

## EDUCATION

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Rabu, 23 Juli 2008

### **5 Perguruan Tinggi Indonesia Bekerja Sama Dengan UNESCO**

**Lima perguruan tinggi Indonesia, bersama Universitas Keio Jepang, kini masuk dalam jaringan pendidikan berbasis internet milik UNESCO, sehingga mempercepat pengembangan ilmu pengetahuan dan teknologi secara global melalui pendidikan jarak jauh.**

#### **Education (DD/RO/AMO) –**

Kerjasama tersebut tertuang dalam nota kesepahaman (MoU) antara Universitas Keio, yang menjadi koordinator program “School on Internet” di 27 perguruan tinggi Asia Tenggara, dan UNESCO yang berlangsung di Roppongi Academy Hill, Tokyo, Kamis.

Penandatanganan langsung dilakukan oleh Rektor Universitas Keio, Yuichiro Anzai dan Direktur UNESCO Jakarta, Hubert Gijzen, serta disaksikan oleh para pimpinan perguruan tinggi se-Asean, termasuk dari Institut Teknologi Bandung (ITB).

“Kerjasama ini kiranya dapat memajukan pendidikan di Asia menuju tingkatan yang lebih mengglobal. Apalagi UNESCO merupakan lembaga yang banyak memiliki bahan-bahan dan tenaga pengajar berkualitas,” kata Anzai lagi.

Sementara itu, Hubert Gijzen mengatakan, kerjasama ini dapat memobilisasi ilmu pengetahuan dan teknologi demi terlaksananya pembangunan yang berkelanjutan di Asia dan Pasifik.

“Peranan ilmu pengetahuan dan teknologi sangat penting khususnya dalam menjawab tantangan bagi pembangunan yang berkelanjutan seperti upaya mencapai tujuan pembangunan millennium, perubahan iklim, pengelolaan sumber daya alam serta penanggulangan bencana alam,” ujarnya.

Gijzen juga menekankan pentingnya kerjasama pendidikan melalui “kelas jauh” ini, karena dapat menciptakan suatu “quantity leap” dan juga “quality leap”, yaitu lompatan yang besar dalam memenuhi tuntutan akan kualitas dan kuantitas ilmu pengetahuan itu sendiri.

Profesor di bidang bio-teknologi itu menjelaskan, pembentukan jaringan pendidikan internet antara UNESCO dan Universitas Keio akan membuka kesempatan bagi pendidikan di Asia dan Pasifik kepada banyak orang, sehingga diharapkan mampu menghasilkan sumber daya pendidikan yang kuat.

“Pada kesempatan yang sama, kalangan intelektual ini juga bisa langsung memperoleh bahan-bahan perkuliahan dan riset yang berkualitas, termasuk nara sumber yang berkualitas juga,” kata pria berkebangsaan Belanda itu.

#### **Terobosan pendidikan**

Menurut Wakil Rektor Senior Bidang Akademik ITB, Adang Surahman, program kerjasama ini merupakan terobosan dan jalan pintas di bidang pendidikan yang cukup berarti karena menutupi kekurangan dalam meningkatkan kualitas pendidikan nasional.

Adang mengemukakan, dengan adanya kelas jauh ini, tuntutan seperti adanya keharusan akan ruang kelas, pengajar dan peralatan peraga bisa teratasi melalui jaringan internet dan layar lebar saja.

“Namun kendalanya di Indonesia adalah sarana dan kualitas teknologinya masih belum merata. Kalau sudah lancar, baru betul-betul bisa mengatasi banyak hal tadi,” ujarnya.

UNESCO sendiri memiliki program yang dikenal dengan “Inherece”, yaitu suatu program belajar mengajar melalui internet di 140 universitas di Indonesia, mulai dari Aceh hingga Papua.

“Kerjasama dengan Universitas Keio akan mempertemukan universitas itu ke dalam kerjasama pendidikan yang berkualitas, baik dari segi tenaga pengajarnya maupun hasil-hasil risetnya,” kata Hubert Gijzen.

Universitas Keio membidani kelahiran program “School on Internet-SOI” yang beranggotakan 27 perguruan tinggi dari 13 negara, termasuk lima perguruan tinggi Indonesia. Kelimanya adalah ITB Bandung; Universitas Hasanuddin Makassar; Universitas Brawijaya Malang; Universitas Syah Kuala Banda Aceh, dan Universitas Sam Ratulangi Manado. (\*)

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Source: Pendidikan net, 10-3-2008

### **50 Persen Guru di Lima Negara E-9 tak Berpendidikan Formal**

NUSA DUA -- Sebagian dari negara-negara E-9 (negara-negara berpenduduk terbesar di dunia) hanya memiliki 50 persen guru yang berpendidikan strata satu (primary education training). Padahal, peran guru sangat penting untuk menjadi agen perubahan, khususnya dalam upaya menjadikan pendidikan bisa diterima oleh semua orang (education for all/EFA).

"Indonesia juga termasuk salah satu negara yang jumlah guru berpendidikan primer setara bachelor kurang dari 50 persen," ujar Wakil Ketua Panitia the Seventh E-9 Ministerial Review Meeting (Pertemuan Sembilan Menteri-menteri Pendidikan Berpenduduk Terbesar di Dunia), Fasli Djalal, dalam persiapan pembukaan The Seventh E-9 minister di Nusa Dua Bali, Ahad (9/3).

Jumlah guru di Indonesia, kata Faisal, mencapai 2,7 juta orang. Sedangkan jumlah guru yang memiliki pendidikan formal setara S1 hanya sepertiganya. Akibatnya, kata Faisal, upaya peningkatan kualitas pendidikan di Indonesia cukup terhambat.

Sembilan Negara anggota E-9, adalah Cina, India, Indonesia, Brasil, Mesir, Bangladesh, Pakistan, Meksico, dan Nigeria. Selain Indonesia, tambah Faisal, beberapa negara lainnya, seperti Cina, Bangladesh, India, dan Pakistan juga termasuk sebagai negara-negara yang jumlah guru berpendidikan formal setingkat S1 masih di bawah angka 50 persen. "Mungkin, baru Meksiko dan Brasil yang telah memiliki jumlah guru berpendidikan formal setara bachelor yang lebih dari 50 persen," tambah Faisal.

Menurut Faisal, jumlah guru yang melalui pendidikan formal sangat penting untuk meningkatkan kualitas pendidikan. Sebagai sebuah profesi yang sangat mulia, Negara-negara E-9 menilai peran guru sangat penting untuk mencapai tujuan EFA. Beberapa tujuan EFA itu adalah mengentaskan buta huruf dan peningkatan pendidikan kesetaraan gender pada 2015, khususnya di Negara-negara E-9.

Menurut Chief Section for Teacher Education Division UNESCO, Caroline Pontefract, persoalan kuantitas dan kualitas guru ini menjadi kian bertambah dengan adanya hasil kajian UNESCO bahwa pada 2015. Disebutkan, akan terdapat kebutuhan tenaga guru hingga mencapai 18 juta orang di negara-negara E-9. Padahal, kata Caroline, 67 persen warga buta huruf dari jumlah 771 juta penduduk buta huruf itu berada di Negara-negara E-9.

Caroline menjelaskan, pertemuan akan difokuskan mengenai peningkatan kuantitas dan kualitas guru dalam bentuk berbagai pelatihan (training). Guru, kata Caroline, tidak hanya memiliki pendidikan formal secara akademis, tapi juga kecakapan dalam pedagogis, serta psikologis.

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Source: Vanguard 13-6-2008

### **75 million children lack basic education—ILO**

Written by Funmi Komolafe, Assistant Editor

Friday, 13 June 2008

GENEVA— CHILD Labour Day was marked yesterday in Geneva, Switzerland, with a call on governments to ensure that children are not denied their rights to be educated. About 75 million children, worldwide, do not have the privilege of basic primary education.

The International Labour Organisation, at its on-going 97th conference, noted that education was critical to breaking the cycle of child labour and poverty, as well as eradicating child labour in its worst forms by 2016. The Child Labour Day is used to draw attention to the dangers of child labour with a view to eliminating child labour.

Nigeria is one of the countries that has ratified Convention 182 on the elimination of the worst forms of child labour .

The ILO Director-General, Juan Somavia, said "We must work for every child's right to education so that no child will have to work for survival. The goal is quality education for children and decent work for adults."

Quoting UNESCO 3/ statistics, the ILO stated "some 75 million children of primary school age were out of school in 2006, a reduction from 103 million in 1999. The report also acknowledges that the number of children involved in economic activities has been falling".

"In 2004, it was estimated that there were some 20 million fewer economically active children aged 5-14 than there had been four years earlier".

"However, there remained 191 million children aged 5-14 engaged in some kind of economic activity. Of this number, 165 million were involved in child labour."

The ILO said its findings have showed that child labour leads to reduced primary school enrolment, which negatively affects literacy rates among youth.

There is strong evidence that when children combine school and work, as the number of hours in work increases, school attendance falls.

High levels of child labour are associated with lower performance on an Education Development Index, which measures a country's performance on universal primary education, adult literacy, quality of education and gender parity.

There is a significant correlation between the levels of children's economic activity and primary school repetition rates. Grade repetition often leads to children dropping out of school.

Rural working children and girls tend to be among the most disadvantaged. Girls often carry a double burden of work inside and outside the home, putting their schooling at risk.

The director-general of the ILO called for an educational dimension in the struggle against child labour, saying let us pledge to work together for education for all children at least to the minimum age of employment, education policies that reach out to child labourers and other excluded groups, properly resourced quality education and skills training and education for all children, and decent work for adults. I urge you to lend your voice and action to the worldwide movement against child labour.

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Source: The Jakarta Post 6-3-2008

### **Bali to host int'l meeting on illiteracy**

Erwida Maulia , The Jakarta Post , Jakarta | Thu, 03/06/2008 12:02 PM | National

Indonesia's Bali Island is set to host next week the seventh E-9 Ministerial Review Meeting on Education for All (EFA), which will focus on the improvement of education and training for teachers in countries where illiteracy is a national problem.

The program is run by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and is aimed at decreasing the world's illiterate population.

The nine countries scheduled to attend the meeting include Bangladesh, Brazil, China, India, Mexico, Egypt, Nigeria, Pakistan and Indonesia.

A 1993 report by UNESCO said these nine countries were home to 70 percent of the world's illiterate population and 40 percent of global school dropouts.

UNESCO said it aimed to cut 50 percent of the world's illiterate population by 2015 through the EFA program, with a particular focus on the nine countries.

The EFA program is focused on six themes including early childhood education, compulsory education, gender equity, life skill education, quality of education and illiteracy.

Director general for higher education at Indonesia's Education Ministry, Fasli Jalal, said on Wednesday, "Failures in tackling education problems in these nine countries will result in a failure to reach the EFA target".

Fasli said the condition of education in the nine countries had been improving since the first EFA summit in New Delhi in 1993.

China was the country that had shown most improvement because it had managed to cut its illiterate population by 80 percent and had provided nine-year's worth of compulsory education for its citizens.

Fasli said Indonesia was in second place in terms of improvement. He said the country's illiteracy rate had declined to less than 10 percent of its 240 million population.

Illiteracy rates of most other countries stood at around 40 percent, he said.

"Besides that, we have no problem with gender equity in education.

"We have left the six-year compulsory education (phase) and we are now entering the nine-year compulsory education (phase), which is equal to China," he said.

But Indonesia still had problems with its quality of education and Fasli said lessons around life skills were not properly provided.

The biennial meeting would also be attended by delegates from other countries concerned with education, including donor countries and observers.

The meeting is scheduled to hear reports on the progress of EFA achievements in the nine countries, as well as globally, and should serve as a forum for sharing experiences and benchmarking best practice among participants.

Fasli said Indonesia had adopted the results of the previous EFA meetings in its amendment of the Constitution, as well as the 2005 Law on Teachers and Lecturers and the National Education Ministry's strategic plans.

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Source: The Jakarta Post 7-6-2008

### **Challenges in implementing inclusive education**

*Opinion and Editorial - June 07, 2008*

**Setiono Sugiharto**, Jakarta

National Education Minister Bambang Sudibyo recently said he was upbeat that Indonesia, with its heterogeneous population, would be able to create a strategy and make a breakthrough in implementing so-called inclusive education, the goal of which is to promote an inclusive society irrespective of social status, race, faith and ability, with differences being respected and valued.

He further stated that Indonesia's education policy is already in line with that developed by UNESCO, including education for all, long-life education and education for ongoing development.

But the minister refrained from explicitly disclosing how he planned to implement inclusive education in the country, and what kinds of breakthrough he would make.

The idea of unveiling inclusive education is certainly highly relevant to our current conditions, where differences in religion, faith, gender, ethnicity and ability are often seen as a threat rather than a source of richness and diversity.

However, inclusive education can be implemented only if its principles are taken into account in the policy-making process. These encompass citizens' inherent right to education on the basis of equality, exclusion from any kind of discrimination (race, color, sex, language, religion, ethnicity and social status), and respect for diversity and individual differences. It must be admitted that much of our education policy is often at odds with these principles.

Moreover, the number of students dropping out of school is getting higher, especially in poverty-stricken areas. Students are forced to leave school due to their parents' poor economic condition, and to work to help their parents make ends meet. This leads to the growing number of child laborers, which in turn leads to physical and psychological disabilities.

The majority of children living in remote areas are unable to enjoy schooling in proper buildings. Many of them study in dilapidated and makeshift buildings, and are assisted only by a few dedicated teachers.

Another serious challenge is the fact that most disabled people are still excluded from equal access to mainstream education. In fact, they have become the ones who are sidelined by an exclusive education policy.

A centralized education policy is an exclusively one-sided policy, which is often the main cause of segregation and discrimination. The case in point is the endlessly controversial national exam, which fails to accommodate students' diverse backgrounds and needs.

Also, curricula are not designed on the basis of flexibility and tend to be content-heavy. With such a rigid curriculum, students with special educational needs are excluded and even marginalized from mainstream education.

Other challenges abound, further encumbering the implementation of inclusive education here. It is not easy, for example, to limit the scope of inclusive education to be included in the curriculum. As a result, designing teaching materials that cover students' diverse needs and cultural backgrounds is problematic. No less important a challenge is the lack of teacher training in dealing with students hailing from heterogeneous cultural milieu. Teaching students issues related to inclusiveness in all walks of life requires a special skill, which can be acquired through a specific training program.

For instance, it takes a special effort to teach students how to appreciate differences in culture, race, ethnicity and religion if the students come from belief systems and cultures where exclusiveness and homogeneity are highly respected and valued, and ethnocentricity is culturally rooted.

Implementing inclusive education here can only be viable provided that the minister is cognizant of these challenges and bases his strategies on them. It is also very important the whole society be prepared to accept the inclusive policies.

*The writer is chief editor of the Indonesian Journal of English Language Teaching, and has taught English composition for 10 years at Atma Jaya University, Jakarta. He can be reached at [setiono.sugiharto@atmajaya.ac.id](mailto:setiono.sugiharto@atmajaya.ac.id)*

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Source: Tempo Interactive 11-3-2008

### **Christine Hakim Becomes UNESCO Ambassador**

Tuesday, 11 March, 2008 | 15:12 WIB

**TEMPO Interactive, Jakarta:** Indonesian actress, Christine Hakim, Tuesday (11/3) was appointed ambassador for UNESCO Southeast Asia. With this position, she will obtain support to campaign for quality improvement in education in this region.

"This is a big responsibility for me", she said after the award was presented by UNESCO director, Koichiro Matura, during a meeting for education ministers from 9 countries that have the biggest populations, in Nusa Dua, Tuesday (11/3).

The award, she said, is related to her activities at Foundation for Teachers that is focused on education. For a year, she and UNESCO have been mapping the educational issue in ASEAN countries including Timor Leste. For Christine, education is the key to development.

In the short term, her activity as a UNESCO ambassador will be focused on teacher quality improvement. Because, teachers have the important role to improve educational quality.

Through the foundation, she has been working on teacher quality improvement and supplying teachers to remote areas, especially in eastern Indonesia.

Rofiqi Hasan

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Source: Pendidikan.net 12-3-2008

### **Christine Hakim Prihatin Pendidikan di Pedalaman**

<http://www.pendidikan.net/mod.php?mod=publisher&op=viewarticle&cid=22&artid=1087&PHPSESSID=a9ca50b711eed1211155bdf2d226a3b0>

Oleh : ant/kho

Christine Hakim prihatin atas kondisi penyelenggaraan pendidikan di sekolah-sekolah daerah terpencil dan pedalaman Indonesia. Keprihatinan duta badan PBB bidang Pendidikan dan Kebudayaan (UNESCO), ini bukan saja karena sarananya sangat minim dan tidak memadai, tetapi juga motivasi para guru untuk mengajar rendah, bahkan banyak sekolah yang kekurangan tenaga pengajar.

"Selain daerahnya terpencil melalui perjalanan sulit, juga sarana dan prasarana belajar mengajarnya belum memadai," kata pemeran tokoh Tjut Nyak Dhien dalam film Tjuk Nyak Dhien itu di sela-sela pertemuan Menteri-menteri Pendidikan sembilan negara yang berlangsung di Nusa Dua, Bali, Selasa (11/3).

Aktris bernama lengkap Herlina Christine Natalia Hakim ini berharap agar pemerintah memotivasi para guru di daerah terpencil dan pedalaman untuk tetap mengajar sesuai dengan harapan bangsa. Upaya memberi motivasi itu dinilai aktris senior ini penting, mengingat guru di daerah terpencil dan pedalaman dihadapkan pada tantangan yang jauh lebih berat dibanding di perkotaan.

Sebagai duta UNESCO, dirinya juga dituntut mampu menjalankan program-program yang telah ditetapkan oleh badan PBB di bidang Pendidikan tersebut. "Di antaranya memberikan informasi kepada guru-guru yang bertugas di daerah terpencil, termasuk juga siswa sekolah bersangkutan," paparnya.

Ditanya mengenai perbandingan guru dengan murid, menurut wanita kelahiran Jambi, 25 Desember 1956, ini belum sebanding. Banyak guru sekolah dasar di daerah terpencil yang harus menangani dua sampai tiga bidang studi.

Dengan semangat otonomi, kata Christine, harusnya pemerintah daerah mampu mengatasi kekurangan tenaga pengajar dengan mengangkat guru bantu. "Kalau hanya mengandalkan pemerintah pusat proses pengangkatan guru akan terlambat," katanya. Sebab pengangkatan guru oleh pemerintah pusat berdasarkan kuota penduduk, bukan kebutuhan masing-masing daerah.

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Source: Republika online 11-3-2008

### **Christine Hakim Prihatinkan Pendidikan Daerah Terpencil**

**Denpasar-RoL--** Bintang film Christine Hakim selaku duta badan PBB bidang pendidikan dan kebudayaan (UNESCO) memprihatinkan kondisi penyelenggaraan pendidikan di sekolah-sekolah daerah terpencil dan pedalaman di Indonesia.

Bukan saja sarananya sangat minim dan tidak memadai, tetapi motivasi guru untuk mengajar juga rendah, bahkan banyak sekolah yang kekurangan tenaga pengajar.

Pemeran tokoh Tjut Nyak Dhien itu mengungkapkan hal tersebut di sela-sela pertemuan Menteri-Menteri Pendidikan sembilan negara yang berlangsung di Nusa Dua, Bali, Selasa. Ia berharap pemerintah terus

memotivasi para guru di daerah terpencil dan daerah pedalaman di tanah air untuk tetap mengajar sesuai dengan harapan bangsa.

Upaya memberi motivasi dinilai penting, mengingat guru di daerah terpencil dan pedalaman dihadapkan pada tantangan yang jauh lebih berat dibanding di perkotaan. "Selain daerahnya terpencil, melalui perjalanan sulit, juga sarana dan prasarana belajar mengajarnya belum memadai," katanya.

Christine Hakim selaku duta UNESCO juga dituntut mampu menjalankan program-program yang telah ditetapkan oleh Badan PBB di bidang Pendidikan tersebut. "Di antaranya memberikan informasi kepada guru-guru yang bertugas di daerah terpencil, termasuk juga siswa pada sekolah bersangkutan," ucapnya.

Ditanya mengenai perbandingan guru dengan murid, disebutkan sejauh ini belum sebanding, banyak guru sekolah dasar di daerah terpencil yang harus menangani dua sampai tiga bidang studi. Dengan semangat otonomi, pemerintah daerah diharapkan mampu mengatasi kekurangan tenaga pengajar tersebut dengan mengangkat guru bantu.

"Kalau hanya mengandalkan pemerintah pusat, proses pengangkatan guru akan terlambat," katanya seraya menjelaskan, pengangkatan guru oleh pemerintah pusat berdasarkan kuota penduduk, bukan kebutuhan masing-masing daerah. Pemerintah propinsi yang mengetahui persis kebutuhan guru di daerahnya seharusnya segera menetapkan jumlah pengangkatan guru bantu, tambahannya. antara/mim

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Source: The Jakarta Post 20-11-2008

### **Clean governance needed for education for all**

**T. Sima Gunawan**, The Jakarta Post, Jakarta

This year's blockbuster in the country is not a thriller, a family tragedy or a horror movie -- it is a true story about poor children's struggle to get an education.

The kids go to an elementary school in a dilapidated building that is a safe haven for goats on rainy days. Despite the poor condition, they study in high spirits, thanks to the support of their devoted teacher.

*Laskar Pelangi* (The Rainbow Warriors) is based on the book of the same title by Andre Hirata. It is set in the 1970s on Belitung Island, east of Sumatra.

"This is not a children's book, but a book about children. It's the irony about the lack of access to education for children on one of the world's wealthiest islands," he commented.

Three decades have passed and the irony remains. In a way, things are even worse. More problems linger. It is not just about dilapidated buildings but also underqualified teachers and the increasing number of poor people. In this country of 234 million people, poverty has gripped more than 30 million individuals, whose expenditure is less than US\$18 a month.

Even though education at state primary and secondary schools is theoretically free and there is education assistance from the government, in reality many parents still have to spend money on various fees, like enrollment and exam fees, not to mention uniforms and books.

Last year, the government allocated Rp 11.8 trillion (about US\$1 billion) in school operation aid but the Indonesian Corruption Watch found that it did not really work because of rampant corruption in the education sector throughout the country.

The government has promised that beginning next year education will receive 20 percent of the state

budget instead of the current 10 percent.

To improve the quality of teachers, since 2005 it has also conducted the teachers' certification program even though it has not run smoothly.

Obviously the government alone cannot handle all of the education hurdles. Non-governmental organizations, foundations and institutions have played a significant role.

Many companies have corporate social responsibility (CSR) programs in education. Microsoft Indonesia, Danone and Carrefour are among those running programs themselves while dozens of others contribute to the improvement of education in the country through the Sampoerna Foundation.

Most of them provide scholarships for needy students, "adopt" or sponsor schools and train teachers.

Since 2001, for example, the Sampoerna Foundation has awarded scholarships for 30,000 students from poor families whose average grade is at least seven on a scale of one to 10. It has also adopted 22 high schools of average quality throughout the country and it is expected that once the adopted schools have improved in quality, they will also help others.

Microsoft Indonesia has provided training on information technology for 22,500 teachers throughout Java and Sumatra, and is also planning to reach eastern Indonesia.

Next year, it plans to train 240 teachers, which is expected to have an impact on 4,800 disabled students in Java. The teachers will receive training on Windows XP and Vista that are specifically designed for people with disabilities, including text to speech for the visually impaired, voice command, and sticky keys for people with Parkinson's disease

Another company, Danone Aqua, has a strong commitment to children's education.

"We believe that children's education is crucial to building a better future. In the long run, better education will improve skills and values, including the protection of natural resources and the environment, which is a key challenge for this country," said Yann Brault, sustainable development and social responsibility manager of Danone Aqua.

He said that the company has various programs, like the Ramsar game initiative. It was launched in 2006 with 200 elementary schools, and then replicated in 1,000 other schools around the country. The game is an educative tool developed by Danone Group and UNESCO to raise environmental awareness, teaching students about things such as the water cycle, the role of forests and watersheds.

To help schools with local needs, Aqua has a program that provides them with musical instruments, books, or cement to rehabilitate buildings.

Like most companies, Aqua focuses its program on formal schools.

"But we are interested (in informal education), especially targeting scavenger communities. Maybe our next program will be to teach scavenger kids. Danone is conducting such things in Mexico!" Brault said.

Carrefour Indonesia has sent about 340 children in Jakarta, Surabaya and Medan to elementary school. The seven-year program, which cost 125,000 euro, began four years ago with the support of Carrefour International Foundation,

"The parents must have the commitment to take their children off the streets so that the kids can concentrate on their education," said the company's head of communications, Irawan Kadarman.

He said the company also provides the children with shelter where they can hang out and conduct various activities before or after school hours.

Sanggar Akar, a non-governmental organization focusing on the welfare of street children, teaches 69 children from second grade age to 18 years, one-third of whom are girls. They learn various subjects including math, English, Indonesian, art, journalism, film, music and theater.

Susilo Adinegoro from the organization said that they received some help, but only in the form of contributions, such as book donations and free museum visits.

"Hopefully, more companies through their CSR programs will pay more attention to the education of street children through integrative, sustainable programs," he said.

Although the government launched the Education for All campaign in 2004, today four million elementary school aged children are still unable to enjoy an education, while millions of others receive low-quality

education.

Indonesia has to work harder and rid the country of today's shameful condition of the children and their teacher in *Laskar Pelangi*.

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SOURCE : Berita P4TK Seni dan Budaya 11-3-2008

### **E9 FOKUS PADA PENINGKATAN KOMPETENSI GURU**

<http://www.pppgkes.com/modules.php?name=News&file=article&sid=470>

**Denpasar, Minggu (9 Maret 2008)**-- Peningkatan pendidikan dan pelatihan bagi guru menjadi fokus dalam pertemuan menteri-menteri pendidikan sembilan negara berkembang (*E-9 Ministerial Review Meeting on Education for All*). Pertemuan E-9 ke tujuh yang berlangsung pada 10-12 Maret 2008 di Nusa Dua, Denpasar, Bali, ini akan dibuka oleh Wakil Presiden M. Jusuf Kalla.

Sembilan negara anggota E-9 adalah Bangladesh, Brazil, Cina, India, Indonesia, Meksiko, Mesir, Nigeria, dan Pakistan. Pertemuan menteri pendidikan dari sembilan negara ini penting karena negara-negara ini mempunyai jumlah penduduk terbesar di dunia.

Fasli Jalal, Direktur Jenderal Pendidikan Tinggi (Dirjen Dikti) Departemen Pendidikan Nasional (Depdiknas), menyebutkan, Cina berpenduduk 1,4 miliar, India 1,1 miliar, dan Indonesia 240 juta. "Separuh penduduk dunia berada di sembilan negara ini. Permasalahan pendidikan di negara-negara ini turut mempengaruhi peta global pendidikan," ujar Fasli dalam *press briefing* di Hotel Westin, Nusa Dua (09/03/2008) menjelang pembukaan pertemuan E-9.

Pertemuan E-9 di Bali mengangkat tema "Peningkatan Pendidikan dan Pelatihan bagi Guru sebagai Fokus dalam Sistem Reformasi Pendidikan". Secara khusus, para delegasi membahas peningkatan kompetensi dan kesejahteraan guru. "Di dunia, untuk menuntaskan wajib belajar saja diperlukan 18 juta guru baru dan 40 persen persen ada di E-9," kata Fasli.

Para delegasi akan berbagi pengalaman untuk menjadikan profesi guru sebagai profesi yang menarik. Mereka akan membahas kondisi kerja, pelatihan, dan pengembangan karier guru. Selain itu, juga dibahas penggunaan teknologi informasi dan komunikasi (TIK) dan pelatihan pendidikan jarak jauh bagi guru. Menurut Fasli, tantangan ke depan adalah bagaimana memelihara karier guru untuk tetap kompetitif.

"Tantangan utama adalah bagaimana mengajak komunitas, seperti orang tua, organisasi sipil kemasyarakatan, dan para pemimpin pemerintahan untuk menghargai dan menghormati para guru." Caroline Pontefract, *Chief Section for Teacher Education Division of Higher Education UNESCO* mengatakan, penghargaan terhadap guru tidak hanya berdasarkan kepada gaji semata. "Banyak guru termotivasi kepada hal-hal lain, seperti pengembangan profesionalisme, memperoleh dukungan secara sistematis, serta diakui keberadaannya," ujar Caroline.

Pertemuan E-9 juga membahas kerjasama antarnegara E9 dalam hal identifikasi isu-isu prioritas, tantangan dan keberhasilan, serta kerjasama tindakan di masa datang. "Pengalaman satu negara dapat membantu negara lain," kata Fasli. Ia mencontohkan, Indonesia cukup baik dalam mencapai program wajib belajar melalui paket kesetaraan. Cina bagus dalam TIK, sedangkan Brazil berhasil dalam kesejahteraan guru berdasar prestasi. Sementara Meksiko sukses dalam menerapkan sistem evaluasi untuk mengetahui kinerja guru.

Isu lain yang dibahas dalam pertemuan E-9 Fasli adalah melihat perkembangan pencapaian EFA. Ada analisis dari UNESCO, negara mana saja yang sudah mencapai dan kemungkinan tidak mencapai. "Kita saling belajar. Bagi negara-negara yang mendapat *warning* akan berusaha memperbaiki programnya. Ada

respon terhadap kritik untuk perbaikan," ujar Fasli.

Pertemuan E9 pertama kali digelar di New Delhi, India, pada Desember 1993. Sejak itu sembilan negara ini menyamakan persepsi agar di setiap negara menjadi maju pendidikannya, sehingga pendidikan untuk semua (*education for all*, EFA) di dunia akan terwujud.\*\*\* (MediaCenter Diknas)

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Source: The Jakarta Post 29-4-2008

### **Early education needs promotion, cooperation**

**Erwida Maulia** , The Jakarta Post , Jakarta | Tue, 04/29/2008 12:39 PM | National

A change in attitude and better cooperation between government departments are essential for increasing participation in early childhood education, a noted child psychologist says.

Only 48 percent of the country's 28.4 million children aged between two and six years are enrolled in early education programs, according to the latest Education Ministry data.

The rate was 42 percent in 2005 and 45 percent in 2006.

In 2005, UNESCO listed Indonesia as having one of the world's lowest rates of participation in early childhood education.

South Korea and Malaysia were among the countries reported as having participation rates of nearly 100 percent.

"The most fundamental contributor to the low participation rate is parents' attitude toward early childhood education," child psychologist and chairman of the National Commission for Child Protection, Seto Mulyadi, told *The Jakarta Post*.

"Many parents have yet to understand early childhood is a golden phase in a child's development. Such awareness has yet to spread widely," Seto said.

He said the country needed a large-scale campaign to promote early education

He suggested the Education Ministry avoid limiting early childhood education to formal approaches.

"It must be promoted through nonformal and informal ways, too. That's why the Education Ministry must cooperate with other institutions, such as the State Ministry for Women's Empowerment and the Social Services Ministry," Seto said.

He said families, especially mothers, play a crucial role in early childhood education, particularly for very young children.

Early childhood education refers to education for children in the first six years of life, a period often regarded as the "golden age" of human development.

Children's physique, intelligence, personality, interpersonal skills and social and emotional behaviors form during this phase.

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Source: BERNAMA 11-4-2008

### **Education Programme For Young Prisoners From Ahmad Zukiman Zain**

PARIS, April 10 (Bernama) - The Education Ministry will launch an education programme for young prisoners from this month, said Education director-general Datuk Alimuddin Mohd Dom.

The programme will be implemented at the prisons in Kajang, Batu Pahat, Alor Star and Marang and the juvenile detention centres in Melaka and Keningau, Sabah.

"The Prisons Department will provide the infrastructure like classrooms and furniture while the ministry teaching staff, text books and education aids," Alimuddin told Bernama here Thursday.

Education Minister Datuk Seri Hishammuddin Hussein had announced the programme shortly after being elected to UNESCO's Executive Board last October.

"This programme is seen as Malaysia's commitment towards UNESCO's charter to provide education for all," added Alimuddin, who is accompanying Hishammuddin to the board's meeting, which is taking place at UNESCO's headquarters here.

He said the education provided would help prisoners below 21 years sit for public examinations.

"However, they (young prisoners) will not be forced to participate in the programme," he said. Adding that he hoped they would take advantage of it to prepare themselves for the marketplace upon their release.

The programme would be expanded to the Kota Kinabalu and Kuching prisons respectively next year, he added.

-- BERNAMA

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Source: The Jakarta Post 2-5-2008

### Equity in national education the best option

*National News - May 02, 2008*

Setiono Sugiharto, Jakarta

According to the article "UNESCO gives top marks to RI in literacy goal", published in *The Jakarta Post* on March 11, Indonesia is among the nine nations with the highest illiteracy rates.

It was further reported that between 1995 and 2005 adult illiteracy rates in Indonesia hit over 90 percent. This figure is in sharp contrast with rates reported in 1971, 1980 and 1990 when the number of illiterate people decreased from 39.1 to 28.8, and then to 15.9 percent respectively (*Kompas*, Jan. 30).

These consistently decreasing rates of illiteracy bear testimony the New Order government was successful in its efforts to eradicate illiteracy. This success was owed very much to Soeharto's compulsory learning program, launched at the end of Pelita III, a five-year development.

The program was initiated by Soeharto to provide opportunity for all Indonesians to have equal access to education.

It can be therefore said, that during Soeharto's era, national education in general and the fight against illiteracy in particular were important agendas the government had prioritized.

It was a *kejar-kelompok belajar* (group learning) program the government used as its means to fight illiteracy at the time. These programs, aiming to boost literacy, proved to work, with the number of illiterate people consistently plummeting each year.

Equity in education, after all, was Soeharto's prime philosophy in giving equal opportunity for Indonesian people to attend school. This was reflected in the construction of thousands of state elementary schools, especially in remote areas in the provinces.

In the period of 1982-1983, 22,600 schools were built and 150,000 more were constructed in 1993-1994.

The exponential growth in illiteracy of late, as the above statistics show, also indicates the current government is not fighting illiteracy seriously, which is emblematic of, and has become chronic in, developing countries like Indonesia.

The government's failure to fight illiteracy has been further exacerbated by the cutting of budgetary provisions for national education to 10 percent.

Sadly, Soeharto's legacy of equity in education does not seem to have a place in the current government's education policy. The gap between those who can attend schools and those who can't is widening, contributing to the high rate of illiteracy in the country.

Education has become an object of commercialization which can be enjoyed by the affluent only. The present situation can be best described as what Lester Faigley calls "the revolution of the rich", which can create a growing class inequity in many areas of life, including in education.

Higher rates of literacy and quality education in general would only be possible if the government were seriously committed to not only revamping the education system by constantly overhauling the curriculum, but also by wholeheartedly investing at least 20 percent of the state budget in the education sector, as is mandated.

Investment in the education sector is particularly critical, not only in combating illiteracy, but also in improving the quality of human resources. This should be acknowledged in terms of the Human Development Index, on which Indonesia is far below Japan, Singapore and Malaysia, to mention just a few. Needless to say, there is a strong correlation between the Human Development Index and the literacy rate. The more literate a nation is, the higher its Human Development Index.

By way of comparison, our neighbor Malaysia, for example, is known for its high Human Development Index because more than 93 percent of its population today is literate.

While our country has no clear education policy on literacy, Malaysia has been implementing its national policies on literacy since 1963.

To execute the policy, the Malaysian government, under the Ministry of Rural Development, formulated and implemented life-long education programs, which are exclusively addressed to issues related to the country's illiteracy.

Among the programs carried out are the harmonious family education program, skill-training programs, community resource center and reading programs, functional literacy programs and community work programs.

The goal of these government-sponsored programs is to eradicate illiteracy among adults and youths aged 15 years and above and to provide participants with knowledge and skills useful for their daily life.

We will never become a competitive nation of professionals if our people, including young generations, are still illiterate and lack access to education.

The government must take immediate action to overhaul our education system and to solve illiteracy problems our societies are suffering from now -- otherwise, we are going to be left behind the rest of the world.

*The writer is chief-editor of the Indonesian Journal of English Language Teaching. He can be reached at setiono.sugiharto@atmajaya.ac.id.*

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Source: Pena Pendidikan 30-5-2008

### **Indonesia Dapat Dijadikan Laboratorium Hidup Pendidikan Inklusif**

**Kata Kunci:** , [pendidikan inklusif](#), [Unesco](#)

*Sumber: MediaCentreDiknas*

Denpasar, Kamis (29 Mei 2008). *Indonesia dapat dipromosikan menjadi laboratorium hidup pendidikan inklusif. Hal ini dilatarbelakangi oleh keragaman budaya, bahasa, agama, serta kondisi alam yang terfragmentasi secara geologis dan geografis.*

"Indonesia adalah laboratorium terbesar dan paling menarik untuk (menghadapi) permasalahan dan tantangan pendidikan inklusif karena inilah negara kepulauan yang terbesar di dunia dengan jumlah pulau lebih dari 17.000," kata Menteri Pendidikan Nasional (Mendiknas) Bambang Sudibyo pada Konferensi Asia Pasifik Pendidikan Inklusif di Hotel Sanur Paradise Plasa, Denpasar, Bali, Kamis (29/05/2008). <!--[if !vml]--><!--[endif]-->

Hadir pada acara Direktur Jenderal Manajemen Pendidikan Dasar dan Menengah Depdiknas (Dirjen Mandikdasmen) Suyanto, Dirjen Pendidikan Tinggi Depdiknas Fasli Jalal, Kepala Badan Penelitian dan Pengembangan (Ka Balitbang) Depdiknas Mansyur Ramly, Sekretaris Ditjen Mandikdasmen Bambang Indriyanto, Direktur Pembinaan Sekolah Luar Biasa Ekodjatmiko Sukarso, dan Ketua Harian Komite Nasional Indonesia untuk UNESCO Arief Rachman.

Selain itu hadir Direktur Biro Pendidikan International (IBE) UNESCO Mrs. Clementina Acedo, Direktur UNESCO Kantor Bangkok Sheldon Shaeffer, dan para perwakilan 20 negara Asia Pasifik yang memberikan perhatian khusus pada pendidikan inklusif.

Mendiknas menyampaikan, pendidikan inklusif bukan hanya ditujukan untuk anak-anak cacat atau

ketunaan, tetapi juga bagi anak-anak yang menjadi korban HIV/AIDS, anak-anak yang berada di lapisan strata sosial ekonomi yang paling bawah, anak-anak jalanan, anak-anak di daerah perbatasan dan di pulau terpencil, serta anak-anak korban bencana alam. "Anak-anak ini yang harus dilayani dengan Pendidikan Layanan Khusus (PLK)," katanya.

Mendiknas mengatakan, untuk menangani pendidikan inklusif di Indonesia maka diperlukan strategi khusus. Dia menyebutkan empat strategi pokok yang diterapkan pemerintah. Pertama, peraturan perundang-undangan yang menyatakan jaminan kepada setiap warga negara Indonesia untuk memperoleh pelayanan pendidikan. Kedua, memasukkan aspek fleksibilitas ke dalam sistem pendidikan pada jalur formal, nonformal, dan informal.

Sementara strategi ketiga adalah menerapkan pendidikan berbasis teknologi informasi dan komunikasi (TIK). Lalu strategi keempat adalah dengan mengoptimalkan peranan guru. Menurut Mendiknas, untuk menyelenggarakan pendidikan inklusif dibutuhkan berbagai macam tipe guru yang ahli untuk segmen yang berbeda-beda seperti untuk anak jalanan, daerah perbatasan dan daerah terpencil. "Guru-guru semacam ini penting dan tentunya sistem insentif untuk guru juga menjadi sangat penting," katanya.

Mendiknas menjelaskan, berbagai sekolah khusus di Indonesia di antaranya adalah sekolah khusus untuk anak-anak cacat, yang diselenggarakan oleh pemerintah maupun swasta. Selain itu, didirikan juga pusat-pusat pendidikan layanan khusus di berbagai daerah seperti di daerah konflik dan daerah perbatasan. "Ada bahkan di Sarawak dan Sabah, Malaysia sekarang sedang dikembangkan suatu unit pelayanan khusus pendidikan nonformal untuk anak-anak TKI (Tenaga Kerja Indonesia) ilegal yang bekerja di sana," katanya.

Clementina mengatakan, pendidikan inklusif merupakan pendekatan strategis untuk mencapai target pendidikan untuk semua atau *education for all*. Pendidikan inklusif, kata dia, menjadi isu utama di kawasan Asia Pasifik karena adanya berbagai macam perbedaan dan semakin menguatnya proses demokratisasi termasuk berkembangnya populasi anak-anak dan pemuda. "Perlu diterapkan peraturan yang fleksibel ke dalam sistem lokal sehingga memasukkan anak-anak yang terpinggirkan sekaligus memberikan berbagai macam pilihan untuk mereka," katanya.

30 May 2008 12:57 WIB

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Source: Kabar Indonesia 6-3-2008

### **Indonesia Diminta Menekan UNESCO** **Oleh : Redaksi-kabarindonesia**

06-Mar-2008, 09:34:14 WIB - [[www.kabarindonesia.com](http://www.kabarindonesia.com)]

**KabarIndonesia** - Dengan banyaknya kontribusi Indonesia di bidang SDM seperti TKI, tenaga skill dan para ahli di dunia saat ini, diharapkan UNESCO lebih besar lagi memberi bantuan kepada Indonesia.

Banyak hal yang dilakukan oleh United Nations (Perserikatan Bangsa-Bangsa) seperti dana untuk perang dan dana lain yang mubazir dapat dimanfaatkan untuk bidang pendidikan di Indonesia.

Editor Harian Online KabarIndonesia, Ruslan Andy Chandra, menyatakan hal tersebut di depan Dirjen Dikti

Dr. Fasli Jalal, PhD, Direktur Jenderal PMPTK Baedhowi, Direktur Profesi Pendidik Achmad Dasuki dan Drs. M. Muhadjir, M.A, Plt. Pusat Informasi dan Humas di Gedung Depdiknas, Jakarta (5/3)

Aspirasi tersebut langsung ditanggapi serius oleh Dirjen Dikti Dr. Fasli Jalal, PhD. Menurut Fasli, pemerintah akan terus berupaya meningkatkan bantuan dari UNESCO untuk Indonesia.

Seperti diketahui Indonesia menjadi tuan rumah pertemuan menteri-menteri pendidikan 9 negara berpenduduk terbesar di dunia (E-9 Ministerial Review Meeting on Education for (All)), yang akan berlangsung 10-12 Maret 2008, di Denpasar, Bali.

Hajatan besar itu direncanakan akan dibuka oleh Wakil Presiden Republik Indonesia, H.M Jusuf Kalla.

Keterangan foto: Dirjen Dikti Dr. Fasli Jalal, PhD (tengah) menyambut baik aspirasi Ruslan Andy Chandra dari HOKI.

*Blog: <http://www.pewartakabarindonesia.blogspot.com/>*

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Source: The Jakarta Post 6-12-2008

### **Indonesia's education equity goals 'moderate', UNESCO report show**

*National News - December 06, 2008*

**Erwida Maulia**, The Jakarta Post, Jakarta

A global ranking on education equity recently released by UNESCO has placed Indonesia 71st out of 129 countries surveyed, down from 62nd in 2007 and 58th in 2006.

In its *2009 Education for All (EFA) Global Monitoring Report* launched last week in Geneva, UNESCO placed Kazakhstan on top, followed by Japan, Germany, Norway and the UK. Last year's report saw Norway in first place, with the UK topping the list in 2006.

Southeast Asian nations Brunei Darussalam and Malaysia are on a list of 56 countries with a high EFA Development Index (EDI); while Indonesia, Myanmar and the Philippines are among 44 countries with a medium EDI. Cambodia and Laos are included in the bottom 29 countries with a low EDI.

Singapore, Thailand and Vietnam were not included in the report, along with the United States and Australia.

The annual *Global Monitoring Report*, available at [www.unesco.org](http://www.unesco.org), is a means of monitoring countries' progress toward achieving six EFA goals, set in 2000, by 2015.

The EDI is a composite that uses four of the goals, excluding the first and third, selected on the basis of data availability. The universal primary education goal is measured using the indicator of total primary net enrollment (NER) -- the percentage of primary school-aged children who are enrolled in either primary or secondary school; while the quality of education goal is measured using the proxy indicator of the survival rate to fifth grade.

The EDI can vary from 0 to 100 percent, or 0 to 1 when expressed as a ratio. The closer a country's EDI value is to the maximum, the greater the extent of its overall EFA achievement and the nearer the country is to the EFA goal as a whole.

Indonesia's EDI dropped to 0.925 from 0.935 last year and 0.938 the year before. Its total primary NER score was 0.984, indicating 98 percent of its primary school-aged children are enrolled in either primary or secondary school. The adult literacy rate was 0.910, meaning 9 percent of Indonesia's adults are still

illiterate.

Hamid Muhammad, the National Education Ministry's director general for non-formal and informal education, responsible for ensuring Indonesia achieves the six EFA goals by 2015, told *The Jakarta Post* Friday that Indonesia could have had a better EDI and ranking if UNESCO had used data from the last two years for its report, and not data from the school year ending in 2006.

Hamid said EFA goals for Indonesia meant the country, among others, should have an NER of 95 percent, gross junior high school enrollment rate of 95 percent and adult literacy rate of 95 percent.

Indonesia has attained these first two goals, with both the NER and junior high enrollment rate exceeding 95 percent.

"Our illiteracy rate now stands at 5.7 percent, so in fact we only need to cut 1 percent more from the rate to reach the EFA goals," Hamid said.

- Six EFA goals:**
1. Expanding early childhood care and education
  2. Providing free and compulsory primary education for all
  3. Promoting learning and life skills for young people and adults
  4. Increasing the adult literacy rate by 50 percent
  5. Achieving gender equality by 2015
  6. Improving the quality of education

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Source: Kabarindonesia.com 6-3-2008

## Indonesia Tuan Rumah Pertemuan Menteri-menteri Pendidikan 9 Negara Berpenduduk Terbesar di Dunia

Oleh : Ruslan Andy Chandra

06-Mar-2008, 08:52:13 WIB - [[www.kabarindonesia.com](http://www.kabarindonesia.com)]

**KabarIndonesia** - Indonesia akan menjadi tuan rumah pertemuan menteri-menteri pendidikan 9 negara berpenduduk terbesar di dunia (E-9 Ministerial Review Meeting on Education for (All), yang akan berlangsung 10-12 Maret 2008, di Denpasar, Bali, direncanakan akan dibuka Wakil Presiden Republik Indonesia, H.M Jusuf Kalla. Ke-9 negara tersebut adalah Bangladesh, Brazil, China, India, Indonesia, Meksiko, Mesir, Nigeria dan Pakistan.

Pertemuan ke-7 ini, mengangkat tema "Peningkatan Pendidikan dan Pelatihan Bagi Guru Sebagai Bagian Penting Dalam Sistem Reformasi Pendidikan" (Improvement of Teacher Education and Training as a Focus of Educational System Reform).

Isu yang dibahas dalam pertemuan ini; Pertama, kerjasama 9 negara peserta dalam hal identifikasi isu-isu prioritas, tantangan dan keberhasilan serta kerjasama tindakan di masa yang akan datang, Kedua, berbagi pengalaman berkenaan dengan kebijakan dalam menjadikan guru sebagai profesi yang menarik, persiapan menjadi guru dan penyebarannya, kondisi kerja, retensi, pelatihan dan pengembangan karir guru, penggunaan teknologi informasi dan komunikasi (TIK) dan pelatihan pendidikan jarak jauh bagi guru. Ketiga, meningkatkan peranan UNESCO dan kerjasama Selatan-selatan berkaitan dengan pelatihan guru dan potensinya, Keempat, memperkuat komitmen negara-negara donor untuk mencapai tujuan pendidikan nasional.

Pertemuan ini diharapkan akan menghasilkan, pertama; menemukan cara terbaik untuk meningkatkan

mutu pendidikan dan pelatihan guru, kedua; menemukan cara terbaik dalam rangka kerjasama Selatan-Selatan, termasuk peranan UNESCO, ketiga; program-program prioritas negara-negara anggota UNESCO, termasuk ke-9 negara peserta.

Melalui pertemuan E-9 Ministerial Meeting ini Indonesia mengharapkan, pertama; Bench Marking dengan Best Practices di 9 negara yang berkompleksitas peningkatan mutu guru dan penggunaan ICT dalam pendidikan, kedua; mendapatkan masukan dan pengalaman dari negara peserta dalam usaha pemberantasan buta aksara dan peningkatan mutu pendidik dan tenaga kependidikan dan kemungkinan dilakukannya kerjasama program antara Indonesia dengan negara-negara anggota E9, Ketiga; menyampaikan hasil-hasil Education for all (EFA) yang telah dicapai untuk kepentingan negara-negara E-9, Keempat; menyampaikan hasil-hasil yang telah dicapai dalam peningkatan mutu pendidik dan tenaga kependidikan tersebut untuk kepentingan negara-negara E-9, Kelima; program ICT untuk pendidikan, Keenam; Implementasi dan komitmen Selatan-Selatan dan Triangular Cooperation, Ketujuh; mengundang perhatian dan komitmen dari lembaga internasional dalam membantu program pendidikan untuk mencapai sasaran EFA 2015, diantaranya penurunan tingkat buta huruf sebesar 50%.

### **Sekilas Sejarah E-9**

Pertemuan E-9 Ministerial Review Meeting on Education for All (EFA) pertama kali di luncurkan di New Delhi, India pada tahun 1993, pada saat pertemuan Education for All Summit yang dihadiri 9 kepala negara yang berpenduduk terbanyak dengan tingkat buta hurufnya masih diatas 10 juta, yaitu Bangladesh, Brazil, China, India, Indonesia, Meksiko, Mesir, Nigeria dan Pakistan. Pada pertemuan tersebut, ke-9 negara ini sepakat untuk menuntaskan pendidikan dasar serta mengurangi pertumbuhan penduduk pada kurun waktu tertentu.

Pada waktu itu, ke-9 negara tersebut mewakili setengah dari penduduk dunia, lebih dari 40% anak putus sekolah dan hampir 70 % angka buta aksara dari seluruh dunia berada di sembilan negara ini. Upaya perbaikan yang dilakukan di sembilan negara ini akan berdampak langsung terhadap peta global pendidikan dunia. Pertambahan penduduk dan angka buta aksara yang tinggi di negara E-9 menjadi halangan utama dalam mencapai target pendidikan untuk semua (EFA) yang telah disepakati dalam deklarasi Dakar Tahun 2000.

Melalui program EFA, diharapkan pada tahun 2015 buta aksara usia dewasa dapat di tuntaskan 50%. Dan ke-9 negara ini, Bangladesh, China, India, dan Indonesia sudah menunjukkan kemajuan yang sangat signifikan dan secara tidak langsung, negara-negara ini juga menunjukkan penurunan angka pertumbuhan penduduk.

Inisiatif pembentukan E-9 ini memberikan peluang untuk menarik dukungan politik, bantuan keuangan dan teknis dalam melaksanakan program pendidikan dasar dan keaksaraan, baik negara dan lembaga donor di tingkat internasional maupun merupakan usaha konsolidasi di tingkat nasional dari masing-masing negara anggota E-9. hal ini sangat penting bagi ke-9 negara ini untuk dapat mengimplementasikan rencana aksi yang ambisius, realistis, dan termonitor.

Selain itu, negara-negara E-9 saling berbagi pengalaman dan strategi dalam upaya mencapai target EFA. Salah satu contoh adalah telah dicapainya MoU antara Nigeria dan Brazil dalam melakukan pertukaran keberhasilan program pendidikan di kedua negara. Selanjutnya upaya kerjasama antar negara E-9 tersebut dikembangkan melalui program kerjasama selatan-Selatan dan Utara-Selatan-Selatan (Triangular Cooperation).

Pertemuan E-9 sebelumnya yang sudah dilakukan sejak tahun 1993 sampai dengan 2006 adalah, pertama; EFA Summit of Nine High-Population Countries, diselenggarakan di New Delhi, India, tanggal 12-16 Desember 1993 (dihadiri Presiden RI), Kedua; The 1st E-9 Ministerial Review Meeting, di selenggarakan di Bali, Indonesia. 14-15 September 1995. Pertemuan Ministerial Review Meeting yang pertama ini di buka oleh Presiden RI di istana Negara Jakarta, dan pelaksanaannya dilakukan di Bali, ketiga; The 2nd E-9 Ministerial Review Meeting: Mobilizing for progress, diselenggaraan di Islamabad, Pakistan, 14-16 September 1997, keempat; The 3rd E-9 Ministerial Review Meeting for the EFA 2000 Assessment, diselenggarakan di Recife, Brazil, 31 Januari – 2 Februari 2000, kelima; The 4th E-9 Ministerial Review Meeting on EFA, diselenggarakan di Baijing, China, 21-23 Agustus 2001, keenam; The 5th E-9 Ministerial Review Meeting on EFA, diselenggarakan di Kairo, Mesir, 19-21 Desember 2003, ketujuh; The 6th E-9 Ministerial Review Meeting On EFA, diselenggarakan di Monterey, Meksiko, 13-15 Februari 2006.

Demikian penjelasan bersama yang yang disampaikan Depdiknas kepada Ruslan Andy Chandra, Editor Harian OnlineKabarIndonesia (5/3).

Dalam kesempatan tersebut hadir memberikan penjelasan dan tanya jawab yakni Dirjen Dikti Dr. Fasil Jalal, PhD, Direktur Jenderal PMPTK Baedhowi, Direktur Profesi Pendidik Achmad Dasuki dan Drs. M. Muhadjir, M.A, Plt. Pusat Informasi dan Humas.

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Source: Republika 26-6-2008

### **Indonesia, Jepang, UNESCO Bangun Pendidikan Global Lewat Internet**

**Tokyo-RoL--** Lima perguruan tinggi Indonesia, bersama Universitas Keio Jepang, kini masuk dalam jaringan pendidikan berbasis internet milik UNESCO, sehingga mempercepat pengembangan ilmu pengetahuan dan teknologi secara global melalui pendidikan jarak jauh.

Kerjasama tersebut tertuang dalam nota kesepahaman (MoU) antara Universitas Keio, yang menjadi koordinator program "School on Internet" di 27 perguruan tinggi Asia Tenggara, dan UNESCO yang berlangsung di Roppongi Academy Hill, Tokyo, Kamis.

Penandatanganan langsung dilakukan oleh Rektor Universitas Keio, Yuichiro Anzai dan Direktur UNESCO Jakarta, Hubert Gijzen, serta disaksikan oleh para pimpinan perguruan tinggi se-Asean, termasuk dari Institut Teknologi Bandung (ITB).

"Kerjasama ini kiranya dapat memajukan pendidikan di Asia menuju tingkatan yang lebih mengglobal. Apalagi UNESCO merupakan lembaga yang banyak memiliki bahan-bahan dan tenaga pengajar berkualitas," kata Anzai lagi.

Sementara itu, Hubert Gijzen mengatakan, kerjasama ini dapat memobilisasi ilmu pengetahuan dan teknologi demi terlaksananya pembangunan yang berkelanjutan di Asia dan Pasifik.

"Peranan ilmu pengetahuan dan teknologi sangat penting khususnya dalam menjawab tantangan bagi pembangunan yang berkelanjutan seperti upaya mencapai tujuan pembangunan millennium, perubahan

iklim, pengelolaan sumber daya alam serta penanggulangan bencana alam," ujarnya.

Gijzen juga menekankan pentingnya kerjasama pendidikan melalui "kelas jauh" ini, karena dapat menciptakan suatu "quantity leap" dan juga "quality leap", yaitu lompatan yang besar dalam memenuhi tuntutan akan kualitas dan kuantitas ilmu pengetahuan itu sendiri.

Profesor di bidang bio-teknologi itu menjelaskan, pembentukan jaringan pendidikan internet antara UNESCO dan Universitas Keio akan membuka kesempatan bagi pendidikan di Asia dan Pasifik kepada banyak orang, sehingga diharapkan mampu menghasilkan sumber daya pendidikan yang kuat.

"Pada kesempatan yang sama, kalangan intelektual ini juga bisa langsung memperoleh bahan-bahan perkuliahan dan riset yang berkualitas, termasuk nara sumber yang berkualitas juga," kata pria berkebangsaan Belanda itu.

#### **Terobosan pendidikan**

Menurut Wakil Rektor Senior Bidang Akademik ITB, Adang Surahman, program kerjasama ini merupakan terobosan dan jalan pintas di bidang pendidikan yang cukup berarti karena menutupi kekurangan dalam meningkatkan kualitas pendidikan nasional.

Adang mengemukakan, dengan adanya kelas jauh ini, tuntutan seperti adanya keharusan akan ruang kelas, pengajar dan peralatan peraga bisa teratasi melalui jaringan internet dan layar lebar saja.

"Namun kendalanya di Indonesia adalah sarana dan kualitas teknologinya masih belum merata. Kalau sudah lancar, baru betul-betul bisa mengatasi banyak hal tadi," ujarnya.

UNESCO sendiri memiliki program yang dikenal dengan "Inherece" , yaitu suatu program belajar mengajar melalui internet di 140 universitas di Indonesia, mulai dari Aceh hingga Papua.

"Kerjasama dengan Universitas Keio akan mempertemukan universitas itu ke dalam kerjasama pendidikan yang berkualitas, baik dari segi tenaga pengajarnya maupun hasil-hasil risetnya," kata Hubert Gijzen.

Universitas Keio membidani kelahiran program "School on Internet-SOI" yang beranggotakan 27 perguruan tinggi dari 13 negara, termasuk lima perguruan tinggi Indonesia. Kelimanya adalah ITB Bandung; Universitas Hasanuddin Makassar; Universitas Brawijaya Malang; Universitas Syah Kuala Banda Aceh, dan Universitas Sam Ratulangi Manado. antara/**abi**

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Source: Kompas 8-3-2008

## Ke Mana Arah Pendidikan Kita?

Sabtu, 8 Maret 2008 | 01:50 WIB

**Tonny D Widiastono**

Siapa pun tahu, Kabupaten Kutai Kartanegara di Kalimantan Timur merupakan daerah terkaya di Indonesia. Kekayaan itu termanifestasi dalam berbagai gedung megah di kota Tenggarong, ibu kota kabupaten, dengan arsitek perpaduan modern dan lokal. Taman-taman di kota tersebut juga tertata rapi. Kemewahan gedung pemerintah dan swasta juga merembet ke rumah para pejabat dan tauke di kota yang berjarak 45 menit penerbangan dari Samarinda, ibu kota Provinsi Kalimantan Timur. Semua itu kian lengkap dengan hadirnya Taman Wisata Pulau Kumala di tengah Sungai Mahakam yang mengalir melalui kota tersebut.

Kemegahan dan kemewahan gedung serta perumahan pejabat di Tenggarong itu bisa dimaklumi karena Anggaran Pendapatan dan Belanja Daerah (APBD) yang berlimpah.

Namun, adakah kemegahan dan kemewahan itu merembes ke bidang-bidang lain, seperti pendidikan? Tengoklah kondisi bangunan banyak sekolah yang membutuhkan perbaikan. SMPN I Tenggarong yang terletak di jantung kota—Jalan Ki Hadjar Dewantara—kini memerlukan bantuan karena bangunan sudah rapuh dan bocor. Sementara itu, di Kecamatan Muara Badak masih ada SD filial yang terpaksa memanfaatkan rumah warga dengan kondisi seadanya. Dua sekolah itu hanya contoh.

### Jangan terulang

Buruknya sarana pendidikan hampir selalu muncul di media. Atas berita itu, pemerintah setempat selalu seperti kebakaran jenggot. Namun, lagi-lagi tindakan baru bisa dilakukan bila tersedia anggaran. Jika tidak, sarana pendidikan itu dibiarkan hancur, tak peduli apakah bangunan itu akan menimpa murid atau gurunya.

Buruknya sarana pendidikan, tak hanya terjadi di tempat yang jauh dari ibu kota negara. Di Jakarta dan sekitarnya pun ada puluhan sekolah yang kondisi gedungnya menyedihkan, bahkan membahayakan keselamatan siswa.

### Negara maju

Keadaan itu amat kontras dengan kesadaran para pemimpin negara maju perihal pendidikan, yang dinilai amat penting untuk membangun bangsa, diwujudkan dalam menyediakan anggaran dan berbagai

keputusan politik yang mendukungnya.

Taiwan, negeri kecil yang hampir 60 persen wilayahnya berupa pegunungan, secara konstruktif mengutamakan pembangunan pendidikan. Disadari, kunci sukses pendidikan terkait besarnya alokasi dana serta besarnya perhatian pemerintah terhadap pendidikan swasta. Dana yang selalu disediakan adalah 20 persen, angka yang dinilai relatif memadai untuk pengembangan pendidikan.

Bagaimana pendidikan di Malaysia dikembangkan? Negeri jiran yang semula hampir sepenuhnya meniru Indonesia itu sudah melangkah jauh, hasil pendidikan yang ditempatkan sebagai sarana membangun bangsa. Kesadaran pentingnya pendidikan itu didukung anggaran memadai. Rancangan Malaysia Pertama (1966-1970) memberi anggaran pendidikan 7,8 persen (sekitar 330 juta ringgit) dari seluruh anggaran 4,2 miliar ringgit. Pada Rancangan Malaysia Kesembilan, anggaran pendidikan naik jadi 20,6 persen dari seluruh anggaran di Malaysia.

Bagaimana dengan Indonesia? Kesadaran akan pentingnya pendidikan untuk membangun bangsa yang bebas dari kemiskinan dan keterbelakangan baru sebatas wacana. Terbukti, tuntutan 20 persen anggaran seperti diamanatkan UUD 1945 hasil amandemen tidak bisa dipenuhi. Berbagai akal dicoba. Lalu, muncul keputusan yang dikuatkan oleh Mahkamah Konstitusi (MK), anggaran 20 persen pendidikan sudah termasuk gaji guru. Padahal, di departemen mana pun, gaji guru tidak termasuk dalam anggaran pembangunan departemen terkait.

### **MK mengecewakan**

Keputusan MK yang menguatkan putusan memasukkan gaji guru sebagai salah satu komponen anggaran pendidikan negara membuat Iwan Hermawan, Sekjen Federasi Guru Independen Indonesia (FGII), kecewa. Keputusan itu merupakan kekalahan rakyat yang sedang memperjuangkan biaya sekolah murah.

>kern 401m<>h 9737m,0<>w 9737m<Atas keputusan MK itu, pemegang kekuasaan di pusat, provinsi, dan kota/kabupaten terbebas dari tuntutan sebagai pelanggar UUD 1945 amandemen. Alasannya, bila gaji guru masuk komponen pendidikan, jumlahnya sudah melebihi APBN dan APBD.>kern 251m<>h 9738m,0<>w 9738m<

Dalam kacamata Direktur Institute of Education Reform Universitas Paramadina Utomo Dananjaya, tuntutan 20 persen anggaran pendidikan sebagaimana amanat UUD 1945 Amandemen adalah buah reformasi pendidikan. Pasal 31 UUD 1945 merupakan koreksi terhadap pemerintah dalam melaksanakan amanat mencerdaskan kehidupan bangsa. Amandemen Pasal 31 juga mempertegas hak rakyat serta kewajiban pemerintah. "Tetapi, amanat itu tak kunjung dipenuhi," tutur Utomo.

Bagi Soedijarto, Ketua Umum Ikatan Sarjana Pendidikan Indonesia (ISPI), keputusan MK itu menghasilkan hal-hal semu. Masuknya unsur gaji guru dalam 20 persen anggaran pendidikan memunculkan kekhawatiran tidak adanya dorongan untuk kenaikan anggaran pendidikan secara signifikan. Padahal, negara yang berpendidikan maju selalu menempatkan anggaran pendidikan sebagai yang teratas. Mengutip UNESCO, Soedijarto mengungkapkan, tahun 1996 anggaran pendidikan negara maju rata-rata 5,2 persen dari produk domestik bruto (PDB), negara berkembang 4,2 persen dari PDB, dan negara terbelakang 2,8 persen dari PDB. Namun, Indonesia sebagai negara berkembang baru 1,4 persen dari PDB.

Tahun 2004, data UNDP dalam terbitan bersama Badan Perencanaan dan Pembangunan Nasional (Bappenas) serta Badan Pusat Statistik (BPS) mencatat, tahun 2001 anggaran pendidikan Indonesia sekitar 10 persen dari APBN (1,5 persen dari PDB), sementara Thailand 30 persen dari APBN, Myanmar 18 persen, dan Butan 16 persen dari APBN.

Rendahnya pemahaman pembangunan pendidikan yang termanifestasi dalam penyediaan anggaran jelas akan memengaruhi kualitas manusia Indonesia, selain dua indikator lain yang saling terkait, panjang usia dan standar hidup. Inilah yang sering dijadikan pegangan untuk melihat indeks pembangunan manusia (HDI) Indonesia yang amat rendah. Perbaikan kesehatan dan standar hidup tak akan berjalan sempurna jika pendidikan tidak ditangani serius. Pendidikan adalah kunci untuk memperbaiki pembangunan manusia Indonesia.

Kini, setelah muncul keputusan MK itu, lahir pertanyaan, ke mana arah pendidikan kita?(CAS/FUL/BRO/WAD/RAZ/ DYAYOP/BEN/ANS/INE)

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Source: Kompas 10-3-2008

### **Kualifikasi Guru Jadi Masalah Negara Besar**

Senin, 10 Maret 2008 | 00:50 WIB

Nusa Dua, Jakarta - Peningkatan jumlah dan kualitas guru menjadi isu utama dalam pertemuan sembilan menteri pendidikan negara-negara berpenduduk besar. Hanya sekitar 50 persen guru yang mempunyai latar belakang pendidikan sarjana kependidikan atau pendidikan khusus menjadi guru.

Di Indonesia, hanya sepertiga guru berlatar belakang pendidikan setara sarjana. Di antara negara-negara berpenduduk besar itu, hanya Brasil dan Meksiko yang memiliki guru dengan pendidikan memadai. Adapun

di China, India, Nigeria, dan Pakistan, jumlah guru yang berpendidikan tinggi, terlebih lagi khusus di bidang kependidikan, masih di bawah 40 persen.

Demikian terungkap dalam jumpa pers terkait pertemuan Seventh E-9 Ministerial Review Meeting on Education for All yang berlangsung di Nusa Dua, Bali, Minggu (9/3). Grup E-9 beranggotakan para menteri pendidikan dari sembilan negara berpenduduk besar di dunia, yaitu Banglades, Brasil, China, India, Indonesia, Meksiko, Mesir, Nigeria, dan Pakistan. Pertemuan E-9 ketujuh tersebut diselenggarakan di Bali, 10-12 Maret 2008.

### **Dibahas luas**

Guru dipandang sebagai unsur sangat vital dalam pembangunan pendidikan. Dalam pertemuan para menteri tersebut, isu tenaga pendidik atau guru dibahas secara luas, mulai dari pendidikan guna persiapan tenaga guru, perkembangan karier guru, serta penggunaan teknologi informasi dan komunikasi dalam pembelajaran jarak jauh.

Direktur Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional Fasli Jalal menyatakan, ketersediaan guru masih menjadi masalah besar. Untuk mencapai target Education for All di negara-negara UNESCO atau Badan Perserikatan Bangsa-Bangsa Untuk Pendidikan, Sosial dan Kebudayaan, dibutuhkan sekitar 18 juta guru baru, dan 40 persen dari jumlah tersebut dibutuhkan oleh sembilan negara berpenduduk besar tersebut.

Chief Section for Teacher Education Division of Higher Education UNESCO Caroline Pontefract mengungkapkan, tidak mudah mendapatkan orang yang tepat untuk menjadi guru. Apalagi, disertai dengan latar belakang pendidikan atau akademik yang baik dan relevan. Salah satu penyebabnya ialah kurang dihargainya profesi guru.

"Bagaimana membuat karier guru lebih dihargai dan kesejahteraan memadai," ujarnya.

Caroline menambahkan, untuk menentukan dan mengukur kebijakan negara terhadap persoalan guru harus berdasarkan bukti-bukti yang terangkum dalam sistem koleksi data.

Fasli menambahkan, di Indonesia telah ada upaya memerhatikan kualitas dan kesejahteraan guru. Di masa lalu, anggaran lebih banyak disalurkan untuk pembangunan fisik. Pembangunan sumber daya manusia, termasuk guru, masih sangat kurang sehingga status dan kebanggaan menjadi guru terus menurun.

"Indonesia telah memulai dengan ide mencanangkan guru sebagai profesi. Tantangannya ialah menjadikan guru sebagai profesi yang menarik dan menjaga jalur karir mereka," ujarnya. (INE)

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Source: The Jakarta Post 22-4-2008

### **Lifelong learning key to sustainability**

**Erwida Maulia** , The Jakarta Post , Jakarta | Tue, 04/22/2008 10:40 AM | National

Indonesia is hosting the first South-South education forum on lifelong learning aimed at supporting sustainable development, encompassing issues such as poverty alleviation and the inaccessibility of formal education in some places.

Representatives from 19 countries in Asia and sub-Saharan Africa are attending the three-day South-South Policy Forum on Lifelong Learning as the Key to Education for Sustainable Development, which kicked off here Monday.

Brunei, China, India, Indonesia and Malaysia are among the Asian participants, while African countries taking part include Kenya, Nigeria, South Africa and Zimbabwe.

"The concept, education for sustainable development, is currently being developed. It is a multidisciplinary concept combining economic, social, cultural and environmental perspectives," Indonesia's National Education Minister Bambang Sudibyo said after opening the forum.

"Education for all, lifelong learning and education for sustainable development are new concepts which need to be integrated into the system. A country's education system must accommodate them all," said Bambang.

Indonesia has included the three concepts in its education system through the 2003 law on the national education system, he said.

The South-South lifelong learning forum is a collaboration between the Indonesian Education Ministry, the United Nations Educational, the Scientific and Cultural Organization (UNESCO), Institute for Lifelong Learning (UIL), the Indonesian National Commission for UNESCO and the UNESCO Office in Jakarta.

Director and representative of the UNESCO Office in Jakarta, Hubert Gijzen, said the forum was part of recommendations from the E-9 Ministerial Review Meeting on Education for All, held in Bali last month. E-9 comprises of the nine countries with largest illiterate populations in the world.

The focus of the forum is the potential role of non-formal and informal learning modalities in promoting sustainable development at the global, regional, national and local levels.

These include projects for socially disadvantaged groups, farmers' cooperatives, community-based organizations, trade union educational schemes and learning on the job within the informal economy.

According to UNESCO's official website, [www.unesco.org](http://www.unesco.org), "Such learning modalities play an essential role, especially in countries where formal education is not accessible to all".

In a media statement, the Indonesian Education Ministry said there is no direct approach yet for the implementation and realization of the lifelong learning concept.

The goals of the forum are to promote partnership, share experiences and to identify ways of learning for each of the participating countries to end their dependency on the Western concept of education, according to the statement.

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Source: Portal Pendidikan

### **Malaysia tuan rumah Persidangan SEAMEC**

Oleh MARZITA ABDULLAH

Malaysia yang akan menjadi tuan rumah bagi Persidangan SEAMEC ke-43 Mac ini akan menganjurkan Persidangan dan Pameran Teknologi Komunikasi Maklumat (ICT) yang melibatkan pakar-pakar pendidikan dari rantau ini.

Persidangan ICT yang bertema "ICT dalam Pengajaran dan Pembelajaran (P&P)" akan bermula dari 10 Mac sehingga 12 Mac itu melibatkan sebanyak 450 peserta dari dalam dan luar negara.

Sebanyak 35 kertas kerja dari 37 negara akan dibentangkan termasuk dari negara Amerika Syarikat (AS), New Zealand, Kanada, Sepanyol, Finland, wakil UNESCO dan negara-negara SEAMEO serta pengalaman syarikat-syarikat di Malaysia yang terlibat dalam perkongsian pintar ICT bersama-sama sekolah di negara ini.

Menurut Bahagian Teknologi Pendidikan (BTP) Kementerian Pelajaran, Dr. Salbiah Ismail, persidangan ICT itu bertujuan berkongsi kejayaan ICT dalam pengajaran dan P&P setiap negara anggota pertubuhan.

"Persidangan yang kita anjurkan dengan kerjasama Kementerian Pengajian Tinggi memberi peluang kepada kita melihat perspektif dunia dalam ICT," katanya.

Sehingga kini maklum balas daripada negara luar untuk menyertai persidangan tersebut amat menggalakkan malah ada negara yang menghantar lebih daripada dua perwakilan.

"Ini termasuk dari Singapura, Thailand dan Brunei dan tidak ketinggalan kita menjemput negara Timor Leste sebagai negara baru untuk bersama-sama berkongsi pengalaman," katanya.

Antara tajuk kertas kerja yang akan dibentangkan ialah pengalaman Malaysia melaksanakan sekolah bestari, ICT dan P&P berdasarkan pengalaman Kanada, Penggunaan ICT dalam Pendidikan Teknikal dan Vokasional di Laos.

Dalam pada itu, pameran yang bertemakan ICT Untuk P&P akan melibatkan Kementerian Pelajaran, Kementerian Pengajian Tinggi, Multimedia Development Corporation (MDC) dan syarikat-syarikat tempatan seperti IBM Malaysia, MyPressto Com Sdn. Bhd., Oracle Corporation, Intel Electronic, Setegap Kuasa Sdn. Bhd.

Persidangan tersebut akan dirasmikan oleh Menteri Pelajaran Datuk Hishammudin Tun Hussein manakala majlis penutup akan dirasmikan oleh Menteri Pengajian Tinggi Datuk Mustapa Mohamed. [Top](#)

Source: People Daily Online, 13-3-2008

### **Malaysian PM calls for regional education policies in ASEAN**

Malaysian Prime Minister Abdullah Ahmad Badawi called for the formulation of dynamic regional education policies that could continuously spearhead holistic developments in ASEAN (the Association of Southeast Asian Nations) here on Thursday.

Education remained the foremost key that would ensure the region continue to stay competitive and relevant in facing growing challenges in the globalized world, he said.

Due to the socio-economic challenges in the local and global stages, ASEAN should redouble its effort to ensure that their education system was able to prepare its people adequately to meet the challenges, he said.

ASEAN groups Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Vietnam.

"Looking ahead, there is no greater challenge for our region than the pursuit of socio-economic development. In this respect, education plays a bigger role than most others.

"Hence it is pivotal for Southeast Asian Ministers of Education Organization (SEAMEO) member countries to close ranks and formulate appropriate regional education policies and strategies that will strengthen the socio-economic development of the region," Malaysian national news agency Bernama quoted Badawi as saying.

He made the remarks in a keynote address read out by Malaysian Education Ministry Secretary-General Zulkarnain Awang at the 43rd SEAMEO Council Conference.

Education also played an imperative role in bridging divides in member countries at both the national and regional levels, and its system must also be continuously strengthened and tested for its relevance to ensure sustainable growth, Badawi said.

"In the context of developing a more equitable world, it is useful to remind ourselves that many gaps and divides remain -- the socio-economic gap, the education gap, the rural-urban divide, the digital divide and so on," he said.

In Malaysia, he said, education was one of the most heavily invested sectors with 23 percent of the annual budget being allocated for various projects and initiatives such as enhancing teaching facilities in the rural areas, providing allowances for disabled students and introducing a textbook scheme.

Meanwhile, Badawi also urged SEAMEO to constantly evaluate its performance and better its achievements through sharing experiences and expertise.

"We need to reflect, re-examine, and refine our goals, especially in view of current global developments. The varied approaches that we have individually taken have offered us an opportunity to learn from each other's experiences and to adopt successful formulas," he said.

Source: Xinhua

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Friday April 11, 6:15 PM

### **Malaysia's Education Success Could be Emulated: Unesco Chairman**

PARIS, April 11 Asia Pulse - Malaysia's achievements in the field of education could be emulated by others, says Unesco Executive Board new chairman Olabiye Babalola Joseph Yai.

"You have made a kind of revolution in education in the last few years, we are very proud... this is something to emulate in Africa," said the top educationist from Benin.

Speaking to Bernama, Yai said Malaysia was playing a leading role in international bodies, defending the interest of culture, heritage and education -- the key areas of Unesco.

"Not only a leading role but a unifying role across continents... this is very important," said the 66 year-old specialist in African literatures and languages, literacy, oral poetry and the cultures of the African diaspora. He was Benin Permanent Delegate to UNESCO before being elected as Executive Board chairman by the General Conference last November.

The 58-member board meets twice a year to examine the programme of work for the organisation and corresponding budget estimates. UNESCO has 193 members.

The on-going board meeting which began Monday will end on April 17.

Thai Education Ministry Deputy Permanent Secretary Dr Chinnapat Bhumirat agreed that Malaysia, which chairs the Southeast Asia Ministers of Education Organisation (SEAMEO), provided a strong leadership in the field.

"Thailand is willing to give all kinds of cooperation to Malaysia... we are good friends," said Dr Chinnapat, who is representing Thailand at the meeting.

"Malaysia and Thailand have signed a Memorandum of Understanding in the area of education and now we have already developed the action plan," he said.

(BERNAMA-OANA)

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Sumber: Portal Berita Pendidikan 10-3-2008

### **Mendiknas Ketua E-9**

*"Selaku tuan rumah, Menteri Pendidikan Nasional (Mendiknas) Bambang Sudibyo menjadi Ketua pertemuan menteri" menteri pendidikan sembilan negara berpenduduk besar (E-9 Ministerial Review Meeting on Education for All). Pertemuan E-9 berikutnya akan diadakan*

Denpasar, Senin (10 Maret 2008)

"Selaku tuan rumah, Menteri Pendidikan Nasional (Mendiknas) Bambang Sudibyo menjadi Ketua pertemuan menteri" menteri pendidikan sembilan negara berpenduduk besar (E-9 Ministerial Review Meeting on Education for All). Pertemuan E-9 berikutnya akan diadakan pada 2010.

Ketua pertemuan E-9 sebelumnya di Monterrey, Meksiko pada 13-15 Februari 2006 adalah Menteri Pendidikan Meksiko Reyes Tamez Guerra. Pertemuan E-9 di Nusa Dua, Denpasar, Bali, berlangsung pada 10 hingga 12 Maret 2008. Mendiknas langsung memimpin diskusi yang membahas pengalaman masing-masing anggota dalam peningkatan pendidikan dan pelatihan bagi guru.

Dalam sambutan singkatnya, Bambang mengingatkan tiga isu pertemuan E9 ketujuh di Bali. Pertama, menemukan cara terbaik untuk meningkatkan mutu pendidikan dan pelatihan guru. Kedua, meningkatkan peran UNESCO dan kerjasama Selatan-Selatan dalam pelatihan guru dan isu potensial lainnya.

Ketiga, tim ahli dari masing-masing negara berbagi pengalaman dalam kebijakan yang menjadikan guru sebagai profesi yang menarik. "Penting memikirkan pelatihan dan pengembangan karier bagi guru. Selain itu, perlu diperhatikan penggunaan teknologi informasi dan komunikasi," kata Bambang.

Sebelumnya, mengawali agenda pertemuan antardelegasi, Aridjis Homero, Duta Besar Meksiko untuk UNESCO mengatakan, pada pertemuan E9 keenam di Meksiko telah merumuskan Deklarasi Monterrey. Pada deklarasi tersebut para menteri berkomitmen untuk mempercepat pencapaian tujuan EFA (Education for All). "Hal ini diupayakan dengan mempererat kerjasama Selatan-Selatan dengan negara-negara anggota E9 dan negara berkembang lainnya."

Aridjis mengatakan, pertemuan E-9 berada pada momen yang krusial. Saat ini, kata dia, telah mencapai separuh jalan untuk mencapai tujuan EFA. Peranan negara-negara anggota E-9 sangat berpengaruh ke seluruh dunia. "Di bawah kepemimpinan Indonesia, kita akan menemukan hal-hal yang inovatif untuk mencapai tantangan mendasar yaitu pendidikan untuk semua," katanya.\*\*\*

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Source: The Jakarta Post 24-6-2008

### **Minister touts informal education**

*National News - June 24, 2008*

**Erwida Maulia**, The Jakarta Post, Bandung

Community learning centers (CLC) could be a solution for those with no access to regular schooling, National Education Minister Bambang Sudibyo says.

Speaking at a seminar jointly organized by Indonesia's Education Ministry and the United Nations Educational, Scientific and Cultural Organization (UNESCO), Bambang said 35 percent of the country's 230 million population were of school age and that Indonesia's "naturally fragmented" topography meant it was difficult for the government to reach them all.

"That's why we also take informal education very seriously," he said in his opening speech.

Since their introduction in the late 1990s, 5,000 CLCs (locally known by acronym PKBM) have been built in the country.

The minister said ideally 1,500 more would be built so that there would be one center for each of the country's 6,500 districts.

Bandung is hosting a five-day international seminar on CLCs from Monday to Friday.

Representatives from 24 countries in the Asia-Pacific region will attend the seminar to promote informal education and to discuss strategies to implement and manage the centers.

UNESCO launched the CLC project in 1998, having based its design on a strategy developed in Japan.

UNESCO-Bangkok director Sheldon Shaeffer said the project was expected to generate income, empower communities, promote health and gender issues and educate on sustainable development.

Similar projects have been successfully developed in many other countries, Shaeffer said.

Bambang said CLCs in Indonesia were aimed at providing early childhood education, improving literacy and that they would offer certificates equivalent to those of elementary and secondary school levels for school dropouts.

He said due to their flexibility, CLCs had been widely accepted by the country's underprivileged.

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Source: Dikti.go.id 11-6-2008

## **MOU UNESCO dan DIKTI**

Ditulis oleh Irwandi

Wednesday, 11 June 2008

Hardware Meet Software

Infrastruktur Jaringan Indonesian Higher Education Network (Inherent) di Dikti adalah salah satu asset penting bagi pengembangan pendidikan tinggi di Indonesia. Jaringan ini mampu menyinari dan menjangkau seluruh perguruan tinggi negeri dan ratusan perguruan tinggi swasta di seantero nusantara, bahkan jumlah partisipan ini akan terus bertambah. Dengan memanfaatkan jejaring ini, perguruan tinggi di Papua sampai di Aceh bisa mengikuti berbagai aktivitas Widya Tele-Wicara (WTW) Video teleconference) yang diadakan dikti secara real time.

Sudah seharusnya "hardware"/asset berharga ini diisi dengan "software" yang kreatif dan canggih bagi pengembangan pendidikan tinggi di Indonesia. Untuk itulah Direktorat Jenderal Pendidikan Tinggi (Dikti) melakukan berbagai langkah bagaimana mengisi Inherent ini. Salah satu upaya itu adalah Dikti menggalang kerjasama dengan UNESCO office Jakarta dalam pemanfaatan jaringan inherent ini. Tepat pada 3 Juni 2008 melalui WTW yang dihadiri oleh Direktur Unesco di Jakarta, Dr. Hubert Gijzen, Pelaksana Harian Unesco Jakarta dan seluruh staf terkait, Dirjen Dikti, dr. Fasli Jalal, Ph.D, dan Ketua Harian Komisi Nasional Indonesia untuk UNESCO, Prof. Dr. Arief Rahman Hakiem, Dikti dan UNESCO melaunching MoU bersama. Wtw ini diikuti oleh puluhan perguruan tinggi di seantero nusantara.

Bapak Hubert mengatakan bahwa Inherent adalah satu modalitas bagaimana melakukan kolaborasi antara Universitas, berbagi pengajar dan sumberdaya kurikulum. Kurikulum akan menjadi kaya karena dikontribusikan oleh berbagai universitas dan sumber. Berbagi pengalaman/best practice, kata bapak Hubert akan menaikkan quality of delivery di dalam satuan pendidikan tinggi.

Oleh karenanya bapak Hubert menyebut MoU ini merupakan kerjasama "hardware meet software to improve quality". Di mana "Dikti has develop the hardware (inherent infrastructure), UNESCO can fill the Software".

Pokoknya kata direktur, ini adalah suatu modalitas optimistik yang akan memberikan pengalaman yang sangat kaya. Hanya langit yang akan menjadi pembatasnya, The sky is the limit. Oleh karena itu, "The signing was an MoU, but it is much more we want to achieve", kata Direktur. Optimisme direktur ini beralasan karena ini adalah kesempatan yang tidak bertepi untuk melakukan interaksi dengan berbagai kantong-kantong center of excellence dengan berbagai tema-tema tridarma yang sangat menarik.

Dalam konteks ini Prof. Dr. Arief Rahman Hakiem, Representative UNESCO yang juga hadir dalam WTW ini menambahkan apa yang bisa dimanfaatkan dari UNESCO pasca MOU ini. Menurut bapak Arief, manfaatkan semua expertise UNESCO. Galib diketahui bahwa UNESCO Jakarta merupakan juga adalah regional office untuk science untuk kawasan Asia Fasifik. Khusus untuk yang ini, Dikti akan memulai melalui inherent ini dengan program Unesco Lecture. Disamping itu, menurut bapak Arief, UNESCO juga memiliki Flagship program seperti renewable energy and Culture.

Dirjen Dikti menyebut kerjasama ini sebagai babak baru dalam pengembangan ICT di perguruan tinggi. Dalam analoginya, dirjen mengatakan inherent ini tak ubahnya bagaikan jalan tol. "diharapkan yang akan melalui jalan tol ini nantinya adalah trailer 20 ton, bukan sekedar becak atau sado, sehingga bermanfaat

bagi masyarakat luas, khususnya akademisi” tambah dirjen.

Dalam kesempatan ini bahkan salah satu peserta wtw, yaitu UNHAS yang juga adalah anggota GDLN, Sol, dan Inherent “menfrovokasi”, tidak hanya UNESCO-Inherent, tapi bagaimana ke depan terjadi suatu koneksitas antara GDLN, SOI dan Inherent. Seluruh anggota inherent bisa masuk dalam jaringan GDLN dan SOI, sehingga banyak hal yang bisa dilakukan, seperti Perguruan tinggi di Indonesia tidak hanya terjaring dalam jaringan nasional, tapi juga dengan perguruan tinggi terbaik di dunia. Mungkinkah terobosan ini bisa dilakukan, walaupun ada dalam dua MoU dan jaringan yang berbeda. Di mana Inherent adalah unicast sementara itu SOI adalah multicast? Semoga

By Irwandi.

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Source: Berita Harian 14-3-2008

### **MoU Seameo, Unesco diperbaharui di KL**

Oleh Syuhada Choo Abdullah

#### **Memorandum berusia 33 tahun dikemas kini selaras perubahan**

PERTUBUHAN Menteri-Menteri Pelajaran Asia Tenggara (Seameo) serta Pertubuhan Pendidikan, Saintifik dan Kebudayaan Pertubuhan Bangsa-Bangsa Bersatu (Unesco) akan memperbaharui memorandum persefahaman (MoU) berusia hampir 33 tahun yang ditandatangani pada Jun 1975, di Kuala Lumpur Khamis ini.

Pemeteraian MoU itu yang dikemas kini selaras perubahan dan keperluan semasa, akan diadakan pada Persidangan Majlis Seameo Ke-43 dijadualkan berlangsung selama tiga hari bermula esok.

Setiausaha Bahagian Hubungan Antarabangsa, Kementerian Pelajaran, Mohd Noor Rashid Mat Taharim, berkata MoU terbabit akan ditandatangani Pengarah Sekretariat Seameo, Datuk Dr Ahamad Sipon, dan Ketua Pengarah Unesco, Koichiro Matsuura.

“MoU berkenaan memfokus kerjasama dalam bidang pendidikan, sains dan kebudayaan. Ini termasuk kegiatan berkaitan penggunaan teknologi maklumat dan komunikasi (ICT) dalam pendidikan.

“Selain itu, pendidikan sains, pendidikan untuk pembangunan lestari, bahasa dan pendidikan, latihan dan pendidikan teknikal dan vokasional, serta analisis dan promosi identiti kebudayaan,” katanya kepada Berita Harian di Putrajaya, semalam.

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Source: Seputar Indonesia 13-3-2008

### **Negara E-9 Percepat Kualitas Pendidikan**

Kamis, 13/03/2008

NUSA DUA (SINDO) – Para menteri pendidikan dari sembilan negara berpenduduk terbesar dunia (E-9) sepakat untuk memperkuat kerja sama dan mempercepat pencapaian target pendidikan untuk semua atau (education for all/EFA).

"Tanpa upaya itu, kita akan kesulitan mencapai tujuan education for all (EFA) pada 2015 mendatang," kata Direktur Jenderal UNESCO Koichiro Matsuura sesuai menutup pertemuan ketujuh para menteri pendidikan kawasan negara E-9 di Nusa Dua, Bali, kemarin.

Dalam pertemuan selama tiga hari tersebut terungkap bahwa sebagian besar pengajar di negara E-9 masih bekerjadalammkondisikerjayang memprihatinkan, seperti pendapatan minim, karier tidak jelas, serta tidak mampu mengakses pelatihan dan teknologi informasi untuk meningkatkan kapasitasnya. Di sisi lain, kawasan ini masih kekurangan sebanyak tujuh juta guru berkualitas dari total kekurangan guru di seluruh dunia sebanyak 18 juta orang.

Sementara itu, Mendiknas Bambang Sudibyo mengatakan, Indonesia dalam dua tahun mendatang akan memegang peranan penting sebagai ketua Kelompok E-9 bersama Nigeria sebagai wakilnya.

"Jadi, Indonesia akan jadi ukuran penting dari implementasi resolusi ini," terangnya dalam kesempatan sama. Bambang menambahkan, Indonesia telah mengembangkan pemanfaatan teknologi informasi dan komunikasi melalui pendidikan jarak jauh oleh lebih dari 100 perguruan tinggi dan menjadi yangterbesardikawasan Asia. (ni komang erviani/ miftachul chusna)

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Source: The Jakarta Post 9-9-2008

### **NGOs want students to study environment**

PALEMBANG, S. Sumatra: Several Palembang-based environmental NGOs have requested environmental issues be incorporated into school curricula to raise student understanding and awareness.

Director of Wahana Bumi Hijau (WBH) Deddy Permana said schools could include such issues as part of locally taught school subjects, to provide students with environmental education at a young age.

"Students' understanding of environmental disputes will better prepare them for life in the future," said Deddy on Friday, adding the country faces complicated environmental problems, such as flooding, unprocessed waste, fires, illegal logging and landslides.

By learning about the environment, younger generations can make the right choices when it comes to maintaining their surroundings, she said.

Yulius, the coordinator of Sahabat Walhi, another environmental NGO, said inclusion of environmental issues in formal education would involve a variety of perspectives.

"Because it requires many forms of knowledge," he added.

Tarmizi Mairu from the South Sumatra education agency said his organization needed to discuss the matter with several parties, including academics and environmental experts, before deciding to incorporate environmental issues into school curricula. -- JP

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Source: Kompas 29-5-2008

### **Optimalkan Keunikan Individu Peserta Didik**

Kamis, 29 Mei 2008 | 00:59 WIB

Sanur, Kompas - Pendidikan yang dijalankan banyak negara di dunia semakin mengarah pada layanan pendidikan yang mengutamakan pengembangan individu sesuai kemampuan dan keunikannya. Karena itu, semua penyelenggara pendidikan harus mau mengubah pola pikir dan mental dalam menjalankan praktik pembelajaran di sekolah yang semakin menghargai keragaman kemampuan peserta didik.

"Setiap anak itu unik. Tidak boleh menyamaratakan mereka untuk mencapai target yang sama. Tetapi, pembelajaran yang diberikan lebih diarahkan pada apa yang dibutuhkan anak untuk kehidupannya. Pendidikan inklusi seperti inilah yang terus dikembangkan di semua negara yang didorong UNESCO," kata Renato Opertti dari Biro Pendidikan Internasional UNESCO dalam jumpa pers Konferensi Persiapan Regional untuk Konferensi Internasional Bidang Pendidikan di Sanur, Bali, Rabu (28/5).

Menurut Renato, terciptanya pendidikan inklusi di mana semua anak dapat menikmati layanan pendidikan bermutu tanpa kecuali serta pengembangan kemampuan individu secara maksimal memang memerlukan proses panjang.

Anwar Al Said, ahli pendidikan dari Kantor UNESCO, Jakarta, mengatakan, pendidikan yang dipraktikkan guru kepada peserta didik harus memanusiakan mereka. Artinya, jangan lagi ada stempel-stempel yang diberikan kepada siswa yang mengarah pada perlakuan diskriminatif.

Arief Rachman, Ketua Harian Komisi Nasional Indonesia untuk UNESCO, mengatakan, pendidikan semakin berkembang dan setiap negara perlu membuka diri untuk mau belajar dan mempraktikkan pendidikan berkualitas demi kepentingan generasi penerus.

Bambang Indriyanto, Sekretaris Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional, mengatakan, pemerintah menjalankan pendidikan inklusi dengan mengupayakan layanan pendidikan bagi semua anak.

"Apa pun metode pendidikan yang dikembangkan, semua anak harus terlayani pendidikan yang baik," ujarnya. (ELN)

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Source: The Jakarta Post 17-3-2008

### **Pakistan working on UN literacy goals, still far behind: Minister**

The UN Educational, Scientific and Cultural Organization (UNESCO) 2008 global monitoring report reveals around half of the E-9 countries (nine countries with low levels of literacy) are at serious risk of not achieving the organization's Education for All (EFA) literacy and gender equality goals by 2015. The directive seeks to cut the global illiteracy rate in half from the 2000 rate and achieve gender equality in education. Among the high-risk countries is Pakistan, whose Education Minister **Shamsh Kassim-lakha** talked to The Jakarta Post's **Erwida Maulia** on the sidelines of the 7th E-9 Ministerial Review Meeting on EFA in Nusa Dua, Bali, from March 10-12, to discuss the outlook in his country.

**Question:** *UNESCO said in its 2008 global monitoring report that there's a low chance for Pakistan to achieve the EFA goals for literacy and gender parity by 2015. What do you think is the reason for this?*

**Answer:** Two main reasons. One, (literacy) is already very low. The EFA goals are set by the United Nations, so they take the average. For those like Nigeria and Pakistan, the starting points were low. So it's going to take us a little while. Number two, the amount of money that was put into it was not as much as it should be. But in the last three years, we have put in much more money, so hopefully it will make big difference.

*What measures have been taken to cope with this?*

We have increased the education budget by 50 percent every year for the last three years. Now we have close to 12 percent of our state budget for education. From here on, we will increase the education budget by 25 to 30 percent every year for at least another three or four years. We have yet to have a goal to make our education budget 20 percent of our total budget. We have to see how much the money can be quickly absorbed as well. It is not just the question of providing the money. If money was the only problem it would not be so complicated. But we have the problem of recruiting and training the teachers. They can't be trained in one year. They need three years to train. Then we need to build schools, and we need facilities in existing schools. A lot of money is going in. We are hoping that in three years' time we will (be in) a much better position.

*What are the main challenges you face in the implementation of the measures?*

The big challenge is to make sure the new programs are well-managed. Money is not as big an issue. It is the ability to make it happen, to manage it, to implement it, which are the very big challenges.

*Pakistan spends a lot on defense, including for the nuclear project. Is it possible to transfer some of, your defense' budget to education?*

Yes and no. First of all" the nuclear project is not very expensive but, yes, our whole defense budget is much bigger than (that of) many countries. The reason is we are living in a part of the world which is full 'of conflicts. Pakistan has a very difficult neighborhood, which is why we have to have our national security first, and that's why more money is allocated. But for some years, the increase in the defense budget has been much lower, so more money is going into the social sector. Our defense' budget is how 18 percent of our total budget.

*What is the role of international communities in supporting education in Pakistan?*

We have received excellent support from UNESCO and also from donor countries who have acknowledged that we living in a very difficult neighborhood where education e make a big difference.

*Do you think you can accelerate the development of education in Pakistan so as to achieve the EFA goals by 2015?*

I'm very hopeful. I cannot guarantee that we can meet goals. It is a very hard struggle. Those are very ambitious go; They may not be so ambitious for Indonesia, because you are at a higher platform to start with. We are starting the race much farther back. But we hopeful that we will reach very near, if not achieve the goals.

*What are best practice of other countries presented in this E-9 meeting that you might consider adopting?*

We are looking at working out a joint program with Bangladesh and India for best practices. So we are taking best practices from different countries. And we have our own best practices, like, for example, giving more facilities to female teachers if they are posted outside the places of their villages or their cities. And if their husbands are teachers, we post them together. Maternity leaves are rarer and female teachers get higher allowances, so we're getting more female teachers.

We are looking at best practices in terms of a curriculum for teacher education and also the organization of female teachers, and also the organization of primary school monitoring and quality assurance. I think Indonesia is one of them (E-9 countries whose best practices are being considered by Pakistan), especially for religious education; very good. We are very impressed by the Indonesian model. Bangladesh has some success, and India, too

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Source: Kompas 30-5-2008

### **Pendidikan Inklusif Sulit**

**Penduduk Indonesia yang Heterogen dan Tersebar Jadi Tantangan**

Jumat, 30 Mei 2008 | 01:36 WIB

Denpasar, Kompas - Tidak mudah menyelenggarakan pendidikan inklusif di Indonesia yang jumlah penduduknya sangat banyak, heterogen, dan wilayahnya sangat luas. Meski demikian, Indonesia mampu membuat strategi dan terobosan untuk penyelenggaraan pendidikan inklusif.

Menteri Pendidikan Nasional Bambang Sudibyo mengatakan hal itu dalam acara Konferensi Persiapan Regional untuk Konferensi Internasional Bidang Pendidikan Ke-48 UNESCO di Denpasar, Bali, Kamis (29/5).

"Pendidikan inklusif mengharuskan kita untuk tidak meninggalkan siapa pun dalam layanan pendidikan. Anak-anak cacat, korban HIV/AIDS, atau siapa pun yang berada di lapis paling bawah di dalam strata sosial ekonomi harus terlayani," kata Bambang.

Menurut Bambang, kebijakan pendidikan Indonesia sejalan dengan kebijakan yang dikembangkan UNESCO, seperti pendidikan untuk semua, pendidikan sepanjang hayat, dan pendidikan untuk pembangunan berkelanjutan.

"Dengan kondisi Indonesia yang penduduknya banyak dan distribusinya yang terfragmentasi pegunungan atau lautan, diperlukan berbagai strategi khusus untuk menjalankan pendidikan inklusif di negara ini," ujarnya.

Secara hukum, Indonesia telah mengakui pendidikan sebagai hak asasi semua warga sehingga mereka harus diberikan layanan pendidikan yang sama. Pendidikan di Indonesia dilakukan secara fleksibel yang menyesuaikan dengan kondisi masyarakat yang harus mendapat layanan pendidikan, apakah dilakukan di sekolah, luar sekolah, dan keluarga atau masyarakat.

Selain itu, untuk mengurangi hambatan waktu dan ruang dalam layanan pendidikan, peran teknologi informasi dan komunikasi dikembangkan untuk dapat memudahkan jangkauan layanan pendidikan di daerah-daerah.

"Yang tidak kalah penting adalah meningkatkan peran guru untuk dapat melayani para siswa yang kondisinya sangat beragam," ujar Mendiknas.

### **Menjadi tantangan**

Clementina Acedo, Direktur Biro Pendidikan Internasional UNESCO, mengatakan, pendidikan inklusif yang tidak menaburkan keragaman dan heterogenitas di sekolah merupakan tantangan untuk mencapai pendidikan berkualitas tinggi. Saat ini banyak anak yang menyelesaikan sekolah, tetapi tanpa siap untuk menjalani hidup. Karena itu, pendidikan inklusif yang mendorong guru untuk membantu mengembangkan setiap individu semakin dibutuhkan.

"Pendidikan inklusif menjadi isu utama di kawasan Asia Pasifik karena ada banyak perbedaan. Dengan berkembangnya demokrasi, pendidikan yang mampu memahami potensi setiap siswa juga semakin dituntut masyarakat," kata Clementina Acedo.

Sementara itu, Sheldon Shaeffer, Direktur UNESCO Bangkok, menjelaskan, pendidikan inklusif merupakan proses. Artinya, sekolah atau lembaga pendidikan harus mengarah pada terciptanya pendidikan yang mengakomodasi keragaman atau heterogenitas dari setiap individu peserta didik. (ELN)

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Source: Kompas 6-3-2008

### **Pendidikan Jadi Masalah Bersama**

Para Menteri Pendidikan Bertemu

Kamis, 6 Maret 2008 | 02:12 WIB

Jakarta, Kompas - Para menteri pendidikan dari sembilan negara berpenduduk besar di dunia mengadakan pertemuan E-9 Ministerial Review Meeting on Education for All ketujuh di Bali, 10-12 Maret 2008.

Kesembilan negara itu adalah Banglades, Brasil, China, India, Indonesia, Meksiko, Mesir, Nigeria, dan Pakistan.

Negara-negara tersebut, dengan beratnya permasalahan pendidikan, turut memengaruhi peta global pendidikan. Karena itu, pendidikan dijadikan masalah bersama.

Direktur Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional Fasli Jalal kepada pers, Rabu (5/3), mengatakan, pertemuan itu untuk memperbaiki kondisi pendidikan di setiap negara. Terlebih lagi dengan adanya target Pendidikan untuk Semua atau Education for All yang telah disepakati dalam Deklarasi Dakkar tahun 2000.

Target-target itu antara lain buta aksara pada orang dewasa tuntas 50 persen pada 2015. Target lainnya, akses pendidikan anak usia dini, penuntasan wajib belajar, kesetaraan jender dalam pendidikan, serta pendidikan kecakapan hidup harus terus ditingkatkan.

"Pertemuan ini diinisiasi oleh UNESCO atau Badan PBB untuk Pendidikan dan Kebudayaan pada tahun 1993 agar negara-negara berpenduduk besar ini dapat memecahkan masalah pendidikannya bersama-sama," ujarnya.

Fasli mengatakan, sebetulnya telah terjadi perkembangan cukup baik sejak pertemuan tersebut pertama kali diluncurkan. Perkembangan terpesat terutama disumbangkan oleh China dalam pemberantasan buta aksara.

"Sekitar 80 persen pemberantasan buta huruf di antara sembilan negara itu disumbangkan oleh China. Angka peserta wajib belajar mereka juga meningkat pesat. China sepertinya benar-benar mengurus pendidikannya," ujar Fasli.

Indonesia dalam hal pemberantasan buta huruf dan penuntasan wajib belajar secara kuantitas terbilang berhasil dan posisinya berada setelah China. Indonesia masih lebih baik daripada India, Pakistan, dan Banglades. Indonesia juga lebih baik dalam hal kesetaraan jender dalam pendidikan, pendidikan kecakapan hidup, dan pencapaian akses pendidikan anak usia dini.

Akan tetapi, permasalahan besar di Indonesia ialah peningkatan mutu pendidikan yang tertinggal jauh dibandingkan dengan negara lain.

Dia menambahkan, pada waktu terbentuknya pertemuan para menteri tersebut pertama kali, sembilan negara itu mewakili separuh penduduk dunia. Lebih dari 40 persen anak putus sekolah dan hampir 70 persen angka buta aksara di seluruh dunia berada di negara-negara berpenduduk besar tersebut. (INE)

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Source: Pendidikan net, 9-3-2008

### **Perbaikan Kualitas Guru Agenda Utama E-9 Ministerial Review Meeting**

Reporter : Sidik Pramono

NUSA DUA--MI: Peningkatan jumlah dan perbaikan kualitas guru akan menjadi agenda penting dalam pertemuan ke-7 menteri-menteri pendidikan negara berpenduduk di atas 10 juta yang akan berlangsung di Nusa Dua Hotel, Bali, 10–12 Maret 2008.

Demikian diungkapkan Dirjen Pendidikan Tinggi (Dikti) Departemen Pendidikan Nasional (Depdiknas) Fasli Jalal, Minggu (9/3).

Fasli mengatakan pentingnya peningkatan jumlah dan perbaikan kualitas guru itu, karena untuk menuntaskan pendidikan wajib belajar (wajar) di dunia, sebagai bentuk implementasi Education For All (EFA), dibutuhkan 18 juta guru baru.

Dari angka itu, 40 persennya berada di negara-negara yang tergabung dalam E-9 ini. Sehingga, kita perlu melakukan kerjasama terkait dengan peningkatan jumlah dan perbaikan kualitas guru tersebut, kata Fasli.

Dalam hal ini, jelas Fasli, pembahasan serta membagi pengalaman bersama akan berkisar pada bagaimana mendidik guru, status pengangkatan guru, jaminan gaji dan kesejahteraan guru, agar profesi guru menjadi profesi yang menjadi daya tarik bagi setiap orang.

Sebagai contoh, ujar Fasli, dari pembahasan di masing-masing negara dan pengalaman di negara-negara bersangkutan, kemudian akan diteruskan dalam bentuk kerjasama yang nyata, setelah pertemuan E-9 Ministerial berakhir.

Misalnya, negara lain bisa bekerja sama dengan Indonesia yang cukup berhasil dengan sertifikasi guru, atau Indonesia dan negara lain juga menjalin kerjasama dengan Brazil yang berhasil dalam pemberian kesejahteraan guru berdasarkan prestasi, atau Meksiko yang berhasil dalam sistem evaluasi atas kinerja guru, ujar Fasli.

Di sisi lain, dengan pertemuan itu, lanjut Fasli, akan ada evaluasi oleh UNESCO atas capaian dan prestasi Education For All (EFA) di ke-9 negara tersebut. Jika negara-negara tersebut belum berupaya maksimal dalam EFA, maka UNESCO akan memberikan warning kepada negara bersangkutan, ujar Fasli.

Peringatan itu, lanjutnya, akan direkomendasikan kepada pemerintah bersangkutan, untuk memberikan dukungan dana dan juga kemauan politik, agar EFA dapat tercapai di negara tersebut, sesuai dengan target pada 2015, atau lebih cepat dari target.

Atau, negara-negara bersangkutan, bisa juga bahu membahu dengan sesama negara E-9, ataupun meminta bantuan negara-negara maju, yang tergabung dalam OECD, dan juga badan bilateral dan unilateral (seperti ADB, Bank Dunia, UNICEF, dan UNESCO), untuk membantu dukungan dana agar EFA bisa tercapai di negara bersangkutan, jelas Fasli.

Chief of Section for Teacher Education UNESCO Caroline Pontefract menambahkan peningkatan jumlah dan perbaikan kualitas guru menjadi perhatian utama, karena hanya 50 persen guru di negara-negara E-9, yang baru mendapat pelatihan guru untuk sekolah dasar.

Sebab itu, sangat penting, guru sebagai katalisator perubahan, perlu ditekankan pada pendidikan dan pelatihan guru, dan untuk ini, perlu berbagi pengalaman bagi negara-negara yang berpenduduk besar, yang berhasil dalam melakukan pendidikan dan pelatihan guru, baik di negara individu tersebut, maupun di kawasan, ujar Caroline.

Selain itu, menurut Caroline, pemanfaatan teknologi komunikasi dan informasi, dan pembelajaran terbuka serta jarak jauh bagi guru, juga akan dibahas, seiring dengan tren pengajaran secara global, yang menekankan pada basis information communication and technology (ICT). (Dik/OL-06)

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Source: Portal Pendidikan  
PIPP tarikan SEAMEO Ke-45

### **SOUTH EAST ASIA MINISTERS OF EDUCATION ORGANISATION (SEAMEO) KE-45**

PELAN Induk Pembangunan Pendidikan 2006-2010 (PIPP) akan menjadi tarikan dalam kalangan 11 negara anggota Pertubuhan Menteri-Menteri Pelajaran Asia Tenggara (SEAMEO) dan lapan negara ahli bersekutu yang akan berkumpul di Kuala Lumpur mulai esok.

Malaysia yang tersohor di persada antarabangsa sebagai negara membangun yang paling kurang kadar keciciran, keberkesanan pengubalan kurikulum konvensional dan agama - sekali lagi akan mengetengahkan PIPP sebagai agenda keanggotaan SEAMEO - selain agenda berulang pembangunan teknologi maklumat dan komunikasi (ICT).

Persidangan Majlis SEAMEO ke-42 itu akan bermula esok sehingga 14 Mac ini.

Persidangan itu akan diadakan di Hotel Mandarin, Kuala Lumpur dan akan diikuti oleh Mesyuarat Menteri-Menteri ASEAN (ASED) ke-2 pada 15 Mac di tempat yang sama.

Selain PIPP tarikan lain yang turut diketengahkan oleh Malaysia adalah tentang usaha untuk menjadikan semua sekolah di Malaysia sebagai Sekolah Bestari, Pelan Strategik Pengajian Tinggi, penandaarasan 88 buah sekolah bestari, perkongsian pintar, inovasi dan kualiti dalam pendidikan dan model pengajaran dan pembelajaran terbaik negara anggota SEAMEO.

Sementara itu, Setiausaha Bahagian, Bahagian Hubungan Antarabangsa Kementerian Pelajaran, Mohd Noor Rashid Mat Taharim berkata, Timbalan Perdana Menteri, Datuk Seri Najib Tun Razak akan merasmikan persidangan tersebut pada 13 Mac.

Tarikan PIPP itu akan diperjelas dalam pembentangan kertas kerja tentang pengagihan ekuiti dalam pendidikan gaya Malaysia pada pada 14 Mac.

Wakil Kementerian Pelajaran akan membentangkan kertas kerja dalam Forum Polisi yang bertajuk

'Bridging Education Gap: Improving Acces, Equity and Quality - Southeast Asia and Beyond'.

Keanggotaan SEAMEO terdiri daripada Brunei, Kemboja, Indonesia, Laos, Malaysia, Myanmar, Filipina, Singapura, Thailand, Timor Leste dan Vietnam.

Manakala lapan negara bersekutu ialah Australia, Kanada, Perancis, Jerman, Belanda, New Zealand, Norway dan Sepanyol.

Anggota gabungan pula ialah Majlis Pendidikan Terbuka dan Jarak Jauh Antarabangsa (ICDE).

Pada persidangan itu nanti, pembaharuan memorandum persefahaman (MOU) akan dilaksanakan antara SEAMEO dan UNESCO.

Para peserta luar negara turut membuat lawatan ke enam buah sekolah terpilih iaitu Sekolah Kebangsaan (SK) Sri Bukit Bintang, Sekolah Menengah Kebangsaan (SMK) Vokasional Institution, SMK Seri Puteri, SMK Alam Shah, SK Precint 8, Putrajaya, dan SMK Precint 8, Putrajaya.

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Source: The Jakarta Post 31-3-2008

### **Reading group prepares for World Book Day events**

Agnes Winarti , The Jakarta Post , Jakarta | Mon, 03/31/2008 10:45 AM | City

Book lovers' and community Forum Indonesia Membaca presented the Book on the Street event in Central Jakarta on Sunday to inform residents of the upcoming event celebrating World Book Day on Apr. 23.

Sunday's event was organized by the forum, in support of the local literacy movement, in conjunction with Car Free Day on Jl. Jendral Sudirman.

"Teachers, schoolchildren and community library caretakers took part in the event, which basically was a warm-up program for the main event, Indonesian World Book Day," Forum Indonesia Membaca program director Dessy Sekar Astina said.

Housewife Neneng was among several women who came to the gathering with their children from Pondok Pinang in South Jakarta.

"My son's teacher invited us to the event," Neneng said.

Another participant, traditional herbal drink seller Kiswanti, said books had played an important part in her life. She has even built a library with around 3,000 books at her drinks kiosk.

"My parents could not to pay for higher education for me, but they did teach me while money will come and go, an education lasts a lifetime."

The forum brought books and toys for children to attract visitors. While some came for the books, others were attracted by the toys.

"When I saw they were spinning *gasing*, I rushed to join in because the game reminds me of my early days," a visitor, Ponco, said.

Forum Indonesia Membaca used Sunday's program to introduce their upcoming Indonesian World Book Day event, to be held from April 23 to 27 at Bank Mandiri Museum in Kota, West Jakarta.

This year's Indonesian World Book Day will focus on the theme "Literacy Changes Lives".

Forum Indonesia Membaca has celebrated Indonesian World Book Day since 2006. The next event, prior to the main celebration, will be Book in the Park, on April 7.

"We are still deciding on the park. Probably Menteng Park or Monas. We will announce the location on our blog," Dessy said.

World Book Day has been promoted by UNESCO since 1995, to show appreciation to authors, publishers, book distributors and book-lover communities around the world for their efforts in promoting literacy.

Further information: <http://www.worldbookdayindonesia.blogspot.com/>

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Source: Antara 22-10-2008

## **RI TO PROPOSE EIGHT EDUCATION COOPERATION PROGRAMS TO E-9 COUNTRIES**

22 October 2008

LKBN ANTARA

English

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Jakarta, Oct 22 (ANTARA): Indonesia is to propose eight cooperation programs in the educational sector to the world's largest developing nations (E-9) at a three-day senior officials meeting of E-9 countries which opened here on Wednesday.

Speaking to the press after opening the meeting, National Education Minister Bambang Sudibyo said the eight cooperation programs were aimed at achieving the targets of Education For All (EFA) and Millennium Development Goals (MDGs) by 2015.

The programs covered Sandwich scholarships for teachers and lecturers, remote learning, exchange and sharing of resources to benefit from information and communication technology using the Indonesian Higher Education and Research Network (INHERENT), Global Development Learning Network (GDLN) and national education networking (JARDIKNAS).

"We can share literature and lecture materials provided by the Bandung-based University of Indonesian Education (UPI) with other countries through teleconference," he said.

He said nearly 70 percent of educational problems in the world was found in the nine developing nations grouped in the E-9. They are India, China, Bangladesh, Pakistan, Indonesia, Egypt, Nigeria, Mexico and Brazil.

The further programs covered models of modern Islamic schools (madrasyah), certification of teachers, development of teachers' profession in a sustainable way, exchange of formal and non-formal teachers, and double competency training for teachers of different educational backgrounds, he said.

He said Indonesia would offer the models of modern Islamic schools (madrasyah) to members of the E-9 where Moslems make up the majority groups such as Pakistan, Bangladesh, Egypt and Nigeria.

Also present at the opening ceremony were assistant for education to the **UNESCO** director general Nicholas Burnett, Director of the **UNESCO** office in Jakarta Hubert Gijzen, secretary general of the National Education Ministry Dodi Nandika, director general of the ministry's higher education Fasli Jalal, delegates from the E-9 member countries, representatives from the World Bank and UNICEF.

Nicholas Burnett said the E-9 played a significant role in the context of EFA and MDGs.

The three-day meeting was a follow-up to a ministerial meeting held in the Indonesian resort island of Bali in March 2008, he said.

Document ANTARA0020081023e4am00008

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Source: The Jakarta Post 13-3-2008

### **RI to study teacher education from China**

Erwida Maulia, The Jakarta Post, Nusa Dua, Bali | Thu, 03/13/2008 12:32 PM | National

Indonesia says it will draw guidance from China for information and communications technology education or teachers and the provision of incentives for those teaching the subject in remote areas.

The country also hopes to learn about teacher empowerment by studying Mexico and Brazil.

"We've earlier had teacher exchanges with China. Now we want to learn about ICT education for teachers, which is one of China's best practices," the Education Ministry's director general for higher education, Fasli Jalal, said after Wednesday's close of the seventh E-9 ministerial meeting on education here.

"China also has a teacher incentive system, in which teachers in remote areas are given family and holiday

allowances, as well as scholarships for their children," he said.

He said Indonesia also was interested in studying how Brazil handled incentives for teachers.

On the other hand, Fasli said, Bangladesh, Pakistan and Nigeria had expressed interest in learning from Indonesia's "best practice in religious education".

He said the three Muslim-majority countries considered Indonesia to be a "model for religious education", with its thousands of Islamic boarding schools across the country.

The seventh E-9 Ministerial Review Meeting on Education for All took place from Monday to Wednesday.

The meeting, organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO), in cooperation with the Indonesian government, was attended by delegates from nine countries with the largest illiterate populations, as well as donor countries and institutions.

The nine countries are China, India, Indonesia, Brazil, Pakistan, Bangladesh, Mexico, Egypt and Nigeria, whose total population represents about 60 percent of the world's population.

The meeting, focusing on education and training for teachers, was aimed at improving cooperation among the E-9 countries and between the E-9 and donor countries and institutions.

Indonesian Education Minister Bambang Sudibyo, who chaired the Bali meeting, said all nine countries had agreed to adopt ICT and open and distance learning (ODL) education for teachers.

"There is a potential cooperation that we can further develop in these two subjects," he said.

UNESCO director general Koichiro Matsuura said education ministers of the nine countries considered teacher education crucial.

"Without a sufficient number of qualified teachers, it is difficult to achieve our Education for All (EFA) goals by 2015," said Matsuura.

Among the EFA goals are reducing the global illiteracy rate by 50 percent from the 2000 illiteracy rate and improving gender equality in education.

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Source: Kompas 23-1-2008

## Riset dan Kebijakan Pendidikan

Rabu, 23 Januari 2008 | 03:14 WIB

**Elin Driana**

Hasil The Programme for International Student Assessment atau PISA, yang menilai kesiapan siswa berusia lima belas tahun untuk mengaplikasikan pengetahuan dan life skills yang dimiliki dalam kehidupan sehari-hari, menempatkan capaian siswa Indonesia di lapisan bawah di semua bidang studi (membaca, matematika, dan sains).

Tidak sekadar memberi peringkat, penyelenggaraan PISA sebenarnya ditujukan untuk memberi informasi berharga bagi para pembuat kebijakan pendidikan di berbagai negara guna menentukan langkah strategis yang tepat bagi pemenuhan hak anak akan pendidikan bermutu.

### Faktor sosial ekonomi

Salah satu penelitian penting yang memanfaatkan kekayaan data PISA dilakukan J Douglas Willms (2006) dari UNESCO Institute for Statistics. Selain menggunakan data PISA tahun 2000 dan 2002 dengan memfokuskan pada kemampuan membaca, Willms juga menggunakan data tahun 2001 dari The Progress in International Reading Literacy Study (PIRLS) yang bertujuan menilai kemampuan membaca siswa kelas IV SD. Willms menelaah kontribusi faktor sosial ekonomi—baik kondisi sosial ekonomi siswa, sekolah, maupun negara—terhadap kemampuan membaca. Ia menggunakan salah satu metode statistik paling mutakhir saat ini, Hierarchical Linear Modeling (HLM), yang amat tepat digunakan pada data bertingkat (multi-level data).

Dengan HLM, kontribusi kondisi sosial ekonomi sekolah maupun negara terhadap prestasi belajar siswa, di luar kondisi sosial ekonomi siswa, dapat dijelaskan. Kondisi sosial ekonomi siswa, antara lain, meliputi tingkat pendidikan orangtua, pekerjaan orangtua, struktur keluarga, dan ketersediaan fasilitas pendidikan di rumah, termasuk buku-buku dan komputer. Kondisi sosial ekonomi sekolah diukur oleh kualitas infrastruktur sekolah, seperti ketersediaan alat-alat penunjang proses pembelajaran, kondisi gedung sekolah, kualifikasi guru, ketersediaan komputer, dan perangkat lunak penunjang proses pembelajaran, rasio guru dan murid, waktu yang digunakan untuk meningkatkan kemampuan siswa dalam membaca, disiplin, dan rasa aman di sekolah, serta dukungan orangtua terhadap sekolah.

Hasil penelitian itu menegaskan kembali fakta, faktor sosial ekonomi amat dominan dalam menentukan keberhasilan siswa, meski bukan satu-satunya. Secara umum, kemampuan membaca siswa di negara-negara yang tergabung dalam The Organization for Economic Co-operation and Development (OECD),

yang berpendapatan tinggi lebih baik ketimbang di negara-negara non-OECD, yang mayoritas berpendapatan rendah, kecuali Singapura dan Hongkong. Ditunjukkan pula, kesenjangan prestasi siswa di negara-negara non-OECD lebih lebar ketimbang di negara-negara OECD. Bahkan, prestasi siswa dari keluarga berpenghasilan tinggi di negara-negara berpenghasilan rendah masih tertinggal dibanding siswa dari keluarga berpenghasilan tinggi yang tinggal di negara-negara makmur.

Kondisi sosial ekonomi sekolah juga berpengaruh terhadap kemampuan siswa dalam membaca, di luar kontribusi faktor sosial ekonomi siswa. Secara umum, siswa akan memiliki peluang lebih besar untuk berprestasi bila sekolah mereka memiliki kondisi sosial ekonomi lebih baik. Sebaliknya, mereka cenderung berprestasi lebih rendah dari yang semestinya, bila sekolah memiliki kondisi sosial ekonomi lebih lemah. Dalam hal ini, kelompok yang paling dirugikan adalah siswa dari keluarga berpenghasilan rendah yang belajar di sekolah-sekolah yang memprihatinkan. Orangtua mereka tidak memiliki kemampuan ekonomi memadai untuk mengompensasi rendahnya mutu pendidikan yang diterima anak-anak mereka di sekolah.

### **Kebijakan yang tepat**

Dengan melihat lebih teliti data PISA dan PIRLS, pendapat berdasar pengetahuan umum (common sense) bahwa status sosial ekonomi siswa, sekolah, maupun negara yang bersangkutan merupakan salah satu faktor dominan dalam menentukan prestasi siswa mendapat bukti empiris yang kian kokoh. Kemampuan negara maupun sekolah dalam memberi peluang bagi siswa dari kelompok yang lemah secara sosial ekonomi untuk mendapat akses pendidikan berkualitas, merupakan kunci penting untuk meningkatkan prestasi siswa di suatu negara secara keseluruhan dan mengurangi kesenjangan mutu pendidikan.

Dalam konteks ini, kebijakan UN dan menaikkan standar kelulusan semata-mata, tidak efektif untuk meningkatkan kualitas pendidikan, meski sedikit banyak dapat memacu motivasi belajar siswa. Kebijakan itu tidak mengarah pada dua faktor penting yang berhubungan erat dengan kualitas pendidikan, yaitu kualitas sekolah dan kemiskinan.

Untuk peningkatan kualitas sekolah, pemenuhan amanat konstitusi agar 20 persen APBN dialokasikan untuk pendidikan, tidak dapat ditawar lagi. Status sosial ekonomi sekolah, seperti ditunjukkan dalam analisis lebih saksama terhadap PISA dan PIRLS, berperan penting meningkatkan prestasi siswa.

Kualitas hasil pendidikan juga ditentukan kondisi sosial ekonomi siswa. Karena itu, memerangi kemiskinan menjadi faktor penting. Meskipun Presiden Susilo Bambang Yudhoyono berkeras untuk berpatokan pada angka kemiskinan yang dikeluarkan BPS (16,6 persen) ketimbang angka kemiskinan dari Bank Dunia yang lebih spektakuler (42,6 persen), pemerintah hendaknya berani menilai apakah dengan standar BPS itu sebuah keluarga dapat memenuhi kebutuhan minimal sehari-hari di tengah kian tingginya biaya hidup. Bukti-bukti empiris penelitian kualitas pendidikan menegaskan, pemerintah tak dapat berkelit dari tanggung

jawab untuk memerangi kemiskinan. Jangan biarkan lemahnya kondisi sosial ekonomi menjadi penghalang anak Indonesia mewujudkan potensi maksimal mereka.

Elin Driana *Koordinator Lembaga Konsultasi Pendidikan Lazuardi Global Islamic School, Wakil Koordinator Education Forum*

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Source: BERNAMA, March 14, 2008 23:40 PM  
**SEAMEC A Success, Says Outgoing President**

KUALA LUMPUR, March 14 (Bernama) - The 43rd Southeast Asian Ministers of Education Conference (SEAMEC) was a very fruitful meeting with member countries strengthening their commitment to attain the Education For All (EFA) goals by 2015, said its outgoing president Prof Dr Bambang Sudibyo.

He said the three-day meeting had also called for more proactive action to bridge disparity gaps between member countries and within the countries as well.

"The meeting resulted in a lot of important experience sharing and recommendations made by the member countries to bring quality education for the people.

"We have also successfully shared and exchanged the best practices in how to overcoming the challenges in reaching out to children in disadvantaged groups such as the poor, the disabled and children in rural areas," he told a news conference after the meeting ended here today.

He was also confident that the EFA goals could be reached by most of SEAMEO members.

The EFA initiated in 2000 among others aimed to expand and improve comprehensive early childhood care and education for the people and to ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education.

It also set to achieve 50 per cent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults and to achieve gender equality in education.

At the conference, Malaysia's Education Minister Datuk Seri Hishammuddin Hussein was elected as the 44th SEAMEO president and SEAMEC chairman while his Thai counterpart Somchai Wongsawat was appointed vice president and vice chairman respectively.

The 44th SEAMEO conference will be held in Chiang Mai, Thailand in March next year.

-- BERNAMA

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Source: BORNEO Bulletin 14-7-2008

**SEAMEO VECTECH, MONE of Indonesia hold International Conference in Bali**  
**By Cora Sampang**

A two-day "International Conference on VTE Research and Networking" was successfully conducted at the Inna Grand Bali Beach Hotel, Bali Indonesia on July 7-8, 2008. The co-organiser was the Ministry of National Education of Indonesia (MONE) and had been represented by local educational institutions and departments.

Mohd Saiful Haji Omar, the Acting Director of the SEAMEO VECTECH Regional Centre, and Co-Chairperson of the conference in his welcoming message said that the conference is an offshoot of the Centre's The Netherlands Ministry of Foreign Affairs three-year (2007-2010) funded project known as Southeast Asian Vocational and Technical Education Research and Networking (SEAVERN). Acknowledging participation and expressing gratitude to all officials, speakers and participants present, he said that the conference did provide a dynamic forum for networking, information sharing, skill-building, and research sustaining and documenting best practices. Inviting all participants, he informed that the next SEAVERN Conference will be held in Brunei Darussalam in 2010.

Eight keynote speakers who tackled three Plenary Sessions, respectively presented their speeches that revolved around the general theme on "Nurturing Local VTE Research Efforts: A Response to Global Challenges". They were Dr Vilma L Labrador, Undersecretary of Education, Department of Education, Philippines; Dr Rupert Maclean, Director of UNESCO-UNEVOC, Germany; Dr. Harry Stolte, Head of Division, InWEnt, Germany; Dr Derek Elias, Director, UNESCO, Bangkok; Mrs. Francesca Beddie, Research Manager, NCVET, Australia; Prof Richard Bagnall, Professor, Vocational Institute of Hong Kong; Mr Ray Grannall, Regional Senior Skills Development Specialist for Asia and Pacific, ILO, Thailand; and Prof Dr Suyanto, the Director General for Management of Primary and Secondary Education, MONE, Indonesia.

The guest of honour at the opening ceremony was Dr Joko Sutrisno, the Director of Management of Secondary Vocational Education, MONE, Indonesia. In the Director-General's speech, he highlighted that "the current policy of vocational education in Indonesia focuses on expanding vocational education, and improving its quality and image". Furthermore, on research, it was stressed that problems and issues are waiting to be addressed, yet acting on them at the current time will help contribute to the technological, economical, social and even political progress.

Dato Dr Ahamad Sipon, SEAMEO Secretariat Director of Bangkok, Thailand, also a keynote speaker, was the guest of honour at the closing programme. Thanking the fellow-speakers and delegates, he wished that the knowledge gained will be useful, applied to one's practice, and be disseminated to as wide as possible to the workplace. He also anticipated the unity among Southeast Asian countries, whether researchers or other practitioners, to work together with one goal in improving VTET policies, and decision-making, sustaining networking and treading along the journey of providing 21st century skills in VTET systems and environment.

A salient feature of the conference was a Workshop conducted by SEAMEO VECTECH to 22 SEAMEO Research Coordinators at the same venue on July 4-5, 2008. Among others, Dr Paryono, the Centre's Research Manager and Co-Chairperson of the Conference Organising and Planning Committee and the researchers made group assessments of their year-round projects and finalised the plans for their next

project that would include the other assigned researchers of each country. The utilisation and dissemination aspects of their research works benefiting their respective institutions/countries were also discussed. These researchers also presented their research findings during a designated schedule in the Parallel Sessions.

Noteworthy counsel, guidance and meaningful collaboration were extended from the Ministry of Education, Brunei Darussalam, and MONE, Indonesia through local educational institutions and departments, such as the Vocational and Technical Education, Quality Improvement of Teachers and Education, State University of Surabaya, State University of Malang, Vocational Education Development Centre, Malang, and Ganesha Education University. This conference held productive collaborations with UNESCO-UNEVOC and InWent, Germany.

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Source: Kompas 11-3-2008

### **TIK untuk Meningkatkan Kualitas Pendidik**

NUSA DUA, KOMPAS Peningkatan mutu guru di negara-negara berkembang yang berpenduduk besar dipandang memerlukan model yang kreatif dan inovatif. Hal itu terutama untuk menjangkau besarnya jumlah guru dan luasan wilayah. Penggunaan teknologi informasi dan komunikasi dipandang dapat membantu upaya peningkatan mutu tersebut.

Hal itu terungkap dalam pertemuan E-9 Ministerial Review Meeting on Education for All 7<sup>th</sup> di Bali, 10-12 Maret 2008. Pertemuan itu diselenggarakan oleh para menteri pendidikan dari Sembilan Negara berpenduduk besar di dunia (E9). Kesembilan Negara itu adalah Bangladesh, Brasil, China, India, Indonesia, Meksiko, Mesir, Nigeria, dan Pakistan

Dalam pertemuan itu, dibahas model terbaik untuk meningkatkan mutu pendidikan dan pelatihan guru, peningkatan peran UNESCO, dan kerja sama. Selatan-Selatan dalam pelatihan guru dan isu pendidikan lainnya, serta pemaparan pengalaman Negara-negara itu dalam upaya menjadikan guru sebagai profesi yang menarik.

China misalnya, telah melihat penggunaan teknologi informasi dan komunikasi (TIK) dalam model pendidikan dan pelatihan bagi para guru sejak lama. Mereka memulainya dengan membangun infrastruktur TIK di sekolah-sekolah.

Director National Basic Education Monitoring Center Ministry of Education China Chen Guoliang memaparkan, sejak tahun 2000 China meluncurkan *school-internet-access project for every elementary and secondary school* (akses internet di sekolah untuk level sekolah dasar dan menengah pertama) yang bertujuan mengoptimalkan kemampuan murid dan guru untuk berbagi sumber-sumber pembelajaran dan pelatihan secara *on-line*.

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Source: Government Philippines News 9-3-2008

**UNESCO discuss lifelong learning for sustainable development**  
SUNDAY, MARCH 9, 2008 | EDUCATION

MANILA (PNA) -- Educators from South East Asia recently convened at the Legend Villas Hotel in Mandaluyong City for the 1st Regional Workshop for Lifelong Learning for Sustainable Development which aims to promote linkages and develop policies for lifelong learning and sustainable development.

The event was organized by UNESCO Philippines, in support of the United Nations declaration that the Year 2005-2014 is the Decade of Education For Sustainable Development (DESD).

President Gloria Macapagal-Arroyo has earlier issued Executive Order (EO) 482 "Establishing the UNESCO Lifelong Learning Center for Sustainable Development of the Philippines."

Education secretary Jesli Lapus, in his keynote speech delivered before the participants, said lifelong learning is more than just development and improving knowledge and skills within the individual. It should lead to an improved ability to move forward and be self-sufficient.

"In the midst of globalization, lifelong learning providers are fundamental to the country's overarching goal of poverty alleviation," Lapus said.

He said the main providers should ensure that learners and the educators are not only obtaining life skills for lifelong learning but also processing their experiences.

Lapus said a significant advocacy in the Philippines called Education for Sustainable Development (ESD) is a new element that needs to be addressed to achieve a more holistic and truly lifelong learning.

"ESD develops within the learner or the individual the power to make decisions, either individual or group, towards improving the quality of his or her life. Actions and decisions will be built on the individual's creativity to work out an experience according to local context, priorities and approaches," he said.

Mrs. Le Thi Hoang Cuc, Secretary, Vietnam National Commission for UNESCO underscored the role of people in ensuring better education for the learners and in attaining a sustainable future.

"Human is at the centre of sustainable development. One of the most important tasks is to improve education and awareness of sustainable development for all people, communities, enterprises, organizations and state agencies at all levels," Cuc said.

She also acknowledged the role of information communications technology (ICT) in achieving lifelong learning.

Citing a successful program in her own country, she said ICT use has helped expand economic growth, promote more effective forms of governance and improve delivery of, and access to education and other public services.

"Through ICT, disparities in educational access and quality can be reduced, while enhancing the knowledge and skills of their learners and promoting access to information, critical thinking, self-learning and creativity,"

she explained.

She said that expanding ICT and ICT-based education will contribute to improving access to and quality of education, especially to prepare the young and adults alike for life and employment, by emphasizing practical orientation in education and training.

Zaidi Kassim, assistant director for Educational Technology Division, Ministry of Education in Malaysia likewise said that ICT is central to achieving lifelong learning and sustainable development.

He said that there is a need for developing countries to establish, develop or upgrade their information and communications infrastructure for the obvious important linkages and relationship with the concept of sustainable development.

“ICT provides a platform for lifelong learning for information-sharing and information-storage towards sustainable development,” Kassim said.

He said Malaysia has taken various initiatives to access lifelong learning through ICT for sustainable development in order to join the league of developed nations and knowledge-based society. Among these strategies include School Access Centre, Malaysian Grid for Learning (MyGfL), Distance Learning through e-learning, Virtual Library-Malaysian National Digital Library, National Integration And Youth Development Pillar of the Lifelong Learning campaign organized by MCA, Community Learning Centres and Multipurpose Community Telecentres.

In his report, Dr. Miguel Fortes, UP professor for Marine Science Institute said SE Asia governments should also invest in science and technology if it is compete globally and ensure sustainability.

“For decades SE Asia has become invisible on the world map for research. Weak scientific and technological capacities are a root cause of non-competitiveness in the global market,” he said.

“Given the challenges faced by SE Asia, we need a paradigm shift in the way we approach science and environmental issues. We need to develop and nurture a “sustainability science”, which is a practical problem solving oriented new science, based on the integration of natural and social sciences, rooted in the communities and in how ecosystems should be managed in a sustainable way, he added.

He said SE Asia will achieve so by “incorporating new pragmatic areas in the science, apply the ecosystem approach, and balance stakeholders’ concerns.”

Meakh Sary, a professor and researcher at the Institute of Humanities and Social Sciences of the Royal Academy of Cambodia said lifelong learning is also a tool for preservation and conservation of cultural heritage.

“If we can ensure that our learners respect country sovereignty and can promote harmony and solidarity, among others, we can preserve our cultural heritage,” he said.

Education experts further suggested that more funding for education and training should be allocated to complement efforts made by various sectors in achieving a SE Asian center for lifelong learning and sustainable development. (PNA)

LOR/JMC/HCT

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Source: The Jakarta Post 11-3-2008

### **UNESCO gives RI top marks in literacy goal**

Erwida Maulia , The Jakarta Post , Nusa Dua, Bali | Tue, 03/11/2008 1:39 AM | National

Indonesia and China are among nine nations with the highest rates of illiteracy in the world, but they could meet the Education for All (EFA)'s adult literacy goal by 2015, UNESCO said.

The two countries and Bangladesh are the only three of the E-9 nations considered capable of achieving the EFA's gender parity goal in the next seven years.

The remaining six countries -- India, Brazil, Pakistan, Mexico, Egypt, Nigeria -- are at risk of failing to meet the target.

In its 2008 EFA Global Monitoring Report, the United Nations Educational, Scientific and Cultural Organization (UNESCO) said only Indonesia and China had a high chance of achieving the adult literacy target by 2015, while Egypt, India, Nigeria and Pakistan were facing "serious risk" of failing it.

The report was published during the opening meeting of the seventh E-9 Ministerial Review Meeting in Nusa Dua, Bali. The three-day event is being attended by delegates from the nine countries, as well as from donor countries and institutions.

UNESCO launched its EFA project setting goals to halve the global illiteracy rate in 2000 by the year 2015.

The program also aims to achieve gender equality in education in that time.

The report found that between 1995 and 2005, adult illiteracy rates in China, Indonesia and Mexico hit over 90 percent, in Brazil and Egypt between 70 and 90 percent, and in Nigeria, India, Pakistan and Bangladesh less than 70 percent.

Indonesia has the lowest rate of total public expenditure for education, amounting to only 1 percent of the country's 2005 gross national product, the report said.

Mexico and Brazil lead, spending 5.5 percent and 4.5 percent of their GNPs on education.

The EFA project focuses on the nine most populous developing countries, which are home to 70 percent of the world's illiterate population and 40 percent of global school dropouts, according to a UNESCO report from 1993.

Presentations for the EFA's nine target countries were held at the Bali meeting on Monday, with teacher education touted as "a key to further progress" to achieve the EFA goals.

"Recognizing the critical role teachers play as catalysts for change, the meeting will thus concentrate on

teacher education and training, highlighting individual country and regional experiences," UNESCO wrote in a statement.

In some E-9 countries only 50 percent of teachers have received primary education training, it said.

It estimates by 2015, 18 million new primary school teachers will be needed globally -- 40 percent of them for the E-9 countries alone.

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Source: INDIA Edunews, 4-4-2008

### **UNESCO guidelines way to go in distance education**

Pune: Distance education is growing in India and should continue to do so, but the country should follow UNESCO guidelines to weed out unscrupulous players, a group of educationists said here on Thursday. Educationists from countries like Britain, Australia, Malaysia and Canada who met here on Thursday along with those from India to discuss the need and advantage of providing higher education through private distance educational institutes said India should follow Unesco guidelines to weed out unscrupulous players.

Organised by the Commonwealth Education Media Centre, on New Delhi and the Symbiosis Centre for Distance Learning, Pune, the two-day conference will address how India can follow the example of developed countries that have succeeded in providing quality education through the private sector. John Daniel, president and CEO of the Commonwealth of Learning (COL) in Vancouver, told reporters here: "I do not underestimate the challenges faced by the Indian government. What it should do to promote private open and distance education is to come up with a simpler framework because the private sector does not like uncertainty".

Molly Lee, Unesco's senior higher education specialist, said: "India should learn from countries like Malaysia. By implementing Unesco guidelines the country has completely eliminated any dubious player and now private distance education is really flourishing with students from China enrolling in millions".

T.M Wong, deputy vice chancellor of Malaysia's Wawasan Open University, said: "In Malaysia, before setting up shop, an institute has to first get accreditation. They cannot even advertise without mentioning their registration number on the ad".

The two-day conference will see participation from 30 heads of various Indian universities as well as foreign delegates. A draft recommendation will be prepared highlighting the needs and the challenges of private open and distance learning educational institutions in India.

At present 17.5 million students are pursuing higher education through [Indira Gandhi National Open University](#), which is 18 percent of the students enrolled for higher education in India.

There are 35 private open distance education centres in the country. Moreover, 15 state supported and 60 conventional universities in the country have departments that offer distance education. *IANS*

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Source: okezone.com 9-9-2008

### **Unesco Jakarta Buka Kuliah Umum di Unibraw**

**Endang Purwanti - Okezone**

**MALANG** - Unesco Jakarta bekerja sama dengan Indonesian Higher Education Network (Inherent) dan SOI Asia menggelar kuliah umum untuk seri perkuliahan UNESCO di Universitas Brawijaya (Unibraw), Malang, Jawa Timur.

Berdasarkan informasi dari situs media internal Unibraw, perkuliahan akan diberikan Unesco officers dan guest lecturers setiap Rabu yang dimulai pada 10 September hingga 29 Oktober mendatang. Perkuliahan akan dibuka sejak pukul 10.00-12.00 WIB.

Agenda perkuliahan meliputi, 10 September 2008 dengan topik "Importance of S&T for Sustainable Development" diberikan oleh Direktur UNESCO Jakarta Prof Hubert Gijzen.

Pada 17 September 2008, topik perkuliahan "Assessment Tools for Community Disaster Preparedness", oleh Jakarta Tsunami Information Centre Officer Ardito Kodijat. Perkuliahan ketiga, dilakukan pada 15 Oktober 2008, topik "Education for Sustainable Development", oleh Education Officer Anwar Alsaid.

Perkuliahan selanjutnya, yaitu pada 22 Oktober 2008, topik "UNESCO Regional Convention on Recognition of Academic Qualifications", oleh UNESCO Bangkok Higher Education Officer Molly Lee. Terakhir, 29 Oktober 2008, topik "Media & Democracy", oleh Communication & Information Officer Arya Gunawan.  
**(enp)**

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Source: The Nation, ANN, 18-2-2008

### **Unesco laments the millions who miss school**

Mon, Feb 18, 2008

Southeast Asian countries have the highest number of out-of-school children, according to the 2008 Education for All Global Monitoring Report to be launched by Unesco in Pattaya on Monday.

More than three million children do not attend school in Southeast Asia, according to the report.

Countries in the region facing the greatest challenge to address the problem are Vietnam with one million out-of-school students, the Philippines with 648,000, Burma with 487,000, Thailand with 419,000 and Indonesia with 414,000.

High repetition rates are also seen in Southeast Asia, particularly in first grade, due largely to a lack of early childhood education.

Cambodia and Laos have the highest repetition rates in Grade 1, at 24 per cent and 34 per cent, respectively. Both countries also have the lowest early childhood care and education coverage in the region, with only 9 per cent and 8 per cent of children aged three to five enrolled in pre-primary school, respectively.

The report also looks at gender disparities in primary education and secondary levels. The only countries to have equal numbers of boys and girls relative to the population enrolled at both primary and secondary levels are Indonesia, Burma and Singapore.

Cambodia and Laos recorded under-enrolment of girls, while in Malaysia, the Philippines and Thailand, boys were under-enrolled.

The 2008 Education for All (EFA) Global Monitoring Report tracks countries' progress in meeting the EFA goals, an international movement agreed upon by 164 governments at the World Education Forum in Dakar in 2000.

The launch of the report is part of the Southeast Asia EFA Mid-Term Policy Review Conference where participating countries will make recommendations on policies and strategies to ensure the delivery of a quality education for all.

The 2008 EFA Global Monitoring Report will be launched at 9am at the Dor-Shada Resort in Jomtien. Over 40 high-level education ministry officials from Thailand, Cambodia, Malaysia, the Philippines, Laos, Burma, Indonesia, Brunei, Singapore and Vietnam, as well as UN, NGO and development agencies' representatives, will attend.

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Source: SINA, 13-3-2008

### **UNESCO, SEAMEO ink MoU to reduce illiterate children**

2008-03-13 03:33:58 Xinhua English

KUALA LUMPUR, March 13 (Xinhua) -- The Southeast Asian Ministers of Education Organization (SEAMEO) and the United Nations Scientific and Cultural organization (UNESCO) on Thursday inked a memorandum of understanding (MoU) here to reduce three million illiterate children in Southeast Asia.

"This huge figure is something we've to look at seriously. We will work together to address children illiteracy in the region," Malaysian national news agency Bernama quoted SEAMEO president Bambang Sudibyo as saying.

The MoU, signed to renew the old one inked in Bangkok in 1975, also aims to further strengthen cooperation in the education sector among member states.

The MoU was signed by UNESCO director-general Koichiro Matsuura and SEAMEO Secretariat director Ahamad Sipon at the 43rd SEAMEO Council Conference and the Third ASEAN Education Ministers' Meeting.

More than 500 participants from member states are attending the three-day conference.

Meanwhile, the conference has appointed Malaysia's Education Minister as the new president of the council and Thailand's Education Minister as vice-president for a one-year term.

SEAMEO was established on Nov. 30, 1965 as a chartered international organization with 11 member states to promote cooperation in education, science and culture in the Southeast Asian region.

The conference was last held in Bali, Indonesia last year.

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Source: Bernama.com 13-3-2008

### **Unesco, Seameo Ink MoU To Check Children Illiteracy**

KUALA LUMPUR, March 13 (Bernama) -- A memorandum of understanding (MoU) was inked between the Southeast Asian Ministers of Education Organisation (Seameo) and the United Nations Scientific and Cultural Organisation (Unesco) to reduce three million illiterate children in Southeast Asia.

"This huge figure is something we've to look at seriously. We will work together to address children illiteracy in the region," said Seameo president Dr Bambang Sudibyo.

The MoU also aims to further strengthen co-operation in the education sector among member states.

He also admitted that there was "a bit of overlapping of roles" between Seameo and Unesco.

Unesco covers education, science and culture, including ICT (information and communications technology), while Seameo education and culture.

So, there's a bit of overlapping here," he said after the signing by Unesco director-general Koichiro Matsuura and Seameo Secretariat director Datuk Dr Ahamad Sipon at the 43rd Seameo Council Conference and the Third Asean Education Ministers' Meeting here.

Dr Bambang said a fresh MoU was signed to renew the previous MoU inked in Bangkok in 1975.

More than 500 participants from member states are attending the three-day conference.

Meanwhile, the conference has appointed Malaysia's Education Minister as the new president of the council and Thailand's Education Minister as vice-president for a one-year term.

Seameo was established on Nov 30, 1965 as a chartered international organisation with 11 member states to promote co-operation in education, science and culture in the Southeast Asian region.

The conference was last held in Bali last year.

-- BERNAMA

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Source: The Star online, 14-3-2008

### **We need SEA change**

KUALA LUMPUR: South-East Asian (SEA) countries must work together to formulate regional educational policies and strategies that will strengthen the socio-economic development of the region, said Prime Minister Datuk Seri Abdullah Ahmad Badawi.

"Education is the key to our development and to the enhancement of our competitiveness at a global level," Abdullah said in his keynote address at the 43rd Seameo council conference yesterday delivered by Education Ministry secretary-general Tan Sri Dr Zulkarnain Awang.

"The varied approaches that each country individually takes offer an opportunity for all to learn from each other's experiences and to adopt successful formulas."

The Prime Minister expressed the hope that countries in the region which are members of Seameo (South-East Asian Ministers of Education Organisation) would be driven by a commitment to reduce inequalities in the education and socio-economic spheres.



**On the mark:** Datuk Dr Ahamed (left), Seameo Council president and Indonesian Education Minister Prof Dr Bambang Sudibyo, Matsuura and Dr Zulkarnain hitting the gong to mark the start of the 43rd Seameo Council Conference.

Malaysia was elected as president of the Seameo Council and chairperson of the conference yesterday, taking over from Indonesia. Seameo was established in 1965.

Abdullah noted that Malaysia invests heavily in education, with 23% of the annual national budget allocated to the sector.

Unesco (United Nations Education, Scientific and Cultural Organisation) director-general Koichiro Matsuura said there had been significant advances in expanding access to primary education in South-east Asia.

“The enrolment rate in most countries is high – over 90%. The majority of South-East Asian countries have also achieved, or are close to achieving, gender parity in primary education.

“However, over three million children in South-East Asia are still not in school. They are excluded by many – often overlapping – factors, including poverty, remoteness, ill health, ethnicity and language, gender, and disability,” he said.

Matsuura later signed an updated and revised MoU with Seameo director Datuk Dr Ahamad Sipon to provide a more structured framework for expanding cooperation in education, science, and culture across the region.

Also present were Education Minister Datuk Seri Hishammuddin Tun Hussein and Higher Education Minister Datuk Mustapa Mohamed.

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