“Partnership for action and dignity”

Indigenous peoples evaluating the progress made in the implementation of the Second International Decade of the World’s Indigenous peoples

Mid-term evaluation
Second International Decade of the World’s Indigenous People 2005-2014

Questionnaire for indigenous peoples’ organizations and other civil society organizations

Information presented by West Papua Interest Association, West Papua

Unedited version
General questions on the implementation of the Second International Decade of the World’s Indigenous People:

1. Who are the indigenous peoples in your country?

   *Indigenous in West Papua are the negroid race of Melanesia, the peoples that have relationship to their land and territories, spiritual belief, have their culture and tradition, have relationship to their plants and resources.*

2. How many and which indigenous languages are practiced in the country?

   *In West Papua there are about 250 different ethnic groups that live in various different places, Coastal Peoples and Highlands Peoples. The language are 250 different language that have registered, some of other language not been registered yet.*

3. Has your organization or other indigenous peoples organizations established plans of concrete activities, mechanisms or benchmarks to implement the goal and objectives of the Second International Decade of the World’s Indigenous People? If so please describe them.

   *West Papua Interest Association have established the local Civil Society and indigenous foundation at local level with the plan of activities in the sector of Human Rights, Culture, Social and Economic Development, education and environment especially for indigenous peoples, some how all this civil society and foundation still seeking for funding support to implement all this programme. Government never help the civil society and indigenous foundation to implement the programme activities.*

4. The purpose of the UN Declaration on the Rights of Indigenous Peoples is to constitute the legal basis for all activities in the areas of indigenous issues; it has built a new foundation for the rights of indigenous peoples. How has the Declaration impacted the lives of indigenous peoples in your country?

   *After the adoption of United Nations Declaration on the Rights of Indigenous Peoples in 2007, West Papua Interest Association have organized Socialization and awareness raising about the Declarations in several places in West Papua, in Wamena, Manokwari and Jayapura. The State apparatus at the local level did not know exactly, so this the new them. To make sure the state apparatus to understand to implement this Declaration, we suggest to UNPFII to organize the seminar at Country level specially in West Papua cooperate with WPIA and invite Government representatives.*

5. Do the indigenous peoples in the country celebrate the International Day of the World’s Indigenous People?
Yes, we usually celebrate during the first International Decade of the World indigenous peoples since in Papua New Guinea, and in 2003 in Jayapura, 2004 in Serui Regency but was cancelled by Indonesian Authorities, 2005, 2006, 2007, 2008 until 2009 we celebrate in Gathering, Worship Prayer among indigenous peoples.
Part B. Evaluation of the progress made in the achievement of the goal and objectives of the Second International Decade of the World’s Indigenous People (Objectives 1 – 5 of the Second Decade):

Objective 1 of the Second Decade.

a. Asses the progress made and degree of implementation in relation to promoting non-discrimination and inclusion of indigenous peoples in the design, implementation and evaluation of international, regional and national processes regarding laws, policies, resources, programmes and projects;

1. Asses the degree of political representation of indigenous peoples within the governing structures on a local, regional and national level. Has the State any specific provisions or positive action to promote participation and representation, if so please describe.

   After the year 2001, Indonesia Government granted the Special Autonomy, many Papuan get the position in Government structure. At local level political representation of indigenous peoples at Council Office and at Regional level the combined of non indigenous peoples and indigenous peoples. And at National Level limited number of indigenous peoples at Parliamentarian. The Government established the institution Majelis Rakyat Papua (MRP) Papua Peoples Assembly that consist of indigenous peoples representing the three component, Custom, Religion and Women.

2. Identify strengths and/or weaknesses in the State apparatus capacity to approach indigenous issues.

   Strength and weakness in the state apparatus: Corruption, lack of knowledge and skill, poor governance. Government only make plan and programme on the paper but not put into practice.

3. In what types and sectors of indigenous issues has the Government focused most during the last five years?

   According to the Special Autonomy, the Government focused in the sector: Social Economic Development (Welfare), Health, Education and Infrastructure, but from the year 2001 until 2009 no any change that significant in the life of West Papua indigenous peoples.

4. In what types and sectors of issues have indigenous peoples focused most during the last five years?

   Indigenous peoples focused to improve the living condition, their welfare, and the issue of Self Determination to determine their political status.

5. Does the State apparatus provide information and public service in languages other than the
official national language, namely in indigenous languages?

*In West Papua, no information and public services in indigenous languages, only Bahasa Indonesia or Indonesian languages was use in daily life, office, school and market even in the small villages.*

6. Are there established public/State institutions, agencies or mechanisms to secure the participation and inclusion of indigenous peoples in the formulation of public policies? If so please describe these mechanisms.

*According to Special Autonomy law, the government established Majelis Rakyat Papua (Papua Peoples Assembly) that consist only of indigenous peoples to represent indigenous peoples, to talk about the rights and fundamental rights of indigenous peoples.*

7. Are there government guidelines on how to formulate public policies with the participation and involvement of indigenous peoples? If so are they been used?

*The involvement of indigenous peoples through this Majelis Rakyat Papua (Papua Peoples Assembly), but this institution it seems not function or not doing anything to protect the rights of indigenous peoples.*

8. Are indigenous peoples’ institutions/organizations involved in the designing of national development plans? If so, please mention cases of involvement.

*Indigenous peoples organization not get involved at whole, only the organization that selected by Government.*

b. Identify key priority areas and strategies for strengthened action in relation to promoting non-discrimination and inclusion of indigenous peoples in the design, implementation and evaluation of national processes regarding laws, policies, resources, programmes and projects.

c. Identify examples of “Good Practice” in the promotion of non-discrimination and inclusion of indigenous peoples in the design, implementation and evaluation of national processes regarding laws, policies, resources, programmers and projects.

(For a template that could be used for the presentation of good practices, see annex II)

**Objective 2 of the Second Decade.**

a. Assess the progress made and degree of implementation in relation to promoting full and effective participation of indigenous peoples in decisions which directly or indirectly affect their lifestyles, traditional lands and territories, their cultural integrity as indigenous
peoples with collective rights or any other aspect of their lives, considering the principle of free, prior and informed consent.

1. Does the national education curriculum have a multi-cultural focus and, if so, how is this expressed?

   In the education curriculum have multi-cultural focus, but not been teach in the school because the Government incapable and did not have educate staff.

2. Do indigenous peoples participate in the formulation of the national education curriculum, if so, how?

   The formulation only by Government, and indigenous peoples participate in Parent School Board Meeting in the School.

3. Does the Government apply the principle of free, prior and informed consent in the negotiations with indigenous peoples, if so, please present examples of negotiations.

   Since PT Freeport Indonesia the biggest Gold and Copper Mining that operates in Tembagapura, West Papua. The mining start the operation in West Papua no free, prior and informed consent in the negotiations with indigenous peoples, the signing of Agreement between Indonesia and USA Company before the Act of Self-Determination 1969.

   The granted of Special Autonomy no free, prior and informed consent in the negotiations with indigenous peoples, the indigenous peoples refuse the Special Autonomy, but the Government force to implement this special autonomy. And only accepted by Executive and Legislative.

4. If official guidelines exist on the application of free, prior and informed consent, have indigenous peoples organizations participated in the development of these guidelines?

   Only few organization that selected by government, not whole indigenous peoples organization.

5. How are the indigenous peoples represented in the country’s land titling laws / land reform processes?

   In our understanding, no land titling laws yet, the land in West Papua according to the tradition, the land was occupied by clan then by Family Name.

6. Are indigenous peoples’ cultural perspectives, including traditional knowledge incorporated into national/local health plans and if so, how?

   Not incorporated.
b. Identify key priority areas and strategies for strengthened action in promoting full and effective participation of indigenous peoples in decisions which directly or indirectly affect their lifestyles, traditional lands and territories, their cultural integrity as indigenous peoples with collective rights or any other aspect of their lives, considering the principle of free, prior and informed consent.

c. Identify examples of “Good Practice” in promoting full and effective participation of indigenous peoples in decisions which directly or indirectly affect their lifestyles, traditional lands and territories, their cultural integrity as indigenous peoples with collective rights or any other aspect of their lives, considering the principle of free, prior and informed consent. (For a template that could be used for the presentation of good practices, see annex II)

Objective 3 of the Second Decade.

a. Asses the progress made and degree of implementation in relation to redefining development policies that depart from a vision of equity and that are culturally appropriate, including respect for the cultural and linguistic diversity of indigenous peoples.

1. Have indigenous peoples developed or implemented initiatives to recover or preserve indigenous peoples’ heritage sites or other parts of their tangible and intangible heritage? Please give examples of initiatives implemented (museums and/ or schools of living traditions concerning indigenous peoples).

   Not at all, we have implemented this initiatives in small groups just to pass the traditional knowledge, we really need more attention to preserve our indigenous heritage sites.

2. Is there an institution (for example Ombudsman, human rights commissioner etc.) to which indigenous peoples and their communities can turn to seek redress from action taken by Government institutions? If so please evaluate its impact and usefulness.

   The Human Rights Commissioner (Komisi Hak Azasi Manusia / KOMNAS HAM) was just operate last 4 years in West Papua but many cases of human rights violation not resolve.

3. How is the issue of fair sharing of benefits from the use of genetic recourses or other natural resources approached in the country? Please describe examples of positive/negative experiences.
b. Identify key priority areas and strategies for strengthened action in relation to redefining development policies that depart from a vision of equity and that are culturally appropriate, including respect for the cultural and linguistic diversity of indigenous peoples.

c. Identify examples of “Good Practice” in relation to redefining development policies that depart from a vision of equity and that are culturally appropriate, including respect for the cultural and linguistic diversity of indigenous peoples. (For a template that could be used for the presentation of good practices, see annex II)

Objective 4 of the Second Decade.

Asses the progress made and degree of implementation in relation to adopting targeted policies, programmes, projects and budgets for the development of indigenous peoples, including concrete benchmarks, and particular emphasis on indigenous women, children and youth.

1. Does the States provide education in mother tongue/bilingual (at what educational level is the mother tongue education offered)?

   *In West Papua no education in mother tongue, from Community school to University*

2. Are there indigenous teachers in local schools?

   *The limited number of indigenous teachers, the government bring the teachers from some place in Indonesia like Jawa, Sumatra to come and teach in West Papua.*

3. Are there national programmes to target and secure the quality of education and training of indigenous teachers?

   *This programme is rarely, but only for the teachers those who live in town, but for rural area is nothing happened.*

4. Are there programmes or initiatives to support the education of indigenous professionals, for example in terms of quota in educational institutions?
In the Special Autonomy, the special focus also on education, and indigenous professional at Provincial level university benefit from this education programme.

5. How does the country approach the issue of customary law of indigenous peoples versus national legislation? Please provide examples of action taken (positive /negative).

   In Papua was using the special autonomy law No.21 of the year 2001 part of Indonesia Constitution 1945. But almost eight years no any local regulation to protect the rights of indigenous peoples.

6. How does your organization approach the issue of gender equality? Are there specific activities for the empowerment of indigenous women, socially, economically, culturally and politically?

   Our organization have establish the women organization for to help empowerment indigenous women, but they still seeking for funding support.

7. In adapting to and preventing negative impacts from climate change have there been any specific activities/initiatives directed towards indigenous peoples’ communities or livelihoods by indigenous peoples themselves or by the Government?

   For indigenous peoples we have try our best to combat climate change, through socialization and plan for planting trees. Government also have done this initiatives but not continue to the whole place in West Papua but focus in several places.

8. Has the Government established specific targets and benchmarks or made any specific commitments on the improvement of indigenous people’s lives?

   In Papua Province, the Government have established the Programme call (RESPEK / Rencana Strategi Pembangunan Kampung ) Village Strategy Development Plan to improve the life situation of indigenous peoples that marginalize and underlining of poverty, but no any change that significant.

9. Does the national budget contain specific budget lines supporting the implementation of activities/programmes on indigenous issues?

   In the RESPEK Programme Government allocated US$10.000 or RP100.000.000 up to US$30.000 or RP300.000.000 for every village in Papua, but all this money did develop anything but lost in the middle of the road.

b. Identify key priority areas and strategies for strengthened action in relation to adopting targeted policies, programmes, projects and budgets for the development of indigenous peoples, including concrete benchmarks, and particular emphasis on indigenous women, children and youth.
c. Identify examples of “Good Practice” in relation to adopting targeted policies, programmes, projects and budgets for the development of indigenous peoples, including concrete benchmarks, and particular emphasis on indigenous women, children and youth. (For a template that could be used for the presentation of good practices, see annex II)

Objective 5 of the Second Decade.

a. Assess the progress made and degree of implementation in relation to developing strong monitoring mechanisms and enhancing accountability at the national level, regarding the implementation of legal, policy and operational frameworks for the protection of indigenous peoples and the improvement of their lives.

1. Is there a government or other report or research documenting the situation of the county’s indigenous population and the numbers of indigenous peoples in the country?

   West Papua Interest Association have done some documenting about the situation of indigenous population and the number of indigenous peoples in isolated area that government cannot reach. West Papua Interest Association provide them with ID card, so that can know the number of indigenous peoples.

2. Is there a specific government unit or institution responsible for monitoring and reporting on indigenous peoples’ situations at national level?

   Especially in Papua Province, after the year 2001 Indonesia Government granted the Special Autonomy Law which in the provision contain the establishment of Papua Peoples Assembly (Majelis Rakyat Papua / MRP) that consist of Indigenous peoples representing Indigenous, Religion and Women. However this Institution did not do anything to protect the rights of indigenous peoples, indigenous peoples demand to close down MRP.

3. Are indigenous peoples identified in the national census?

   Yes, indigenous peoples identified in National census but some of indigenous peoples that hate Indonesia Government in the Highlands area and isolated area refuse to cencus.

b. Identify key priority areas and strategies for strengthened action in relation to developing strong monitoring mechanisms and enhancing accountability at the international, regional and particularly the national level, regarding the implementation of legal, policy and operational frameworks for the protection of indigenous peoples and the improvement of their lives.

c. Identify examples of “Good Practice” in relation to developing strong monitoring
mechanisms and enhancing accountability at the international, regional and particularly
the national level, regarding the implementation of legal, policy and operational
frameworks for the protection of indigenous peoples and the improvement of their lives.
(For a template that could be used for the presentation of good practices, see annex II)