

PROMOTING EDUCATION AND TRAINING AS EFFORTS TO IMPROVE HUMAN RESOURCES IN AFRICAN DEVELOPING COUNTRIES

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Abstract: This research examines training by Indonesia as a form of international assistance and cooperation in Africa. As a new emerging donor, Indonesia wants to assist other countries by formulating mutually beneficial relations among developing countries and gaining a positive image. Indonesia combines training in the form of MRLs and agricultural training in Africa to meet the interests of domestic actors. Domestic politics analysis can explain the role of domestic actors in Indonesia's progress in the international community. This research uses a qualitative explanatory case study method with secondary data from literature studies—furthermore, categorization with Nvivo and theoretical triangulation analysis based on domestic politics analysis and international cooperation and aid. This research found great potential in Africa, which can benefit Indonesia's politics. This training responds to domestic actors' interests and as an expansion effort to expand Indonesian products used globally.

Keywords: Education, Training; Indonesia, Africa, Human Resources

INTRODUCTION

Training as a form of international assistance and cooperation has impacted academic participation and utilization of Indonesian knowledge through family planning (KB) and agriculture training in various African countries. As the African region has a large population and is experiencing hunger, on the other hand, Indonesia has expertise and success in dealing with population density through family planning programs and strong food security, which can solve the problems African countries face. In addition, training in Africa can show the existence and recognition of education and technology from Indonesia at the global level.

The importance of this research is to explain that Indonesia has strengths in the form of experience and success in population and agriculture, which can be a means of helping other developing countries. However, the training and education promoted by Indonesia is not only in the form of solidarity but also accommodates the interests of academics, researchers, NGOs, and universities to contribute at the world level so that they are on par with other major countries.

Human Resources is the most important component in the development of a country. The country's progress will be determined by how good the quality of existing human resources is. While in reality, many developing countries remain poor due to poor quality education. In contrast, Indonesia has good primary and higher education among developing countries. The Indonesian government is also active in encouraging developing countries to gain independence, as was the initiator of the 1955 Asian-African Conference (AAC) and the 1992 Non-Aligned Movement (NAM) (Tirto, 2020; Weber & Winanti, 2016). Even though there was a vacuum after the New Order, the 'spirit of solidarity in developing countries is starting to fade. Empirical facts show that the norm factor has not completely disappeared but is not too dominant. A similar identity in developing countries has caused Indonesia to use equal educational partnerships (Devetak et al., 2016; Winanti et al., 2021).

Indonesia has a long history of helping Asia Pacific countries since the 1970s by increasing human resources (Bramasta, 2020; Sari, 2022). However, Indonesia has not yet provided training and educational activities to Africa because it is considered a conflicting country. Even though the African region has the potential for Indonesia's interests (Syadilah, 2021), on the other hand, Indonesian entrepreneurs are actively developing market opportunities in Africa, such as investing in Nigeria since 1995 (Detik.com, 2022) and trading with Egypt in 1997 (Informatika Mesir, 2019). Only in 2010 did the Indonesian government begin to conduct training for African countries (Pujayanti, 2015). This reality shows Indonesia's reorientation as a donor country using training, capacity building, and education.

Research on foreign aid through training in Africa is still limited. Research on the motivation for providing Japan's international assistance explains assistance in various regions, including Africa. However, the differences in discussion are from Japan's point of view of USD 1.9 billion in the form of loans (USD 809.17 million), infrastructure development (USD 724.95 million), and technical assistance (USD 724.95 million), and technical assistance (USD 809.17 million), infrastructure development (USD 724.95 million), and technical assistance (USD 724.95 million). USD 332.86 million). Explanation of technical assistance in the form of teacher training and school improvement projects by looking at economic benefits and interests for Japan (Pehang & Arie Kusuma Paksi, 2021). Then, the research compares Indonesia and India's economic diplomacy in Africa by focusing on exports and the role of attache representatives in Africa. This research focuses on economic management, policy management, trade promotion, and investment promotion. The difference is that there is no discussion of the training and education activities of the two countries in Africa (Poerwantika & Kotwhani, 2019).

Furthermore, other research is in the form of the benefits of Triangular South-South Cooperation (SSTC) for Indonesia, which discusses the activities of assisting (Pujayanti, 2015) and the amount of assistance to various regions (Apresian, 2017). The difference between the two studies focuses on political interests as an effort of solidarity among developing countries. It describes the obstacles to Indonesian SSTC activities without explaining the training activities or their impact.

Based on the various explanations above, this study aims to determine the impact of training conducted by Indonesia as a form of international assistance and cooperation in Africa. The limited studies regarding Indonesia's reorientation to make Africa a donor destination country contribute to this research. This study is expected to provide input to the government, which is building its perception as a new donor country.

METHODS

This research used explanatory quantitative methods with a contextual case study approach to special case studies collected based on reality. The selection of this technique is to obtain research results based on case analysis through existing publications, descriptions, and data from official reports, sources, and academic publications (Nugrahani, 2014; Suryabrata, 2018). The objects and sources of this research data are in the form of literature studies and interviews with parties directly related to Indonesian cooperation assistance, such as government actors, business actors, academics, and international institutions. The data was collected from the Ministry of Foreign Affairs, Ministry of Finance, BAPPENAS, Ministry of State Secretariat, Ministry of Agriculture, Ministry of Religion,

and the mass media. This research uses analysis techniques through research triangulation by analyzing empirical data with domestic political analysis theory and international cooperation assistance.

RESULTS AND DISCUSSIONS

History of Indonesian Education Training Towards Other Developing Countries

To realize "Free and Active Politics" and help fellow developing countries, Indonesia put forward the idea of a meeting of the countries of the Asia-Africa Region. Then, the 1955 Asian-African Conference (AAC) was held on 18-25 April 1955 at the Merdeka Building, Bandung, West Java. 1955's AAC is the foreign policy the President of Indonesia, Ir implemented. Soekarno aims to strengthen relations between Asian and African countries through cooperation between developing countries. President Soekarno wanted Indonesia to be a pioneer in achieving peace throughout the world with an anti-imperialist and anti-colonial attitude. The politics that President Soekarno wanted to carry out were based on peace, humanity, and justice and rejected all forms of oppression based on colonialism and imperialism (Sagala, 2017).

Implementing the 1955's AAC had various impacts on the participating countries, including the 1955's AAC, which inspired the struggle for independence from many countries worldwide. After the implementation of this conference, it was recorded that India, Burma, Egypt, Pakistan, Sri Lanka, Jordan, Kenya, Congo, Ghana, Uganda, Nigeria, Tanzania, North Yemen, Tunisia, Sudan, Algeria, and Morocco succeeded in becoming independent after this conference (Kusmayadi, 2018). Held. These countries gained independence after being colonies of European countries such as Britain and France. 1955's AAC helped encourage various countries that had become independent to join as members of the United Nations.

1955's AAC continued through the 1961's Non-Aligned Movement (NAM). The NAM was an international political movement that did not want to be tied to any military bloc. This movement initially consisted of newly independent countries fighting for their independence. NAM was founded by five leaders from five countries in Asia, Africa, and the Balkans. The five founding figures of the movement included Indonesian President Soekarno, Yugoslav President Josip Broz Tito, Ghanaian President Kwame Nkrumah, Indian Prime Minister Jawaharlal Nehru, and Egyptian President Gamal Abdel Nasser. The five leaders held a meeting at the UN Headquarters during the 15th UN General Assembly, known as "The Initiative of Five" (Arsip Nasional Republik Indonesia, 2017).

However, the 1961's NAM solidarity weakened in the late 1990s. This was caused by the notion that only the US was the sole superpower after the end of the Cold War, so the role and urgency of NAM's existence tended to be seen as diminishing (Wuryanto, 2017). Furthermore, in 1997, a global economic crisis caused many developing countries to focus more on domestic politics (Akbar et al., 2020; Sadewa & Hakiki, 2023). In addition, the democratization movement in the early 2000s changed the global political map along with changes in leadership from countries worldwide (Akbar et al., 2020; Hermawan & Kasim, 2013; KKP, 2017).

During President Susilo Bambang Yudhoyono's (Yudhoyono) leadership from 2004-2014, Indonesia was a lower-middle-income country since 2008. Indonesia utilized this status by implementing South-South Cooperation (SSC) to interact with other countries—developing countries (Rozy, 2020). SSC manages government programs, which are currently under the control of four institutions: the Ministry of Finance, the Ministry of National Development Planning/BAPPENAS, the Ministry of Foreign Affairs, and the Ministry of State Secretariat as executors. President SBY wants to increase Indonesia's role in international politics through education and training. In 2010, the Center for South-South and Triangular Cooperation (PKSST), the National South-South Cooperation Coordination Group (NCT-SSCG), and the National Coordination Team for the Development of South-South Cooperation (Kornas SSTC) were formed. These three things imply the development of SSC to become SSTC.

Moreover, President Yudhoyono emphasized political policies that did not involve non-governmental actors, causing limited partners in African countries (Niman, 2022). Indonesia's SSC has also experienced a shift from initially providing more assistance in the Asia Pacific region to the African region since 2010 (Rachmawaty et al., 2019). In 2010-2013, Indonesia tried to create a different pattern in implementing SSTC, focusing on providing training, education, and technology. This pattern differs from China, Turkey, India, Russia, Mexico, and South Africa, which focus on forms of money, such as debt and loans.

Meanwhile, domestic academics demand the expansion of Indonesia's role as a state. Africa can be a promising region because few countries prioritize this continent due to conflict, poverty, and ignorance. Only a few European countries have recorded African colonies, such as Britain, France, Germany, Spain, and Portugal. Meanwhile, Italy and Belgium tend to pay little attention to Africa, and Germany instead stops contributing to Africa for its domestic interests (DW.com, 2022). On the other hand, China is actively cooperating and investing quite a bit in Africa. This was followed by Russia and Turkey trying to increase investment in this region (Helmys, 2022; Paczyńska, 2020)

Responding to this reality, Indonesia is interested in expanding and increasing the contribution of education through training and education to the African continent. Moreover, there are similarities between Africa and Indonesia, which can allow Indonesian science and technology to be appropriate in the region. Indonesia has been recorded as conducting education and training programs for developing countries in various fields (Aisyah et al., 2021). Indonesia has better human resources, so that it can help other developing countries through SSC. The training program sent experts to Papua New Guinea, Madagascar, Tanzania, the Philippines, Cambodia, Thailand, and Nepal. Through training, Indonesian scholarship recipients can develop Indonesian science and culture in their respective recipient countries.

Then, during President Joko Widodo (Jokowi) from 2014-2024, Indonesia's SSTC experienced significant developments involving technocrats and academics. Non-state actors are given greater opportunities to support Indonesia's "hands-on diplomacy" through investment and training (Situmorang, 2015). At the same time, the Government of Indonesia provides greater support through a total budget, several training activities, and the establishment of a single agency. At the same time, Non-Governmental Organizations (NGOs) and academics are experiencing an increase in contribution as activities carried out by SSTC are not only carried out by the government but also involve state universities, NGOs, and broad academics.

Family Planning Education through Muslim Religious Leaders (MRLs) Activities

The first form of educational training for other developing countries is the Government of Indonesia through the National Population and Family Planning Agency (BKKBN) and the United Nations Fund for Population Activity (UNFPA). UNFPA, as an Agency of the United Nations (UN), is responsible for improving reproductive and maternal health worldwide. UNFPA is tasked with establishing national health service protocols and strategies, increasing access to contraceptives, and leading campaigns to combat child marriage, gender-based violence, obstetric fistulas, and female genital mutilation. UNFPA aims to support countries in gender equality, human rights, reproductive health, population and development, and other human rights. UNFPA is also responsible for raising awareness about population issues, supporting approaches to address population issues, developing knowledge about the context of population and reproductive health issues, and developing strategies to address population issues (UNFPA, 2018).

BKKBN and UNFPA organized the "International Training on Strategic Partnership with Muslim Religious Leaders (MRL) in Family Planning." Egypt, Mali, Bangladesh, Pakistan, Philippines, Nepal, Niger, Sudan and Sri Lanka joined the MRL. MRLs were held on an ongoing basis from 2013 to 2020. Twenty-two people from 6 countries attended the 2013 MRLs training, and

21 people from 8 countries participated in the 2013 MRLs training. In 2015, it was attended by nineteen people from 7 countries; in 2016, as many as 24 people from 9 countries, and in 2016 there were 15 people from six countries attended in 2017. In 2018, seven participants from developing countries such as Bangladesh, Papua New Guinea, Timor Leste, and Ghana attended the MRLs Training. Then the 2019 MRLs training was attended by 24 people from 10 Asian and African countries—Bangladesh, the Philippines, Mali, Egypt, Nepal, Niger, Pakistan, Sri Lanka and Sudan. Furthermore, in 2020, MRL activities will continue online due to the Covid-19 Pandemic with the theme "South-South and Triangular Cooperation (SSTC) Webinar on Strategic Partnerships with Islamic Religious Leaders in Family Planning, Reproductive Health, and in Prevention and Management of Violence Against Women and Child Marriage" (Setneg, 2020). The 2019 MRL was held in Surakarta at SMA Batik 1 Surakarta. During their visit to SMA Batik 1 Surakarta, the participants were entertained by student culture by performing the Saman dance from Aceh Province, the batik process, learning to play the gamelan, and playing the Snakes and Ladders Genre game (SMA Batik Solo, 2019). The events held in Surakarta are not without reason because this city is considered one of the representatives of moderate Islam in Indonesia. Surakarta has a strong culture, and the government has succeeded in implementing the family planning program by cooperating with ulema as Islamic community leaders. This training can show the important role of Islamic scholars and institutions in the success of family planning programs in Indonesia. This program will address significant population growth related to malnutrition and poverty in developing Asian-African countries. Participants can ask questions and answers, ask for suggestions, and provide criticism and comments because experienced resource persons and Islamic family planning trainers conduct this training. Another goal is to change technology and increase expertise in managing family planning programs (Setneg, 2019).

The program designed by the UNFPA Indonesia team and Gadjah Mada University, the University of Indonesia, and Udayana University has a comprehensive curriculum (State Secretariat, 2018). By implementing this curriculum, participants will learn how to manage family planning programs, including advocacy and logistics management, to be implemented in their home countries. Participants can take advantage of this opportunity to participate actively and positively contribute to the sustainability of effective programs that have far-reaching impacts in their home countries. The overall program monitoring and evaluation results will yield positive results.

MLR training aims to improve the quality of Family Planning (KB) services provided by health workers and practitioners through an intensive "skills and knowledge transfer" process. The training explained the application of family planning education and adolescent reproductive health to participants from various countries. According to UNFPA, this training is important to address global

problems related to rights-based family planning programs, such as difficulties in obtaining contraception and the practice of female circumcision without medical reasons. UNFPA has developed a rights-based family planning approach to this training. The training will also be supervised to evaluate the benefits participants receive after they complete it. Through learning and practice in class at the Hospital, participants will learn about family planning services, counseling, and culture-based and educational-based contraceptive methods. Through cooperation within this framework, relations between countries will become more important. Strategic partnerships between Indonesia and friendly countries will be important to achieve mutual independence and accelerate development, thereby solving global problems (Setneg, 2020).

Indonesian Agricultural Training in Senegal

Indonesia has better experience leveraging its potential to assist Senegal by providing agricultural technology, knowledge, and experience. Indonesia has been recorded as providing assistance in agriculture and capacity building through the LDKPI. This assistance includes farmer training, provision of superior seeds, assistance with agricultural laboratory equipment, repair support, and agricultural laboratory equipment (Analyzer Muffle Furnace; Carbon, Hydrogen, and Nitrogen Analyzer (CHN) and High-Performance Liquid Chromatography (HPLC)). The various agricultural aids were valued at IDR 3.2 billion. Laboratory equipment assistance can be one way to promote Indonesian technology in Senegal and other African countries. It provides training to Senegal through the agricultural sector as a form of Indonesian diplomacy involving the political, economic, and cultural fields (LDKPI, 2022).

Indonesian Agricultural Training and Technology Transfer to Tanzania

The Indonesian Ministry of Agriculture provided various training programs for Tanzanian farmers, such as training for Tanzanian agricultural officials and establishing the Agricultural and Rural Farmer Training Center (FARTC) and farmer apprenticeships from Tanzania. These programs increased grain production in Tanzania from only 3.8 tonnes per hectare to 6 tonnes per hectare. Apart from sending experts, from 1995 to 2014, the Indonesian government also assisted with agricultural machinery in the form of 25 hand tractors and one water pump unit to realize cooperation between Indonesia and Tanzania in agriculture. This training was also supported by a package of support provided by the Government of Indonesia through FAO for constructing a multipurpose building, purchasing vehicles and motorbikes, and other training and educational facilities. The FARTC building is a gift from the Indonesian people through the Indonesian Farmers Fund managed by FAO Rome. In implementing Indonesia's SSTC in Tanzania, several approaches to technical cooperation through apprenticeship and training programs and sending experts have been successful and

profitable for both countries. Indonesia's superiority in agriculture can also help Tanzania overcome problems of agriculture, hunger, and food security (PKSLN Kementan, 2015).

Indonesian Training and Education for Developing Countries Based on Domestic Policy Analysis

President Soekarno initiated the 1955 AAC to fight for national interests by seeking a strong bargaining position with other developing countries. Although relatively young, around ten years old, Indonesia saw that the Cold War could be used to fulfill internal security interests by taking advantage of the enmity between the West Block and the East Block at that time. President Soekarno wanted a middle way between the two blocs, focusing on non-alignment and solidarity between developing countries. The spirit of solidarity between 1955's AAC and 1961's NAM shows the closeness between Indonesia and other developing countries and the political dynamics of that period. Constructivism supports identity, which argues that values, norms, and identity become a spirit and solidarity that can unite.

However, the historical background of the 1955 AAC and the 1961 NAM was not the only reason or spirit for the two because identities, perspectives, and interactions between developing countries tended to fade. In today's modern era, norms, values, and rules are no longer the main thing that forms closeness between countries, but political and economic interests are the main drivers. The notion that interests arise because of the construction and upheaval of values from the government and actors in a country tends to be less relevant; Indonesia's vacuum shows this in the early mid-reformation (1999-2005), which paid little attention to interests. South-South cooperation but more focused on domestic affairs. The existence of institutions and the spirit of the 1955 AAC and the 1961 NAM turned out to be less effective in seeing the closeness between developing countries, as well as the political developments of each country (Iswardhana, 2021).

There is a demand from academics that many countries can take advantage of Indonesia's knowledge and experience in disaster, agriculture, and education. Some of these actions will enhance the image of Indonesian science and technology because it is recognized and has international value. However, Indonesia's position can also be strategic because domestic science and technology are on par with developed countries according to world standards. Moreover, Indonesia and Africa's geographic and climatic backgrounds are similar because the equator crosses them and has large areas. The demographic and cultural aspects are similar because it has a large population with diverse, multicultural backgrounds as a supporting factor for utilizing Indonesian science and technology. In addition, Indonesia has success and long experience in poverty alleviation, disaster management, and conflict management, compared to African countries, which still face the same problems. Based on

the explanation above, it can be seen that Indonesia was no longer limited to contributing ideas and principles as in the 1955 AAC and the 1961 NAM, but in practice by conducting various trainings in Africa. These various things can give Indonesia a positive image at the international level in the long term.

Based on the various explanations above, it can be understood that Indonesia carries out foreign policy to meet domestic demands and needs as one of the core aspects of international relations with other countries. Along with Indonesia's increasing position as a middle-class country, this country wants a bigger role than just receiving loans and assistance from developed countries. The existence of Indonesia's role and success in the 1955 AAC and the 1961 NAM caused the government to use the SSTC mechanism to support domestic interests. This implementation is related to the Theory of Domestic Policy Analysis, which states that formulating foreign policy results from ideological considerations, interactions, and domestic political bargaining (Fearon in Trager, 2016). Through these theoretical ideas, the underlying idea is presented to understand the relationship between global and domestic events and see how this impacts the leaders and people of a particular country. The existence of Indonesia's participation through SSTC and the shift in the region from only Asia Pacific to Africa shows Indonesia's efforts to carry out integration at the global level, which are shown to realize its national interests (Oatley in Walter, 2015). Progress in Indonesia's education and human resources is one of the drivers in realizing it will become a developed country in 2045. This focus is implemented with SSTC conducted in Africa to expand market opportunities, ultimately supporting national economic growth. The greater the maximized opportunity can improve the domestic macro economy, which is correlated with an increase in the national economy.

As a domestic institution, the government determines the outcome of policies to integrate into the global economy based on requests from domestic actors. There is a close relationship between domestic and international politics, as seen by the domestic government trying to accommodate domestic needs through interaction and relations. The government tries to accommodate domestic actors' interests and designs political policies to implement foreign policy realization in the context of realizing national interests. Several business actors and academics want Indonesia to take advantage of Africa as an area with great potential. With a large area and population, Indonesia can benefit if the country is serious about working in the area. Academics want Indonesia's science and technology to be used domestically and in other countries.

Meanwhile, academics and NGOs want to expand the utilization of Indonesian knowledge to be used in various fields. Finally, Indonesia can be known as a developed country that has advanced education and technology, like Japan and South Korea. In addition, through SSTC in Africa,

Indonesia seeks to fight for the interests of the domestic economy at the global level by increasing profits in the international economy. The government supports trade and investment to support domestic economic cycles through SSTC in various African countries (Oatley in Raess, 2021).

Training and Education as a Form of Indonesian Foreign Assistance

International aid was developed by OXFAM, Care, IBRD, and the Marshall Plan as transfer assistance only to low-income countries and formal assistance to promote economic and social progress in other countries. Traditionally, international assistance has taken the form of giving and lending capital by other countries and international organizations such as the World Bank and IMF. However, often, the condition of power bargaining position and differences in the motives of each country are sometimes considered to show a pattern of exploitation. In addition, it is not uncommon for the provision of international assistance and cooperation to have conditions, for example, encouraging democracy and a free market economy in southern countries, which often burden recipient countries. As a result, public goods are abundant in large countries, while poor countries experience growing inequalities (Robledo, 2015).

There is a traditional terminology regarding international aid, which can lead to dependency on donors and create unequal relations between recipient countries and donor countries. The assistance provided may have conditions that limit the recipient country's freedom of decision-making and hinder domestic capacity building. However, through international assistance, Indonesia shows an equal pattern of cooperation by involving politics and the economy to attract the interest of other countries. Cooperation between countries is essentially a relationship between two or more countries in various fields, one of which is politics, to achieve a common goal.

SSTC is a form of cooperation in creating partnerships between southern countries in the Asia-Africa Region. African countries have great opportunities for Indonesia to improve its domestic economy through training, mentoring, investment, exports, and imports. Furthermore, through SSTC in Africa, the Government of Indonesia wants its country to be able to contribute to other developing countries. However, the limited national financial condition and the focus on domestic development, a priority, has caused Indonesia to refrain from providing foreign aid in capital, loans, and debt.

Indonesia chose not to provide foreign aid in capital, loans, and debt. This rational interest is to provide international assistance and assistance to other southern countries when many developed countries begin to reduce their foreign aid. As at the 2011 G20 Summit in Los Cabos, developing countries are starting to fill the space previously occupied only by developed countries in the G7. Indonesia, Russia, Mexico, and Argentina are present as countries that seek to provide international assistance to developing countries as part of the global sustainable development agenda (Hermawan

& Kasim, 2013). Its relationship with Indonesia tends to have a smaller budget than the amount provided by developed countries and donor agencies; this should be appreciated. SSTC Indonesia is evidence of providing more assistance bilaterally with a background of certain interests by providing loans and credits and through grants and training (Achsin & Sisilia, 2020).

Along with the involvement of international organizations as triangular partners in the same year, SSC became SSTC and expanded its scope to Africa. SSTC in Africa uses a triangular pattern involving traditional donors from international institutions, developed country institutions, developed countries, and even global partners. Indonesia is the initiating and implementing country but still "detains" third parties. SSTC can be a smart way to harmonize relations between southern and northern countries to facilitate the implementation of their activities. Indonesia is working with the World Bank, FAO, IMF, and the United Nations in implementing South-South cooperation programs in various foreign aid to Africa. Ultimately, through international organizations, Indonesia and developed countries can exchange experiences, management systems, and assistance in monitoring the implementation of foreign aid.

CONCLUSION

Indonesia's efforts in promoting education and training to increase African countries' Human Resources to accommodate domestic needs and political demands. Providing education and training to various African countries aims to improve the political perception and increase the contribution of Indonesian knowledge at the global level. The existence of a policy of reorientation to the African continent is not just a historical foundation and romanticism of solidarity but a form of transforming normative interests into political interests. There is a need from within the country as well as accommodating the aspirations of academics and the needs of NGOs who need to expand the use of Indonesian knowledge globally. Indonesia has transformed from receiving international assistance to becoming a donor country that accommodates national interests by providing foreign assistance. It engages development partners and recipient countries equally for the common good through direct grants, technical assistance, educational partnerships, conflict reconciliation and mediation, and other activities involving non-state actors. Indonesia's SSTC is implemented in politics and education in parallel to increase the utilization of Indonesian science and technology and a form of international recognition through expansion to Africa.

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