0. Introduction

Today we live in a shrinking world because of fast means of communication and continued rapid technological advancement. Increasing social, cultural and economic interdependence has become a fact of life so that no country can afford to live in isolation. Therefore, international understanding has become more necessary today than ever before. International understanding should be based on the principle of friendly relations between people and states having different social and political systems and embarrassing cultural differences, religious faiths and ethical values. This could only be carried out best through education at all levels of school covering both formal and non formal and through intercultural relations. The teaching of international understanding is aimed to inspire young people with the feelings of sympathy, understanding, and goodwill for peoples of other countries. In Indonesia the teaching of International understanding is woven into the curriculum of the following subjects: history, geography, civics, economics, sociology, political science, social studies, languages, and life sciences. However, at the higher education level international understanding can be taught as a separate subject. In this paper, it will be described the practices of the teaching of EIU in the real situations and the ones recommended which are expected to contribute to the recommendations which will be adopted in this symposium.
1. **Overview of Education for International Understanding**

Education for international understanding at school level has been carried out through Associated School Project since 1953. The teaching of UN and its specialized Agencies and the commemoration of UN days has been the focussed of the teaching of EIU. The schools participated in the project are expected also to carry out a project each year and to make a report of the result of the project to UNESCO Paris at the end of the year. In Indonesia the number of schools joined Associated Schools Project has increased but the program of teaching EIU remained poor. At present Indonesia has developed the number of Associated Schools Project up to 43 at primary, secondary and tertiary levels. The program activities are improved gradually through the existing budget available within the Ministry of National Education and from outside resources. There are many problems encountered in the teaching of EIU in Indonesia but the most crucial problems are the ones identified at the institutional level which are connected with competencies of teachers and the availability of suitable learning materials. Since formerly the teaching of EIU is carried as a separate subject the teachers have difficulty to carry out their tasks. They have already had a heavy workload so that they are lack of time to prepare their teaching. They do not have a proper cooperation and support from his fellow teachers, lack of support from the principal, lack of fund to carry out his plan and lack of resources for teaching. Besides, teachers’ access to regional and international programs is limited because the government has restricted budget to provide travel allowance for teachers to participate in the activities outside the countries. Further more, the school library does not provide good books for enriching their knowledge.

2. **Recent Development of EIU**

The 1974 Recommendations emphasizes only on education for international understanding while the 1995 Recommendations adopted at the 28th UNESCO General Conference known as the "**Declaration and Integrated Framework of Action**" have underlined the importance of peace, human rights and democracy as necessary elements to build the culture of peace. And one of the four pillars of education in Delors’ report that is **Learning to live together** is also an important contribution towards education for
the culture of peace. Therefore, the recent trends in teaching of EIU in Indonesia are focussing on the teaching of Human Rights, Democracy, Tolerance and Peace as well as Moral and Religious values which are inculcated in the relevant subjects. The teaching are connected to the real life situation so that it is more enjoyable and more lively. In order to coordinate the school activities a National Coordinator has been appointed. Besides, the contribution from UNESCO Educational Adviser and that of Cultural Adviser in UNESCO Office Jakarta have brought about more activities which are directed to improve education for international understanding including education for peace, human rights and democracy. Some activities which could be mentioned here are as follows:

2.1. Activities under Education for the Culture of Peace:

2.1.1 Providing a Forum among Youth to Establish a Culture of Peace

An exhibition and performance called Rhythm of Harmony is an interaction between youth and artists performing musical instruments. The aim of this activity is to minimize the number of children who are involved themselves in street fighting and unrest. UNESCO Jakarta in close cooperation with the Ministry of National Education involved 500 students from 15 schools to participate in this project. Students were organized into small groups and shown a variety of percussion music that characterize the multi-faceted culture of Indonesia and they involve themselves in the group performances.

2.1.2 Establishing an Inter-school Forum on Non-Violence starting May 1999 involving 25 schools.

2.1.3 Translating a brochure on UNESCO’s Year 2000 Culture of Peace into the Indonesian language and dissemination of the translated brochure to secondary schools

2.1.4 Preparing the Indonesian Version of the World Heritage Resource Kit.
In cooperation with UNESCO Regional Office Bangkok and UNESCO Paris, Indonesia is now preparing the Indonesian Version of World Heritage Resource Kit which is expected to be published by December 2000. The teacher training will be organized in September 2000 to test the draft of the Indonesian Version of the Kit. The Indonesian Version of the World Heritage Resource Kit will be used for teachers of secondary schools to teach students to know, cherish and act in favor of the conservation and preservation of the World Heritage.

2.2. The Teaching of Human Rights

The present economic and political crises in Indonesia have led to violation of human rights, unrest, fights and riots. To remedy this, UNESCO together with the Indonesian Ministry of National Education has prepared a manual for the teaching of human rights at the primary and secondary education levels in cooperation with teacher training in Kupang, East Nusatenggara Province. The teaching of human rights is aimed at making students aware of their rights and duties, motivating them to take action for realizing their rights and to respect for other’s rights. Besides, we have translated several books related to education for international understanding such as:

- Human Right to Peace, Declaration by the Director General
- Manual on Associated Schools Project.
- Learning: The Treasure Within

2.3. Organization of Teacher Training on Human Rights in Cooperation with National Commission on Human Rights (KOMNAS HAM) in Kupang

The teacher training was organized five days involving teachers of primary and secondary levels. The components of teacher training are as follows:

- Human Rights concept including Peace Education
- Participatory Approach Methodology

148
• Training Management
• Development of Educational Learning Materials related to Human Rights
• Evaluation of Training

2.4. The Preparation of the Indonesian Version of World Heritage Resource Kit

3. Program Activities of Education for International Understanding, Cooperation and Peace

Several program activities are carried out to minimize the violence among young people and to build the peace environment in the community through the initiative of the Government by involving teachers, students, NGO’S and parents:

3.1. Program Activities to Promote Education for the Culture of Peace and Non-violence

The number of students who are involved in street fighting tends to increase and the present atmosphere in Indonesia also contributes to the violation of human rights. Therefore, the Ministry of National Education in cooperation with Cultural Adviser of UNESCO Office Jakarta and other supporting International and National Agencies promoted programs of Peace and Non-violence involving students, teachers and parents.

3.2. Program Activities for the Preservation and Protection the Environment

Both sea and wood environment are very important in Indonesia because we have a number of woods and the biggest part of Indonesia consists of ocean. The Ministry of National Education in cooperation with UNESCO Jakarta in charge of Environmental Science involved students to participate in preserving and protecting the sea and wood environment.

3.3. Program Activities to Promote Anti-drug Movement
Since the number of students who become drug addict is increasing, the Ministry of National Education in cooperation with Ministry of Health involved students and teachers in anti-drug movement through the teaching of health in primary and secondary schools.

3.4. Program Activities to Promote the Teaching of Human Rights
The resource kit for the teaching of Human Rights is being prepared by involving teachers, students and parents. In order to make the teaching of human rights a success at the school level, the teaching will be focussed at first on the understanding of the students’ rights and responsibilities. The method of teaching will be participatory and teachers act only as facilitators. The environment of peace both in the classroom and outside the classroom will be maintained though the collaboration of teachers and students.

3.5. Program Activities to Promote Students’ Participation in National Development Programs and Projects

The Government has encouraged the participation of students and teachers in national development projects such as projects on social safety need, environmental protection, project on human rights protection, etc.

3.6. Program Activities to Promote Life-long Education

Access to the 9-year basic education is the government ‘s priority in life-long education. The present monetary crises has made it difficult for students to have access to secondary education. In order to prevent student drop-outs the government has involved all the communities including students of secondary schools to monitor the implementation of social safety net in providing scholarship to students under the World Bank and ADB project as well as the budget from the Government. Aside from that the local content curriculum of secondary school has provided opportunities for students to learn about life skills in groups to enable them “to learn how to do and to live together in harmony and peace.”
3.7. Program Activities to Promote Students’ Exchange at the National and Regional Levels

The Government of Indonesia has supported all activities for exchange of students under the bilateral or other arrangement to provide opportunities for students to visit other countries. So far we have exchange students with Japan, Canada, South Korea, Australia and ASEAN countries. Besides, some exchange students are carried out among the provinces in Indonesia to develop a sense of brotherhood and unity.

3.8. Program Activities for Student Participation in International Gathering

In the year 1999, Indonesia sent two selected secondary school students to participate in the World Parliament of Children held in Paris. This year and next year we will send more students to participate in international gathering such as International Camping, International Sports Competition and participation in Dance or Music Festivals.

4. Best Practices of EIU

The teaching of education for international understanding is best started in the family by providing examples to their children to care and share with other family members. Parents should provide model roles and play key roles in the education for international understanding. The children will automatically imitate what their parents are doing. Besides, education at school levels should add the values and skills inculcated at home. The teaching of understanding at school is based on the teaching of human rights and fundamental freedoms at all levels of education including teacher preparation and out of school education.

The following are examples of best practices which are carried out at school levels in Indonesia:

4.1. Practices of EIU in Kindergarten
The teaching of education for international understanding is best started at the earliest age. The teachings are in the forms of story telling, singing of folk songs and performance of folk dances of the neighborhood countries and recognizing the fruit or clothes of other countries. They are taught the values of sharing and cooperation as well as to be aware that they are members of the larger community. Other practices of inculcating the moral and religious values.

4.2. Practices of EIU in Primary Education

The teaching of tolerance is practiced in the classroom and outside the classroom. The teaching of education for international understanding is taught in all subjects especially languages, arts, mathematics, environment, health and physical education. Besides, the students are taught about life skills to develop a sense of self-reliance and confidence within themselves. The curriculum contain the following major competencies:

- To be able to understand the factors contributing to the preservation of good health
- To be able to acquire awareness about one’s well being in the context of social and natural environment
- To be able to know about various people at work and appreciate the importance of the world of work
- To be able to solve simple problems encounters at school level
- To be able to observe and examine some common characteristics of non living things
- To be able to understand the relationship between man and his environment
- To develop a spirit of inquiry and the ability to think critically and creatively
- To develop a critical appreciation of the past
- To understand Indonesian history and how it is related to human civilization as a whole
4.3. Practices of EIU in Secondary Education

The teaching of the above mentioned competencies but more deeper with more insight into the various democratic process and human rights

4.4. Practices of EIU at Teacher Training

The teachers should understand the objectives of teaching related to the UIE. For example for the teaching of social studies, they should understand that social study helps in building attitudes and desirable skills needed in a democratic society, it inculcates a sense of belonging to the community, nation and the world and it fosters national integration and promote international understanding. Besides, the training of teachers should be emphasized on the understanding that world peace rests on the mutual understanding and cooperation among nations and the United Nations seek to maintain justice and friendly relations based on equal rights of all peoples. The promotion of social welfare and human rights are also necessary pre-requisites of peace.

4.5. Practices of EIU in the Community

The following values and understanding are provided to the community through UNESCO Clubs, NGO’S or other religious institutions:

- Each individual is respected and accorded equal justice and equal opportunity
- Individual responsibility goes hand in hand with individual freedom
- Acceptance of majority decision with respect to minority views is necessary
- Change can be brought about through persuasion based on reason
- Concern for others is the only justification for democracy
- Faith in the ability of the people to govern themselves is the basis of democracy
- International understanding begins only with knowledge of people and appreciation of their diverse ways of living and thinking
• Narrow nationalism among nations and discrimination among citizens
discourages the spirit of tolerance and equality which are the basis of
international understanding
• The UN as a single body has been playing a significant role in
bringing about understanding among diverse peoples of the world

5. Recommendations

The following recommendations should be taken into consideration in planning
education for international understanding peace, human rights and democracy:

5.1. Recommendation for Best Practices for the Future Teaching of EIU

The teaching of EIU which could be in the forms of the teaching of human rights,
peace and democracy is best practices through experiential learning. The learning could
occur in the community, at school and in the family. At least there are eight principles
which could be inculcated to students in order they develop the tolerance and friendship
and reject violence and abuse. These principles are: dignity, equality, liberty, justice,
security, responsibility, solidarity and democracy. They are central to education of peace
programs that give direction to teaching and learning. Schools are encouraged to explore
and analyze these principals within their communities to use them as the foundation for
building a culture of peace. The teaching of these principles should use participatory
approach through a process of discussion and reflection. Besides, students should be
taught skills significant to practice education for peace such as thinking skills,
communication skills, and personal skills. The three skills should be elaborated further in
the forms of experiential learning in the classroom and outside the class-room. The
values of peace education that should be practiced in their daily life are as follows:
human rights and democracy, cooperation and solidarity, preservation of culture, self and
others, internationalism, protection of environment, spirituality including freedom of
mutual respect for the religious observances. Teachers should identify points of
education for peace connected to the subject taught. Teachers as role models, are key
players in the living expressions of peaceful behavior and provide students with peace
class-room and peace school. Certain indicators could be used to evaluate the effectiveness of education for peace program in influencing students and school community as a whole. The teaching of the culture of peace should be aimed at providing students with understanding global problems using principles think globally and act locally, having skills to resolve conflicts, know and live by international standards of human rights, gender and racial equality, appreciate cultural diversity and respect the integrity of the earth.

5.2. Recommendation for Member States

Member States should provide adequate means and facilities to facilitate the socialization and the teaching of EIU in their respective countries. The teaching of EIU in schools and outside school should be strengthened and proper guidance should be provided to the school teachers and community educators through training. There should moderate budget planned for education for international understanding covering the teaching of human rights, democracy and preservation of world heritage and environment.

5.3. Recommendation for RCEIU

RCEIU should be provided with expertise from Asia and Pacific countries. The result of research should be made available to decision makers, ASP coordinators and teachers for further actions. Besides, RCEIU should accommodate all the aspirations and needs of Asia and Pacific countries especially developing countries and should respond positively to the urgent needs of these countries. It should provide continued guidance in the socialization and the teaching of EIU in the Member States. RCEIU should provide continued dialogue through questionnaires, meetings, forum for ASP-net coordinators and teachers as well as youth and encourage commitment from decision makers.

5.4. Recommendation for UNESCO and other UN Agencies

UNESCO and UN are aimed at achieving Peace in this World through International Cooperation among Member States. The best teaching of peace for school aged children is through schools using the existing UNESCO institutions such ASP-net while for the
community through UNESCO Clubs. Therefore, UNESCO should provide facilities, make available learning materials and provide a forum for student and teacher exchange as well as strengthen ASP-net and UNESCO Clubs in the country Regular meeting of Coordinators of ASP-net is important to provide more input to the RCEIU.

6. Conclusion

Aside from strong efforts to promote education for international understanding from Member States, UNESCO and UN Agencies as well as those International Organizations concerned with the building of Culture of Peace should provide means and mechanisms to promote and strengthen cooperation among Member States through the existing regional and international networks especially that of RCEIU. Regional Center of Education for International Understanding in Asia and the Pacific should make a regional coordination with all Member States in Asia - Pacific through recommended program activities and provide a continued assistance in the promotion of the teaching of education for international understanding geared to the achievement of peace environment in each Member State and among Member States.
Addendum to Indonesian Country Paper

The letter of Dr. KWON Tai-joon, the Secretary-General of Korean National Commission for UNESCO requested each one of us to write and talk about (a) 'best practice' of education for international understanding (EIU) in each of our countries; and (b) policy suggestions for the future of Asia-Pacific Centre of Education for International Understanding (ACEIU). Indonesia has sent a paper last July, and this is just an addendum.

1. Best Practices of EIU in Indonesia

As all of you know, Indonesia is a very heterogeneous country, ethnic-cultural and religiously speaking. The epigraph on the coat-of-arms of the republic (GARUDA) is ‘bhinneka tunggal ika’? If you agree with me, then the assumption that the ‘best practices’ of EIU that are available in the world can be used as models for Indonesia, first as a model for ‘Education for National Understanding’ (ENU), then for EIU.

At present, Indonesia is indeed in a transition period, i.e. moving away from the ‘power-authoritarian-oriented’ regime of Soeharto to ‘people-democratic-oriented’ government of of Gus Dur. For 32 years during Soeharto’s rule, the unity of Indonesia was not very strongly rooted in the values lived by the people, especially in those far-away provinces. This explains the reason why some provinces now want to become independent from the Republic of Indonesia. This is triggered by the separation of East Timor (a big mistake of giving second option!).

We have learnt something from the wrong-doing in the past, and we now want to find a ‘dynamic balance’ between ‘similarities’ (unity) and ‘differences’ (diversity). This is the reason for a new law (number 22 year 1999) on provincial autonomy which will hopefully prevent us from further national disintegration.

As mentioned above, the failure of practising the right balance between ‘unity in diversity’ is clearly shown by the few far-away provinces, but to some degrees there are some effective practices in most of the other provinces. In those provinces, people are
now behaving (loyalty) as Indonesians first, and secondly as belonging to an ethnic group. In the beginning of the Independence on August 17, 1945 it was the other way around, a person is first belonging (loyalty) to an ethnic group, and secondly to be an Indonesian. We can now learn some principles from the successful implementation of 'unity in diversity' which we can probably use to build EIU, and which might also be used by our Centre (ACEIU). Those principles are:

- We must learn to appreciate and 'happily live' with our differences, but at the same time not to put away with our similarities as human beings. If we take differences seriously, then 'mutual learning and teaching'; 'giving and receiving'; 'sharing and caring'; 'co-operation and competition' will make sense and these will be the driving forces to make 'living together' a reality. On the other hand, if we take similarities seriously, then we can plan and design our common future, the humanity's destination on earth.

- We must learn to accept the fact wholeheartedly, that none of us is entitled to choose his/her mother and father, therefore we are the same. This does not mean, that we may 'forget' our parents. No, we should respect them for they are the vehicles by which we come to this world. But, respectful of parents does not mean that we chose them. No.

- We must learn the values lived by our society, values leading and directing our lives. The new generation in particular are in dire need of values education. EIU is really values education. Learning to live together, to live with others in peace and harmony (who are similar and different from us) as one of the four pillar of education (Jacques Delors, 1996) needs to be practised not only since early childhood, but due to social changes, continuously (lifelong education, lifelong learning) during one's life.

- The Indonesian UNESCO Associated Schools Project (ASP-net) is now implementing some projects emphasising those principles. Since these schools have just been activated, it is really too early to tell the 'best practices'. But, we are optimistic that in the near future when the EIU has been successfully implemented and national understanding is deeply rooted in the values lived by the people (Bhinneka Tunggal Ika), then EIU will be implemented more effectively.

- In Indonesia, especially at the basic and secondary education levels, EIU has been integrated with the subject matters taught – almost all subject matters. But at the
higher education level, especially at the teachers training colleges, EIU is taught as a separate course combined with education for human rights, democracy and peace. We are doing EIU more seriously now after experiencing the monetary and economic crises since mid-July 1997, and after Soeharto’s disposition in may 1998.

2. Policy Suggestions for the Future of ACEIU

Some relevant policy suggestions to the major functions of ACEIU may be noted:

- **Research and development philosophy** – Together with some experts of the Asia-Pacific region, the philosophy for research and development should be formulated.Hopefully, this present Symposium aims at that also. Research and development should be directed toward ‘human development’, and on how to find out the real situation of the human resources in this region, and plan actions for the improvement of the human resources. Research on some pertinent problems in the field of human development may be designed together by the selected team of experts, and implemented by the ‘national experts’, or jointly with the staff of ACEIU. ACEIU should encourage and motivate the national EIU experts to do research on EIU and shared their findings. As for the philosophy of development in general, ACEIU should hold to the principle that human development is all-encompassing (pluridimensional), touching all spheres of life, thus not only economics, but also socio-cultural, political and religious. This approach is now considered a balanced one compared to the previous pure economic approach.

- **Teaching methods and curriculum of EIU** – teaching method, although culturally bound, there are some modern principles that need to be shared in our region, such as ‘active student learning’ or ‘student-driven learning program’, ‘co-operative learning’, ‘learning-by-doing’ (John Dewey); practising the old six basic questions of what, why, how, when, where, and who; and practising critical thinking and problem-solving techniques, and so on. The teaching methods may be considered as part and parcel of curriculum of EIU. The basic curriculum may be drawn by the Asia-Pacific team of experts and should be enriched nationally at the field levels. This curriculum must pay attention to the four pillars of education, including EIU (Jacques Delors, 1996): “learning to know, learning to do, learning to be, and
learning to live together”, and also to the principle of lifelong education. Examples of ‘best practices’ requested by the Symposium may be used to illustrate the basic curriculum. During the implementation of the basic curriculum and teaching methods of EIU, the national experts at the field level (in the country) should cooperate with the existing Embassies and Consulates but also with the ‘international schools’ and ‘foreign country schools’ together with their teachers and students. This will make EIU lively, concrete, and real, and it will bring some behavioural changes to the participants.

• **Information dissemination.** ACEIU will act as the Asia-Pacific clearing-house for EIU, and national governments will utilise the available information at the Centre. But also, the national government, i.e. the Ministry of Education should regularly send to the Centre, relevant information on EIU. Exchange of information will be effective only if ACEIU is pooling and disseminating the relevant EIU information both from the Asia-Pacific region, but also from outside our region. ACEIU is a regional centre but should also be an international (world, global) one. ACEIU, in this era of globalization is unavoidably influenced by the events in the world the progress of science and technology, especially communication and information technology. But, ACEIU may also influence the whole world on EIU. Why not?

• **Teacher Training.** ACEIU should see education, including EIU in both channels, i.e. in-school or formal and out-of-school or non-formal education. The training of teachers (and tutors) need to be put as a first priority. Teachers who are ‘open-minded and internationally-oriented’, who are practising the principles mentioned above need some training at the national level. The curriculum for teacher training on EIU will be drawn form the experiences of Asia-Pacific teachers or elsewhere. The ACEIU may draw a curriculum for EIU teacher training to be commented by the ‘national education experts’, and then practice it nationally. The effective experiences will be shared with other countries in the region and outside. In the future, if EIU teachers are to be trained at the Centre, some Asia-pacific EIU experts might participate in the implementation of such program.
• **ACEIU as Asia-Pacific Institution** – ACEIU will operate similarly but different from the United National University (UNU). Similar in the sense that activities are carried out at the country levels. Different in the sense that there is no urgent need to assign Asia-Pacific experts for one, two, or three years in the Centre. The Asia-Pacific EIU experts will come to the Centre for a short period, at the most one to three months. The selected EIU experts come together, for instance, (i) when planning activities for one or two years, (ii) when drawing research designs for some problems to be solved related to EIU to be implemented nationally, (iii) when there is a specific training of trainers (teachers) of EIU – already mentioned above, and (iv) when ACEIU is implementing ‘a chain-reaction system with a geometric progression’ of certain needed personnel on EIU, and so on. Thus, the day-to-day activities of ACEIU, administratively and managerially, are taken care of by EIU experts from Korea.