

END OF PROJECT REPORT

Influencing (IF), Innovate & Learn (IL) and Sudden Opportunity (SO) grants

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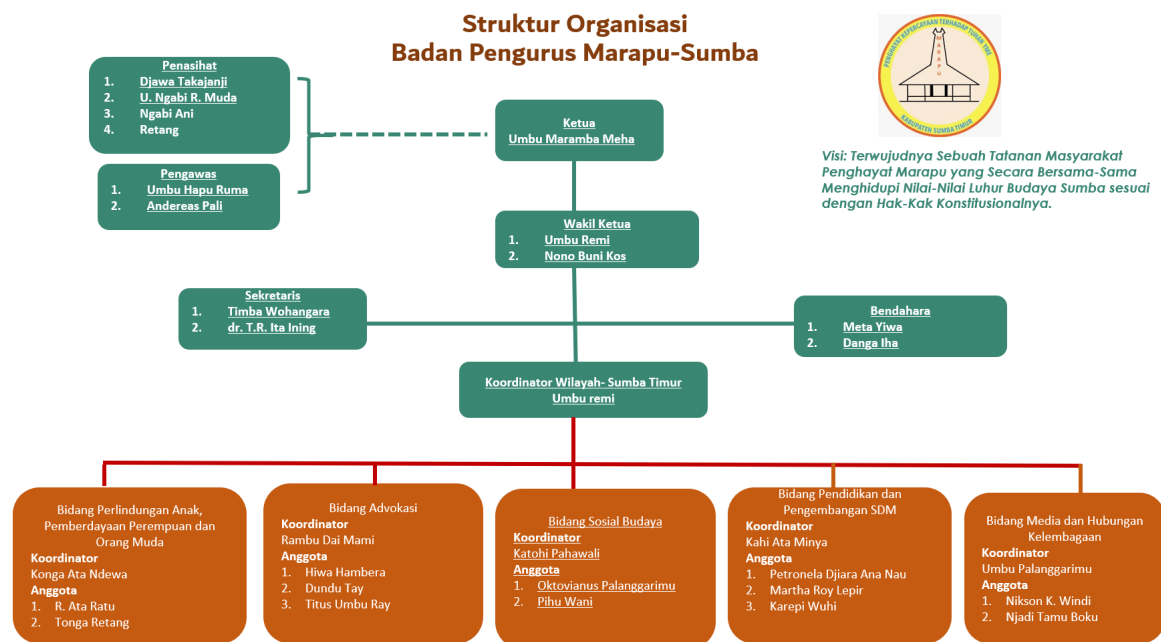
1. PROJECT SUMMARY

Overall summary of the project:
<p>Overall Project Summary</p> <p>Sumba Integrated Development (SID) and Marungga Foundation, supported by Voice Indonesia, began implementing the Lii Marapu Project in September 2021. This project is increasing social and educational access for Marapu adherents in East Sumba District, including children aged 15-18 years, young people (18-30 years), and women through strengthening their political participation.</p> <p>To achieve this goal, this project set out four objectives:</p> <ol style="list-style-type: none">1) The Marapu Governing Body at the district level functions in mobilizing their resources and carrying out advocacy for better social and educational access for Marapu believers supported by civil society organizations and the district government in East Sumba.2) Marapu Governing Bodies at the village level in target villages function to mobilize and advocate to increase social access and informal education for Marapu adherents.3) High schools and their equivalents in the supported areas have standardized Marapu-inclusive formal education services.4) The district and village level of government in East Sumba provides related policies to increase social and educational access for Marapu adherents; recognized by the government at the provincial and national levels. <p>Project Achievements</p> <p>Outcome 1. The Marapu Governing Body at the district level is functioning to mobilize resources and advocate for better social and educational access for Marapu believers supported by civil society organizations and the district government in East Sumba.</p> <p>Indicator : 1 The Marapu Governing Body in East Sumba district level is functioning with several indicators including but not limited to 1) having a vision and mission that is relevant to cultural, social and educational access for Marapu believers, 2) having an organizational structure with active board and executive members and a clear division of roles & functions, 3) women and youth</p>

(girls) holds some strategic positions, 4) have a participatory decision making system by listening to women and youth voices 5) minimum 3 years of program & budget plan supported by district government, 6) result-based achievement during the project period based on the program plan.

In 2014 the Marapu Governing Body of East Sumba District was formed and in February 2015 received an inventory certificate from the national Ministry of Education and Culture with the code: "TI313/F.8/N.1.1/2015". While this was a positive step after decades of discriminatory policy toward Indigenous religion adherents, the organization was without a clear vision, mission and work program and only consisted of 4 administrators (chairman, deputy chairman, secretary, treasurer), all of whom were older men from the royal caste of East Sumba.

Through the support of the Lii Marapu Project, the Marapu Governing Body of East Sumba District was restructured on 13-15/12/2021. The organization now has a vision and mission related to cultural, social and educational access for Marapu adherents. The organizations structure is shown in the chart below:



From this structure, it can be seen that there are 9 women, 1 serving as deputy secretary, 1 as treasurer, 3 as section coordinators and 4 as section members. A total of 8 youth are included in the structure, 1 serving as deputy chairman, 2 as section coordinators and 5 as section members.

The Marapu Governing Body of East Sumba now has a program plan for the 2022 – 2024 period with a focus on education, empowering children and women, fostering social and cultural vitality, building networks and strengthening internal capacity. The organization carried out meetings with a participatory decision making mechanism regarding collecting data on Marapu believers, holding Marapu mass civil registration weddings, and having the voices of women and young people heard. The organisation is also involved in various activities both at the national and regional levels, such as activities to prepare standard operating procedures for the preparation of Marapu religion and culture related textbooks, capacity building regarding the promotion of culture, and legal self-protection for Indigenous religion communities organized by the Ministry of Education and Culture. The Marapu Governing Body of East Sumba Districts involvement in these activities is not only as active participants but also as speakers.

Funding for the Marapu Governing Body of East Sumba District is being gathered independently through contributions from the organisation at the sub-district and village levels. Aside from internal fundraising for 2024 there has been a commitment from the East Sumba District Department of Tourism and Culture (Disparbud) and the Unitary Agency for Development, Politics and Community Protection (Kesbangpolinmas) to allocate a budget for the operations of the Marapu Governing Body of East Sumba as well as including the organisation into the Inter-Religious Harmony Forum (FKUB) at the district level. By including the Marapu Governing Body of East Sumba in this inter-faith forum, there is an opportunity to access funding from the Regional Revenue and Expenditure Budget (APBD).

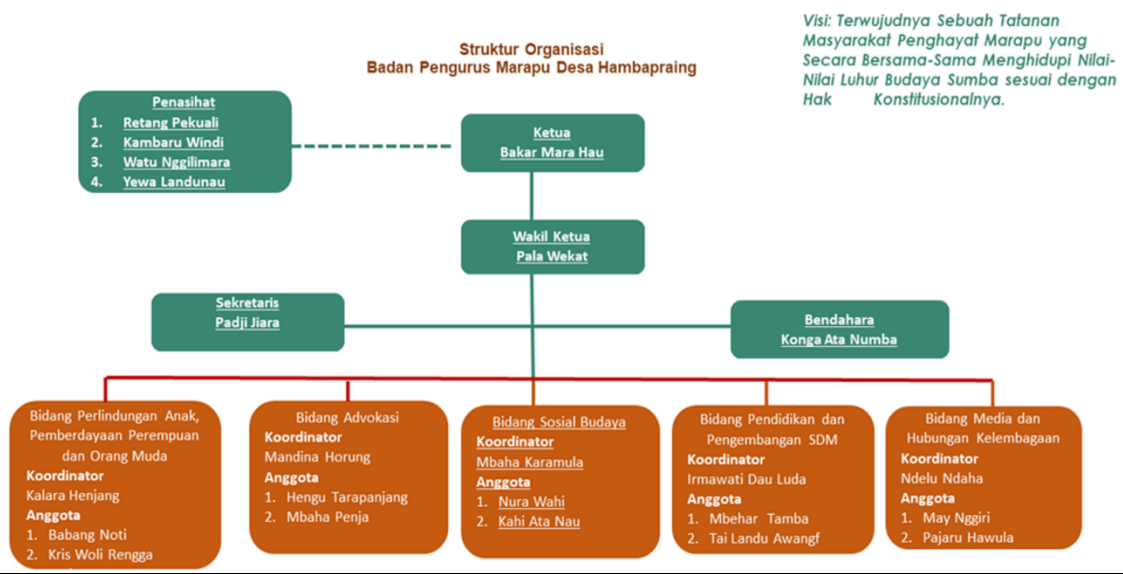
However, it must be acknowledged that the existence of the the Marapu Governing Body of East Sumba as an independent organization has not yet been optimized. The division of work of among members is not yet clear because the organization is still mainly focused on core management, monthly work meetings do not run optimally and monitoring and mentoring activities for the Marapu Governing Body at the village level and of Marapu tutors and traditional school facilitators are not optimal, this is perhaps because the Marapu Governing Body of East Sumba members have other important commitments concerning their individual livelihoods.

Advocacy for Marapu adherents is still in its infancy in Indonesia, and therefore it is recommended that the Marapu Governing Body of East Sumba should continue to be monitored itself so it remains a motor for innovation and social change. To strengthen the existence of the Marapu Governing Body of East Sumba, it is important for the Supreme Council of Indonesian Trusts (Majelis Luhur Kepercayaan Indonesia or MLKI) to provide assistance as it is the organization responsible for overseeing all Indigenous religion organizations in Indonesia.

Outcome 2. Marapu Governing Body at the village level in 5 targeted villages are functioning to mobilize their resources and advocate for Marapu believers' social and informal education access.

Indicators : 5 village level Marapu Governing Bodies are functioning and show some indications including but not limited to 1) Marapu Governing Bodies at the village level have a vision and mission to improve cultural, social, and educational access for the Marapu community in their village, 2) women and youth hold some strategic positions, 3) the organizational structure follows the Marapu existing leadership system (representatives of the head of each major clan (*kabihu*) are included in the structure, 4) has a participatory decision making system by including women and youth in decision making, 5) the organizations operational fund is supported by the village government.

There are five villages targeted by the Lii Marapu project. Prior to this, there were no village level Marapu Governing Bodies in East Sumba. In the first year of the project, the five target villages inaugurated village level Marapu Governing Bodies and this was soon expanded to 21 other villages in surrounding areas, bringing the total number of village level organizations to 26 villages in five sub-districts. The subdistricts and villages with functioning village level Marapu Governing Bodies are: Kota Waingapu Sub-District (Pambotanjara), Kanatang Sub-District (Kuta, Hambapraing, Mondu, Tanggedu, Palindi Tanabara, Ndapayami), Kahaungu Eti Sub-District (Kotak Kawau, Matawai Katingga, Kamanggih, Meorumba, Kataka, Matawai Maringu), Umalulu Sub-District (Watupuda , Watuhadang, Lairuru, Patawang, Laimandar), Rindi Sub-District (Kayuri, Tamburi, Kabaruru, Hangaroru, Haikatapu, Paraikaruku, Kabaruru, Tanaraing). The following diagram below is and example of one of the village level Marapu Governing Bodies (Hambapraing Village, Kanatang District).



From the structure of the organization it can be seen that there are a total of 7 women who serve as core Marapu Governing Body administrators, namely the secretary and treasurer as well as 3 section coordinators and 2 section members. A total of 8 young people are also included 1 serving as deputy chairman, 2 served section coordinators and 5 others section members.

The Marapu Governing Bodies at the village level have workplans that also reflect the vision and mission of the organization at the district level. The number of Marapu Governing Body administrators in 26 villages is 185 people, 28% are young people and 30% are female representatives (55 women and 51 young people). This achievement was supported as a result of the enthusiasm of the Marapu Governing Body at the district and sub-district levels to facilitate and build coordination with clan (*kabihu*) leaders, village governments and groups of kings/nobles caste members.

The functioning of the Marapu Governing Body at the village level can be seen from engagement in facilitating data collection on Marapu believers, organizing Marapu marriage civil registration activities, building coordination with the village government and district level Marapu Governing Body, ensuring ritual activities are carried out in each village/clan and monitoring the implementation of traditional schools in each village, as well as being actively involved in planning and budgeting for the village. Regular meetings are held by the village Marapu Governing Bodies to discuss work plans and organizational budgets with a participatory decision making that includes the voices of young people and women.

The operational budget for these village level Marapu Governing Bodies is self-supporting and also supported by the village government through the APBDes (village income and expenditure budget). An example is in Pambotanjara village, where there is an allocation for transport costs for Marapu ritual speakers (wunang) Rp. 18.000.000/year (105 Euro), in Tamburi Village Rp. 24,000,000/year (141 Euro) is allocated for transport costs for traditional school facilitators, in Kota Kawawu Village there is an allocation of operational costs for the village Marapu Governing Body administrators of Rp. 5,760,000/year (338 Euro).

Through village level Marapu Governing Bodies, 5 Marapu-inclusive “traditional schools” have been developed, these traditional schools are spread across the projects five target villages, namely Hambapraing Village, Pambotanjara Village, Kamanggih Village, Watupuda Village and Tamburi Village. A total of 25 facilitators teach in these traditional schools (exceeding the target of 10 facilitators). The selection of facilitators was carried out by the village level Marapu Governing Body and the village government with the criteria of facilitators having a strong knowledge of Marapu culture, beliefs and values. Of the 25 traditional school facilitators 8 are women and 4 are youth. The addition of 15 facilitators to the original target of 10 was based on the need for a wide range of thematic activities for each traditional school, such as weaving, ritual speech, dance, music, weaving, Sumbanese history. So the target of 2 facilitators per village (total 10) was increased to 5 (total 25). Before carrying out teaching and learning activities, the facilitators were trained in management skills and provided with a best practices guidebook for implementing traditional schools at the village level. The number of traditional school participants for 2023 is 201 people from the ages of 8 to 28 years.



Figure 1. The number of traditional school participants per target village



Figure 2. Percentage of age distribution of traditional school participants (8-19 years)

The main aim of organizing traditional schools is to foster the transmission of knowledge and learning related to Marapu culture, beliefs and values across generations. In traditional schools, participants learn about Marapu ethics and morality, and how different domains of Marapu cultural expression are connected. For example when children learn about weaving, not only do they learn the technical skills, but are also taught the ritual poetry and meanings associated with each woven motif. Through the Lii Marapu Project, traditional schools have received finance to support operational costs for facilitators and infrastructure such as gongs, drums, musical instruments, dance equipment (accessories), tools and weaving materials. A handbook that outlines best practices and technical aspects regarding effective administration of traditional schools was also published, printed and distributed to all schools.

Consistent with Marapu adherents historical and ongoing practice of religious tolerance and inclusivity, these village based traditional schools offer non-formal education, not just for Marapu children, but for children of all religious denominations. These schools in part aim to address the historical and current lack of religious inclusivity in the formal public school system, and provide children of any belief system with a village arts-based alternative to formal schooling. Traditional schools are also valuable for child Marapu adherents who drop out of the formal school system.

Some of the direct beneficiaries of these traditional schools are also difalbel (different ability) children. For example, in Watupuda Village Mrs. Karanja Ngana's child, who has had limited speech and hearing since she was a toddler, could not enter a public school outside the Special School (SLB) system. Despite this she became an active participant in Watupuda traditional school. She follows the ikat weaving activities and is one of the most talented weavers in the school. The development of the Watupuda Village traditional School allows her to socialize in a location close to home with her peers. Karanja Ngana is grateful that her daughter has positive and productive activities which also provide her with the skills to earn pocket money independently.

Another significant development occurred in Kamanggih Village, Kahaungu Eti District. The Marapu Governing Body of Kamanggih Village independently engaged in fund-raising, donated land and built a traditional building measuring 6 x 8 meters for conducting traditional school activities. They considered the building necessary as a centre for learning about Marapu culture, beliefs and values. In addition, the school facilitators carry out cross-village activities because of the remote nature of the area and low population density. Due to the enthusiasm and independence displayed by the Marapu Governing Body of Kamanggih Village, the school received direct budget support from the Ministry of Education and Culture of Rp. 35,000,000 (2000 Euro) which was used for the procurement of additional school facilities and infrastructure. Funding in the form of infrastructure support to the value of Rp 70,000,000 (4100 Euro) was also received from the Ministry of Social Affairs. The Kamanggih Village Traditional School also gathers internal funding by organising social gatherings to engage in savings and loan activities (cooperatives) and also via the sales of woven crafts made by the facilitators and participants of the traditional school.

To support the sustainability of these 5 traditional schools, they are connected to the SIDAKETA application (<https://sidakerta.kemdikbud.go.id/>). This application was created by the Ministry of Education and Culture to record data for all Indigenous religions and traditional schools in Indonesia and to support traditional school budgeting, both in the form of direct support and through other funding opportunities such as the "Facilitation of the Cultural Sector grant" (FBK).

Outcome 3. The piloting senior high schools at targeted sub districts in East Sumba have a standardized model of Marapu-inclusive formal education services

Indicator : 4 piloting senior high schools in East Sumba have a standardized model of Marapu-inclusive formal education services including but not limited to having 1) curriculum, 2) teaching practical guidance, 3) a relevant monitoring and evaluation mechanism, 4) an operational fund for Marapu tutors is available.

In 2017, the Indonesian Ministry of Education, Culture, Research, and Technology introduced a national school curriculum for compulsory religion class named 'Education in the Belief in God Almighty' ("Kurikulum Kepercayaan Terhadap Tuhan Yang Maha Esa") with the aim of accommodating the hundreds of Indigenous religious beliefs in Indonesia. Because the curriculum aimed to address all Indigenous religious perspectives it was very general in scope, and child adherents of Indigenous religions could not learn about their own specific religion in any depth. Prior to the Lii Marapu project, there were no schools in East Nusa Tenggara Province that provided Indigenous religious education in the formal education system. Even though tutors were in fact available in East Sumba (via a previous project of the Waliati Foundation), they did not carry out teaching activities because there was limited financial support and training. Prior to Lii Marapu there were no Marapu specific texts or teaching materials available for Marapu tutors or students.

Through the Lii Marapu Project, three study guidance books for grades 10, 11 and 12 were prepared for tutors and students of Marapu Religion and Cultural at the high school/technical school level (SMA/SMK). Audio-visual and text resources that link to the guidance books and support its delivery were also developed and compiled. Marapu rituals, performance-based art (traditional music and dance), literary art (ritual speech), visual art (weaving), and interviews with Marapu priests and practitioners of the Marapu religion and culture

were recorded and organized into YouTube playlists linking to lessons within the Marapu-specific curriculum. An extensive digital archive of text documents, audio files and videos related to the Marapu religion, culture and values were also published. The Lii Marapu Multimedia Archive includes: 260 audio recordings of Marapu traditional music, oral culture and rituals, 130 videos of Marapu traditional music, oral culture and rituals, 320 texts relating to the Marapu religion (including 27 digital books by Sumbanese researchers), 3,112 images of Marapu visual arts, and historical images collected from international museums, online sources, private collections and archives around the world. This archive is available online via the Marapu Governing Body website developed during the program (<http://www.marapusumba.com/arsip>) and is also distributed to schools, tutors, facilitators and relevant stakeholders in flash-disk and/or mini-SD card format (for use in handphones, the most common digital media devices available in Sumba). In addition the video material in the archive is also published on the Lii Marapu Project YouTube account, which allows tutors, students and the general public to access, and share via social media the Marapu educational materials developed during the program. The Lii Marapu YouTube channel has published 115 videos, received 3,430 subscribers and 650,254 views (as of November 2023). The Marapu Governing Body website, (www.marapusumba.com) also contains additional important materials related to the Marapu Governing Body district and village levels.

Since January 2023, these Marapu specific educational materials have been used by Marapu tutors in the four pilot high schools, and as supplementary references in two primary schools (educational textbooks targeting primary and middle schools was out of the scope of this program due to Voice child protection policy). The materials developed for formal education have also been reported to have been useful for facilitators in the non-formal traditional schools. In addition to the formal high school texts a practical guidance book for non-formal “traditional schools” was also published.

Through the Lii Marapu project, advocacy and close collaboration was undertaken with the Ministry of Education and Culture and the Indonesian Supreme Council of Faith (MLKI) to support educational services for Marapu adherents in East Sumba. Through budget support from the Ministry of Education and Culture and support from the Marapu Governing Body of East Sumba District and the Supreme Council of Faith (MLKI), 20 potential Marapu tutors were recruited (exceeding the project target of 4 instructors). Furthermore, a technical guidance course (Bimtek) was held for these Marapu tutors during July 2022. Following this training all 20 Marapu participants passed the competency requirements of the Ministries Professional Certification Institute (LSP) which enabled them to legally teach in the formal education system. This was legalised via policy number “SS-PCBM.1259/LSPKEB/VII/2022 concerning certification of tutors in the formal education system”.

In the first semester of public school education (August 2022) 7 instructors began carrying out teaching activities in four target high schools and two non-target elementary schools. The legal placement and payment of instructors in these schools was undertaken by the Directorate of Beliefs and Traditional Communities (Dit. KMA) under the Indonesian Ministry of Education and Culture. The placement policy was number “1345/F2/KB.07.08/2022 concerning the placement of (Marapu) religious instructors in education units in East Nusa Tenggara province in 2022/2023”. The payment for Marapu tutors was guaranteed under policy “774F2KB.07.072022 concerning recipients of incentives for (Marapu) religious tutors for the 2022/2023 academic year”. For operational/transport financing, instructors now receive financial support from the Ministry of Education and Culture of Rp. 300,000/month (17 Euro). Apart from budget support from the Ministry of Education and Culture, tutors also received financial support from the Lii Marapu Project amounting to an additional Rp. 300,000/month (17 Euro) and also additional financial support was given directly from the school committee of Rp. 300,000 – Rp. 500,000/month (17-30 Euro). This means tutors could receive a total monthly wage of Rp. 900.000- 1.100.000 (51-64 Euro).

In the 2023/2024 academic year, the number of Marapu students receiving Marapu specific education services across six schools in East Sumba is 235 children. They have been taking formal lessons in Marapu culture, beliefs and values since August 2022. Based on the results of Lii Marapu's end line study, it was identified that these children were very happy with the process of teaching and learning about the Marapu religion and culture at school. To increase Marapu tutor's resources, the Lii Marapu project team offered technical

support to tutors during the first six months of their placement to assist in compiling reports and making lesson plans, which the tutors now do independently.

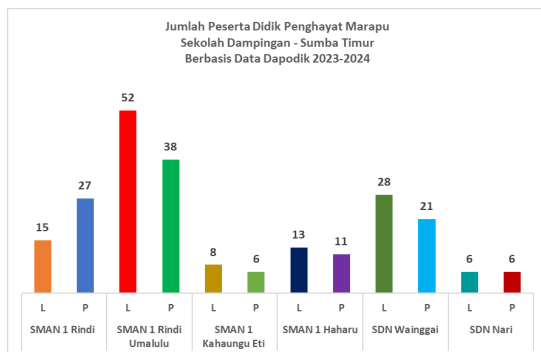


Figure 3. The number of students who are Marapu adherents in the Lii Marapu target schools

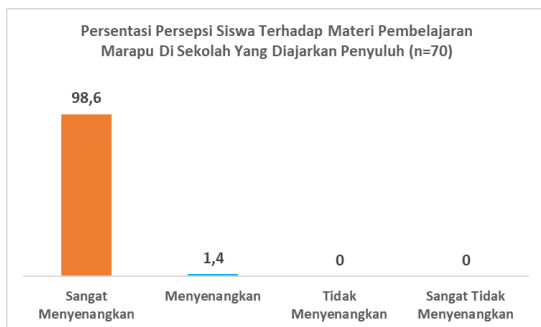


Figure 4. Percentage Perception of students about Marapu educational materials taught in schools by tutors (Very Pleased 98%, Pleased 1.4%, Displeased 0%, Very Displeased 0%)

According to the Lii Marapu end line study the students reported that the Marapu specific learning activities at school were very enjoyable, because they could understand more about the substance of Marapu culture and beliefs. It was identified that 98.6 (69 out of 70 students) students had a "very pleasant" perception of the curriculum and Marapu specific educational materials. This was also due to text based materials being supplemented with Marapu related audio-visual materials. Every school (formal and non-formal), tutor or facilitator implementing Marapu learning activities has access (online and offline) to the Marapu digital audio-visual archive to support and augment existing Marapu textbooks. For example, when children are taught about the various types of rituals in the Marapu religion, they are not only explained using text based materials but children also watch documentation and interviews with Marapu leaders about the function and meaning of the rituals, this is firstly exposing students to Marapu rituals they may have not seen before but also deepening students' knowledge about the meaning and values of each ritual activity.

At the start of the Lii Marapu project in 2021, Dr Vicki Ware (Deakin University, Melbourne) and Dr Kim Dunphy (University of Melbourne) invited members of our project team, academic advisor Dr Catherine Grant (Griffith University) and the representative of the Marapu Governing Body Umbu Remi Deta, to co-write a chapter based on the educational aspects of the program for the "Routledge Handbook for the Arts and Global Development" which will be published via Routledge Press London in 2024. This publication will compile international case studies and research about various approaches incorporating the arts in the education sector of global development. Our chapter will focus in particular on education related goals, outputs, outcomes and impacts by presenting case studies of the "Lii Marapu project" and the previous Voice supported Marapu empowerment project "Revitalising Marapu Cultural Assets". The book chapter is titled "Integrating the Arts of Indigenous Religion Adherents into Global Development Initiatives: A Case study from Indonesia"

Outcome 4. Local government (district and village) in East Sumba provide relevant policies to increase social and educational access for Marapu adherents; these policies are recognized by provincial and national governments .

Indicator: 1) Regent's Regulation (Head of district government regulation or "Peraturan Bupati") on Marapu cultural, social, religion, and education support that is enacted by the end of the project, 2) The operational fund support for Marapu Governing Body at

district level is integrated in the district annual development plan (RKPD), 3) 3 out of 5 villages enact Village level policy on Marapu cultural, social, religion, and education support by the end of project, 4) 3 out of 5 villages access the village operational fund to support the Marapu Governing Body in their village annual development plan (RKPDes).

The primary importance of advocacy in development programs like Lii Marapu is clear. Advocacy must be carried out in order to produce policy, but also to ensure that effective policy implementation occurs. In the context of the Lii Marapu Project, advocacy has been carried out to increase access to social and educational services for Marapu adherents. In the initial planning of the project, advocacy was only focused on the village, district and provincial levels, but during the course of the project it was deemed necessary to carry out advocacy at the national level, particularly with the Ministry of Education and Culture. So there were four levels of advocacy during the Lii Marapu project, namely the village level which was carried out by the Marapu Governing Body at the village level, the district level carried out by the Marapu Governing Body at the District level, and the provincial level also carried out by the Marapu Governing Body at the District level and supported by the Lii Marapu project team, and national level carried out by the Lii Marapu project team.

National Level

In terms of advocacy at the national level, the project team focused on advocacy to the various relevant directorates of the Ministry of Education and Culture (Dit. KMA Kemendikbudristek, P2 Culture Professional Certification Institute, Center for Books and Learning and Supreme Council of Faith). Each of these institutions has its own role and function for faith-related educational services in Indonesia. Advocacy at the Dit. KMA Kemendikbudristek was undertaken for the purposes of strengthening the capacity of instructors, securing budgets, incentives for instructors. Advocacy was undertaken with the Cultural Professional Certification Body (Lembaga Sertifikasi Profesi Kebudayaan) related to certification and competency tests for Marapu tutors. Advocacy was undertaken with the National Book and Learning Center for the purposes of legalizing the implementation of the Marapu specific educational materials (text, audio/visual) developed during the program and advocacy to the Supreme Council of Faith (MLKI) was done in order to continue capacity strengthening for Marapu tutors.

This advocacy process began in March 2022, and in June and July 2022 the project team along with the Ministry of Education and Culture (Dit. KMA Kemendikbudristek), Supreme Council of Faith (MLKI), Cultural Professional Certification Body (Lembaga sertifikasi Profesi Kebudayaan) held a technical guidance activity (Bimtek) and competency tests for 20 Marapu tutors in East Sumba Regency. On June 6 2022, the Cultural Professional Certification Body issued policy number "S-PCBM.1259/LSPKEB/VII/2022 concerning Certification Results", which stated that 20 Marapu tutors in East Sumba Regency were declared competent and certified to teach in the formal education system. Following on from this policy creation, on July 1 2022 the Ministry of Education and Culture (Dit. KMA Kemendikbudristek) issued policy number "1774/F2/KB.07.07/2022 concerning Recipients of Incentives for Educational tutors on Belief in God Almighty for the 2022-2023 Academic Year", which guaranteed a monthly wage for Marapu tutors. On July 22 2022 the Ministry of Education and Culture (Dit. KMA Kemendikbudristek) issued policy number "1345/F2/KB.07.08/2022 concerning the Placement of Educational Instructors for Belief in God Almighty in the Regional Education Units of East Nusa Tenggara Province in 2022/2023", this finalized the legal placement of trained Marapu tutors at public schools.

The three policies above provide legalization for instructors to carry out Marapu specific teaching and learning activities in public schools. However, not all of the 20 instructors who received certification are currently teaching in schools. Currently there are 7 tutors teaching in schools in East Sumba, 4 who teach at 4 high schools and 3 who teach in 2 elementary schools. The incentives paid by the Ministry of Education and Culture (Dit. KMA Kemendikbudristek) amount to Rp. 300,000/month (17 Euro). Even though this amount has not met initial expectations, additional funding has been sourced for tutors via school committees and through the program itself. Despite this it is important is that there have been concrete steps taken by the central government to support Marapu inclusive education.

The Lii Marapu project also received budget support from the Ministry of Education and Culture (Dit. KMA Kemendikbudristek) to implement various activities, amounting to Rp. 419,400,000 (24,650 Euro). In October 2022, the Ministry of Education and Culture (Dit. KMA Kemendikbudristek) collaborated with another NGO (Bumi Lestari) to re-train Marapu tutors who had previously participated in training in the Lii Marapu project. For the first time in Indonesia, through the Lii Marapu Project, East Sumba Regency has developed a Marapu Faith Education Companion Book for SMA/K level, currently the Ministry of Education and Culture is replicating the method of compiling Indigenous religion specific companion books to accompany the general curriculum for other regions, namely Central Sumba Regency, West Sumba Regency, Southwest Sumba Regency, West Sulawesi Province and Yogyakarta Special Region Province. Apart from that, Ministry of Education and Culture (Dit. KMA Kemendikbudristek) has initiated a Marapu specific education services project for the three other districts on the island of Sumba (Central Sumba Regency, West Sumba Regency,

Southwest Sumba Regency) using the Lii Marapu approach. In 2023, the Ministry of Education and Culture will also provide budget support of IDR. 35,000,000 (2057 Euro) for the provision of traditional school facilities in Kamanggih Village, Kahaungu Eti District.

Provincial Level

According to the national nomenclature, High Schools (SMA) or Technical schools (SMK) are under the coordination of the Provincial level Education and Culture Department. Therefore, the Provincial Education and Culture Department has a strategic role to support educational services for high school and technical school aged Marapu children. This support should be given in areas such as strengthening capacity, data collection and budgeting and also enacting other policies that support educational institutions in providing Indigenous religion and cultural education.

Advocacy at the provincial level of the project team and Marapu Governing Body of East Sumba District entailed building coordination with the leadership of the Commission V House of Representatives (DPRD) NTT which oversees education and health. During this coordination, an agreement was developed to hold a Hearing Meeting (RDP) with the NTT Provincial Education and Culture Office in Kupang. In March 2023, the hearing meeting (RDP) was held at the NTT Provincial House of Representatives (DPRD) office in Kupang which was attended by the Chairman of Commission V DPRD and members, the Head of the Education and Culture Department together with staff, the Deputy Chair of the Marapu Governing Body of East Sumba and the Lii Marapu Project team. The meeting (RDP) produced 3 recommendations, including, 1) Commission V fully supports the development of Marapu inclusive services in the education sector as a principle of equal rights for civil society, 2) Commission V appreciates and provides full support for SID, Marungga and the Marapu Governing Body who have implemented the Lii project Marapu, 3) Commission V supports the NTT Provincial Education and Culture Department in implementing policies according to its authority, including budget support as a follow-up to the Constitutional Court's decision and other regulations related to the Marapu Faith.

Of the four assisted schools at the Senior High School (SMA) level, there are two schools that budget transportation funds for instructors, namely SMA Negeri 1 Rindi Umalulu amounting to Rp. 500,000/month (30 Euro) for one Marapu tutor and SMA Negeri 1 Haharu amounting to Rp. 300,000/month (17 Euro) for another Marapu tutor.

District Level

Regarding support from the regional government of East Sumba District, since August 2022 there are two elementary schools that have become exemplary models for providing Marapu faith education, namely the Nari State Elementary School (Kota Kawawu Village) and the Wainggai State Elementary School (Pambotanjara Village). These two institutions did not receive direct funding from the Lii Marapu program (as Lii Marapu only directly supported high school level institutions), the implementation of Marapu inclusive education at the elementary school level was an initiative of the Department of Education, the schools and the Marapu tutors themselves.

In addition to the achievements above, the Lii Marapu project continues to build collaboration with a range of stakeholders at the district level such as the the District Education Department, People's Welfare Department, Legal Department, Regional Planning and Development Agency, Tourism and Culture Department, Bumi Lestari Institute, Women and Children Solidarity Institute, Sabana Institute Sumba and Koppesda Institution. This collaboration initiated the drafting of "Regent Regulation Number 33 of 2023 concerning Educational Services for Indigenous religion adherents in Educational Units". This regulation was signed by the Regent (Bupati) of East Sumba on September 1, 2023. The Regent's Regulation core points are to provide budgeting for Marapu education services, provision of educational infrastructure and teaching staff. As an implication of the Regent's Regulation, the East Sumba Regency Education Office has allocated a budget of Rp. 124,000,000 (7291 Euro) for Marapu tutor incentive fees (contained in the Budget Work Plan/RKA) and this budget will be realized in 2024. The Ministry of Education and Culture and MLKI really appreciate the enacting of the Regent's Regulation, as this is proof of the state taking responsibility to provide services to the community without discrimination. This Regent's Regulation is the first regulation in Indonesia that specifically regulates educational services for Indigenous religion adherents, and is being used as a model for other regions in Indonesia.

In addition to the educational services mentioned above there has also been district level support from the Civil Registration and Population Department which is also ongoing. In 2021 there were official registrations of 52 couples married according to the Marapu religion. In 2022 there were 76 couples and in 2023, 52 more couples. The Marapu governing Body and the project team continue to build communication with the East Sumba Regency Population and Civil Registration Department (Disdukcapil) for providing population administration services, until mid-2023, there has been significant progress in population administration services for

Marapu adherents such as the provision of accurate identity cards and birth certificates. Based on data released by the Department of Population and Civil Registration in mid-2023, the number of Marapu adherents who have an identity card (E-KTP) is 12,500 residents, only 255 Marapu adherents do not yet have one. For birth certificates for children aged 0-17 years of Marapu adherents, out of a total of 4,105 Marapu adherents, 4,724 (84.9%) already have birth certificates and 618 children (15.05%) do not yet have birth certificates.



Figure 5. Number of Marapu Adherents in East Sumba who have Electronic Identity Cards. Data from Department of Civil Registration East Sumba

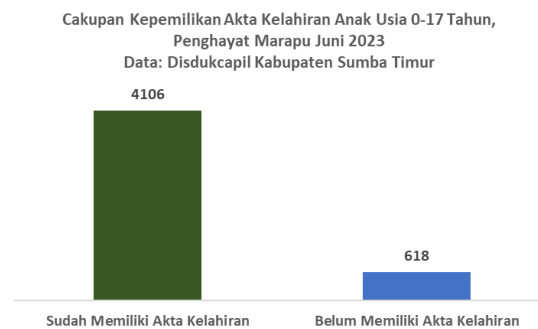


Figure 6. Number of children Marapu adherents (aged 0-17) who have birth certificates. Data from Department of Civil Registration East Sumba

Village Level

Village government support is vital to increase access to social and educational services for Marapu believers in East Sumba Regency. After Marapu Governing Body members at the village level received advocacy training from the District level Marapu Governing Body and with support from the Lii Marapu project team, they increased capacity to advocate to the village government, especially regarding the village budget allocation and other relevant policies.

Currently, Marapu administrators in the five target villages and one non-assisted village have enacted village level policy concerning Marapu adherents (SK). In addition, since 2022 Tamburi Village has allocated a budget of Rp. 24,000,000 (1411 Euro) for the operational fund of traditional school facilitators. Kotak Kawawu Village allocated Rp. 5,760,000/year (338 Euro) for operation fund for the village level Marapu Governing Body, Pambotanjara village allocated Rp. 9,600,000/year (564 Euro) for Marapu ritual specialists (Wunang) transport costs, the Kamanggih Village Government allocated a budget for traditional school facilitators of Rp. 200,000/facilitator/month (12 Euro). For the other two villages, Hambapraing and Watupuda Villages, they have committed to allocating budget for Marapu adherents in the 2023 Village Revenue and Expenditure Budget (APBDes).

The four villages that have enacted policy (SK) for budgeting are

- a) Kamanggih Village: “Village Head Policy Number “0031/PPNF/III/KMG/2023 concerning the Implementation of Non-Formal Education (Marapu Traditional School)”.
- b) Hambapraing village: “Village Head Decree Number 21/SK/PEM /DHP/II/2022 concerning the Formation of the Marapu Governing Body”,
- c) Tamburi Village: “Village Head Policy Number 11/SK/TB/III/2023 concerning the Formation of Marapu Traditional School Facilitators”
- d) Kota Kawawu Village: “Village Head Policy Number 013.PEM/KKW/KE/I /2022 concerning the Formation of the Marapu Governing Body”.

The implication of enacting this village level policy is continued support for village programs and budgeting concerning Marapu adherents.

Most Proud Project Achievement

The project's proudest achievement is our project goals being recognised and receiving ongoing support from the government, both at the district and national level. At the District level, there has been a ground breaking policy support enacted from the East Sumba District Government, namely “Regents Regulation Number 33 of 2023 concerning Educational Services for Indigenous religion adherents”. As an implication of this regulation, the East Sumba District Education Department has allocated a budget of Rp. 124,800,000 (7343 Euro) for the 2024 budget year. This budget amount has been published in the Education Departments Budget Work Plan (RKA). This is encouraging, because this regulation will support the sustainability of the program to continue increasing access to educational services for Marapu adherents. Apart from that, the close collaboration with the East Sumba District Population and Civil Registration Department has sped up the process of obtaining accurate and non-discriminatory civil registration for Marapu adherents.

National government support, in this case from the Ministry of Education and Culture, has been a key to the success and sustainability of this program. The Ministry of Education and Culture has provided support in the form of policies and budgets during the Lii Marapu project and will continue to provide on-going support for educational services for Marapu adherents in East Sumba Regency. In 2022 the Ministry of Education and Culture provided budget support of IDR. 419,400,000 (24.683 Euro) for activities related to collecting data on the number of students who are Marapu adherents, technical guidance for Marapu instructors, certification of instructors, advocacy training for the Marapu Governing Body at the district level. In 2023, the Ministry of Education and Culture provided budget assistance of IDR. 35,000,000 (2059 Euro) to support the development of traditional schools in East Sumba which was assisted by the Lii Marapu Project. The Ministry of Education and Culture also involved the Lii Marapu Team as a resource persons and active participants in national level activities such as preparing strategic plans for Indigenous religion adherents and activities for preparing strategic plans for traditional school education across Indonesia.

Approach

The most successful approach used in implementing the Lii Marapu Project was the advocacy approach. Building good communication and relationships with policy holders was an effective strategic approach in implementing this project. This approach applies to all levels of government, from village, district, provincial to national level. Synchronization of programs and activities between the Lii Marapu Project and the Ministry of Education and Culture has shown to be very effective, and efficient because of budget sharing arrangements.

Another approach is to empower groups of rights holders, in this case Marapu adherents. Building a shared understanding so that rights-holding communities have ownership as subjects, not objects. Marapu adherents are realising their own abilities and potential to bring about change. One example of this is the Marapu community of Kamanggih Village, which was able to establish a traditional school through independent advocacy and fundraising.

Most Significant Change

The most significant changes as a result of this project are changes at the government or policy-making level, starting from the village, district to the national level of government. The policy support is in the form of regulations and decisions that have implications for budget allocation to fulfil the civil rights of Marapu adherents.

At the national level of government, namely from the Ministry of Education and Culture, there is policy support in the form of a policy regarding budget allocation for incentives for Marapu instructors starting in August 2022. Apart from that, there has been budget support for implementing the Lii Marapu project amounting to Rp. 419,400,000 (24,675 Euro) and implementation of traditional schools amounting to Rp. 35,000,000 (2059 Euro).

For the East Sumba district level government, there is now policy support, namely the “Regent's Regulation Number 33 of 2023 concerning Educational Services for Indigenous religion adherents in Educational institutions”. With this policy, the government has allocated a budget of Rp. 124,800,000 (66,181 Euro) which is contained in the 2024 Budget Work Plan (RKA) document at the East Sumba District Education Department.

There is now policy and funding support from the village government for the implementation of traditional schools. Tamburi Village has allocated a budget of Rp. 24,000,000 (1412 Euro) and this is stated in the 2023 Village Revenue and Expenditure Budget (APBDes) document. Kotak Kawawu Village has allocated a budget for the operations of the village level Marapu institution of IDR 5,760,000 (338 Euro) since 2022.

At the school level, there is policy and budget support from the six schools assisted by the Lii Marapu Project, the budget support is for operational costs for Marapu tutors with varying amounts for each school between Rp. 300,000- 500,000/tutor/month (17-30 Euro).

This most significant change has occurred due to the support of various parties such as the Ministry of Education and Culture, the Supreme Council of Indonesian Faith, the Marapu Governing Body at the village, sub-district and district levels, the Lii Marapu Project Team, the East Sumba District Government and Departments including the Education Department, the Population and Civil Registration Department, Tourism and Culture Department, Regional Planning and Development Agency, East Sumba Regency State Prosecutor's Office, Government Schools and the Marapu community of East Sumba District.

Key Project Impacts

The self-confidence of Marapu adherents to advocate for change is now apparent, they are voicing their rights and interests in forums in the village, district, provincial and national levels. Through Marapu institutions at the village level, Marapu adherents are involved in planning and budgeting in the village budget, and their voices are being heard by policy makers, this can be seen by the village budget allocations for services concerning Marapu adherents.

The main impact of the project is the increase in religious/cultural education services for Marapu adherent students in four project-assisted model schools (high schools) and two non-assisted schools (primary schools) with a total of 235 Marapu adherents (115 girls and 115 boys) receiving Marapu specific education services. This means that 100% of Marapu children in these six schools are receiving religious/cultural education services. The process of teaching and learning activities at this school has continued since August 2022. Apart from formal schools, educational services are also being developed in five non-formal traditional schools with a total of 201 students (90 girls and 111 boys). Please note that before the Lii Marapu Project existed, there was not a single public school in East Sumba that was providing religious/belief education services for Marapu children.

Another main impact is that the Marapu community now has accurate (in regards to religious denomination) civil registration documents such as Resident Identity Cards, Birth Certificates, Marriage Certificates and Family Register Cards, which was impossible prior to 2016 because of discriminatory national policy. Now Marapu adherents population documents have accommodated a religious identity in accordance with their beliefs. Based on data released by the Department of Population and Civil Registration in mid-2023, the number of Marapu devotees who are required to have an identity card (E-KTP) is 12,755, and 12,500 of these residents already have an E-KTP, only 255 adherents do not yet have this identity card. For birth certificates, out of a total of 4,105, 4,724 (84.9%) of child Marapu adherents already have accurate (in regards to religious denomination) birth certificates and only 618 children (15.05%) do not yet have birth certificates.

The most significant lesson learned in the Lii Marapu Project

The most significant lesson in implementing the Lii Marapu Project is that building good and intense communication and coordination with stakeholders is an effective approach in advocacy. During the implementation of the Lii Marapu Project, the project

team communicated closely with the Ministry of Education and Culture and local government. The project team always updated the progress of program implementation to all relevant stakeholders, and also held regular online meetings.

It was necessary to master advocacy techniques and strategies, including the formal regulatory and juridical framework that is the legal basis for the Lii Marapu program issues. This knowledge made it easier to develop advocacy strategies, including identifying key policy makers. Apart from that, it is also important to see and analyse the correlations and relevance between one policy and another or the relationship between higher level and lower level regulations that regulate the relevant issues being addressed in the program.

Guiding questions:

- What are the achievements of the project (from the beginning of your project implementation until now) that you're most proud of?
- What are the most successful empowerment approaches and tools that you have used in this project?
- What are the most significant changes that you have observed happening because of your activities? Who was involved in achieving those changes?
- What has been the ultimate impact of your project in terms of improving people's living conditions? How far have you got in achieving that?
- What are the most significant lessons that you have learned throughout the implementation of this project?
- Do you have any final messages to share with Voice?

Information about rightsholders you have reached:

The rights holders involved in various activities in the Lii Marapu Project consist of The Marapu Governing Body District level, The Marapu Governing Body Sub-District level, The Marapu Governing Body Village level, Lii Marapu task force (cross stakeholders including Marapu Governing Body and Government members), religious leaders, the management of assisted schools , Marapu tutors, Traditional school facilitators, Marapu (formal school) adherents, Traditional school learners and other Marapu adherents. Details of rights holders in the Lii Marapu Project can be seen in the table below:

No	Element	Gender				Total
		Man	Woman	Other	Disability	
1	Marapu Regency Level Management	20	7	-	-	27
2	Lii Marapu Working Group	12	11	-	1	24
3	Marapu Valuers	9	9	-	-	18
4	Traditional School Facilitator	13	12	-	-	25
5	Marapu Regency Administrator	20	7	-	-	27
6	School Management	8	3	-	-	11
7	Marapu Students	120	115	-	-	235
8	Traditional School Students	94	99	-	1	194

9	Thoughtful Leader	5	-	-	-	5
10	Marapu District Manager	9	-	-	-	9
11	Marapu Village Administrator	142	31			173
12	Residents of Marapu	112	192	-	-	304
		564	486	-	2	1,052

Guiding questions:

- Who are the rights holders that you have reached with this project directly? For example, number of people participating in the various activities, such as training sessions. Please disaggregate the data by gender and other markers such as age, disability, and ethnicity.

2. STORIES OF CHANGE

Do you have a good story to share? On changes in the lives of people, groups, organizations, and/or external actors. It does not need to be a written one, we happily receive another format, including audio-visual.

<p>Stories of rightsholders:</p> <p>In this column, we will share a link about the story of change in the Lii Marapu project.</p> <p>https://www.youtube.com/watch?v=eir0nCEWVWY&t (Lii Marapu Project Final Story of Change Video October 2023)</p> <p>https://www.youtube.com/watch?v=xKWRH0GfYnI (Lii Marapu Project Development, First year October 2022)</p> <p>https://indonesiainklusi.id/belajar/buletin-indonesia-inklusi-edisi-3/ (Back to the Ancestors: Getting to Know the Village that Supports Marapu Believers, page 63)</p> <p>https://drive.google.com/file/d/1ZyrxhK5QXnR6bgOytCDIAYI_eF-Ru98/view (Lii Marapu Project Learning Book, Stories of Change, pages 32 - 38)</p>
<p>Guiding questions:</p> <ul style="list-style-type: none"> How is Voice changing your organization, the rights holders you work with, local communities and/or other stakeholders of this project, or other social actors?

FOCUS ON LINKING & LEARNING

<p>How was your learning journey?</p> <p>A very valuable experience in implementing the Lii Marapu Project was when the project team carried out policy advocacy at the national level without any prior network or experience. The Lii Marapu project required the development of a network at the national level, especially in advocacy with the Ministry of Education and Culture and the Supreme Council of Indonesian Faiths (MLKI). From here the project team learned many things, starting from communication skills, interpersonal approaches and how to convince the government about the value of the project being implemented, so that policy makers would support it.</p> <p>From the approach with the Ministry of Education and Culture, there was budget support of Rp. 98,680,000 (5813 Euro) when carrying out the Technical Guidance and Competency Tests for prospective Marapu tutors. Apart from that, there</p>

is ongoing budget support for transport costs for Marapu tutors of Rp. 300,000 (17 Euro) tutor/month. Not only that, the Ministry of Education and Culture also supported Lii Marapu project activities by allocating a budget of Rp. 419,400,000 (24,598 Euro) in 2022. In 2023, the Ministry of Education and Culture of the Republic of Indonesia provided funds of Rp. 35,000,000 (2061 Euro) to support the development of traditional schools.

Through the Lii Marapu Project supported by Voice, the project team and partner institutions (Sumba Integrated Development/ Marungga Foundation) have learned about other issues that Voice partners are implementing, such as empowerment of Indigenous communities carried out by Pelita Sumba, empowerment of elderly groups carried out by PPSW Pasoedan and assistance to the families of 1965 victims by PBH Nusra.

What's interesting about collaborating with Voice is the Linking and Learning program, where there are special institutions/partners (for example Generation Pamphlet) that focus on connecting partners to learn from each other, not only that but also connecting with stakeholders and policy makers.

In implementing the Lii Marapu Project, a new method or approach used by the project team was to build collaboration with all parties or cross-stakeholders, both civil society organizations and government institutions. This approach is very effective because stakeholders not only provide ideas but also can add to program budgets. For example, private donations provided funds of Rp. 13,000,000 (765 Euro) to provide laptops for Marapu tutors, Bumi Lestari Institute provided a budget of Rp. 15,000,000 (6775 Euro) to engage in policy advocacy at the district level, the Ministry of Education and Culture supports the Lii Marapu Project with a budget of Rp. 478,400,000 (28,187 Euro).

For each learning and success story the project team shared via available platforms such as Facebook, WhatsApp groups, Instagram, printed and online newspapers, websites, YouTube, story writing (newsletters facilitated by the Pamphlet team). Apart from using these platforms, the project team also shared learning through meetings/workshops at Linking and Learning activities, Community of Practice (CoP) classes, and various forums at the national and global levels.

Guiding questions:

- What have you learned from the implementation of your project? How are you documenting your learning?
- Have you and your partners tried new approaches, methodologies, or ways of working in this project?
- Which methods / approaches are you using to disseminate knowledge that you generate through this project to rightsholders and communities?

How was your linking journey?

Linking and Learning Voice Partners (domestic and global)

What is different about collaborating with Voice is that Voice provides space for its partners to learn and share with each other both nationally and globally. Through linking and learning activities, you can find out and understand the issues being addressed by other Voice partners throughout Indonesia, including project implementation strategies/approaches. Through linking and learning activities, the project team can also learn to facilitate, learn to write articles and releases related to the activities carried out. Apart from that, you can learn new things from Voice partners. Networking with other institutions to advocate to stakeholders regarding projects carried out, through recommendations prepared together in linking and learning activities.

In May 2023, Voice Indonesia chose the Lii Marapu program to represent Indonesia in INDABA activities which took place in the city of Cotonou-Benin, West Africa. INDABA is a global meeting of Global Voice grantees from various countries in Asia including Indonesia, the Philippines, Laos, Cambodia, Thailand, Malaysia, and countries in Africa such as Kenya, Tanzania, Mali, Uganda, Senegal, Niger, Nigeria, Benin, Kenya.

The four-day meeting was marked by sharing learning from the participants about good practices that have been implemented and are currently being implemented. The first thing that was impressive was that the activity method

designed by the committee (Voice Global) was very participatory, opening up space for all participants to express their opinions. The group discussions that were built were also very participatory, including presenting the results of the discussion not only by one group representative but involving all group members. There were many great facilitators like Emma Mengo , Kayla Lapiz and Cedric Owuru who inspired us about participatory methods.

From Zusana (Kenya) the struggle of the Tapiyak Lepollusi community fought for Masai women to obtain their rights from "forced marriages" carried out by their families, where in traditional Masai culture, fathers often contract their daughters to marry older men. Masai women aimed to save these girls from a culture that is very discriminatory to women . Most of the girls are forced to marry young were between 12 and 14 years old, some even younger and they are usually forced to drop out of school . This inspired our team to fight for other less dominant groups within the Marapu community, such as woman, children, persons with disabilities to obtain their civil rights.

Another project that really inspired us was the story from Elie Chansa from Tanzania (PINGOS). PINGOS is an institution that advocates for indigenous peoples with a media approach. Various platforms are used to influence government policy so that the rights of indigenous peoples and local beliefs are fulfilled by the state. Advocacy using media approaches/instruments is very effective in influencing government policy. This encouraged us to do the same in advocating for the rights of the Marapu Indigenous people in Sumba.

In the same activity, Sumba Integrated Development and Marungga Foundation had the opportunity to share stories about intergenerational learning about traditional values and culture among Marapu believers. Apart from that, we also shared advocacy activities carried out in the Lii Marapu Project as well as budget and policy support from the Indonesian government.

Linking and Learning with non-Voice partners and the Government

Through the Linking and Learning activities provided by Voice, the Lii Marapu team can connect with various non-Voice partner institutions such as the Indonesian Partnership and Bumi Lestari Institutions. In implementing the Lii Marapu Project, the Indonesian Partnership and Bumi Lestari provided follow-up technical guidance (twice) for Marapu tutors who had previously been trained and recruited in this project. In addition, the Indonesian Partnership is building cooperation and inviting the Lii Marapu Project team to share lessons related to educational services for Marapu devotees in East Sumba Regency at their regular meetings and during the 2023 Human Rights Festival in Singkawang, West Kalimantan. The Indonesian Partnership Institute through the Bumi Lestari Institute supported the budget for the activities of drafting regional regulations regarding educational services for Marapu believers in East Sumba District amounting to IDR. 15,000,000 (844 Euro). This collaboration has been built since 2022, during the period we were carrying out policy advocacy.

We are also connected with government institutions at the national level such as the Ministry of Education and Culture (Directorat KMA). This institution has been very supportive of the Lii Marapu project since the project started. The support provided by the Ministry of Education and Culture is in the form of human resources and budget support in the amounts mentioned above. Likewise, the Supreme Council of Indonesian Faith strongly supports the Lii Marapu Project in the form of training for Marapu extension workers. The Ministry of Education and Culture involved the Lii Marapu Project team as resource persons at the national level to share good practices regarding educational services for Marapu believers in East Sumba Regency.

Through the Lii Marapu Project, we were also connected to the Constitutional Court of the Republic of Indonesia as an institution that issues decisions regarding the recognition of the civil rights of believers in Indonesia, including Marapu adherent. The Constitutional Court has involved the Lii Marapu Project team as a monitoring and evaluation team for the "Constitutional Court's decision 97_PUU-XIV_2016" regarding the inclusion of religious identity in the identity card (KTP) column.

Building networks with all stakeholders, including NGOs and the government, is important to voice the rights of people who are marginalized or historically ignored and discriminated against by the state. Sumba Integrated Development and Marungga Foundation are working to expand their network both domestically and globally. It is hoped that Voice will be present to help build connectivity with various parties to fight for people's rights.

Guiding questions:

- Are you connected with other Voice projects in your country, region or worldwide? If yes, how do you connect with them? Have you benefited from these connections?
- Have you connected with other stakeholders (non-Voice grantees, new partners, donors, policymakers, etc.) thanks to your Voice-funded project? If yes, can you please provide examples (local, national, regional, and/or international levels) on specific topics related to your project?
- Would you like to engage with others in the future? What role do you think Voice can play in facilitating those connections?

In how far was Voice able to engage your organization?

The linking and learning system is very effective as a forum for learning various knowledge at the national level. In the linking and learning system, our organization could learn about various issues that are also addressed by other Voice partners. Through linking and learning, we connected with various NGOs and government institutions and engaged in the learning process together.

The system helped us to share good practices on advocacy and innovation that we carried out throughout the project. Apart from that, linking and learning can increase the capacity of Voice partners through joint learning classes, namely Community of Practice, such as learning about inclusion advocacy, meaningful involvement of young people and inclusive arts spaces.

The linking and learning system also facilitated Voice partners including SID and the Marungga Foundation to learn to write, including guiding partners to improve writing skills published project teams writing in the linking and learning bulletin or other related platforms such as websites. Two editions of articles about our project learning have been published in the Indonesia Inclusion bulletin. Apart from that, we also write about INDABA learning on the Voice Global blog (https://voice.global/blog/inspiring-indaba/?doing_wp_cron=1700143713.8759191036224365234375). Digital platforms really help us to share learning and can also learn from various issues and experiences of Voice partners around the world.

During our partnership with Voice, we always actively participated in various activities provided by the linking and learning platform, both at regional, national and global levels (online and offline). At regional meetings we participated in Voice partner program/issue mapping activities for the East Nusa Tenggara, West Nusa Tenggara and Sulawesi areas, at the national level we also participated in activities to formulate program recommendations and stakeholder meetings with policy makers. At the global level, we were also involved in the INDABA forum which was held in the country of Benin, West Africa with the theme of intergenerational learning and leadership development.

What needs to be improved in the linking and learning system is policy advocacy with stakeholders at the national level. The learning that has been generated by Voice partners can be used as an advocacy instrument at the national level, this is important for the sustainability of the program.

Guiding questions:

- Voice has put several Linking & Learning processes and systems in place (national Linking & Learning events, digital platforms, etc.) to facilitate connections, knowledge-sharing, learning and innovation. Did you find any of those processes and systems particularly useful?

3. FINANCIAL REPORTS

Please do not forget to attach the **financial report format** when submitting this report.

Total project budget approved in contract (EUR):	171,002.79
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Total amount of funds received from Voice (EUR):	162,452.65
Total expenses up to and including reporting period (EUR): (October 2023)	155,661.51
Update on project finances:	
Project financial updates;	
<ol style="list-style-type: none"> 1) In semester 1 there was a shift in the timing of activities and also modifications to the types of activities. There were several activities in the 3rd quarter that were shifted to the 2nd quarter and vice versa, some activities in the 2nd quarter were transferred to the 3rd quarter. This scheme was carried out because it adapted to the scheme from MLKI and the Ministry of Education and Culture team which facilitated BIMTEK and UJIKOM activities, apart from that the project team also adjusted regional and village planning schemes. With changes to the scheme and shifts in activity times, this has an impact on budget absorption in each quarter. This has been discussed with the Voice team and approval has been obtained for both changes to the budget and activity scheme (explained on page 1). 2) There are additions and reductions to the budget for several activities, these changes do not affect the total budget approved in the MOU. This has also received approval from the Voice team 3) Currently the project finances are quite good, the form provided by voice is also very clear and easy to understand and also helps in preparing and reporting project finances, in the future it would be better to use one of the financial applications. Such as Accurate, Sango or QuickBooks which are provided by Donors and provide financial training. 4) Judging from the Budget in the proposal, there is indeed a significant difference between what was planned and actual, this difference is due to differences in exchange rates (losses reached 239,406,335.68 for four installations) so we revised the budget where we integrated activities. However, if you look at the revised budget, there is no significant difference between planning and actual, because we always carry out a detailed budget for each activity so that it does not exceed or exceed the planned budget. 5) Our organization experienced a bit of financial challenges in April 2022 due to delays in Transfer Ist 2 so that there were not enough funds to pay staff salaries and we had to borrow funds amounting to Rp. 20,000,000 (Twenty Million Rupiah) from Marungga to pay staff salaries for April, after Ist 2 funds entered in May 2022 until the reporting period we no longer experienced financial challenges because the funds were sufficient to carry out activities until the reporting period, 6) Regarding the latest transfers, it includes activities during the reporting period. 	
Guiding questions:	
<ul style="list-style-type: none"> • Are there any significant variances in your project spending (planned versus actual) during the reporting period? Please explain. • Is your organization facing any financial challenges related to this project? Does the latest transfer cover the activities during the reporting period? 	

4. PROJECT RESULTS

In the following table, please report on progress against the specific Voice Outcome/Output indicators that you have agreed to report with the Voice team. As guidance, the Voice team will share with you a copy of your project's specific Voice Outcome/Output indicators.

Results (Outcomes/Outputs) in the Voice results framework	Planned indicator or value	Actual indicator or value	If there is progress on any indicator, please add a note on how it was achieved
1.1 Targeted Outcomes/Outputs			
Outcome 1.1.1 # rightsholder groups presenting their collective demands to external stakeholders			
Outcome 1.1.2 # rightsholder groups indicating to have safe spaces to convene and work			
Outcome 1.1.3 % rightsholder groups indicating increased confidence to raise their voice			
Output 1.1.a # change agendas developed by rightsholder groups based on the facilitation of program staff and partner organizations			
Output 1.1.b # change agenda implemented by rightsholder groups based on the support of program staff and partner organizations			
Output 1.1.c # grantees incorporating new approaches in			

realizing their change agendas			
1.2 Targeted Outcomes/Outputs			
Outcome 1.2.1 # alliances, coalitions and networks indicating to initiate activities based on joint action plans	22	37	<p>Targeted 22 alliances, coalitions, and networks: 1) Bappeda (Regional Planning and Development Agency), 2) DMPD (Village Community Empowerment Service), 3) Tourism and Culture Office, 4) District Education Office, 5) Provincial Education Office, 6) Department of Population and Civil Registration, 7) District Government, 8) Yasalti, 9) SID, 10) Marungga, 11) Sumba Stimulant, 12) SOPAN (Women and Children Solidarity), 13) Sabana Sumba, 14) Marapu Management Board, 15) Sumba Women's Network, 16) Peruati (Indonesian Theological Women's Association), 17) Sanggar Nggaha Ori Angu, 18) Traditional Institutions at 5 targeted villages, 19) the other religion organization, 20) BPM (Marapu Management Body, 21) Marapu Task Force Group/Marapu Task Force, 22) MLKI (Indonesian Supreme Trust Council), 23) Kemendikbudristek (KMA Directorate), 24) Professional Certification Institute (LPS P2) 25) Foster Home 26) Deakin University and Routledge Publishers 27) Threads of Life /Bebali Foundation 28) Wira Wacana Univeristy 29) Sokola Rimba, 30) National Research and Innovation Agency (BRIN), 31) Indonesian Partnership, 32) Bumi Lestari Institute, 33) Pelita Sumba, 34) Alliance of Indigenous Peoples of the Archipelago (Aman) , 35) INNOVATION, 36) Constitutional Court, 37) Attorney General's Office, 38) East Sumba District Attorney's Office.</p> <p>Actual Sept 2021-October 2023: All the entities above.</p>
Outcome 1.2.2 # and type (article, policy, blog, podcast, video) of publications by non-grantees/rightsholders supporting issues of grantees and/or rightsholder groups	39	64	<p>Our project, lead by Multi media consultant Joseph Lamont in collaboration with the Marapu Governing Body (Umbu Remi), Lii Marapu project designer Rika Setiawati and Lii Marapu Project Manager Anton Jawamara and under the academic guidance of Dr Catherine Grant has been invited by Editors Dr Vicki Ware (Deakin University, Melbourne) and Kim Dunphy (University of Melbourne) to contribute a chapter to the upcoming “Routledge Handbook for the Arts and Global Development” which will be published in 2024. This publication will be the first of its kind to compile various approaches that incorporate the arts that are currently being implemented in the development sector worldwide. Our chapter will focus in particular on the Education related goals, outputs, outcomes and impacts by presenting case studies of the “Lii Marapu project” and the previous Voice supported project “Revitalising Marapu Cultural Assets”. The Chapter is titled “Integrating the Arts of Indigenous Religion Adherents into Global Development Initiatives: A Case study from Indonesia”.</p> <p>In addition to this, there are 39 media publications (37 of which will be published on websites or digital museums) including: 2 teaching materials documents related to formal and non-formal education, 10 audio visual products, 2 educational curriculum documents, 3 projects learning articles, 1 regional regulation, 1 YouTube account, 1 digital museum, 1 traditional music document, 1 video program and 17 media publications for project activities. As of mid-November 2021, there have been 2 media publications: P2. Kick off Meeting of Anda Li Marapu</p>

		<p>Project and A 1.3.1 Seminar of relevant national policies on Penghayat Belief.</p> <p>YouTube</p> <p>Lii Marapu Program Final Story of Change Video October 2023 https://www.youtube.com/watch?v=eir0nCEVWVY</p> <p>Tolerance as practiced by Marapu religion adherent https://www.youtube.com/watch?v=kEoSuo9sTil&t=31s</p> <p>Discussion about Lii Marapu with Majelis Luhur Belief Indonesia 1 https://www.youtube.com/watch?v=4lkrSjCTvCU</p> <p>Discussion about Lii Marapu Supreme Council of Indonesian Trusts 2 https://www.youtube.com/watch?v=HVLkDb6-II</p> <p>Regent's Regulations on Marapu Education https://www.youtube.com/watch?v=4T8qsTKECMA</p> <p>Lii Marapu Program Progress Report October 2022 https://www.youtube.com/watch?v=2gJMXxeQOocQ</p> <p>Website https://marapusumba.com/</p> <p>Online media</p> <p>2021 Publication https://www.google.com/amp/s/kupang.tribunnews.com/amp/2021/11/08/project-lii-marapu-resmi-dimulai-di-sumba</p> <p>Publication 2022 https://www.victorynews.id/humaniora/pr-3312751784/15-desa-di-sumba-timur-miliki-badan-pengurus-penghayat-marapu https://www.victorynews.id/humaniora/pr-3312751784/15-desa-di-sumba-timur-miliki-badan-pengurus-penghayat-marapu https://kupang.tribunnews.com/2022/02/22/kades-hambapraing-dukung-penghayat-marapu-via-peplanan-pembangunan-dan-penganggaran-desa https://nttpedia.id/2022/06/20/pengurus-marapu-di-23-desa-mendapatkan-bisnis-advokasi-through-project-lii-marapu-didukung-anggaran-voice-sid-dan-marungga-foundation/ https://www.victorynews.id/ntt/pr-3313703093/pengurus-marapu-di-sumba-timur-dimulai-advokasi-peplanan-dan-penganggaran-desa https://kupang.tribunnews.com/2022/06/28/project-lii-marapu-di-sumba-timur-didukung-direktorat-kma-kemendikbudristek-ri-dan-mlki</p>
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		<p>https://www.victorynews.id/ntt/pr-3313994675/direktorat-kma-kemendikbudristek-ri-mendukung-project-lii-marapu-di-sumba-timur</p> <p>https://besarjarmas.com/badan-pengurus-marapu-sumba-timur-mendapat-penguatan-kapasitas/</p> <p>https://kupang.tribunnews.com/2022/02/03/yayasan-adjarmanu-dukung-marungga-foundation-dan-sid-Train-pengurus-marapu-simak-yuk</p> <p>https://marapusumba.com/elementor-1912/</p> <p>https://omong-omong.com/marapu-agama-leluhur-yang-tersingkir-dan-terasing/</p> <p>Publication 2023</p> <p>https://kekulturan.kemdikbud.go.id/buku-teks-pendamping-pendidikan-kebelian-marapu-waingapu-sumba-timur/</p> <p>https://www.antaraneews.com/berita/3553695/kemendikbud-facilitation-pendidikan-kebelian-marapu-di-sumba-timur</p> <p>https://www.kemdikbud.go.id/main/blog/2023/05/berbagi-politik-baik-pendidikan-kebelian-di-sumba-timur</p> <p>https://kupang.tribunnews.com/2023/09/03/pemkab-sumba-timur-hadirkan-perbup-jasa-pendidikan-bagi-penghayat-marapu</p> <p>https://www.victorynews.id/humaniora/33110013376/pertama-di-indonesia-sumba-timur-miliki-peraturan-tangan-jasa-pendidikan-bagi-penghayat-marapu</p> <p>https://katadata.co.id/sortatobing/indepth/64704b36f3b10/menjaga-kebelian-tradisional-marapu-lalu-pendidikan-agama</p> <p>https://www.victorynews.id/humaniora/pr-3317501522/enam-school-di-sumba-timur-kembangkan-pendidikan-kebelian-marapu</p> <p>https://regional.kompas.com/read/2023/09/07/122209878/government-resmikan-school-adat-marapu-di-jual-sumba-ntt?page=all</p> <p>https://www.medcom.id/pendidikan/news-pendidikan/4KZ1M8wk-dukung-penghayat-kebelian-6-bisnis-di-sumba-timur-sediakan-mapel-marapu</p> <p>https://www.medcom.id/pendidikan/news-pendidikan/GNIMP5yb-merawat-penghayat-marapu-di-tanah-sumba</p> <p>https://metro.Suara.com/read/2023/05/25/194908/bupati-butuh-guru-asn-untuk-ajarkan-agama-marapu-di-sumba-timur</p> <p>http://puaskupangfm.com/peraturan-tangan-jasa-pendidikan-bagi-penghayat-marapu/</p> <p>https://www.tinemu.com/temu-huma/31710098881/pendirian-school-adat-usaha-lestarikan-adat-marapu-di-sumba-timur</p> <p>https://brominemedi.com/baca/kemendikbud-facilitation-pendidikan-agama-marapu-285105770</p>
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			<p>https://www.kalderanews.com/2023/05/26/siswa-sd-sma-penghayat-kebelian-tersebar-di-15-provinsi-marapu-di-sumba-jadi-sorotan-politik-baik/</p> <p>https://news.schoolmedia.id/berita/Program-Sekolah-Adat-Bentuk-Pelestarian-10-Objek-Pemajuan-Kekulturan-5338</p> <p>https://sidsumba.org/menelusuri-jejak-bahan-pemantauan-dan-produk-pelaksanaan-kebangunan-mahkamah-konstitusi-ri-2023/</p> <p>https://sidsumba.org/lii-marapu-terelect-mebanguni-grantee-voice-indonesia-ke-ajang-indaba/</p> <p>https://sidsumba.org/school-adat-sebuah-harapan-baru-pelestarian-kultur-sumba-timur/</p> <p>https://baktinews.bakti.or.id/article/lii-marapu-melestarikan-kultur-community-marapu-via-pengarsipan-ritual-dan-musik</p> <p>https://m.kaskus.co.id/thread/64f663652c73b97b0a57b5ef/pemkab-sumba-timur-hadirkan-perbup-jasa-pendidikan-bagi-penghayat-marapu?ref=profile&med=thread</p> <p>https://www.kompas.id/baca/toko/2023/05/25/pejuang-kesamaan-hak-kebelian-marapu-sumba</p> <p>Print media</p> <p>Poskupang 9 November 2021 (Lii Marapu Project Officially Starts)</p> <p>Poskupang 24 February 2022 (Formation of Marapu Penghayat Management)</p> <p>Poskupang 29 July 2022 (Kemendikbudristek supports the Lii Marapu Project)</p> <p>Kompas 24 May 2023 (Fighters for the Rights of Marapu Adherents)</p> <p>Bulletin</p> <p>Indonesian Inclusion Bulletin Edition 1 (<i>Marapu, the Religion of the Isolated and Neglected Ancestors</i>)</p> <p>Indonesian Inclusion Bulletin Edition 3 (<i>Getting to Know Villages that Support Marapu Believers</i>)</p>
<p>Output 1.2.a # joint actions on influencing social actors developed by (informal) groups, organizations and networks</p>	<p>11</p>	<p>15</p>	<p>In project planning, there are 15 joint planning activities with institutions, task groups and stakeholders, these 15 activities are listed in outcome 1, 2, 3 and outcome 4 of the Lii Marapu project. Until October 2023, 11 activities have been carried out, that is P2. Kick off Meeting of Anda Li Marapu Project, A 1.1.1. Initial Meetings with OPKM members, A 1.2.1. Stakeholders mapping for Marapu Task Group establishment, A 1.3.1 Seminar of relevant national policies on Penghayat Belief, A 1.4.1 Workshop on Marapu Task Group establishment, A 1.6.1 ToT on Marapu-Inclusive Education System Development, (Technical Guidance & Competency Test), A 1.7.1 Three</p>

			workshops on Marapu-inclusive curricula development (learning material development), A 2.8.1 Training on the informal education activities for Marapu mentors from targeted villages, A 3.3.1 Training on Marapu-inclusive curricula for Marapu teachers and headmasters at selected schools, A 1.8.1 ToT on advocacy & resource mobilization on social & educational access, A 4.3.1 Advocacy meetings with village government, A 4.1.1 Advocacy meetings with district government & provincial education office, A 4.2.1 Physical & digital archive development, A 4.5.1 Workshop on project impact evaluation with all relevant stakeholders in village, district, provincial, and national levels,
Output 1.2.b # joint actions on influencing social actors implemented by (informal) groups, organizations and networks	19	20	There are 13 activities implemented together with the Task Group and stakeholders, A 1.6.1 ToT on Marapu-Inclusive Education System Development, A 1.8.1 ToT on advocacy & resource mobilization on social & education access, A 1.9.1 Workshop on OPKM program plan development during the project period, A.1.10.1 Monitoring & mentoring visit to targeted villages and schools, A.2.1.1 FGD on Traditional Institutions functioning at targeted villages, A 2.2.1 Dissemination of OPKM (Organization for the Faithful of Marapu) program on social and educational access for Marapu believers at village level, A 2.3.1 Workshop of organizational establishment/reformation for Traditional Institutions at village level, A 2.4.1 Training on advocacy and community mobilization at village level, A 2.6.1 Workshop on the action plan of Marapu believers' social and educational access at village level, A 2.10.1 Dissemination on procedures to obtain identity certificates (marriage certificates, family cards, and birth certificates) for Marapu community, A 3.1.1 Pre-school and primary schools survey, A 3.2.1 Recruitment of Marapu teachers, A 3.3.1 Training on Marapu-inclusive curricula for Marapu teachers and headmasters at selected schools, A 3.4.1 Marapu-inclusive education activities at selected schools, A 3.5.1 Monitoring & evaluation meeting with Marapu teachers and headmasters, A 4.1.1 Advocacy meetings with district government & provincial education office, A 4.4.1 Internal meeting of Traditional Institutions to participate in the Musrenbangdes, A 4.3.1 Advocacy meetings with village government, A 4.5.1 Workshop on project impact evaluation with all relevant stakeholders in village, district, province, and national level, linking and learning activities.
1.3 Targeted Outcomes/Outputs			
Outcome 1.3.1 # (informal) groups, organizations and networks reporting benefits on using a diverse set of tools and instruments to influence other social actors			
Output 1.3.a # plans to strengthen their capacity on influencing			

decision makers defined by (informal) groups, organizations and networks			
Output 1.3.b # Influencing grants and Sudden Opportunity grants allocated by Voice			
Output 1.3.ci # peer-to-peer platforms on influencing decision makers set up among grantee projects			
Output 1.3.c.ii # expert support on influencing decision makers provided by grantees to rightsholder groups			
2.1 Targeted Outcomes/Outputs			
Outcome 2.1.1 # grantees, rightsholder groups and other key stakeholders reporting use of new insights and innovative approaches that they have acquired through L&L			
Output 2.1.a # Communities of Practice supported by program staff and L&L providing organizations to define a set of learning questions			
Output 2.1.b # Communities of Practice with active participation of			

grantees emerging through L&L processes			
Output 2.1.ci # and type (article, training material, blog, podcast, video) of publications produced by Communities of Practice to develop, share and document knowledge			
Output 2.1.c.ii # learning meetings held by Communities of Practice to develop, share and document knowledge			
2.2 Targeted Outcomes/Outputs			
Outcome 2.2.1 % grantees, rightsholder groups and other key stakeholders reporting benefits from using the L&L infrastructure			
Output 2.2.ai % grantees actively contributing to knowledge sharing platforms created and moderated by L&L facilitating organizations			
Output 2.2.a.ii # L&L exchanges between grantees and rightsholder groups facilitated by program staff and L&L facilitating organizations (online and offline)			

<p>Output 2.2.a.iii # and type (article, training material, blog, podcast, video) of publications that have been shared by grantees via knowledge sharing platforms</p>			
<p>Output 2.2.bi # updates disseminated to grantees by program staff and L&L providing organizations (online and offline)</p>			
<p>Output 2.2.b.ii % non-grantees accessing and using knowledge sharing platforms created and moderated by L&L facilitating organizations</p>			
<p>2.3 Targeted Outcomes/Outputs</p>			
<p>Outcome 2.3.1 # ideas and approaches developed, tested and prototyped through Innovation Labs and other innovative processes</p>			
<p>Outcome 2.3.2 # and type (article, training material, blog, podcast, video) of publications by Innovation Labs and other innovative processes providing evidence</p>			

on new ideas and approaches			
Output 2.3.a # ideas and approaches receiving an Innovate and Learn grant			
Output 2.3.bi # Innovation Labs and other innovative processes facilitated			
Output 2.3.b.ii # ideas and approaches documented through Innovation Labs and other innovative processes			

5. YOUR FEEDBACK

How would you rate the Voice team regarding its responsiveness to your queries?	1 = excellent
How would you rate the Voice team's support to your organization in general?	1 = excellent

Your feedback to Voice:
<p>In the Lii Marapu Project, the role of Voice is highly expected, especially regarding advocacy at the national level (central government), where the role of Voice can connect partner institutions with other stakeholders. In terms of budget and activity modifications, Voice is also very flexible.</p> <p>Some points for input on Voice are:</p> <ul style="list-style-type: none"> - There is a need for visits/monitoring from Voice or from institutions that handle Linking and Learning to partner institutions to build joint discussions for program development and sustainability - Support from Voice is urgently needed to network with national governments and INGOs - Optimizing linking and learning at the national level, it must be acknowledged that there is a lot of good learning and practice carried out by Voice partners, the only thing that is still lacking is a shared learning space, so far using online classes is certainly less effective, because it is limited by time. - The Lii Marapu program currently being developed supports government programs at the district and national level, so it is important to expand reach and strengthen institutions.
Guiding questions:
<ul style="list-style-type: none"> • Do you have any feedback for Voice, including any suggestions to improve our collaboration?

- Is there anything else you want to discuss?

6. HARVESTING CHANGES

Have you observed any changes in social actors outside of your organization that your project is contributing to? If yes, please fill out the following **Outcome Harvesting (OH)** table.

For harvesting outcomes, attached in the file document.



1. OH



2. OH



3. OH



4. OH Statement _

Statement_Social ActcStatement_Social ActcStatement_Social ActcSocial Actor Institutior

Outcome description: Please describe in one sentence the change observed in the social actor. If you need to add facts to explain the outcome so that an outsider can fully understand and appreciate the change, you can write more than one sentence. Please write one paragraph at most.

Outcome description:

Relevance: Please explain why the outcome is important, including what impact it may have. Does the outcome contribute to any of the outcome areas of your project? Or is it otherwise important for the objectives of your project or program? (It is important to note that an outcome could contribute positively and/or negatively.) Please write two paragraphs at most.

Relevance:

Contribution: Please explain which activities of your organization contributed to this outcome. Also highlight any other factors that contributed to the outcome. Contributions can be direct/indirect, large/small, and intended/unintended. Please write two paragraphs at most.

Contribution:

Sources: Please mention sources of your evidence for the facts in the outcome description as well as the relevance and contribution sections. Do also list the links to these sources, but only if they are not confidential.

Sources:

7. FILE ATTACHMENTS

1. Documentation (photo)

https://drive.google.com/drive/folders/1Vr16iWvp6ll4m-3P_xnozChjNrxpbHT?usp=sharing
<https://drive.google.com/drive/folders/1fjIgOrlufmJGG8a0WaQ-Dmz43Wde74pN>
<https://drive.google.com/drive/folders/1Fa7BPnCYMAZNaJYkt-q3AukwIRgFcGMa?usp=sharing>
<https://drive.google.com/drive/folders/1aNtBYPSOphqbsGqNvrDB0XQxUhv3wsFO?usp=sharing>
https://drive.google.com/drive/folders/1Cqxba9AxQcf6sHwh5oxoUmSH6oObwTL0?usp=share_link
<https://drive.google.com/drive/folders/17P1ZcbVW9JHb6QRi0nfyB6rYWr2gBodM?usp=sharing>

2. Links to online publications

a. Website

<https://marapusumba.com/>

b. Youtube

Program Progress Report October 2022

<https://www.youtube.com/watch?v=2gJMXxeQOcQ>

[Discussion about Lii Marapu with Majelis Luhur Kepercayaan Indonesia 1](#)

<https://www.youtube.com/watch?v=4lkrSjCTvCU>

[Discussion about Lii Marapu Majelis Luhur Kepercayaan Indonesia 2](#)

<https://www.youtube.com/watch?v=HVLkDb6-II>

[Peraturan Bupati tentang Pendidikan Marapu](#)

<https://www.youtube.com/watch?v=4T8qsTKECMA>

Tolerance as practiced by Marapu religion adherent

<https://www.youtube.com/watch?v=kEoSUO9sTil&t=31s>

Program Progress Report October 2023

<https://www.youtube.com/watch?v=eir0nCEVWVY>

c. Media online

d. Media online

Publikasi 2021

<https://www.google.com/amp/s/kupang.tribunnews.com/amp/2021/11/08/proyek-lii-marapu-resmi-dimulai-di-sumba>

Publikasi 2022

<https://www.victorynews.id/humaniora/pr-3312751784/15-des-a-di-sumba-timur-miliki-badan-pengurus-penghayat-marapu>

<https://www.victorynews.id/humaniora/pr-3312751784/15-des-a-di-sumba-timur-miliki-badan-pengurus-penghayat-marapu>

<https://kupang.tribunnews.com/2022/02/22/kades-hambapraing-dukung-penghayat-marapu-melalui-perencanaan-pembangunan-dan-penganggaran-des-a>

<https://nttpedia.id/2022/06/20/pengurus-marapu-di-23-des-a-mendapatkan-pelatihan-advokasi-melalui-proyek-lii-marapu-didukung-lembaga-voice-sid-dan-marungga-foundation/>

<https://www.victorynews.id/ntt/pr-3313703093/pengurus-marapu-di-sumba-timur-dilatih-advokasi-perencanaan-dan-penganggaran-des-a>

<https://kupang.tribunnews.com/2022/06/28/proyek-lii-marapu-di-sumba-timur-didukung-direktorat-kma-kemendikbudristek-ri-dan-mlki>

<https://www.victorynews.id/ntt/pr-3313994675/direktorat-kma-kemendikbudristek-ri-mendukung-proyek-lii-marapu-di-sumba-timur>

<https://suarajarmas.com/badan-pengurus-marapu-sumba-timur-mendapat-penguatan-kapasitas/>

<https://kupang.tribunnews.com/2022/02/03/yayasan-adjarmanu-dukung-marungga-foundation-dan-sid-latih-pengurus-marapu-simak-yuk>

<https://marapusumba.com/elementor-1912/>

<https://omong-omong.com/marapu-agama-leluhur-yang-tersingkir-dan-terasing/>

Publications 2023

<https://kebudayaan.kemdikbud.go.id/buku-teks-pendamping-pendidikan-kepercayaan-marapu-waingapu-sumba-timur/>

<https://www.antaranews.com/berita/3553695/kemendikbud-fasilitasi-pendidikan-kepercayaan-marapu-di-sumba-timur>

<https://www.kemdikbud.go.id/main/blog/2023/05/berbagi-praktik-baik-pendidikan-kepercayaan-di-sumba-timur>

<https://kupang.tribunnews.com/2023/09/03/pemkab-sumba-timur-hadirkan-perbup-layanan-pendidikan-bagi-penghayat-marapu>

<https://www.victorynews.id/humaniora/33110013376/pertama-di-indonesia-sumba-timur-miliki-peraturan-tentang-layanan-pendidikan-bagi-penghayat-marapu>
<https://katadata.co.id/sortatobing/indepth/64704b36f3b10/menjaga-kepercayaan-tradisional-marapu-lewat-pendidikan-agama>
<https://www.victorynews.id/humaniora/pr-3317501522/enam-sekolah-di-sumba-timur-kembangkan-pendidikan-kepercayaan-marapu>
<https://regional.kompas.com/read/2023/09/07/122209878/pemerintah-resmikan-sekolah-adat-marapu-di-pulau-sumba-ntt?page=all>
<https://www.medcom.id/pendidikan/news-pendidikan/4KZ1M8wk-dukung-penghayat-kepercayaan-6-sekolah-di-sumba-timur-sediakan-mapel-marapu>
<https://www.medcom.id/pendidikan/news-pendidikan/GNIMP5yb-merawat-penghayat-marapu-di-tanah-sumba>
<https://metro.suara.com/read/2023/05/25/194908/bupati-butuh-guru-asn-untuk-ajarkan-agama-marapu-di-sumba-timur>
<http://suarakupangfm.com/peraturan-tentang-layanan-pendidikan-bagi-penghayat-marapu/>
<https://www.tinemu.com/temu-huma/31710098881/pendirian-sekolah-adat-upaya-lestarikan-adat-marapu-di-sumba-timur>
<https://brominedia.com/baca/kemendikbud-fasilitasi-pendidikan-agama-marapu-285105770>
<https://www.kalderanews.com/2023/05/26/siswa-sd-sma-penghayat-kepercayaan-tersebar-di-15-provinsi-marapu-di-sumba-jadi-sorotan-praktik-baik/>
<https://news.schoolmedia.id/berita/Program-Sekolah-Adat-Bentuk-Pelestarian-10-Objek-Pemajuan-Kebudayaan-5338>
<https://sidsumba.org/menelusuri-jejak-perubahan-pemantauan-dan-evaluasi-pelaksanaan-keputusan-mahkamah-konstitusi-ri-2023/>
<https://sidsumba.org/lii-marapu-terpilih-mewakili-grantee-voice-indonesia-ke-ajang-indaba/>
<https://sidsumba.org/sekolah-adat-sebuah-harapan-baru-pelestarian-budaya-sumba-timur/>
<https://baktinews.bakti.or.id/artikel/lii-marapu-melestarikan-budaya-masyarakat-marapu-melalui-pengarsipan-ritual-dan-musik>
<https://m.kaskus.co.id/thread/64f663652c73b97b0a57b5ef/pemkab-sumba-timur-hadirkan-perbup-layanan-pendidikan-bagi-penghayat-marapu?ref=profile&med=thread>
<https://www.kompas.id/baca/tokoh/2023/05/25/pejuang-kesamaan-hak-kepercayaan-marapu-sumba>

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Poskupang 9 November 2021 (Proyek Lii Marapu Resmi dimulai)
Poskupang 24 Februari 2022 (Bentuk Pengurus Penghayat Marapu)
Poskupang 29 Juli 2022 (Kemendikbudristek dukung Proyek Lii Marapu)
Kompas 24 Mei 2023 (Pejuang Hak Penganut Marapu)

Online Bulletin

Buletin Indonesia Inklusi Edisi 1 (*Marapu, Agama Leluhur yang Terasing dan Terabaikan*)
Buletin Indonesia Inklusi Edisi 3 (*Mengenal Desa yang Mendukung Penghayat Marapu*)