

付 属 資 料

1. 協議議事録
2. 5項目評価結果
3. プロジェクトの達成度
4. 新規プロジェクト PDM (案)、PO (案)
5. Summary sheet for Training activities in Economic pillars
6. Analysis on Results of Questionnaires Survey
(Students and Teachers in Baguala and Leihitu)

MINUTES OF MEETING
BETWEEN JAPAN INTERNATIONAL COOPERATION AGENCY
AND
AUTHORITIES CONCERNED OF THE GOVERNMENT OF THE
REPUBLIC OF INDONESIA
ON
PROJECT FOR "REBUILDING COMMUNITIES FOR INTEGRATION"

The JICA Terminal Evaluation Team (hereinafter referred to as "the Team") headed by Mr. KAWABATA Takero, visited Indonesia from 13th to 23rd January 2008, for the purpose of conducting the terminal evaluation of Project for "Rebuilding Communities for Integration" (hereinafter referred to as "the Project")

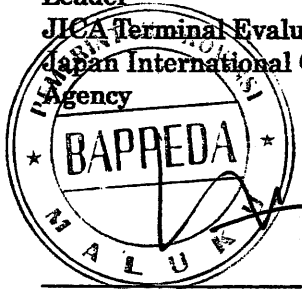
During its stay in Indonesia, the Team evaluated the performance of the Project and had a series of discussions with the Indonesian authorities.

As a result of the study and discussions, both sides agreed to report to their respective Governments the matters referred to in the document attached hereto.

Ambon, January 21 2008

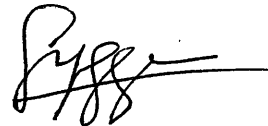


Mr. KAWABATA Takero
Leader
JICA Terminal Evaluation Team
Japan International Cooperation
Agency

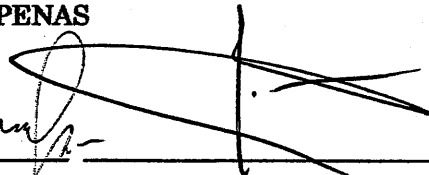


Dr. Ristianto Sugiono, MM
Head
Regional Planning Board
The Government of

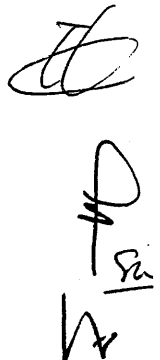
Drs. M.J. Papilaja, MS
Mayor
Ambon City Authority



Dr. Ir. Suprayoga Hadi, MSP
Director for Special Area and Backward
Region
Deputy for Regional Development and
Local Autonomy
BAPPENAS



Ir. Abdullah Tuasikal, MSi
Regent
Central Maluku Regency
Maluku Province



Attached Document (Summary report of the evaluation)

I .Introduction

The Indonesian side and the Team had a series of discussions for the evaluation of the Project. The Team interviewed and exchanged views with the Indonesian counterpart personnel, parties concerned with the Project and the Project experts to review the progress of the Project since its commencement on June 1, 2006. The members of the Team and their schedule are shown in ANNEX1. Major interviewees by the Team are shown in ANNEX2. Based on the result of review, evaluation of the Project was carried out in terms of five evaluation criteria, i.e. "relevance", "effectiveness", "efficiency", "impacts" and "sustainability". Outline of the project is described in Project Design Matrix as ANNEX3.

II .Review of the Progress

1.Inputs to the Project

Inputs made by both Japanese and Indonesian sides during the past one and half years since the inception in June 2006 are summarized as follows. (Project activities are as well as Japanese inputs are shown in ANNEX4)

1-1 Inputs from the Japanese side are as follows (The details are shown in ANNEX5)

1) Japanese Experts

1)-1 Long-term experts 3 (three) persons (Totally 38 MM)

-2 Short-term experts 5 (five) persons (Totally 9 MM)

2) National Personnel 10(ten) person

3) Provision of Equipment (The detail are shown in ANNEX5)

4) Operational expenditure

The operational expenditure for the Project borne by Japanese side consisted of Activity costs and Administrative cost. Activity costs were divided into three pillars such as Economy, Social and Safety, respectively. (see Table 1-1 Activity costs for three pillars) Total Activity costs for JFY 2006 (as of July 2006 to March 2007) is Rp.4,930,0165,552.-, and for JFY 2007 (as of April 2007 to December 2007) is Rp.1,156,560,200.-.

On the other hands, Administrative costs for JFY 2006 is Rp.661,930,000.- and for JFY 2007 is Rp.771,930,000. Therefore, total operational expenditure for the Project was Rp.7,520,439,765.- (see Table 1-2 Operational expenditure of Japanese side)

Table 1-1 Activity costs for three pillars (in Rp.)

	2006	2007	Total
Economy	2,566,096,000-	364,946,200-	2,931,042,000-
Social	1,197,511,000-	692,058,000-	1,889,569,000-
Safety	1,166,407,000-	99,556,000-	1,265,963,000-
Total	4,930,014,000-	1,156,560,200-	6,086,574,000-

Table 1-2 Operational expenditure of Japanese side (in Rp.)

Year (JFY)	Activity costs	Administrative costs	Total
2006	4,930,015,000-	661,930,000-	5,591,945,000-
2007	1,156,560,200-	771,930,000-	1,928,490,200-
Total	6,086,575,200-	1,433,860,000-	7,520,435,200-

1-2 Inputs from the Indonesian side are as follows

1) Counterpart Personnel necessary for the Project (The details are shown in ANNEX6)

2) Land, Facilities and Equipment

One Office had been provided in the City Governmental building.

2. Achievement of Outputs and Project Purpose

2-1 Achievement of Outputs

2-1-1 Output 1 : Economy pillar

Capacity of Community members and the local government counterparts in carrying out livelihood activities is enhanced.

Activities for Economy pillar are composed of "Revitalization of Economic Activity" and "Promoting Local Industry". And, "Revitalization of Economic Activity" is divided into Agricultural sector and Fishery sector, as follows. (Details of the result of Economic pillar Activities are shown in Annex7)

1) Sub-Output 1-1: Revitalization of Economic Activity

a) Agricultural sector

In the target areas, community members are trained in Agricultural skills and knowledge, and later appropriate equipments and materials for their activities were provided. In Baguala Sub-district, 103 members in 18 groups and 67 members in 20 groups in Leihitu Sub-district joined in the trainings, which makes 170 members in 38 groups participated from both Sub-districts. Most of them were unemployed before the

Project started, however, all of them have started their own business to make their livings. At the end of the Project, it is reported that they still continued their activities.

b) Fishery sector

The activities in Fishery sector were implemented in Economic pillar. In Baguala Sub-district, 72 members in 11 groups and 57 members in 10 groups joined in the trainings in Leihitu Sub-district, which makes 129 members in 21 groups participated from both Sub-districts. Most of them still continued their activities at the end of the Project.

2) Sub-Output 1-2: Promotion of the local industry

For the promotion of the local industry in Maluku, Training courses of Agri-business were conducted for stakeholders. Totally, 90 members participated in the middle course from Provincial government and University, also, 60 members of small-medium entrepreneurs joined in the beginner course. The contents of the middle course were evaluated as appropriate, however, the beginner course was not consisted with level of participants.

On the other hand, Training of Marine Product was conducted for small-medium producers to enhance manufacturing productivity. Then, members from Latulahat, Galala, and Hitu villages were provided with equipments for smoking bonito, respectively. Acquisition of SNI to the products by this group may be expected.

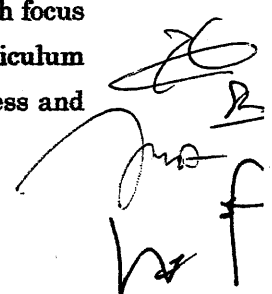
2-1-2 Output 2: Social pillar

Intra and inter-community social activities are strengthened through schools and other community facility

Social pillar is composed of two sectors as "Education" and "Collaborative Activities in Community". (Details of the result of Social pillar Activities are shown in Annex8)

1) Sub-Output 2-1: Education

Assistance to education sector was to make contributions to consolidation of peace by supporting the system of school based management which is operated collaboratively by community, school and local education administration in order to implement school education taking local needs into consideration. Therefore, with focus on Brotherhood education (POB: Pedagogi Orang Basudara), education curriculum which includes 1) improving learning environment, 2) improving learning process and

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3) integration of local elements (local culture, history, social tradition etc.) in teaching process was developed for the junior high schools in the target areas. Target junior high schools cover 34 in total which are 18 in Baguala Sub-district and 16 in Leihitu Sub-district. (refer to the Table 2-1 as the data at January 2006)

Table 2-1

	Baguala Sub-district	Leihitu Sub-district	Total
Number of School	18	16	34
Number of Teacher	269	439	708
Number of Student	4,355	4,183	8,538

Through the Project activities, at Sub-district level, Sub-district Education Development Teams (TPK: Tim Pengembangan Pendidikan Kecamatan) were formulated. TPKs played leading roles for forming Subject Teacher Support Programs (MGMP: Musyawarah Guru Mata Pelajaran) and Principal's Working Groups (MKKS: Musyawarah Kerja Kepala Sekolah). The activities of MGMP and MKKS resulted in the enhancement of ability for teachers and principals. Moreover, lessons of Muatan Lokal (local contents subject) with special emphasis on respect for the local tradition and culture were promoted based on POB programs developed by each school. Furthermore, promotion of parents' involvement and participation in school management induced community awareness of the importance of school education. This process has lead to the improvement of learning environment by promoting school facility rehabilitation and learning material procurement, with community participation.

The result of comparative study on the baseline survey in the beginning of the Project and end line survey in the end of the Project has shown the following characteristics:

- Students' understanding of local contents has increased. Cooperative mind was nurtured through school activities and awareness of collaborative learning has been promoted.
- Parents' interest in school and education has been increased and parents' understanding of school management has been deepened.
- Teachers' collegiality was strengthened through collaborative works and discussions among colleagues. Consequently, teachers' attitude toward students became more supportive. On the other hand, challenges are still remained in terms of teachers' involvement and participation in school development planning and teacher-parent dialogue.

2) Sub-Output 2-2: Collaborative Activity in Community

Construction of Community Center was planned to promote mutual understanding and reconciliation among communities. However, the plan was canceled due to the delay of acquisition of necessary lands. Instead of this activity, one-day cleaning of the City, installation of dust bins and the essay contest for the issue of garbage by students were conducted in Ambon City. In addition, the workshops for reintegration of communities in selected villages were held.

2-1-3 Output 3: Safety pillar

Capacity of local government and the community members for maintaining community-based safety is strengthened

Safety pillar consisted of mainly two components which are the training for Mediator/Negotiator to manage conflict and the establishment of the early warning and early response system.

1) The training for Mediator/Negotiator to manage conflict

“Training course for facilitator to solve conflict” was conducted, totally 79 members participated from Poka, Rumah Tiga, and Tihu villages in Baguala Sub-district, and Wakal, Hitulara, and Hitumessing villages in Leihitu Sub-district. And, the training module that “Mediator dan Negsiator Training – Joint Committee Baku Bae 2006” was finalized. Participants of the course have been active as Mediator/Negotiator in their communities after the training. Also, the workshop to formulate such network for those members was organized once.

2) The establishing the early warning and early response system

First of all, the survey for the establishing the early warning and early response system was conducted, target sites of the survey were Leahari, Rumah Tiga, and Wayame in Baguala Sub-district and Hatu, Seith, and Wakal in Lehitu Sub-district. As a result of the survey, the training model that “Build peace together” was compiled. (Outline of the training module is shown in ANNEX9)

Training course was conducted by utilizing the module, totally 30 members participated from both Sub-districts. Those participants were officially appointed as Pease Agent (hereafter called as PA) by the Instruction of Village chief (Surat Keputusan Kepala Desa) in each villages. (refer to the Table 2-2 as Allocation of PA)

Table 2-2 Allocation of PA

Baguala Sub-district		Leihitu Sub-district	
Village	Number	Village	Number
Leahari	5	Wakal	5
Rumah Tiga	5	Seith	5
Wayame	5	Hatu	5
Sub-total	15	Sub-total	15
Total		30	

PAs work on voluntary basis, they have been active in their communities. In Baguala Sub-district, PAs have organized the workshops for reconciliation between Christians and Muslims, and have worked to response to several kinds of conflicts. Also, PAs have actively worked to deal with dispute between communities.

2-2 Achievement of Project Purpose

To enhance social-economic activities for rebuilding communities whereby people live in safety and that people have stable lives in the project target areas

In the target areas, level of achievement toward the Project purpose is satisfactory in spite of limited recourses as well as the short duration of cooperation. Activities of three pillars have made effective and remarkable result which contributed to rebuilding community to some extent. Especially, in education component, realization of POB on the ground brought schools and communities together for strengthening social cohesion among communities. (The details are shown in ANNEX10)

III. Evaluation result on Five Criteria

The summary of 5-criteria evaluation of the Project is shown below. (The details of the evaluation are shown in ANNEX11).

1. Relevance

In the recovery process of the conflict in Maluku Province, implementing the Project was appropriate in its timing and approach. The Conflict occurred in entire Maluku Province, but the focus of the Project was put into most seriously damaged areas. And, selection of Target areas was considered to keep equal opportunity for both religious groups. In this regard, the Project is relevant to local needs. Also, several points regarding relevance in each pillar are followings;

<Economy>

- The scheme which packaged trainings and providing necessary equipment with other stuffs were appropriate to the most of target groups, who had lost their way of lives due to the conflict.
- Selection process of the target village is required to have more transparency.

<Social>

- All junior high schools have been selected to be targets of assistance in Baguala Sub-district and Leihitu Sub-district, it is crucial to secure equality in the areas.

<Safety>

- Activities for preventing conflict were implemented directly to communities. This approach was appropriate to the situation in the recovery process.
- Selection of Poka, Rumah Tiga, and Tihu villages in Baguala Sub-district as a target area was appropriate, where the issue of Internally Displaced Persons (IDPs) remained.

2. Effectiveness

The Project was able to produce several outcomes within limited period. Members of target groups could resume their lives in Economic pillar as well as community members actively started for prevention of conflict in Safety pillar, even beneficiaries are limited though. On the other hand, all schools in the target area received benefits by the Project, management of the school and relationships of teachers, parents and students were improved effectively.

<Economy>

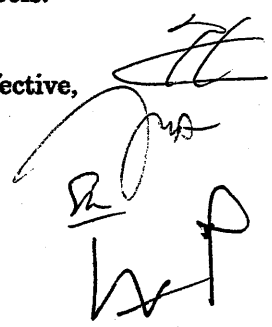
- In "Revitalization of Economic Activity", the approach was effective to produce outputs to whom target group had high motivation.
- The number of providing equipments for smoking bonito was limited, therefore the effectiveness of this activity may not be sufficient.

<Social>

- Transparency and accountability were improved in school management by introduction of participatory process with reporting and monitoring system.
- Learning environment was improved by rehabilitation of school facilities in collaboration by parents for schools, and interaction among teachers and schools.

<Safety>

- Activities to establish the early warning and early response system were effective, that participants of the training were officially appointed as PAs.



- Selection process of candidates may influence the effectiveness of trained agents, that candidates were selected by decision of local authorities in villages for PA, it needs to be more transparency. On the other hand, participants for the training to be mediator/negotiator were selected by discussions in communities.

3. Efficiency

Most of activities were executed without delays, except one component that construction of Community hall was canceled due to difficulties of acquisition of the land. Local resources were fully utilized, even inputs of Japanese experts were limited. Regarding project management, Joint Steering Committee (JSC) was organized six times to share information and to confirm the progress of the Project among the stakeholders. Totally, the Project was efficiently implemented.

<Economy>

- Selection of target groups, conducting trainings, and providing equipment to target groups were implemented smoothly, this contributed to resuming economic activities of community members.
- Regarding the project management, monitoring of target groups were done however analysis of such result of monitoring did not exist.

<Social>

- Combination of limited input of Japanese experts and local resources such as Field Consultants and Program Officers was effective and efficient.
- Construction of Community Center was planned but canceled due to the delay of acquisition of necessary lands.

<Safety>

- In the training of establishing the early warning and early response system, preparing the training module was carried out smoothly, therefore, as a result, PA was introduced in six villages.

4. Impact

Several positive impacts by the Project were found, and some negative impacts were also collected from outside of target area. Such impacts are as follows:

<Economy>

- Among activities, relationships and collaboration were strengthened between a university, local governments and communities.

- Because that the Central government recognized the effect of providing equipments for smoking bonito, therefore, it provided same equipment to some target areas.
- There was claimed from other villages which are not selected to have same type of assistance.
- Economic training provided opportunities to learn and stay together both Christian and Muslim participants. Benefit from economic activities motivated people to start normal lives, and contributed income.

<Social>

- There were some examples of reconciliation in progress between different religious groups through the implementation of the Project, when schools received returned students in the target area.
- Both Ambon City and Central Maluku Regency recognized the effectiveness of the Project approach, therefore, it intends to allocate the budgets for the continuations of the activities promoted by the Project on their own.
- Sub-district Education Development Team is considered to be established in non-target area, due to the effect of the Project.

<Safety>

- In Baguala Sub-district, interaction of different religious communities was increased and sense of safety among people was improved through the Project.
- New mechanisms of problem resolution are additionally placed through PA (formally) or mediators and negotiators (informally) in targeted villages, where normally villagers had only choice of village leaders or police for resolution.

5. Sustainability

Indications of sustainability of the project effects are explained as follows;

<Economy>

- Continuation of the activities of target group was observed after the Project intervention.
- Communication between the university and target group is maintained.

<Social>

- Commitment and initiative of local education administration is not enough to maintain the present level of commitment and motivation of teachers, parents, and students in the target schools.
- Institutional and technical capacities of local education administration including financial management to facilitate and sustain school based management were not

developed during the Project period.

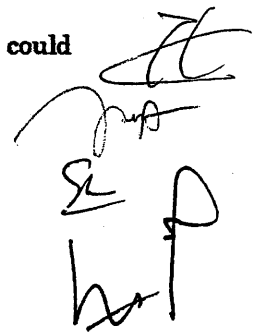
<Safety>

- The training module for establishing the early warning and early response system was compiled. This would be further distributed to disseminate knowledge to wider population.
- Continuity of the activities by PA needs trust from community as well as support of Village government. The networks among Mediators and Negotiators are established, which expect to encourage continues activities by Mediators and Negotiators

IV. Conclusion and Recommendations (including further cooperation)

Conclusions

- Timing to launch the project is considered to be appropriate. When the project launched, acute emergency period has ended and the phase of recovery and reconstruction was to start in Maluku. Humanitarian emergency organizations had exited and not many reconstruction programs were carried out at that time. At that point, reintegration and empowerment of the communities were recognized as priority issues of Maluku so that the objective of the project is also along with the needs.
- Approach of the project to tackle communities directly is appreciated by not only beneficiaries but also government officials especially Ambon city. This approach brought direct impact to the communities and good visibility.
- Selection of project area was done with conflict sensitivity. Criteria of selection was the level and extent of influence brought by the conflict. Baguala sub district was one of the most affected areas and reintegration of Christian and Muslim communities, repatriation of IDPs were urgently needed, while Leihitu sub district with only Muslim communities should not have been left out from the project, since this sub district is poverty problem and face unequal to the assistance to the Baguala.
- During the implementation period, political, social and security situation became stable and normalized time to time, modality of assistance was expected to transform along with the situation. Sustainability of the project seemed to remain as a challenging issue.
- The project has given certain impact on rebuilding communities where people could live safely. Remarks on each pillar are summarized below:



<Economy pillar>

- Economic activities introduced working in groups, while they had been rather working individually before the project. Some positive examples that Christians and Muslims go fishing together have been observed.
- Economic training provided opportunities to learn and stay together both Christian and Muslim participants.
- Benefit from economic activities motivated people to start normal lives, and contributed to their income.

<Social pillar>

- Schools have changed to more community based nature, which made teachers, students and parents feel safe to participate in school activities. IDPs who ran to other areas after conflict also returned to the original schools where reintegration of both communities was promoted during project implementation period.
- POB reminded local culture of Ambon, and strengthened ties between schools and communities.

<Safety pillar>

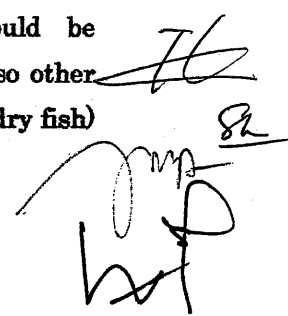
- Training on "mediation and negotiation" and "peace management" have improved knowledge and skills of participants on mediation, negotiation and peace management, which has brought some changes on attitudes of troublesome trainees to positive direction.
- New mechanisms of problem resolution are additionally placed through Peace Agent (formally) or mediators and negotiators (informally) in the targeted villages, where normally villagers had only choice of village leaders or police for resolution of disputes.
- Social reintegration between Christian and Muslim communities has been promoted by the meetings which Peace Agents organized.

Recommendations

The following is a series of recommendations for future actions to be taken in each pillar so that outputs obtained by the Project shall be sustained and further disseminated to wider areas:

<Economy pillar>

- Knowledge acquired through economic training and activities should be continuously utilized by not only direct beneficiaries of the project but also other village members to increase income. Standardization of the products (e.g. dry fish)



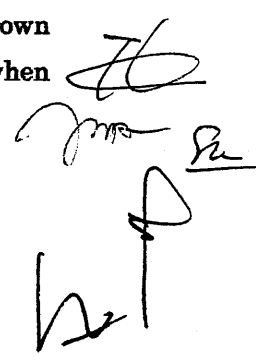
may be effective to open economic opportunities.

<Social pillar>

- Further cooperation recommended for education component so that the outputs obtained by the Project shall be effectively adapted to the existing system and mechanism in local education administration for strengthening its administrative and technical functions to facilitate school management with community involvement for quality education towards social cohesion and consolidation of peace in the region.
- In this context, the Team shall propose that a new project focusing on education sector be formulated mainly for Ambon island, aiming at the promotion of school education which shall contribute to rebuilding communities of post conflict areas through strengthening local education management based on collaboration between communities, junior high schools and local education administration.
- Capacity development of district education administration in the target areas should be the priority for the future cooperation so that the technical and administrative capacities of the local government staff including supervisors shall be developed to effectively facilitate the bottom-up school development planning reflecting priorities and values of local communities in school management.
- In this respect, a comprehensive assessment needs to be conducted assessment shall be conducted to understand the current situation of education management at the district level and constraints for the facilitation of School Based Management. When finalizing the Project Design Matrix, the present management structure and mechanisms (e.g. available human and financial resources, existing tools and formats, information management) for the facilitation of School Based Management shall be examined to define which capacities and mechanisms to be developed by the next interventions.

<Safety pillar>

- Mediators, negotiators and Peace agents should keep active in the communities to contribute to reintegration of the different communities as well as to solve problems and disputes in the villages. The module of peace management should be modified to more user friendly manner with case studies, and should be distributed to villages in the Ambon island and also out of the island or province to share knowledge grown in Maluku. Workshops or seminars to introduce the module may be necessary when distributed, to deepen understanding of the contents.



ANNEX	1	Members and Schedule of the Team
ANNEX	2	List of Interviewees by the Team
ANNEX	3	Project Design Matrix (PDM)
ANNEX	4	Target area of the Project
ANNEX	5	Inputs of Japanese side
ANNEX	6	List of Indonesian Counterparts
ANNEX	7	Result of Activities in Economic pillar
ANNEX	8	Summary and Results of Base and End line Questionnaire Surveys
ANNEX	9	Outlines of Module "Build peace together"
ANNEX	10	Result of Achievement of the Project
ANNEX	11	Result of Five Evaluation Criteria
ANNEX	12	Project Overview
ANNEX	13	Implementation Structure

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Members and Schedule of the Team

Member List

1. Mr. KAWABATA Takero (Leader)
2. Ms. MIZUNO Keiko (Education Cooperation)
3. Ms. KOMUKAI Eri (Peacebuilding)
4. Mr. NIHEI Naoki (Cooperation Planning)
5. Mr. IIDA Harumi (Evaluation Analysis)

Terminal Evaluation Team Schedule

		Interview and discussion
01	Jan. 13 (Sun)	Tokyo – Jakarta
02	Jan. 14 (Mon)	8:00 BAPPENAS 9:30 Mr. Ando 10:30 JICA Indonesia Office 14:00 IETC
03	Jan. 15 (Tue)	Jakarta – Ambon 14:00 Exhibition 16:00 Central Maluku Regent 17:00 Patimura Univ. faculty of Agriculture
04	Jan. 16 (Wed)	10:00 Wrap – up workshop 17:30 Dept. Education of Central Maluku Regency
05	Jan. 17 (Thu)	9:00 BAPPEDA/Maluku Province 11:00 Rumah tiga village 14:00 Vice Mayor of Maluku City 15:30 Dept. Education of Ambon City 16:30 Field consultants 17:00 Ms.Kanda
06	Jan. 18 (Fri)	9:00 Wakal village 14:00 Dept. Education of Maluku City 16:00 UNDP(PTD) 17:00 Bakubae
07	Jan. 19 (Sat)	Internal Team Meeting
08	Jan. 20 (Sun)	Internal Team Meeting
09	Jan. 21 (Mon)	11:00 Mayor of Ambon City, BAPPEDA/Maluku Province etc 16:00 Signing of M/M
10	Jan. 22 (Tue)	Ambon – Jakarta 16:00 JICA Indonesia Office Jakarta
11	Jan. 23 (Wed)	Tokyo

List of Interviewees

National Development Planning Agency (BAPPENAS)

Dr. Suprayoga Hadi, Deputy for Regional Development and Local Autonomy

Indonesia Export Training Center (IETC)

Mr. Bambang Mulyatno, Director

Ms. Chandrini Mustika Dewi, Head of Training Development Division

Ms. Mesry Maryah, Head of Promotion and Cooperation Division

Ms. Handaya Retno, Head of Training Implementation Section

Ms. Tusti Isriani, Staff of Program and Evaluation Section

Mr. Wasiyanto, Staff of Training Development Division

Ministry of Trade

Mr. Hisao Ando, JICA Expert

Regional Planning Board (BAPPEDA), Government of Maluku Province

Dr. Ristianto Sugiono, Chief

Ms. Fat Salampessy, Head of Sub-section of Development Cooperation

Dr. Rakib Sahubawa Chief of Development Planning for Btwaman

Dr. Wilhan Louhenspey, Staff

Ambon City Authority

Ms. Olivia Latuconsina, Vice-Mayor

Ms. Ny J. Matitaputty, Head of Education Department

Mr. Patrasims Fat Salampessy, Head of Program Section

Mr. M. Lantu, Head of Basic Education Section

Mr. Benny Kaminama, Head of Secondary Education Section

Central Maluku Regency

Mr. Frans Nanlolry, 2nd Secretary (Economy and Development Sectors)

Mr. Yop Nunumete, Head of Program Section, Education Department

Education Field Consultant

Mr. Usman Thalib, Field Consultant, Baguala Sub-District

Mr. Joseph Papilaya, Field Consultant, Baguala Sub-District

Mr. Hasan Bin Gawl, Field Consultant Leihitu Sub-District

Mr. Tenwey Gesson Ratvmanan, Field Consultant Leihitu Sub-District

JICA Project Team

Ms. Yumi Kanda, JICA Expert (Education Management)

Junior High School Ambon 7 (SMPN7 Ambon)

Mr. Nus Nanariain, Principal

Junior High School LKMP Wakal (SMP LKMP Wakal)

Mr. Suneth Ahmad, Principal

Ms. M. Makatitn, Staff for JICA project accountant

Mr. Kandi Parqonos, Teacher (Humanity and Life skill)

Patimula University. Faculty of Economics

Mr. Evelin Parera, Secretary

Mr. Ester Leatemala, Administrator

Mr. Jeter Siwalette,

Ms. Wardis Eirsang

Patimula University. Faculty of Fishery

Mr. Dion Bawole,

Mr. Willem Waileruny

Mr. Matheus Latumahina

Mr. Franklin Syauta

Joint Committee for Maluku Brotherhood (Bakubae)

Mr. Ricky Palyama, Coordinator

United Nations Development Programme (UNDP). Peace Through Development (PTD)

Ms. Ny. Shinda P. A Titaley-Pipella, Project Manager PTD Maluku

Rumah Tiga village

Mr. Abraham Takaria (Peace Agent)

Mr. Deny Persulesy (Peace Agent)

Mr. Kadir Rumbia (Community member)

Wakal village

Mr. Jumat Suneth, Secretary

(Honey bee group)

Mr. Ahamad

Mr. Kawawdia

Mr. Yagi

Mr. Sarawi

(Fishery group)

Mr. Ismael Suneth

Mr. Hy. Taher

Mr. Salea Suneth

Mr. Sinik

Mr. Fatimah

Mr. Saleh

Mr. Samath

JICA Indonesia Office

Mr. Yamanishi Hiroaki, Project formulation advisor, JICA Indonesia Office

Project Implementation Team

Ms. Nakako Ishimaru, Coordinator/Project formulation advisor, JICA Indonesia Office

Ms. Shelly Pattipeiluhu, Program Officer for Economy Pillar

Ms. Lussia Peilouw, Program Officer for Social/Safety Pillar

Ms. Safitri Baharudin, Assistant Program Officer for Education Pillar

Ms. Sheflijane Toumahuw, Assistant Program officer for management

	Sub-district	Desa/Negri	Luas(km2)	Before 2006/7		2006/6 - 2007/12						Capacity Development PLSD&PRA	
				Survey	Social Economy	Economy		Social		Safety			
						Agriculture	Fishery	SMB	Education	Community Activities	I. Mediation & Negotiation	DBWS (PA)	
	Report				C	8	6	All	Jun2006- May2007	3	D	6	4
1		Laha	17.00				0	0	SMP LKMD Laha, SMP Andakasa SMP LKMD	2			
2		Tawiri	5.68							1			
3		Hative Besar	30.00				0	0	SMPNI5	1			
4		Wayame	7.50					0	AMP Advent	1		0	
5		Rumah Tiga	28.39		0	0		0	SMPN 7, SMPN 21 MTs AL	3	0	0	0
6		Tihu(kelurahan)	0.33		0	0		0	-		0	0	
7		Poka	2.78		0	0		0	-		0	0	
8		Humuth/Durian Patah	2.00						-				
9		Waiheru	6.00						-				
10	Baguala	Nania	0.12		0	0		0	SMPNI6	1			
11		Negri Lama	4.50						SMPN20	1			
12		Passo	11.38		0	0		0	SMP Xaverius	1			
13		Kelurahan Lateri	2.01						TPK Baguala, SMPN9	1			
14		Halong	16.00						AMTP12, SMP Hang Tuah	2			
15		Lattia	0.10										
16		Hutumury(Toisapu)	15.00						SMP PGRI 1, SMP PGRI2- SMPN 8	3			
17		Ruitong	5.00										
18		Leahari	5.00				0	0				0	0

Input List from JICA

1) Japanese Experts

Project Leader

Mr. HANAZAT Nobuhiko 2006 Jun.1~ 2007. Dec.31

Project Coordinator

Mr. KAWAI Kenta 2006 Jun.1~ 2007.Apr.31

Ms. ISHIAMARU Nakako 2007 Apr.1~ 2007. Dec. 31

Short term Expert

- | | | |
|-----------------------|-----------|-------------------|
| 1. Mr. ANDO Hisao | Economy | 35 days in total |
| 2. Ms. MIZUNO Keiko | Education | 74 days in total |
| 3. Ms. KANDA Yumi | Education | 116 days in total |
| 4. Mr. SAITO Eisuke | Education | 33 days in total |
| 5. Ms. KOIZUMI Takako | Education | 13 days in total |

2) National Personnel

National Staff

- | | |
|-------------------------------|---|
| 1. Ms. S.m. Pattipeiluhu | Program Officer for Economy |
| 2. Ms. Lusia Peilouw | Program Officer for Social and Safety |
| 3. Ms Safitri Yanti | Assistant Program Officer for Education |
| 4. Ms.Shefljiane Toumahuw | Assistant Program Officer for Management |
| 5. Drs. Josef Papilaya M.Si | Field Consultant for Education (Baguala) |
| 6. Drs. Usman Thalib M.Hum Hj | Field Consultant for Education (Baguala) |
| 7. Dr. Tanwey G. Ratumanan | Field Consultant for Education (Leihitu) |
| 8. Drs. Hassan Bin Gawi M.Si | Field Consultant for Education (Leihitu)) |
| 9. Mr. Dheny Dariady SIK | Security Officer |
| 10. Mr. Raindra Ramadhansyah | Security Liaison Officer |

Partner

- | | |
|---|-------------|
| Patimura University Faculty of Agriculture | (Economics) |
| 1. Patimura University Faculty of Fishery | (Economics) |
| 2. Patimura University Faculty of Economics | (Economics) |
| 4. Patimura University Faculty of Social Politics | (Security) |
| 5. BARIATAND | (Economics) |
| 6. Indonesia Export Trade Center (IETC) | (Economics) |

3) Provision of Equipment

Main Commodity and equipment

Seeds for bean:corn:tomato:red paper, fertilizer, pig, goat, bee

Oven for chipped fish, fishing net, fishing gauge, small boat, creel,

List of Indonesian Counterparts

National Level

- National Development Planning Agency (BAPPENAS)
- Ministry of Trade
- Ministry of National Education

Joint Steering Committee Member

- Head of BAPPEDA Maluku Provincial Government
- Mayor of Ambon City
- Regent of Central Maluku Regency:
- Representative of local communities (Christians)
- Representative of local communities (Muslims)

Regional / District/ Sub-district Level

1. Offices of Maluku Provincial Government

- Office of Industry and Trading Promotion
- Office of Cooperation and Small medium enterprises
- Office of Agriculture
- Office of Fishery and Marine
- Office of Education and Sports

2. Offices of Ambon City and Central Maluku Regency

- Office of Industry and Trading (Ambon City Government/ Central Maluku Regency)
- Office of Cooperation and SMEs (-ditto-)
- Office of Agriculture (-ditto-)
- Office of Fishery and Marine (-ditto-)
- Office of Education and Sports (-ditto-)

3. Sub-district

- Head of Sub-districts (Teluk Ambon, TA Baguala, South Eastern Lei)
- Head of Leihitu Sub-district

Result of Activities in Economic pillar

I. Revitalization of Economic Activity- Agriculture

Baguala Sub-district				
Village	Group	Member	Activity	Provided goods
Rumah Tiga	6	38	Vegetable firming and Animal breeding	Vegetable seeds, Fertilizers Pigs, and others
Poka	6	33	Animal breeding, Beekeeping, Fishery, and Vegetable firming	Vegetable seeds, Pigs, Bees, Farming tools, Fishing nets and others
Nania	2	13	Vegetable firming and Fishery	Vegetable seeds and Fertilizers
Passo	4	19	Vegetable firming, Animal breeding, and Beekeeping	Vegetable seeds, Pigs, Bees, Farming tools and etc
Sub-total	18	103		
Leihitu Sub-district				
Hila	5	29	Vegetable firming, Animal breeding, and Fishery	Vegetable seeds, Fertilizers, Sheeps, Sprinkler and others.
Hitulama	5	28	Vegetable firming, Animal breeding, and Fishery	Vegetable seeds, Fertilizers, Sheeps, Sprinkler and others.
Hitumesi ng	8	8	Vegetable firming, Animal breeding, and Fishery	Vegetable seeds, Fertilizers, Sheeps, Fishing nets and others.
Wakal	2	2	Beekeeping and Fishery,	Box for honey bees, Fishing nets
Sub-total	20	67		
Total	38	170		

II. Revitalization of Economic Activity-Fishery

Baguala Sub-district				
Village	Group	Member	Activity	Provided goods
Leahari	3	16	Lunpon fishing	Small boat, Rope, Engins and others
Hutumiri	2	12	Net fishing	Small boat, Rope, Engins and others
Hative Basar	4	32	Net fishing	Small boat, Rope, Engins and others
Laha	2	12	Net fishing	Small boat, Rope, Engins and others
Sub-total	11	72		
Leihitu Sub-district				
Mamala	5	29	Net fishing	Small boat, Rope, Engins and others
Morela	5	28	Net fishing	Small boat, Rope, Engins and others
Sub-total	10	57		
Total	21	129		

III. Promoting Local Industry

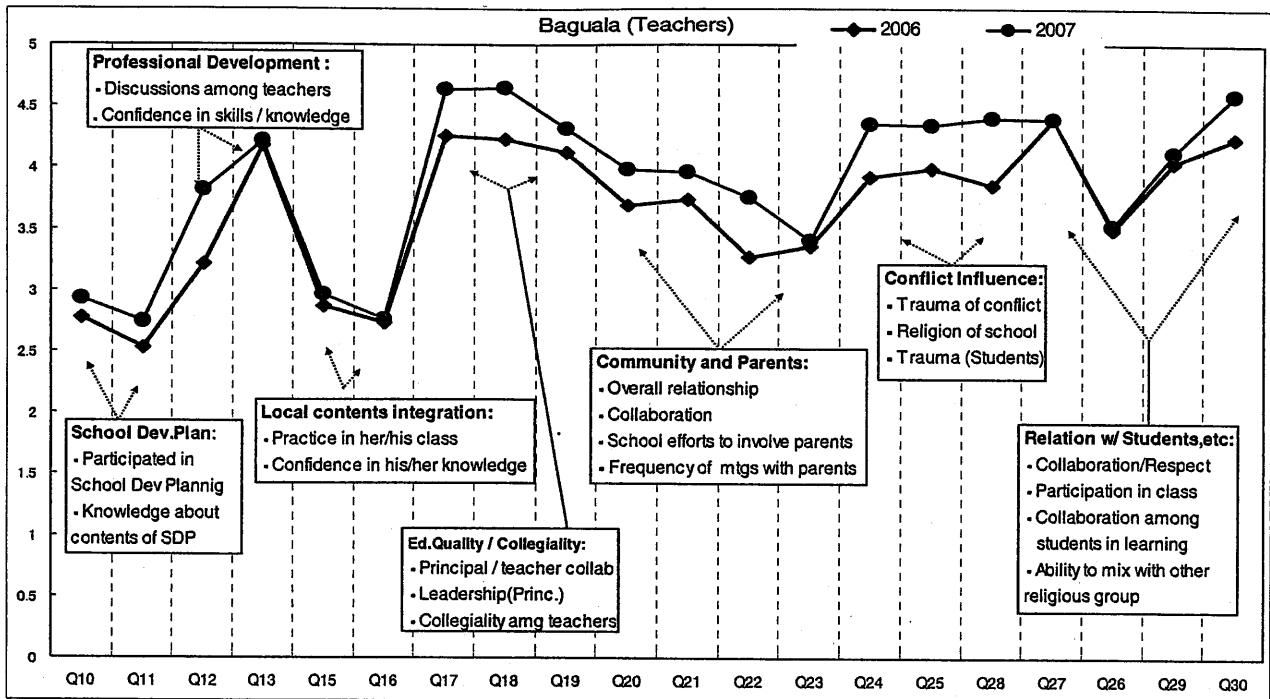
a) Agri-business Training

Training Course		Number & Occupation of Participants	
Agricultural Processing course (Medium level)	30 (3 times)	Government officer (Province), University lecturer	
Sub-total	90		
Agricultural Processing course (Beginner)	30 (2 times)	Small scale producers	
Sub-total	60		
Total	150		

b) Supporting Marin Product

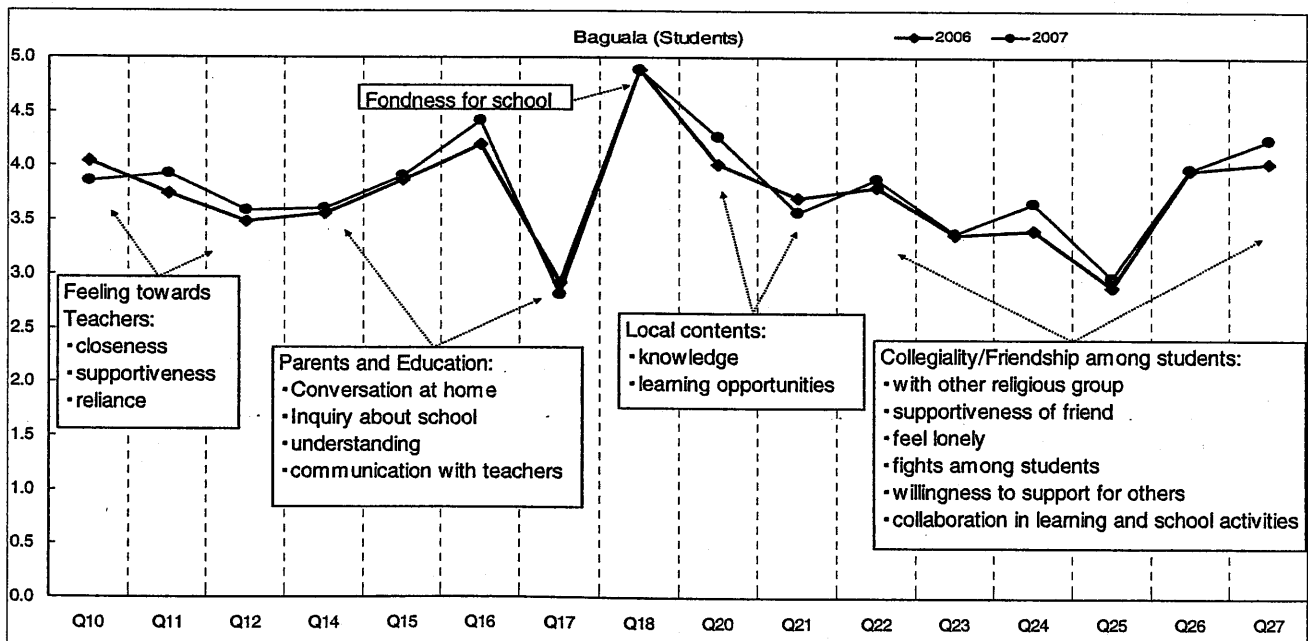
Village	Provided equipment
Latulahat	Machinery for Smoked Salmon
Galala	Machinery for Smoked Salmon
Hitu	Machinery for Smoked Salmon

Summary and Results of Base and End line Questionnaire Surveys



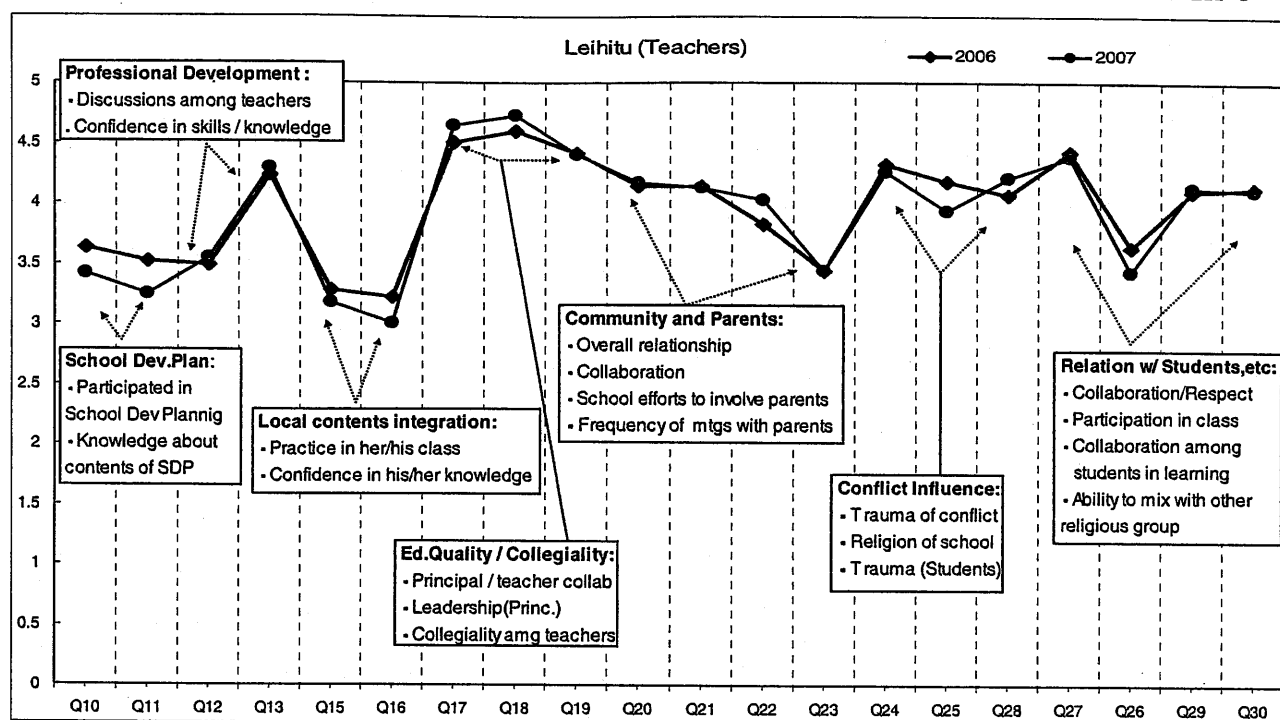
Comparing the results of 2006 and 2007, all of the mean scores of total respondents are calculated as higher in 2007 than 2006. In particular, significant improvements are observed in the following categories

- Collegiality among teachers (frequency of opportunities for discussions, level of collaboration, etc)
- Leadership of Principal and principal-teachers collaboration
- % of total # of teachers participated in school development planning (although % is still at low level)
- Ability of their students to mix with other religious group
- Level of acceptance to teach in schools in the communities of different religious groups



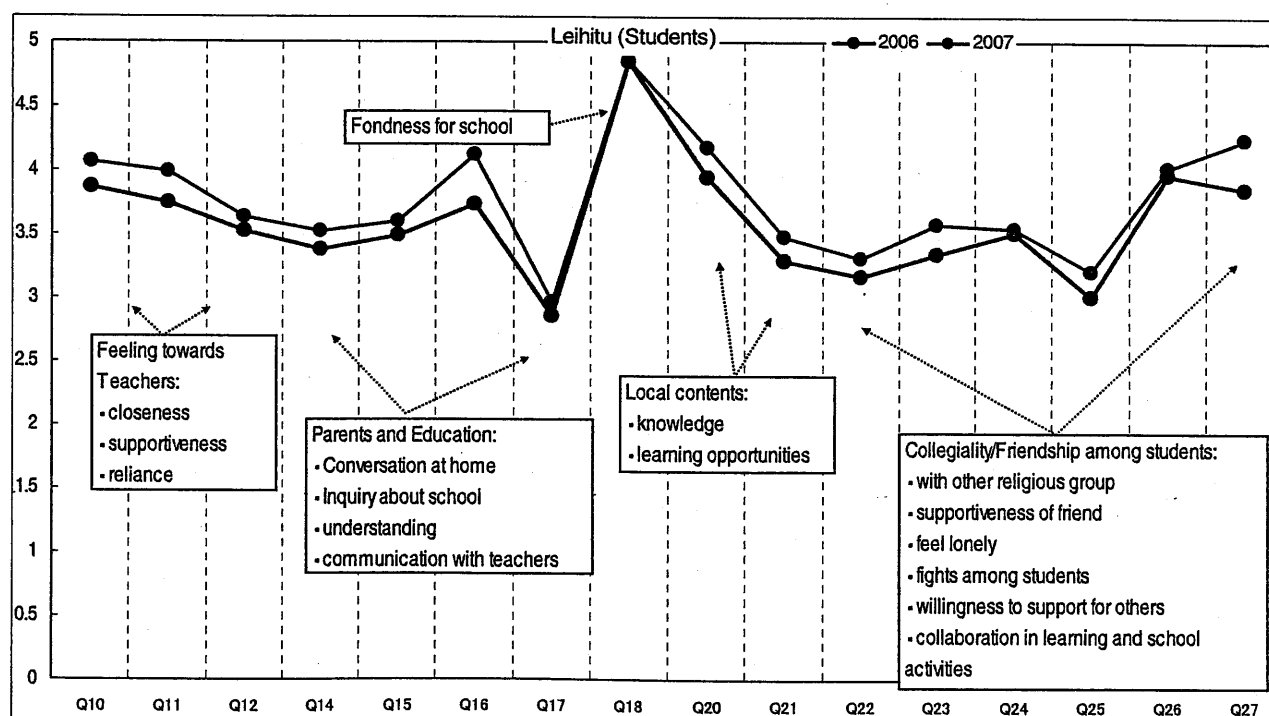
Most of the scores are increased in 2007. In particular, significant improvements are observed in ① parents' understanding towards education, ② knowledge relating to local contents, and ③ friendship and collaboration among students in learning and school activities.

On the other hand, the scores for ① closeness towards teachers, ② learning opportunities for local contents, and ③ level of communication between teachers and parents through meetings are decreased.



Scores are lower for 2007 than for 2006 in some of the categories, however, the parallel analysis with the results of students is required.

- Decrease in score of 2007 is observed in the answers relating to ① school development planning (participation and knowledge), ② local contents integration, level of acceptance to teach in the different religious communities, and ③ students' participation in lessons.
- On the other hand, scores for questions relating to leadership of principal and collaboration between principal and teachers are improved.



All the scores are increased in 2007. In particular, significant improvements are observed in ① feeling towards teachers, ② parents' understanding towards education, ③ knowledge of local contents, and ④ Collegiality and friendship among students including willingness to make friends of other religious groups.

On the other hand, the level of communication between teachers and parents through meetings remains low.

Outlines of Module "Build Peace together"

Preface /Introduction

Chapter I: Understanding Conflict

Chapter II: Analyzing a Conflict

<Contents of Conflict Analysis>

Cultural, Social capital, Historical, Economic, Political and Sexual analysis

<Steps of Conflict Analysis>

1. Mapping and deepening of conflict situation and potential (identification of conflict provokers, when and where conflict is taken place, duration, impact)
2. Identification of conflict extent/ level, conflict form, conflict expansion possibility
3. Comprehensive descriptions on conflict anatomy
4. Making decisions for settlement

Chapter III: Managing Potential Conflicts

<Measures for managing potential conflicts>

1. Continuous monitoring situation growing a community
2. Application of early warning and response instruments
3. When situation shows the existence of potential conflicts, coordinate with those who are potentially in conflicts or particular parties close to the potential conflicts
4. Mediators ask parties concerned parities to discuss issues
5. Separate discussions with each party to minimize existing difference

<Steps of Early warning and response analysis>

1. Identification of source of potential conflict
2. Information collections on parties concerned
3. Identification of parties to participate in establishing social stability and security
4. Formulation of regular schedule of network meeting
5. Execution of conflict prevention or peace campaign

Chapter IV: Managing peace

<Steps of Peace Management>

1. Recognition of social environment
2. Development of sensitivity to social environment

3. Peace analysis
4. Decision making

<Key actors>

Village government, religious leaders, education figures, customary leaders, and youth leaders

<Key questions>

- What is the source of potential conflict and peace possibilities?
- Why there is a source of potential conflict, and what kind of peace possibilities available?
- Who is potentially in conflict, and who is potentially used to maintain peaceful conditions?
- Could the potential conflict be managed? How to manage it? Who is properly involved for conflict management?
- Could the peace possibilities be used? How to manage it? How to recruit potential persons to maintain peaceful condition?
- How to make action plan for prevention of potential conflict, establishment of reconciliation and preservation of peaceful condition?
- Other relevant questions to prevent potential conflict, establishment of reconciliation and preservation of peaceful condition.

Achievement of the Project

Evaluation Criteria	Evaluation Questions		Information/Indicators	Evaluation results
	Questions	Sub-questions		
A. Project Achievement	1-1 Achievement of Overall goal (expected) "To rebuild communities whereby people live in safety and have stable lives in the project areas"	1-1-1 Increasing the number of collaboration activities between different communities 1-1-2 Obstacles to reach to the Overall goal, if any	Situation of the target areas regarding the reconciliation among communities Important assumption and/or any unexpected factors which affect to reaching Overall goal	Activities of the target groups have been activated by the Project, those activity induce collaboration among communities. The target groups are expected to continue their activities in future. None
	1-2 Achievement of Project Purpose "To enhance social-economic activities for rebuilding communities whereby people live in safety and that people have stable lives in the project target areas"	1-2-1 Progress of communities by outputs of three pillars 1-2-2 Synergy effect of three outputs in the target communities 1-2-3 Obstacles to achieve the Project purpose, if any	Difference of life in the target community between the project duration Difference of life in the target community between the project duration Important assumption and/or any unexpected factors which affect the Project activities	In the target areas, level of achievement toward the Project purpose is satisfactory in spite of limited recourses as well as the short duration of cooperation. Activities of three pillars have made effective and remarkable result which contributed to rebuilding community to some extent. Especially, in education component, realization of POB on the ground brought schools and communities together for strengthening social cohesion among communities.
	Outputs 1 <Economy> "Capacity of Community members and the local government counterparts in carried out livelihood activities is enhanced."	1-3-1 Number of households/people engaged in economic activities at village level, type of economic activities carried out in the village (multiplication of activities) 1-3-2 Capacity of Community members and the local government staffs for promoting local industry is improved.	Diversification of economic activities and increasing number of workers Diversification of economic activities and increasing number of workers	a) Revitalization of Economic Activity: in agricultural sector, totally 170 members in 38 groups from both Sub-districts participated in the training and provided with equipments. And, in fishery sector, 129 members in 21 groups participated from both Sub-districts. Most of them have continuously worked to build their lives. b) Promotion of the local industry: Training courses of Agri-business course were conducted, totally, 90 members participated in the middle course from Provincial government and University, also, 60 members of small-medium entrepreneurs joined in the beginner course.
	Output2 <Social> "Intra and inter-community social activities are strengthened through schools and other community facility"	1-3-3 Increase of number of intra-schools and inter-school activities, development of local curriculum on POB in the project target areas."	Increasing activities by initiatives of Schools and Community and its diversification	With focus on Brotherhood education (POB: Pedagogi Orang Basudara), improving learning process and 3) integration of local elements (local culture, history, social tradition etc.) in teaching process was developed for the junior high schools in the target areas. Target junior high schools cover 34 in total which are 18 in Baguala Sub-district and 16 in Lehitu Sub-district.
	Output 3 <Safety> "Capacity of local government and the community members for maintaining community-based safety is strengthened."	1-3-4 Community hall is constructed by participation of community members 1-3-5 Increase of the number of trained personnel in the government and the community on early warning and response, establishment of early warning and response system	Increasing collaboration activity by community member Increasing the number of trained facilitator to solve and prevent the conflict	Construction of Community Center was planned to promote mutual understanding and reconciliation among communities. However, the plan was canceled due to the delay of acquisition of necessary lands. Instead of this activity, One-day cleaning of the City, Installation of dust bins and the Essay contest for the issue of garbage by students were conducted in Ambon City. In addition, the workshops for reintegration of communities in selected villages "Training course for facilitator to solve conflict" was conducted, totally 79 members participated from both Sub-districts. And, the training module that "Mediator dan Negiator Training - Joint Committee Baku Bae 2006" was finalized. Participants of the course have been active as mediator/negotiator in their communities after the training. Also, the workshop to formulate such network for those members was organized once. On the other, the training course was conducted for the establishing the early warning and early response system, totally 30 members participated from both Sub-districts. Those participants were officially appointed as Peace Agent by the Instruction of Village chief in each villages.
		1-3-6 Obstacles to produce Outputs	Important assumption and/or any unexpected factors which affect the Project activities	Construction of Community Center was planned to promote mutual understanding and reconciliation among communities. However, the plan was canceled due to the delay of acquisition of necessary lands.

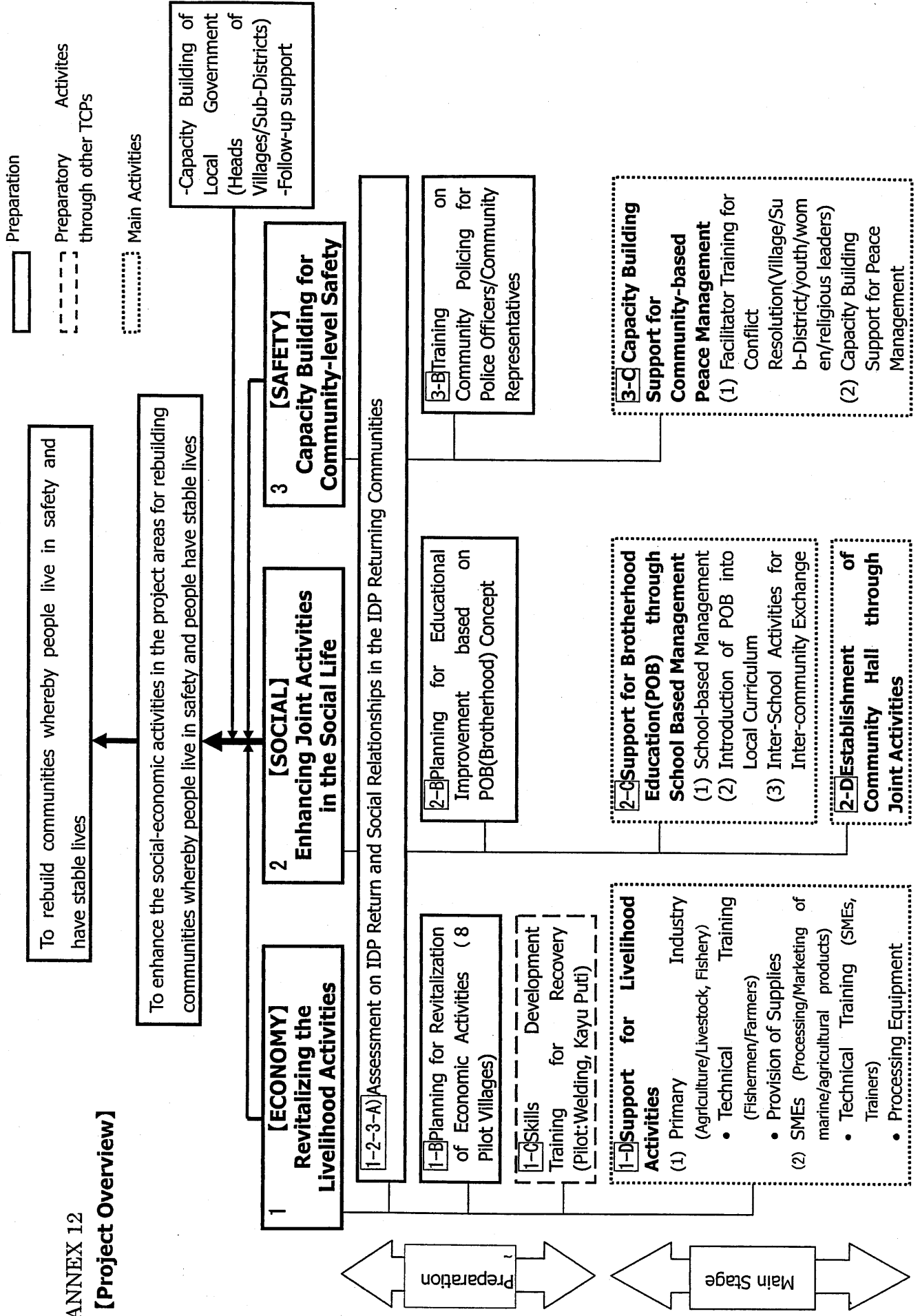
Inputs for activities in <Economic>, <Social> and <Safety> pillars	Japanese side	Contents of inputs such as human, financial, equipment and etc.	3 long-term experts were dispatched (Totally 38 MM) and 5 short-term experts were dispatched (Totally 9 MM) from Japan. Also, 10 local personnel were employed for implementing the project. On the other, Activity costs for JFY 2006 (as of July 2006 to March 2007) is Rp.4,930,0165,552, and for JFY 2007 (as of April 2007 to December 2007) is Rp.1,156,560,200. Hence, total cost for Project activities are Rp. 6,086,575,752.
Inputs for Adomistration	Japanese side	Contents of inputs such as human, financial, equipment and etc.	Maluku Project Office (MPO) was established to manage the project activities. And, Project Officers were employed for each pillar for administration. Administrative costs for JFY 2006 is Rp.661,930,000.- and for JFY 2007 is Rp.771,930,000. Therefore, total operational expenditure for the Project was Rp.7,520,430,766
Inputs of Indonesian side	Indonesian side	Contents of inputs such as human, financial, equipment and etc.	Counterparts were allocated to have collaboration in the project activities, they were effective in education sector expect staffs of local administration.
2-1 Appropriateness of the implementation process	2-1-1 Activities which were implemented along with the plan	Points and remarks concerned from planning to actual implementation	Most of activities were executed without delays, except one component that construction of Community hall was canceled due to difficulties of acquisition of the land.
	2-1-2 Appropriateness of technical transfer from Japanese experts to concerned personnel in Counterparts	Progress of capacity development and accumulation of knowledge of those concerned personnel in Indonesian C/Ps	Technical transfer from Japanese experts to concerned personnel in counterparts was appropriate for school management.
	2-1-3 Degree of involvement of Counterparts into the Project activities	Degree of involvement and collaboration of Counterparts and related institution into the Project	Counterparts were effectively involved in the project activities in education sector in Social pillar, expect staffs of local administration.
2-2 Project Management	2-2-1 Function of Monitoring system of the Project	Monitoring plan and results (to show that monitoring and evaluation system was established and functioned well)	Monitoring of target groups were done regularly however such framework to analysis the result of monitoring did not exist.
	2-2-2 Communication between Japanese experts and Indonesian C/Ps regarding project activities	Frequency of communication between Japanese experts and Indonesian C/Ps	Communication between Japanese experts and counterparts, partners and local staffs were kept very well.
	2-2-3 Decision making and its process regarding project management	Number of organized committee to manage the Project between Indonesia and Japan, such as Joint Coordination Committee	Joint Steering Committee (JSC) was organized six times to share information and to confirm the progress of the Project among the stakeholders
2-3 Others (consideration for former conflict area)	2-2-1 Consideration for post conflict area, differences of religion	Consideration for different religion in allocation of asset, inputs and etc.	The focus of the Project was put into most seriously damaged areas. And, selection of Target areas was considered to keep equal opportunity for both religious groups.
	2-3-2 Other issues and problems which affect project activities	Important assumption and/or any unexpected factors which affect the Project activities	None

Result of Evaluation Grid on five criteria

Evaluation Criteria	Evaluation Questions		Information/Indicators	Evaluation results
	Questions	Sub-questions		
1. Relevance	3-1 Relevance of Overall goal to peacebuilding of the Maluku	3-1-1 Are the Overall Goal consisted with Development policy in Indonesia?	Consistency with Peacebuilding policy in Indonesia	Overall goal is consistent with Indonesian national development plan as well as Development strategy of Maluku Province.
		3-1-2 Are the Overall Goal consisted with local needs?	Consistency with local needs in targets area	In the recovery process of the conflict in Maluku Province, implementing the Project was appropriate in its timing and approach. The Conflict occurred in entire Maluku Province, but the focus of the Project was put into most seriously damaged areas. And, selection of Target areas was considered to keep equal opportunity for both religious groups. In this regard, the Project is relevant to local needs.
	3-2 Appropriateness of the project purpose design	3-2-1 Appropriateness of composition between Overall Goal, Project Purposes, Outputs and	Comparison between plan and present achievement	The Project consisted of three pillars as economy, social, and safety. Those pillars were important for rebuilding the life of community in the recovery process. Through the project activities in each pillar, the target groups were activated so that society became diverse. In this regards, the project design was appropriate.
		3-2-2 Were selection of the target areas	Comparison between plan and present achievement	
		3-2-3 Was the Project appropriate to conflict area	Consideration of conflict area, reunification of society, etc	
	3-3 Appropriateness as Japanese ODA	3-2-4 Was Project management appropriate?	Utilizing local resources and monitoring the outputs	Combination of limited input of Japanese experts and local resources such as Field Consultants and Program Officers was effective and efficient.
		3-3-1 Is the Project appropriate as Japanese ODA and JICA technical assistance?	Consistency with Japanese ODA policy as well as JICA Country Assistant Strategy for Indonesia	Peacebuilding and reconciliation of Maluku was importance in Indonesian government as well as Maluku Provincial government. Also, JICA's technical cooperation policy for Indonesia was keen to support those areas. Therefore, composition between Overall Goal, Project Purposes, Outputs and Activities was appropriate.
		3-3-2 Does the Project represent technical advantage of Japan in this field?	Comparison with other donor projects/programs	JICA has many experience for assistance of communities directly in Community Empowerment Program of JICA in Indonesia. Therefore, JICA has advantage in this fields.
	4-1 Degree of achievement of Project Purpose	4-1-1 Is achievement of Project Purpose exceeded as originally Planned?	See Project Achievement	In the target areas, level of achievement toward the Project purpose is satisfactory in spite of limited resources as well as the short duration of cooperation. Activities of three pillars have made effective and remarkable result which contributed to rebuilding community to some extent. Especially, in education component, realization of POB on the ground brought schools and communities together for strengthening social cohesion among communities.
		4-1-2 Obstacles to achieve the Project purpose, if any	See Project Achievement	
2. Effectiveness (See the Project Achievement table for the italics)	4-2 Appropriateness of the project design to achieve the project purpose	4-2-1 Effectiveness of approach in the Economic pillar	See Project Achievement	In "Revitalization of Economic Activity", the approach was effective to produce outputs to whom target group had high motivation.
		4-2-2 Effectiveness of approach in the Social pillar	See Project Achievement	Transparency and accountability were improved in school management by introduction of participatory process with reporting and monitoring system. Learning environment was improved by rehabilitation of school facilities in collaboration by parents for schools, and interaction among teachers and schools.
		4-2-3 Effectiveness of approach in the Safety pillar	See Project Achievement	Activities to establish the early warning and early response system were effective, that participants of the training were officially appointed as PAs. Selection process of candidates may influence the effectiveness of trained agents, that candidates were selected by decision of local authorities in villages for PA. On the other hand, participants for the training to be mediator/negotiator were selected by discussions in communities.

3. Efficiency Achievement (See the Project Achievement table for the italics)	5-1. Degree of achievement of Outputs in <Economy>, <Society>, <Safety> pillars 5-2. Efficiency of Activities 5-3. Appropriateness of inputs in relation to the produced Outputs (Have the timing, quality, and quantity of inputs been necessary and sufficient to achieve outputs?)	5-1-1 Is production of outputs as originally planned? 5-1-2 Are there any inhibiting factors to produce Outputs? 5-2-1 Were Activities appropriate to produce Outputs? 5-3-1 Are Japanese inputs appropriate? 5-3-2 Are Indonesian inputs appropriate? 5-3-3 How are the degree of utilization of inputs? 5-3-4 Is the project management efficient?	See Project Achievement See Project Achievement See Project Achievement ① Dispatch of Japanese experts (Number, Timing field) ② Utilization of local resources ③ Provision of equipment (variety, number, timing) Allocation of C/Ps (Number, timing, field) Operational cost for the project See Project Achievement See Project Achievement	Outputs in <Economy>, <Society>, and <Safety> pillars produced enough by the project activities. Construction of Community hall was canceled due to difficulties of acquisition of the land. Activities were appropriate to produce Outputs, especially utilizing local resources with combination of Japanese experts. Supervising activities by Japanese experts in education was effective, even number of them were limited. limited input of Japanese experts and local resources such as Field Consultants and Program Officers was effective and efficient. Equipment for providing to target groups were fully utilized, those target groups were able to resume their activities. Allocation of counterparts of Indonesian were well done in education. However, commitment and initiative of local education administration is not enough to maintain the Project effect. Operational costs for the project activities were effectively utilized, especially in providing equipments for target groups in economy pillar, as well as allocating block grants to the target schools. Communication between Japanese experts and counterparts, partners' and local staffs were kept very well. Joint Steering Committee (JSC) was organized six times to share information and to confirm the progress of the Project among the stakeholders. Activities of the target groups have been activated by the Project, those activity are expected to continue for future, in which the life in communities diverse. In this context, Overall goal would be achieved. <Economy> Among activities, relationships and collaboration were strengthened between a university, local governments and communities. Because that the Central government recognized the effect of providing equipments for smoking bonto, therefore, it provided same equipment to some target areas. Economic training provided opportunities to learn and stay together both Christian and Muslim participants. Benefit from economic activities motivated people to start normal lives, and contributed income. <Social> There were some examples of reconciliation in progress between different religious groups through the implementation of the Project, which schools received returned students in the target area. Ambon City recognized the effectiveness of the Project approach, therefore, it intends to allocate the budgets for the continuations of the activities promoted by the Project on their own. Sub-district Education Development Team is considered to be established in non-target area, due to the effect of the Project. <Safety> In Baguala Sub-district, interaction of different religious communities was increased and sense of safety among people was improved through the Project. New mechanisms of problem resolution are additionally placed through PA (formally) or mediators and negotiators (informally) in targeted villages, where normally villagers had only choice of village leaders or police for resolution. <Economy> There was claimed from other villages which are not selected to have same type of assistance.
4. Impact (See the Project Achievement table for the italics)	4-1 Impacts of the Project for the long term, and other fields	6-1-1 Will Overall Goal be estimated to be achieved? Any inhibited factor arise? 6-1-3 Are there any positive situation caused by the project?	Positive impact, if any.	
5. Sustainability (expected)	7-1 Sustainability of project outcomes on <Economy>, <Society>, <Safety>	6-1-4 Are there any negative situation caused by the project? 7-1-1 Are there any possibility that policies and institution will be fulfilled for sustaining of project 7-1-2 Are there any possibility that concerned organizations will deal with necessary arrangement on budgets and operation to utilize concerned organizations will maintain transferred technologies from the Project?	Negative impact, if any. Concerned policies and institution Necessary arrangement on budgets and operation Maintaining of transferred technologies	Continuation of the activities of Target group was observed after the Project intervention. Communication between University and Target group is maintained. <Social> Commitment and initiative of local education administration is not enough to maintain the present level of commitment and motivation of teachers, parents, and students in the target schools. Institutional and technical capacities of local education administration including financial management to facilitate and sustain school based management were not developed during the Project period. <Safety> The training module for establishing the early warning and early response system was compiled. This would be further distributed to disseminate knowledge to wider population. Continuity of the activities by PA needs trust from community as well as support of Village government. The networks among Mediators and Negotiators are established, which expect to encourage continues activities by mediators and negotiators.

Project Overview



ANNEX 13

[Implementation Structure]

