

EDJAKARTA

EdJakarta, 2008 WRC

EdJakarta: Creativity in Session was the 2008 World Relief Campaign.

Introduction and Executive Summary

SALT gratefully accepts any personal and corporate monetary donations. Furthermore, campus and community social organizations are encouraged to plan fundraising events. Anyone interested in working directly with the project may attend upcoming on-campus fundraisers organized by SALT, as well as join our meetings on Tuesdays at 9:30pm in the Lumina Room of Huegli Hall. SALT welcomes opportunities to speak to campus groups, congregations, and community organizations. Finally, SALT invites you to pray for this worthy cause and seek opportunities to serve those in need in your community and around the world.

The Creativity Center

The Child Creativity Center (CCC) will provide facilities for elementary and junior high school students in the Lenteng Agung neighborhood in Jakarta. The center will primarily serve street children whose families are unable to afford formal school. These children spend their days on the streets where they are targets of rape, abuse, and other crimes. The CCC will provide them with classes in required subjects so that they will have the opportunity take the national exam, which can lead to a step out of their poverty. For children who do go to formal school, CCC will be a sort of "after-school" program where they can harness their creativity and enhance their potentials in a friendly and joyful atmosphere.

The CCC is a center where children can play, read, watch educational films, listen to music, learn to read the Qur'an or how to use a computer. Periodically, there will be contests and competition to stimulate the children's learning. The teachers act as facilitators and tutors. The needs of the children, in terms of cognitive, affective, and psycho-motor development will be met. The center seeks to satisfy these needs by providing different kinds of activities and by recruiting as many volunteers as possible to work with the children.

In addition to nurturing creativity, the center also instills the values of respecting differences, including religious differences. Muslim extremists have developed strategies to recruit and radicalize young children by meeting them when they leave school or by approaching children who have dropped out of school. The center will serve as a medium to nurture tolerance and peaceful co-existence among religions, which is important in an ever globalizing world.

Goals

The intended outcome of the 2008 WRC: EdJakarta: Imagination in Session is threefold: 1) First, SALT has set a monetary goal of \$11,650 to be raised by May 2008, which will be used to fund the Child Creativity Center in Jakarta, Indonesia. 2) Second, SALT is seeking to educate VU and the Valparaiso community about

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Indonesia, its culture and people, and the effects of poverty on children. 3) Finally, SALT hopes to equip and inspire student leaders to become lifelong activists.

A Brief History of Indonesia

Indonesia is located in Southeast Asia between Australia and India. It is comprised of 13,670 islands that span 1/8 of the Earth's equator. Together, the islands represent slightly less than three times the size of Texas. Indonesia's capital and largest city is Jakarta, located on the island of Java. With a population of 234 million, Indonesia is the fourth most populous country on the planet.

Trade has played an important role in Indonesia's history. In the seventh century, the powerful Srivijaya naval kingdom flourished as a result of trade and the influences of Hinduism and Buddhism that were imported with it. Between the eighth and 10th centuries, the agricultural Buddhist Sailendra and Hindu Mataram dynasties thrived in the region. Muslim traders first traveled through South East Asia in the early 13th century and by the end of the 16th century Islam had become the dominant religion in the region. The Portuguese were the first Europeans to arrive in Indonesia in the 16th century, but Portuguese interest in Indonesia diminished, giving way to Dutch colonization of Indonesia in the early 17th century. Japan occupied the islands from 1942-1945, and Indonesia declared its independence following Japan's surrender in WWII. The Netherlands, however, wished to re-establish their rule, and did not officially recognize Indonesia's independence until December 1949, after a four year armed struggle. President Suharto was the founder of Indonesia's democracy, though his rule quickly shifted from democratic to authoritarian and his despotic regime lasted until the mid 1990s. After President Suharto's resignation in 1998, Indonesia instated major political and governmental reforms, which led to Indonesia's first free and fair elections in 2004.

Center for Pesantren and Democratic Studies

Center for Pesantren and Democracy Studies (CePDeS) came into existence because of an ardent desire for the existence of open-minded and tolerant Muslims capable of materializing Islam's vision for humanity. The organization envisions social justice and equality including gender justice and equality in pluralistic Indonesian societies. Their mission is to nurture progressive, open-minded and tolerant Muslims through democracy and human rights education for students of pesantren (Islamic boarding schools) and the communities at large. To carry out this mission, the organization has developed three strategies: capacity building, democracy and human rights education, and publication of relevant materials.

CePDeS' first boarding school was established in the 1930's in Jombang, Indonesia and since that time has served thousands of children. The current center in Jakarta is two years old and has been serving as strictly a school for the past two years. It serves approximately 75 children and employs four teachers. CePDeS is looking to create another Child Creativity Center in their Jombang location, using the Center in Jakarta as a model.

Eighteen percent of the 234 million Indonesian citizens live in absolute poverty or on less than \$1 a day. For them, the cost of basic schooling is beyond their economic capacity. Theoretically, basic education is free and compulsory, but

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in reality children have to pay the school for the textbooks, uniform and other
“voluntary” contributions which prohibit children from attending school. This center
is necessary to provide education to those children who would otherwise go
without.

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