004 – 2 April 2005, from 14.00p.m.-17.15 p.m. and conducted by SMKN Marine and Fishery Keruak. 20 participants were selected from 25 applicants. The age of the participants was between 16-22 years old, and mostly graduated from elementary school.
4. **SMKN 5 Mataram**

Programs done in SMKN 5 Mataram

1. Artistic skill on textile: Sewing and Embroidery
2. Art Work: Souvenir Production

SMKN 5 Mataram conducted the training for 32 participants. There were 20 participants who learnt artistic skill on textile, and 12 participants for Art Work. The age of the participants was between 15-21 years old, and mostly dropped out from Secondary School, or graduated from Secondary School.

**Conclusion**

The project is successful because of the active involvement of all stakeholders involved through the micro planning activity at the beginning of the project and the evaluation at the end of the project. The evaluation workshop is expected to expand the project as well as to improve the implementation of the next project in the future. The present stakeholders involved are:

- UNESCO Office Jakarta
- NGO at the local level, ANNISA
- School facilitators at SMK
- Coordinator at the National Commission
- Coordinator at DIKMENJUR
- Educational Officers at Lombok
- Local Researcher
- Local Government

2. **Organization of National Workshop on Increasing the Quality of Community Learning Center Pasuruan, East Java, 23-27 February 2004**

Community Learning Center (CLC) has a concept of approaching education based on the community needs.

The concept is not only to combine the need of education and the source of education, but also how to combine other educational components such as the program of education, the facilitators of the education in a system of non formal education.

The objective is to increase the knowledge and life skill of the community based on environment context and to build a group discussion among the community based on their interest.

The workshop is organized for some reasons:

1. Technology development: many CLCs have not optimized the implementation of new technology in their organization;
2. The implementation of education autonomy: CLCs must improve its own human resources to develop the organization;
3. The Improvement of Quality Management System of Schools: It needs improvement of how to build and to formulate the vision to increase the quality of CLC.

In connection to the implementation of UNESCO participation program, Indonesian National

The objectives of the workshop:
1. To find the new standards and the organization forms of Community Learning Centers;
2. To develop Community Learning Center networking in Indonesia in order to build a better communication and relation among the CLCs.
3. To increase the service quality of CLCs

The topics discussed in the workshop:
1. Managements and Concepts of the CLCs, by the Center for Development of Non-formal Education West Java.
2. Building CLCs Business Community Base, by Center for Development of Non-formal Education Central Java.
3. Services of CLCs in Increasing Program Quality by Center for Development of Non-formal Education East Java.
4. The Importance of Networking as an Effort to Increase the Quality of CLCs, by CLC Denas Pasuruan, East Java.

The participants of the workshop were 31 persons, from the following institutions:
1. CLC Taman Belajar, Surabaya
2. CLC Winaya Mekar, Cianjur
3. CLC Krisna, Blora
4. CLC Ki Hajar Dewantara, Surabaya
5. CLC Ngupoyo IImu, Banyuwangi
6. CLC Ampera, Pontianak
7. CLC Tunas Harapan, Mataram
8. CLC Denas, Pasuruan
9. CLC Al Uswah, Pasuruan
10. CLC Dahlia, Mataram;
11. Center for Development of Non-formal Education Regional II West Java;
12. Center for Development of Non-formal Education Regional III Central Java;
13. Center for Development of Non-formal Education Regional IV East Java;
14. Center for Development of Non-formal Education Regional V Makasar;
15. CLC Communication Forum North Sumatra;
16. Information Technology Center, Bandung
17. Indonet Malang.

In the commemoration of 10 year of YIPPAB, Indonesian National Commission for UNESCO in cooperation with Directorate of Special Education organized a series of events on:
1. Seminar on Gifted Children
2. Drawing Competition for Primary Students
3. Exhibition Showing the Projects Done by Gifted Children

The theme of the seminar The Sustainable Service toward Gifted Children to face the future challenge.

The objectives of the program:
1. To introduce YIPPAB to the communities who care of education and to recruit young talented professionals to become the members of this foundation and help to disseminate the information program of this foundation to the communities.
2. To provide information about how to handle and serve gifted children.
3. To improve and evaluate acceleration program that are implemented by schools especially in serving gifted children.

To achieve the above objectives, we find it needs to organize a program involving students, teachers, and parents to choose gifted children from all over Indonesia. The indication of selecting the gifted children is not only based on their IQ, but also other indicators.

The speakers of the seminar:
1. Prof. Dr. Dedi Supriyadi from University of Indonesian Education on “Creativity in Cross-Culture Communication”
2. Dr. Nugroho from State University of...
Semarang on “Self Regulated Learning of Gifted Children”
3. Dr. Rochmat Wahab from State University of Yogyakarta on “Counseling Guidance of Emotional Social Aspect of Gifted Children”.
4. Nuraida S.Ag,M.Si on “Study Case of Acceleration Program of Schools in Jakarta”
5. Dessy S. Sapariningsih, S.Psi on “Acceleration Program and Locus of Control”
6. Ikramida Irza, S.Psi on “Acceleration Program and Stress”

From the above topics, the seminar recommended that it is necessary to pay attention to the ability and the talent of children to be synergized as an optimum power in developing their intelligence.

The seminar also gave the opportunity to the 18 gifted children from Jakarta schools to present their work achievements or their research.

4. One-Day Seminar on International Hydrology
On the Anniversary of World Water Day,
Jakarta 22 March 2004

In the commemoration of World Water Day, Indonesian National Commission for UNESCO in cooperation with LIPI (Indonesian Institute of Sciences) organized one-day seminar on “International Hydrology” on 22 March, 2005 as well as launched book on IHP IV and River Catalogue.

5. Providing A Fellowship L’OREAL – UNESCO for Women in Sciences
2004

On 8 March, 2004, L’OREAL and UNESCO in Paris announced five winners of prizes (Lauretatas) representing each continent and 15 winners of prize Fellowship for program “For Women in Science” 2004. This is the first time for L’OREAL Indonesia and Indonesian National Commission for UNESCO nominated candidates from Indonesia and succeeded to become one of the winners of Fellowship.

Dr. Ines Irene Atmosukarto, the first Indonesian woman researcher, who won the Fellowship L’OREAL-UNESCO for Women in Sciences 2004.

Dr. Ines Irene Atmosukarto, 31 years old, Ph.D in Biology Cell and Molecular Field is the first woman winning the Fellowship Prize representing Asia-Pacific, together with Pakistan and New Zealand, where she must compete with 300 candidates from all over the world. Her profile and intensive research on endofir (a kind of fungus joined with plants and has capability as an antibiotic for cancer) fulfill the criteria determined by the jury of “For Women in Science”.

L’OREAL-UNESCO for Women in Science Program is a partnership between L’OREAL Group and UNESCO in the international level since 1998 and one of the high-level prizes for world science community.

The objective of this appreciation is to improve the position and role of women in the science of field by giving an appreciation every year for women scientist who has given huge contribution to the science development (L’OREAL-UNESCO Awards) and to the young women scientist involved in the useful research projects (UNESCO-L’OREAL Fellowship).

The prize of the Fellowship is USD 20,000 used for their research in the research center in the level of doctoral or even higher level.

6. Providing National Fellowship L’OREAL-UNESCO FOR WOMEN IN SCIENCE 2004

On August, 2004, L’OREAL, in cooperation with Indonesian National Commission for UNESCO, for the first time awarded two women national fellowship to support young Indonesian women who are working on science projects on “Life Sciences” and useful for people.
For selecting candidates, L’OREAL, the Indonesian Institute for Sciences (LIPI), and Indonesian National Commission for UNESCO, composed the jury team:
1. Dr. Endang Sukara, Deputy of Biological Science, LIPI
2. Prof. Dr. Indrawati Gandjar, Professor from Indonesia University
3. Dr. Pratiwi Sudharmono, Director of Research, Indonesia University
4. Ir. Utari Budihardjo, MS, Assistant Deputy RIPTEK, Ministry of Research and Technology.

The criteria of candidates:
1. Post Graduates
2. Age for lecturer is 35 years old and 40 years old for researcher
3. Doing research in Indonesia
4. Committing to use the research result for people
5. Research proposal in English
6. Proven track record.

Based on the criteria above, the jury team decided two winners for the national fellowship L’OREAL - UNESCO FOR WOMEN IN SCIENCE 2004:
1. Ir. Desta Wirnas Saiful, M.Si, Institute of Agriculture, Bogor
2. Dr. Rintis Noviyanti, Laboratory Eycman, University of Indonesia.

Both of the winners were awarded prize in the amount of Rp 25.000.000 to finance their research.

7. Organizaion of Seminar and Workshop on Reconstruction and Revitalization of Education towards Civil Society in Indonesia Jakarta, 2-3 September 2004

Indonesian National Commission for UNESCO, in cooperation with the Indonesian Institute of Science, as Indonesian MOST UNESCO, organized seminar and workshop on “Reconstruction and Revitalization of Education towards Civil Society in Indonesia”, held in Jakarta, 2-3 September, 2004.

Education has a strategic role in building civil society, but the present centralized education system and multidimensional crisis, which occurred in Indonesia, has made the education condition worse. On the other side, the crisis has also given an opportunity for reforming social economic system, national politics, as well as education system.

Referring to the above condition, it is agreed to find out the solution by organizing this seminar and workshop on “Education Intervention in building Civil Society”.

The purposes of the seminar and workshop:
1. To discover ideas, understanding and orientation in developing the proper education towards the civil society by inviting speakers and stakeholders: bureaucrats, educational experts, educational academics, NGO’s, journalists as well as researchers.
2. To socialize education message in order to build civil society.
3. To identify education problems in forming civil society and formulating the recommendation in preparing education policy.

There were 150 participants in this seminar: bureaucrats, educational experts, educational academics, NGO’s, journalists as well as researchers.

The topics discussed in the seminar:
1. “The Vision of Indonesian Civil Society”, presented by Prof. Dr. Suwito, MA, Assistant Rector State University of Moslem Jakarta; Prof. Dr. Taufik Abdullah, APU and Yusuf Supiandi, MA, Deputy of Gender Equity,
Ministry of Women’s Affair.

2. “Creating Civil Society through Education”, presented by Dr. Ing. Fauzi Bowo, Vice Governor of DKI Jakarta, and Dr. Makmuri Sukarno, Researcher of the Indonesian Institute of Sciences.

3. “Success Paradigm of Education System towards Civil Society”, presented by Prof. Dr. Conny R. Semiawan, Professor of State University of Jakarta.

The topics discussed in the workshop:

1. “Education Management in context of Nationalism and Pluralism in Globalization and Decentralization Era”, presented by Dr. Ace Suryadi, Minister’s staff on Decentralized Education, and Dr. Djisman Simanjuntak, from Prasetya Mulia University.

2. “Education Process in Optimizing and Civilizing Society”, presented by Dr. Arief Rachman, M.Pd, Executive Chairman of Indonesian National Commission for UNESCO, Prof. Dr. Paulus Wirutomo, M.Sc., Head of Magister Management Development Program University of Indonesia, and Dr. Dewi Fortuna Anwar, MA, APU, Deputy IPSK, the Indonesian Institute of Sciences.

3. “Comprehensive Education Referring to Education Evaluation”, presented by Prof. Dr. Toeti Sukamto, Professor of State University of Jakarta; Dr. Achmad Subianto, Director of PT. TASPEN; and Bachrul Hayat, Ph.D, Director of Education Evaluation, Ministry of National Education.

8. IOC (Intergovernmental Oceanographic Commission) LIPI (Indonesian Institute of Sciences) in cooperation with the government of The Netherlands, organized a joint seminar on ocean issues.

9. The Indonesian Institute of Sciences (LIPI) organized a round table discussion on 21-24 June 2004 with the Italian Government to formulate an action plan on Hydrology, which will be proposed, to the European Union.

10. In accordance to UNESCO Program, Indonesian National Commission for UNESCO organized meeting of Pilot Project IOC to arrange Directory Data of ocean field. The Indonesian Institutes of Sciences (LIPI), and other related departments attended the meeting.

11. The Indonesian Institute of Sciences organized Round Table Meeting on Cluster Natural History Museum Initiative aimed at increasing of education through development of science museum on 26 August 2004.
12. Executive Chairman Visits Banda Aceh  
3-4 January 2005

At the end of 2004 and the beginning of 2005, Indonesia was in grief, almost 200,000 people died and missing because of the Tsunami disaster which occurred in Nanggroe Aceh Darussalam Province and North Sumatra Province.

There have been many natural disasters Happened in Indonesia, starting from the earthquake in Alor NTT, then followed with another earthquake in Nabire Irian Jaya, then the Tsunami in Nanggroe Aceh Darussalam and North Sumatra.

In a short time, Banda Aceh and Meulaboh was wiped by a very big wave that cause many people died and missing, swept away into the ocean. Houses, buildings, offices, and public facilities were destroyed by the tsunami.

Our government has declared condolence day for one week. Because of the disaster, not only our country was in grief, but also international society all around the world. They were concerned with all the news about the tsunami that happened not only in Indonesia but also in Thailand, India, Srilanka, Maldives, Somali and Mali. The Tsunami disaster that happened on 26 December, 2004 was an international disaster.

Spontaneously, the international community collaborated in taking care of tsunami’s victims, they helped hand in hand with countries that were destroyed by the disaster. Donations came from everywhere. The Secretary General of United Nation, Kofi Anan, held a special conference in Jakarta regarding the tsunami disaster. Delegation from many countries arrived and participated in that international conference.

The delegation had a chance to visit Banda Aceh, and they were very shocked to see the situation after the tsunami. They could not imagine how huge the disaster was. Assistance and donations in the name of humanity showed that there is no discrimination in race, religion, or ethnic.

On 3-4 January, 2005 the Executive Chairman of the Indonesian National Commission for UNESCO, Mr. Arief Rachman visited Banda Aceh to see the condition after the disaster, especially what is linked to education facility. In that occasion, he brought donation from the National Education Department and the National Education Department’s mosque, Baitut Thalibin, to help the victims of Tsunami.

The National Commission for UNESCO considers that UNESCO has to do something to help and reduce the pain of those who suffer because of the disaster, especially these related to education sector.

On this occasion, Indonesian National Commission for UNESCO suggested assistance through Emergency Assistance to UNESCO to make a rehabilitation program in education for the children who suffer from the tsunami, which was delivered to Director General of UNESCO, Mr. Koichiro Matsuura.

13. Declaration of Traditional Knowledge  
January 2005

In celebrating 50th Anniversary of Asia-Africa Conference in April, 2005, on 4 January, 2005, the Ministry of Research Science and Technology held a meeting and invited high ranking government officials.
The meeting was held based on the importance of protecting the traditional knowledge, genetic resources and folklore, which was officially announced on the 50th Anniversary of Asia-Africa Conference.

In the meeting, there was a presentation about “Traditional Knowledge (Preparation of Declaration of 50th Asia Africa Conference)” which was delivered by the Chandra Manan Mangan, Assistant Deputy of HKI Efficiency and Standardization.

Dr. Wendy Aritenang, Deputy of Science and Technology, Ministry of Research and Technology said that we have to pay attention in protecting traditional knowledge through discussion, meeting among departments regarding what could be the agenda of declaration.


In preparing the International Symposium on Ecohydrology Training Workshop which was held on 21-26 November, 2005; on 17 January, 2004 the national committee IHP-the Indonesian Institute of Sciences (LIPI) held a coordination meeting attended by representatives from the Indonesian Institute of Sciences (LIPI), Indonesia National Commission for UNESCO, UNESCO Jakarta, scientist and educators from few Universities.

Dr. Yan Sopaheluwakan, Deputy on Earth Science explained that the activity of Training Workshop on Ecohydrology, International Symposium, Regional Steering Committee Meeting IHP, and SAC-EH Meeting.

The Symposium was attended by 600 participants including experts on Ecohydrology from 25 countries, which were joined in the network of UNESCO.

Topics of discussion:
- Ecohydrology and good water governance
- Climate variability
- Sedimentation and erosion
- Water quality and sanitation
- Vegetation and land cover
- Best management practices
- Religion and culture

Organizing Committee expected all Indonesian participants from academic society, researcher and bureaucrats used this chance as a learning process to increase their knowledge on water to be implemented in their daily life.


In Indonesia, UNESCO has given mandate to the Indonesian Institute of Sciences (LIPI) as the program coordinator and implementing their activities to fulfill the goals of sustainable development.

In this case, the Indonesian Institute of Sciences (LIPI) coordinates UNESCO activities:
- International Hydrological Program (IHP)
- The Intergovernmental Oceanographic
There are many activities done by the Indonesian Institute of Sciences (LIPI), such as Study of water limitation in Mahakam; Jabopuncur project; Study of natural resources conflict in Central Kalimantan; Guidelines of management biosphere back-ups supply from MAB Indonesia.

16. iEARN Workshop at SMU Bina Bangsa Sejahtera
Bogor, 24 January 2005

Bina Bangsa Sejahtera High School “SMA Bina Bangsa Sejahtera”, Jl. Raya Dermaga, Km 7 Margajaya, Bogor ran an iEARN workshop on the 24 January, 2005 from 8 am to 4 pm. The main purpose of this workshop was to introduce the participants, who are mostly teachers of Bina Bangsa Sejahtera High School, to iEARN programs and projects, to enhance the teaching and learning process in the class, to practice collaborative learning with teachers from all over the world, to involve students in project design, and to contribute to helping solving the world’s problems. The participants of this workshop were teachers of Bina Bangsa Sejahtera, Madania School Bogor, SMA Kosgoro-Bogor and Yayasan Persaudaraan Haji-Bogor.

The outcomes of the workshop are as follows:
1. Participants know how to join iEARN
2. Participants know how to navigate the iEARN website.
3. Participants know how to read and respond to the message from the intensive forum,
4. Participants know how to join in a project listed in iEARN website.
5. Participants learn about Project Based Learning.

Facilitators were Tito Adi Dewanto, Elok Kurniavip from SMU Bina Bangsa, Puji Pujiastuti Suarta from SMU 1 Bogor, and Ira Damayanti, Suparno from Rawamangun Lab School.

17. iEARN Workshop at Lab School, Rawamangun
Jakarta, 29 January 2005

An iEARN workshop was also held at the Media Resource Center Lab School, on 29 January, 2005 with the support from the Head of the School Advisors. These trainings were in line with the newly developed curriculum, which is based on a student-centered approach. It is expected that through this type of ongoing training, the teacher will gradually become a facilitator of learning and quit the traditional teacher centered approach.
On 1-3 February, 2005, UNESCO Bangkok held “Workshop Regional Strategy for the Decade of Education for Sustainable Development in Asia-Pacific” in Bangkok. Participants were members of UNESCO in Asia Pacific Region, representatives from UNESCO’s National Commission, experts, educator from university and non-government organization.

Before the Workshop begins, UNESCO held few meetings in Asia-Pacific region:
4. IUCN World Conservation Conference, Bangkok, IUCN-UNESCO Session on Monitoring, 20 November, 2004;

In this occasion, Executive Chairman of the Indonesian National Commission for UNESCO, Dr. H. Arief Rachman, M.Pd delivered a presentation titled “Strategies on Education for Sustainable Development and its Application at the Post Disaster Areas”

The goal of this workshop is to plan strategy, which will be done in regional level and national level, regarding to the education activities to reach the sustainable development. From those meetings, there were 10 issues agreed to be the main issues, which are:
1. Awareness on information, media improvement, media openness and the use of information Communication technology.
2. Knowledge on traditional and modern;
3. Protection on environmental preservation and management
4. Peace and Equity
5. Local Society Improvement: Developing society and local community
6. Transformation
7. Culture
8. Things that linked to inter-sector, such as human rights, nationality, gender equity, politic education and good governance
9. Health
10. Environmental Education

Education for sustainable development has been trying to make everyone at all age to be responsible in creating a sustainable future through four activities:
- Attention and awareness from community
- Access to quality improvement
- Improve current education
Training in every sector
To reach those things, it will be needed:
1 Partnership
2 Integration to current curriculum
3 Improve quality of education
4 Training for teachers and society
5 Advocating

Government’s program to Education for Sustainable Development in every level is very useful to give contribution in reaching the success of the program. In this case, government has the following:
1 Making policy on Education for Sustainable Development
2 Consultation with the community
3 Making Campaign
4 Placing Education for Sustainable Development to Education System.

The content of training:
1 Life long guidelines/Life skills (shared values);
2 Multiple intelligence;
3 Cooperative learning;
4 Inquire learning;
5 Project based learning;
6 Performance assessment: Making Rubric and checklist, and
7 Writing project.

For more information please see in Indonesian National Commission Website: www.indonatcom.org

19. Training of Trainers in ICT and Value Education
Jakarta, 5 February – 7 May 2005

Indonesian National Commission for UNESCO in cooperation with Jakarta International School organized training for trainers on values of education through information and communication technology. The participants were 21 English teachers from High School and Vocational High School members of ASPnet from Jakarta and Bogor. They have the class every weekend.

Two speakers was from Jakarta International School, Ms. Herlina and Ms. Reni as trainers who share their knowledge that they’ve received in United State of America.

The training was held in National Education Department, building C on 17th floor. Training was started on 5 February, 2005, and end in May, 2005, opened by Dr. Arief Rachman, M.Pd.

In approaching the society, the following should be done:
1. Rearrange the economy model to create conducive environment towards changes regarding the implementation of Education for Sustainable Development;
2. Education towards authority, which are policy holder;
3. Involving every society forum, youth, women, religion leader, teacher, NGO and journalist;
4. Building network with all related parties;
Jakarta, 11 February 2005

The International coordination meeting for the development of a Tsunami Warning and Mitigation system for the Indian Ocean within a global framework will be held in Paris on 3-8 March, 2005.

Prior to the meeting the Indonesian Delegation met to discuss about the following:
1. Current state of business
2. IOC-UNESCO Action Plan on ADSEAN and Indian Ocean Tsunami Early Warning System
3. Indonesian National Tsunami Warning Center
4. Urgently and critical Points
5. Plan of Action to Paris Meeting and Regional Meeting.

21. The Indonesian National Commission for UNESCO Visit
Nanggroe Aceh Darussalam
11-12 February 2005

The Executive Chairman of the Indonesian National Commission for UNESCO with the National coordinator of ASPnet, Ms. Hasnah Gasim and Mr. Deden visited Aceh on 26 - 28 May, 2005.

The objective of the visit was to meet the Head of Education Board of that province in order to give information about assistance from UNESCO. The program from UNESCO is to help teachers and students to come back to their school.

22. Monitoring STVE activity in two Vocational High School in Mataram,
21-23 February 2005

Education and training for girls who quit school were needed. Not only skills but also general knowledge was given to them in order to complete the basic education by year 2015.

This activity has been implemented by some vocational high schools in Lombok as an intervention of education, which is the main priority to improve girls who quit school.

Ms. Hasnah Gasim from the Indonesian National Commission for UNESCO and Ms. Nilawati, from the Directorate of Vocational Corporation with local government is very important for the continuity of this program. There are many benefits from this program. At least those girls will have skills that can be used to improve their life.

23. Celebration of International Poetry Day
Organized by the Indonesian National Commission for UNESCO in cooperation with UNESCO Office Jakarta
March 21, 2005

In the appreciation of poetry, United Nation claimed 21 March as the International Poetry Day. This global action is designed to give a motivation to support the poetry’s movement nationally, regionally, and internationally. The main purpose is to support language diversity through the expression of poems and to develop the use of local language.
The international poetry day has been celebrated globally since the year 2000. Every country is encouraged to celebrate the international poetry day in collaboration with the UNESCO National Commission, non-governmental organization, and the governmental institution who care about education.

The Indonesian National Commission for UNESCO in cooperation with UNESCO Office Jakarta organized the poetry writing competition in the celebration of the International Poetry Day. The participants are ASPnet students of the age 12-18 years old. They have to write poems with the topics concerned with Natural Disaster. About 1837 poems from 16 different provinces around Indonesia have been collected, as it is shown in the following table:

<table>
<thead>
<tr>
<th>Province</th>
<th>Number of poems collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nanggroe Aceh Darussalam</td>
<td>27 poems</td>
</tr>
<tr>
<td>West Sumatra</td>
<td>218 poems</td>
</tr>
<tr>
<td>Banten</td>
<td>9 poems</td>
</tr>
<tr>
<td>Jakarta</td>
<td>132 poems</td>
</tr>
<tr>
<td>West java</td>
<td>248 poems</td>
</tr>
<tr>
<td>Central java</td>
<td>317 poems</td>
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<tr>
<td>Yogyakarta</td>
<td>188 poems</td>
</tr>
<tr>
<td>East java</td>
<td>199 poems</td>
</tr>
<tr>
<td>Bali</td>
<td>45 poems</td>
</tr>
<tr>
<td>Central Kalimantan</td>
<td>39 poems</td>
</tr>
<tr>
<td>South Kalimantan</td>
<td>200 poems</td>
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<tr>
<td>East Kalimanatan</td>
<td>120 poems</td>
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<tr>
<td>West Kalimantan</td>
<td>12 poems</td>
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<tr>
<td>North Sulawesi</td>
<td>67 poems</td>
</tr>
<tr>
<td>Maluku</td>
<td>7 poems</td>
</tr>
<tr>
<td>Papua</td>
<td>8 poems</td>
</tr>
<tr>
<td>Indonesian School in Damaskus</td>
<td>1 poems</td>
</tr>
</tbody>
</table>

Since the poems were announced through ASPnet website and collected through email, the huge number of poems collected has proved that high school students have been familiar with internet and have access to it.

The International Poetry Day was organized on 24 March in the office of the Ministry of National Education and it was opened by the Ministry of National Education.

Before the opening, Dr Arief Rachman, M.Pd, the Executive Chairman of the Indonesia National Commission for UNESCO, presented his remarks by among others said that the objective of organizing poetry - writing competition is to develop writing skills in English and interest in writing poems. Although it is the first time, the event has attracted many students proved by the number of poems collected from all over Indonesia.

The Minister of National Education, Prof. Dr. Bambang Sudibyo stated in his speech of the importance of celebrating the International Poetry Day by organizing poetry-writing competition, which is in accordance with the goal of education that is to develop personalities who are sensitive and appreciative towards beauty and harmony.

In his remarks, Mr. Stephen Hill, the Director of UNESCO Office Jakarta, has stated that in his opinion the poetry writing competition has the following objectives:

1 To give recognition and fresh impetus to national, regional, international poetic movements
2. To support linguistic diversity through poetic expression; and
3. To offer endangered languages the opportunity to be held within their communities

Mr. Stephen Hill has also delivered the message of UNESCO Director-General, Mr. Koichiro Matsuura on the World Poetry Day, the opening lines of which is as follows:

"Poetry is a language that reminds us about the magic of words, offering us consequently an infinite space for thought and dialog about the world around us, the world of the imagination and the world of possible”.

"Poetry is valuable to us because it brings to light that part (knowledge) that is obscure, unsuspected, unfinished makes it a tremendous instrument of freedom, unfa-ltering in its challenge to codes and powers, he real and what can be represented”.

He also congratulated the winners, thanked the selection committee, and appreciated the Minister of National Education and the Indonesian National Commission for UNESCO for the organization of the World Poetry Day.

In his last remarks, Mr. Stephen Hill quoted the closing remarks of Mr. Koichiro Matsuura, “I hope that, thanks to you, poetry will have a role at the very heart of our daily environment so that at last a re-enchanted world of peace and tolerance may be born”.

It was not easy to choose the best poem from thousand of poems collected. After a long and complicated process, Drs. Abdul Razak Zaidan, Staff of the National the Language Centre, Ministry of National Education, who is the head of the Jury, decided six finalists. The first prizewinner is Faisal Syahreza from SMAN 1 Cipaku, Cianjur, West Java, with his poem "Mount Padang, South of the City". The other winners are as follows:

- Second prizewinner is I Kadek Surya Kencana, 7th High School Denpasar, Bali (Wayan).
- Third prizewinner is Alan Nazlie Haq, High School Banjarmasin ("Cried of the Hill Spirits").
- Fourth prizewinner is Reni Ratmaningsih, 5th High School Bandung ("Canting Cantrik-Cantrik").
- Fifth prizewinner is Agung Wahyu P, 1st Islamic High School Yogyakarta ("Wave of Tears").
- Sixth prizewinner is Wahid Wahyu, Islamic Boarding School Al-Amien, Prenduan, Sumenep Madura ("Carok Warrior Ballads").

The winners of the poetry competition

"Poetry is a language that reminds us about the magic of words, offering us consequently an infinite space for thought and dialog about the world around us, the world of the imagination and the world of possible”.

The ASPnet students of Lab School Rawamangun initiated Peace Education and Self-Development Workshop, supported by the Indonesian National Commission for UNESCO held in Sukabumi, 25-27 March in the framework of the celebration of the UN International Women Day.

ASPnet as the Organizing Committee has chosen issues about gender equality and women’s rights as the focus of the workshop, because women in this world are still treated unfairly and considered as the second-level citizen compared to men. The participants of the workshop were high school students and their teachers from different schools, Al-Azhar Islamic High School 3, Al-Azhar Islamic High School 4, Lab School Junior and High School and Vocational High School of Tourism 27 Jakarta.

The activities of the workshop were discussions, games and role-play. The discussion mostly
founded on the concept of peace, women and environment, women and human rights, and character building. The facilitators of this workshop were Mrs. Wati Wardani, Al-Azhar ASPnet school coordinator, Mr. Agus Susanto, Vocational High School 27 coordinator and Mr. Romlan Syukur, ASPnet Lab School, Junior High School coordinator.

In discussing Conflict Tree and Stereotype in the Society, the participants were grouped to recognize the roots of conflict that exist in society due to people’s misunderstanding and stereotyping. It raised the participants’ awareness that the main victim of the conflict is always women.

Through a game called Reduce, Reuse and Recycle, Mr. Agus Susanto from SMK 27 led the participants to understand how women could preserve the environment. Then he played a recording of the different nature’s voice and asked the participants to draw a poster. The other discussion was about Women and Human Rights. The participants were divided into a small group to perform a role-play on women abuse. The other groups have to carefully watch the role-play and suggested the solution for the problems identified. Finally, they drew some recommendations to be presented to their friends.

Rama Shinta was played in the afternoon and the participants learnt to wisely observe and identify some problems without being prejudiced, especially when women made the mistakes.

The Executive Chairman of Indonesian National Commission for UNESCO, Mr. Arief Rachman, explained about the importance of having a good character.

Most of the participants enjoyed the workshop, because they learnt a lot during the workshop. The participants were divided into smaller groups and each group created a poster of the condition of the world without peace. The last day the group presented the following recommendations:

1. What Women can do to keep peace?
   - Women can do it with a persuasive approach
   - Women have to improve their leadership skills
   - Women have to be more tough and persistent in doing anything, especially when it is related to their rights. They have to know that they have equal rights.
   - Women have to work hard to shift the community perception about their “weakness” image by showing that they also independent.
   - Women have to be more open and sensitive toward their environment and the world around them. It can help them to embrace the world and mingle easily with the community

2. What kind of problems that can be possibly faced by women in making peace?
   - The community false perception about women, such as the perception of their weakness and their limitation in deciding their own rights.
   - Lack of confidence in expressing their opinions.
   - The government regulation in limiting women’s quota in the parliament. It clearly shows that the government itself still considered women less influential in the society

3. How to help women to have access to participation?
   - Women have to raise their own awareness and willingness to participate in keeping the world peace
   - Women have to realize that they can participate more effectively if they have stronger characteristic such as open-minded, responsible and optimistic toward their life in the society
Women need a media and other facilities to accommodate their thoughts, opinions, and participations.

This meeting forum was held in the cooperation of UNESCO with MEXT Japan, UNESCO Jakarta, UNESCO Bangkok, Osaka University, TIT Japan, and Mahidol University.

To fulfill the invitation from UNESCO to Indonesian government to attend and participate in the UNESCO Asian Pacific Forum on Regional Collaboration for Human Resources Development in Basic Science and Technology for the International Basic Science Program (IBSP), Indonesia sends:

1. Dr. Kapti Rahayu (UGM)
2. Dr. Pratiwi Sudarmono (UI)
3. Dr. Inez S. Loedin (LIPI)

4. What can men do to support women’s participation in maintaining peace?
   - In economic affairs, men should share their works based on competency not based on gender.
   - In political affairs; no quota limitation in the House of Representatives or other government positions
   - In social and cultural affairs; more awards should be given to women as an appreciation of their work and achievement
   - In legal affairs, women should be protected against exploitation and abuse.

5. Conclusion
   It is hoped that through this workshop the students will be aware that women should have the same position as men in their society. In addition, women should be responsible to do activities together with men to maintain a peaceful world.

25. UNESCO Asian-Pacific Forum on Regional Collaboration for Human Resources Development in Basic Science and Technology for the International Basic Science Program
   Bangkok, 7-10 March 2005

UNESCO mentioned how important basic science and international program on basic science.

Basic Science principals in UNESCO:
1. The Basics for Basic Science for the People
2. Science for the poor which is marginalized

International Basic Science Program (IBSP)

The purpose of IBSP is improving capacity:
- Permanent dynamic networking process: national, regional and international institution.
- Network of center of excellence benchmark centres: research institution universities/department, museum.
- Focus on research and education in the basic sciences
- Regional diversity

26. National Training on Rhizopus spp for Biodiversity and Industry
   Indonesian National Commission for UNESCO, NPCR Microbiology, and University of Diponegoro
   Semarang, Central Java, 11-14 April 2005

Rhizopus oligosorus is used in the process of making tempe. This process used traditional method from year to year. No wonder the development of fermentation in Indonesia is very slow compared to other country. The using of Rhizopus oligosorus is very high nowadays, and has been spread to many countries.
The Indonesian National Commission for UNESCO in cooperation with National Point of Contact Representative Microbiology and Faculty of Science in University of Diponegoro organized a “National Training of Rhizopus spp for Biodiversity and Industry” for 21 young lecturers from 6 universities outside Java, 8 universities in Central Java and East Java, which was held in University of Diponegoro.

The speakers were: Dr. Endang Sukara, APU – Researcher from LIPI, expert in fermentation process and Rhizopus; Dr. Slamet Sudarmadji, expert in food technology and the use of Rhizopus for food from University of Gadjah Mada; Dr. Endang Sutriswati Rahayu, from University of Gadjah Mada and Prof. Dr. Indrawati Gandjar an expert in microbiology from University of Indonesia. From University of Diponegoro were Dr. Endang Kusdiyantini, DEA; Dra Isworo Rukmi, MKes; Drs. Agung Suprihadi, MSi; Drs. Wijanarka, MSi; Dra. Arina Tri Lunggani, MSi and Siti Nurjanah, MSi.


The purpose of the workshop is to introduce iEARN programs to the educators of Bogor as an alternative learning model of competence based learning. In addition, bridging and creating highly educated society throughout schools in Bogor, and transferring new models of learning that are interactive to be applied in classrooms.

At the first day, students of SMAN 1 Bogor opened the workshop by performing Jaipongan Dance, and continued with the speech from the coordinator of iEARN Bogor (Ms. Elok Kurniavip), the Chief of Indonesian National Commission for UNESCO (Mr. Arief Rachman, M.Pd) and the Mayor of Bogor.

Before the session began, first they had an ice breaking activity. The participant played a game named rujakan. They had to choose a name of fruit, and they should change place as the fruit name called. The other game was the treasure hunt. The participant gives their belonging and later others will pick one. Here, they will know each other by hunting a treasure.

At the first session, the participant learned about lifelong guidelines (life skills). It is about a highly effective curriculum development and instructional strategies approach that are rooted in current brain research about how the human brain learns. The lifelong guidelines are trustworhiness, truthfulness, active listening, no put-downs, and personal best. The participants discuss and raised ideas of thinking their ideal teacher’s characteristics. Later, they also stated their wishes to have an ideal student. In the other session, they arranged cards containing jumbled Life Skills statements.

The second session talked about Multiple Intelligence. It has identified through research that human intelligence consist of eight different types:

- Verbal/Linguistic Intelligence
- Logical/Mathematical Intelligence
- Visual/Spatial Intelligence
- Body/Kinesthetic Intelligence
- Musical/Rhythmic Intelligence
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Naturalist Intelligence

At the end of the first day workshop, participants wrote their comments on what they have learned.
as well as what they would expect to get on the next workshop.

At the Second day, participants shared an experience statement on what they have got from the first day workshop. After that, Ms. Hasnah Gasim explained and described briefly about iEARN and what benefits could be obtained if one becomes member of iEARN. At the second session, the participants navigated iEARN through the website. They surfed the web, introduced to iEARN Indonesia and how to thoroughly surf the webs. Participants were guided also how to take part or join a project in the web.

At the last session, they learned about Inquiry Based Learning. Inquiry is defined as a seeking for truth, information, or knowledge – seeking information by questioning. The participants had a discussion forum on understanding the IBL facilitated by two facilitators. They knew the four principles, discusses the benefits, and compared it differs from traditional learning.

The participants also learned about Project Based Learning (PBL). PBL is an alternative method of learning to integrate and accelerate the classroom learning process and it is integrated into several areas of curriculum. For the activities, the participants showed their answers on several topic questions that lead them to begin to a critical thinking. They describe the very best of their understanding on the questions related to the modern education. With the facilitators’ guidance, the discussion afterward went on very interestingly and interactively. In groups, they discuss some interesting topics related to local problems of the City of Bogor. They began with the “end of mind”, and then together discussed the driving questions that would lead their students to answer the questions.

At the last day, participants shared an experience statement on what they have got from second day workshop. This time, they said that they were curious and excited to learn more how to join iEARN. They have opened and broaden their mind on the innovative and collaborative learning. From the discussion forum, participants read the comment they got from people all over the world on their greeting. Many responded warmly. Then they learned to reply to the senders. Next, participants learned to make discussion in the web of iEARN. They picked a topic to be replied by others through the forum.

28. Essay Writing Competition Celebrating the World Environment Day
June 2005

The objective of this activity is to socialize the importance of protecting the environment to students, to encourage student’s writing ability about environment, and to increase student’s ability to write in English. There are some criteria to be followed:

1. **Theme:**
   1. Essay Writing Competition on Natural Disaster (Flood, Landslide, Earthquake, Volcano Eruption, etc.).
   2. Awareness on fragility of our Physical Environment which will endanger thousands of life (Prevention, Protection and Assistance).

2. **Topic:**
   a. How to be prepared for Natural Disaster
   b. First Aid Assistance during Natural Disaster
   c. Prevention of Disease after Natural Disaster
   d. How to Survive an Earthquake
   e. Early Warning Systems: Traditional and Modern
   f. How to Prevent from Forest Fires, Floods, etc.
   g. Affects of Disaster to the Local People (from the economical, cultural and point of views).
3. Participants:
   a. Students between 12-18 years of age
   b. Students of acceleration classes, ASPnet School and any other school in Indonesia.

   The first winner was Halida Astatin from High School 3 Bandung, the second winner from High School 4 Denpasar, Patricia Paramita, and the third winner was Rizqi Arrofi from High School 2 Ngawi. All winners received money and certificate from the Director General of Basic Education, Prof. Dr. Suyanto.

29. Seminar on Education for Sustainable Development
    Jakarta, June 3, 2005

As a developing country, Indonesia faced problems linked with environment preservation including natural resources. With high density of population, Indonesia has encouraged economic development through development in many sectors. The advancement in physical and economy development to attain the wealth of human race has brought its own side effects; environmental degradation, which led to the downsizing of the wealth.

In year 1972, United Nation for the first time held an international conference on environment in Stockholm, Sweden, which discussed problems on environments. In the 1970’s many countries more concern about environment.

Interaction among countries in regional and international level begin to have the same perception about how important the balance between development and environment. On July, 1992, through the high level conference on earth in Rio de Janeiro, Brazil has been agreed to implement the principal of sustainable development through Agenda 21, while the World Summit on Sustainable Development (WSSD) was discussed in Johannesburg, South Africa, on the implementation of Agenda 21, which involve action program planning in social, economy and environment sectors.

One of the important recommendations from the WSSD 2002 is the Millennium Development Goals (MDGs) document, which focus on education as the most important element in reaching sustainable development.

Objectives of the Seminar:
1. Building community understanding and caring to Education for Sustainable Development
2. Increasing community, individual and organization involvement in practicing Environmental Education in every development process
3. Developing environmental values and to motivate community to participate in processing environment to sustainable development
4. Increasing cooperation with the stakeholder in education for sustainable development.

30. Training Program for Teacher and Student on
    Traumatic Therapy and Work Motivation
    Nanggroe Aceh Darussalam, 14-18 June 2005

The Indonesian National Commission for UNESCO in the cooperation with UNESCO Office Paris and Education Board of Aceh Province organized a seminar and training in order to help the tsunami victims in Aceh.
The seminar was divided into two sessions. In session one, the topic was “How to be a Professional Teacher”, which was delivered by Dr. Arief Rachman, M.Pd. In the second session, the speaker was from Malaysia talked about the Management of Education in Malaysia.

After the Seminar, a training workshop was held in Training Centre Darussalam Campus, University of Syah Kuala for 6 days.

The objectives of the training workshop are as follows:
1. Providing information about traumatic therapy
2. Providing basic skill to handle simple traumatic therapy in learning process in the classroom
3. Providing the ability of self control and to increase the motivation in working
4. Providing basic skill in operating computer as an information tool
5. Providing ability to use internet for information access
6. Providing knowledge about earthquake and tsunami.

The contents of training:
1. Impact of natural disaster to personality
2. Psychology development in traumatic children
3. Controlling Class System
4. Adaptation of method and learning technique
5. Individual Counseling
6. Group Counseling
7. Personality development and decision making
8. Knowing computer and internet.

There have been more than 100 participants joined the training.

31. Development of Functional Literacy Learning Model Integrated with Community Development through Mother Language Approach

In the cooperation of UNESCO Bangkok and local government of Subang, the BP-PLSP Regional II organized an activity in forms of learning model through mother language approach in Cibago Village, Cisalak, as a way to increase the Index of Human Development.

The objective of this model is to:
1. Increase reading, writing and arithmetic ability
2. Increase bilingual ability based on the richness of their mother language
3. Improve their literacy ability to increase the quality of life
4. Improve natural resources as a source of life, and using it efficiently
5. Use resources for community development and participating in development.

32. Workshop on “The Development of TOT Modul of Women Farmer Empowerment on Gender Sensitivity”
Jayagiri, 21-25 June 2005

Indonesian National Commission for UNESCO in cooperation with UNESCO Paris organized “The Development of TOT Guidelines to Improve Gender Sensitivity for Women Farmers Workshop”. This would be a set point in organizing training in order to increase women’s role in Indonesia’s development. The numbers of participants in this workshop were 35 people.

The objective of this workshop is to:
1. Formulate input for revising TOT Guidelines in improving gender sensitivity for women farmers
2. Arrange facilitator training guidelines to gender sensitivity for educators
3. Supply learning material to improve the quality of life for women farmers.
33. Workshop on Training Improvement for Teachers after the Tsunami’s Disaster in Nanggroe Aceh Darussalam 22-25 July 2005

The program training for teachers in Banda Aceh on 22-24 July, 2005 were:

1. Life Skills: A group of people who have the same goals must have the same values. These values should be learned and applied, and the end they will become habits, which we can see from human’s behaviors. These values will help students to work together collaboratively and work on their own with confident and creativity.

2. Ability: Assessing needs, identifying problems, solving problems, collaboration, cooperation, clarifying information, clarify life action, clarify beliefs and values of culture.

Objective
The participants will be able to:
6 Experience learning with student centered
7 Help student to develop sets of cultural values in a group where each participant will implement these values through their behavior in class.
8 Practice work in team
9 Choose rhythm for the Life Skills song.

Multiple Intelligence
Most teachers and parents in Indonesia believe that smart children are those who excel in math and science. They tend to specialize those two subjects and put aside other subjects as secondary subjects. The Multiple Intelligence theory is a tool, which is useful to make a rich curriculum with learning experience that fulfills every student’s learning style. If we want to make the student able to receive new information, learning should be repeated several times with using different multiple intelligence.

Multiple Intelligence is a change of point of view due to how we see students and their potential. Therefore, teacher’s function and responsibility become different.

Ability: Assessing needs, identifying problems, solve problems, collaboration, cooperation, clarifying information, making lesson plan, knowing multiple intelligence.

Objective
The participants will able to:
  • Know smart student in eight ways
  • Use multiple intelligence theory to reach all students in a better way
  • Know their own intelligence
  • Give the same chance to all students to show how smart they really are
  • Encourage students to be confident in their studies.

Habits of Mind
To make the brain function maturely, everyone have to be trained to develop their thought, which can improve them to cooperation, one another to reach the unity of Indonesia. Beside that, it is also to make participation in balancing the development of knowledge and technology, which develop rapidly.
There are 16 Habits of Mind:
- Persisting
- Managing impulsivity
- Listening to others with understanding and empathy
- Thinking flexibly
- Thinking about our thinking (metacognition)
- Striving for accuracy and precision
- Questioning and Posing problems
- Applying past knowledge to new situation
- Thinking and communicating with clarity and precision
- Gathering Data through all senses
- Creating, imagining, innovating
- Responding with wonderment and awe
- Taking responsible risks
- Finding Humor
- Thinking Interdependently
- Learning Continuously

Ability: Assessing needs, identifying problems, solving problems, collaboration, cooperation, clarifying information.
Objective: To improve teaching and students’ cognition.

Inquiry Based Learning
In general, traditional teacher teaches focused on developing contents.

Education system that is now used in Indonesia is a content development where the teacher gives information to the class. Student is receiving information and teacher knows everything. Most evaluation from student is focus on how important the right answer is. The opposite, in inquiry approach focus on using and content of learning as a tool to develop information processing and problem solving skills. Teacher is a facilitator in learning.

Skills: Assessing needs, identifying problems, clarifying attitude, problem solving, observing.
Objective:
- Participants can compare the differences between traditional approach and Inquiry based learning
- Participants know that the role of teacher and student will change in the Inquiry Based Learning.
- Participants will be able to develop skills and ability in teaching to solve problem and think critically. Aware and understand the complexity of modern life and will be able to grapple with new ethical practical uses.
- Know how to apply Inquiry Based Learning on all school subjects.

34. The International Seminar on Museum Development at National Museum on Jl Merdeka Barat No.12 Celebrating Cultural Heritage Jakarta, 15 August 2005

The area of museum development comprises several aspects. The most often discussed is the aspect of management development, which includes the structure and system of personnel that run the museum. This, in turn, has some bearing on the recruitment and in-house training of the personnel for their varied tasks. Specific skills are needed, whereas the fields itself undergo technical developments from time to time, so that up dating in the human resource development becomes a need too. The problem of museum development may also pertain to its physical aspect. The kinds of spaces, halls and rooms in a museum need their specific functions. Specialists are needed for the design and maintenance of it.
Museum development may also pertain to audience development, to make the museum as valuable and functional as possible for the public at large. Strategies might be needed to capture the interests of different segments of the public, regarding their age groups or their professions.

Another aspects of museum development is that of developing themes to be presented in museum displays. It is this aspect of museum development that will be put as the basis for the present seminar. In Indonesia state museums, the general theme for the permanent display in museums is a duo: cultural history and the diversity of cultures; whereas for temporary exhibitions any specific theme can be presented, such as sculpture, cloth making, bamboo, shipping, housing, household utensils, and a myriad of other topics that can be thought of. For the present seminar there are two themes that are brought forth: “Significance of the Singasari Period” and “Significance of Collections”, both in lines with the subject of the exhibition held concurrently.

OBJECTIVES
The objectives of the seminar, as well as the exhibition held concurrently, were to raise the awareness on the cultural heritage of a nation, and of humanity at large. Direct participation in the seminar, direct attendance in the exhibition, and indirect interaction through the media as well, will hopefully bring about the awareness of the people in general, about the value of cultural heritage as a source of identity, of pride, and of a subject to be responsible about.

The mutual appreciation and the insight on the urgency of the preservation of cultural heritage the world over should be promoted and information related to that matter should be linked through a network of back-up information. It is the spirit of giving a high value to cultural heritage that is expected to be enhanced and intensified through endeavors such as this exhibition and seminar. People should be made aware of the value of cultural heritage of a nation, of humankind, through direct communications with it. Hence, the exhibition of the Singasari master pieces and the marvelous private collections, as well as the reflection on the significance, both of the Singasari era and the motivations behind private collections.

This seminar exhibition was also expected to remind us to be prepared delineate a future strategy for the best practice of preservation, protection, and promotion of the invaluable cultural heritage. The strategy should include the enhancement of high valuation of cultural and humanity, as well as the combat against low valuation of culture, and against the over-dominating low-brow cultural expressions.

Theme I: “Significance of the Singasari Period”
The Singasari Period in Indonesia history has its own specific significance for two reasons, related to two phenomena occurring in that period, and therefore the two may subsequently be made sub-themes of the seminar. Those sub-themes were indeed inspired by developments during the Singasari period. However, papers welcomed in this seminar may discuss anything that may have relevance to developments both prior and after that period, or even discuss any occurrence elsewhere and in different eras that may be analogous or comparable to what happened during the Singasari Period.

Sub-theme 1: Empire Building
One conspicuous, explicit data found from the Singasari Period is about the structuring of an empire, as it is stated in the Mula-Malurung inscription. It must have a wider set of problems, including the making of a renewed social structure. It is also important to inquire about the prerequisites that happen to exist or that was probably ‘engineered’ beforehand. Those may be related to social- political conditions,
or also related to any other aspects, such as geographical, economical, military, and cultural. Effects of the building up of an empire may touch upon different fields of human activity. In language, art and customs, for instance, it might have a standardizing impact on norms. Bureaucracy and the development of management systems may also be taken as a point for scrutiny.

Sub-theme 2: Religious Interaction
A significant development in the Singasari Period was ‘coalition’ of Sivaism with Buddhism to the effect that a new denomination appeared, called the Siva-Buddha. It was the identification of the supreme truth of both religions as one. However, both religions maintain their respective clergy and rituals. Underlying that development, there was supposed to be an atmosphere conducive for religious tolerance. This, in turn, could only occur if channels for religious interaction did exist. The whole set of problems related to ‘Dialogue’ between religions, as a sub-theme, can be revealed and discussed using data from places and other eras.

Theme II “Significance of Collections”
Collections came into being out of a variety of motivations. Artifacts of archaeological, historical, anthropological, as well as artistic significance attract people (or later also institutions) to collect them out of their rarity, ‘exotic’ quality, or sometimes also their supernatural power believed to reside within the artifacts. The institutionalization of collections as such, first to be owned and later also to be out on display for the public, fostered by the heightened interest of Europeans to explore distant other lands that occasionally about colonization. Hence, the development of museums, either public or private, has become part of the world’s cultural history. The different occupations of persons embarking on collecting things range from colonial government’s officials, Christian missionaries, members of scientific institutions, as well as merchants. Studies on the process, method, and objectives of collecting activities may give a better understanding of the socio-cultural conditions during the time concerned.

35. Workshop ASPnet
Cisarua, Bogor, 18-22 August 2005

In order to increase the quality of education, there were many ways which have been done including the use of new technology. The Indonesian National Commission for UNESCO in cooperation with the Directorate of General Secondary Education developed some schools as global schools with international standard. It was expected that Indonesian students would be able to communicate and share their knowledge with students abroad. The participants in this program were High Schools teachers from 17 provinces: all provinces in Java, North Sumatra, West Sumatra, Bengkulu, Riau, Jambi, Bali, NTB, Central Kalimantan, West Kalimantan, North Sulawesi, and Aceh.

The purpose:
1. To create relationship with education community for education sharing resource
2. To increase understanding on the use of iEARN website
3. To increase understanding in making and choosing project
4. To increase understanding in discussing project in classroom
5. To change from teacher center learning to student center learning.
Heart disease is one of the dangerous diseases that threaten human life. In Indonesia, for example, based on a research from the Ministry of Health in 1990, heart disease has the most deadly disease. Heart disease is caused by unhealthy way of life such as smoking, unhealthy food, and stress.

Teenagers are an age group that also fragile to this risk, because heart disease could also happen to youth. At this age, fat abundance that thickens could block blood.

ASPnet in cooperation with Yayasan Jantung Indonesia and Faculty of Medicine, University of Muhammadiyah Jakarta held a scientific Seminar on “Heart Health for Teenagers” on 24 September, 2005 in the office of the Ministry of National Education. This event was organized in the commemoration The World Heart Day.

In her report in front of 300 students and teachers from 25 ASPnet participant high schools, also 14 students representatives from the Philippines, Ms. Hasnah Gasim told that the theme “Heart Health for Teenagers” was chosen because there are a lot of teenagers that have high risk of heart disease because of their own habits of smoking and consumes unhealthy food.

In her opinion, this seminar was designed to give as much information to the teacher and students about the importance of keeping healthy heart by applying a Healthy Life Style. As a follow up of this seminar, there will be cooperation between ASPnet, Faculty of Medicine, University of Muhammadiyah Jakarta and UNESCO to increase information on healthy life style by providing School Health Education programme. Besides, a series of topics presented by Heart Health experts of Faculty of Medicine, University of Muhammadiyah Jakarta. This seminar also presented a healthy heart gymnastic performance from Yayasan Jantung Indonesia (Indonesian Heart Foundation).

Heart Disease and Teenagers
One of the keynote speakers in “Heart Health for Teenagers” seminar was dr. R. Kasim Rasyidi, Sp. JP., who informed that there are heart’s risk factors that could not be changed such as ageing factor and genetics (heredity). But there’s also heart disease risk factor that could be changed such as having less cholesterol foods, obesity, high sugar drinks, stress and also unstable emotion. From the death toll of 400,000 per one year, 35,000 from passive smoker. Young age group becomes the biggest smoker group. In America, there are a number of 3000 youth smokers. Different numbers occurred in Indonesia as 60% of high school students have become smoker.

Teenagers are the most fragile group to a heart health risk because of their smoking behavior.
The participants of the seminar was listening to the speakers

dr. R. Kasim R, Sp.JP, another expert dr. Anwar Wardy Sp.S has a similar comment that smoking especially for teenagers needs to be stricken. The case is that cigarette could become a gateway to drugs abuse. A cigarette contains nicotine which becomes addictive substance that causes an addiction. This will cause the smoker tend to consume alcohol, marijuana, and opiate which are included in drugs because of these substances could cause the same addiction. Still in the same common point, Dr. Syafri Guricci, M.Sc from Faculty of Health and Medical UMJ shared his paper about the importance of healthy food and healthy lifestyle. He said that a lot of vegetables, fruits consumption and fish consumption will make us healthy.

Aside from the seminar, it was also displayed health equipments to examine heart disease and consultancy on nutrition. Many teachers and students examined their hearts and request for advice to have good nutrition. The recommendation of the seminar that this information is very helpful for both teachers and students and need to be continued in the future with more activities.

Training Workshop on Life Skills
October 2005

Prior to the training Workshop a preparatory meeting was conducted in Jakarta from 3-5 August 2005. The meeting was to find out what kind of training is needed for the improvement of life skills at school and out of school in order students could improve their attitudes as well as to improve their skills. It was found out that most of the skills learnt at out of schools were focusing in vocational skills while at the formal school they were focused on academic skills. The meeting agreed that there are other skills which are as important as these skills which should be acquired by the students but were not taught such as health skills and generic skills.

Therefore, a training workshop was conducted on 24-26 October, 2005 in West Java, Bandung involving 34 participants from various Non Formal Education Centers focusing on how to teach these two skills namely health skills including HIV/AIDS and life long guidelines (generic skills), the five life long guidelines which is introduced by Susan Kovalik: Trustworthiness, Truthfulness, Active Listening, No put-down, and Personal best. According to Susan Kovalik, the purpose of life skills (18 skills) is to guide students, individually and in groups, to an understanding of the personal and social behaviours that will enable them to do their personal best and thus enhance that they will succeed in attaining their goals. According to her Lifelong guidelines and life skills provide boundaries and expectations for one’s behaviour performance. When consistently follow, these principles ensure that each student attitude and emotional state is ready for optimum learning.

The following are the eighteen life skills:
1. Caring: to feel and show concern for others
2. Common sense: to use good judgement
3. Cooperation: to work together toward a common goal or purpose
4. Courage: to act according to one’s belief despite fear of adverse consequences
5. Curiosity: a desire to investigate and seek understanding of one’s world
6. Efforts: to do your best
7. Flexibility: to be willing to alter plans when necessary
8. Friendship: to make and keep a friend through mutual trust and caring
9. Initiative: to do something, of one’s own free will, because it needs to be done
10. Integrity: to act according to a sense of what’s right and wrong
11. Organization: to plan, arrange, and implement
in an orderly way; to keep things orderly and ready to use
12 Patience: to wait calmly for someone or something
13 Perseverance: to keep at it
14 Pride: satisfaction from doing one’s personal best
15 Problem solving: to create solutions to difficult situations and everyday problems
16 Resourcefulness: to respond to challenges and opportunities in innovative and creative ways
17 Responsibility: to respond when appropriate; to be accountable for one’s actions
18 Sense of humor: to laugh and be playful without harming others

Jakarta, 2-4 December 2005

The Ministry of National Education, Government of Indonesia, organized this international conference in cooperation with UNESCO on the 60th anniversary of UNESCO.

The conference was inaugurated by the Vice President of Republic Indonesia, Mr. Jusuf Kalla, and closing ceremony by President Republic of Indonesia, Mr. Susilo Bambang Yudhoyono.

Director General of UNESCO, Mr. Koichiro Matsuura, member of parliaments, ambassadors and other international experts, also attended the conference.

The objectives of the conference are:

a. To examine key issues in achieving the right to education as an internationally recognized right and in promoting normative action;

b. To analyze in a comparative perspective provisions on the right to basic education in constitution and laws—and ways and means of their effective implementation;

c. To highlight the best practices for promoting basic education as fundamental human right and its financing;

d. To share experiences on the mechanism of formulating legal framework for education and advancing EFA, especially normative implications of EFA;

e. To provide a forum for the specialists and experts for exchange of experience and professional accomplishment and planning action for establishment of networks/partnership to promote the right to education as a fundamental human right.

The Programs of the Conference:
1. Opening Ceremony at the Vice Presidential Palace.
2. Visiting an exhibition on Creating Learning for Children Community, at the Ministry of National Education.
3. Plenary Sessions.
4. Four Group Discussions.
5. Panel Discussion.
6. Audience with President of Republic of Indonesia.
7. Closing Ceremony.
The Discussion Topics at Plenary Session were as follows:

1. Plenary Session 1: “The Right to Basic Education as a Fundamental Human Right and International Legal Obligation” chaired by Mr. Makarim Wibisono, the Chairperson of UN Human Rights Commission.

2. Plenary Session 2: “The Right to Basic Education in National Legal System-Constitutional and Legislative Bases of the Right to Education” chaired by Mr. M.C. Bhandare, Senior Advocate from India.


4. Plenary Session 4: “Legal Framework for Financing Basic Education” chaired by Dr. Ibrahim Salama, the Ambassador of Egypt to Portugal.

The discussion topics at Group Discussion were as follows:

1. Group Discussion 1 on “The Right to Basic Education as a Fundamental Human Right and International Legal Obligations” chaired by Prof. Jan de Groof.

2. Group Discussion 2 on “The Right to Basic Education in National Legal System- Constitutional and Legislative Basic of the Right to Education” chaired by Prof Dr. Suyanto.


5. Special Session on “Asian Parliamentarians on the Right to Education” chaired by Heri Akhmadi.

This conference produced a declaration called “The Jakarta Declaration”.

Mr. Arief Rachman and Mr. Aman Wirakartakusumah welcomed the Director General of UNESCO

Mr. Susilo Bambang Yudhoyono, President Republic of Indonesia, was delivering his speech at the Presidential Palace

Presentation of papers by participants
In order to introduce iEARN especially in Cilegon area, West Java, The National Coordinator for ASPnet, in cooperation with SMAN2KS, organized a training “Introduction to iEARN for Teachers”, held in Cilegon, on 26 December, 2005.

60 teachers attended the training from five schools in Cilegon, West Java. The facilitators of the training was Ms. Hasnah Gasim (iEARN National Coordinator), Suparno (iEARN Coordinator Jakarta), Hari Prasetyo (in charge of iEARN Indonesian website), and Ira Fasa from Lab School Rawamangun.

The Topics of the Training:
1. What is iEARN?
2. Introduction to iEARN website
3. How to be members of iEARN
4. Join iEARN
5. How to join discussion forum
6. How to add discussion
7. iEARN Projects
8. Example of iEARN Projects

II. Participation of the Indonesian National Commission for UNESCO in the Executive Board Meeting and Meeting held by National Commission and other International meetings

1. Participation of Dr. Arief Rachman, M.Pd at the 169th session of Executive Board Meeting, held in Paris on 14-29 April, 2004.

2. Executive Chairman of Indonesian National Commission for UNESCO, Dr. Arief Rachman, M.Pd and the National Coordinator of ASPnet, Dra. Hasnah Gasim, attended the Asia-Pacific Regional Consultation Meeting, held in Wellington, New Zealand, to discuss the Draft Programme and Budget 33 C/5 on 22-27 May, 2004.

3. Indonesia sent seven delegates chaired by Dr. Arief Rachman, M.Pd, the Executive Chairman of Indonesian National Commission for UNESCO; Prof. Dr. Zamroni, Director of Secondary Education, Director General of Management of Primary and Secondary School; Dr. Noor Rochman Hadjam, Lecturer of University of Gadjah Mada; Dr. Totok Suprayitno, Head of Planning, Directorate of Secondary Education; Dra. Maria Widiani, MA, Head of Evaluation, Directorate of Secondary Education; Dra. Santi Ambarukmi, M.Ed, Technical Staff of Directorate of Secondary Education; and Prof. Moch. Soleh YA Ichrom Ph.D, Professor of University of 11th March, participated in “International Conference on Education with the Theme Quality Education for All Young People: Challenges, Trends and Priorities”, held in Geneva, on 8-11 September, 2004.

The program of the conference:
1. Four groups discussion on the following topics:
   a. Quality Education and Gender Equality
   b. Quality Education and Competencies for Life
   c. Quality Education and Social Inclusion
   d. Quality Education and the Role of Teachers.

2. Plenary Session:
   a. Educating young people for action in favor of sustainable development, social cohesion and the construction of peace
   b. Promoting Partnership for the right to a quality education for all young people.

The conference recommended the following:
1. The definition of quality education in every country is different
2. The need of education for sustainable development
3. Peace education can be achieved through democracy
4. Establishment of civil society can be achieved if governments treat all society in the same manner.

4. Dr. Arief Rachman, M.Pd, the Executive Chairman of Indonesian National Commission for UNESCO, participated in “170th Session of the Executive Board UNESCO” held in Paris, on 28 September – 14 October, 2004.


6. Indonesia sent 8 delegates led by Dr. Arief Rachman, M.Pd, the Executive Chairman of Indonesian National Commission for UNESCO; Dra. Hasnah Gasim, the National Coordinator of ASPnet; Suparno, S.Pd and Ira Damayanti Fasa, S.Pd, Teacher of Lab School High School Rawamangun Jakarta; Dra. Wati Wardani, teacher of Al-Azhar High School Jakarta; Ir. Elok Kurniavip, MA, teacher of BBS High School, Jakarta; Romlan Syukur S.Pd, teacher of Lab School Kebyoran Junior High School Jakarta; and Jacklevyn Frits Manuputy, Head of Maluku Reconciliation Community, Lecturer of University of Maluku, to participate in “Education for Shared Values for Intercultural and Interfaith Understanding”, held in Adelaide, on 28 November – 3 December, 2004.

The following papers were presented:
   · Dr. Arief Rachman, M.Pd, presented “The Importance of Having Dialogue among Cultures”;
   · Romlan Syukur, S.Pd presented “The teaching of educational values for peace through games”
   · Jacklevyn Frits Manuputy presented “Pedagogic of brotherhood, an effort to promote social reintegration after social conflict in Maluku Province”.


8. Dr. Arief Rachman, M.Pd, The Executive Chairman of Indonesian National Commission, participated in “The 171st Executive Board Meeting”, held in Paris, in April, 2005.


10. Mr. Arief Rachman, M.Pd, The Executive Chairman of Indonesian National Commission, participated in “The Conference on Interfaith Education”, held in Brisbane, on 1-3 August, 2005.

11. Mr. Arief Rachman, M.Pd, The Executive Chairman of Indonesian National Commission, participated in “The 172nd Executive Board Meeting”, held in Paris, on 13-29 September, 2005.

The Executive Board Meeting was discussing three important conventions to be proposed to the 33rd of UNESCO General Conference, the relation among three UNESCO organs: Secretariat, General Conference and the Executive Board and finalize the agenda of UNESCO General Conference including the discussed items in Plenary Session, Administration Conference, five Commission Conference, and all the elections.

The General Conference was attended by 191 countries, consisted of 9 head of state, 200 ministers (109 Minister of Education, 30 Minister of Culture, 11 Minister of Foreign Affairs, and 50 Minister of Science), and 3700 other participants. Indonesian participants were 29 high officials from the related departments.

Highlights of the General Conference:
1. The program and budget of UNESCO 2006-2007 was endorsed and draft program and budget planning of UNESCO 2008-2009 and Medium Term Strategy planning 2008-2013 has been discussed in Administration Commission.
2. Commission I discussed general matter such as UNESCO Program Participation and Fellowship and also the relation of three UNESCO organs.
3. Commission II discussed about education sector and the priority discussion was about “Basic Education for All” based on the EFA program. Beside that, this commission also proclaimed Literacy Initiative for Empowerment Program, to reduce the illiteracy in the world.
4. Commission III discussed sciences program, and the priority program was “Water and Associated Ecosystem” and “Ethics of Science and Technology with Emphasis on Bioethics”.
5. Commission IV discussed cultural program and the priority program was “Promotion of Cultural Diversity with Emphasis on Tangible and Intangible Cultural Heritage”.
6. Commission V discussed communication program and the priority program was “Empowering People through Access to Information and Knowledge with Emphasis on Freedom of Expression”.
7. During the General Conference, the following election were organized:
   a. Director General of UNESCO: Mr. Koichiro Matsuura
   b. President of General Conference: Mr. Musa bin Jaafar bin Hassan from Oman
   c. Chairperson of Executive Board: Mr. Zhang Xinsheng from China
   d. Chairperson of Programme and External Relation Commission: Mr. Einar Steensnaes from Norway
   e. Chairperson of Finance and Administrative Commission: Mr. Olabiyi Yai from Benin
   f. Chairperson of Special Committee: Ms. Samira Hanna-El-Daher from Lebanon
   g. Chairperson of Committee on Conventions and Recommendations: Mr. Davidson Hepburn from Bahamas.

III. Participation in UNESCO Meetings, Workshops and Trainings

1. Indonesia participated in “Regional Workshop on Management of Curriculum Change”, held in Manila on 29 March – 2 April, 2004, represented by Dr. Ella Yulaelawati, Director of Equivalency, Directorate General Out of School.

2. Indonesia participated in “Regional Workshop on Mother Tongue/Bilingual Literacy Programme for Ethnic Minorities” held in Kunmng, China, on 17-22 May, 2004, represented by dr. Eko Djatmiko Sukarso, Director of Community Education, Directorate General Out of School; Drs. Ade Kusmiadi, M.Pd, Head of Center for development of Non-formal education Regional West Java; Drs. Wartanto, MM, Head of Center for development of Non-formal education Regional Center Java.


8. Dr. Agung Purwadi, M.Eng, Director of Technical Manpower, Directorate General Out of School, participated in “An International Meeting on South-South Policy Dialogue on Planning, Evaluation and Curriculum Development in Adult and Youth Education” held in Mexico City, on 4-6 October, 2004.


11. Prof. Dr. W.P. Napitupulu, Consultant of EFA and Dr. Ella, Director of Equivalency, Directorate General Out of School, participated in “International Symposium on Non-Formal Education to Promote Education For All and Lifelong Learning” held in Tokyo, on 13-14 October, 2004 and “APPEAL Resource and Training Consortium Planning Meeting” held in Tokyo, on 15-16 October, 2004.


17. Dr. Safuri Musa, Program Head of Center for development of Non-formal education Regional West Java, participated in “The Seminar for Leaders of Youth Education in Asia” held in Tokyo, on 18-30 November, 2004.

19. Prof. Dr. Atwi Suparman, Rector of Open University participated in “18th Asian Association of Open Universities Annual Conference” held in Shanghai, China on 28-30 November, 2004.


22. Director General of Out-of-School Education and Youth, National Education Department, Dr. Fasli Jalal and Dr. Ella Yulaelawati, Head of Equal Education, participated in “Seminar on Education for All Implementation: Teacher and Resource Management in the Context of Decentralization” held in Hyderabad, India, on 6-8 January, 2005.

23. Head of Information Technology, Data and Information Section, Balitbangdiknas, Drs. Ade Cahyana, M.Sc participated in “UNESCO/OECD World Education Indicators Programme – 3rd World Education Indicators Expert Meeting on Survey of Primary School” held in Santiago, Chili.

24. Dr. M. Syahril Badri Kusuma, Head of Research and Society Improvement Board (LPPM), ITB and Dr. I Wayan Sengara, staff of LPPM, ITB participated in “World Conference on Disaster Reduction” held in Kobe, Hyogo, Japan, on 18-22 January, 2005.

25. Mr. Mohamad Yunus, MA, from FKIP’s Open University and Ms. Dewi Artati Padmo Putri, participated in “Mobile Training Team Project in Educational Technology and Teacher Training” held in Hongkong, on 1-5 February, 2005.

26. Mr. Ojat Darojat, Dean Assistant of FKIP, Open University and Ms. Dyah Paminta Rahayu, participated in “Mobile Training Team Project in Educational Technology and Teacher Training” held in Tokyo, Japan, on 1-8 March, 2005.


28. Mr. Bambang Sudibyo, The Minister of National Education; Mr. Fasli Jalal, Director General of Quality Improvement of Teachers and Educational Personnel; Mr. Ace Suryadi, Director General of Non Formal Education; Mr. Gatot Hari P., Head Bureau of Planning and International Cooperation; Mr. I Dewa Gde Oka W., Head Bureau of General Affairs; Mr. Joko Nugroho and Mr. Joko Pratomo, Staff of Ministry of National Education, participated in “Fifth High Level Group Meeting on Education for All” held in Beijing, China, on 28-30 November, 2005.