



**SELECTED
INTERNATIONAL
SPEECHES**

Prof. DR. Ir. Mohammad Nuh, DEA

Indonesia's Minister of Education and Culture
2009 - 2014

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Foreword

Assalamualaikum Warahmatullahi Wabarakatuh

This book contains selected international speeches by Indonesia's Minister of Education and Culture, Prof. Dr. Mohammad Nuh, during his service under the administration of President Susilo Bambang Yudhoyono (SBY) in 2009-2014. During his 5-year term, Minister Mohammad Nuh has taken an active role in improving the country's cooperation in the field of education and culture at the international level, whether bilaterally, regionally and multilaterally. This accomplishment is certainly in line with President SBY's directions to make Indonesia as a stronger, better, and safer nation based on international engagement.

On many of his speeches, Minister Mohammad Nuh often emphasizes the noble role of education. He sincerely believes that the sole existence of education is to create a more productive, prosperous, and peaceful life. With regards to culture, Minister Mohammad Nuh constantly emphasizes the importance of convergence of cultures to avoid any possibility of clash of civilizations.

From the approach that he tends to have in writing his speech, we can assume that Minister Mohammad Nuh is a humanist and always think positively. I believe that these characteristics match the major responsibility that he should bear, which is to equip Indonesian youth with the so called 21st century competencies and to flourish Indonesian culture worldwide.

I wish to thank all colleagues and partners that made this book possible. Inputs and suggestions for further development of this book are always welcomed.

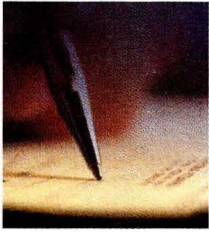
To quote Ernest Hemingway, *"There is no friend as loyal as a book."* Thus, please enjoy the book!

Wassalamualaikum Warahmatullahi Wabarakatuh

Jakarta, October 2014

Head of Bureau for Planning and International Cooperation

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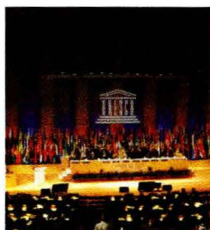
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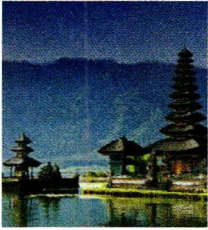


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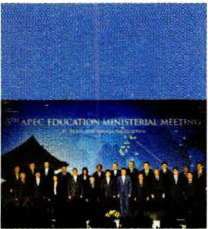
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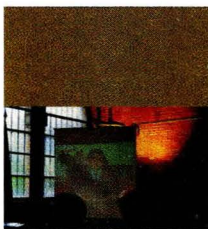
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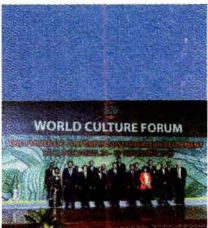
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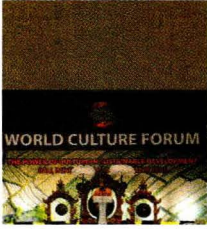
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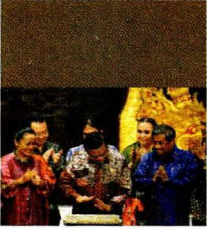
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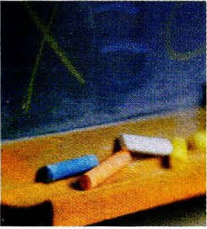
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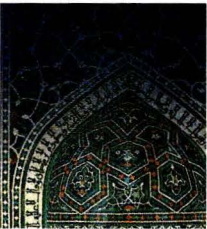
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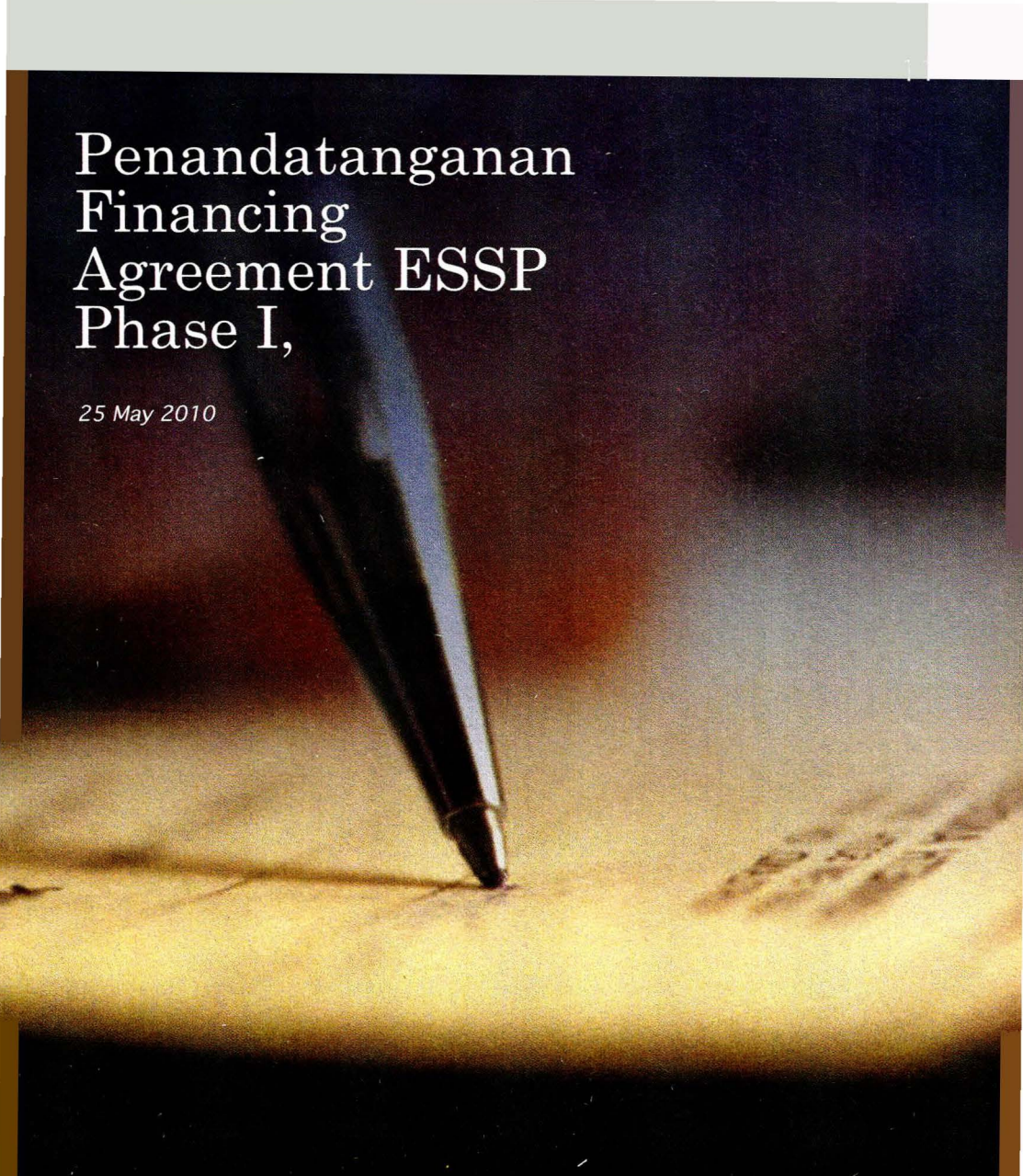
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Penandatanganan Financing Agreement ESSP Phase I,

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At the signing Ceremony of the Education Sector Support Programme (ESSP) Phase I Financing Agreement, Minister Mohammad Nuh, Director General of Debt Management of the Indonesian Ministry of Finance, Mr. Rahmat Waluyanto, and European Union Commissioner for Development, Mr. Andris Piebalgs, signed a Financing Agreement for an EU grant of Euro 200 million (Rp. 2.4 trillion) to the new “Education Sector Support Programme”. The program is intended to support Indonesia’s efforts towards achieving the education-related Millennium Development Goals and providing nine years of quality basic education to all children by 2015.

Assalamu'alaikum Warakhmatullahi Wabarakatuh

Selamat Pagi

Sungguh merupakan kehormatan bagi saya karena telah mendapatkan kesempatan untuk menyampaikan pidato sambutan dalam acara yang penting ini di hadapan bapak dan ibu sekalian.

Izinkan saya atas nama Kementerian Pendidikan Nasional Republik Indonesia menyampaikan salam hangat dan ucapan selamat datang kepada Bapak dan Ibu sekalian dalam acara penandatanganan "Financing Agreement Education Sector Support Programme (ESSP) Phase I."

Bapak dan Ibu yang saya hormati,

Visi pembangunan pendidikan nasional, untuk rencana jangka panjang 2005-2025 adalah "Terwujudnya Insan Indonesia Cerdas dan Kompetitif." Pada saat ini, untuk kurun waktu 2010-2014 atau dalam rencana jangka menengahnya, visi Kementerian Pendidikan Nasional adalah: "Terselenggaranya Layanan Pendidikan Nasional untuk Membentuk Insan Indonesia Cerdas Komprehensif." Untuk mewujudkannya, ditetapkan misi yang dikenal dengan istilah Misi-5K, yaitu: (1) meningkatkan ketersediaan layanan pendidikan; (2) meningkatkan keterjangkauan layanan pendidikan; (3) meningkatkan kualitas/mutu dan relevansi layanan pendidikan; (4) meningkatkan kesetaraan memperoleh layanan pendidikan; dan (5) meningkatkan kepastian/keterjaminan memperoleh layanan pendidikan. Untuk menuntaskan kelima misi tersebut, Kementerian Pendidikan Nasional bertekad melayani kebutuhan pendidikan mulai dari pendidikan anak usia dini, pendidikan dasar, pendidikan menengah, pendidikan tinggi, baik melalui jalur formal maupun nonformal dengan memegang tata nilai yang amanah, profesional, visioner, demokratis, inklusif, dan berkeadilan.

Pendidikan, minimal pada tingkat pendidikan dasar, adalah bagian dari hak asasi manusia dan hak setiap warga negara yang usaha pemenuhannya harus direncanakan dan dijalankan dengan sebaik mungkin. Pemenuhan atas hak untuk mendapatkan pendidikan yang bermutu merupakan ukuran keadilan dan pemerataan atas hasil pembangunan dan sekaligus menjadi investasi sumber daya manusia yang diperlukan untuk mendukung keberlangsungan pembangunan

bangsa. Bagi pemerintah, penyediaan layanan pendidikan yang berkualitas untuk semua anak Indonesia merupakan prioritas utama.

‘Pendidikan...

bagian dari hak asasi manusia dan hak setiap warga negara yang usaha pemenuhannya harus direncanakan dan dijalankan dengan sebaik mungkin’

Seperti yang tertuang dalam Millenium Development Goals (MDGs), Education For All (EFA), dan Education for Sustainable Development (EfSD), hak untuk mendapatkan pendidikan sebagai pemenuhan hak asasi manusia telah menjadi komitmen global. Terkait “Financing Agreement Education Sector Support Programme (ESSP) Phase I,” tentu saja pemerintah Indonesia memandang bahwa usaha yang telah dilakukan oleh Uni Eropa dalam menyusun sebuah kerangka dukungan untuk pendidikan di Indonesia merupakan salah satu wujud nyata dari pemenuhan komitmen-komitmen global tersebut. Sebuah usaha yang perlu kami sambut dengan antusiasme yang positif, terlebih lagi karena dukungan tersebut sepenuhnya sejalan dengan Jakarta Commitment for Aid Effectiveness, yang telah ditandatangani pada awal tahun 2009 antara Pemerintah dan para mitra pembangunan internasional, yang mengutamakan kepemilikan dan kepemimpinan Pemerintah, kesesuaian dengan prioritas-prioritas dan prosedur-prosedur negara penerima (dalam hal ini Renstra tahun 2010-2014), dan keselarasan langkah dengan berbagai mitra pembangunan internasional.

Bapak dan Ibu yang saya hormati,

Salah satu faktor yang juga ikut menentukan tersedianya pendidikan bermutu adalah anggaran pendidikan yang memadai, baik dalam ketersediaannya maupun efisiensi pengelolaannya. Pembangunan pendidikan selama lima tahun terakhir (2005-2009) sudah mendapat prioritas tertinggi dalam pembangunan nasional yang ditunjukkan oleh penyediaan anggaran pembangunan dengan porsi terbesar dibandingkan dengan bidang-bidang pembangunan lainnya. Bahkan pada tahun 2009, pemerintah Indonesia telah membuktikan komitmennya dalam melaksanakan UUD 1945 dan UU No. 20/2003 tentang Sistem Pendidikan Nasional dengan mengalokasikan 20% dari APBN untuk anggaran pendidikan.

‘pada tahun 2009, pemerintah Indonesia telah membuktikan komitmennya... mengalokasikan 20% dari APBN untuk anggaran pendidikan’

Tidak dapat dipungkiri bahwa pembangunan pendidikan sangat dipengaruhi oleh kondisi eksternal seperti sosial budaya, ekonomi, teknologi, dan politik. Sebagian diantara beberapa kondisi ekonomi Indonesia yang mempengaruhi pembangunan pendidikan adalah tingginya angka kemiskinan dan pengangguran, serta masih adanya kesenjangan pertumbuhan ekonomi antarwilayah. Disinilah tantangan bagi Kementerian Pendidikan Nasional, mengemuka. Kementerian Pendidikan Nasional harus mampu menjamin keberpihakan terhadap masyarakat miskin untuk memperoleh akses pendidikan bermutu seluas-luasnya pada semua satuan pendidikan. Dana hibah, layaknya seperti yang akan diberikan oleh Uni Eropa, tentunya berfungsi untuk mendukung Kementerian Pendidikan Nasional dalam mengembangkan dan melaksanakan strategi-strategi pendidikan nasional, untuk kepentingan semua anak di sekolah-sekolah, utamanya untuk mengurangi kesenjangan antarwilayah.

Dana hibah, layaknya seperti yang akan diberikan oleh Uni Eropa... berfungsi untuk mendukung Kementerian Pendidikan Nasional dalam mengembangkan dan melaksanakan strategi-strategi pendidikan

Bapak dan Ibu yang saya hormati,

Mengakhiri sambutan ini, saya juga ingin mengucapkan terima kasih kepada Uni Eropa yang telah bekerjasama dengan Kementerian Pendidikan Nasional dalam mengkoordinasikan penyelenggaraan Forum Kemitraan Pendidikan Indonesia, yang saya yakin telah menjadi sebuah wadah dan kesempatan yang baik bagi kami untuk membahas bersama dengan para mitra pembangunan bagaimana kami dapat semakin meningkatkan strategi-strategi pendidikan kami.

Sekian dari saya.

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

1st China-ASEAN Minister Roundtable Conference

Guiyang, China, 03 August 2010



At the 1st China-ASEAN Minister Roundtable Conference Minister Mohammad Nuh highlighted the functions of university as the centre of excellence, the source of wisdom in society and the place to shape a better future. Minister Mohammad Nuh also suggested that in regional level strategic collaboration between China and ASEAN should be enhanced based on mutual needs, understanding, respect and benefits.

Good Afternoon

First of all, I, in the name of all Indonesian education stakeholders, would like to express our sincere gratitude to the Minister for Education of the People Republic of China, for the arrangement of the first China-ASEAN Ministers Roundtable Conference, especially since China is well known for its long lasting history that span several thousand years of culture, science, and technology contribution the development of humankind that shapes the world civilization.

This conference is irrefutably an important event, not only for China and ASEAN Countries, but for the world as a whole, since it gives us an opportunity to share and exchange experiences and ideas on issues that are of strategic importance to the world, notably the development of quality higher education, its role in creating low carbon economy and strengthening regional education collaboration.

Excellencies, Ladies and Gentlemen

I would like to recall as a reminder to myself that, above all, education has a very noble role, which can be stated simply as 'preparing for a better future'. To elucidate, education is henceforth responsible to contrive a better life, which could constitute of a productive life, peaceful life and healthy life, for humankind.

'education has a very noble role, which can be stated simply as 'preparing for a better future''

To contribute in establishing a more productive life, education, especially higher education, must prepare the students to reach a qualification levels which are suitable to the industry requirements. Hence, it is a necessity to have an education qualification framework that link the education supplies with the most current industry demands. In the globalization era such as now, such a framework should be designed with international context in mind. Therefore, it would be beneficial to all of us if ASEAN and a prominent country such as China can work together on designing the qualification framework for higher education in the region.

A more substantial task that lies ahead for establishing a productive life is assisting the university students to be more creative and innovative enough that

they can apply the knowledge they possess to create new products and services that would be of pragmatic use for the advancement of economic activities of the country they live in and of the world. Therefore, we should design curricula that can boost creativity and innovation thinking processes in the mind of the students and professors. In addition to that, we should encourage universities to have entrepreneur centers so that students can translate ideas or research products into commercial products and services. Cooperation among universities in the region to learn from each other's success stories of commercializing ideas and research products is therefore very important. We should encourage universities in the region to exchange and share ideas and practices of entrepreneurship. After all, university is, by default, the center of excellence of each country. It is therefore very realistic to presume that the cooperation among the centers of excellence in each country will pave the way to a better cooperation among the countries.

Excellencies, Ladies and Gentlemen

In another aspect, education must deliver programs that create a peaceful life in the future. In this context, education, even at the university level, should contribute in shaping characters of the students by providing campus life that shows the practice of strong characters and providing soft skill courses. We should promote curricula that discourage plagiarism and devise a mechanism through regional cooperation that can detect plagiarism and banish their existence in all universities, since it is definitely against the portrayed image of exemplary characters.

Moreover, to actualize a peaceful life, we should be strict in imposing tolerance in campus life, which could be defined as being able to respect each other's differences by all campus members in achieving harmony among all kinds of differences: culture, religion, ethnic, and politics, or civilization in general. Universities must play a leading role in creating a harmony among civilization as suggested by President Susilo Bambang Yudhoyono of Indonesia. Tolerance practices in universities will easily be spread out to the larger community beyond university walls to create a tolerance society that cultivates peaceful lives for humankind, since universities, without a doubt, is still considered, by many, as the source of wisdom in the society. Actually, tolerance has more impact than that. The importance of tolerance is also underscored by Richard Florida et al in their book 'The University and The Creative Economy', since according to their study,

tolerance is one of the three factors that can make university becomes creative, besides talent and technology.

*‘Universities must play a leading role in creating
a harmony among civilization as suggested by
President Susilo Bambang Yudhoyono’*

Excellencies, Ladies and Gentlemen

To complete the dimension of a better future, education should be able to contribute in the making of healthy life and even healthier than before. It is a responsibility of the university to conduct researches in a direction that are able to create products that consume and/or emit less carbon since the use of carbon related products is still the most damaging factor to the environment. Besides that, it is also important to conduct researches in a way that promote business model and business practices that prevent us from deteriorating the environment. For instance, using more electronic copy instead of paper copy, doing electronics based transactions instead of paper based transactions, using video conference instead of physical conference, and so on. In that respect, as what we have done in Indonesia, Ministry of National Education should work closely with Ministry of Environment in determining research direction and providing research funding for environment protection and preservation, which will be executed by universities in collaboration with Ministry of Environment. If such a scheme can be extended beyond one country, then the result could be expected to be much more substantial.

However, the role of the Universities does not stop at the level of development of new environmental friendly technology, or green technology as popularly called. They should also be relentlessly educating the users of this technology, the students, regarding environmental awareness. This awareness should be etched deeply in their mind through character education, which should also be designed to show that, as the leader of the world, humankind must play an important role in preserving and protecting the environment, since environment contributes significantly to humankind well-being. Relationship of humankind to the environment is as important as the relationship among humankind. In line with Asian philosophy which taught us to be in harmony with nature, it is therefore becoming the spirit of Asian countries to give maximum contribution to the world

as a whole, the human and the environment. Thus, environmental awareness should be part of curricula in all level of education, not only in the class room but also in laboratory work, or field works.

Excellencies, Ladies and Gentlemen

To conclude, it is our duties to contrive various plans that will ameliorate the quality of higher education in our countries such that it would provide a productive, peaceful, and healthy life. This is so, because we, education policy makers, are the ones who establish the foundation upon which the welfare of our countries and people are rest.

*‘it is our duties to contrive various plans that will
ameliorate the quality of higher education
in our countries such that it would provide a
productive, peaceful, and healthy life’*

Our policies should secure that quality higher education be available for all through capacity development, be affordable for all through scholarship and financial aids establishment, and be attainable with equal opportunity for all through non-discriminative admission. Therefore, I do hope that, through this roundtable conference, myriads of brilliant pragmatic ideas, which are formulated in terms of commitments and realistic action plans, could be devised from strategic collaborations among China and ASEAN. To be effective, such collaboration should be based, solely, on mutual needs, mutual understanding, mutual respect, and mutual benefits.

Thank you

46th SEAMEO Council Conference

Brunei Darussalam, 27 January 2011



Highlighting the topic “Technical and Vocational Education”, the 46th Southeast Asian Ministers of Education Organization (SEAMEO) Council Conference acknowledged the importance of technical and vocational education in achieving a better quality of life of people in Southeast Asia. In his speech, Minister Mohammad Nuh shared best practices and updated the condition of technical and vocational education in Indonesia.

Assalamu'alaikum Warakhmatullahi Wabarakatuh

Selamat Pagi and a very good morning to all of you

It is a great honored and privilege for me to be here to deliver my statement. Allow me, on behalf of the Indonesian delegates, to express our sincere gratitude to His Excellency Pehin Abu Bakar Apong, Minister of Education of Brunei Darussalam for the arrangement of the 46th SEAMEC Conference and to the people of Brunei Darussalam for their hospitality that we receive upon our arrival in this beautiful country.

May I also express our sincere thanks to His Excellency Brother Armin A. Luistro, Minister of Education of the Philippines, who has been the President of SEAMEO Council.

Excellencies, Ladies, and Gentlemen

As it has been decided, the theme for the 46th SEAMEC Conference policy forum is "Technical and Vocational Education". In that connection we are glad to share our country's policy in developing our technical and vocational education. Currently, relevant to our National Priorities, Indonesia's education development is aimed at achieving a sustainable economic growth, supported by the availability of educated and skilled workers that is able to: 1) create employment and support entrepreneurship; and 2) answer the challenge of labor needs. We fully believe that technical and vocational education would contribute to such progress because in our perspective vocational education would be able to engender higher skilled labor force participation, as we expected from its graduates, which in the end would also improve economic productivity.

Nowadays all nations are faced with the challenge of improving their human resources to respond to global competition, national development needs, and to rapidly changing worlds of work, technology and economy. Indonesia's commitment to support its technical and vocational education of course cannot be separated from those challenges. We understand that we could not perpetually consider the influx of foreign workers into our country and the rapid development of technology as threats. In certain point we also have to consider it as a wakeup call. One that make us realize the urgency of making a good and rational changes in the technical

and vocational education system where the competencies required to entering competitions in more global job markets can be accommodated.

*‘we could not perpetually consider the influx
of foreign workers into our country and the rapid
development of technology as threats...
we also have to consider it as a wakeup call’*

Excellencies, Ladies, and Gentlemen

In the last few years we have tried our best to boost the development of Indonesia’s technical and vocational education. Several strategic interventions have been implemented including: 1) improving the image of technical and vocational education in the society; 2) increasing scholarships allocation; 3) supporting ISO 9001-2008 certification; 4) promoting ICT based learning; 5) developing teaching industry; 6) increasing the number of productive teachers and lecturers; 7) promoting partnership between technical vocational schools, polytechnics, and universities; 8) encouraging partnership with industries; and 9) increasing the facilities. We are happy to share with you that our strategy to expand technical and vocational education has reaped good results.

Vocational Education in Indonesia is now gaining higher popularity than ever before among secondary school graduates due to its potentials as well as capacity in “selling” its graduates in job markets. It has been reported by the education offices throughout Indonesia that the number of applicants to vocational schools has increased tremendously. Currently we have 3,678,652 students enrolled in 8,399 vocational schools with an approximate number of teachers around 122,622. The number of the students is 11 percent more than the previous year.

The success story of our vocational schools can be seen on their products in producing computers and motor cycles that can be found in the Indonesian market. They also produce cars and even a simple aero-plane.

Moreover, what is astounding is the fact that more and more industries are now approaching technical and vocational schools to build up cooperation among them. Looking at this fact, we can expect that in the near future, Indonesia’s industries

will be filled by the competent human resources from technical and vocational schools.

‘more and more industries are now approaching technical and vocational schools to build up cooperation’

Excellencies, Ladies, and Gentlemen

The Government of Indonesia always believes that, through SEAMEO, we are able to enhance our regional understanding, cooperation and unity among SEAMEO Member Countries. The main objective is, of course, to meet the purpose of SEAMEO to achieve a better quality of life of people in Southeast Asia. Thus in the context of technical and vocational education that we are discussing, we would like to show our support to SEAMEO by showing our commitment in which we are ready to share Indonesia’s best experience and to send young experts to all SEAMEO member countries. Of course not to forget to mention that any cooperation scheme on technical and vocational education that we would like to put into practice, would be more effective, efficient, and beneficial if we use our SEAMEO Centres as its implementers.

*‘Indonesia always believes that, through SEAMEO,
we are able to enhance our regional understanding,
cooperation and unity...
to achieve a better quality of life
of people in Southeast Asia’*

Excellencies, Ladies and Gentlemen,

Finally, let me share with you that the ten Member States of ASEAN had unanimously agreed to Indonesia to be the ASEAN Chair for the year 2011. We would like to request your support to us to work together in achieving the ASEAN goals, particularly in the education programmes and activities, both in ASEAN and SEAMEO.

We are also happy to share with you, during this special year, that all SEAMEO Centres in Indonesia are offering many programmes and activities to develop our human resources.

Thank you.

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

ECOSOC Special Policy Dialogue Accelerating Progress on the EFA Goals

Geneva, Switzerland, 04 July 2011



On 4-8 July 2011, the Economic and Social Council (ECOSOC) held its Annual Ministerial Review (AMR). As part of its AMR on education, ECOSOC held a short Special Policy Dialogue on “Accelerating progress on the education for all (EFA) goals: mobilizing resources and partnerships” from 12 PM to 1PM on 4 July 2011.

Good afternoon,

Excellencies, Ladies and Gentlemen

On this occasion, allow me to share experiences on the development and financing of basic education in Indonesia. Indonesia's education system is the fourth largest in the world. The whole system, covering all 33 provinces and 527 districts/cities in Indonesia, currently provides for around 73 million learners in approximately 330,000 educational institutions, and with more than 4.2 million educators. The basic education system, comprising primary and junior secondary levels, caters for around 44 million learners in over 200,000 schools, with more than 2.8 million teachers.

Education in Indonesia is both complex and challenging, not only because of the size of the system but also the diversity of geographical, social, and economic factors. Indonesia consists of more than 17,000 widely dispersed islands, 300 ethnic groups, and about 750 local languages. This diversity leads us to embrace the principle of inclusiveness in our education vision, i.e. education for all regardless of gender, religion, ethnicity, and economic background. Nine years of basic education is now a fundamental right for all citizens.

Indonesia's commitment to, and the significant progress made towards achieving Education For All in the last decade is set within the context of comprehensive Government reforms, supported by democratization of the Indonesian political system, combined with macro-economic stability and strong economic growth – even in the face of the global financial crisis.

‘Indonesia’s commitment to, and the significant progress made towards achieving Education For All in the last decade is set within the context of comprehensive Government reforms’

Primary education access is now close to universal with net enrolment at over 95%. Junior secondary education expansion has resulted in an increase in net enrolment from 58% in 2000 to around 76% in 2010. Junior secondary gross enrolment is currently over 98%. At the same time, literacy rates for persons over 15 years

increased from 85% to over 95%, and the average length of schooling is now 7 and three quarter years. Gender parity in access to basic education has been achieved in Indonesia.

The primary foundation of the education reforms, and in particular the expansion of basic education, has been the high priority given to increased resource allocation to education. In 2002, a constitutional amendment obliged the state to allocate at least 20 percent of the total government budget, both in central and regional governments to finance the education. As a result, the national education budget is triple the levels in 2000. The 2011 education budget is around U.S. \$ 27.5 billion.

With the aim to guarantee the right of every child to basic education free of charge, since 2005, the Government has provided School Operational Aid in the form of block grants to meet the operational costs for each student, with the funds transferred directly to primary and secondary schools. This major reform has been critical in reducing cost barriers to access and providing resources for quality improvement inputs at the school level. Budget planning and allocation is guided by the principle of School-based Management (SBM) involving the community to ensure efficiency, effectiveness, and accountability. The current annual budget for the School Operational Aid is about U.S. \$ 2.2 billion.

‘since 2005, the Government has provided School Operational Aid in the form of block grants to meet the operational costs for each student, with the funds transferred directly to primary and secondary schools. This major reform has been critical in reducing cost barriers to access and providing resources for quality improvement inputs at the school level’

Taking into account economic disparities between regions, in 2003 the Government made affirmative policy to support poor regions by establishing the Special Allocation Fund for Education. In addition, the Government mobilizes resources for targeted programs to ensure access for children from poorer families, and in remote

areas, outer islands and border areas. Scholarships for students from poor families benefit 13% of the total student population.

Education is a shared responsibility between government, the community, and the private sector. Recognizing the importance of this, greater priority has been given to facilitating partnerships between Government, the community and the private sector. Private provision of education is an important factor in resource mobilization. Private provision is pre-dominantly a feature of the post-basic education, however this frees up public resources to ensure comprehensive provision of basic education. In addition, Government works closely with private providers in basic education, most notably in the madrasah education system where the Government provides block grants, and contributes to teacher costs and other key inputs. Mobilizing resources from community and through Corporate Social Responsibility (CSR) is another important factor, representing around 8% of the education budget. International debt swaps had also been used to direct additional resources to education.

With increased resources the key challenge is how best to allocate, manage and spend the budget efficiently and effectively.

Basic education is decentralised in Indonesia with responsibility for planning, resource allocation and implementation at the district level. A key challenge has been to develop district capacity for effective education planning, implementation and quality assurance during a period of rapid expansion of the system. Key strategies have included establishing National Education Standards and a comprehensive Education Quality Assurance System to facilitate real quality improvements for all schools. Minimum service standards have been developed to assist districts and schools, particularly in under-developed and under resourced areas to prioritize and invest resources in the critical inputs which will result in school improvement. The system is underpinned by a comprehensive nationwide program for strengthening school leadership and management focusing on school principals and supervisors.

Other key strategies include provision of one roof (combined) primary and junior schools, and the utilization of ICT to provide educational services in new ways that can both enhance learning and achieve efficiency gains. The Government is currently developing strategies for improved management and more efficient

utilization of the teacher workforce at a time of substantial investment in teacher improvement through qualifications upgrading and certification, and associated increases in teacher remuneration.

A critical challenge will be to expand equitable access and the quality of Early Childhood Education (ECE). Access in Indonesia is currently limited however the Government recognizes that ECE is critical for preparing young children to effectively participate in primary and later levels of education, and also for achieving better health outcomes, and other social and economic benefits. Early Childhood Education predominantly serves urban and relatively wealthy areas where there is significant demand from better-off families with the ability to pay. Lack of access is therefore a significant constraint in rural and poorer areas. A key priority to develop more effective and innovative financing strategies, including private and community partnerships, and targeted Government investment, to promote equitable expansion of the provision of ECD.

Education is not just a vertical engine of social and economic mobility, but also a place to show a sense of love of country and respect for others. This is also an important aspect for resource mobilization in the future - namely building the character of education at every level.

‘Education is not just a vertical engine of social and economic mobility, but also a place to show a sense of love of country and respect for others’

Of course Indonesia is ready to work together with international partners to strengthen the world of education together, to ensure that every child can enjoy the experience and benefits of qualified education. Hopefully we will have a new generation who are not only intelligent but tolerant, nonviolent, and courteous, so as to build a prosperous society and peaceful world.

Thank you.

Informal East Asia Summit Education Ministers Meeting

Bali, 18 July 2011



The Informal East Asia Summit Education Ministers Meeting (Informal EAS EMM) was chaired by Minister Mohammad Nuh and attended by the Education Ministers or their representatives from ASEAN Member States and six East Asia countries as well as the Secretary-General of ASEAN. The outcome of the meeting was the commitment of EAS Education Ministers to strengthen cooperation in the East Asia region to encourage the achievement of the Millennium Development Goals (MDGs) and Education For All (EFA) and also to jointly sponsor and implement the 13 EAS Education Projects.

Assalamu'alaikum Warakhmatullahi Wabarakatuh

Om Swastyastu

Good afternoon

To start this remark, on behalf of the Government of the Republic of Indonesia, I would like to welcome Your Excellencies Education Ministers, delegates and participants to the Informal East Asia Summit Education Ministers Meeting (EAS EMM). Indonesia is honoured to host this important meeting. This meeting provides an ample opportunity for us to discuss strategic issues regarding the initiative to develop a strong and sustainable framework of educational cooperation in the East Asia Summit.

East Asia Summit (EAS) is a regional cooperation organization in the Asia Pacific region that is built together on the basis of a noble spirit to promote harmony and prosperity, together as a unity of nations. To accomplish this, an increase in relationships and interdependence among the countries in Asia Pacific region becomes a necessity.

Taking into account the population of all EAS member countries that is so great, reaching more than fifty five percent of the world's population, and economic potential that is so great, I believe that EAS has a strategic role to support the realization of a more peaceful, prosperous, and harmonious world.

'EAS member... [is] reaching more than fifty five percent of the world's population, and economic potential that is so great...

*EAS has a strategic role to support the realization of a more peaceful, prosperous, and harmonious world
Excellencies, distinguished delegates
and participants'*

The fifth East Asia Summit held in Hanoi in 2010 also emphasized the need to further advance the on-going progress along with the priorities that have been set out in the EAS. The meeting reiterated strong support for ASEAN's central role

in the EAS, working in close partnership with other EAS participating countries. The meeting also underscored the importance of education as a key in promoting human resources development, bridging the development gap, enhancing regional competitiveness, and achieving sustained economic recovery and development.

*‘The fifth East Asia Summit held in Hanoi in 2010...
also underscored the importance of education as a key
in promoting human resources development,
bridging the development gap, enhancing regional
competitiveness, and achieving sustained economic
recovery and development’*

The theme for our meeting today is "Improving Education Quality through Regional Cooperation". The theme is very strategic, important, and relevant to the issues and challenges that we have to face in education development. As Ministers of Education, I believe that we all recognized the importance of prioritizing the improvement of the quality of our education system, taking into account the fact that education permeates all other aspect of human life and has become determinant factor for economic growth.

I look forward to fruitful discussions today in order that we can altogether identify priorities and initiatives for improving the quality of education in our region. It is expected also that this meeting will have a fruitful result that we can report to the Leaders Summit in November this year.

Excellencies, distinguished delegates and participants

To conclude, once again I would like to express my sincere gratitude and appreciation for Excellencies Education Ministers, delegates, and participants of the Informal East Asia Summit Education Ministers Meeting 2011.

In the name of Allah, God the Almighty, I have the honour of declaring the officially open.

Thank you.

Wassalamu'alaikum Warakhmatullahi Wabarakatuh
Om Shanti Shanti Shanti Om

24th ICDE World Conference on Open and Distance Learning

Bali, 03 October 2011



The 24th International Council for Open and Distance Learning (24th ICDE) World Conference was attended by rectors, ICDE officials and delegations of distance education institutions around the world. The conference marked the increasingly important open and distance education due to the globalisation which reduced the geographical distance by the advance information and communication technology.

Assalamu'alaikum Warakhmatullahi Wabarakatuh

Pertama-tama, perkenan saya atas nama Presiden RI mengucapkan selamat datang di Indonesia kepada semua yang hadir disini yang telah jauh-jauh datang dari segenap penjuru dunia untuk berpartisipasi dalam 24th ICDE World Conference on Open and Distance Learning. Sekaligus juga, atas nama Presiden RI, saya juga ingin menyampaikan menyampaikan apresiasi yang sedalam-dalam kepada penyelenggara dan peserta atas minatnya untuk mencari terobosan-terobosan baru dalam usaha menghasilkan sistem pembelajaran yang terus lebih baik demi terwujudnya layanan pendidikan bermutu untuk semua dengan cara yang seefisien dan seefektif mungkin.

Sebagaimana kita semua ketahui dan sadari bahwa akhir abad 20 dan awal abad 21 ini ditandai dengan apa yang dikatakan oleh Thomas Friedman sebagai dunia yang semakin datar [world is flat]. Yaitu suatu dunia dimana, berkat kemajuan teknologi -- terutama teknologi informasi dan komunikasi, jarak bukan menjadi faktor penghalang dan batas-batas negara menjadi kabur. Dengan mudah orang dapat hadir di beberapa tempat yang jauh, lintas benua, pada saat yang sama untuk berdialog dan memutuskan sesuatu. Aset finansial dalam sekejap dapat berpindah dari satu negara ke negara lain. Dunia datar ini telah berhasil memunculkan perusahaan-perusahaan mutinasional yang skala operasinya adalah mendunia, pabrik atau kantor di beberapa negara, pemasok di lebih banyak negara lagi, penelitian dan pengembangan di beberapa negara berbeda lainnya, dan pasar produk-produknya menjangkau segenap penjuru dunia. Seakan jarak dan batas negara bukan lagi faktor dominan yang harus diperhitungkan secara pelik dalam variabel operasinya.

Keberanian untuk mengambil skema operasi lintas negara tersebut, salah satunya yang paling dominan, adalah karena informasi dapat bergerak cepat melalui bantuan TIK. Informasi menjadi ujung tombak operasional perusahaan, yang bergerak mendahului barangnya, sehingga rencana dan keputusan terkait barang [atau uang] dapat disusun terlebih dahulu berdasarkan informasi tersebut sebelum barangnya datang. Dan itu sudah cukup menenteramkan sehingga dapat bergerak maju memikirkan tindakan selanjutnya.

Hadirin yang terhormat,

Sehingga adalah tinggal menunggu waktu saja fenomena serupa akan terjadi pada pendidikan yang secara prinsip seharusnya jauh lebih mudah daripada perusahaan-perusahaan yang bergerak pada sektor riil dan finansial yang pada saat ini sudah melupakan faktor jarak tersebut. Pada dunia pendidikan, komoditas yang bergerak adalah pengetahuan, yang oleh Russel Ackoff dinyatakan sebagai informasi yang distrukturkan dan diformulasikan dengan tepat untuk menjelaskan sesuatu gejala. Yaitu suatu tahapan dalam rantai nilai informasi, mulai dari noise yaitu data yang tidak akurat dan bertentangan satu sama lain sehingga menimbulkan kepusingan saja bagi penerimanya, sampai wisdom yaitu hasil kristalisasi pengetahuan yang merasuk kedalam pola pikir, pola sikap, dan pola tindak seseorang secara inheren [noise, data, information, knowledge, wisdom].

Tentunya sangat menarik untuk bertanya, dalam hati maupun dalam diskusi terbuka, apa yang menyebabkan sektor pendidikan tidak secepat sektor riil dan finansial dalam menyerap kemajuan teknologi untuk membuat pengetahuan tersebut lebih cair atau malah bersifat seperti gas [fluidic atau malah gaseous] sehingga dapat dengan mudah mengalir dari yang berpotensi tinggi [memiliki pengetahuan banyak] ke yang berpotensi rendah [memiliki pengetahuan sedikit]. Apalagi, menurut Sayyidina Ali KW, pengetahuan berbeda dengan barang dan uang, [aset atau harta untuk mudahnya]. Jika harta mengalir dari yang banyak ke yang sedikit maka yang banyak akan berkurang dan yang sedikit akan bertambah. Sementara jika pengetahuan dialirkan dari yang banyak ke yang sedikit maka yang sedikit akan bertambah banyak dan yang banyak tidak akan bertambah sedikit, bahkan dapat bertambah banyak juga karena pada saat mengalirkan, pemberi pengetahuan akan mempelajari sesuatu terkait penerimaan dari yang diberi, yang mungkin dapat dipergunakan untuk menambah pengetahuannya. Forum yang kita hadiri saat ini adalah yang seperti itu, yang dapat dipergunakan untuk menjawab pertanyaan: Mengapa Distance Learning atau Distance Education tidak tumbuh secepat yang dialami oleh sektor riil dan finansial dalam menghilangkan variabel jarak pada variabel operasinya. Jawaban terhadap pertanyaan ini sangat layak untuk dicari. Apa faktor penghambatnya, kalau ada, dan bagaimana faktor penghambat tersebut dapat dihilangkan. Tantangannya

adalah untuk bagaimana membuat pengetahuan menjadi fluida yang dapat mengalir melalui pemilah-milahannya menjadi informasi-informasi yang terangkai dan terstruktur rapi sehingga mencerminkan pengetahuan itu sendiri. Apabila ini terealisasi, maka pengetahuan akan dapat dialirkan dengan cepat sebagaimana halnya informasi, tanpa kehilangan makna dari pengetahuan itu sendiri.

Hadirin yang berbahagia,

Pendidikan jarak jauh dan terbuka, atau Open and Distance Learning, yang seringkali disingkat ODL, adalah jawaban terhadap hambatan yang dimiliki oleh banyak negara di dunia seperti Indonesia untuk pemeratakan kesempatan memperoleh pendidikan, terutama pendidikan tinggi. Dengan Angka Partisipasi Kasar Perguruan Tinggi yang sekitar 26%, Indonesia masih memerlukan banyak sumber daya dan kreativitas untuk membuat angka tersebut meningkat menjadi setara dengan sejumlah negara yang lebih maju dalam waktu yang tidak terlalu lama. Kreativitas diperlukan, mengingat sumber daya yang dimiliki, bagaimanapun juga, adalah sangat terbatas. ODL adalah salah satu kreativitas yang harus diekspolarasi dan dieksploitasi semaksimal mungkin kemampuannya untuk dapat menarik sebanyak mungkin manfaat darinya.

‘Pendidikan jarak jauh dan terbuka, atau Open and Distance Learning... adalah jawaban terhadap hambatan yang dimiliki oleh banyak negara di dunia seperti Indonesia untuk pemeratakan kesempatan memperoleh pendidikan, terutama pendidikan tinggi’

Tentu dengan ODL yang memanfaatkan teknologi informasi dan komunikasi yang tersedia saat ini, hambatan geografis dapat dihilangkan, dan sangat mungkin hambatan ekonomis dapat dikurangi. Infrastruktur akan menyelesaikannya. Tapi bagaimana dengan hambatan sosial? Infrastruktur tidak dapat mengatasi hambatan sosial dan memang tidak dirancang untuk itu. Adalah suatu tantangan bagi ODL sedemikian hingga ODL dapat memotivasi seseorang untuk mau datang ke lokasi akses ODL terdekat dan mau belajar secara mandiri dengan kemauan sendiri untuk mempelajari apa yang diberikan dalam konten-konten ODL. Dengan demikian masalahnya adalah konten! Bagaimana merancang sebuah konten yang

mengandung substansi relevan dengan kebutuhan dan disajikan dalam bentuk yang memotivasi seseorang untuk belajar mandiri dari konten yang tersedia. Substansi, penyajian, dan penyampaian adalah kata kunci penting pada konten ODL yang mampu menghilangkan hambatan sosial untuk mengenyam pendidikan. Untuk itu dukungan sistem dan materi e-pembelajaran yang andal menjadi sangat dibutuhkan.

Hadirin yang mulia,

Teknologi yang diperankan dalam ODL tentunya perlu dieksploitasi sedemikian hingga dapat memberikan nilai tambah yang maksimal. Nilai standar pada teknologi ODL adalah koneksi dan transaksi. Dengan teknologi ODL, pembelajar dapat terhubung atau terkoneksi dengan sumber belajar dimanapun. Setelah terhubung, pembelajar dapat melakukan transaksi pembelajaran: membuka mata ajar tertentu, mengerjakan tugas tertentu dan menyerahkan hasilnya, dan sebagainya yang semuanya dapat tercatat dalam sistem ODL. Nilai tambah yang diberikan adalah menghilangkan faktor jarak pemisah antara pembelajar dan sumber belajar, menghilangkan faktor waktu karena proses pembelajaran dapat dilakukan tiap saat. Kedua nilai tambah ini berperan sangat besar dalam membuat teknologi ODL menjadi suatu cara pemecahan masalah pelik pendidikan.

Perkembangan teknologi saat ini telah merevolusi bagaimana kita melakukan interaksi. Dari interaksi terpusat melalui portal dalam konsep Web 1.0 telah mengalami perubahan mendasar menjadi interaksi jejaring dalam konsep Web 2.0 yang mengedepankan ketersediaan ruang terbuka bagi siapapun untuk berekspresi. Efeknya tentunya luar biasa. Dalam hukum Metcalfe, interaksi terpusat akan memberikan efek pengali kemaslahatan sebanding dengan jumlah penggunanya, sementara pada interaksi jejaring kemaslahatannya adalah sebanding dengan kuadrat dari penggunanya. Bayangkan interaksi jejaring dengan 1000 pengguna, keterhubungan yang terbentuk adalah sebanding dengan 1000² atau semiliar [tepatnya adalah 1000×999 , atau $n \times (n-1)$], sekitar 1000 kali lebih banyak dari model interaksi terpusat. Konsep interaksi jejaring, yang sering kali diistilahkan kolaborasi, ini yang merupakan nilai lanjutan dari teknologi ODL, setelah koneksi dan transaksi, yang harus dimanfaatkan dalam setiap pengembangan sistem ODL.

Implementasinya adalah sebuah sistem terbuka yang mengundang partisipasi aktif segenap pengajar dan pembelajar untuk berkontribusi memasukkan konten

yang lebih baik dari yang sudah ada, tentunya setelah melalui tahapan evaluasi. Nilai kolaborasi dari teknologi ini akan mampu menghasilkan konten yang beragam sehingga memberikan banyak pilihan bagi pembelajar untuk mencari yang relevan dengan kebutuhan, selera, kemampuan, dan gaya belajar tiap pembelajar. Ketersediaan wadah untuk berbagi [sharing], kemudahan untuk berpartisipasi dalam wadah tersebut, dan dorongan yang mengundang semua untuk mau berbagi adalah persyaratan rancangan sistem ODL yang baik.

Hadirin yang berbahagia,

Nilai tertinggi suatu teknologi adalah apabila mampu melakukan suatu transformasi terhadap kondisi dimana teknologi tersebut digunakan. Pemanfaatan teknologi dalam pembelajaran tentunya harus diusahakan untuk mencapai nilai maksimum tersebut, termasuk untuk ODL. Ada suatu transformasi proses pembelajaran yang harus dapat dicapai melalui perancangan secara teliti [carefully designed] suatu sistem ODL. Salman Khan, pendiri Khan Academy, suatu sumber belajar terbuka gratis [free open education resources], menantang bahwa pemanfaatan teknologi harus mampu melakukan yang dia istilahkan flipping. Dengan sistem dan materi e-pembelajaran yang dirancang bagus akan dapat membalik [flip] cara belajar, dari pengajaran di kelas diikuti dengan pendalaman di rumah, menjadi belajar di rumah diikuti dengan pendalaman di kelas. Pengajar tidak lagi mengajar [teaching], melainkan tutoring terhadap permasalahan yang dihadapi pembelajar dalam usahanya menguasai suatu materi pembelajaran. Dengan demikian, layanan yang diberikanpun menjadi lebih personal, karena pengajar dapat memberikan perhatian khusus untuk tiap pembelajar sesuai dengan kesulitan yang dihadapi atau kemajuan yang dicapai.

Dengan demikian konsep pengajaran ideal, dimana pembelajar memperoleh pelajaran sesuai dengan kebutuhan dan kemampuannya, yang dikenalkan Socrates, atau yang dikenal sebagai Socratic Teaching, menjadi realistis untuk dilaksanakan. Tanpa bantuan sistem dan materi e-pembelajaran yang substansi, penyajian, dan penyampaiannya dirancang dengan baik, era pendidikan massal seperti pada saat ini membuat pengajaran socratic akan sangat mahal dan tidak realistis untuk dilaksanakan.

‘Nilai tertinggi suatu teknologi adalah apabila mampu melakukan suatu transformasi terhadap kondisi dimana teknologi tersebut digunakan’

Hadirin yang terhormat,

Sehubungan dengan itu, Kementerian Pendidikan Nasional saat ini sedang mengembangkan Rumah Belajar, yaitu suatu sistem berbagi materi e-pembelajaran yang mendukung ODL. Sistem ini dibuat dengan konsep partisipatif dan kolaboratif dengan menggunakan platform konten yang dapat dipakai bersama [sharable content] yang memberikan keleluasaan bagi pengajar untuk merangkum materi pembelajaran dari aset digital yang termuat di dalam Rumah Belajar tersebut.

*‘Rumah Belajar...
sistem berbagi materi e-pembelajaran yang
mendukung ODL... [yang] dibuat dengan
konsep partisipatif dan kolaboratif dengan
menggunakan platform konten yang dapat
dipakai bersama’*

Selain itu juga sudah disiapkan, yang dalam beberapa minggu lagi akan saya tanda tangani, Peraturan Menteri Pendidikan Nasional tentang Pendidikan Jarak jauh. Melalui penyiapan regulasi dan sistem ini, diharapkan ODL akan berkembang pesat dalam waktu dekat ini di Indonesia. Hal ini untuk menunjukkan bahwa Indonesia bersungguh-sungguh dalam mengimplementasikan pendidikan untuk semua, merata di seluruh Indonesia, dengan kualitas yang seragam. Rumah Belajar ini kita harapkan nantinya sebagai pintu gerbang e-pendidikan nasional [national e-education gateway] untuk terhubung dengan pusat-pusat ODL di negara-negara lain dalam suatu jejaring ODL global.

Selanjutnya, saya sampaikan selamat berkonferensi, demi terbentuknya sistem pembelajaran bermutu yang menjangkau semua sehingga terjaminlah kepastian memperoleh pendidikan bermutu bagi semua manusia.

Wassalamu’alaikum Warakhmatullahi Wabarakatuh

Leaders Forum of the 36th session of UNESCO's General Conference

Paris, France, 26 October 2011



An international platform for reflection and discussion, UNESCO has created the Leaders' Forum within the 36th session of UNESCO's General Conference to inject from the highest level of governments new inspiration and directions for the future.

I would like to express my sincere appreciation to the Secretariat of the General Conference that has prepared such a comprehensive material regarding the topic of discussion on 'How does UNESCO contribute to building of the culture of peace and sustainable development.

This topic is of important to the world, considering the incidents that have been happening in the last several decades in which global economic crisis, climate change, and conflicts becomes more evidence. It becomes a common responsibility to all of us with many backgrounds of knowledge and from many kinds of organisation to devise genuine and creative approaches. In that respect, please let me contribute a few thoughts:

Firstly, all of us should have acknowledged that the sole purpose of education and culture is to ameliorate the standard of living in every possible dimension:

- a. In the economical dimension: establishing a more productive life through the teaching and learning of attitude, skill, and knowledge;
- b. In the social dimension: establishing a more peaceful life through instilling the concept of being in harmony with people and society;
- c. In the environmental dimension: establishing a healthier life through instilling the concept of being in harmony with nature.

It is important to underscore the fact that each of these dimensions is mutually dependent to one another. For instance, it is impossible for a country to prosper economically when that particular country is plagued by social problems such as racial conflicts.

*'all of us should have acknowledged that
the sole purpose of education and culture is
to ameliorate the standard of living in every
possible dimension'*

Secondly, we need to revisit the definition of tolerance. Tolerance is being regarded as one of the most essential elements in creativity aside from talent and technology. We should not only be socially tolerant but we need to also be tolerant to open-thought, self expression, and new ideas since this will facilitate the invention of new technologies, business models and many other unprecedented solutions to

the current world's problems. By such understanding of the meaning of tolerance, we can expect racial, ethnic, cultural, and spiritual conflict be prevented from happening to establish peaceful life and at the same also establish creative society to boost productivity.

‘We should not only be socially tolerant but we need to also be tolerant to open-thought, self expression, and new ideas since this will facilitate the invention of new technologies, business models and many other unprecedented solutions to the current world’s problems’

Thirdly, honesty is the most important value that needs to be imposed in the concept of any development in order to promote a peaceful and sustainable development. Looking on the incidents that have been happening since the last decade, the damage inflicted by the absence of honesty is palpable in myriads of forms: wars, social conflicts, economic crises, environmental crises and so on.

‘honesty is the most important value that needs to be imposed in the concept of any development in order to promote a peaceful and sustainable development’

As famously said “for a successful technology, honesty must take precedence over public relations, for nature cannot be fooled.” Corollaries to this argument are applicable to business models, government policies, and other as such for not only nature, society also cannot be fooled. The importance of tolerance and honesty mentioned here represents the need of character education be part of school curriculum embedded in each subject taught at all stages of education, especially at early stages.

All in all, we should never perceive any of the world problems as a local problem, but as global problems instead. As in the case with our body, if any one part of the body is suffering, all of the other parts will share its suffering. Therefore, it is a responsibility of the world community to collaborate in solving the world problems.

To be working, a collaboration should and always be driven by mutual benefit and be based on mutual understanding and mutual respect of all parties involved.

*‘it is a responsibility of the world community to
collaborate in solving
the world problems’*

Thank you

36th UNESCO General Conference

Paris, France, 29 October 2011



The 36th UNESCO General Conference brings together representatives of all UNESCO Member States, associate members and observers to define the guidelines of the Organization's action plans, as well as its strategic programme and budget.

Assalamu'alaikum Warakhmatullahi Wabarakatuh

First of all, on behalf of Government of Republic of Indonesia, it is my honor to address this highly regarded gathering of the 36th UNESCO general conference. Customary to the previous speakers, I would like to congratulate Madame Katalin Bogyay on being appointed as the President and Chairperson of the 36th UNESCO General Conference. Secondly, Government of Republic of Indonesia would also like to extend our appreciation to Madame Irina Bokova for all the hard work in two years of serving her function as the Director General of UNESCO.

Madame President

Human kind has always been blessed with logical, aesthetical, and ethical capabilities. Such capabilities compel us to always be in search of creating never ending better living standards through the development of our daily necessities. This development should grow geometrically, and even exponentially, considering there are higher demands for the quantity involved and the quality expected.

We have learned from the past that development based only on our logical capabilities does not necessarily create a better life. Living standard that measures the happiness of individuals must be multidimensional, comprises of at least economical, social, and environmental dimensions. Development designed in these multidimensional spaces using our logical, ethical, and aesthetical capabilities, will serve our need in the never ending quest of improving our living standards. Development that is peaceful and sustainable since it is based on ethic and aesthetic will never sacrifice social and environmental values. Indonesia, alone and in cooperation with other countries and/or UN institutions such as UNESCO, is committed to always implement only peaceful and sustainable development.

*‘Development that is peaceful and sustainable
since it is based on ethic and aesthetic will never
sacrifice social and environmental values’*

Madame President

As reflected in its national policy, the Government of Republic of Indonesia believes that education and culture is very important in securing any development to

be peaceful and sustainable. Through education and culture, and with the help of communication technology, we can spread the essential logical, ethical, and aesthetical thinking and doing to the nation.

As mentioned in our intervention yesterday, we need to instill tolerance and honesty due to their critical roles in the establishment of the culture of peace with other people and nature. This is being accomplished in Indonesia by implementing character education as a part of our national curricula. It is embedded in each course and administration at all levels of education, especially at the early stages. We believe that such values must be taught extensively to the young generation as early as possible so that character education could serve as the nation character building.

*‘tolerance and honesty...
is being accomplished in Indonesia
by implementing character education as
a part of our national curricula’*

Madame President

In order to be peaceful and sustainable, development must be inclusive in the country, even the world, since development that is not at the same speed at all regions will cause an imbalance. Imbalances in development, similar to connected machines that are not operating at the same speed, can incite chaos. For the development to be inclusive, education must also be inclusive too as formulated in Education For All Program of UNESCO. The significance of education inclusivity is reflected in our policy to reach the unreachable by any feasible means since education has been a part of human right and hence must be accessible by all citizens as mandated by the constitution. In that respect, the government is taking the necessary actions to eliminate all barriers to education, let it be geographical, economical, or social barrier.

*‘The significance of education inclusivity is reflected in
our policy to reach the unreachable by any feasible
means since education has been a part of human
right and hence must be accessible by all citizens as
mandated by the constitution’*

The geographical barrier is being overcome by building boarding schools and universities at many isolated regions, especially near the borders. This is imperative since it will not be feasible for them to commute to get education for time and cost reasons. In 2011, the government has always been consistent in developing multimedia based content broadcasted using television channel and internet to serve the country. Our education television channel has a region coverage of around 95% and population coverage of more than 99%. In 2010, telecommunication development has reached all counties in the country which could pave a way to deliver educational and cultural content through the internet, including contents of character education.

Realizing the importance of teachers in the education process and in honoring their noble duties in serving the remote areas, the government also provides special incentives for teachers who serve the remote areas with financial reward by doubling their salaries, besides yearly recognition rewards.

To eliminate the economic barrier, financial supports are being provided for poor families to be able to afford education from kindergarten through college. For 2012, the government plans to provide financial aid for about 60% of all students that come from poor families to participate in 9 years compulsory basic education and 30 thousand students to attend universities. In addition, the government also provides additional nutritious feeding in kindergarten and primary schools. While eliminating the social barrier, especially for children with special needs, the government provides special purpose schools such as schools for children with autism syndrome.

Madame President,

While UNESCO applauds diversity, Indonesia continuously lives and sleeps at the heart of diversity. Indonesia is the largest archipelago country in the world with more than 17,000 islands, a home to more than 240 million inhabitants originating from more than 500 ethnic groups and more than 700 local spoken languages as well as social and religious plurality. Indonesia has also been destined by our mother nature to endow the world's greatest geo-diversity, biodiversity and ethno-diversity. Indeed, we are a massive and living laboratory of diversity. Hence it is only logical to use diversity in unity as the foundation of our nation. We would like to preserve the diversity since as discussed recently in the study on management of tolerance, diversity is being regarded as the strength of any business and

organization to cope with turbulence world dynamics as long as it is being managed with tolerance

*‘[Indonesia] would like to preserve the diversity since...
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Madame President

Indonesia utterly appreciates UNESCO's efforts to protect cultural heritage and adopted the Convention for the Safeguarding of the Intangible Cultural Heritage in 2003 which stressed the equal dignity of cultures. UNESCO has recognized three World Cultural Heritage sites, Four World Natural Heritage sites, and three Representative List of Intangible Cultural Heritage of Humanity in Indonesia including the latest one, Angklung (bamboo percussion instrument). At this moment, Indonesia is proposing that the Raja Ampat marine park to be included among the World Natural Heritage sites as our commitment to sustainable development. We do hope that we can present more of our heritages to enrich the World tangible and intangible Heritages.

In conjunction to this effort, Indonesia has been actively participating as a member to the Intergovernmental Committee for Intangible Cultural Heritage and will be hosting the 6th Conference of the Committee next month, on November, in Bali. We would like to take this opportunity to invite all participants of this general conference to be present in this event.

Madame President

Let me assure you that government of Republic of Indonesia reiterates its strong commitment, through UNESCO, to be part of global communities by contributing to the efforts on improving the role of education, science, culture, and communication towards promoting culture of peace and sustainable development.

Thank you very much

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

Opening US-Indonesia Higher Education Summit

Washington DC, USA, 31 October 2011



The first-ever U.S.-Indonesia Higher Education Summit was hosted by the U.S. Secretary of Education Arne Duncan. The Summit featured leaders of approximately a hundred higher education institutions and associations from both countries. Together, Secretary Arne Duncan and Minister Mohammad Nuh highlighted the value of U.S.-Indonesian collaboration to prepare students in both nations to succeed in an interconnected world.

Good Morning

Ladies and Gentlemen

With me today, are many Indonesian education stakeholders: educators, directors, presidents of universities, and so on. Most of them has just arrived all the way from Indonesia with full of enthusiasms. On their behalf, I would like to express our sincere gratitude to the United States Department of Education, the United States Department of State, and all relevant parties for the arrangement of this United States - Indonesia Higher Education Summit. The commitment that United States has shown in hosting this Summit has truly deserved our appreciation. We do believe that this Summit will evidently become an important education event, as it gives us an opportunity to share and exchange experiences and ideas on issues that are of strategic importance to the education development of the two countries, notably in higher education.

Excellency, Ladies and Gentlemen

We are blessed to be in a time to witness the result of randomness law of mother nature, some call it destiny determined by the Supreme Being, to have presidents of our countries, that are separated by many differences, have something in common related to education. The current President of United States went to an elementary school in Indonesia and the current President of Republic of Indonesia went to a college in US. This coincidence, with a probability which I am sure is less than one in a million, could be interpreted, by those who love astrology, as a sign of something big. What we here would like to have is a sign that may spark the beginning of a new era of relationship between two countries, especially in education. The strategic partnership in education between the two countries has been formulated by the two Presidents. It depends only on us through this US-Indonesia Higher Education Summit, to deploy an operational plan and some initiatives derived from the strategic partnership.

‘The strategic partnership in education between the two countries has been formulated by the two Presidents. It depends only on us through this US-Indonesia Higher Education Summit, to deploy an operational plan and some initiatives’

Excellency Secretary Duncan, even though this is the first time that I meet you in person, I must admit that I have known your Excellency, as if personally, for a few years already. Since taking the office as Minister of National Education in October 2009, I watch closely any move your Excellency made in reforming US education system with Race to the Top program, consisted of several excellent initiatives such as formulating a national standard and assessment system, measuring teacher effectiveness, designing longitudinal education data system, and etc.

I would say that US Department of Education is certainly the best open education resources for a new minister or any other government officials responsible in developing education system in their country or region. Even though our government systems are different, which lead to different problems, there are still so many universal education problems that the approaches are applicable to other countries as well. I can do all that, from anywhere at anytime I can get internet connection to visit the portal of the US Department of Education. Thanks for sharing your Excellency thoughts, plans, and experiences. I hope I am not violating any intellectual property law in this case [just a joke].

Excellency, Ladies and Gentlemen

I am pleased in hearing Pak Djoko, the director general of higher education of Indonesia, reports to me that the objective of US-Indonesia education strategic partnership is to increase the mobility of the most important education entities between the two countries, which are people and knowledge. People mobility to pursue education from each country has been targeted to double in the next 4 years. However, we have not formulated how much increment is expected in the amount of knowledge mobility between the two countries, since it is more difficult to measure.

‘the objective of US-Indonesia education strategic partnership is to increase the mobility of the most important education entities between the two countries, which are people and knowledge’

Not long ago in the past, knowledge mobility is easily measured in term of people mobility, since the only carrier of knowledge is people. And then there are books as a carrier of knowledge, that can be used to measure the knowledge mobility, as an

addition to people mobility. However, as in my case mentioned above, the internet and websites are the most important means in mobilizing knowledge in this era. Books becoming more and more absorbed into the internet with the availability of e-book. That leads us in need to find a way to measure the increase in knowledge mobility through internet between the two countries in the next 4 years since this number will also be the performance measure of this strategic partnership. Let scientists do that, not ministers. I am sure Excellency Mr. Secretary agrees with me.

Doubling the number of people mobility will not be difficult if we can eliminate any obstacles that prevent the flows. In education system, the flow is based on transfer credit between universities in the two countries. Therefore, it is a necessary step to come up with mutual recognition agreement between the two countries so that transfer credit earned is possible. I think we are already moving in the right direction by choosing quality assurance system as the first agenda in this summit. We should be optimistic to be able to come up with a mutual recognition of each other qualification framework as the result of this agenda.

Ladies and Gentlemen,

The government of Republic of Indonesia has emphasized the importance of education by recognizing it as a fundamental human right as stated in the Fourth Amandemen of the Constitution. Since 2007, this commitment has been reflected in the allocation not less than 20% of state budget for education. By then, many programs have been initiated to reform the national education systems to catch up where we are behind.

We divided the program into four categories: student related, teacher related, school related, and process related. Obviously, they are not independent to one another. Therefore we need to have all of them are related in such a way that teacher reform programs must take into consideration other education entities, which are student, school, and process. This is accomplished by having a national education data base, a relational database that record the longitudinal data of students, teachers, and schools, at the core. We have been collecting individual data of students, teachers, and schools, education processes since 2007 and are still in progress.

All these interrelated programs are framed in the national standard of education

that has been legalized in the National Standard of Education Act of 2005. Based on the data, activities are conducted according to the standards and/or to transform the current conditions into the ones that required by the standards. Since many schools is still far from fulfilling the standard, temporarily we need to set up a minimum standard of service, as an intermediate goal below the national standard of education. This set of minimum standards of service must be met in 2012, and all regent and city government must plan programs and budget to fulfill this minimum requirements.

Ladies and Gentlemen

Before talking about higher education, let me briefly mention about the current development planning in Indonesia. Recently, The Coordinating Ministry of Economic Affairs, Republic of Indonesia, published Master Plan of Acceleration and Expansion of Indonesia Economic Development. In this document, economic development plan will be concentrated at 6 corridors, which are Sumatera, Java, Borneo, Bali and Nusa Tenggara, Sulawesi, and Papua. Each corridor is developed in accordance with the main resources available in the corridor as given in the map. Each corridor and other major cities in the country are then connected with national connectivity, which comprises of physical connection [sea, air, land] and cyber connection, shown in red lines.

The strategies exploited in this new concept of Indonesian economic development are given in three layers. First layer is about the development of the industries, concentrated at 6 corridors, based on. The first layer is supported by the development of national connectivity which required for delivering the industries' outputs to industries' demands which mostly are at different location, including for exports purposes. The third layer is the development of human resource and science and technology capacity of the nation to support the first two layers in such a way that the layers can be developed, operated, maintained efficiently and effectively. Through the third layer, education, especially higher education, plays an important role in the master plan that is to assure that the industries and connectivity are producing maximum possible added values for such industries. Otherwise the industries will solely depend on the natural resources in its raw stages that produce almost nothing added values to the country. The roles of higher education in this development scheme can be in teaching and learning, research, and services to the industries development, operation, and maintenance.

We do not expect higher education output to the industries is just in the position as supporter of industries development in the corridors and/or connectivity. Higher education should be able to play the role as the driver of industry and connectivity development through the skilled labor supplied so that they can increase the added value of the industries and connectivity. As a matter of fact, we expect more from higher education, that is, it can play a role as enabler. Through the skilled labors produced, basic and applied researches produced, or services provided, higher education can create a new product or a new process with higher added values, or even creates new industries with higher sophistication therefore it can move to the next level of sophistication.

The strategic objectives of higher education development in Indonesia are to increase availability, affordability, and equity of the service domestically and to increase competitiveness of the service internationally. These two conflicting objectives must be met at the same time, without neglecting one or another. Given the gross enrollment rate for higher education around 27% and only 5 universities in the top 500, the task is not easy. We need to devise a clever way to achieve these objectives by considering the current condition and the budget availability constraint. We have decided there are two separate strategic actions need to be taken to fulfill these conflicting objectives.

“The strategic objectives of higher education development in Indonesia are to increase availability, affordability, and equity of the service domestically and to increase competitiveness of the service internationally”

First strategic action is to increase the gross enrollment rate of higher education. This is conducted by building two years colleges similar to community colleges in the US. We are planning to build at least one such a college at each city and each capital of regent government in Indonesia. Several studies related community college in the US provide a compelling argument this is the right choice for us. Gill and Leigh (2003) reported that there is no significant different between graduates of 4 years university program and graduates of 2 years community college program continued with 2 years university program. Bernanke (2007) stated that

community college gives real contribution to the accessibility of higher education due to the cheaper cost, closer location, and flexible schedule. Almost 50% of US university students are graduated from community college.

Second strategic action is to improve the quality of a certain universities to become elite world class research universities by providing research facilities and research funding for them. However, there should be enough researchers to conduct the research for the university could be a research university. Increasing the number of PhD degree holders is therefore a necessity as a complement to the plan of establishing research universities.

In summary, action plans for higher education development in Indonesia are given in the following table, including the target in the year of 2015 and 2025.

As a result, higher education strata in Indonesia will be as given in the slide. To speed up the development, the plan of building community colleges are by expanding high schools that meet certain criteria. I am very pleased to know that these two strategies action in achieving strategic objectives of higher education development in Indonesia are discussed in this summit as the second agenda which is Innovation & Research and the third agenda which is Community College & Vocational Education.

The last agenda in this summit is a very important aspect in assuring the quality of education. Teacher quality is the important factor in assuring the education quality as Excellency Mr. Secretary have mentioned in his previous speeches. Therefore, it is very important to prepare teachers carefully so that they have the necessary qualification to deliver the teaching and learning process at its best. In our case, the preparation is not only about teacher qualification, but also about planning their quantity and their distribution. However, today, we should concentrate our discussion mainly on how to prepare the teacher's qualification by providing the necessary training. It may be extended to how to recruit the right person for teaching profession and to measure the teacher effectiveness (performance) as currently it is one of the reform agenda carried out by US Department of Education.

*'it is very important to prepare teachers carefully
so that they have the necessary qualification
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process at its best'*

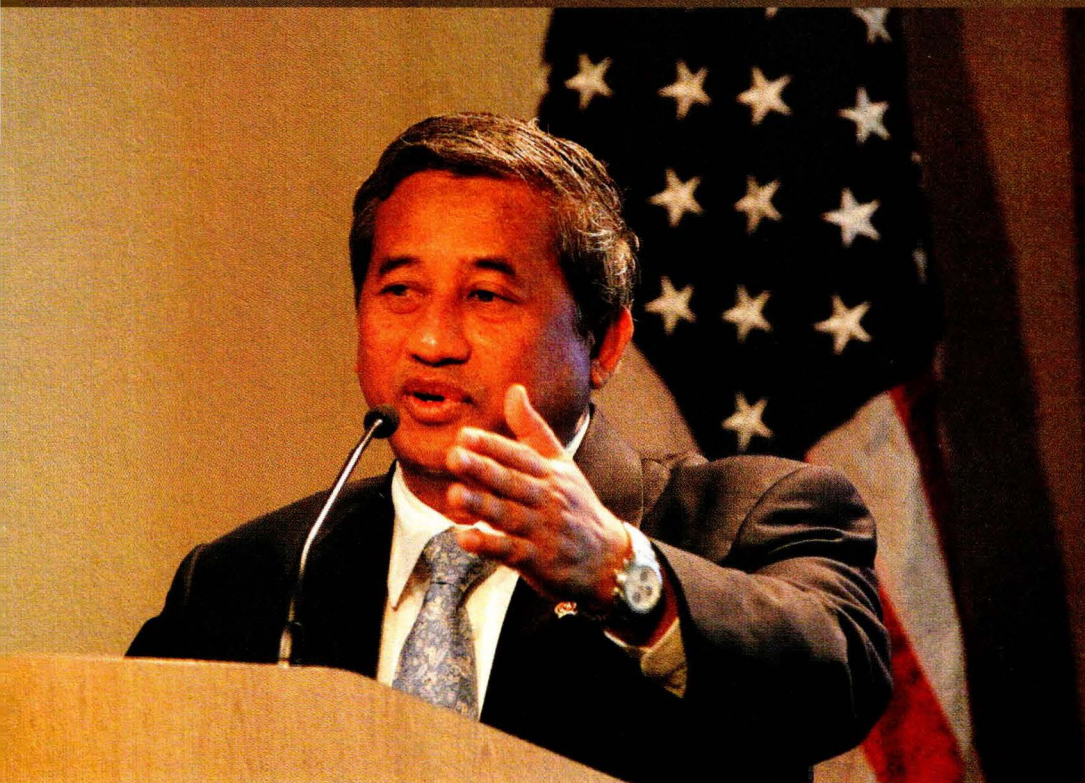
Excellency, Ladies and Gentlemen

To conclude, it is our duties to design various plans that will enhance the accessibility and quality of higher education in our countries so that it can provide a better life. This is because we, education policy makers, are the ones who establish the foundation upon which the welfare of our countries and people are rest. Therefore, I do hope that through this Summit, brilliant ideas could be derived from strategic partnership between the two countries.

Thank you

Closing US-Indonesia Higher Education Summit

Washington DC, USA, 31 October 2011



The first-ever U.S.-Indonesia Higher Education Summit was hosted by the U.S. Secretary of Education Arne Duncan. The Summit included working sessions on four key issues for higher education, including: (i) innovation, research collaboration, and academic exchange; (ii) governance of higher education on quality assurance and accreditation; (iii) teacher preparation; and (iv) the community college model and increasing access to higher education.

Assalamu'alaikum Warakhmatullahi Wabarakatuh
and good afternoon to all of you

I would like to, once again, begin by expressing our most heartfelt appreciation to Excellency Arne Duncan, personally, and to the rest of his team for so warmly welcoming us, and most of all, for ensuring the success of our first United States - Indonesia Higher Education Summit.

Allow me to recall what Excellency United States Secretary of State, Hillary Rodham Clinton, said during the First United States-Indonesia Joint Commission that was held also in this remarkable city on September 2010. She was excited to know on the initiatives to bring more Indonesian exchange students to the United States, and more American students to Indonesia. On that note, looking at the enthusiasm, I truly believe that the Summit we have today will further engage the higher education communities in both countries that in the end will also bolster the mobility of our students, lecturers, academics, researchers, and many others.

*‘I truly believe that the Summit we have today
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researchers’*

Distinguished Guests, Ladies and Gentlemen

We have every reason to be optimistic with the outcome of our Working Groups. Today, on the Working Group of Governance of Higher Education, we have seen the difference on our accreditation system only to learn from each other how we can effectively deliver it to support the improvement of our university's qualification. On the Working Group of Innovation and Research, we have met potential partners and discussed several possible themes that in the end will open the opportunity of joint research programs and international publication. On the Working Group of Community College, best practices shared by American counterparts have given

us, your Indonesian partners, several alternatives on how we should uniquely develop our community college. Last but not least, on the Working Group of Teacher Preparation, the sharing that we had not only showed us the multifaceted challenge, but also how to deal with it.

I am particularly excited about the new initiative to set up a networking of American and Indonesian universities. I believe this initiative will give lots of benefits in strengthening the collaboration of our universities and increasing our students' mobility. One idea that I would like to propose and I hope could be intensively discuss and develop by this networking is how to implement a credit transfer system on our future student's exchange programs. In addition, as you may all aware, the Rector of Gadjah Mada University in Yogyakarta, Indonesia, has offered to set up an office for this networking. Although it will be based in Indonesia, I encourage that the Director should be rotated among member universities.

With the increase in collaboration, I would like to exchange information on student and staff mobility between our two countries. Through such exchange, I hope we can better monitor the progress and development in achieving our goals. I would also like to emphasize the importance of mutual recognition both institutionally, based on recognized accreditation of the institution and study program, as well as recognition of diplomas and degrees of our graduates. Currently we are developing a National qualification framework upon which we can better link graduates' qualification with the job market.

Distinguished Guests, Ladies and Gentlemen

It has been a great pleasure for me to become part of this Summit and to know the result of our productive Working Group. I look forward very much to the moment when we could work closely, in moving forward our agendas that include: (i) a larger number of Indonesian students studying in the United States and larger number of Americans studying in Indonesia; (ii) a better quality and relevant Indonesian Higher Education system with wider access to the poor, and (iii) a more productivity of research and development for the two countries.

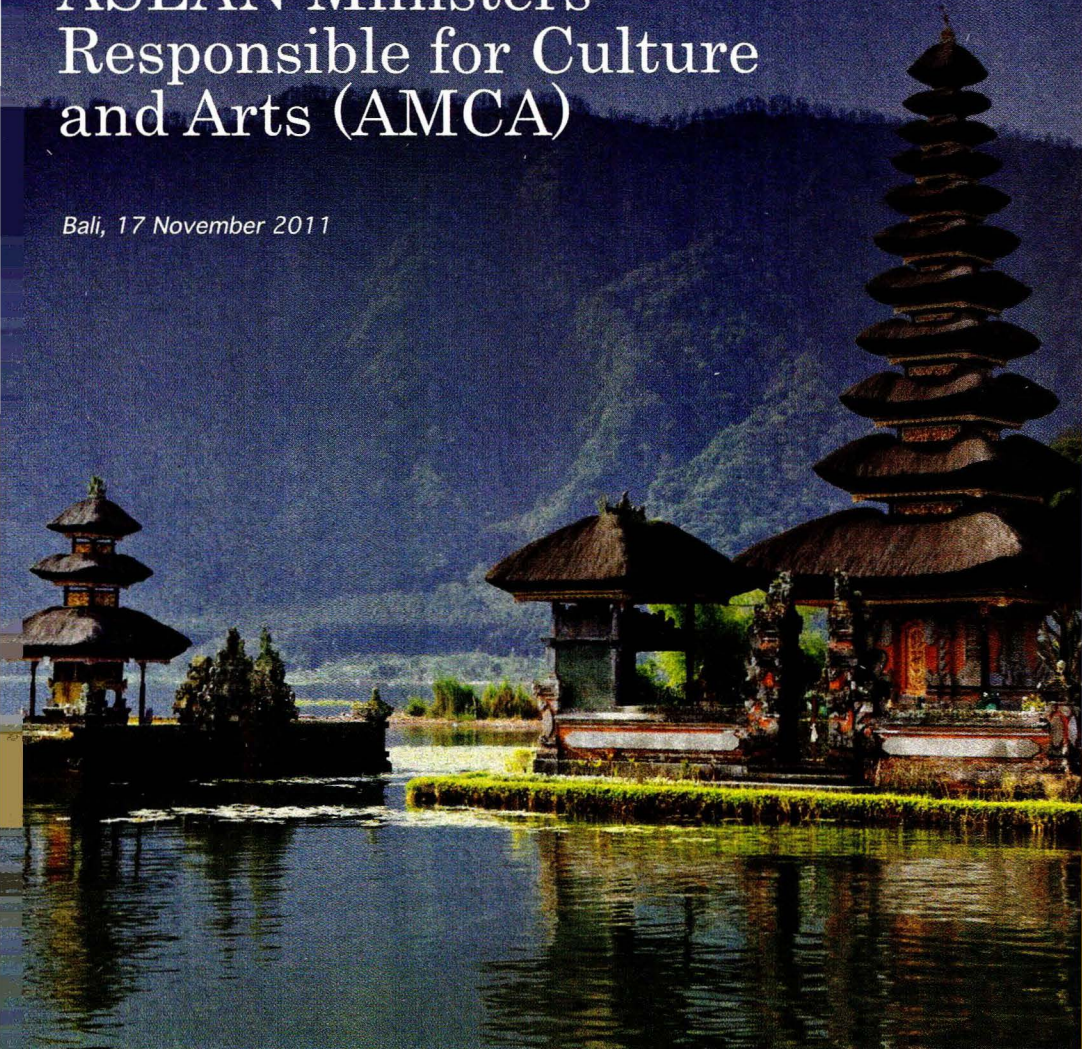
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the poor, and (iii) a more productivity
of research and development for the
two countries’*

Thank you.

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

Retreat Session of the ASEAN Ministers Responsible for Culture and Arts (AMCA)

Bali, 17 November 2011



At the Retreat Session of ASEAN Ministers Responsible for Culture and Arts (AMCA), Ministers has laid the foundation for the Declaration on ASEAN Unity in Cultural Diversity: Towards Strengthening ASEAN Community. As chair of the meeting, Minister Mohammad Nuh conveyed his expectation that the declaration can be succeed with effective and useful follow-ups.

Bismillahirrahmanirrahim

Assalamu'alaikum Warakhmatullahi Wabarakatuh

Good morning. To start this remark, on behalf of the government of the Republic of Indonesia, I would like to welcome Your Excellencies Ministers Responsible for Culture and Arts, delegates and participants to this Retreat.

It is widely recognized that ASEAN is one of the most important regions in the world. With population of 700 million people or almost 9% of the world population, consisting of mega socio and cultural diversity, and combined economic scale of 1.8 trillion USD, ASEAN has drawn the world's attention.

Every ASEAN countries have been given their own uniqueness in culture. This makes ASEAN so colourful, and thus, stimulating their peoples to know and to respect each others through cultural diplomacy. We believed that it is the diversity that becomes a precious asset and foundation for ASEAN to build a new strong, harmonious, and peaceful civilization.

“Every ASEAN countries have been given their own uniqueness in culture... We believed that it is the diversity that becomes a precious asset and foundation for ASEAN to build a new strong, harmonious, and peaceful civilization”

For that reason, we are here today, to put our strong commitment by signing the “Declaration on ASEAN Unity in Cultural Diversity: Towards Strengthening ASEAN Community.”

Excellencies, Distinguished Delegates, Ladies and Gentlemen

The aforementioned declaration has been prepared by the Special Senior Officials' Meeting on Culture and Arts (SOMCA) that was held on 26-29 July 2011 in Yogyakarta, and composed of the following agreed initiatives:

- Promoting an ASEAN mindset
- Protection, Promotion and Utilization of the ASEAN Cultural Diversity
- Enhancement of Cultural Creativity and Industry
- Culture as a Means Towards an ASEAN Caring and Sharing Society
- Human Resource Development and Networking in the Cultural Context
- Cooperation with other ASEAN Sectoral Bodies

The success of the declaration as well as the time and ideas that we have shared during its arrangement process can only be proven by effective and useful follow-ups. I, personally expect that in the spirit of cooperation, we could have a successful signing and an opportunity to initiate several follow-up actions on the declaration.

Excellencies, distinguished delegates and participants

To conclude, once again I would like to express my sincere gratitude and appreciation for Excellencies Ministers, delegates, and participants of this Retreat Session.

In the name of Allah, God the Almighty, may we have a fruitful meeting today.

Thank you.

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

Opening Ceremony of Iran's Culture Week

Jakarta, 07 March 2012



The Opening Ceremony of the Cultural Week of the Islamic Republic of Iran in Indonesia was inaugurated by the Minister of Culture and Islamic Guidance of the Islamic Republic of Iran, Mr Seyed Mohammad Hosaini and Minister Mohammad Nuh. At the ceremony, both ministers also signed the Arrangement on Cultural Exchange Programme Years 2002-2014 and officially announce the Indonesia-Iran Friendship Community.

Assalamu'alaikum Warakhmatullahi Wabarakatuh

It is with great honor that today I have the opportunity to deliver the welcoming speech on the Opening Ceremony of The Cultural Week of The Islamic Republic of Iran in Indonesia.

This important event is not the first time for Indonesian friend, Islamic Republic of Iran to hold Cultural Week. Previously Iran organized a Culture Week on May 2009 also in Jakarta. Even before that, Iran kindly invited Indonesia to hold Indonesian Culture Festival on July 2006 in Tehran.

Distinguished delegates, ladies, and gentlemen

Officially our bilateral tie, especially on culture, has been established since 27 April 1971 with the signing of Cultural Agreement between The Islamic Republic of Iran and The Republic of Indonesia. In the effort to make our friendly relationship even closer, on 10 May 2006 in Jakarta, our countries signed The Arrangement on Cultural Exchange Programme Years 2006-2008. As our cultural tie grows deeper, on the 3 March 2009 in Jakarta, we agreed to sign The Arrangement on Cultural Exchange Programme Years 2009-2011. In the spirit of amity, I proudly announce that today Iran and Indonesia will have our Agreement in Cultural Exchange Programme renewed.

Indeed our relationship is not started merely by official channel. We can trace back to hundreds, even thousands years, that our people already engaged in friendly manner. Islam as a religion and culture deepen that much more. With the similarity as countries with huge population holding Islam as a faith, it is natural that we already have a strong bond.

Although well known that Islam has immense influence to our nation's culture as a whole, it is to be noted however that Indonesia is not solely built and enriched by Islam. Indonesia has so many colors with its more than 17.000 islands, more than 500 ethnic groups and 700 local languages, also 5 major religions.

Distinguished delegates, ladies, and gentlemen

This Culture Week is surely a great opportunity for Indonesian people to acquaintance themselves with Iranian Culture. Only through direct contacts with other culture that we are able to build a mutual respect and understanding. Please allow me to recite Quran's Verse 22 of Surah Ar-Rum: "And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge."

*'Only through direct contacts with other culture
that we are able to build a mutual respect and
understanding'*

Distinguished delegates, ladies, and gentlemen

And now, Bismillahirrahmanirrahim, in the name of Allah, the Entirely Merciful, the Especially Merciful, I humbly declare The Cultural Week of The Islamic Republic of Iran in Indonesia officially opened.

Thank you.

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

Pembukaan Indonesian Centre

Beijing, RRT, 23 Maret 2012



The inauguration of Indonesian Centre in Beijing Foreign Studies University (BFSU) was attended by Minister Mohammad Nuh, during his stay in Beijing while joining President Susilo Bambang Yudhoyono's official visit to the People's Republic of China. The Centre is co-established by BFSU and Indonesian Embassy in Beijing, and will be open to public to provide all kinds of information about Indonesia.

Bismillahirrahmanirrahim

Assalamu'alaikum Warakhmatullahi Wabarakatuh

Salam sejahtera untuk kita semua

Saya juga ingin mengajak Saudara semua untuk sekali lagi memanjatkan puji dan syukur ke hadirat Tuhan Yang Maha Kuasa, Allah SWT, karena hari ini kita bersama-sama menghadiri peresmian pembukaan Indonesia Center di kampus yang indah ini.

Saya merasa bersyukur dan bahagia dapat hadir di tengah-tengah civitas akademika Universitas Bahasa-bahasa Asing Beijing (BFSU) dalam rangka peresmian Indonesia Center.

Seperti kita ketahui bersama bahwa BFSU merupakan universitas bahasa asing paling terkemuka di Tiongkok, yang mengajarkan 49 bahasa asing. Para lulusannya telah tersebar di berbagai bidang strategis, antara lain diplomasi, penerjemahan, kebudayaan, dan tenaga pengajar. Oleh karenanya BFSU sering disebut sebagai "the cradle of many Chinese diplomats."

Jurusan Bahasa Indonesia BFSU yang didirikan pada September 1960 dan lulusannya telah tersebar mengisi berbagai bidang strategis Tiongkok, seperti pemerintahan, media massa, pendidikan, berbagai perusahaan.

Saya bangga bahwa Indonesia Center di kampus BFSU yang mulai dirintis sejak tahun 2011 lalu dan bekerja sama dengan Kedutaan Besar RI di Beijing akhirnya dapat terwujud.

Saya melihat bahwa Indonesia Center ini sangat penting artinya sebagai jembatan persahabatan yang mewujudkan pertukaran budaya antara Tiongkok dan Indonesia, serta wadah promosi budaya Indonesia di Tiongkok, sehingga tercipta pemahaman dan persahabatan erat antar kedua bangsa. Pusat ini diharapkan menjadi pusat informasi budaya, pendidikan, pariwisata, dan keadaan umum Indonesia.

‘Indonesia Center ini sangat penting artinya sebagai jembatan persahabatan yang mewujudkan pertukaran budaya antara Tiongkok dan Indonesia, serta wadah promosi budaya Indonesia di Tiongkok, sehingga tercipta pemahaman dan persahabatan erat’

Saudara-saudara

Selain sebagai sarana berbagai kegiatan pertukaran kebudayaan, diharapkan agar para ahli, akademisi, dan pejabat pemerintahan Indonesia dapat memanfaatkan pusat ini, misalnya dalam bentuk seminar, kuliah umum, dan sebagainya.

Besar harapan saya bahwa pusat ini dapat menjadi sarana bagi masyarakat Tiongkok untuk lebih mengenal pendidikan di Indonesia dan meningkatkan pertukaran siswa dan pengajar antara Tiongkok dan Indonesia.

Itulah yang ingin saya sampaikan, sekaligus pesan dan harapan saya, baik kepada sivitas akademika BFSU maupun kepada masyarakat Indonesia, untuk kita bisa terus bersatu, bersama-sama meningkatkan hubungan baik untuk kepentingan kedua bangsa.

Dengan demikian, Saudara-saudara, akhirnya dengan memohon ridho Allah SWT dan dengan mengucapkan Bismillahirrahmanirrahim, Pusat kajian Indonesia saya resmikan penggunaannya. Sekian.

Wassalamu’alaikum Warakhmatullahi Wabarakatuh
Xie Xie

APEC EMM - Globalization Session

Gyeongju, Republic of Korea, 22 May 2012



Twenty-two Education Ministers and senior officials of APEC member countries attended the Fifth APEC Education Ministerial Meeting in Gyeongju, under the Chairmanship of Ju-Ho Lee, Minister of Education, Science and Technology of the Republic of Korea. During a discussion session regarding Globalization, Minister Mohammad Nuh had the opportunity to deliver a discussant reactions in response to a working paper tabled by the Minister of Education of the People Republic of China on Technical and Vocational Education and Training (TVET) and Higher Education Quality in Globalization Era.

First of all I would like to congratulate The Government of Republic of Korea for such a well prepared and executed ministerial meeting, discussing very important and relevant topics, not only specifically for education, but more importantly to the civilization.

Second, I would like convey my sincere appreciation to Minister of Education of the People Republic of China for such comprehensive thought on Technical and Vocational Education and Training (TVET) and Higher Education Quality in globalization for preparing students with the future skills required for college and career readiness in a globalized, knowledge-based economy.

Knowledge is becoming more and more important in achieving prosperous life. Its implication is education becomes the most important activities in society. In fact, a study shows that education is the single greatest source of inequality.

Higher education, which responsible for disseminating knowledge through teaching and learning and publishing, and also for expanding and creating knowledge through research, is becoming the backbone of country development and competitiveness. It is important therefore for any country to have high quality higher education.

Excellencies, Ladies, and Gentlemen

In addition, the advance of technology has made distance shortened, border blurred, and time been indifferent. Consequently resource mobility becomes unavoidable for which globalization is not an option anymore; it is indeed becoming a necessity.

After products and industries globalizations, it is now the turn of education that is in the brink of globalization. Many universities are opening overseas campuses, aggressively admitting overseas students, delivering distance education, etc. Such phenomenon definitely increases student mobility from campus to campus. With them, home grown civilizations are introduced to the world.

‘it is now the turn of education that is in the brink of globalization. Many universities are opening overseas campuses, aggressively admitting overseas students, [and] delivering distance education’

Excellencies, Ladies, and Gentlemen

The following thoughts are derived from the above considerations:

First, to assure the career readiness, it is necessary that education qualification framework is designed together by education sector as the supply of workforce and industry sectors that demand the workforce. In addition, TVET should have a close relationship with industry, started from curriculum design to internship opportunity for students and teachers.

The alignment of supply and demand of workforces must be expanded to cover not only qualification, but also on the quantity and location of the supply. It is necessary to establish TVET in the fields related to its surrounding industries. Second, we need to have one qualification framework that assures graduates from one school in any country can have qualifications suitable to fill any job market available or to continue their study. In this respect, it will be beneficial if APEC comes up with one qualification framework. As a start, we can have mutual recognition agreements among APEC member countries.

‘we need to have one qualification framework that assures graduates from one school in any country can have qualifications suitable to fill any job market available or to continue their study. In this respect, it will be beneficial if APEC comes up with one qualification framework’

Excellencies, Ladies, and Gentlemen

Third, we need to expand the goals of education, not only preparing graduates to enter job market but also to be capable of creating job. Therefore entrepreneurship is a character that has to be nurtured during education, especially in higher education.

Fourth, higher education quality cannot be improved significantly when each higher education institution is working alone. The fact that the benefit of having connected networks are proportional to the square of number of nodes should justify the need of universities to create network among them. Therefore, collaboration among universities is a necessity in improving higher education quality.

Fifth, through the globalization of education we should learn to understand each other culture. In this way, globalization will produced convergence of civilization instead of clash of civilization in which one civilization will dominate the others which obviously will be not in peaceful condition.

Thank you

APEC EMM - ICT For Education Session

Gyeongju, Republic of Korea, 22 May 2012



Twenty-two Education Ministers and senior officials of APEC member countries attended the Fifth APEC Education Ministerial Meeting in Gyeongju, under the Chairmanship of Ju-Ho Lee, Minister of Education, Science and Technology of the Republic of Korea. During a discussion session regarding ICT, Minister Mohammad Nuh had the opportunity to deliver a discussant reactions in response to Deputy Minister of Education of Republic of Korea and Under Secretary of Education of Hong Kong comprehensive thoughts on the need to create ICT based instructional delivery system that help students address challenges in innovative ways.

First of all I would like to congratulate The Government of Republic of Korea for such a well prepared and executed ministerial meeting, discussing very important and relevant topics, concerning technology for education.

Second, I would like convey my sincere appreciation to Deputy Minister of Education of Republic of Korea and Under Secretary of Education of Hong Kong for their comprehensive thoughts on the need to create ICT based instructional delivery system that help students address challenges in innovative ways.

Observing our daily life, ICT indeed can deliver services to anyone from anywhere at any time. Therefore ICT for education should empower students to learn at anytime from anywhere using any devices, while teachers to teach from anywhere at any time, not necessarily be in the same place and at the same time with their students.

Such achievements in education delivery system, even though quite dramatic, are actually the minimum capability of what ICT for education is expected to have.

Excellencies, Ladies and Gentlemen

First, ICT for education should be able to empower students and increase their motivation to learn. ICT for education should be able to transform slow learner students to become fast learner students, and from unmotivated students to motivated students that eager to learn by them shelves.

‘ICT for education should be able to empower students and increase their motivation to learn’

Likewise, ICT should be able to transform unproductive teachers to become productive, actively improve their teaching skills to meet the dynamic learning demands.

Second, ICT should be able to create and to strengthen culture of sharing and collaboration. Teachers can create and share teaching materials with each others. They can learn from each other their experiences in dealing with teaching situations, problems, and solutions.

‘ICT should be able to create and to strengthen culture of sharing and collaboration’

They can collaborate in preparing teaching materials, in conducting research, etc. Discrepancy in teacher quality will be significantly reduced and consequently there will be no gap between schools in remote areas and in big cities.

Excellencies, Ladies, and Gentlemen

Third, ICT is more than just a media of service from teacher to student for teaching and learning processes, but also for school management to teacher, school management to student, government to teacher such as for certification, etc. In a way, ICT will create a network of services that link government, management, teacher, and student together so that among them are established a close relationship, which is necessary in attaining education quality.

‘ICT is... for school management to teacher, school management to student, [and] government to teacher’

Fourth, ICT should create education transformation. Transforming the way students learn and the way teachers teach. Teacher can prepare the material to be delivered to student in advance, student then can learn it independently at home, and take their learning difficulties to school to be discussed with their teachers which constantly monitor students' progresses and difficulties.

‘ICT should create education transformation’

In this way, not just the learning processes are reversed, student can learn at their own pace, received direction related to their specific needs, etc. Hence, student centered learning is not a concept anymore. Instead, it is becoming the ordinary way of teaching.

Excellencies, Ladies, and Gentlemen

With such many advantages of using ICT in education, the question is only how to create an education system based on ICT. It is and must be a system, not only devices, not only contents, not only infrastructure. Furthermore, in such a system, teacher capability in using ICT for education is compulsory. Therefore it is the time to redefine the required basic competences of teachers; it should include ICT competence. It is the obligation of school management and government to provide the required system.

*‘ICT in education... must be a system,
not only devices, not only contents,
[and] not only infrastructure’*

In the implementation stage, all communication values started from connection, transaction, collaboration, until transformation must be accomplished.

Thank you

Official Launch of ASEAN Curriculum Sourcebook

Yogyakarta, 04 July 2012



In support of U.S. Agency for International Development (USAID) and the U.S. Department of State-funded ASEAN-US Technical Assistance and Training Facility (TATF) under the ADVANCE program, ASEAN Curriculum Sourcebook has been launched at the 7th ASEAN Education Ministers Meeting, as a “teaching resource for primary and secondary schools to foster an outward-looking, stable, peaceful, and prosperous community”. The sourcebook is a resource that teachers throughout ASEAN can use to help learners explore their many connections to one another and to conceive of themselves both as individuals, and as engaged members in their community, country, region, and the world.

Assalamu'alaikum Warakhmatullahi Wabarakatuh

Good morning

First let me extend a sincere welcome to all of you.

ASEAN as the embodiment of shared vision, interconnection, and interdependence together spans an area of 4.4 million square kilometers with 600 million people, whose combined economic activities generate a gross domestic product (GDP) of nearly US\$ 1,8 trillion per annual.

ASEAN Community as part of global village, where technological advancement in information and communication has expanded tremendously since the end of last millennia, also aware of the challenge posed by a huge wave of globalization.

This ceremony represents our culminated effort to better prepare ASEAN Community, especially teachers and students, to embrace and take benefit from the unstoppable globalization.

Under the five themes: (i) Knowing ASEAN, (ii) Valuing Identity and Diversity, (iii) Connecting Global and Local, (iv) Promoting Equity and Justice, and (v) Working Together for a Sustainable Future, the ASEAN Curriculum Sourcebook will serve as guidance to our teacher and other education stakeholders to introduce the spirit ASEAN-ness and people-to-people cooperation within ASEAN.

‘the ASEAN Curriculum Sourcebook will serve as guidance to our teacher and other education stakeholders to introduce the spirit ASEAN-ness and people-to-people cooperation’

I would like to thank all the delegates of ASEAN member countries for attending the Official Launch of ASEAN Curriculum Sourcebook this morning in Yogyakarta. Let this be our next milestone toward ASEAN Community for better future of our people.

Thank you

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

First EAS Education Ministers Meeting

Yogyakarta, 05 July 2012



The First East Asia Summit Education Ministers Meeting (1st EAS EMM) “Strengthening Global Partnership For Education And Humanity” was held back-to-back with the 1st EAS SOM-ED. The Meeting was chaired by Minister Mohammad Nuh and was attended by the Education Ministers or their Representatives from ASEAN+8 Member States, as well as the ASEAN Secretariat. The Ministers adopted the EAS Education Action Plan (2011-2015) and urged member states to support the education cooperation projects identified under the Action Plan.

Assalamu'alaikum Warakhmatullahi Wabarakatuh
and a very good morning to all of you

First of all, please allow me to take a few minutes to deliver my opening remarks, since today we are going to inaugurate the East Asia Summit Education Ministers Meeting. This is a milestone for education cooperation among the East Asian countries.

On behalf of the Government and people of Indonesia, I would like to welcome the Ministers of Education of East Asia Summit participating countries or their representatives. The presence of all Your Excellencies will further strengthen regional cooperation in our region, particularly in the field of education.

We are happy to share with you that the EAS Leaders during the last EAS Summit in Bali last year acknowledged the progress made in the education sector, among others, with the following relevant points:

First, the EAS Leaders noted with satisfaction the substantial outcomes of the first Informal East Asia Summit (EAS) Education Ministers Meeting, which was convened in Bali, Indonesia on 18 July 2011. The leaders welcomed the plan to convene the EAS Education Ministers Meeting (EMM) on a biennial basis commencing in 2012 and to develop an EAS Education Cooperation Action Plan. The Action Plan will provide direction and momentum to education cooperation and promote a more comprehensive cooperation based on the principle of unity in diversity.

‘EAS Leaders noted with satisfaction the substantial outcomes of the first Informal East Asia Summit (EAS) Education Ministers Meeting, which was convened in Bali, Indonesia on 18 July 2011’

Second, the Leaders also welcomed progress of the projects identified by the 2010 EAS Education Cooperation Taskforce and further noted that Australia has already completed the project to promote the UNESCO Convention on Qualifications Recognition in Asia and the Pacific and commenced implementation of the project to develop an EAS Technical and Vocational Education and Training (TVET) Quality Assurance Framework. They also welcomed Australia's agreement to

undertake a feasibility study into the possible development of Regional Facility for Education Quality Assessment. The Leaders welcomed Japan's initiative for implementing the e-ASIA Joint Research Program or multi-lateral joint research program under the concept of "East Asia Science & Innovation Area".

Excellencies, Ladies and Gentlemen

Let me also recall the President of Republic of Indonesia's remarks at the opening of the Summits that highlighted the crucial role of education in promoting human resources development, enhancing regional competitiveness, achieving sustained economic development, as well as building friendship among people in the (EAS) region.

‘President of Republic of Indonesia... highlighted the crucial role of education in promoting human resources development, enhancing regional competitiveness, achieving sustained economic development, as well as building friendship among people in the (EAS) region’

The Leaders agreed to further cooperate to achieve the Millennium Development Goals (MDGs) targets on education, as well as to enhance quality and adaptability of education through, inter alia, promotion of education exchange, networking and innovation. The Leaders welcomed cooperation among EAS participating countries on education and training initiatives which contribute to advancing our region integration goals and improving the lives of its people.

Excellencies, Ladies and Gentlemen

May I share the Meeting on the follow up from the Informal East Asia Summit Education Ministers Meeting that a number of thirteen (13) collaborative initiatives were proposed under this framework. On 25 October 2011, Ministry of Education and Culture of Republic of Indonesia had circulated a letter, requesting EAS participating countries to share their plan in delivering and implementing the selected projects. Indonesia received two (2) comments from Australia and New Zealand on initiative number 6, 10, and 13.

Our proposal to convene the EAS Senior Officials Meeting on Education back-to-back with the EAS EMM in July 2012 has been implemented on 3 July 2012.

Excellencies, Ladies and Gentlemen

With the blessings from our Leaders, notes from President of the Republic of Indonesia as the Chair of the EAS, and the output from the EAS SOMED, we can move to focus our discussion on education cooperation on the enhancement of mutually beneficial cooperation in the EAS and with other regional fora. We may also discussing the follow up of the Declaration of the 6th East Asia Summit on ASEAN Connectivity, on the need for education cooperation to promote greater engagement and cooperation in people-to-people connectivity initiatives, including those relating to education and life-long learning, human resource development, innovation and entrepreneurship, cultural exchanges, and tourism.

We may also, following our commitment at the informal EAS EMM of 2011, prioritize education quality improvement in our future cooperation and reiterated the pivotal role of education, not only in promoting human resources development, but also as a means for bridging development gaps, enhancing regional competitiveness, achieving sustained economic development, and promoting friendship and mutual understanding among people in the region. We may use our meetings as a forum to share views and experiences, as well as to discuss future education cooperation between EAS participating countries.

We also want to see and endorse the EAS Education Action Plan (2011-2015) developed by officials at the 1st EAS SOM-ED and urged participating countries to support and participate in education cooperation projects identified under the Action Plan. We also want to have commitment from our participating countries to lead and to collaborate in the implementation of specific projects on a voluntary basis.

We may also discuss on how to facilitate regional cooperation, and encourage discussions and policy dialogues among officials, experts, education providers and industry.

We also need to reaffirm our strong commitment to strengthen regional cooperation on education by convening the EAS Education Ministers Meeting (EMM) on a

biennial basis, in conjunction with ASED and ASEAN Plus Three Education Ministers' Meetings. Therefore, we may also see draft of Terms of Reference of the EAS EMM which is provided for effective coordination with relevant regional and international organizations including the ASEAN University Network and the Southeast Asian Ministers of Education Organization.

Finally, as suggested by the theme of this summit, that is 'Strengthening Global Partnership for Education and Humanity', I just would like to remind all of us, especially myself, that above all of the views, plans of action, commitments and so on, should only be directed to one goal, that is to make our partnership that has been established so far become stronger; so that through such strong partnership we could make quality of our education becomes better; and our feeling through our heart, our thinking through our mind, and our doing through our body toward humanities are more consistent. In dealing with humanities, the most challenging part is aligning the heart, the mind, and the body.

‘In dealing with humanities, the most challenging part is aligning the heart, the mind, and the body’

On behalf of all the Ministers, may I recognize that the success of the meeting today is because of the well prepared materials by our High Officials during the last EAS SOM-ED. May I express our thanks and gratitudes.

Thank you

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

5th ASEM Culture Ministers Meeting

Yogyakarta, 19 September 2012



The Fifth ASEM Culture Minister's Meeting (5th ASEM CMM) carries the theme "Managing Heritage Cities for a Sustainable Future." The forum provided opportunities for ASEM Partners to discuss and design a plan of action aimed at (a) identifying and solving various existing problems and (b) identifying the management of historic urban landscape with sustainable management.

saat yang sama, mencegah benturan peradaban. Jika sekarang ilmu dan teknologi berada dalam tahap konvergensi, maka kemungkinan terjadinya konvergensi peradaban adalah sangat dimungkinkan.

‘Hanya satu kemungkinan yang dapat membuat dunia menjadi tempat yang damai, aman dan selaras serta menumbuhkembangkan keanekaragaman peradaban, yaitu apabila kita mampu mengembangkan konvergensi peradaban dunia yang beragam dihiasi oleh peradaban lokal yang beraneka warna’

Peserta delegasi yang terhormat

Tiap fenomena yang konvergensi selalu berhubungan dengan aliran substansi, yang dalam hal konvergensi peradaban, harusnya terdapat aliran budaya dan peradaban lain berhubungan dengan substansi dari berbagai sumber peradaban lokal.

Aliran masif ini dapat terjadi hanya ketika tidak ada hambatan dalam mengalirkan proses untuk menghubungkan berbagai sumber peradaban lokal. Dalam usaha menghilangkan kemungkinan hambatan-hambatan tersebut, penting untuk membangun saling pengertian dan saling menghargai di antara kita.

Ketika terdapat saling pengertian, maka hanya ada aliran utama yang akan mengalir tanpa friksi secara lancar dalam aliran peradaban yang konvergensi tersebut. Pada waktu yang sama, aliran lainnya yang cenderung mengalir ke arah sebaliknya karena friksi dalam pengaliran dapat ditekan ke tingkat yang rendah.

Forum ini merupakan media terbaik untuk mempromosikan peradaban konvergensi dalam skala luas karena meliputi Asia dan Eropa dan mewakili keragaman peradaban yang paling tua dan paling besar. Bila Asia dan Eropa dapat melaksanakannya maka kami yakin bahwa negara-negara yang lain dapat mengikutinya dengan lancar.

5th ASEM Culture Ministers Meeting

Yogyakarta, 19 September 2012



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Assalamu'alaikum Warakhmatullahi Wabarakatuh
Selamat Pagi

Atas nama pemerintah Republik Indonesia, saya mengucapkan selamat datang kepada Yang Mulia Menteri-menteri Kebudayaan Asia-Europe Meeting atau yang mewakili di Yogyakarta. Kehadiran Yang Mulia pada pertemuan ini tentunya akan lebih mempererat kerjasama khususnya dalam bidang yang terkait dengan Kebudayaan.

Hadirin Sekalian yang saya muliakan

Dalam pencarian akan kehidupan yang lebih baik, umat manusia telah mampu menciptakan kehidupan yang lebih produktif, lebih damai, dan lebih sehat. Sebagai hasilnya, peradaban dunia sebagai agregasi dari banyak peradaban lokal terus berkembang. Namun, peradaban lokal tidak selalu terus berkembang. Dalam banyak kasus, peradaban lokal pada satu masa tertentu mencapai titik ekstrem terendah. Peradaban lokal tersebut terlihat lebih maju daripada masanya dan berbeda dari kebanyakan budaya yang ada di dunia.

Kita dapat dengan mudah menyaksikan perilaku tersebut dari catatan sejarah karena peradaban pada titik puncaknya selalu menghasilkan pencapaian yang luar biasa sebagai kontribusi pada masyarakatnya di masa itu.

Setidaknya pada dua masa yang tercatat dalam sejarah peradaban, Indonesia menjadi negara yang sangat maju dan menghasilkan banyak warisan budaya. Borobudur adalah satu dari banyak contoh warisan budaya yang sangat membanggakan dan dikagumi. Dalam banyak kasus, warisan budaya terpencair di banyak kota, menghasilkan kota warisan budaya, seperti halnya kota dimana kita melaksanakan pertemuan ini, kota Yogyakarta.

*‘peradaban pada titik puncaknya selalu menghasilkan
pencapaian yang luar biasa sebagai kontribusi pada
masyarakatnya di masa itu...’*

*Borobudur adalah satu dari banyak contoh warisan budaya
yang sangat membanggakan dan dikagumi’*

Hadirin sekalian yang kami muliakan

Sebagaimana yang diusulkan dalam tema pertemuan Menteri Kebudayaan ASEM yang kelima, adalah sangat penting untuk mengelola kota warisan budaya untuk masa depan yang berkelanjutan. Bukan hanya karena keindahannya, atau kemegahannya yang patut menjadi kebanggaan generasi yang akan datang.

Hal yang paling penting terkait dengan pengelolaan kota warisan budaya adalah untuk menanamkan pemahaman tentang kondisi yang dapat membuat peradaban puncak yang dimaksud terjadi sehingga kreatifitas, ambisi, dan pelaksanaan perencanaan yang baik dapat menghasilkan peradaban yang agung.

Kita perlu mengambil pelajaran dari kesuksesan nenek moyang kita melalui warisan-warisan mereka. Masa depan yang berkelanjutan adalah lebih dari masa depan warisan budaya itu sendiri. Hal ini adalah untuk melestarikan peradaban dan dalam banyak hal, adalah untuk menghidupkan kembali peradaban yang telah hilang atau memperbaiki peradaban yang terdegradasi.

‘Masa depan yang berkelanjutan adalah lebih dari masa depan warisan budaya itu sendiri’

Memahami ramuan untuk kesuksesan sebuah peradaban adalah sangat penting sehingga kita bisa memahami struktur yang konkret terhadap keagungan kebudayaan itu dan bagaimana kebudayaan tersebut dilahirkan. Hal ini merupakan informasi yang sangat menarik karena globalisasi dapat mempengaruhi sebuah peradaban, dimana satu peradaban dapat mendominasi peradaban yang lain maupun dapat menimbulkan benturan peradaban yang tidak pernah berakhir.

Bapak dan Ibu yang saya muliakan

Hanya satu kemungkinan yang dapat membuat dunia menjadi tempat yang damai, aman dan selaras serta menumbuhkembangkan keanekaragaman peradaban, yaitu apabila kita mampu mengembangkan konvergensi peradaban dunia yang beragam dihiasi oleh peradaban lokal yang beraneka warna. Adalah tugas kita, melalui pemahaman kita terhadap masa lalu, untuk mengekstrapolasikan, pemahaman kita di dalam mempromosikan keragaman kebudayaan dan pada

saat yang sama, mencegah benturan peradaban. Jika sekarang ilmu dan teknologi berada dalam tahap konvergensi, maka kemungkinan terjadinya konvergensi peradaban adalah sangat dimungkinkan.

‘Hanya satu kemungkinan yang dapat membuat dunia menjadi tempat yang damai, aman dan selaras serta menumbuhkembangkan keanekaragaman peradaban, yaitu apabila kita mampu mengembangkan konvergensi peradaban dunia yang beragam dihiasi oleh peradaban lokal yang beraneka warna’

Peserta delegasi yang terhormat

Tiap fenomena yang konvergensi selalu berhubungan dengan aliran substansi, yang dalam hal konvergensi peradaban, harusnya terdapat aliran budaya dan peradaban lain berhubungan dengan substansi dari berbagai sumber peradaban lokal.

Aliran masif ini dapat terjadi hanya ketika tidak ada hambatan dalam mengalirkan proses untuk menghubungkan berbagai sumber peradaban lokal. Dalam usaha menghilangkan kemungkinan hambatan-hambatan tersebut, penting untuk membangun saling pengertian dan saling menghargai di antara kita.

Ketika terdapat saling pengertian, maka hanya ada aliran utama yang akan mengalir tanpa friksi secara lancar dalam aliran peradaban yang konvergensi tersebut. Pada waktu yang sama, aliran lainnya yang cenderung mengalir ke arah sebaliknya karena friksi dalam pengaliran dapat ditekan ke tingkat yang rendah.

Forum ini merupakan media terbaik untuk mempromosikan peradaban konvergensi dalam skala luas karena meliputi Asia dan Eropa dan mewakili keragaman peradaban yang paling tua dan paling besar. Bila Asia dan Eropa dapat melaksanakannya maka kami yakin bahwa negara-negara yang lain dapat mengikutinya dengan lancar.

Peserta delegasi yang terhormat

Pertemuan ini secara umum adalah media mempromosikan peradaban konvergensi meskipun secara khusus kita mendiskusikan heritage/warisan budaya. Pertemuan ini diharapkan untuk merumuskan secara konkret langkah-langkah untuk mengimplementasikan prinsip-prinsip pengelolaan berkelanjutan lanskap historik urban dan lingkungannya. Terdapat 4 subtema dalam pertemuan ini:

- Pertama: Memperkuat Pemerintahan yang baik tentang kota bersejarah.
- Kedua: Melestarikan lanskap bersejarah urban dalam merespons tantangan bencana.
- Ketiga: Kota bersejarah sebagai pencipta ekonomi kreatif, bukan sekedar untuk dilindungi tapi bagaimana mengkaitkannya dengan sektor ekonomi.
- Keempat: Promosi kota bersejarah untuk membangun saling pengertian antar budaya

Keempat tema ini akan dibahas dalam 4 workshop, kami yakin akan bermanfaat.

Hadirin yang saya muliakan

Akhirnya, atas nama para Menteri, ijin saya menyampaikan bahwa suksesnya acara ini adalah karena materi-materi yang disiapkan oleh negara tuan rumah ASEM sebelumnya. Ijin saya menyampaikan penghargaan dan ucapan terima kasih.

Sekarang, ijin saya untuk secara resmi membuka pertemuan menteri-menteri kebudayaan ASEM ini.

Terima kasih.

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

Indonesian Days in France

Toulouse, France, 10 October 2012



At the opening ceremony of Indonesian Days, prior to the 4th Indonesian-Franco Joint Working Group Meeting on Higher Education, Minister Mohammad Nuh delivered a speech, by a recorded video, encouraging respective leaders of higher education institutions from both countries to deal with some challenges regarding: environmental, health, social sciences and humanities, economics, law, public administration and engineering.

Good afternoon, selamat siang, and bonjour, greetings from Indonesia

I am very pleased to know that today, through what have been decided to be called as “Indonesian Day”, people in Toulouse, and hopefully from other cities in France will have the chance to get familiar with Indonesia, especially the country’s higher education system and potential cooperation that its higher education institutions could offer. But first of all, please allow me to take a few minutes to deliver my remarks.

On behalf of the Government of the Republic of Indonesia, allow me to convey my sincere gratitude to the Government of France and Campus France for working together to make the “Indonesian Day” possible and for graciously inviting and warmly welcoming the Indonesian delegates to attend the event.

Distinguished Delegates, Ladies and Gentlemen

When I did my study in France around twelve years ago, never in my mind I would imagine that a special day to promote Indonesia’s higher education system would be held in France. Yet, now I know that what I never imagined could actually happen. For me, this is an actual prove that education cooperation between Indonesia and France is flourishing. Unfortunately, I would not be able to witness it by myself due to just recently scheduled intensive meetings between the government and the parliament to discuss the national education budget plan for 2013. I personally would like to apologize for not being able to come to France and attending the opening ceremony of today’s “Indonesian Day”.

*‘When I did my study in France around twelve years ago,
never in my mind I would imagine that a special day
to promote Indonesia’s higher education system
would be held in France.*

*Yet, now I know that what I never imagined
could actually happen. For me, this is an actual prove
that education cooperation between Indonesia
and France is flourishing’*

Distinguished Delegates, Ladies and Gentlemen

I believe that the "Indonesian Day" event will enrich your knowledge on Indonesia's higher education, but before, let me share you some brief updates. In the efforts of developing higher education, similar to other countries, Indonesia has to deal with some challenges. Internally, we have to deal with rapid expansion that often with quality lagging behind, geographical and social disparity in access and equity, quality, relevance, efficiency, and governance, and disparity in quality between private and public institutions. Externally, we have to deal with the effect of reformation, decentralization and regional autonomy, the increase of public demand on quantity, quality, relevance, and transparency, dynamically changing workforce, high graduate unemployment rate, challenges in achieving MDGs, and the quest for sustainable development. Not to mention that we also have to deal with the current global crisis in multi sectors such as in the economy, climate, food, and energy.

At this point, several efforts that we have done includes: ensuring the access and equity of higher education, establishing a quality assurance system and Indonesian qualification framework, encouraging internationalization of higher education institutions, supporting academic staff qualification improvement, increasing numbers of research grants, encouraging community services, supporting patent application, increasing numbers of academic publication, and sustaining the development of ICT in higher education.

In this opportunity I am also pleased to inform you that in August 2012, we just passed a new Law on Higher Education. The law had laid a foundation for the future architecture of higher education in Indonesia. Improvement of indiscriminative access, expansion of quality higher education, and development of research based universities are among the main mandates of the Law.

Distinguished Delegates, Ladies and Gentlemen

Nowadays, education is in the brink of globalization. Many universities are opening overseas campuses, aggressively admitting overseas students, delivering distance education, etc., such phenomena definitely are inevitable. Through the globalization of education we are also demanded to learn and to understand each other people and culture.

I believe most of you will agree with me that on this globalized world, real friendship can only be established through people-to-people interaction. Thus, I believe that today's "Indonesian Day" will become the best gate for France people to start to understand Indonesia's higher education system, to get to know Indonesians, and hopefully in the end would create mutual respect and understanding between the people of the two countries.

Distinguished Delegates, Ladies and Gentlemen

Once again I would like to extend my appreciation to the Government of France and Campus France for arranging this event. May the "Indonesian Day" gain a lot of success.

Thank you, terima kasih, and merci beaucoup

5th Asian Minister Conference for Disaster Risk Reduction

Yogyakarta, 23 October 2012



The Fifth Asian Minister Conference for Disaster Risk Reduction was attended by the UN Representatives and ASEM Participating Countries. Suggested by the conference's theme, Sharing Experiences on Safe Schools and Hospitals: Towards a Global Alliance, promoting safe schools and hospitals campaign and a strong international commitment are two important factors in handling the disaster risk. Sharing Indonesia's vast experiences, Minister Mohammad Nuh outlined some of Indonesia's policies in disaster mitigation that related to safe schools and hospitals campaign.

Good Morning

On behalf of the Government and the people of Republic of Indonesia, I would like to welcome all of you to the 5th Asian Ministers Conference on Disaster Risk Reduction held in Yogyakarta, a living example of beautiful place with many heritages and traditions that experienced and survived a devastating disaster due to an earthquake in 2006 and many other disasters after.

It actually comes as no surprise considering Indonesia lies in the crossing of two continental plates which are Eurasian plate at Sunda shelf and Australian plate at Saul shelf and in the crossing of two oceanic plates which are philippine sea plate and pacific plate. Furthermore, Indonesia contains many active volcanic mountains.

Since it is not possible to change the nature, the only way is to live in harmony with it by understanding its natural behaviour with precaution.

*‘Since it is not possible to change the nature,
the only way is to live in harmony with it’*

Dear Participants

Your presence will further strengthen our cooperation in reducing the risk of disaster. As suggested by the theme of this conference: Sharing Experiences on Safe Schools and Hospitals: Towards a Global Alliance, we should form an alliance with strong commitment cooperation among us.

We should be helping each other, hand in hand, in dealing with the risk of disaster since we will never know for sure when and where a disaster may occur in near future. The scale, the strength, and the speed are too big that no country could bear the risk alone.

*‘We should be helping each other, hand in hand,
in dealing with the risk of disaster...
The scale, the strength, and the speed are
too big that no country could bear the risk alone’*

Honorables, Ladies and Gentlemen

As minister of education and culture, I feel very honor be given an opportunity to deliver a speech, since the conference deals specifically with schools and hospitals. As we all know, schools and hospitals are the two most important places in any social structure that must be assured well functioning at any time, even during a disaster.

The tangible and intangible costs of loosing these social infrastructures are too high that will affect not only current condition of the region but more importantly is its future. Therefore creating safe schools and hospitals is a mandatory in any development. More importantly, schools are the place of children, the most vulnerable and delicate part of the society that has to be taken care gently.

*‘creating safe schools and hospitals is a mandatory...
schools are the place of children, the most
vulnerable and delicate part of the society
that has to be taken care gently’*

Ladies and Gentlemen

No science has been known able to meet the challenge of disaster risk reduction with satisfactory results. Therefore, seeking past experiences is the only reasonable and practical way that can be employed in reducing the risk of disaster.

With many disaster happening in the last few decades has resulted experiences that can produced information on the casualties and the best practices from many regions of the world. Such information is readily available to be processed for getting better understanding in reducing risk of disaster, which can be before the disaster strikes, during the strikes, and after the strikes.

These three time periods related to disaster occurrence must be handle in equally important if we would like not only reducing the risks but even more is in minimizing them. Preventing, handling, and curing the risk of disasters are three actions that must be devised in disaster risk minimization. The processed information then can be employed as a practical knowledge by others.

What we need to do is to create a mechanism that can be used to share the experience and the knowledge from such experiences. With the many disaster experienced since the Aceh Tsunami in 2004, Indonesia is eager to share our information and best practices to the world in dealing with disaster risk reduction.

Distinguished participants

Indonesia experienced in dealing with many disaster in the last few years is the reason in the establishment of National Disaster Management Agency in 2006 which campaigning Safe Schools and Hospital since 2010 as a way of prevention. In 2011, Presidential Decree on Technical Guideline for state building resistance to earthquake is issued to assure that schools and hospitals building comply with earthquake standard, so that they can be used as shelters when disasters strike. Pilot projects implementation for Safe Schools has been constructed in three provinces.

Disaster readiness is not enough from the point of view of hard infrastructure only. It must cover also the soft infrastructure, which is the students, with the inclusion of disaster as now part of school curriculum in schools potentially exposed to disaster to equip students with understanding about disaster, its mitigation, and evacuation.

Besides preventing disaster through the hard and soft infrastructure readiness, curing disaster casualties is also prepared. In 2011, Indonesia established education endowment fund as a capital that can be disbursed immediately whenever disasters strike to rebuild the ruined school infrastructure. Capital readiness is a necessity since disaster may strike and leave us with not enough time for budget preparation.

‘In 2011, Indonesia established education endowment fund as a capital that can be disbursed immediately whenever disasters strike to rebuild the ruined school infrastructure’

Distinguished participants

To reduce the risk, handling disaster during its occurrence is no other way than by informing the event in real time to as many people as possible. With the proper use of ICT, sensing, monitoring, and broadcasting the event automatically through multi channel delivery system such as TV, Radio, Internet, and Cellular phone is plausible with the current state of the art of ICT as we have put them on trial a few years ago.

Due to its massive scale, handling disaster is not possible by government alone. Empowering companies through their corporate social responsibility and public participation through volunteerism managed by non government organisation, together hand in hand with government and international donors is the only reasonable way to get quick response in handling disaster strikes. Large scale people and resource mobilization can only possible through participation of all stakeholders.

‘handling disaster is not possible by government alone. Empowering companies through their corporate social responsibility and public participation through volunteerism... is the only reasonable way to get quick response in handling disaster strikes’

Honorables, Ladies and Gentlemen

Finally, I would like to take this opportunity to thanks all international, regional, and domestic organizations that have made the Safe Schools and Hospitals moving forwards. With our strong commitment to collaborate the challenge to create one million safe schools and hospitals is not difficult to meet.

Have a fruitful discussion to come up a very important Yogyakarta Declaration 2012 that will shape our future in dealing with disaster risk reduction.

Thank you

Indonesian-Japan Rector Meeting

Nagoya, Japan, 15 November 2012



The First Indonesia Japan Rector Conference was attended by 60 university leaders from both countries. This conference is an implementation of the Memorandum of Understanding on Education cooperation between Indonesia and Japan which was signed on July 5, 2012 in Yogyakarta. As part of the agenda of the meeting, Minister Mohammad Nuh and all meeting participants got the chance to attend the Conferment Ceremony of Honorary Doctorate award to Former Indonesian President Prof. B. J. Habibie.

It is a great honour for me to be here to deliver my remarks at this First Indonesia Japan Rector Meeting. And I would like to take this opportunity to thank the host of this meeting, Nagoya University.

This is indeed a special moment, providing another opportunity to always strengthen our friendships and education cooperation which has grown closer during the last few years.

Both our country have much to gain from the strengthening of relationship and cooperation in education.

I believe that education, research and technology are the basic foundations for economic growth and increasing prosperity.

As one of the fastest growing and most dynamic economies in Asia, Indonesia must nurture and improve the quality of its education system and research institutions in order to support our national development plan.

‘As one of the fastest growing and most dynamic economies in Asia, Indonesia must nurture and improve the quality of its education system and research institutions in order to support our national development plan’

Ladies and gentlemen

All across the globe people are looking for ways to increase the quality of higher education. In Indonesia, the choice is for selection, determining a profile and and cooperation. Japan is much further along than we are with selection, and we can learn a lot from you in that respect. And I am pleased to see that Japan place such a strong emphasis on international cooperation. Increasingly more higher education institution in our countries are concluding agreements with your higher institution in order to stimulate quality improvement. And this is bearing fruit. I see growing numbers of Indonesian institutions in the international ranking.

Ladies and gentlemen

In Indonesia, we set various developments in motion aimed at raising the quality of our higher education. Beside increasing our support for academic research we also continuously support the quality improvement of our lectures by providing them scholarship to undertake advanced study both in overseas and in country. We are also continuing to devote a lot of attention to internasionalisation.

Throughout history until today, Japan has some of the highest-ranked universities, educational and research institutions in the world.

Such quality is the reason that so many Indonesian scholars and students came to Japan. This year, there are more than 2,200 Indonesian students pursuing higher education in japan.

These students will help to fulfill our need for a better educated work force which will enhance the knowledge-based economy that Indonesia is striving for as one of the largest democracy in the world.

I see these scholars, together with the many cooperation between education institutions of our respective countries, as the building blocks which will improve our education and research system.

Yet the gain is not only for Indonesia.

Through the MoU on education between Indonesia and Japan that we have signed on early July 2012, I envision the opening of many mutually beneficial opportunities between universities, between research institutions and between scholars, though even before the MoU we already have a strong relationship.

‘Through the MoU on education between Indonesia and Japan... signed on early July 2012, I envision the opening of many mutually beneficial opportunities between universities, between research institutions and between scholars’

I hope that this cooperation will promote exchange of ideas, encourage mobility of scholars and students, and support joint research and publications and open doors for the establishment of new programmes and cooperation.

One of the aims of this enhanced cooperation would be to promote the establishment of several Indonesian studies programme in Japanese universities, and vice versa.

Ladies and Gentlemen

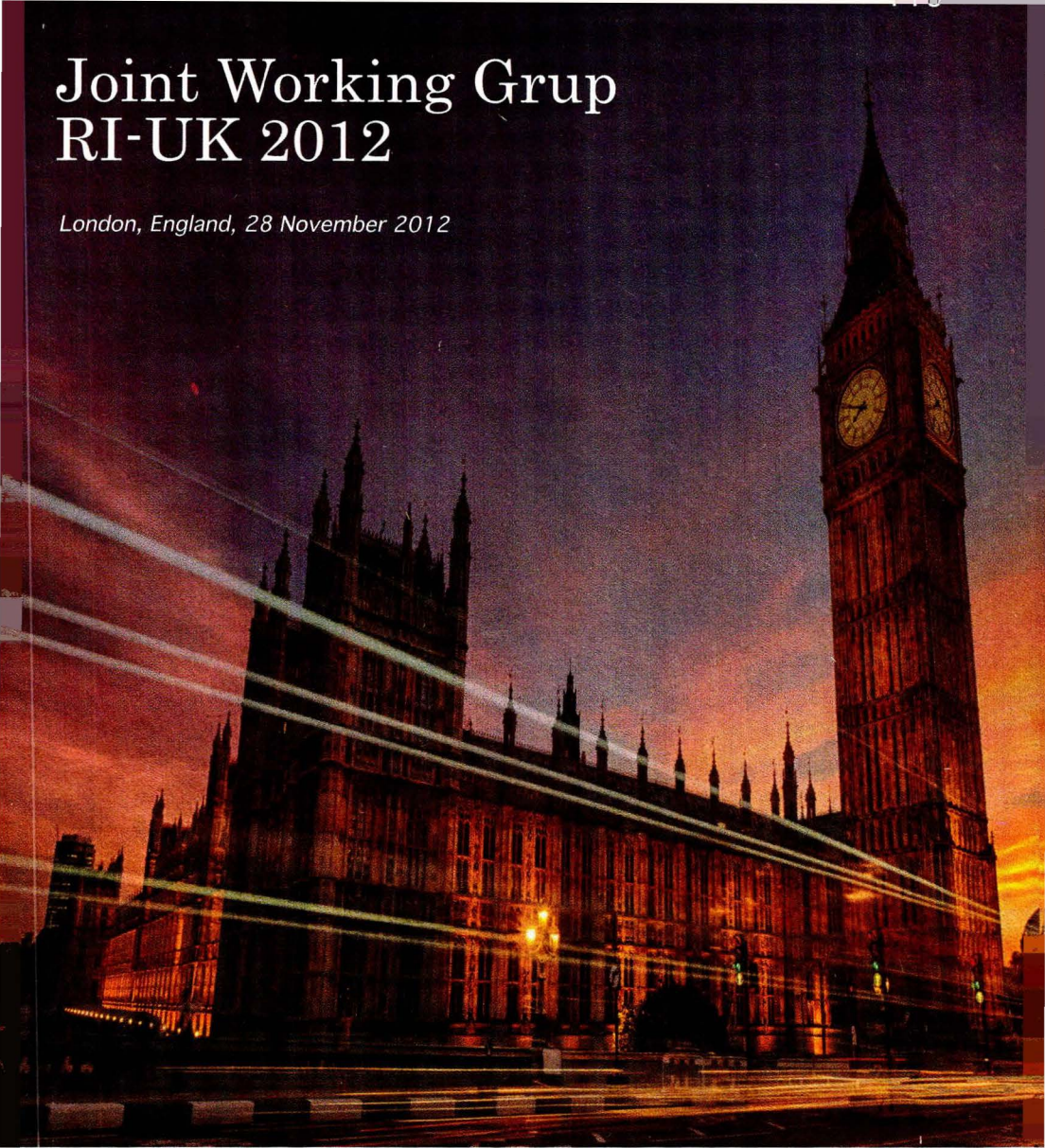
I would like to close my address with these words, let me share my wish that your discussion and deliberations will be fruitful in formulating further cooperation.

I look forward to receiving an excellent report from all of you.

Thank you very much

Joint Working Grup RI-UK 2012

London, England, 28 November 2012



The first Indonesia-UK Joint Working Group (JWG) Meeting was held coincided with the signing of Memorandum of Understanding on Cooperation in the field of Education by Minister Mohammad Nuh and Minister David Willetts. There are ten rectors from Indonesian universities with British delegation comprising of twenty eight representatives from the Department of Business, Innovation and Skills, British association of Universities UK Higher Education, accrediting agencies and representatives from various universities in the UK. The meeting has become a means of networking and has produced a number of concrete action plans.

Good Morning

First of all, on behalf of the Government of Indonesia, I would like to express our sincere gratitude and appreciation to the minister, officers, presidents and rector of universities from the United Kingdom, for participating in this first Republic of Indonesia - United Kingdom Joint Working Group on Education meeting.

Two countries representing the different facets of world civilization are working together to construct one peaceful world.

This meeting is an actualization of the Joint Communique between the two countries on partnership in the field of education signed on April eleven, 2012 during the visit of Prime Minister David Cameroon to Jakarta. I sincerely hope that this meeting serves as the inauguration of long lasting education cooperation between the two countries and the two nations as reflected in the Memorandum of Understanding that we will sign shortly.

*‘I sincerely hope that this meeting serves as
the inauguration of long lasting education
cooperation between the two countries and
the two nations’*

I am personally very excited, and I hope that you share the same enthusiasms with me, since the signing of this MOU is at a time when education plays a more and more crucial role in achieving prosperous lives than ever before. The time in which:

- knowledge is becoming the most important sustainable resource any country can ever has;
- world is connected that makes distance is shortened, border is blurred, and time be indifference
- education becoming an icon of globalization replacing product and industrial process.

With such considerations, this Joint Working Group should serve as the new approach in anticipating the new world order, an order in which power determination is in:

- the ability of acquiring, developing, and creating knowledge for better lives in economic, social, culture, and environment terms;
- the ability of connecting oneself to be part of the connected world;

- the ability to make globalization produces a convergence of civilization instead of clash of civilization

In short is for the better civilization in the future to come.

It is therefore the challenges for this Joint Working Group to find formulas of partnership in education between the two countries that serves those purposes.

The first formula should be on how to establish multi-networks that connect education entities in UK and RI. A network that can make resource mobility between the two countries become more fluidic, either physically in term of people mobility, logically in term of knowledge mobility, and spiritually in term of culture mobility.

The second formula is on how to utilize the established network. A network not only where people, but also where knowledge and culture can flow easily. While it is true that human brain contains knowledge, it should not be conversely true that knowledge mobility requires human mobility. Since knowledge is basically very specific interrelated-structured information, it is therefore a challenge for universities all over the world to make knowledge mobility is as fast and cheap as information mobility. In which, knowledge and culture can flow easily from nodes with high potential to nodes with lower potential to reach an equilibrium balanced condition.

‘knowledge and culture can flow easily from nodes with high potential to nodes with lower potential to reach an equilibrium balanced condition’

When it is achieved, then people can learn anything from anywhere at any time. Education really becomes distance-less, borderless, and time indifferent. Through open education resources and collaboration among universities, such a proposition is very plausible.

The third formula is on how to make the network is useful for human kind by making globalization of education as a mean to understand each other culture. In this way, globalization will produced convergence of civilization instead of clash of civilization in which one civilization will dominate the others which obviously will be not in peaceful condition.

Education is becoming an agent of globalization, and could be the best and most important one. Through globalization of education, students and lecturers become the ambassadors of peace collaboration that promote soft and peaceful education and cultural diplomacy. Through them, mutual understanding of each other needs and mutual respect of each other position can be constructed.

“Through globalization of education, students and lecturers become the ambassadors of peace collaboration that promote soft and peaceful education and cultural diplomacy

When it is accomplished, the only possible result is mutual benefit to each other. Benefits that are not measured only in economic values, but also social, cultural and natural values.

I personally hope that this meeting can find the necessary formulas. If it is then we may reach an important milestone of human achievement in disseminating knowledge and culture for our better future.

Thank you

A world map is centered on the page, rendered in a light blue color against a dark blue background. The map is overlaid with a white grid of latitude and longitude lines. Numerous small white dots are scattered across the map, representing data points or global connectivity. A prominent white arc is drawn across the bottom right portion of the map, highlighting the Indonesian archipelago. The overall aesthetic is digital and global.

Indonesia Summit 2013 - Examining Indonesia's Economy and Politics

Jakarta, 28 February 2013

At the Indonesia Summit 2013- Examining Indonesia's Economy and Politics, Living Up to Expectations, Minister Mohammad Nuh raised on the important roles of education, that are not limited to economic benefits but also to strengthen national competitiveness and democracy, to reduce poverty, and to ensure that globalization creates a convergence of civilization rather than a clash of civilizations.

harder so that they can be accepted at university, which will otherwise be outside of their capability. Using these schemes, we are targeting at least 53% gross enrollment rates for higher education by 2025.

Our strong commitment to provide the widest access to higher education is due to the fact that, as shown in some researches, it is the most effective way in accelerating social mobility. Mobilization of poor families to become middle class income families through their highly educated children.

The third strategic plan is by revising our curriculum for elementary, middle and high schools. The new curriculum will emphasize the need of students to master the 21st century skills. The century in which creativity and innovation is the most important asset anyone should possess. Through the use of scientific approach in learning, an approach in which student must actively involve in observing, questioning, associating, and experimenting, it is expected the learning process is able to boost students' creativity to its maximum as shown in recent a research report.

Distinguished guests, ladies and gentlemen.

We must execute the plan as soon as possible since these years is the perfect years to accelerate educational development. Demographic analysis of the population changes indicates that during the 2010-2035 period, Indonesia will experience demographic transition as characterized by the lowest population dependency ratio. During this transition period, the productive population age group is much larger than the non-productive age group. This will create a golden opportunity, commonly referred to as a "demographic bonus", which has the potential to achieve advancement through timely investment in a more equitable and quality education. If this is provided, it would create a highly productive workforce with the potential to support very rapid economic growth in the future.

‘a golden opportunity... [the] “demographic bonus”’

Distinguished guests, ladies and gentlemen.

Recent Economist's report on "Investing in an Accelerating Asia?" shows that Indonesia is considered as the third most important investment destination. It is

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Assalamu'alaikum Warahmatullahi Wabarakatuh

Good morning

First of all, I would like to thank the Economist for arranging such an important conference for the future of Indonesia, especially since it is being held in Jakarta.

Ladies and gentlemen

Researchers have shown that in recent years, education has become the single greatest source of inequality and therefore, only education that can significantly suppress inequality. Realizing such a prominent role of education, the Government of Republic of Indonesia, under the direction of President SBY, has deemed education as its top priority development agenda. The commitment is guaranteed by the Constitution stating that education is one of the human rights and government must allocate at least 20% of the total government budgets for education. This is considered as one of the strongest commitments to education made by any country. The result of this commitment is reflected in a recent report from OECD in which Indonesia is among few countries with significant improvement in both education equity and performance.

‘President SBY, has deemed... [that] government must allocate at least 20% of the total government budgets for education’

Distinguished guests, ladies and gentlemen.

However, the challenge that lies ahead is still enormous. The McKinsey Global Institute’s Report, published in September 2012, provides an estimate that the demand for Indonesian skilled workers will increase from 50 million in 2012 to 113 million in 2030 to keep the country in stable growth. Fortunately, we have formulated several strategic plans to meet this challenge two years ahead of the report. Yes, we are two years ahead of McKinsey Report.

‘The McKinsey Global Institute’s Report, published in September 2012, provides an estimate that the demand for Indonesian skilled workers will increase from 50 million in 2012 to 113 million in 2030 to keep the country in stable growth’

The first strategic plan is extending nine years compulsory education to twelve years universal education, popularly coined as Pendidikan Menengah Universal or PMU. The program is currently under an implementation trial in the academic year 2012-2013 with a limited budget support and it will be accompanied with full budget support from the academic year of 2013-2014 onward. This plan ensures that senior secondary education available and affordable to all nine years compulsory education graduates. Both the central and local Government are collaborating to expand the school capacity by establishing new schools and by adding new class rooms to the existing schools. In addition, central government will provide school operation subsidy, popularly known as Bantuan Operasional Sekolah, or BOS, for high schools. The target is that, by 2020, gross enrollment rates of high schools will not be less than 97% and no junior secondary graduate does not continue their study. To assure the continuation of their studies, financial aids will be provided to all of those in the lowest income quintile category.

The second strategic plan is expanding the access to higher education by devising many schemes that have been legalized in the Higher Education Law or UU No. 12 Tahun 2012 tentang Pendidikan Tinggi, passed in 2012. The law states its mandatory for the government to establish at least one public community college providing two years diploma education in each city and regency, and at least one public university or polytechnic in each province. As a matter of fact, our strategic plan is targeting the construction of 850 community colleges by 2025.

The law also states that government has an obligation to provide operation subsidy to public university so that they only need to charge the students with minimum fee. In addition, at least 20% of their new admits in public universities come from lower income families. For them, government promises financial aids for college education to those with strong academic achievements during their high school years while they are still in high schools. In this way, they are motivated to study

harder so that they can be accepted at university, which will otherwise be outside of their capability. Using these schemes, we are targeting at least 53% gross enrollment rates for higher education by 2025.

Our strong commitment to provide the widest access to higher education is due to the fact that, as shown in some researches, it is the most effective way in accelerating social mobility. Mobilization of poor families to become middle class income families through their highly educated children.

The third strategic plan is by revising our curriculum for elementary, middle and high schools. The new curriculum will emphasize the need of students to master the 21st century skills. The century in which creativity and innovation is the most important asset anyone should possess. Through the use of scientific approach in learning, an approach in which student must actively involve in observing, questioning, associating, and experimenting, it is expected the learning process is able to boost students' creativity to its maximum as shown in recent a research report.

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'a golden opportunity... [the] "demographic bonus"'

Distinguished guests, ladies and gentlemen.

Recent Economist's report on "Investing in an Accelerating Asia?" shows that Indonesia is considered as the third most important investment destination. It is

our duty to make sure that what attract them to invest in Indonesia is not because of our rich natural resources and our huge population as their captive market, but because of our excellent soft infrasrtucture.

Thank you

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Conferment of the Honorary Doctorate for Minister Nuh from Naresuan University

Jakarta, 05 April 2013



Minister Mohammad Nuh is the first Indonesian to received Honorary Doctorate award from Naresuan University Thailand. The degree was awarded to Minister Mohammad Nuh for his remarkable professional life as the President of Sepuluh November Institute of Technology, the Indonesian Minister of Communication and Information Technology, and the Indonesian Minister of Education and Culture.

Bismillahirrahmanirrahim,

Assalamu'alaikum Warakhmatullahi Wabarakatuh

A very good morning to all of you and Sawadikap

First of all, allow me, on behalf of the government and the people of the Republic of Indonesia, to express our deepest appreciation and gratitude to the government of Thailand and Naresuan University for the efforts in building and strengthening the excellent cooperation between Indonesia and Thailand, two nations with many similarities in many aspects.

In this opportunity, allow me to also express my heartfelt thanks to Naresuan University for conferring me on an Honorary Doctorate in Educational Administration. This award is not solely awarded for me; it is for the entire education stakeholders in Indonesia.

It is indeed a great honor for me to receive the award as I believe it shows Naresuan University's recognition on my professional life's work as the President of Sepuluh November Institute of Technology, the Minister of Communication and Information Technology, and the Minister of Education and Culture.

“Having the opportunity to administer education, ranging from a university up to a national level as big as Indonesia, I never expect that the challenges I accept will actually end up with an award”

I am also very proud to know that I am the first Indonesian to be conferred with this award and have been incorporated in Naresuan University's history book along with such preeminent figures like former Malaysia's Prime Minister Tun Dr Mahathir Bin Mohamad and Vietnam's Deputy Prime Minister Prof. Dr. Nguyen Thien Nhan. On my part, allow me to humbly accept this honorary doctorate degree with my greatest pleasure.

Distinguished guests, Ladies and Gentlemen

The relationship between Indonesia and Thailand has been started since the 8th century; especially during the glorious days of the kingdom of Sriwijaya in South Sumatra. Such historical moment can be demonstrated with the existence of Sriwijaya Buddhist temples in Chaiya in Surat Thani Province, as well as the naming of Rajamangala University of Technology Srivijaya.

A stronger relationship was then highlighted with the visit of King Chulalongkorn to Indonesia, particularly in Java, in 1871, 1896 and 1901. In fact, shortly after the visit in 1871, King Chulalongkorn ordered an extravagant elephant statue made of bronze and was sent to the authorities in Batavia (now known as Jakarta) as a souvenir from the King who was impressed by the hospitality of the people. The exact elephant statue is now standing at the front yard of Indonesia's National Museum. Since then, Indonesia and Thailand are able to maintain good relations and cooperation in various fields.

Indonesians and Thais should be grateful since we have a special relation. How to prove it? Simple, when I say 'singa', 'putra', 'putri', 'suami', and 'istri', without any further translations, I believe everyone in this room will comprehend the meaning. Further, we should also be thankful that we are destined to live in a vibrant community, broadly known as ASEAN.

As the embodiment of shared vision, interconnection, and interdependence, ASEAN spans an area of 4.4 million square kilometers with more than 600 million people, whose combined economic activities generate a gross domestic product (GDP) of nearly US\$ 1.8 trillion per annum, and consisting of mega socio and cultural diversity. There is no single region in this world that is as diverse as ASEAN. Every ASEAN country has been given its own uniqueness in culture, natural resources, and even governance system. I believe that it is the diversity that becomes a precious asset and foundation for ASEAN to build a strong, harmonious, and peaceful civilization and to become an important global power. To achieve it, we need to promote greater engagement in people-to-people connectivity initiatives mainly through education cooperation. What Naresuan University has shown by awarding the honorary doctorate degree is a good example of efforts in strengthening people to people connectivity, as an important element of the ASEAN Socio-Cultural Community.

Education sector is central to ASEAN's commitment to build the ASEAN Community by 2015. ASEAN views education as a vehicle to raise ASEAN awareness, inspire the "we feeling," and create a sense of belonging to the ASEAN Community, as well as increase the peoples' understanding of the richness of ASEAN's diverse cultures. A recent cooperation that represents our joint effort to better prepare ASEAN Community, especially teachers and students, is to produce the ASEAN Curriculum Sourcebook. Under the five themes: (i) Knowing ASEAN, (ii) Valuing Identity and Diversity, (iii) Connecting Global and Local, (iv) Promoting Equity and Justice, and (v) Working Together for a Sustainable Future, the sourcebook will serve as an important guidance to our teacher and other education stakeholders to introduce the spirit ASEAN-ness.

‘Education sector is central to ASEAN’s commitment to build the ASEAN Community by 2015’

Distinguished guests, Ladies and Gentlemen

On my award announcement, Naresuan University surprised me with their awareness on the complexity of Indonesia's education system. Among others, Naresuan University highlighted the effort needed to carry out the nine year compulsory education throughout the Indonesian archipelago (which is made up over 17,500 islands) and the importance of reforming higher education to foster knowledge based society. To have a broader picture, allow me to briefly share the achievements, challenges and strategic policy actions of Indonesia's education development.

The size, the decentralized structure, diversity and the geographic characteristics give a tremendous challenge for managing education system in Indonesia. The system involve over 54.8 million students (3rd biggest in Asia and 4th in the world), about 3.0 million teachers, as well as 236 thousand schools, distributed in 33 provinces and 527 districts with about 300 ethnic groups and 750 local languages. Furthermore, in managing the decentralized basic and secondary education, we have to be able to fulfill the needs of our students in every the district. Those diversities lead us to embrace the principle of inclusiveness and non-discrimination in our education policy that is education for all, regardless of gender, religion, race, and economic background as mandated by our law.

The government of Republic of Indonesia emphasized the importance of education by recognizing it as a fundamental human right. The roles of education are not limited to economic benefits, but much broader than that, such as strengthening national competitiveness, reducing poverty, strengthening democracy, and ensuring that globalization creates a convergence of civilization rather than a clash of civilizations. Education is also an effective “social vaccine” for human development in Indonesia—critical for producing citizens characterized by dignity, high moral values, strong personal identity, positive mental attitudes, and creativity.

‘Education is also an effective “social vaccine” for human development... producing citizens characterized by dignity, high moral values, strong personal identity, positive mental attitudes, and creativity’

Realizing such a prominent role of education, the Government of Republic of Indonesia, under the direction of President Susilo Bambang Yudhoyono, has deemed education as its top priority development agenda. The commitment is guaranteed by the constitution stating that education is one of the human rights and government must allocate at least 20 percent of the total state budget for education. The 20 percent rule is applied at national, provincial and district levels. This is considered as one of the strongest commitments to education made by any country. Since 2009, this commitment has been reflected in the allocation of no less than 20% of state budget for education.

One of the important results of this commitment is reflected in a recent report from OECD in which Indonesia is among few countries with significant improvement in both education equity and performance¹. Indonesia has made 7 percent improvement in education equity and 30 percent in education performance . A recent UNESCO’s report also indicated that as a middle-high income country, Indonesia has made significant improvement in school life expectancy, classified into the second highest category (13-16 years of schooling)².

Distinguished guests, Ladies and Gentlemen

1. PISA In Focus No 25, OECD 2013

2. UNESCO, 2012. School-life expectancy – defined as the total number of years of schooling that a typical child of a certain age is likely to spend in the education system.

However, the challenge that lies ahead is still enormous. The McKinsey Global Institute's Report, published in September 2012³, provides an estimate that Indonesia will be the seventh largest economy in the world in 2030, and the demand for Indonesian skilled workers will increase from 55 million in 2012 to 113 million in 2030 to keep the country in stable growth.

How well does Indonesia manage such a complex and large education system. Expanding equitable access, improving quality and relevance, and strengthening good governance will remain key challenges. A number of strategic plans have been formulated in the National Medium Term Development Plan, and the Ministry of Education and Culture's Strategic Plan 2010-2014.

The first strategic plan is to expand access to education, starting from early child education to higher education. School readiness is an important foundation for raising education performance, because poor school readiness generates higher repetition and drop-out rate in elementary school. Coverage of early child education has steadily increased annually.

One of the most important and innovative policy instruments is the School Operational Assistance Program, well known as BOS (Bantuan Operasional Sekolah), which is provided to every primary, junior and senior secondary schools, both public and private schools. This program is considered as one of the largest education programs in the world, currently involving over 54.8 million students and around 236 thousand schools/madrasahs. This program is instrumental to strengthen the implementation of school based management.

Starting this year the government is extending nine years compulsory education to twelve years universal education. This initiative ensures that senior secondary education is available and affordable to all nine years compulsory education graduates. The target is that, by 2020, gross enrollment rates of high schools will not be less than 97 percent and no junior secondary graduate does not continue their study.

At higher education level, the government is continuing to provide more equal opportunities to access quality higher education by devising many schemes that have been legalized in the Higher Education Law or UU No. 12/2012. New higher education institutions have been established at remote and border's regions.

3. McKinsey Global Institute, 2012

The higher education development is also geared to support the Masterplan for Acceleration and Expansion of Indonesia Economic Development (MP3EI). Affirmative policy has been implemented to ensure that availability of infrastructures, social and economic, geographical barriers are not preventing students to have access to quality education. The policy initiatives include providing subsidies for over 6 million students from the poor families, sending more teachers to remote areas, establishing new schools in remote regions, and providing support to low performing districts. This policy is a critical instrument to reduce disparity among regions and socio-economic groups.

The second strategic plan is to improve quality and relevance of education. The essential components of the plan are to strengthen quality of teachers, lecturers, and research capacity to better alignment with national priorities, to ensure the better linkages between education and labor market needs, and to improve competitiveness.

Another important strategic plan in strengthening quality and relevance of education is by revising our curriculum for elementary, middle and high schools. The curriculum 2013 highlights the importance of humanizing human being. The new curriculum will emphasize the need of students to master the 21st century competencies, consisting of attitude, knowledge and skills. Attitude competence is required to produce more caring and tolerant society, and effective citizen. Knowledge and skill competencies are essential ingredients for developing knowledge based society.

The century in which creativity and innovation becomes the most important asset anyone should possess. Through the use of scientific approach in learning, an approach in which students must actively involved in observing, questioning, associating, and experimenting, it is expected the learning process is able to boost students' creativity to its maximum as shown in recent a research report⁴.

The third strategic plan is to strengthen good governance at central, provincial, district and even at school levels. Improving institutional capacity at all levels is critical to ensure that education services is managed and delivered properly. Distinguished guests, ladies and gentlemen.

I believe that ASEAN countries have common issues and challenges in response to

4. Dyers, J.H., 2011

the need of the 21st century competencies. Therefore, through the unity and our joint efforts, with God's willing, Indonesia and Thailand could take the leading role in advancing ASEAN countries, to the qualified of the ASEAN Community 2015. In the ASEAN as well as Asia region, Thailand and Indonesia have great potential and tremendous resources. What becomes our common agenda is how to synergize those potential and advantages so we could give the best benefits for our countries as well as for global humanity.

‘Thailand and Indonesia have great potential and tremendous resources... our common agenda is how to synergize those potential and advantages so we could give the best benefits for our countries as well as for global humanity’

In academic tradition, the philosophy of competition is about collaboration and synergy that complement and enhance each other to get the best benefit. In regard to the geographical, geopolitical, and socio-cultural position of Indonesia and Thailand as a community and as part of ASEAN and Asia, there is no reason for both countries to not cooperate, especially in the field of education. Cooperation in the field of education can act as a part of cultural diplomacy between countries, and can act as a “pacifier” when there is political friction. These are the reasons, why we need to encourage more cooperation between Naresuan University and higher education institutions in Indonesia.

I am delighted to witness that we had a very fruitful workshop last night. The event gave an important opportunity for both sides, Naresuan University and Indonesian universities, to share important lessons and views. I am also pleased to learn that Naresuan University has been collaborating with seven finest universities in Indonesia and in the process of establishing collaboration with four other universities. With that in mind, I do hope that the number of Indonesian students in Naresuan University could be increased significantly next year. With strong collaborations, the two countries could become a new force and center of excellence for scientific development in ASEAN and Asia. It is the time that we have to establish mutual recognition, double degree, twinning program, credit transfer, faculty exchange and joint research, so that we could increase our student and faculty mobility between our universities.

Ladies and Gentlemen

In cooperation, we recognized four principles of mutuality that include mutual understanding, mutual respect, mutual trust and mutual benefit. Cooperation begins with mutual understanding, focusing on the subject and object of the cooperation. Mutual understanding is then followed with mutual respect, focusing on how to develop harmonious relationship without any coercion and compulsion, although the parties may come from different traditions, rules, systems and values.

‘In cooperation, we recognized four principles of mutuality that include mutual understanding, mutual respect, mutual trust and mutual benefit’

Only with strong mutual understanding and mutual respect that we could then build mutual trust. With mutual trust, parties will be willing to complement and to enhance each other. The result of the cooperation is what we later recognized as mutual benefit. Benefits can only be felt if it fulfills the demand.

I am delighted to express my highest appreciation and recognition to Naresuan University for its ability in developing world-class graduates and new knowledge for the purpose of creating excellent resources for Thailand’s development. I believe that Naresuan University has made significant contribution to prepare Thailand’s skilled workforce. The Thailand’s government, certainly, become the first beneficiary from the commitment and dedication that Naresuan University has shown in preparing the country’s human resources. With the spirit inherited from King Somdet Phra Naresuan Maharat, I believe that Naresuan University’s vision to bring international recognition and to become a research-based university before 2017 through high quality academic programs and life-long learning can be realized.

Excellencies, distinguished guests, ladies and gentlemen

To conclude my speech, once again I would like to express my sincere thanks to the Naresuan University for entrusting me with this degree, may Allah the almighty always guide and bless us on our efforts in developing our community through education.

Thank you

Wassalamu’alaikum Warakhmatullahi Wabarakatuh

Opening of World Culture Forum

Bali, 25-26 November 2013



The World Culture Forum (WCF) under the patronage of UNESCO brought together delegates from 45 countries and included over 1000 participants, seeks to generate an agreed international development agenda for culture with the view to harnessing diversity, promoting peace and contributing to development. The key results of the World Cultural Forum have been defined in the "Bali Promise", set of 10 recommendations, emphasizing the importance of culture for development particularly in the formation of the post-2015 development agenda.

Assalamu'alaikum Warakhmatullahi Wabarakatuh

Very good morning, masā'ul khayr, wenshàng hio, bonsoir, konbanwa, selamat pagi, om swastyastu

First of all on behalf of the government of Republic of Indonesia, I would like to welcome all participants to today's World Culture Forum, ahlan wasahlan, huānying guānglin, bienvenue, yokoso.

Indeed it is a privilege for all of us to have Your Excellency Mr. President of the Republic of Indonesia in today's event. We would like to extend our deepest gratitude and appreciation to Your Excellency for sharing your invaluable time with us today to give a keynote address and to open the World Culture Forum 2013. This World Cultural Forum is a follow up to Your Excellency's idea in 2005 concerning the need to promote the power of culture to empowering sustainable development.

‘[The] World Cultural Forum is a follow up to [President Yudhoyono] idea in 2005 concerning the need to promote the power of culture to empowering sustainable development’

It is also a privilege for us to convey our report to Your Excellency Mr. President that the forum today is attended by over eight hundred participants coming from sixty five countries, where seventeen of them are ministers or vice ministers. This forum will also receive important enrichment from prominent speakers such as:

- Nobel Laureates in economic sciences, Prof. Dr. Amartya Sen,
- UNESCO's Director General, Madame Irina Bokova, (through video);
- World famous journalist, commentator and author, Dr. Fareed Zakaria.

One of the main outputs that we would like to get from the forum is the Bali Promise.

Distinguished guests, ladies and gentlemen,

Culture plays important roles in sustainable development because of its ability and nature to go beyond any barriers, either in forms of social, economic, states,

nations, or even religions barriers. Through culture, we can ensure harmony and peaceful living in spite of many differences we have.

In fact, culture can serve as the virtual connections of the differences. The power of culture is that it is not one to one connections; often the connection established is collaboration among many cultural entities. In an ideal condition these connections may lead to cultural transformation that is instrumental in accelerating and strengthening sustainable development.

‘culture can serve as the virtual connections of the differences... lead[ing] to cultural transformation that is instrumental in accelerating and strengthening sustainable development’

The key is to ensure that the massive flows of culture through these connections will not result in:

- Cultural domination where one culture disregards others, or
- Caused never ending cultural clashes between two or more cultures.

What we are all expected is the convergence of culture, where several cultures jointly produce a very strong cultural power using their mutually reinforcing forces. Convergence of culture ensures that all cultures can flourish in harmony in accordance with the principles of cultural diversity, and not cultural uniformity.

‘Convergence of culture ensures that all cultures can flourish in harmony in accordance with the principles of cultural diversity’

Through the concept of convergence, continuous development can be guaranteed through recursive processes, where existing values are updated and enriched by utilizing additional information to create new values that is more suitable to the future needs. Hence, sustainable development with continues increasing performance can be achieved.

The power of culture generated through the resultant of cultural convergence can be used as a supporter through the establishment of cultural infrastructures such as ethical framework and democratization of culture needed for the growth of

sustainable development.

With the formation of strong culture infrastructure, culture can serve as a driver such as through creative economic activities based on eco-friendly culture and the increase of social awareness to fight poverty and ignorances. Further, culture can perform as an enabler of the establishment of more complex multi-sector sustainable development post 2015, as outlined in Report of the High-Level Panel of Eminent Persons on the Post 2015 Development Agenda, in which Your Excellency Mr. President serve as a co-chair.

It is our common responsibility to ensure that the convergence of culture could flourished so we could utilize the power of culture to materialize sustainable development. World Cultural Forum is the media needed to expedite the process of cultural convergence. Through this forum, we will be able to share views, experience, and information of culture that we need. Through information, we shall have understanding the knowledge of culture, that in the end will create cultural wisdom needed to materialize cultural convergence.

We would like to have many inputs from your excellencies, honorable and distinguished participants to make this First World Culture Forum successful through the fruitful speeches and dialogues in the next two days.

Through this forum we hope that in the future, we are not only to use economic and environment perspectives for development, but we need to include cultural perspective to promote prosperity, inclusiveness, and humanizing human being. No culture no future.

‘No culture no future!’

To conclude my report, please allow me to invite Your Excellency, Mr. President Yudhoyono to deliver keynote address and to officially open this forum.

Thank you, sukhran, xiexie, merci, arigatō gozaimasu, terima kasih, om shanti shanti shanti om..

Wassalamu’alaikum Warakhmatullahi Wabarakatuh

Ministerial Keynote of World Culture Forum

Bali, 25-26 November 2013



The World Culture Forum (WCF) under the patronage of UNESCO brought together delegates from 45 countries and included over 1000 participants, seeks to generate an agreed international development agenda for culture with the view to harnessing diversity, promoting peace and contributing to development. The key results of the World Cultural Forum have been defined in the “Bali Promise”, set of 10 recommendations, emphasizing the importance of culture for development particularly in the formation of the post-2015 development agenda.

Assalamu'alaikum Warakhmatullahi Wabarakatuh
and a very good afternoon to all of you

Welcome to the Ministerial Keynote Forum of the World Culture Forum 2013. In this session, we will further discuss the central issues and concerns addressing the nexus between culture and development. The representative from 14 countries will share their views on this important issue raised in this forum, which is the power of culture in sustainable development post 2015.

With all of your permission, please allow me to chair this ministerial keynote forum.

Excellencies,

I would like to remind all of us that we are gathering this afternoon with the tasks of finding:

1. New pathways for locating culture as an integral part of sustainable development;
2. Ethical frameworks for ensuring community engagement and stakeholder benefits;
3. New participatory models for promoting cultural democracy;
4. Draft frameworks for evidence based measuring of sustainable cultural development; and
5. Strategic inputs into the framing of Sustainable Development Goals in the Post-2015 Development Agenda.

To answers the above challenges, the forum is designed to give the opportunity for all participants to engage themselves into six themed symposia:

1. Holistic approaches to culture in development;
2. Civil society and cultural democracy;
3. Creativity and cultural economics;
4. Culture in environmental sustainability;
5. Sustainable urban development; and
6. Inter-faith dialogue and community building.

Regarding the above issues we would like to hear all countries share:

1. experiences in addressing the nexus between culture and development;
2. expectations about the future roles of culture in development;
3. policies that has been designed to achieve the expectation.

Now, please allow me as the head of delegation of Indonesia to share Indonesia's experience, expectation, and policies regarding the nexus of culture and development.

Government of Republic of Indonesia has taken several strategic policies in incorporating culture in development. First, is by integrating culture into the Ministry of National Education to create Ministry of Education and Culture. With this integration, we would like to strengthened education to address the three competences that represent human kind, that are:

- attitude
- skill
- knowledge

Those competencies related to all dimensions of human kind, which are logic, physic, ethics, and aesthetic that must be developed in balance ways.

Therefore, education is not only for the mind, but also for the spirits and the body. Education is not only for learning knowledge, but also for practicing skills especially creativity skill, and for constructing positive attitude based on culture.

With culture integrated into education, we would like to strengthen the role of culture as supporter for sustainable development by establishing culture as soft infratructure in the human resource development. In addition, we have been established several new institutes of culture and arts at several cities in Indonesia to further study in preserving our cultures.

‘With culture integrated into education, we would like to strengthen the role of culture as supporter for sustainable development by establishing culture as soft infratructure in the human resource development’

Secondly, we have been established, Ministry of Tourism and Creative Economy that empowering culture based creative economic. With this empowerment, culture development and preservation can be accelarated as a driver for sustainable development.

Thirdly, we are promoting and establishing Indonesia Cultural Centers in several countries as a means to strengthen cultural diplomacy.

Fourth, we are preserving our culture and heritages and share them with the world through registration in UNESCO.

Those are a few examples of our experiences, expectations, and policies. I do not want to take too much time for Indonesia. We would like to hear from other countries as well, wont we?

Thank you

Closing of World Culture Forum

Bali, 25-26 November 2013



The World Culture Forum (WCF) under the patronage of UNESCO brought together delegates from 45 countries and included over 1000 participants, seeks to generate an agreed international development agenda for culture with the view to harnessing diversity, promoting peace and contributing to development. The key results of the World Cultural Forum have been defined in the “Bali Promise”, set of 10 recommendations, emphasizing the importance of culture for development particularly in the formation of the post-2015 development agenda.

Assalamu'alaikum Warakhmatullahi Wabarakatuh

And a very good afternoon to all of you, selamat sore, Om Swastiastu.

We have been here in Bali for the last two days, discussing and debating on how culture could empower the process of creating a better sustainable development strategy that centered on people and humanity.

On behalf of the Government of the Republic of Indonesia, I would like to express my deepest and highest appreciation to you all for participating and contributing to the successful outcome of this World Culture Forum.

We have been privileged in the Forum to have inspiring remarks from His Excellency, Dr. Susilo Bambang Yudhoyono, the President of the Republic of Indonesia and two very well-known speakers, Prof. Dr. Amartya Sen and Dr. Fareed Zakaria.

We are also very proud to note that more than one thousand and five hundred participants from sixty five countries have participated in this forum. As the host of this forum, Indonesia is very much overwhelmed by this honour.

*‘more than one thousand and five hundred participants
from sixty five countries have participated in
this forum’*

From Ministers around the world to local artist, from experts to art lovers and from international organizations to NGOs, came and actively participated in this forum to bring their ideas and experiences on culture and its nexus to development.

After days of discussion and share our thoughts, we finally arrive to the end of this forum. As I mentioned in the beginning of the forum, the outcome of this forum will be a document called “The Bali Promise”.

The word “promise” as it reflects a sincere, genuine and honest motivation to distinguish and uplift oneself for a better future.

*“promise”... a sincere, genuine and honest motivation
to distinguish and uplift oneself for
a better future’*

The Bali Promise has absorbed the nutshell of discussions of this forum and put it in a very comprehensive deliberation. We have a short back-ground on why this forum established followed by objectives and recommendations, including the willingness of Indonesia to host this forum on permanent basis.

I know that some of you have travelled very far and I don't want to keep you too long in this room. You should enjoy Bali and spend some time and all of your money in this beautiful island. Before I conclude this session, I want to inform all participants that you still have a free tour of the best Balinese sites tomorrow, don't miss it.

I would also like to convey my deepest apology shall be there any inconvenience that you felt during your participation in the forum.

Last but not least, I would like to thanks the organizing committee, keynote speakers, moderators, and all participants for the hard work, dedication, ideas and thoughts, as well as you enthusiasms that make this forum successful.

By this remarks, I will now close the 2013 World Culture Forum, I hope all of you have a safe trip back to your country and have a best memory of this forum. Hope to see you again in 2015.

I thank you. Have a nice journey back home, riꦏꦭah saꦏꦶdah, bon voyage, yī lù shùn fēng, itte irasshai.

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

Om Shanti Shanti Shanti Om

Education World Forum

London, England, 20 January 2014



The Education World Forum (EWF) 2014 for Education Ministers brings together ministers and delegates from more than 90 countries including the World Bank, the OECD ISESCO and UNESCO. In this forum, Minister Mohammad Nuh has the honor to be one of the speakers in the discussion Education Fast Forward Live TV Debate broadcast live in nine countries with the theme "To School or Not to School" with former Education Minister of Zimbabwe and winner of 2013 Wise Prize for Education Laureate.

Distinguished speakers, participants, ladies and gentlemen

First of all, I would like to thank you for the opportunity to share my observations and thoughts in this concluding session of the Education Fast Forward Debate. I also would like to thank the speakers and the contributors from Twitters for sharing the important lessons learned and ideas for promoting quality education for all. Let me now share the main conclusions with you.

During the opening, Senator David Coltart, reminded us of the imperative of providing all people with quality educational opportunities so that they can participate fully in economic and social life. The example of Zimbabwe illustrated the important progress that can be achieved in education if the ambitions and commitments are right and backed up with appropriate resources.

As the first speaker, Mr. Ramji Raghavan in his presentation on “Catalysing Creativity for Learning” has underlined the importance of creativity and stimulating curiosity in student’s learning process.

Finally, Ms. Vicky Colbert in her presentation on “Deschooling Society or Transforming Schooling?” has emphasized that the quality education for all is important, and it is a feasible and affordable policy.

During the debate, our contributors from Twitter have participated and shared very important observations and ideas to make education policy more effective, participative and equitable.

Distinguished speakers, participants, ladies and gentlemen

In this opportunity, please allow me to contribute a few thoughts:

- Without global partnership, it is impossible to build peace and harmony.
- Without peace and harmony, it is impossible to create sustainable development.
- Without sustainable development, it is impossible to transform the economies for more jobs and inclusive growth.
- Without it, poverty eradication is only a dream. And, with poverty in one part of the world, there will be impossible for other parts to live in peace.
- There is a vicious circle that needs to be broken here.
- I strongly believe that education plays strategic roles to break the vicious circle.

To increase the impact of education in achieving sustainable development goals, we need to go beyond primary education. Education should:

- start earlier by promoting early childhood education.
- stay longer through universal secondary education, and also
- reach wider by reaching the unreached through special service education for those with geographical, economical, or social barriers.

Since 2011, Indonesia has chosen them as its main education development agenda. Furthermore, education must address the three competences that represent human kind:

- attitude related to ethic,
- skill related to physic and aesthetic, and
- knowledge related to logic.

Therefore, education is not only for the mind, but also for the spirit and the body. Education is not only for learning knowledge, but also for practicing skills especially creativity skills, and for constructing positive attitude.

Science must be integrated into education for learning knowledge and practicing skill. Culture must be integrated into education, so that students learn about universal values of careness and trustworthyness. We need to design a new curriculum to equipt students with competencies in knowledge, skills, and attitude. Indonesia has implemented it starting in 2013; called Curriculum 2013. At the same time, it transforms the mind set of teachers and methodology of learning process, and strengthens quality of teacher education universities to response to the needs.

The curriculum highlights the importance of humanizing human beings. The new curriculum emphasizes the need of students to master the 21st century competencies, consisting of attitude, knowledge and skills. Attitude competence is required to produce more caring and tolerant society, and effective citizen. Knowledge and skill competencies are essential ingredients for developing knowledge based society.

‘The new [Indonesian] curriculum emphasizes the need of students to master the 21st century competencies, consisting of attitude, knowledge and skills’

In this century, creativity and innovation became the most important assets that anyone should possess. Through the use of scientific approach in learning, a new method has been developed in which students must actively involve in observing, questioning, associating, and experimenting.

The results of monitoring and evaluating the program covering all participating schools (6,326 schools) show that majority of teachers, school principals and school supervisors “believe” and “strongly believe” that implementation of the Curriculum 2013 can improve students’ curiosity, reading habits, and character; and also it will make students more active in learning process. Similar results are also shown in school committees and parents’ responses.

Starting this coming academic year 2014/2015, the implementation of the Curriculum 2013 in Indonesia will be scaled up to nationwide, involving over 208,000 schools, 31 million students and about 1,4 million teachers. We believe that through this strategic program, the learning process will be able to boost students’ creativity to its maximum as shown in a recent research report (Dyers, J.H., 2011). We also hope that the roles of education are not limited to economic benefits, but much broader than that, such as strengthening the national competitiveness, reducing poverty, strengthening democracy, and ensuring that globalization creates a convergence of civilizations, rather than a clash of civilizations.

‘[In] academic year 2014/2015, the implementation of the Curriculum 2013 in Indonesia will be scaled up to nationwide, involving over 208,000 schools, 31 million students and about 1.4 million teachers’

Thank you

8th Session of the Islamic Conference of Culture Ministers ISESCO

Madinah, KSA, 22 January 2014



The Eighth Islamic Conference of Culture Ministers (ICCM) Islamic Educational, Scientific, And Cultural Organization (ISESCO) on the theme "Toward Cultural Rights Promotion in the Islamic World to Foster Dialogue and Peace", was attended by 50 Ministers of Culture and Islamic states of ISESCO member of three observer countries. The Conference endorsed Indonesia and other countries for being elected as the Consultative Council in Charge of Implementing the Cultural Strategy for the Islamic World, for a two-year term, renewable once.

Assalamu'alaikum Warakhmatullahi Wabarakatuh

First of all, allow me to express my most sincere appreciation and thanks to the Ministry of Culture and Information of the Kingdom Saudi Arabia and the Islamic Educational, Scientific and Cultural Organization (ISESCO), for the excellent arrangements of the 8th Session of the Islamic Conference of Culture Ministers meeting.

Indonesia, together with other Islamic countries, has committed to develop the cultural strategy for the Islamic World and fully supports ISESCO's efforts to preserve cultural and civilizational heritage in the Islamic world and to promote dialogue among cultures and alliance of civilizations.

*‘Indonesia... committed to develop the cultural strategy
for the Islamic World and fully supports [all]
ISESCO's efforts’*

Culture plays important roles in sustainable development because of its ability and nature to go beyond any barriers, either in forms of social, economic, states, nations, or even religions barriers. Through culture, we can ensure harmony and peaceful living in spite of many differences we have.

Culture can serve as the virtual connections of the differences. The power of culture is that it is not one to one connections; often the connection established is collaboration among many cultural entities. In an ideal condition these connections may lead to cultural transformation that is instrumental in accelerating and strengthening sustainable development.

The key is to ensure that the massive flows of culture through these connections will not result in:

- Cultural domination where one culture disregards others, or
- Caused never ending cultural clashes between two or more cultures.

What we are all expect is the convergence of culture, where several cultures, including local wisdom, jointly produce a very strong cultural power using their mutually reinforcing forces. Convergence of culture ensures that all cultures can flourish in harmony in accordance with the principles of cultural diversity, and not cultural uniformity.

The power of culture generated through the resultant of cultural convergence can be used as a supporter through the establishment of cultural infrastructures such as ethical framework of culture. With the formation of strong culture infrastructure, culture can serve as a driver, enabler, and enricher of sustainable development, peace and harmony.

In this opportunity, I would like to report the Indonesian's experience in implementing its cultural strategy. The general theme of the strategy is conservation, development and utilisation of cultures for the welfare of the people within the context of multicultural society. Conservation means maintaining cultural heritages, while development means adjusting the heritage to the modern era, and utilisation of cultural heritage means making the use of culture for the benefits of the people. Therefore, there is a connection among the past, present and the future.

Inter culture and inter religion dialogues and cooperation are part of daily life of Indonesia since we are a multicultural society. While Indonesian Constitution guarantees cultural rights of the people, such as practicing local traditions and religions, the government which is supported by religious organisation and community leaders has facilitated dialogue and cooperation among cultures and religions.

Historically, Islamic leaders have played significant role in preserving Indonesian culture (local wisdom), by promoting convergence strategy. This had been shown by the Javanese Nine Saints known as Wali Songo between 15th and 16th centuries. They introduced Islamic teachings without eliminating local traditions. For example, Sunan Kali Jaga, one of the Saints, made use of wayang (Javanese puppet which was highly influenced by Hinduism) as one of the media for preaching by modifying the characters and stories of the puppet show into Islamic values. As the result, many people felt comfortable by the values thought by the Saints as they were allowed to maintain and adapt their local traditions. Therefore, they converted to Islam freely without feeling forced and without any bloodshed. Due to the effectiveness of the strategy many current Indonesian Islamic leaders nowadays are maintaining this strategy.

‘Islamic leaders have played significant role in preserving Indonesian culture (local wisdom), by promoting convergence strategy’

In the global context, Indonesian government has been actively promoting inter culture and inter culture dialogues by sending religious leaders to the western countries such as a number of European countries, USA, and Australia. The purpose is promoting mutual understanding, recognizing diversity, uniqueness, respecting other cultures and religions among people in the world.

‘Indonesian government has been actively promoting inter culture and inter culture dialogues by sending religious leaders to the western countries... The purpose is promoting mutual understanding, recognizing diversity, uniqueness, respecting other cultures and religions among people in the world’

We believe that education provides an important opportunity for cultural transformation, particularly in translating cultural values such as tolerant, caring, honest, and peace to young generation and wider population. Because education is massive, systematic, more sustainable and institutionalized efforts.

Starting 2013, Indonesia has implemented Curriculum 2013. The curriculum highlights the importance of humanizing human beings. The new curriculum emphasizes the need of students to master the 21st century competencies, consisting of attitude, knowledge and skills. Attitude competence is required to produce more caring and tolerant society, and effective citizen. Knowledge and skill competencies are essential ingredients for developing knowledge based society. In this coming academic year 2014/2015, the implementation of the Curriculum 2013 will be scaled up to nationwide, involving over 208,000 schools, 31 million students and about 1,4 million teachers. We believe that through this strategic program, the learning process will be able to boost students’ creativity to its maximum, and promote more tolerant and caring students.

I also would like to report, that Indonesia has successfully held the World Cultural Forum (WCF) 2013 in Bali which was attended by representatives from 65 countries all over the world. The world forum, which chose theme “the power of culture in sustainable development”, has adopted the Bali Promise. The Bali promise underlines and recommends that cultural development should foster stability in social, political and economic development for nurturing the culture of peace at both local and international levels. The World Cultural Forum is also recognized as a permanent platform for promoting the role of culture in sustainable development and the safeguarding of the cultural and linguistic diversity of humanity.

Therefore, in this important opportunity, I would like to invite all Ministries of member states of ISESCO to participate to the next WCF in 2015 in Indonesia. Finally, I believe that this meeting will also contribute to the improvement of our mutual understanding, respect, and ha to the vastness of Islamic cultures around the world.

May Allah bless us all.

Thank you

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

Global Education Dialogues

Jakarta, 03 March 2014

Internationalisation:
Drivers for
prosperity
the Government of Indonesia Ministry of Education
the Australia-Indonesia Centre

Jakarta Midplaza InterContinental
esia



The Global Education Dialogue (GED) considers the opportunities for a tri-cameral approach to internationalisation between Indonesia, the UK and Australia, which looked across the full range of higher education activities. GED series brings together key policy-makers and influencers so that they can reflect on, debate and offer sustainable solutions to the challenges and opportunities facing international higher education.

Assalamu'alaikum Warakhmatullahi Wabarakatuh
and a very good morning,

On behalf of the Government of Indonesia, please accept my warmest welcome to all panelists and distinguished participants of this Global Education Dialogue: "Smarter Internationalisation: Research and Mobility as Drivers for Growth and Prosperity". I would like to express my appreciation to British Council and the organizer for arranging such an important conference for advancing collaboration among institutions of higher education. I think it is an important opportunity to bring together global experts (UK, Indonesia and Australia) and change agents from the world of higher education to discuss the topics that matter most, and at the same time to strengthen our cooperation in addressing main challenges facing higher education.

In this important opportunity, I would also like to congratulate the United Kingdom Government for a great success for organizing the Education World Forum: Global Summit for Education Ministers 2014 in London last January 2014. It was one of the largest forums of education ministers in the world. I have been very pleased to be part of the important summit. I also had opportunity to share my observations and thoughts in the concluding session of the Education Fast Forward Debate. It is an innovative and interactive forum, broadcasted live to 8 countries (New York, San Paulo, Hong Kong, Paris, Budapest, Sidney, Beirut and Moscow), and involving contributors from twitters. Once again, congratulation. Excellency, Distinguished Speakers, Ladies and Gentlemen,

According to The United Nation Report 2013 shows that current world population of 7.2 billionis projected toincrease by almost one billion people within the next twelve years, reaching 8.1 billion in 2025 and 9.6 billion in 2050. The Life expectancy is also projected to increase in developed and developing countries in future years.

We also know that those nine billion populations will require an additional amount of energy, food, and clean water. At the same time, the current world economy is shadowed by the financial turbulence, creating economic turmoil in several countries. This turmoil triggered by, among others, the fluctuation of food and energy prices.

Currently, human societies in our planet has been more interconnected than ever before. Globalization is not just about economic activity, but also all kinds of changes in our existence such as society, culture, politics, technologies, and environment (Jones, 2012). Consequently, more often, problems and challenges faced by one country become more complex and affect other countries.

Therefore, in order to address the common challenges in a more effective and sustainable approach, it requires a strong research and global collaboration. That is why, I think the title of this conference is very strategic and relevant to world of higher education. I also believe that our meeting today would make important contribution to ensure that research and mobility as drivers for growth and prosperity.

Ladies and Gentlemen,

Human being is blessed with intellectual ability to understand the content and context of our live. Through our interaction with other human being and nature, our intellectual ability has created knowledge in the form of science, technology, and art. This knowledge leads us to our never ending quest of better living standard, which in return creates more sophisticated knowledge.

‘knowledge leads us to our never ending quest of better living standard, which in return creates more sophisticated knowledge’

This positive feedback mechanism contributes to the fact that knowledge grows exponentially. However, positive feedback very likely will create an unstable system. The transition to a new era in such massive scale of an unstable system always comes with unexpected behaviours that need to be anticipated and prevented by better understanding the mechanism of underlying system.

Now our civilization is in transient state to reach a new balance condition of the world order. A transition to a new era in which knowledge is the most valuable and important renewable resource that drives social and economic activities, for which the terms knowledge society and knowledge economy are coined. Once again we are in a race of power determination.

*‘Now our civilization is in transient state to reach
a new balance condition of the world order.
A transition to a new era in which knowledge is the most
valuable and important renewable resource that
drives social and economic activities’*

This time is not in military measure, but in knowledge measure. This new development underlines the importance of higher education in ensuring a country survival in the new world order, since it lays in higher education the task of developing, maintaining, and transmitting knowledge to the society at large.

Excellency, Distinguished Speakers, Ladies and Gentlemen,

The new era is also marked with the development and accomplishment of technology that make distance shrunk, border blurred, and time been indifferent. Such development has been able to incur globalization. Started with product-market globalization as the first stage, it is then followed by production globalization through global outsourcing lines as the second stage.

All the above means of globalization has increased people, especially workers, mobility throughout the world which carries with them their homegrown civilizations. The interaction of many civilizations without mutual understanding and mutual respect may have a clash of civilization as an outcome, in which one of them will become dominance or all will be ruined.

Now, we are at the third stage of deeper globalization which involves higher education. We would like to expect globalization through education may produce a better result. Education personnel from any part of the world, let it be students or lecturers, serve as civilization ambassadors. Education, as it implies, if delivered with honesty will make ones learn from each others.

*‘Education personnel from any part of the world,
let it be students or lecturers, serve as civilization
ambassadors’*

I strongly believe that through such mutual understanding, it is very likely that it will create a convergence of civilization, instead of a clash of civilization, in which each civilization contributes its best parts to the new civilization. This is the second role that should be taken by higher education, ensuring that globalization creates civilization convergence.

The purposes of higher education are therefore at least two folds: first, creating knowledge and its absorption by the society at large, and second, ensuring convergence of civilization in the new world order. Therefore, the mobility and research play important role in serving the purpose of higher education. I hope that this important gathering can contribute to this noble endeavor.

Ladies and Gentlemen,

The roles of education are not limited to economic benefits, but much broader than that, such as strengthening national competitiveness, reducing poverty, increasing prosperity, strengthening democracy, and ensuring that globalization creates a convergence of civilization rather than a clash of civilizations.

Education is becoming an agent of globalization, and could be the best and most important one. Through globalization of education, students and lecturers become the ambassadors of peace collaboration that conduct soft and peaceful cultural diplomacy. Through them, mutual understanding of each other needs and mutual respect of each other position can be constructed. When it is accomplished, the only possible result is mutual benefit to each other. Benefit that is not measured only in economic values, but also social, cultural and natural values. Indonesia, with its enormous population and natural resources is willing to strengthen education and cultural diplomacy with a global community, including United Kingdom and Australia.

The Law No. 12/2012 on Higher Education clearly provides an opportunity for international higher education institutions to establish a cooperation with Indonesian higher education institutions to strengthen quality and relevance of higher education in Indonesia. I am very pleased to see important development as reflected on the increasing number of cooperations established between Indonesian education institutions with international institutions, including with United Kingdom and Australian education and research institutions.

Ladies and Gentlemen,

To conclude my speech, once again I would like to express my sincere thanks to the panelists and distinguished guests for participation and contribution to this conference. I would also like to thank British Council and the organizer for organizing such an important conference in Jakarta.

I personally hope that this global education dialogue would contribute to strengthen our cooperation, both between government to government and between institution to institution, and to synergize our potential and advantages so we could give the best benefits for our countries as well as for global humanity.

Enjoy the conference by having a fruitful discussion, and to our United Kingdom counterparts enjoy your visit to Indonesia.

Thank you

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

Joint Working Group RI-UK

Jakarta, 03 March 2014



Minister Mohammad Nuh and UK Minister of Universities and Science David Willetts launched the second Indonesia-UK Joint Working Group (JWG) Meeting under three thematic groups of discussion, including: (i) Higher Education and Research, (ii) Technical and Vocational Training/TVET, and (iii) Teacher Education. Another agenda of the JWG is the signing of international treaties, including: letter of intent on scientific and research cooperation, memorandum of understanding on academic cooperation, and memorandum of understanding on the Chevening scholarship programme.

Assalamu'alaikum Warakhmatullahi Wabarakatuh

and a very good morning to all of you

Once again, I am delighted to welcome the Right Honourable Minister David Willets and all the UK delegates to Jakarta and also my colleagues from Indonesian universities as well as from the Ministry of Education and Culture on this Second Joint Working Group on Education.

Although fruitful engagement in education between Indonesia and the UK has benefited the two countries for a long time, but it was formalised and intensified since 2012, a historical year for us.

In that time, April 2012, Minister Willets and I met at the State Palace, Jakarta, and signed the Joint Communiqué on Partnership in the Field of Education, witnessed by Prime Minister David Cameron and President Yudhoyono.

One month later, in May 2012, Minister Willets and I met at the Embassy of the Republic of Indonesia in London, to sign the MoU on Cooperation in the Field of Education. Right on that time, we conducted the First Joint Working Group on Education focusing on increasing student and staff mobility, double degree, sandwich program, joint research, quality assurance and accreditation.

On November 2012, during President Yudhoyono's visit to UK for attending the Queen's Diamond Jubilee, once again, Minister Willets and I met at the 10 Downing Street, London, to sign the Joint Framework on the Closer Cooperation in Educational and Skills witnessed by Prime Minister David Cameron and President Yudhoyono.

Since then, the number of students mobility and U-to-U cooperation between the two countries increase dramatically. If in 2011 the number of Indonesian studying in the UK is around 1.500 students, now it becomes around 2.000. The number of U-to-U cooperation increase from 5 in 2011 into 23 in 2013. I strongly confident that those numbers will keep increasing in the future.

‘If in 2011 the number of Indonesian studying in the UK is around 1.500 students, now it becomes around 2.000. The number of U-to-U cooperation increase from 5 in 2011 into 23 in 2013. I strongly confident that those numbers will keep increasing in the future’

Distinguished Delegates, Ladies and Gentlemen

It is rewarding to sit with you today knowing that our education relationship through policy exchanges, research collaboration and scholarships has contributed to the advancement of the two countries cooperation in various fields, ranging from economy to politic. Let us note that for the past couple of years, the UK is among the biggest investors in Indonesia. This achievement should stimulate us to always strengthen our cooperation in some strategic areas that will also enhance the industry. In this respect, I would like to highlight a little bit about Indonesia’s policy on economic development.

Recently, the Indonesian government published the Master Plan of Acceleration and Expansion Economic Development of Indonesia. In this document, economic development plan will be concentrated at 6 corridors, which are Sumatera, Java, Borneo, Bali and Nusa Tenggara, Sulawesi, and Papua. Each corridor is developed in accordance with the main resources available in the corridor. Each corridor and other major cities in the country are then connected with national connectivity, which comprises of physical connection [sea, air, land] and cyber connection.

The strategies exploited in this new concept of Indonesia’s economic development are given in three layers. First layer is about the development of the industries. The second layer is strengthening national connectivity which required for delivering the industries’ outputs to the market. The third layer is the development of human resource and science and technology capacity of the nation to support the first two layers in such a way that the layers can be developed, operated, maintained efficiently and effectively. Through the third layer, education, especially higher education, plays an important role in the master plan that is to assure that the industries and connectivity are producing maximum possible added values for

such industries. The roles of higher education in this development scheme can be in teaching and learning, research, and services to the industries development, operation, and maintenance.

Higher education should be able to play the role as driver of industry and connectivity development through the skilled labor supplied so that they can increase the added value of the industries and connectivity. As a matter of fact, we expect more from higher education, that is, it can play a role as enabler. Through the skilled labors produced, basic and applied researches produced, or services provided, higher education can create a new product or a new process with higher added values, or even creates new industries with higher sophistication therefore it can move to the next level of sophistication.

*‘Higher education should be able to play
the role as driver... [and] as enabler’*

Distinguished Delegates, Ladies and Gentlemen

In this regard, in January 2014, I have met Minister Willetts to discuss the possible support that the Second Joint Working Group could give to Indonesia’s policy on economic development. We were then able to identify three key areas: First, enhancement of joint research cooperation in the field of energy, creative industries, agriculture, and health; Second, development of technology and vocational education and training, including certification of vocational education in the community college and polytechnic level especially in the field of electrical/electronic engineering, mechanical engineering, and ship building (especially underwater welding); and Third, teachers quality improvement, to support the implementation of Indonesia’s new education curriculum.

*‘three key areas:... [i] enhancement of joint research
cooperation... [ii] development of technology
and vocational education and training...
[iii] teachers quality improvement’*

I would also convey my highest appreciation to the Government of UK for offering a new initiative for co-financing the future joint researches of the two countries. Such initiative will of course strengthen research capability and flourish research activities in our higher education institutions.

Distinguished Delegates, Ladies and Gentlemen

This morning, Minister Willets and I would be honoured to hear from representatives of universities from the two countries regarding the current engagement and future priorities of the three above mentioned areas. In the afternoon session, we hope that the delegates from both countries could then discuss in more detail and thorough, and finally could agree upon a concrete plan of action.

In closing, once again I would like to thanks Minister Willetts and the UK delegates for coming to this meeting. I truly believe that the discussions that follow will provide both Indonesia and the UK with brilliant ideas for stronger collaboration and engagement. I hope the meeting is insightful and enjoyable.

Thank you

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

8th ASEAN Education Ministers Meeting

Vientiane, Lao PDR, 11 September 2014



At the Eighth ASEAN Education Ministers Meeting (8th ASED), Minister Mohammad Nuh highlighted ASED achievement during Indonesia's Chairmanship (2012-2014) which include:

1. The launching of the ASEAN Curriculum Sourcebook.
2. ASEAN State of Education Report (ASOER).
3. The Finalisation of the ASEAN Qualification Reference Framework (AQR).
4. The completion of the thirteen cycle of the ASEAN Student Exchange Programme.
5. The inauguration of the 1st ASEAN Plus Three EMM and the 1st East Asia Summit EMM.

A very good morning to all of you

On behalf of the government of the Republic of Indonesia, I would like to express my highest appreciation to the Government of Lao PDR for successfully convening the 8th ASED and Related Meetings here in beautiful city of Vientiane. I personally believe that this meeting would generate significant milestones in improving the quality of education through stronger cooperation among ASEAN Member States.

ASEAN, a home of 600 millions people, is one of the most dynamic regions of the world, which has an enormous economic growth around 5.6 percent to generate nearly US\$ 2.4 trillion in 2013. This region would even become bigger with the opening of the ASEAN Economic Community (AEC) in 2015.

‘ASEAN, a home of 600 millions people... has an enormous economic growth around 5.6 percent to generate nearly US\$ 2.4 trillion in 2013... [and] would even become bigger with the opening of the ASEAN Economic Community (AEC) in 2015’

Education, as the main element of the ASEAN Socio-Cultural Community pillar, has an important role in preparing our human resources for the implementation of the ASEAN Economic Community in 2015. Education should not only produce manpower that acts as a supporter of economic growth, it should also have the capability of generating manpower that acts as a driver and enabler, who has the ability to create a breakthrough and innovation.

Excellencies

I am pleased to share with you that during the second to the fourth year of the ASEAN 5-Year Work Plan on Education (2011-2015), we have reached some remarkable achievements to strengthen the quality of education in the region to welcome the ASEAN Economic Community in 2015.

First, in 2012, during the 7th ASEAN Education Ministers Meeting held in Yogyakarta, Indonesia, we have launched the ASEAN Curriculum Sourcebook: “a teaching resource for primary and secondary schools to foster an outward-looking, stable, peaceful, and prosperous community”. The sourcebook is a resource

that teachers throughout ASEAN can use to help learners explore their many connections to one another and to conceive of themselves both as individuals, and as engaged members in their community, country, their region, and the world. As they do so, they will understand the complex ways in which peoples and lands across ASEAN are connected, be able to exchange and appreciate diverse perspectives, and envision new ways in which they can work together to realize common goals and a brighter future.

‘ASEAN Curriculum Sourcebook: “a teaching resource for primary and secondary schools to foster an outward-looking, stable, peaceful, and prosperous community”’

Second, this morning we have formally launched ASEAN State of Education Report (ASOER). This is an output of our request at the Informal ASEAN Education Ministers Meeting in Bali, Indonesia on 2011, to assess the progress of education development in ASEAN. ASOER will be the first-ever assesment that serves to provide a baseline for the future performance of ASEAN in the field of education which can be appraised regularly. Once again, I would like to thanks EU under the Regional EU-ASEAN Dialogue Instrument (READI) for the support.

‘ASEAN State of Education Report (ASOER)... the first-ever assesment that serves to provide a baseline for the future performance of ASEAN in the field of education’

Third, we have finalised the ASEAN Qualification Reference Framework (AQRF) as a tool for harmonization and recognition in higher education cooperation. We thanks the AQRF Task Force for their intense and deep discussions so that we could endorse the framework as a guideline for the ASEAN Member States to be voluntarily adopted.

‘ASEAN Qualification Reference Framework (AQRF)... a tool for harmonization and recognition in higher education cooperation’

Fourth, to implement the vision of ASEAN Community 2015 and to cultivate cooperation, networking and greater understanding and respect of the different cultures of ASEAN's youth, we have completed thirteen cycle of the ASEAN Student Exchange Programme.

Fifth, as ASEAN truly believe that regional cooperation and cross-border collaboration in education can open up new opportunities for learning, sharing of experiences and observing best practice, we have widen our cooperation to more partners. Best reflection of our inspiration on that matter was the inauguration of the 1st ASEAN Plus Three Education Ministers Meeting and the 1st East Asia Summit Education Ministers Meeting, in Yogyakarta, Indonesia, on July 2012.

Besides those remarkable achievements, we still have some agendas to be observed. In the framework of ASEAN University Network (AUN) cooperation, we will continue our effort to Re-visit the AUN Charter. We thank the Task Force for their valuable efforts and encourage them to continue finalising the Charter and hopefully by 2015 we shall adopt it, in line with AUN 20th anniversary.

In terms of the ASEAN Five-Year Work Plan on Education (2016-2020) that we are hoping to be finalised next year, allow me to once gain emphasize the need for ASEAN on Education to have a clear vision for the future. Hopefully during our meeting today we can generate some milestones towards the development of the post-2015 community vision, as requested by the ASEAN Leaders.

Excellencies

The above achievements will be the basis of our future stronger and better ASEAN collaboration on education and it will guide us in welcoming the 2015 ASEAN Economic Community.

All in all, let me use this occasion to express my sincere gratitude and appreciation to Excellencies, ASEAN Secretariat, our Dialogue Partners and SEAMEO for the outstanding cooperation and support during the Chairmanship of Indonesia in ASEAN on Education.

This forum will be the last education forum I attend, and by October 2014 I will have finished my task as Minister of Education and Culture of the Republic of

Indonesia. Although I will not be involved directly in ASEAN education forum, I will keep my commitment to continue supporting the education development to succeed ASEAN Economic Community.

‘Although I will not be involved directly in ASEAN education forum, I will keep my commitment to continue supporting the education development to succeed ASEAN Economic Community’

Finally, allow me to hand over the chairmanship of ASEAN on Education to Lao PDR as the new chair for the next two years. I strongly believe under the chairmanship of Lao PDR, we will achieve even greater and more advance education collaboration.

Thank you and I wish you all a great success.



BUREAU OF PLANNING AND INTERNATIONAL COOPERATION
MINISTRY OF EDUCATION AND CULTURE

Gedung C, Lantai 6-7¹
Jl. Jenderal Sudirman, Senayan
Jakarta 10270
Telp. 021 570 9445 | Faks. 021 570 9445
www.kemdikbud.go.id
kln_amerop@kemdikbud.go.id,
kln_aspasaf@kemdikbud.go.id,
kln_regionalmulti@kemdikbud.go.id

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