

Permanent Forum on Indigenous Issues  
Second Session, New York 12-23 May 2003

Thank You Mr. Chairman, Brothers and Sisters

Agenda Items (4.e) : Education

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## I. RECOMMENDATIONS

1. recommendation to the Permanent Forum to take necessary steps to ensure Informal education equal to formal in the natural education system.
2. recommendation to the Permanent Forum in collaborate with UNSA to call for support and promotes the informal education and add them in Indigenous People curriculum.
3. recommendation to the Permanent Forum and the UNSA to guarantee the Participation of Indigenous people potential / condition area in the development of their on education system, both formal and non formal.
4. recommendation to the Permanent Forum and the UNSA to support the Indigenous People in the field of jobs (improve their skill through the traditional knowledges and potential area/natural resource), Scholarship, School facilities.

If look at the education widely, there are many backwardness, and poverty in their life of indigenous people in West Papua. Because there is not enough information or education reinforcing in widely meaning (all fields), and to apply it according to the purpose, and so the technical, home technology according to the potential area in West Papua. There is no simple integrity program from the government / NGO'S. Therefore they didn't development but confusing the indigenous people in their simplicity.

According our observation in formal and non formal education, the first education for early age children (between) age 4 – 6) from the city, suburb, villages through the interior, there is about 99% - 100% never followed the type of education.

During 3 years we tried to open a school for the early age children in a village. Through that we can see that all of the children who has followed the early age education could enter elementary school. They can response what their teacher's says be more brave and could adapted fastly with their surroundings but the children who didn't follow the early early age education, they didn't do their home work and less concentration, if their teacher try to teach them to be more discipline, they were afraid, ran home and didn't want to go to school

anymore. They cause of this case is because the quality of curriculum that applied by the government was not compare with the potential and condition in the area, teachers quality is low, there is no enough teachers. some of the teachers was placed in same area to teach but the teachers wasn't there to teach, they just stay in the city. The parents capability is limit so they left their children's education grow naturally without checking their children's education development in school. And planty school building just in a distric so many student must walk 2-4 hours before school start or they must spent big monay to pay ojek (motor bike rent) to go to school. It mean they spent money more for transportation than shool fee.

The case above is the same as in Junior and Senior high School. There are some student's who didn't know to count, write and read good in high school. Because of this young indigenous generation thought that if they finished high school and get the certificate the could work in the government office. finally there is many unemployment. From our observation is good to built school with dormitory system for some of the close area that compare to the nature condition that goes to technical and skill. Generally the Young Papua Indigenous don't go to school longer. Through this school the Papua Indigenous is prepared to face theirs live to competition with non indigenous . We have already tried to formed a little group but fail because we just gave skill study, didn't give Knowledge how to operate the finance, no marketing and the wrong policy from the government.

Other problem that we faced many parents in several area thought that, the curriculum was not compare with the condition in their area. So they asked their children wait until west Papua get right to selves determination and their children allowed to go to school. In fact time goes by but we still don't know when West Papua would get right to selves determination. Now all of the people hope is West Papua get right to selves determination so that they could get good education.

In the forest Production area or other type of company the national factories and even international factories or other factory just small them who can see and fell apprehensive about the condition of the indigenous people, in their simplicity they don't know that their land and their natural resources is taken away. They did this to the indigenous people because indigenous people will demand their right that they have to receive.

In Transmigration area which is the non Papuan's migration by the Government Indonesia to Papua area. The Government didn't prepared the Papuan's Indigenous people before but all of the formal and non formal education facility generally was built in the transmigration area. The transmigration didn't come with skills to teach or share with the indigenous people but the come to prepared themselves. All area which has transmigration, their expense budget for economic and social development was for the transmigrations people. All of the facility is priority for the transmigration because of that the conflicts happen. The Indigenous people felt that why the transmigrations life is good than theirs.

Seeing the thought system of the indigenous people parents, it was good to built education with dormitory system from elementary through high school with the new system of school and curriculum I mentioned above. Then we hope from this system of education the children and young generation of Indigenous people of West Papua will not repeat the mistake from their parents. But being new generation of West Papua Indigenous people who be the lord in their own land.

Thank You