

LOCAL COMMUNITY EDUCATION PROGRAM BEGAWAN FOUNDATION

Background

Education for life has long been of interest to Bradley Gardner, one of the founders of Begawan Foundation. During the time of construction of Begawan Giri Estate, in Bali, Bradley worked together closely with Prof. Dr. Jurgen Zimmer (<http://www.juzimmer.de/english/index.php/prof-em-dr-juergen-zimmer/>) of the Internationale Academie, Freie Universitaet Berlin. Jurgen Zimmer had, in the 1970s, worked with Paolo Friere and Ivan Illych, who both achieved worldwide repute as alternative educationalists.

Jurgen Zimmer developed the Situational Approach in cooperation with the Dept of Early Childhood Education at the German Youth Institute Munich at the beginning of the 1970s. This followed theoretical preliminary work at the Max Planck Institute for Educational Research in Berlin, the think tank of West German educational reform.

Several German federal states started model programs using the Situational Approach in the seventies, and the number of states increased in the eighties and nineties. Approximately 20,000 children, a few thousand nursery school teachers and around 200 researchers and supervisors participated in the model project, with all the projects led by Jurgen himself.

A nationwide project then followed to evaluate the Situational Approach, and showed that after a short period of time, the number of children who were able to think independently, who were able to actively make progress with subject matters they were interested in, and who could solve conflicts by themselves was much higher in kindergartens that worked according to the Situational Approach than in 'traditional' kindergartens.

The Concept for Educational and Entrepreneurial Excellence was developed by Prof. Dr. Jurgen Zimmer and Prof. Dr. Gunter Faltin, as a result of their professional expertise at the Universitat Freie Berlin and their practical experiences in many developing countries. The adaptation of the Situational Approach to the specifics and opportunities of Bali, was made together with Bradley Gardner.

The two professors received approval from the United Nations in New York, and UNESCO in Paris. A number of meetings were held in Bali, with visitors from England, Berlin, Stuttgart. The situational approach was definitively outlined in a paper presented by Dr Christa Preissing, the Managing Director of the Institute for the Situational Approach of the International Academy in Berlin.

In April of 1997, the then Minister of Education in Indonesia, Prof. Dr. Ing. Wardiman Djojonegoro, in a letter strongly supported and encouraged the development of the educational ideas put forward by Prof. Dr. Jurgen Zimmer and Bradley Gardner, in order that a project pertaining to education be realised within Indonesia. The project also received support from a variety of educationalists within the education departments in Bali and Jakarta, as well as from the then Governor of Bali, Ida Bagus Oka.

Following on from these years of meetings between Prof. Dr. Jurgen Zimmer and Bradley Gardner, Begawan Foundation (BF) was established in 1999 with the vision to create an environment to be beneficial to the needs of local communities, especially their children through meaningful education, healthcare and awareness of environmental protection. Based on that vision and mission, the foundation team works with the Bali Starling Breeding and Release Centre in Banjar Begawan to engender conservation and the Learning Centre in Banjar Pengaji, Melinggih Kelod to run education programs.

The founders of Begawan Foundation, Bradley and Debora Gardner, believe that children, adolescents and young adults in Indonesia and other countries around the world need meaningful education to prepare them to take up creative and responsible roles in their future lives, and to equip them to meet the complex demands they will have to face in the coming years.

Their concept of meaningful education places a strong emphasis on entrepreneurial skills. Rather than turning out numbers of potential employees for the conventional labor market, they believe education should nurture visionaries who recognize and understand problems, develop entrepreneurial ideas for dealing with them, and implement those ideas in a way that contributes to the community.

Since the early days of the foundation, and the setting up of a small kindergarten at Begawan Giri Estate in 2000, the founders have worked with foundation staff to develop education programs in the community to encompass local schools from kindergarten to senior high school. BF has now reached over 2,000 students, and taught over 50 classes, in 25 schools in 6 villages – Melinggih Kelod, Melinggih, Sayan, Mambal, Sibang and Sibanggede.

BF's Education team is currently developing and implementing a new curriculum to further assist children between 7 to 18 years old. Based on its mission, the BF Learning Center operates student-centric and socially responsible learning via an integrated and environmentally-focused curriculum. The newly developed curriculum, based on 9 themes, will provide experiential learning that develop student life-skills, environmental responsiveness, an entrepreneurial mindset, and a love of learning – in order to benefit this young generation and their communities. With the motto 'Learning by Doing', the foundation encourages students to express their own ideas and opinions and take an active part in tackling local environmental issues.

Program Description

Indonesia ranks 67 out of 82 on the Global Social Mobility Report Index 2020, with upward social mobility being the ability for people to see their circumstances becoming better than those of their parents within their own lifetimes. Many children who do attend school struggle to acquire even basic academic skills. Less than half of 15-year-old students in Indonesia achieve a minimum proficiency level in reading and less than one third of them did so in mathematics (PISA 2015). In Bali, there are as many as 162,051 people living in poverty and this figure has been on the increase. In the villages, the rate at which the number of disadvantaged is rising is twice as much as that of Bali's urban areas. In the Balinese countryside, it is estimated that more than 77,400 people

are living in poverty. Currently, in 82 villages out of Bali's 706 villages, the poverty rate hovers above 35 percent. In remote villages the residents are very poor and most villages lack education.

In contributing to solving this problem, several educational programs were created at the Begawan Foundation, such as :

- School Presentation
Introducing students to the plight of the critically endangered Bali Starling. Our target is to introduce Begawan Foundation and its activities to as many students as possible at all school levels from kindergarten to senior high school.
- 4-week 'Learning by Doing' Program for Kindergarten
1-hour activities every week for 4 weeks are undertaken in local kindergartens. The program is centered around the issue of a healthy environment for healthy wildlife and people. Focusing on the protection of the Bali Starling, we are also able to introduce and connect to topics such as the need for clean water, the problems of plastic waste, as well as pollution. The lessons include fun games and a field trip to the Breeding and Release Centre.
- 10-week 'Learning by Doing' Program for Elementary, Junior, Senior High School and SMK, for 1 hour a week, looking at conservation, waste, wildlife protection, with the goal to raise awareness of a need for environmental stewardship.
- 'Learning by Doing' after-school activities at the Learning Center are held for 2.5 hours every weekday from Monday to Friday. The Learning Centre provides a large airy space for literacy and numeracy lessons, with additional activities such as wet art, craft, cooking, Balinese dance and songs, Indonesian celebratory days such as Galungan and Kuningan, karate and other activities (please find more information in this link : <http://begawanfoundation.org/begawan-foundation-ambassadors> or <https://www.instagram.com/begawanfoundation/>).
- Request Seminar/Webinar/Workshop
Collaboration seminar / workshop / webinar related to Begawan Foundation educational Pedagogy and aim.
Begawan Foundation educational pedagogy is operating learner-centric and socially responsible learning via an integrated and environmentally-focused curriculum, providing experiential learning and exemplary tutors to develop life-skills, environmental responsiveness, an entrepreneurial mindset, and a love of learning for every student – in order to benefit them and their communities.
Two examples of this collaboration are the webinar on the 'Implementation of Learning by Doing' in collaboration with Anuradha Academy and the Environmental-Based Leadership of Students Council Training in SMK 1 Payangan. We are available if there are schools or organizations that wish to collaborate with us to conduct seminars, workshops or webinars.

BF has now reached over 2,000 students, and taught over 50 classes, in 25 schools in 6 villages – Melinggih Kelod, Melinggih, Sayan, Mambal, Sibang and Sibanggede. In November 2018, our new spacious Begawan Foundation Learning Centre opened with activities planned every afternoon from Monday to Friday. Maths, science, literacy and English are mainstream after-school activities, alongside Balinese dance, cooking, gardening and Karate. Many of the same students that are reached on schooldays also participate in foundation activities run by foundation staff after school

hours. The number of students up to early 2020 has increased, and we have been pleased to see children from two villages further afield who also participate. Students of BF Learning Centre, whom we call Eco-Warriors, learn to take an active part in tackling local environmental and life issues.

During 2020, when student physical attendance has been limited, the education team themselves have taken the opportunity to look at the programs and update the curriculum, thus we are working together with Zaprendo, an international educational company that focuses on the enhancement and creation of meaningful curriculum. Our education team will take this time to evaluate its own goals, to build on the way in which staff focus on the students who attend Begawan Foundation's Learning Centre in the afternoons.

A curriculum of thematic lessons, which look at introspective, active, emotive and cognitive activities is being developed alongside Zaprendo. The themes in the curriculum are Animal Tales, Commercial Math, Growing in Bali, Bees & Butterflies, Cooking Science, Dwellings, Length & Time, Symmetry and Teeth.

With this curriculum in place, Begawan Foundation Learning Centre will:

- use teaching strategies that recognise individual rates of learning and different skill levels.
- support each student's educational progress using careful assessment and monitoring.
- use a range of experiential, hands-on, learning experiences.
- employ introspective, active, emotive, and cognitive learning within an integral thematic approach.
- develop a love of learning in students that will last a lifetime, regardless of their socio-economic background.
- use individual student engagement and evaluation to measure the effectiveness of the learning offered.
- together with a company based in New Zealand and UK, use theme-based, student-centred programs that cover a variety of topics, which continue our goal of 'Learning by Doing', and always with an emphasis on conservation and life skills.
- state clearly, and practice, our approach to education.

Each theme is covered in 5 weeks, each with a specific objective and learning output (described in supporting documents). In general, the project that will involve 20-25 students aged 7-11 years is expected to provide experiential learning that develops student life-skills, environmental responsiveness, an entrepreneurial mindset, and a love of learning - in order to benefit this young generation and their communities. Our evaluation of the programs to date shows that students benefit from learning with us, their confidence has increased, they feel that they have a better understanding of both literacy and numeracy, they are not hesitant to look at problems and find solutions. We particularly appreciate the involvement of parents in supporting their children's learning process. Our goal is that the method we use in developing curriculum or learning activities can be an example for other schools in Indonesia, so that Indonesia can develop young generations who take an active part in dealing with environmental issues and local life, and especially break the cycle of poverty and underachievement.

GOALS for the foundation's local student-based programs

- Every change starts from one step!
- Students are encouraged to have a greater sense of purpose (to society, the environment and animals)
- Discuss the balance between nature – animals – humans.
- Educate the students and make them aware of the problem of extinction, the treatment of animals (birds) as well as environmental problems (birds' loss of their natural habitat; overcoming Bali's waste problem)
- Create positive solutions to waste management
- Create a sustainable relationship with the school, community and our Foundation
- Promote activities undertaken by the foundation
- Create lessons that are fun, interactive and encourage problem solving and team work
- Encourage students to join after-school programs so they can further their learning and interest.

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