

(For JSPS Fellow)

Form B-5

Date (日付)

(Date/Month/Year: 30/10/2017)

**Activity Report -Science Dialogue Program-**  
(サイエンス・ダイアログ事業 実施報告書)

- Fellow's name (講師氏名): Ambiyah Abdullah (ID No. P 15793)
- Participating school (学校名): Yamanashi Prefectural Yoshida High School
- Date (実施日時): 17/January/ 2017
- Lecture title (講演題目): (in English) Electricity Access in Indonesia

(in Japanese) インドネシアの電力普及について

- Lecture summary (講演概要): Please summary your lecture 200-500 words.  
The lecture consists of three sections: (i) brief introduction about Indonesia; (ii) electricity access in Indonesia; and (iii) motivations and interesting points of doing research. The first section briefly describes the geographical location of Indonesia, five main islands of Indonesia and some other general characteristics of Indonesia (such as national language, currency, cultural, etc.). The second section is the main section of the lecture. It presents the recent key statistical data of economic and social conditions of Indonesia based on the 2016 Key Indicators published by ADB. Then it explains further the current situation of electrical access in Indonesia, renewable energy targets of Indonesia by 2025 and by 2050, and the role of hydropower for helping poor people to access electricity. Lastly, the second section also discuss the roles and emerging issues regarding major foreign donor funded of hydropower projects in Indonesia. The third section presents two motivations of lecturer for doing research. First is doing research can contribute to society through both direct and indirect ways. Second is doing research can help policy makers to formulate policies that might affect poor people. The lecture was concluded by presenting her two interesting points of doing research.

- Language used (使用言語): English

- Lecture format (講演形式):

◆Lecture time (講演時間) 60 min (分), Q&A time (質疑応答時間) 40 min (分)

◆Lecture style (ex.: used projector, conducted experiments)

(講演方法 (例: プロジェクター使用による講演、実験・実習の有無など))

The lecture was done by presentation using projector.

◆Interpretation (ex.: assistance by accompanied person, provided Japanese explanation by yourself) (通訳 (例: 同行者によるサポート、講師本人による日本語説明))

Most of students could actively express their opinions and ask questions in English. One question asked by one student regarding the potential use of biomass for electricity in Indonesia was interpreted by my accompany person from Japanese to English due to some difficult words in English.

◆Name and title of accompanied person (同行者 職・氏名)

Ms. Rieko Horie 研究室スタッフ・堀江 里衣子

◆Other note worthy information (その他特筆すべき事項):

I was so impressed that most of students at Yoshida High School searched and explored the issues related with electricity access in Indonesia using internet before the lecture.

- Impressions and opinions from accompanied person (同行者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。)

学生さんたちが熱心に質問をしていたのが印象的でした。彼らはこのサイエンス・ダイアログの事前学習で、初めてインドネシアにフォーカスを当てたとのことでしたが、とても素直に学んでいて、それぞれの興味に従って、環境問題や、外国の宗教・習慣の違いに対する知的好奇心を刺激するよい場になっていたと感じました。