

**Moderator:** I will be leading this brainstorming session. Basically what we are going to do during this next hour is to elicit comments and suggestions from the panelists in order to produce concrete proposals and recommendations to the two governments. I am going to divide this session into three parts with each discussing the three themes that have been discussed today. The first part, for instance, will suggest what the governments of Canada and Indonesia can do to improve their bilateral relationship on domestic, regional and international security. The second and third parts will do the same according to their designated themes. Each part will be given 15 minutes and we will close with some comments or questions from our audience. Following the order of today's presentation, I would like to invite Prof. Azra to begin this session.

**Azra:** Thank you very much. I would like to underline a number of points raised by the Canadian ambassador this morning that are relevant to my presentation. The first relates to the importance of strengthening our bilateral relationship. On this, I would suggest that our bilateral relation be extended beyond the cooperation with CIDA and the government to include cooperation between universities and people. As the Ambassador pointed out, we need to empower organizations within civil society, especially those related to Muslim society. In my paper, I mention, not in a very elaborate way, that actually during the transition time or this reform period we have quite unexpected development as far as civil society is concerned. There is a kind of process that works to unmake civil society. We have seen the case of how NU has been pulled into politics and to a lesser extent, Muhammadiyah. In 1999 especially, Amien Rais, the former chief of Muhammadiyah tried very hard to pull Muhammadiyah into politics. We need to consolidate civil society's organization. There has been a lot of discussion especially among Western observers that Islamic education is serving particular matters and the *madrasah* and *pesantren* in particular have been breeding grounds for radicalism or religious fundamentalism. To some extent this is true, especially in the cases of Pakistan or Afghanistan, but we need to reassess this kind of perception when it comes to the Indonesian context. Despite the fact that Islamic educational institutions like *pesantren* and *madrasah* have been brought into the mainstream of national education, these institutions are still left behind compared to public schools or other secular schools. I would suggest therefore that the cooperation between