

## **1-3 Education**

# Harmonization of support to People-centered Development



## Project Information Sheet

**LIP 1-3-001**

Contributed by **SIL**

<p><b>Project Title:</b></p> <p>Literacy Program</p>	<p><b>Implementing Partner (Office address, phone number, fax, email and name of the representative):</b></p> <p>SIL International P.O. Box 1 Sentani 99352, Jayapura - Papua Phone: (0967) 593 971 Fax : (0967) 593 974 Email: <a href="mailto:mike_eastwood@sil.org">mike_eastwood@sil.org</a> Director – Mike Eastwood</p>
<p><b>Funding (Amount of the budget and funding source/donors):</b></p> <p>Special Autonomy fund Government fund Oikonomos Foundation CIDA UNDP Private funds for several projects. Facilities from BPMD</p>	<p><b>Counterparty (Local government partner):</b></p> <p>Ministry of National Education Teaching and Learning Department Papua Province – Nonformal Education Division Village Community Empowerment Agency Social Welfare Department Yayasan Pengembangan Masyarakat Edopi</p>
<p><b>Project Description (The aim and the activities):</b></p> <p>The goal of the Literacy Program is to eradicate illiteracy and to keep the continuance of local languages and cultures. Expectantly, literacy will give opportunities and motivations to the communities to develop their living and their communities.</p> <p>The Literacy Program supports the literacy activities in more than ten language or indigenous groups (e.g. Walak, Isirawa, Kemtuik, Ketengban, Edopi, Bauzi, Ambai, Yale, Maibrat, Mpur, Tehit, Kirikiri, Korowai, and Iau). Some of the literacy activities are:</p> <ul style="list-style-type: none"> <li>• Reading and writing for adults</li> <li>• Development of alphabet curricula</li> <li>• Development of local content for primary school</li> <li>• Revising and developing elementary school textbooks in both local language and Bahasa.</li> <li>• Development of tone alphabet books</li> <li>• Development of basic counting books</li> <li>• Development of illustrated dictionaries</li> <li>• Development of health information books</li> <li>• Development of appropriate technology books.</li> <li>• Training for teachers and tutors</li> <li>• Training for local volunteers/cadres.</li> <li>• Training on translation local languages to Bahasa or vice versa.</li> </ul>	

<p><b>Working sector: (Check one)</b></p> <p><input type="checkbox"/> 1-1 Food &amp; Nutrition Intake</p> <p><input type="checkbox"/> 1-2 Health</p> <p><input checked="" type="checkbox"/> 1-3 Education</p> <p><input type="checkbox"/> 1-4 Local Economy</p> <p><input type="checkbox"/> 1-5 Gender Equality</p> <p><input type="checkbox"/> 1-6 Basic Infrastructure</p> <p><input type="checkbox"/> 1-7 Village level Capacity Development</p> <p><input type="checkbox"/> 2-0 Sustainable Forest management</p> <p><input type="checkbox"/> 3-0 Conducive Environment for Investment</p> <p><input type="checkbox"/> 4-0 Integrated Infrastructure Development</p> <p><input type="checkbox"/> 5-0 Vocational Training / Human Resource Development</p> <p><input type="checkbox"/> 6-1 Bureaucracy Reform</p> <p><input type="checkbox"/> 6-2 Budget Reform</p> <p><input type="checkbox"/> 6-3 Independent procurement System</p> <p><input type="checkbox"/> 7-0 Natural Disaster Management</p> <p><input type="checkbox"/> 8-0 Other</p>	<p><b>Location: (Check working area level, and list the name of the places)</b></p> <p><input type="checkbox"/> Provinsi:</p> <p><input checked="" type="checkbox"/> Kabupaten:</p> <p><input type="checkbox"/> Kota:</p> <p><input checked="" type="checkbox"/> Distrik(Kecamatan):</p> <p><input checked="" type="checkbox"/> Kampung/Desa:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Provinsi</th> <th style="width: 33%;">Papua</th> <th style="width: 33%;">IJB</th> </tr> </thead> <tbody> <tr> <td><b>Kabupaten</b></td> <td>1. Jayapura 2. Sarmi 3. Yapen Waropen 4. Waropen 5. Yahukimo 6. Pegunungan Bintang 7. Jayawijaya 8. Puncak Jaya 9. Boven Digoel</td> <td>1. Sorong Selatan 2. Manokwari</td> </tr> <tr> <td><b>Kota</b></td> <td></td> <td></td> </tr> <tr> <td><b>Distrik (Kecamatan)</b></td> <td>15</td> <td>3</td> </tr> <tr> <td><b>Kampung / Desa</b></td> <td>More than 20</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Jayapura Regency: Kemtuik and Kemtuik Gresi District</li> <li>• Sarmi Regency: Sarmi, Mamberamo Tengah and Pantai Barat District)</li> <li>• Yapen Regency: Yapen Timur District</li> <li>• Waropen Regency: Waropne Atas District</li> <li>• Yahukimo Regency: Anggruk District</li> <li>• Pegunungan Bintang Regency: Kiwirok, Oksibil, Okbibab and Borme District</li> <li>• Jayawijaya Regency: Ilugwa District</li> <li>• Puncak Jaya Regency: Fau,</li> <li>• Boven Digoel District: Bomokia District</li> <li>• Sorong Selatan Regency: Ayamaru and Teminabuan District</li> <li>• Manokwari Regency: Kebar District</li> </ul>	Provinsi	Papua	IJB	<b>Kabupaten</b>	1. Jayapura 2. Sarmi 3. Yapen Waropen 4. Waropen 5. Yahukimo 6. Pegunungan Bintang 7. Jayawijaya 8. Puncak Jaya 9. Boven Digoel	1. Sorong Selatan 2. Manokwari	<b>Kota</b>			<b>Distrik (Kecamatan)</b>	15	3	<b>Kampung / Desa</b>	More than 20	
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<b>Kampung / Desa</b>	More than 20															

**Plan, methods and mechanism of the implementation:**

- Research on phonology to develop the orthography of local languages.
- Develop bilingual teaching aid using local languages.
- Develop bilingual story books using local languages.
- Write and publish books and illustrated dictionaries in local languages
- Conduct workshop to develop curricula in local languages
- Conduct workshop on local languages literatures writing.
- Conduct trainings for tutors and coordinators of adult literacy programs
- Establish community libraries.
- Support the literacy activities conducted by SIL facilitators.
- Assist tutors and coordinators through refresher trainings and mentoring, evaluation program
- Conduct trainings for primary school teachers to socialize the bilingual curricula
- Printing the curricula books.

**Lessons learn and progress of the project:**

- Adult who finished their literacy courses can continue their education through Equivalency Education. Literate adult tend to have more dignity and participate actively in social and economic life. Literacy also improves people's understanding on health and education matters.
- The competition between dialect groups may lead to horizontal conflicts between groups. To solve the conflicts, SIL has facilitated the formation of Literacy Committee for the conflicting groups.
- To overcome the transportation problems (some areas are not reachable by boats, cars or foots) SIL have helped facilitate the building of airplane strips in some isolated areas.
- Books which are written in local languages can build community self esteem. Children and adults are very proud because they have books in their own languages.
- The local content modules are used by local teachers. There were 38 teachers and 13 tutors in Teminabuan District who are trained to use the module.
- The local content text books are used by 2200 elementary students in Teminabuan District.
- Sometimes local community only wants money or financial aids but they misuse the aids. To increase local community participation, we have to build communities' sense of belonging to the program, involve local community as the cadre or facilitator.
- Another challenge is limited funding. For a solution to this problem, we are still relying on our personal funds.
- Conflicts between villages and lack of transportation to reach isolated areas may worsen the living condition of local people's group. SIL has asked the local government to facilitate the conflict resolutions between conflicting groups.

# Harmonization of support to People-centered Development



## Project Information Sheet

**LIP 1-3-002**

Contributed by **UNICEF and UNESCO**

<p><b>Project Title:</b></p> <p><b>CLCC (<i>Creating Learning Communities for Children</i>)</b>. In Ministry of National Education, it is so-called as SBM (<i>School-Based Management</i>)</p>	<p><b>Implementing Partner (Office address, phone number, fax, email and name of the representative):</b></p> <p>UNICEF (<b>Yance Tamaela, HP: 0813 445 606 77</b>) and UNESCO (<b>John Tupamahu, HP: 0813 445 98 195</b>).</p>
<p><b>Funding (Amount of the budget and funding source/donors):</b></p> <p>± 3 million USD from NZAID, New Zealand (2002-2005) and ± 2,8 million USD from AusAID, Australia (2004-2006).</p>	<p><b>Counterparty (Local government partner):</b></p> <ul style="list-style-type: none"> <li>- BP3D as coordination partner in province level (Governor Office Papua Province, Jl. Sumatera Dok II, Ph. 0967 532402; Fax 0967 533912); <b>Contact Person: Rika Monim (HP: 0815 270 241 65)</b></li> <li>- Dinas Pendidikan dan Pengajaran Papua Province (Jl. Tanjung Ria Base-G, Ph. 0967 - 541 060/541842; Fax 0967 541842); <b>Contact Person: Drs. Paul Indubri (HP: 0813 446 886 33)</b></li> <li>- Dinas Pendidikan dan Pengajaran Jayapura District (Jl. Sentani-Depapre, Gunung Merah, Sentani, Ph. 0967 – 594716) <b>Contact Person: Drs. Andrias Ramandey (HP: 0812 489 98 27)</b></li> <li>- Dinas Pendidikan dan Pengajaran Sorong District (Jl. Klamono, KM 24, Kab. Sorong); <b>Contact Person: Drs. Fritz Simanjuntak (HP: 0813 444 66 500)</b></li> <li>- Dinas Pendidikan Biak Numfor District (Jl. Majapahit, Ph. 0981 – 21288; Fax 0981 - 23574); <b>Contact Person :Felix Rumbewas, BA. S.Sos, MM (HP: 0813 440 847 08)</b></li> <li>- Dinas Pendidikan Dasar dan Pra Sekolah Manokwari District (Jl. Pahlawan, Ph. 0986-211679; Fax: 0986-214 760); <b>Contact Person : Drs S. Arronggear (HP: 0812 485 0829)</b></li> </ul>

	<p>- Dinas Pendidikan dan Kebudayaan Jayawijaya District (Jl. Jl. Diponegoro Wamena Ph. 0969-31141) <b>Contact Person: Paul Awandoy</b> <b>(HP: 0813 441 199 46)</b></p>												
<p><b>Project Description (The aim and the activities):</b></p> <p>The goal of this project is to contribute to the improved quality of Basic Education in Indonesia. The purpose of the program is develop and disseminate an appropriate and replicable model for improving the quality of learning for primary school children in Indonesia and particularly in Papua through the implementation of 3 components of CLCC, which are School Management, AJEL (Active, Joyful and Effective Learning), and Community Participation. In line with the issuance of Autonomy Law, education field is also changed from centralization into decentralization pattern in which the management of education policies is handed over to schools as the smallest education units that understand more about their situation and are able to develop their schools by utilizing surrounding resources.</p> <p>Some activities that have been implemented so far are: Orientation Workshop on SBM/CLCC Program, Study Visit to CLCC schools, Cascade Trainings (National to school), Coordination Meeting of CLCC Task Forces, Monitoring by CLCC Task Forces, Block Grant for CLCC schools (only for CLCC schools in the first year), Review and Planning Meeting.</p>													
<p><b>Working sector: (Check one)</b></p> <p><input type="checkbox"/> 1-1 Food &amp; Nutrition Intake  <input type="checkbox"/> 1-2 Health  <input checked="" type="checkbox"/> 1-3 Education  <input type="checkbox"/> 1-4 Local Economy  <input checked="" type="checkbox"/> 1-5 Gender Equality  <input type="checkbox"/> 1-6 Basic Infrastructure  <input checked="" type="checkbox"/> 1-7 Village level Capacity Development</p> <p><input type="checkbox"/> 2-0 Sustainable Forest management  <input type="checkbox"/> 3-0 Conducive Environment for Investment  <input type="checkbox"/> 4-0 Integrated Infrastructure Development  <input type="checkbox"/> 5-0 Vocational Training / Human Resource Development  <input type="checkbox"/> 6-1 Bureaucracy Reform  <input type="checkbox"/> 6-2 Budget Reform  <input type="checkbox"/> 6-3 Independent procurement System  <input type="checkbox"/> 7-0 Natural Disaster Management  <input type="checkbox"/> 8-0 Other</p>	<p><b>Location: (Check working area level, and list the name of the places)</b></p> <p><input checked="" type="checkbox"/> Provinsi: 2  <input checked="" type="checkbox"/> Kabupaten: 5  <input type="checkbox"/> Kota: 0  <input checked="" type="checkbox"/> Distrik(Kecamatan): 18  <input checked="" type="checkbox"/> Kampung/Desa: 204</p> <table border="1" data-bbox="842 1332 1412 2004"> <thead> <tr> <th>Provinsi</th> <th>Papua</th> <th>IJB</th> </tr> </thead> <tbody> <tr> <td><b>Kabupaten</b></td> <td>Jayapura, Jayawijaya, Biak Numfor</td> <td>Manokwari Sorong</td> </tr> <tr> <td><b>Kota</b></td> <td></td> <td></td> </tr> <tr> <td><b>Distrik (Kecamatan)</b></td> <td><b>Jayapura</b> (Depapre, Kemtuk Gresi, Kaureh), <b>Jayawijaya</b> (Wamena Kota, Asologaima, Kurulu), <b>Biak Numfor</b> (Samofa, Biak Timur, Warsa,</td> <td><b>Manokwari</b> (Manokwari Masni, Prafi, Warmare, Ransiki), <b>Sorong</b> (Aimas, Klamono, dan Salawati)</td> </tr> </tbody> </table>	Provinsi	Papua	IJB	<b>Kabupaten</b>	Jayapura, Jayawijaya, Biak Numfor	Manokwari Sorong	<b>Kota</b>			<b>Distrik (Kecamatan)</b>	<b>Jayapura</b> (Depapre, Kemtuk Gresi, Kaureh), <b>Jayawijaya</b> (Wamena Kota, Asologaima, Kurulu), <b>Biak Numfor</b> (Samofa, Biak Timur, Warsa,	<b>Manokwari</b> (Manokwari Masni, Prafi, Warmare, Ransiki), <b>Sorong</b> (Aimas, Klamono, dan Salawati)
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		Yendidori)	
	<b>Kampung / Desa</b>	Jayapura: 34 Jayawijaya: 44 BiakNumfor: 45	Manokwari : 59 Sorong : 22

**Plan, methods and mechanism of the implementation:**

**Lessons learn and progress of the project:**

Some existing progresses and changes:

- The establishment of CLCC Task Forces from province till sub districts levels.
- The increase of local government, particularly Education offices commitment through the provision of matching fund from APBD (local government budget) province and districts.
- The support of community towards education is increasing in various kinds of contributions such as fund collected by School Committee, construction workers to build school facilities for free, and ideas to develop schools ahead.
- Replication of CLCC project to some non Unicef focused districts/municipalities with APBD fund.
- Students have not been afraid to express their opinions, become more creative so that the teaching learning process is remain effective and enjoyable.
- Teachers have been developing various methods of creative and enjoyable teachings.

Some implementation of activities:

- Ministry of National Education (MoNE)-UNICEF-UNESCO has conducted a meeting to design second phase of CLCC. For Papua, the meeting which was conducted in Surabaya on 24-26 July 2006, was represented by Biak Numfor district as many as 4 people: 2 from Education office; 1 from BP3D and 1 from Religion Affair Department.
- The ongoing CLCC activities in the 5 districts include trainings, advocacy, monitoring, School Grant. CLCC Project funded by NZAID ended in September 2006 while project funded by AusAID will end in December 2006. However, the activities funded by NZAID and AusAID are still going on until early March 2007 based on Unicef-Unesco consideration.
- Education Office, Papua Province has replicated the CLCC project to 4 districts/municipality with APBD Papua province in 2005. The districts are Keerom, Merauke, Mimika dan Jayapura municipality. Those distrcts have conducted Study Visit to East Java province. At the end of 2006, this project will be desimeinated to another 5 districts, namely Tolikara, Mappi , Pegunungan Bintang, Nabire and Yapen districts.

- The cooperation with LPMP (Lembaga Pengembangan Mutu Pendidikan ) in Papua has been started through CLCC Master Training that involved 5 trainers in Denpasar, Bali in September 2006. The cooperation continued with the involvement of one LPMP's trainer in Child-Friendly School Workshop in Bandung. Moreover, one of the LPMP trainer has also been involved as CLCC Task Force in Papua province. Beside that as a commitment of LPMP to support the CLCC project, they are ready to provide space for CLCC secretariat in province level along with its facilities and also to support with KKG (Teachers' Group Meeting) fund.

The lessoned learnt is that the distribution of teachers in each school proportionally is strongly needed so that the education process can run well and the attention of Education office in the form of periodic monitoring and supervision can give significant motivation to the headmasters, teachers and school supervisors. To support learning process, supported system and facilities such as student books and reading books become very important.

# Harmonization of support to People-centered Development



## Project Information Sheet

**LIP 1-3-003**

Contributed by USAID

<p><b>Project Title:</b></p> <p>Basic Education – Decentralized Basic Education</p>	<p><b>Implementing Partner (Office address, phone number, fax, email and name of the representative):</b></p> <p>Education Development Center Attn: Mike Calvano Jakarta Stock Exchange, Tower 2 Suite 1403, Jakarta Tel: 62-21-515-0454 Email: <a href="mailto:mcalvano@edc.org">mcalvano@edc.org</a></p> <p>Research Triangle Institute Attn: Dan Moulton Jakarta Stock Exchange, Tower 1 29th Floor, Jakarta Tel: 62-21-515-2772 Email: <a href="mailto:dmoulton@rti.org">dmoulton@rti.org</a></p> <p>Note: Project office being established in Sorong, in connection with USAID Local Government Support Project.</p>
<p><b>Funding (Amount of the budget and funding source/donors):</b></p> <p>Regional funding levels are not available.</p>	<p><b>Counterparty (Local government partner):</b></p> <p>District Education Offices in Kota Sorong, Kab. Manokwari and Kab. Sorong Selatan</p> <p>Cendrawasih University, Education Faculty</p>
<p><b>Project Description (The aim and the activities):</b></p> <p>The focus of the Decentralized Basic Education (DBE) program in Papua is two-fold: 1) to improve district level capacity in West Irian Jaya province to effectively manage basic education services; and 2) improve the quality of teaching and learning in primary schools. Through the Research Triangle Institute, DBE will develop local capacity to prepare and implement education development plans based on community and parental participation, strengthen school committees, and improve education financial, asset and personnel management. Through the Education Development Center, DBE will improve the quality of teaching and learning by training education faculty and teachers at Cendrawasih University in Jayapura. USAID's education activities in Papua and West Irian Jaya provinces are implemented in partnership with British Petroleum through a multi-year public-private alliance.</p>	

<p><b>Working sector: (Check one)</b></p> <p><input type="checkbox"/> 1-1 Food &amp; Nutrition Intake</p> <p><input type="checkbox"/> 1-2 Health</p> <p><input checked="" type="checkbox"/> 1-3 Education</p> <p><input type="checkbox"/> 1-4 Local Economy</p> <p><input type="checkbox"/> 1-5 Gender Equality</p> <p><input type="checkbox"/> 1-6 Basic Infrastructure</p> <p><input type="checkbox"/> 1-7 Village level Capacity Development</p> <p><input type="checkbox"/> 2-0 Sustainable Forest management</p> <p><input type="checkbox"/> 3-0 Conducive Environment for Investment</p> <p><input type="checkbox"/> 4-0 Integrated Infrastructure Development</p> <p><input type="checkbox"/> 5-0 Vocational Training / Human Resource Development</p> <p><input type="checkbox"/> 6-1 Bureaucracy Reform</p> <p><input type="checkbox"/> 6-2 Budget Reform</p> <p><input type="checkbox"/> 6-3 Independent procurement System</p> <p><input type="checkbox"/> 7-0 Natural Disaster Management</p> <p><input type="checkbox"/> 8-0 Other</p>	<p><b>Location: (Check working area level, and list the name of the places)</b></p> <p><input type="checkbox"/> Provinsi:</p> <p><input checked="" type="checkbox"/> Kabupaten:</p> <p><input checked="" type="checkbox"/> Kota:</p> <p><input type="checkbox"/> Distrik(Kecamatan):</p> <p><input type="checkbox"/> Kampung/Desa:</p> <table border="1" data-bbox="842 488 1410 788"> <tr> <td><b>Provinsi</b></td> <td>Papua</td> <td>IJB</td> </tr> <tr> <td><b>Kabupaten</b></td> <td></td> <td>Manokwari, Sorong Selatan</td> </tr> <tr> <td><b>Kota</b></td> <td>Jayapura</td> <td>Sorong</td> </tr> <tr> <td><b>Distrik (Kecamatan)</b></td> <td></td> <td></td> </tr> <tr> <td><b>Kampung / Desa</b></td> <td></td> <td></td> </tr> </table>	<b>Provinsi</b>	Papua	IJB	<b>Kabupaten</b>		Manokwari, Sorong Selatan	<b>Kota</b>	Jayapura	Sorong	<b>Distrik (Kecamatan)</b>			<b>Kampung / Desa</b>		
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<b>Distrik (Kecamatan)</b>																
<b>Kampung / Desa</b>																
<p><b>Plan, methods and mechanism of the implementation:</b></p> <p>Technical assistance and training</p>																
<p><b>Lessons learn and progress of the project:</b></p> <p>Program activities began in September 2006.</p>																

## **1-4 Local Economy**

**Harmonization of support to  
People-centered Development**



**Papua Indigenous Peoples Empowerment (PIPE) Programme  
*Reducing Poverty and Strengthening Peace and Development Mechanisms  
involving Indigenous Peoples in Papua and Irian Jaya Barat (Indonesia)*  
INS/04/MO1/HSF**

**Project Information Sheet**

**LIP 1-4-001**

**Contributed by ILO**

<p><b>Project Title:</b></p> <p>Papua Indigenous Peoples Empowerment (PIPE) Programme: Reducing Poverty and Strengthening Peace and Development Mechanisms involving Indigenous Peoples in Papua and Irian Jaya Barat, Indonesia</p>	<p><b>Implementing Partner (Office address, phone number, fax, email and name of the representative):</b></p> <ul style="list-style-type: none"> <li>• Traditional community organizations (<i>Adat institutions</i>) in the pilot project sites i.e. <i>Reba A'ling</i>; <i>Forum Dumtru</i>; <i>Win Hamo</i>; and. <i>Ventori</i> in partnership with assisting local government units.</li> <li>• Partner agencies and NGOs in relation to specific activities.</li> </ul>
<p><b>Funding (Amount of the budget and funding source/donors):</b></p> <p>+/- 1.5M USD (2006-2008); UN Trust Fund for Human Security (UNTFHS -Government of Japan)</p>	<p><b>Counterparty (Local government partner):</b></p> <p>ILO (with other UN agencies) and partners in the National Project Advisory Committee (NPAC) and in the Provincial Project Steering Committee (PSC) – BAPPEDA (as Chairperson), Dinas Tenaga Kerja, Dinas Social, BPMD, APINDO and SPSI;</p>

**Project Description (The aim and the activities):**

The project is a 3-year pilot undertaking which seeks to test a community-driven participatory development (CDPD) approach to poverty reduction and village development among indigenous peoples and a stakeholder-driven strategy for strengthening peace and development mechanisms in Papua and Irian Jaya Barat-Indonesia. It capitalizes on the native capacity of the indigenous peoples for individual and collective self-reliance and on the fundamental capacity and willingness of multi-sectoral stakeholders to sustain peace and development in the area.

The project is being implemented in the context and within the framework of the Special Autonomy Law (OTSUS), the 25-Year Papua Development Plan and the New Papua Development Strategy.

**Objectives:**

The primary objectives of the project are the following:

- 1) Enhance the capacity of the indigenous Papuans, together with non-Papuans with whom they live, to initiate, plan, implement and sustain their own poverty reduction and community development activities within their traditional villages using primarily their indigenous knowledge systems and practices;
- 2) Mainstream gender issues and promote gender equality in the local development process; and
- 3) Strengthen the capacity of multi-sectoral stakeholders to sustain existing site-specific peace and development mechanisms.

**Working sector: (Check one)**

- 1-1 Food & Nutrition Intake  
 1-2 Health  
 1-3 Education  
 1-4 Local Economy  
 1-5 Gender Equality  
 1-6 Basic Infrastructure  
 1-7 Village level Capacity Development  
 2-0 Sustainable Forest management  
 3-0 Conducive Environment for Investment  
 4-0 Integrated Infrastructure Development  
 5-0 Vocational Training / Human Resource Development  
 6-1 Bureaucracy Reform  
 6-2 Budget Reform  
 6-3 Independent procurement System  
 7-0 Natural Disaster Management  
 8-0 Other

The project focuses on providing support to poverty reduction and community development initiatives of indigenous peoples at the village level; support to initiatives for strengthening peace and development mechanisms; and, support to mainstreaming gender issues in the development process at the community level.

**Location: (Check working area level, and list the name of the places)**

- Provinsi:  
 Kabupaten:  
 Kota:  
 Distrik(Kecamatan):  
 Kampung/Desa:

<b>Provinsi</b>	Papua	IJB
<b>Kabupaten</b>	Jayapura	Manokwari
<b>Kota</b>	Jayapura	
<b>Distrik (Kecamatan)</b>	Muara Tami, Kemtuk Gresi	Tanah Rubuh, Kebar
<b>Kampung / Desa</b>		

- District Muara Tami in the City of Jayapura; District Kemtuk Gresi in Kabupaten Jayapura; and Districts Tanah Rubuh and Kebar in Kabupaten Manokwari.
- Province of Papua/ Irian Jaya Barat.

**Plan, methods and mechanism of the implementation:**

In its implementation, the project adheres to the processes set out under the community –driven participatory development (CDPD) methodology. Relative to the first objective, the project activities are implemented by the partner communities in the pilot project sites through their own traditional community organizations. They identify, plan and implement their own gender-sensitive poverty reduction and village development activities based on their felt needs and existing resources. Concerned local government agencies and the ILO provide facilitative support services in the form of physical and social infrastructure, complementary technical knowledge and small grants.

In relation to the second and third objectives, the implementation project activities is done by the stakeholders themselves including the government, church groups, LSMs and business organizations. For purposes of these activities, cooperating local government agencies and the ILO likewise provide facilitative support services such as necessary social infrastructure, relevant technical inputs and small grants.

The PSC provides policy guidance in the preparation and implementation of annual project work plans and of the annual community action plans for poverty reduction and village development. They also help monitor the progress of project implementation activities.

As financial manager of the project funds, the ILO makes direct payments in relation to the cost of activities and services rendered.

Local government units at the Provincial, Kabupaten / Kota and Distrik levels are encouraged to provide counterpart OTSUS resources for the project in order to expand its coverage in terms of direct beneficiaries.

**Lessons learn and progress of the project:**

The project, which is covered by a Memorandum of Understanding between the Provincial Government of Papua and the ILO has just been through its first year of implementation. During this period, the preparatory stage has been completed and the implementation stage has begun.

Project orientation meetings with partner agencies have already been conducted and, in order to systematize the delivery of support by the partner agencies, the NPAC and the PSC have been organized.

Through the coordination of the PSC, pilot project sites have been identified and validated. Community development facilitators (CDFs) have been selected by the partner communities and have undergone training on community-driven participatory development and poverty reduction techniques. Community leaders have also undergone initial training on village development and organizational management.

With the help of the CDFs, all four partner communities have completed their respective baseline survey and action plan for poverty reduction and village development. They have also prepared their specific activity proposals and identified corresponding training needs.

The implementation by the partner communities, through their own traditional community organizations, of their community action plans for village development and poverty reduction has started. Basic socio-economic skills development training activities covering priority local areas of production such as in agriculture (vegetable production), horticulture (Kakao and Coffee production), poultry/animal husbandry (native chicken, hogs and cows), inland/deep sea fishing, fruit/food processing and cooperatives management have been completed. More than 700 community members have already participated in these skills development activities.

Preparations are now underway for follow-through activities and the implementation of activities under the second and third objectives – the strengthening of peace and development mechanisms and the mainstreaming of gender equality issues in the development process.

Initial feedback indicate that most partner agencies as well as indigenous community leaders and members welcome the CDPD approach to poverty reduction and village level development. They are enthusiastic and willing to support and participate in the undertaking.

## **1-5 Gender Equality**

# Harmonization of support to People-centered Development



## Project Information Sheet

**LIP 1-5-001**

Contributed by **UNDP-Gender**

<p><b>Project Title:</b></p> <p>Support for Mainstreaming Gender into Development Policies and Programmes (Project Award 00039052)</p>	<p><b>Implementing Partner (Office address, phone number, fax, email and name of the representative):</b></p> <p>- Kementerian Pemberdayaan Perempuan c.q Badan Pemberdayaan Perempuan (BPP) Provinsi Papua, dan Kantor Pemberdayaan Perempuan (KPP) Kab. Jayapura. - Sekertariat Proyek Provinsi bertempat di : Kantor UNDP Papua Gedung BPID Lt.II, Jl. Dr. Sam Ratulangi No. 32 Jayapura –Papua Telp. +62-967-521556/521558 Fax. +62-967-521541</p>
<p><b>Funding (Amount of the budget and funding source/donors):</b></p> <p>About US\$ 962,945 UNDP US\$ 800,000 The rest is for other sources.</p>	<p><b>Counterparty (Local government partner):</b></p> <p>Badan Pemberdayaan Perempuan Provinsi Papua (BPP) dan Kantor Pemberdayaan Perempuan (KPP) Kabupaten Jayapura</p> <p>In Cooperation with stakeholder from the legislative, executive and judicative institutions and the civil society organization and other community based organization.</p>
<p><b>Project Description (The aim and the activities):</b></p> <p>This project aims to improve the Democratic Good Governance in Indonesia through Gender Mainstreaming and therefore contribute to the poverty reduction. It is also helps support the institutional capacity building and improving the National Policy Framework to promote the gender mainstreaming for the government and its partners.</p> <p>The executing agency, BPP/KPP had been responsible to make sure the program and activities can be delivered under 3 component, that is 1) Capacity Building, that is to help the capacity to create gender sensitive programs and advocacy for Gender Mainstreaming, for the BPP as well as other sector. 2) Applied Skill, to support the stakeholders in delivering the programs and project especially in the gender perspective or to mainstream gender into development policies and programs and 3) Improving the National Policy Framework.</p> <p>The program started by identifying the focused issue based on the recommendation from the stakeholders, which is the selection of the illiteracy eradication program under the Education and Teaching Office of Papua as the program intervention, to be reviewed and assisted in gender perspective.</p>	
<p><b>Working sector: (Check one)</b></p>	<p><b>Location: (Check working area level, and</b></p>

- 1-1 Food & Nutrition Intake
- 1-2 Health
- 1-3 Education
- 1-4 Local Economy
- 1-5 Gender Equality
- 1-6 Basic Infrastructure
- 1-7 Village level Capacity Development
- 2-0 Sustainable Forest management
- 3-0 Conducive Environment for Investment
- 4-0 Integrated Infrastructure Development
- 5-0 Vocational Training / Human Resource Development
- 6-1 Bureaucracy Reform
- 6-2 Budget Reform
- 6-3 Independent procurement System
- 7-0 Natural Disaster Management
- 8-0 Other

There are three component :

1. Capacity Building in terms of technical support and advocacy for Gender Mainstreaming.
2. Applied Skills in Mainstreaming Gender into Programs.
3. Improving the National Policy framework and support the arrangement of National Gender Mainstreaming.

**list the name of the places)**

- Provinsi:
- Kabupaten:
- Kota:
- Distrik(Kecamatan):
- Kampung/Desa:

<b>Provinsi</b>	Papua	IJB
<b>Kabupaten</b>	Jayapura	
<b>Kota</b>		
<b>Distrik (Kecamatan)</b>		
<b>Kampung / Desa</b>		

We work at Provincial level and Kabupaten level separately.

1. Papua Province.
2. Jayapura Kabupaten.

**Plan, methods and mechanism of the implementation:**

Under coordination with the BPP, the project staff had assist Dinas Pendidikan dan Pengajaran (The Education and Teaching Office and other key actor to implement several activities or interventions as part of gender mainstreaming strategies.

Also have conducted advocacy to the policy makers, Bappeda staff, DPRP and MRP Members to start formulating and produced some gender sensitive program and activities with full support from the government.

To help conduct the above, there had been consultant recruitment for the data gathering and analysis.

In the third component, a public consultancy has been conducted, to get input from the development stakeholder for the construction of the Nation Plan Of Action for The Gender Mainstreaming. The Objectives were among others : 1). to get the picture of the understanding and perception of the decision maker in Papua regarding the gender mainstreaming process 2). to identify the problems faced in the planning, implementing, monitoring and evaluation level, , 3) to know problems regarding gender inequality faced by the Papuans and development agents in Papua and what can be done to solve those problem in gender perspective, in what way can gender mainstreaming contribute to this efforts to identify the problems faced in the planning, implementing, monitoring and evaluation level.

The information had been gathered from different region in Indonesia and it is being finalized now in the national level.

### **Lessons learn and progress of the project:**

An assessment has been conducted, an assessment document has been produced, Two modules has been arranged (Gender Responsive Illiteracy Eradication Module and Gender Training Module for Government Staff), some planning documents has been reviewed, (in the provincial level, RPJP, RPJM; and in the selected office (dinas) level, RENSTRA Dinas P dan P 2007-2011, RKPD 2007).

More than 200 govt. staff had participated in workshop, trainings and ToTs on Performance Based Budgeting, Gender Analysis, Gender, and Gender Mainstreaming.

Lesson learned ;

From the one year program (December 2005-December 2006) done there are some important lesson learnt to be noted :

- Not many government staffs are familiar with the term and understanding of gender and gender mainstreaming and moreover to put it in local perspective and local needs.
- Not many legislatives are familiar with the term and understanding of gender and moreover gender mainstreaming and many others misunderstood them as simply women issues.
- The presence of the INPRES No. 9, 2000 on Gender Mainstreaming and KepMendagri No. 132 about ..... is not yet well known by all stakeholders.
- Gender Mainstreaming can only be implemented when there are strong commitments of all stakeholders including leaders/head of offices/head of sections, for the time being there still lack of commitments because there is lack of understanding and lack of guidance and example of what exactly gender mainstreaming is and how to mainstream gender into the regular business of each sector/unit.
- The high level of corruptions become it is difficult to integrate gender perspective or to mainstream gender into all development cycles, from planning, implementing, monitoring and evaluation process.
- The gender mainstreaming process is in line with the implementation of the Performance Budgeting.
- The Education and Teaching Office is one of relatively open management where Gender Mainstreaming is possible to be implemented.
- Bappeda is one of strategic institution where gender mainstreaming can be implemented. Follow ups are needed there in terms of assistance and capacity building related to Gender and Gender Mainstreaming.
- Gender Mainstreaming in education programme is crucial, as crucial as in other primary sectors, like Health, HIV/AIDS, Economic Empowerment, and Politic Participation for women.
- More example on what is meant by and how to do gender mainstreaming in the selected government institutions, as a start is needed.

NB: Additional information e.g. leaflet, project document, evaluations .....