



Transformative Power of Education

A Project Proposal for SD Sabron Sari in Papua Province, Indonesia

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Table of Contents

1. Abstract	2
2. Context	3
2.1 The Problem Statements	3
2.2 Target Group	5
3. Proposed Action Plan: The Sabron Sari Genius Guide (SSGG) Programme	8
3.1 The “Shimakko Guides” model	8
3.2 Objectives	9
3.3 Principles of SSGG	9
3.4 Programme:	9
3.4.1 Preparation Stage for Elementary School Students and University Students	10
3.4.2 Actual Programme: 1 Week of Exciting Cultural Learning	12
3.5 Other stakeholders (Roles and Benefits)	13
4. Proposed Project Timeline	15
5. Proposed Project Budget	17
5.1. Objective	17
5.2. Project Budget Line	17
5.3. Project Budget Allocation	17
5.3.1 Project Initiation	18
5.3.2 Project Planning	19
5.3.3 Project Execution	19
5.3.4. Project Evaluation	20
5.3.5. Project Closure	20
5.3.6. Contingency Budget	20
5.4. Budget Allocation in Budget Line	21
6. Conclusion: Challenges, Possibilities and Wider Implications	22

1. Abstract

This project addresses two problems faced by the Papua province of Indonesia. The first is the lack of cultural understanding between Papuans and the rest of Indonesia, and the second is the low literacy rate among the Papua community. The target community is a school by the name of SD Sabron Sari, Jayapura. This particular school is selected because it is in a safe region, has internet connection for ease of communication, and also because it faces similar challenges with the rest of Papua province in terms of the lack of cultural understanding with Indonesians outside Papua and the high illiteracy rate.

To attend to these problems, our group's proposed measure is to work together with key stakeholders - the school, the University of Indonesia, the local government, local NGO and the local community - to run an educational programme. This includes developing teachers and students in Sabron Sari to introduce their local culture through a tour for visiting students who are majoring in education from the University of Indonesia, i.e. future teachers in Indonesia. This provides a healthy platform for cultural exchange and understanding. At the same time, it helps to improve literacy among the Papuan students as they prepare for the tour and present their work in a project that lends authenticity to their learning. The university students who are future educators would benefit as well from having an authentic experience in interacting with the local students. It is our hope that this small project will be an introductory step in promoting cultural understanding between the Papua community and Indonesians outside of Papua province.

2. Context

The Indonesian province of Papua shares land mass with Papua New Guinea, and was one of the areas colonised by the Netherlands in 1898 along with present day Indonesia. Being the largest and easternmost province of Indonesia, Papua is largely considered to be remote and relatively inaccessible for the rest of the Indonesian people. It has a population of almost 3.5 million people (2014) out of Indonesia's total population of 264 million (2017). The history of Papua is a turbulent one: when the Republic of Indonesia became an independent nation in 1945, Papua did not yet join the country. It was only in 1963 that Papua came under Indonesia's control, and officially became a part of the country in 1969. The political tensions that ensued will be elaborated on when examining the problems faced.



Image: Location of Indonesia's Papua province

2.1 The Problem Statements

There are two problems that we intend to address through our project.:

- 1) The lack of cultural understanding between Papuans and the rest of Indonesia. Cultural understanding here refers specifically to language and lifestyle.
- 2) Low literacy rate among the Papua community

These two problems are elaborated in greater detail below:

1) The lack of cultural understanding between Papuans and the rest of Indonesia

Although Papua is officially part of Indonesia, there is resistance from some parts of Papua that are reluctant to unite with Indonesia and prefer to manage their own land and natural resources. To address this issue, the Indonesian government granted special autonomy to Papua province in 2001. This special autonomy status enables the people of Papua to have greater control over the management and regulation of their own community. In reality, however, the actual implementation is ineffective due to corruption by the local government¹, overlapping rules, confusion in fund management rules, and unclear supervision². Because of this, there has been little progress in Papua. They are largely still uneducated and economically poor. In fact, Papua is the poorest province in Indonesia, and the poverty rate in Papua is seven times higher than in Java³. Because of these conditions, local Papuans feel that they are being left out by the Indonesian government. They still feel that the rich natural resources available in their homeland are being exploited⁴.

Thus, on the one hand, the Papuan population feels a sense of injustice and enmity towards Indonesia as an oppressive regime. On the other hand, most Indonesians outside of Papua province appear to only have a superficial understanding of Papua -- the common perception being that it is merely a region of poor, uneducated people. This lack of understanding is the cause of high tension and conflict between Papuans and Indonesians outside Papua. We therefore believe that a crucial step in resolving these tensions is to foster stronger ties and encourage mutual understanding on both sides. In this project, the cultural aspects we will be focusing on are language and lifestyle.

¹ <https://news.okezone.com/read/2018/02/06/337/1855416/papua-di-antara-otonomi-khusus-korupsi-dan-wabah-penyakit>

² <https://nasional.kompas.com/read/2012/12/13/08304158/Otsus.Papua.Belum.Sesuai.Harapan.>

³ <https://pospapua.com/pemerintah-australia-soroti-kemiskinan-di-papua/>

⁴ <https://nasional.tempo.co/read/734620/gubernur-papua-belum-ada-orang-papua-berjiwa-indonesia/full&view=ok>

2) Low literacy rate among the Papua community

In a survey conducted by the International Coalition For Papua (ICP) in 2018 across 180 schools in Papua, 71.15% of students were categorised as illiterate⁵ in Bahasa Indonesia, i.e. they cannot read at all. This is an unusually high percentage given that the global illiteracy rate stands only at 17% of the world population⁶ (2019). The Papuan community is commonly looked down upon in their own country while their natural resources are taken from under their nose.

Papuans, especially those who live in mountains, forests and coast, tend to use their own native language and seldom speak in Bahasa Indonesia. They do not see the importance of education and literacy. They do not send their children to schools because they want their children to help them in hunting and planting food. Because of this culture, from generation to generation, they remain illiterate. When their economics are bad, they just blame government and ask to get independence.

Through this background, we believe in the transformative power of education to change people's mindset, make better economics, as well as influence their feelings about the nations and impact future generations.

2.2 Target Group

In this project, we will be focusing on SD Sabron Sari, an elementary school in Sabron Sari Village. The rationale behind selecting this community are as follows:

1. The school in this community, SD Sabron Sari, was one of the 180 schools involved in the ICP literacy survey conducted in Papua⁷ in which more than 70% of students were found to be illiterate. There are 184 students and 100 of them could not read. They have problem in reading fluently and the other could not read at all. This problem happens because lack of learning ability for students and limited books to read. Though they can speak in Bahasa very well, they are weak in reading and writing.
2. The Sabron Sari community is a village that has adequate infrastructure including internet connection, making it relatively easier to get in contact with and access for this pilot project.

⁵ <https://tabloidjubi.com/artikel-16613-infografis--perbandingan-angka-melek-huruf-di-papua-dengan-nasional.html>

⁶ <https://ourworldindata.org/literacy>

⁷ <https://tabloidjubi.com/artikel-16613-infografis--perbandingan-angka-melek-huruf-di-papua-dengan-nasional.html>

3. This location is safe. Sabron Sari Village located in Jayapura, the capital city of Papua Province. We have gotten confirmation about this safety issue from citizens who live in this area.
4. There are adequate facilities. In this school, there are 5 teachers with education background and 10 honorary teachers. It has three classrooms with rotated system for every grade. Each class consists of 20 until 30 students. The payment of this school is still reasonable for them, but if they could not afford to pay, the school will give scholarship.
5. There is no issue about lack of food. All the students come from 28 rural areas around Jayapura and they live in home stay provided by SD Sabron Sari. This home stay provides food for them.

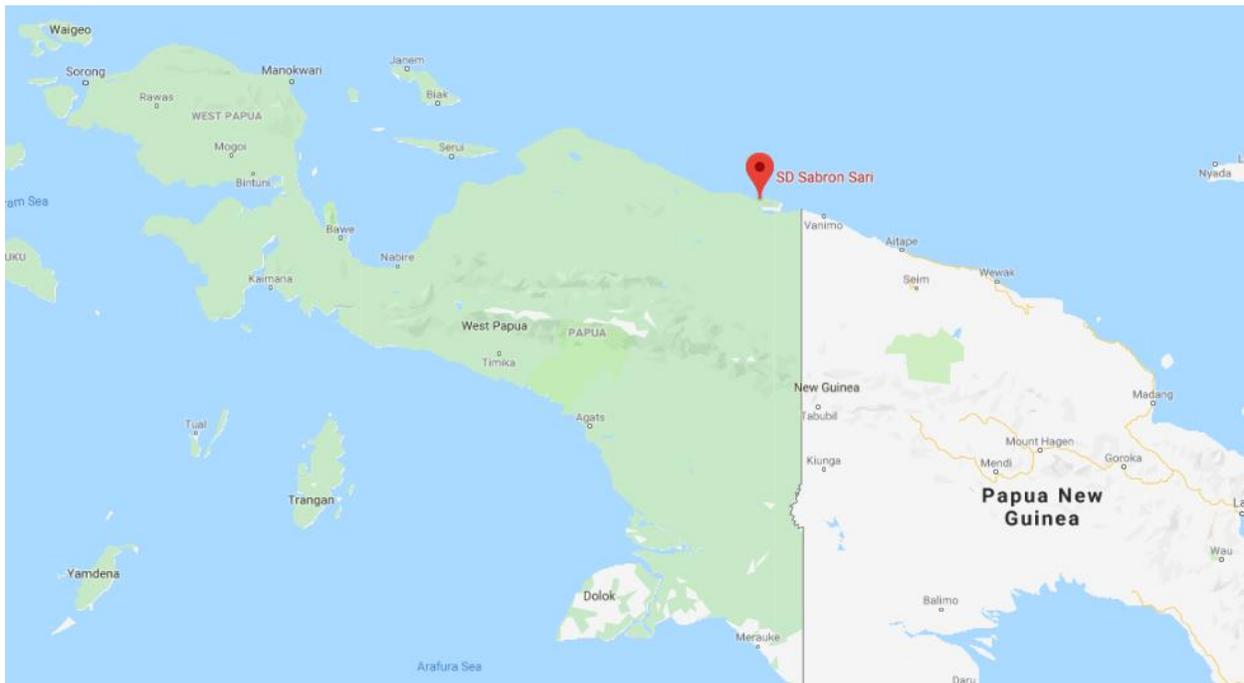


Image: SD Sabron Sari at the northeastern corner of Papua province

In attempting to increase mutual understanding through education, we take inspiration from a success project in Sabang Merauke, Indonesia, that aims to promote tolerance amongst Indonesians who come from diverse religions and cultures. Every year, 15 Junior High School students are selected from different parts of Indonesia to stay with host families in Jakarta, the capital city of Indonesia. Every host family has a different background from these students. For example, if the student is Muslim, the host family is Christian. The goal here is for them to learn from each other and build tolerance and

mutual understanding. This project has become hugely successful in changing people's perspective and has won several awards, such as Australia Awards⁸, Future Leaders Connect- by British Council⁹. As such, we believe that providing opportunities for interaction can help foster better mutual understanding between different communities.

We would also like to break the paradigm of Papuan students who are viewed negatively. Professor Yohanes Surya said that "there's no such thing as a stupid child in Indonesia." He has proved his statement. In 2010, he taught 27 Papuan students who were uneducated. After training in 10 months, all of them got gold, silver and medals in Asia Sains and Mathematics Olympiad 2011¹⁰. He says that Papuan students are smart as long as we give the same opportunity and right training.

⁸ <https://globalalumni.gov.au/Australia-Awards/Alumni-Stories/Details/ArticleId/3122>

⁹ <https://www.britishcouncil.org/future-leaders-connect/programme/2017/members>

¹⁰ <https://regional.kompas.com/read/2011/11/18/21062324/Anak-anak.Papua.Persembahkan.Medali.Emas>

3. Proposed Action Plan: The Sabron Sari Genius Guide (SSGG) Programme

This section states the primary objectives and principles of our proposed programme, the “Sabron Sari Genius Guide,” followed by a detailed programme outline. Our group’s proposed programme takes inspiration from the “Shimakko Guides” model in Kamishima island, which we elaborate on in the section below. However, what makes our program different from the existing “Shimakko Guides” model is that we provide a platform that benefits both primary stakeholders - the elementary school students in SD Sabron Sari, and students who are majoring in education from the University of Indonesia - by ensuring that both parties learn through interaction with each other.

3.1 The “Shimakko Guides” model

This project is inspired by the “Shimakko Guides” model, a tour program that involves elementary school students on Kamishima island in Toba, Japan, as tour guides. During our time at the IATSS Forum, we had the opportunity to learn more about the history of this programme and experience a tour of the island. The teaching staff and parents shared with us that, prior to the “Shimakko Guides” program, it was found that these children were not aware of their island’s history and background or have a sense of pride in their hometown, even though they were born in and grew up on the island. Furthermore, with only a small community residing on the island, these children did not have many opportunities to interact with people and were thus lacking in interpersonal and communication skills. Sadly, children from the island failed to realise the value in education, and none went on to further their studies in university.

The “Shimakko Guides” program was thus conceived thirty one years ago by Ms. Kiku Ezaki, a native of Toba, and a tour operator of Kaito Yumin Club. In order to be a local tour guide, students from Kamishima island are guided by their teachers to conduct research on the island and think about which interesting elements they would like to introduce to visitors. Their preparation work includes interacting and interviewing local people, surveying places, as well as designing signboards and visual materials. Additionally, they also rehearse their presentation and work on improving their language and communication skills. Through this process, these children develop greater confidence in their capabilities, stronger pride in their sense of belonging, and come to value the education they have gained.

Our group hopes to replicate these heartening results in Papua province by taking inspiration from the “Shimakko Guides” model. Three key tenets we have distilled from their program that guided us in the design of our proposed project are as follows:

1) Citizenship education: Our proposed programme focuses on helping elementary students from SD Sabron Sari appreciate and value of their own culture. At the same time, students from the University of Indonesia stand to improve their awareness of and better appreciate the diversity of indigenous communities in their own country.

2) Student-centered program: Our proposed programme focuses on the benefits that our two primary stakeholders will gain. Both parties will share and learn about different cultures with each other for promoting cultural understanding. Moreover, SD Sabron Sari elementary students can improve their literacy level as well.

3) Multiplier effect: There will be many stakeholders who benefit from our proposed project, not only the students. These stakeholders include the local authorities and the local community, and these will be elaborated on in a later section.

3.2 Objectives

This project has been designed to achieve two main objectives:

- To promote cultural understanding between Sabron Sari and Indonesians outside of Papua Province
- To support the improvement of literacy for elementary school students by positioning this as an educational program

3.3 Principles of SSGG

In order to achieve the two main objectives mentioned above, we will work as a social enterprise based on the following principles:

- Cultural exchange: Both SD Sabron Sari elementary school students and university students from University of Indonesia will not only learn from others but also share their own culture.
- Not-for-profit: We are here not as a money-making business, for our primary objective is to help and support students in their learning.
- Selected participants: Only selected participants who match our objectives will be able to join.

3.4 Programme:

As a pilot project, this program aims to target two primary stakeholders; one is students from the 5th and 6th grades in SD Sabron Sari; and another one is 5 university students from the University of Indonesia. First, we will focus on the students from the 5th

and 6th grades in SD Sabron Sari whose ages are suitable (10-12 years old); they have a necessary level of understanding, and possess the ability to absorb and interact with university students. The expansion of the age group of the participants will be considered after the completion of our first pilot project.

Another primary stakeholder for this project is either third-year and fourth-year university students who major in education from the University of Indonesia. Our team will reach out first to a professor at the University of Indonesia as our focal contact person; based on our preliminary research, we will contact a professor who specialises in education for indigenous cultures and may therefore be interested in our proposed programme. Following this, five university students will be selected by the Education faculty at the University of Indonesia. The selection criteria will be based on how strong the students' teaching foundations are and their motivation and interest toward teaching.

3.4.1 Preparation Stage for Elementary School Students and University Students

The following paragraphs explain detailed activities that need to be done by the two primary stakeholders under the guidance and supervision from the local teacher and the professor at the University of Indonesia.

Elementary Students from SD Sabron Sari School:

Before the program starts, the team is planning to first conduct a briefing session and teacher consultation workshop. The benefits of conducting this workshop is to get the teachers on board with the project, while at the same time receiving more feedback from the local teachers on how we could approach the program appropriately, based on their needs. After the message is conveyed to the local teachers, their feedback is incorporated into the adjustment of our program to make sure it reflects the needs of the local community.

Once the programme begins, students in grades 5th and 6th will receive supervision from their teachers. They will be divided into groups and will start thinking together about the cultural places and activities that they want to show. As part of the process, they can also go around the village to seek for information from the rest of the community, including their own parents. This is where they could also learn more about their own culture. In short, the activities will be mainly based on what the elementary school proposes. As such, local teachers play a significant role in providing supervision and guidance to local elementary students in the process of preparation and also during the program. After listening to their proposed plan, the teachers can give feedback to the

students. During the process of giving feedback by the teachers, the student can start writing and preparing for their own script and draw sign board or picture to help them while they are presenting to the university students. This is how, little by little, the ability to read and write for the kids is improved through the process of the program. At the other side of the coin, these kids will learn how to work in teams, which teaches them to be humble and collaborate with each other at an early young age.

University School Students from the University of Indonesia (Education major):

Concurrently, our team will conduct a briefing session to give the selected university students an overview of the program. This is followed by a workshop by the Professor in order to:

- 1) give university students the social context of Jayapura, mainly in SD Sabron Sari school;
- 2) share with them cultural sensitivity along with do-and-don't guideline; and
- 3) some basic local language of Papua to facilitate their communication with the elementary school students.

This workshop would help the university students to prepare ahead and understand what to expect, as well as what they should prepare for this learning program. In that sense, the culture of the people living in Sabron Sari is already being promoted indirectly to university students at this initial stage of the program.

After the workshop, these five university students will split into 2 groups; one group consists of 2 (Group A) and another of 3 people (Group B). They will need to work in teams and prepare the sharing and teaching materials for the fun learning session. The main purpose is to help elementary school students to feel more motivated to read and write. Group A will handle students in grade 5 and Group B will handle students in grade 6. An example of material they could prepare is a small reading practice and exercise like the "Reading for the Win" game, to create a learning environment that is fun. The professor's main role is to supervise these five students and give them feedback based on the teaching materials that they will be proposing.

University students will benefit by being able to explore more about the culture of Papua and have an understanding of how life is like for the Papuan people. It is hoped that this exercise will give them a better picture of, and build up their motivation to teach, local communities and the impact teaching has on them.

3.4.2 Actual Programme: 1 Week of Exciting Cultural Learning

This section provides the detailed program as shown in Figure 1 (Detailed Itinerary of the Exciting Cultural Learning Field). During the first day of the program, the activities will be mainly for these two groups of students to know each other and make them become one through the various group games. It is really important for them to know and feel familiar with each other first before the next activities start. The following activities after the first day are explained as below.

Figure 1: Detailed Itinerary of the Exciting Cultural Learning Field



Day 2 and Day 3: the elementary students will walk the university students through the activities and places that they have planned ahead before with their teams under the supervision of their local teachers. Aside from making them feel proud of their own culture, it also feels that they are being accepted by Indonesians outside Papua Province, as these Indonesians have come to learn about their culture. This process gives the elementary school students a signal that it is okay to be who they are.

The university students will have an opportunity to explore more about the special places and activities that the elementary school students show them. This will help them to see local Papuan life and help them appreciate what they are doing, which in turn promotes cultural understanding.

Day 4 and Day 5: the university students will then carry out an interactive fun learning and sharing session with the local elementary school students. For the university students, it is a practical experience for them to practice their teaching in an indigenous community, which is a very rare experience that could help them to reflect more on how to improve their teaching in various contexts and be flexible. During the process of teaching, the university students also can give some study materials to the elementary school students who give the correct answers to motivate them to be more engaged. Doing this will encourage elementary school students to keep on learning how to read and write.

Additionally, the elementary school kids will be able to join the interactive sharing and learning session done by the university students. During these two days, they will be motivated to participate very actively in the reading and writing practice and exercise, which could then improve and motivate their learning as well.

3.5 Other stakeholders (Roles and Benefits)

The following section summarises the roles and benefits for other stakeholders involved in this project.

1. Elementary School Teachers

Roles: Mentor, Advisor - Local teachers will play the main role as mentors for elementary school students during the program preparation period. They will guide and give feedback on the student proposals.

Benefits: Local teachers will be able to improve their own teaching ability in order to make their students be ready for planning and presenting as a tour guide. They might need to find some teaching techniques which provide good impact on reading and writing. In addition, preparation together with their students will make them know more about their own culture and history because they need to learn first before being able to guide the students, then they will be proud of being teacher there.

2. Non Governmental Organization

Roles: Intermediary person - As an outsider who would like to enter a rural area, we need to start with someone that local people trust. NGO staff will be a first stakeholder that we are going to approach. Kitong Bisa is a non-governmental organization which is located in Sabron Sari and currently works for better quality education in the area.

Benefits: NGO is usually looking for opportunities to expand their project in a certain area. Being part of this project, their project scope will be enlarged.

3. Local Authorities

Roles: Key collaborator - Our project will only be able to run smoothly with support from local authorities. As we have strong intention and passion to develop education in their community, it is better to let them know and get their support in coordinating transport and safety matters.

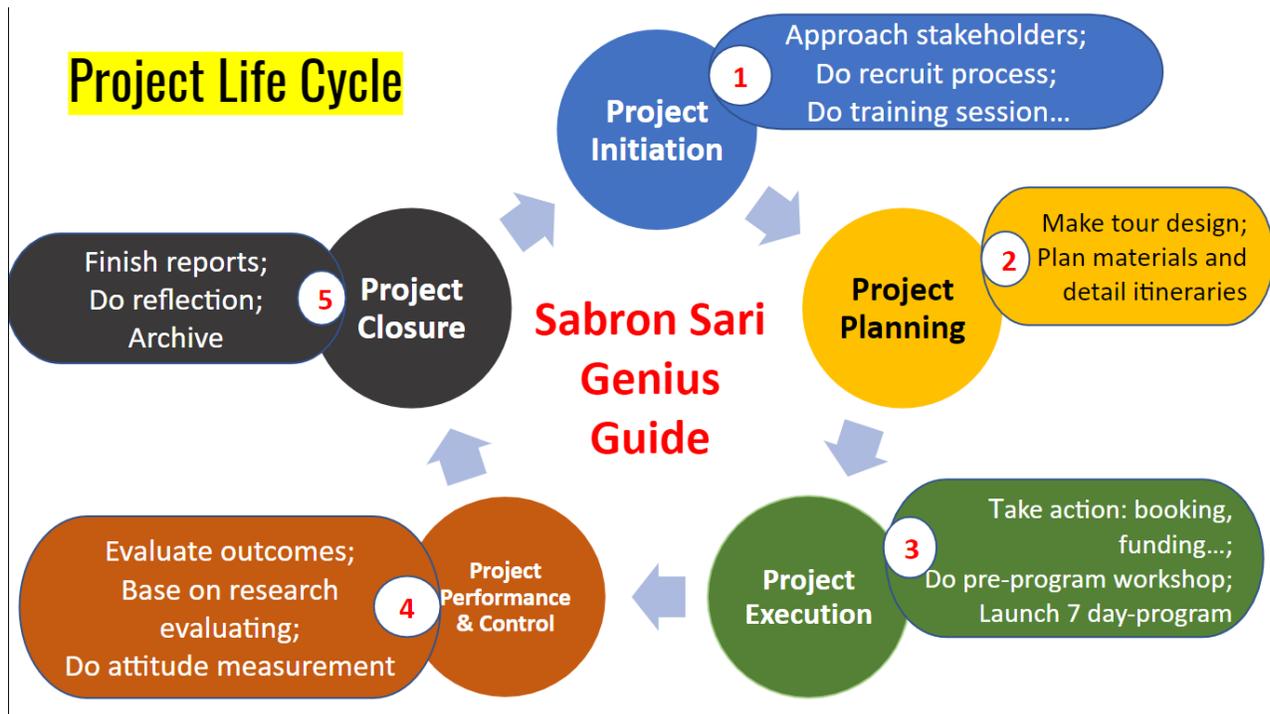
Benefits: Local authorities are responsible for making better quality of life for people in the area, so supporting our project is one of the ways they can do so. Our project aims to promote cultural understanding between Sabron Sari and Indonesians outside Papua Province, which means Papua's culture will be publicized to the outsider. Thus, people will know more about Papua and this may lead to new business in the area.

4. Local Community

Roles: Supporter - Elementary school students' parents, local elderly and local staff will be supporters. Students need to select the places that they are proud to present to the university students. So, local community are key persons who share the important value of life and culture with elementary school students during program preparation period.

Benefits: Being in a certain area for a long time makes people forget the value of their own resources, so this project aims to promote an appreciation of their own culture again.

4. Proposed Project Timeline



We have identified five phases in our project: project initiation, project planning, project execution, project performance and control, and project closure.

For the first phase of our project, it is very important for us to carry out the approaching and the recruiting process. We will need to contact and communicate in detail our goals and objectives to make sure that every stakeholder can understand and support the project. We need to have close interactions and discussions with SD Sabron Sari school, as well as the local community. In addition, we need to talk and clarify the issues regarding our project with the University of Indonesia, especially the criteria to choose the student to participate in the project.

It is also important for us to ask for permission from the local authorities, especially the police station to make sure safety is the top priority for the project. Moreover, we also need to contact the local community in order to create a network of local champions to sustain the project in the future. Kitong Bisa (NGO) is also contacted so as to spread out the project.

In order to maintain and ensure the project, we recognise the importance of the recruiting process, including identifying the job vacancy and we choose 2 locals as our staff (salary paid) based on the job analysis, review application, shorting list and select the right candidates.

For the second step: project planning, we do focus on the discussion to design the tour, and plan for details itinerary as well.

For the next step: project execution, we will finalise the participants from the University of Indonesia, staff from SD Sabron Sari, Tour operator in order to run the project. We also finish booking the air tickets, accommodations, travel insurance, local transportation, and ready for the 07-day program (Week 6).

For the project performance and control, we use some tools to evaluate end-of-program outcomes, collaborate with teachers to ensure rate of illiteracy, Cultural Understanding, Based on the student research, Survey and Focus Group Discussion, Attitude measurement as well.

At the end, the project closure, it is necessary to finish all reports, especially the reflection section, and archive the materials.

5. Proposed Project Budget

5.1. Objective

This section is to explain how we estimated the total amount of monetary resources that are allocated for goals and objectives in the project.

5.2. Project Budget Line

Prior to the detailed explanation of project budget allocation, project budget is structured according to the budget lines. A budget line contains information about how much of a resource is needed.¹¹ There are three main budget line in this project:

- 1) **Labor Cost:** cost of labor, daily allowance, etc.
- 2) **Travel Cost:** cost of airfare, accommodation, travel insurance, local transportation, etc.
- 3) **Operation Cost:** usage or purchase cost of materials, equipment, facilities, external expertise and other services.

In order to get the estimated amount for the above budget lines, cost of living and cost of living allowance in Jayapura and Jakarta are used as shown in the following table and the currency is USD (\$).

Cost Definition	
Labor Cost by Man per Hour	\$2
Per diem per Day	\$2
Airfare fee per Round Trip	\$250
Accommodation fee per Day	\$25
Travel Insurance per Year	\$30
Transportation fee per Day	\$10
Basic Service Fees per Day	\$20
Documentation Cost per Day	\$10
Honorarium	\$80

Note: Budget are estimated with cost from internet sources¹².

5.3. Project Budget Allocation

In this proposal, project budget allocation is estimated for project tasks in each phase of the project timeline. The detailed estimation of budget allocation will be explained next

¹¹ Project Budget Line: https://docs.oracle.com/cd/A60725_05/html/comnls/us/pa/enterb02.htm

¹² Basic Living Cost in Jayapura: <https://www.costtotravel.com/compare-cost/surabaya/jayapura>
Flight: <https://www.google.com/flights?hl=en#flt=/m/044rv.DJJ.2019-07-16;c:USD;e:1;sd:1;t:ft:o>

page. Additionally, contingency budget is allocated 6.7% from the total amount of the project. The following chart is a summary of the budget allocation for each phase by percentage and amount.

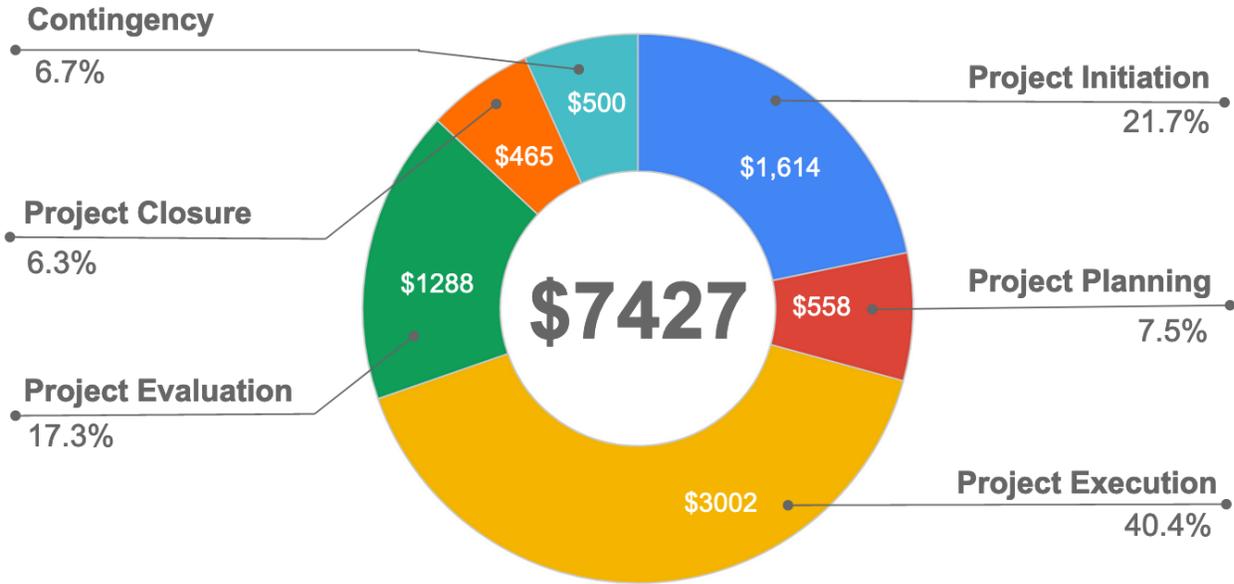


Figure: Budget Allocation for each phase by percentage

5.3.1 Project Initiation

In the project initiation phase, we have two main tasks as mentioned in Project Timeline. Total working days is 12 days and labor cost is estimated by working days with Labor cost by man per hour (\$2). Travel cost is the highest expense in this phase because of transportation fee including cost of airfare, accommodation, travel insurance and local transportation. Operation cost means usage of facilities and purchase cost of materials for recruiting process. The total amount of the Project Initiation phase is \$1614 and it is 21.7 % from the total amount of the project.

PHASE	PROJECT TASKS	WORKING DAYS	LABOR COST (\$)	TRAVEL COST (\$)	OPERATION COST (\$)	TOTAL PER TASK (\$)
Project Initiation	Approaching	8	16	1310	160	1486
	Recruiting Process	4	8	40	80	128
	Sub Total (\$)	12	24	1350	240	1614

Table: Estimated budget for each task of Project Initiation phase

5.3.2 Project Planning

There are two main tasks in the project planning phase. This phase is to discuss tour design and plan detail itinerary as described in proposed action plan session. Total working days is 6 days and the highest allocated cost in this phase is operation cost. The total amount of the project planning phase is \$558 and it is 7.5% from the total amount of the project.

PHASE	PROJECT TASKS	WORKING DAYS	LABOR COST (\$)	TRAVEL COST (\$)	OPERATION COST (\$)	TOTAL PER TASK (\$)
Project Planning	Discuss Tour Design	3	54	105	120	279
	Plan Detail Itinerary	3	54	105	120	279
	Sub Total	6	108	210	240	558

Table: Estimated budget for each task of Project Planning phase

5.3.3 Project Execution

In the project execution phase, there are three main tasks and total working days is 24 days. Aside from 7-day program, pre-program workshops for both university students and teachers from targeted elementary school will be conducted in this phase. That is why the project budget is allocated the highest amount in this phase. On the other hand, the highest allocated budget in this phase is Travel Cost among three budget lines as shown in below table.

\$	PROJECT TASKS	WORKING DAYS	LABOR COST (\$)	TRAVEL COST (\$)	OPERATION COST (\$)	TOTAL PER TASK (\$)
Project Execution	Selection Process	4	72	140	80	292
	Pre-Program Workshop	6	108	210	120	438
	7-Day Program	14	252	1740	280	2272
	Sub Total	24	432	2090	480	3002

Table: Estimated budget for each task of Project Execution phase

5.3.4. Project Evaluation

Project evaluation is to determine the level of achievement of project objectives. Total working days in this phase is 16 days and the total amount of this phase is \$1288. It is 17.3% from the total amount of the project.

\$	PROJECT TASKS	WORKING DAYS	LABOR COST (\$)	TRAVEL COST (\$)	OPERATION COST (\$)	TOTAL PER TASK (\$)
Project Evaluation	Post-Program Survey	2	36	70	80	186
	Focus-Group Discussion	4	72	140	80	292
	Attitude Measurement Test	10	180	350	280	810
	Sub Total	16	288	560	440	1288

Table: Estimated budget for each task of Project Evaluation phase

5.3.5. Project Closure

In the project closure, there are two main tasks: data collection and final performance reporting. Total amount of the project closure is \$465 and it is 6.3% from the total amount of the project.

\$	PROJECT TASKS	WORKING DAYS	LABOR COST (\$)	TRAVEL COST (\$)	OPERATION COST (\$)	TOTAL PER TASK (\$)
Project Closure	Data Collection	3	54	105	120	279
	Final Performance Reporting	2	36	70	80	186
	Sub Total	5	90	175	200	465

Table: Estimated budget for each task of Project Closure phase

5.3.6. Contingency Budget

Contingency Budget is allocated to cover unexpected costs such as unforeseen issues or items that come up where additional work is needed. Total amount of the contingency budget is \$500 and it is 6.7% from the total amount of the project.

PHASE	LABOR COST (\$)	TRAVEL COST (\$)	OPERATION COST (\$)	TOTAL PER TASK (\$)
Risk (Contingency)	150	150	200	500

Table: Contingency Budget of the project

5.4. Budget Allocation in Budget Line

Budget Line	Amount (\$)	%
Labor Cost	\$1,092	14.7%
Travel Cost	\$4,535	61.1%
Operation Cost	\$1,800	24.2%
Total	\$7,427	100%

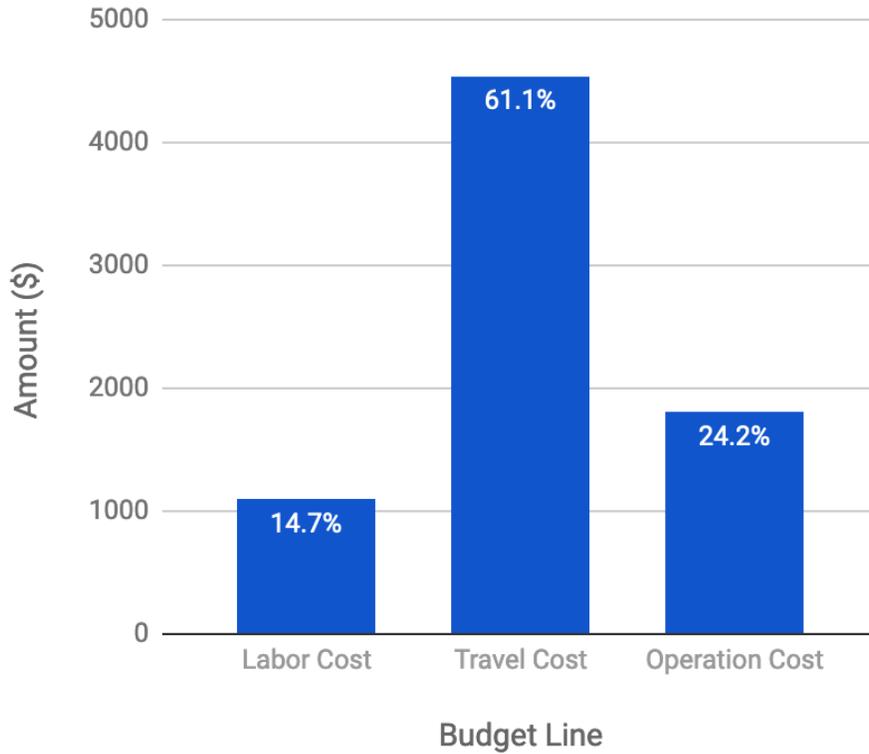


Figure: Budget allocation in budget line

6. Conclusion: Challenges, Possibilities and Wider Implications

To conclude, our project hopes that a programme like the Sabron Sari Genius Guide, which aims to promote cultural understanding amongst Indonesians, as well as boost the literacy rate of minority groups, will help initiate the change we wish to see: a lessening of prejudice and discrimination in order to develop a society that respects and embraces cultural diversity. While this goal is very ambitious and idealistic, it also seems vital and necessary in the current age we live in. At present, a harmonious community seems increasingly out of reach in a world that seems rampant with strife and discord. Headlines perpetually report the escalating spiral of destructive conflict in many parts of the world due to racial, nationalist and religious tensions. For example, at the time of writing this report, violent clashes between different groups of people are taking place in Southeast Asia (e.g. Myanmar¹³), communal conflicts in Nigeria since 1998 are causing unrest and instability¹⁴, and ongoing wars are raging in Afghanistan¹⁵ and the Middle East¹⁶. There is thus a very pressing need to resolve differences and conflict in diversity, and our group strongly believes that this can be best done through engaging in efforts to promote cultural understanding. Furthermore, we are convinced that the younger generation holds the key to change as they are the ones who will shape the future¹⁷.

In the face of such seemingly insurmountable conflict, our group sees this project as a small, introductory first step that can potentially make a significant impact in the long run. We decided to look towards our own communities and identified one social group that we could focus on; in this case, the Sabron Sari community in Papua province. As highlighted in the introduction of this report, there is a lack of contact, exposure and awareness amongst Indonesians in urban areas, such as Jakarta, and their compatriots in Papua province. We believe that the key to promoting cultural understanding can only be brought about through increasing contact and raising awareness across both sides. Research also indicates that the way forward is to have more dialogue and conversations. For instance, Adriana Elisabeth, a researcher on politics at the Indonesian Institute of Sciences (LIPI), asserts that “the most important thing ... is to start with a common ground to create a more democratic and prosperous Papua. This is not only to retain Indonesia’s territorial integrity, but moreover to appreciate and respect Papuan dignity within the diversity of Indonesian people¹⁸.”

¹³ <https://www.hrw.org/world-report/2019/country-chapters/burma>

¹⁴ <https://www.aaas.org/resources/eyes-nigeria-technical-report/communal-conflict>

¹⁵ <https://www.usip.org/publications/2019/05/current-situation-afghanistan>

¹⁶ <https://www.nytimes.com/2019/05/16/world/middleeast/iran-war-fears.html>

¹⁷ <https://ourworld.unu.edu/en/world-population-day-why-young-people-are-key>

¹⁸ <http://theconversation.com/understanding-the-root-problem-in-papua-and-its-solution-87951>

Admittedly, choosing a community where tension still exists carries risks, which we have attempted to address by choosing a safe and accessible area. Beyond safety concerns, however, this also means that respect and sensitivity is needed at all stages. For example, when reaching out to teachers at SD Sabron Sari and the local community, we are mindful of approaching our project as a collaborative programme that invites and takes into consideration their expectations and wishes, rather than as a top-down imposed initiative. Additionally, when getting the university students who are selected to participate in our proposed programme ready, care will be taken to ensure that the pre-trip preparatory work will be rigorous and include training on cultural sensitivity, basic lessons on the native Papua language, and a briefing on the community they will be visiting. It is our hope that, by carrying out this project in a sensitive manner, the ensuing result will be favourable.

Attempting to address this issue through education does mean, however, that it will take a long time to see results. Hence, we have proposed a timeline of 3-5 years for our pilot project. This will give us time to evaluate the success of our project, after which potential expansion can be explored should the project prove to be successful and sustainable. In this, we hope to slowly open such programmes in other schools and widen our selection of visitors. The evaluation and monitoring needed will take the form of qualitative data, such as conducting focus group discussions and collecting survey responses to obtain anecdotal evidence. Testing students to see if their literacy has improved through such a programme will also be required. Lastly, to ensure that our proposed programme is sustainable, we believe that having a local champion is vital. It is our hope that, as this project goes underway, we will be able to find locals who support our cause and are willing to champion this project. This will enable this project to be transferred to the local community, who can take fuller ownership of this project.