Five Hundred Years of Historical Relationship: Indonesia-Portugal

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FIVE HUNDRED YEARS OF HISTORICAL RELATIONSHIP

INDONESIA-PORTUGAL.
sort of formal overlordship, recognized as such in agreements with local rulers.

In most of these territories, the colonial powers had the name of these countries just a
considered overlordship, executed the time of the most prominent during that of
1834, followed by their years in 1871, 1897, and 1898. Portugal and the Netherlands
were considered far from the British, and the Netherlands was a center into in

In the nineteenth century, the Netherlands, Portugal and England debated in several

The two sides of the border

and the ideology of colonial rule.

were not merely a phenomenon above the two powers, but also in the practice
which a period in which the two had necessary more contact with each other. However, this
was when they could consider the other as essential to their respective control. The

This paper outlines some episodes of the history of the Iberian sea, the place where

the Dutch colonial realm
dominated in Africa, while the Portuguese East Indies were by the more significant
empire. The Portuguese focused since the sixteenth century on the east, using their

Although there was a great difference in the importance of the territories they controlled,
both Portugal and the Netherlands were colonial powers in their respective areas.

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in and around Iberia in the nineteenth century

The Portuguese and the Dutch as neighbours

Apart and together
The Population and Its Focus on Education in the Imperial Century

The population and its focus on education in the imperial century is a topic of significant interest to historians and educators alike. The rapid industrialization and modernization that characterized this period led to a significant shift in how society viewed education and its role in shaping the future.

Economists and sociologists agree that education is one of the key factors in economic growth and development. In the imperial century, governments around the world recognized the importance of providing quality education to their citizens. This recognition led to the establishment of schools, universities, and other educational institutions.

In the imperial century, education was not only a means of personal development but also a tool for social mobility. It provided opportunities for individuals to acquire knowledge and skills that could help them advance in their careers and contribute to the economic growth of their countries.

The imperial century also saw the emergence of new educational philosophies and approaches. For example, the progressive education movement in the United States emphasized the importance of learning through experience and the development of critical thinking skills.

In conclusion, the population and its focus on education in the imperial century is a complex and multifaceted topic. It reflects the social, economic, and political changes that occurred during this period and continues to shape the way we think about education today.
The F-light Model: A New Approach to Education

The F-light Model is an innovative approach to education that combines elements of traditional and modern teaching methods to create a unique learning experience. This model emphasizes the importance of understanding the learner's needs and creating a personalized learning path to ensure success.

Key Features of the F-light Model:

1. **Flexibility**
   - The model allows for flexibility in the learning process, catering to individual learning styles and paces.

2. **Focus on Personalization**
   - Personalized learning plans are developed for each student to address their specific needs and goals.

3. **Innovative Teaching Methods**
   - Incorporates digital tools and technologies to enhance the learning experience.

4. **Collaborative Learning**
   - Encourages collaboration among students to foster a supportive learning environment.

5. **Continuous Assessment**
   - Ongoing assessment provides feedback to adjust the learning plan as needed.

The F-light Model is designed to empower learners, making education more accessible and effective. It aims to prepare students for the future by equipping them with the skills and knowledge they need to succeed in their personal and professional lives.
office contact.

in the electronic records – not on the physical records – means that the information about the patient is stored digitally and can be accessed and updated easily. this allows for quick retrieval of information and improves patient care. the electronic records also reduce the risk of lost or misplaced physical records, ensuring that all the relevant information is available to healthcare providers.

the benefits of electronic records include:

- improved patient care:
  - immediate access to information
  - easier sharing of information among healthcare providers
  - reduced errors in patient data
- reduced costs:
  - lower costs of physical record storage
  - reduced time spent on manual data entry
- increased efficiency:
  - faster access to patient information
  - reduced time spent on administrative tasks
- improved compliance:
  - automatic tracking of patient appointments and test results
  - easier compliance with healthcare regulations.

the implementation of electronic records in healthcare has been a significant step towards modernizing the healthcare system and improving patient outcomes.
The Indonesian-Portuguese relationship: Politics and Diplomacy (1945-1965)

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Indonesia and Portugal have developed for decades a quite peculiar political and diplomatic relationship. The period analysed in this article begins with the proclamation of independence of Indonesia in 1945 and ends in 1965 marking the end of an era and the end of the political life of the man who had led Indonesia since the declaration of independence. This relationship was indeed special since the two countries shared a common border between East and West Timor. But it was also a personal political relationship which for two decades was embodied by the two same leaders: President Sukarno and António de Oliveira Salazar. What would those two men have in common? Nothing apparently. On the one hand there was this exubervernte personage that was Sukarno, one of the most prominent figures of the third-world anti-colonial struggle, a globe-trotter, a Muslim, a lover of women and of life and on the other hand, a discrete, obscure leader, a strong Catholic, a man who hated to travel, a solitary man and last but not least a fervent colonialist. Yet, these two men cultivated for nearly twenty years a consistent, stable and discrete political relationship. Why?

If for Portugal good relations with Indonesia was a way of guaranteeing a Portuguese colonial presence in Asia, what made Sukarno tolerate and sometimes even appreciate Portuguese colonial presence in the eastern half of the island of Timor? Why did Sukarno, emblematic leader of the anti-colonialist movement, defend the liberation of the people of Angola and yet turn a blind eye to what has been repeatedly compare as “a pocket of medieval colonialism lying in the heart of Indonesia”.

Was Indonesian nationalism only interested in the frontiers of the former Dutch empire as Sukarno so exhaustively and frequently repeated? Was Portuguese Timor the core question of Luso-Indonesian relationship in those years? Or had another Portuguese settlement in Asia (Macao) its role to play in this bilateral relationship?

1 As Tunku Abdul Rahman, first Prime Minister of the newly-founded Federation of Malaysia used to describe it.