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# Poverty Alleviation Training For Local Government Batch 1

**28 January–8 February 2013**

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## **PREFACE**

This is a preliminary report of the Poverty Alleviation Training for Local Governments, conducted by the Institute for Economic and Social Research Faculty of Economics, University of Indonesia (LPEM FEUI), in cooperation with the National Team for Accelerating Poverty Reduction (TNP2K) and USAID-SEADI Project, on January 28 to February 8, 2013. This report is to provide information concerning the training's background, objectives, list of participants, schedule, implementation and evaluation.

On behalf of LPEM FEUI, we would like to thank TNP2K and USAID-SEADI Project, for entrusting the implementation of the training to LPEM FEUI. Last but not least, we also would like to express our appreciation to the training coordinator team that organized the training.

Jakarta, February 2013

Associate Director  
for Research and Training

**Thia Jasmina, SE., MSc.**  
**NUP.: 060 603 486**



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## **POVERTY ALLEVIATION TRAINING FOR LOCAL GOVERNMENT JAKARTA, 28 JANUARY–8 FEBRUARY, 2013**

### **I. BACKGROUND**

Poverty has long been a critical issue in Indonesia. Numerous poverty alleviation programs have been conducted, but unfortunately the effectiveness of the programs has always been constrained by a lack of coordination. To improve the coordination of these programs, especially at the local level (provincial, district, and municipals), the Poverty Alleviation Coordination Team (*Tim Koordinasi Penanggulangan Kemiskinan*–TKPK) was formed in 2010. This training was initiated to enhance the capacity of TKPK officials, and thus accelerate the process of integrating poverty alleviation programs into local planning and budgeting activities.

### **II. OBJECTIVES OF THE TRAINING**

The Poverty Alleviation Training for Local Governments aims to:

1. increase the capacity of the TKPK at the district level;
2. increase the capacity of the TKPK in coordinating and governing the implementation of poverty reduction programs at the district level;
3. put more emphasis on poverty reduction endeavours in local government programs/activities and budgets;
4. increase effectiveness of poverty reduction programs at the district level.

### **III. TRAINING SCHEDULES**

This was a two week training, carried out from January 28 to February 8, 2013. The training consists of 44 sessions (with a duration of 90 minutes per session) and was conducted Monday to Friday, from 08:30 AM -17:30 PM. More details on the training schedules can be seen in Table 1.



**Table 1**  
**Training Schedule**

 Institute for Economic and Social Research Faculty of Economics University of Indonesia <b>POVERTY ALLEVIATION TRAINING FOR LOCAL GOVERNMENT 2013</b> <b>28 JANUARY – 8 FEBRUARY 2013</b>							Week 1
Time	Day	Monday 28-Jan-13	Tuesday 29-Jan-13	Wednesday 30-Jan-13	Thursday 31-Jan-13	Friday 1-Feb-13	Notes
I 08.30 – 10.00		(Starts on 08.00) REGISTRATION (08.00 - 08.30) OPENING CEREMONY (08.30-09.00) PRE-TEST (09.00-09.30) TRAINING INTRODUCTION (09.30-10.00)	POVERTY DATA	BEST PRACTICE DISCUSSION	POVERTY ANALYSIS	FIELD TRIP	There are only 4 sessions on Friday  Session III : 13.30 - 15.00 Afternoon Coffee Break 15.00-15.15 Sesion IV : 15.15 - 16.45
10.00 – 10.15			PIPT/ARDI/LAURA	IMAN TJITRADJAJA	ARIF TASRIF	LPEM FEUI	
II 10.15 – 11.45		POVERTY CONCEPT	POVERTY DATA	BEST PRACTICE DISCUSSION	POVERTY ANALYSIS	CASE STUDY	
11.45 – 12.45			PIPT/ARDI/LAURA	IMAN TJITRADJAJA	ARIF TASRIF		
III 12.45 – 14.15		POVERTY CONCEPT	POVERTY DATA	POVERTY ANALYSIS	POVERTY PROFILE		
14.15 – 15.45			PIPT/ARDI/LAURA	ARIF TASRIF	ROY KUNTJORO		
IV 14.15 – 15.45		INSTITUTION AND POLICY ON POVERTY ALLEVIATION	POVERTY SOCIAL IMPACT ANALYSIS	POVERTY ANALYSIS	POVERTY PROFILE	SWOT ANALYSIS (13.30-15.00)	
15.45 – 16.00			HASWINARARIFIN	ARIF TASRIF	ROY KUNTJORO	ROY KUNTJORO	
V 16.00 – 17.30		INSTITUTION AND POLICY ON POVERTY ALLEVIATION	POVERTY SOCIAL IMPACT ANALYSIS	FIELD TRIP INTRODUCTION	POVERTY PROFILE	SWOT ANALYSIS (15.15-16.45)	
			HASWINARARIFIN		ROY KUNTJORO	ROY KUNTJORO	

 Institute for Economic and Social Research Faculty of Economics University of Indonesia <b>POVERTY ALLEVIATION TRAINING FOR LOCAL GOVERNMENT</b> <b>28 JANUARY – 8 FEBRUARY 2013</b>							Week 2
Time	Day	MONDAY 4-Feb-13	TUESDAY 5-Feb-13	WEDNESDAY 6-Feb-13	THURSDAY 7-Feb-13	FRIDAY 8-Feb-13	NOTES
I 08.30 – 10.00		ACTION PLAN	BUDGETING	PUBLIC COMMUNICATION	MONEV	ACTION PLAN PRESENTATION	There are only 4 session on Friday  Session III : 13.30 - 15.00 Afternoon Coffee Break 15.00-15.15 Session IV : 15.15 - 16.45
10.00 – 10.15							
II 10.15 – 11.45		ACTION PLAN	BUDGETING	PUBLIC COMMUNICATION	MONEV	ACTION PLAN PRESENTATION	
11.45 – 12.45							
III 12.45 – 14.15		ACTION PLAN	BUDGETING	CASE STUDY	MONEV		
14.15 – 15.45		UNTUNG AFANDI	BRAMANA	S.M. FOURNAWATI	HERA SUSANTI		
IV 14.15 – 15.45		ACTION PLAN	BUDGETING	CASE STUDY	FINAL ASSESSMENT	CLOSING CEREMONY	
15.45 – 16.00							
V 16.00 – 17.30		POLICY BRIEF	BUDGETING	CASE STUDY	FINAL ASSESSMENT POST TEST		
		UNTUNG AFANDI	BRAMANA	S.M. FOURNAWATI			



## VI. TRAINING PARTICIPANTS

Twenty-five local government officials participated in this training. These local government officials came from 9 provinces in Indonesia: West Sumatra, Riau, Riau Islands, Central Java, Central Kalimantan, East Nusa Tenggara, North Maluku, Gorontalo, and South Sulawesi.

Prior to participating in this training, participants were involved in a short training and internship, which was held through TNP2K for at least two years. Details on the participants are presented in **Table 2** below, and the participants' biodata is in **Attachment 1**.

**Table 2**  
**The List of Participants**  
**Poverty Alleviation Training for Local Government 2013**

No	Name	Gender	Province	Province/District/City
1.	Ugeng Ismail, S.Sos. NIP 19831027 201001 1 005	Male	Gorontalo	PROVINCE
2.	Novita Shamin, ST.MT NIP 197404292006042005	Female		The city of Gorontalo
3.	Rusli G. Akase, SE. MSi NIP 197612252009011007	Male		The district of North Gorontalo
4.	Novarina, SP NIP 19751110 2008012 020	Female	Central Kalimantan	PROVINCE
5.	Rifarna Montazriani, ST NIP: 19810406201001 1012	Male		The city of East Waringin
6.	Ricky Yolanda, ST NIP 19800623 201001 1010	Male		The district of. Gunung Mas
7.	Efry Robert Ballo, SH NIP 196904051995031009	Male	East Nusa Tenggara	PROVINCE
8.	Bonavantura Salman, SH, M.Ec.Dev NIP 19690321 200604 1 007	Male		The district of West Manggarai
9.	Maria Theresia Firmina Baru, S.Si, M.Sc NIP: 19760629 200604 2025	Female		The district of . Ende
10.	Ir. Amir Rahman, M.Si NIP : 19691206 199302 1 001	Male	South Sulawesi	PROVINCE
11.	Abdul Rahman, S.Sos, M.Si NIP: 19730228 199503 1 002	Male		The district of Pangkajene Islands
12.	Andi Besse Bahari, SE, MSi NIP 19720405200003 2 003	Female		The district of Sidenreng Rappang
13.	Drs. H. Yoelius Honesti, Msi NIP 19691207 198902 1001	Male	West Sumatera	PROVINCE
14.	Humaidi, SP, MSi NIP 19830404 201001 1 024	Female		The district of Dharmasraya
15.	Risa Herfina, STP, M.Si NIP 19770111200604 2 003	Female		The district of South Solok
16.	Maskhur Perkasa	Male	Riau Islands	PROVINCE
17.	Agung Surya Hatta, S.Sos NIP 19800321 200502 1 004	Male		The city of Tanjung Pinang
18.	Joko Wiyono, SP NIP 19740727 200604 1 005	Male		The district of Lingga
19.	Drs. Gunarto, MM	Male	Central Java	PROVINCE
20.	Agustina Indrawati, S.Si, M.Si NIP 19730805 1999032 009	Female		The district of Banyumas
21.	Fithor Muhlison Pribadi, ST NIP 19790208201101 1 002	Male		The district of Boyolali



No	Name	Gender	Province	Province/District/City
22.	Herifal Naly Thomas, ST NIP 19730223200212 1 006	Male	North Maluku	PROVINCE
23.	Yakub Abas, SE Nip 197605282009 01 10 01	Male		The city of Ternate
24.	Andi Ismail Akbar, S.Kom, M.T NIP 19800201 200604 1 013	Male		The district of Central Halmahera
25.	Indrayuni, S.H NIP: 19750626201001 1 014	Male	Riau	The district of Meranti Islands

## V. TRAINING IMPLEMENTATION

### a. Accomodation

During the training, all of the participants stayed at Bluesky Pandurata Boutique Hotel, Jl. Raden Saleh, Central Jakarta. This hotel is located close to the LPEM FEUI training center, where the training took place. However, to make sure that all of the participants arrived on campus on time, LPEM-FEUI provided daily pick up (transportation) services to and from the hotel.

### b. Teaching and Learning Activities

The opening ceremony of this training was conducted at 8:30 AM, Monday, January 28, 2013. The ceremony began with a report on the training preparation activities from Ms. Chairina Hanum Siregar, ME, the training coordinator, followed by a welcoming speech from the Director of LPEM- FEUI, T.M. Zakir Machmud, Ph.D, and a speech from the Senior Economist of the USAID–SEADI Project, Moekti P. Soejachmoen, PhD. The training was formally opened by Professor Suahasil Nazara, Coordinator of TNP2K.

**Figure 1**  
**Opening Ceremony**





Subsequent to the opening ceremony, all of the participants were asked to do a pre-test. The test consisted of 20 multiple choice questions prepared by the coordinator team of LPEM–FEUI that utilized the training modules as references.

This training applied adult learning methods. By using these methods, all participants had opportunities to ask questions, express their opinions, share their experiences and knowledge, and have discussions with trainers and other participants.

To encourage participants to share knowledge with others, 4 small discussion groups were formed, based on their area of origin. The list of the groups is provided in Table 3 below, and the teaching and learning activities can be seen in the subsequent photos.

**Table 3**  
**List of Participants in Each Discussion Group**

<b>GROUP 1</b>		<b>GROUP 2</b>	
1	Ugeng Ismail	1	Efry Robert Balo
2	Novita Shamin	2	Bonaventura Salman
3	Rusli G. Akase	3	Maria Theresia Firmina
4	Amir Rahman	4	Herifal Naly Thoma
5	Abdul Rahman	5	Yakub Abas
6	Andi Besse Bahari	6	Andi Ismail Akbar



**GROUP 3**

1	Youlius Honesti
2	Humaidi
3	Risa Herfina
4	Maskhur Perkasa
5	Agung Surya Hatta
6	Joko Wiyono
7	Indrayuni

**GROUP 4**

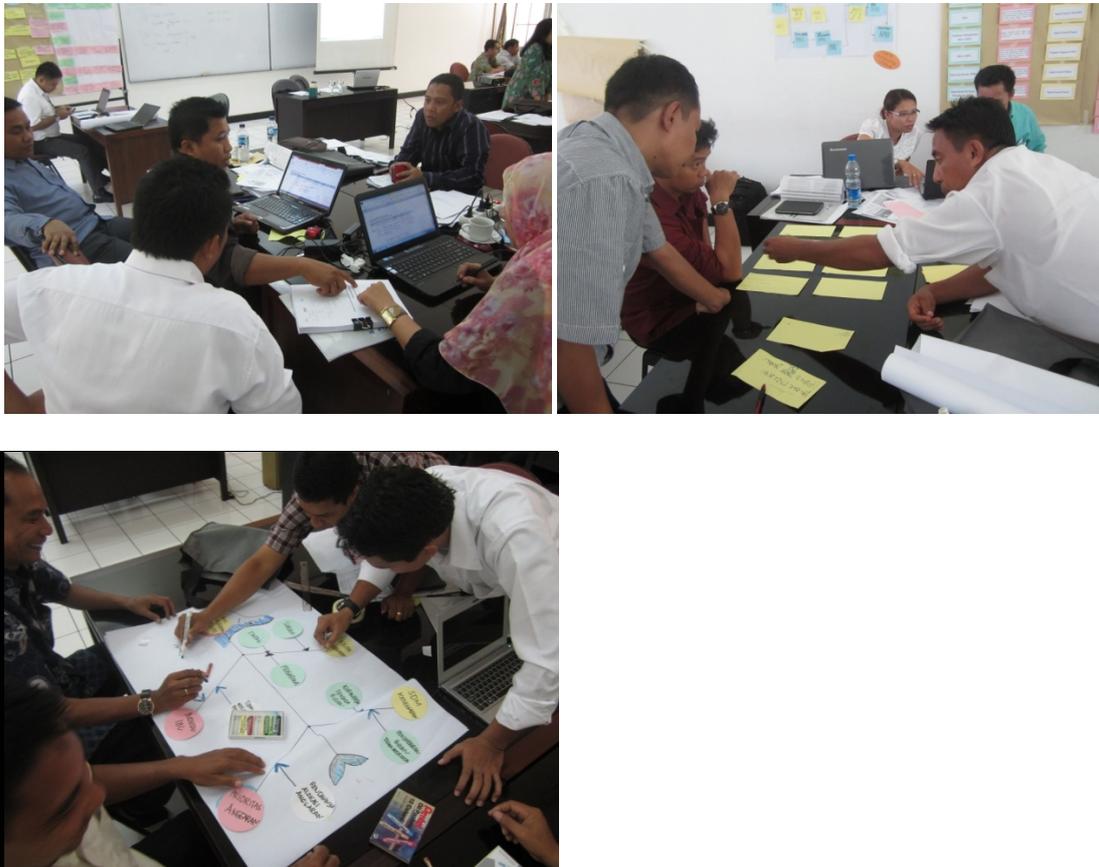
1	Novarina
2	Rifarna Montazriani
3	Ricky Yulanda
4	Gunarto
5	Agustina Indrawati
6	Fithor Muslihon Pribadi
7	

**Figure 2**  
**Learning and Teaching Activities**



Using case studies, interactive learning activities, sitting arrangement, and visual learning devices to enhance the effectiveness of the training

**Figure 3**  
**Class Discussion**



Group discussion. In this session, each group was asked to discuss poverty alleviation programs in their areas. For the “Best Practice” theme, they were asked to present one of the poverty alleviation programs in their region, and explain its best practices. The discussion was guided by Bapak Iwan Tjitradjaja from the Department of Anthropology, Faculty of Social and Political Science, University of Indonesia.

A field visit was conducted on Friday, February 1st, 2013. Field study participants visited people’s settlements near LPEM (approximately 200 meters from LPEM). Participants were expected to gain insight about the conditions of urban poverty from this activity. After conducting field visits, each group was asked to describe the conditions of urban poverty and search for the the root of existing problems using fishbone analysis. The analysis was subsequently used as a basis to conduct a SWOT analysis and formulate an action plan for a poverty alleviation program.



**Figure 5**  
**Action Plan Presentation**



A final examination was conducted on 7 February 2013. During the exam, participants were asked to analyze a case, find the roots of the problems, and design an action plan.

Participants took a post-test containing the same questions on the pre-test as a final evaluation of the training activity. Comparing both the pre- and post-test allowed for a good comparison of participants knowledge before and after the training.

## **VI. TRAINING PARTICIPANT'S EVALUATION**

The evaluation of participants was based on the following criteria:

1. Daily attendance per session of training, with a minimum attendance rate of 90%;
2. Pre-test and Post-test;
3. Individual final examination

The average participant attendance rate was 98.91%. Two participants, Herifal Naly Thomas and Risa Herfina, got sick and did not participate in training for one day (6 sessions).

The average score on the pre-test was 46.8, with a high score of 75 and a low score of 30. The average score on the post-test was 54.2, with a high score of 70 and a low score of 30. Participants' scores increased an average of 20.97%, with the highest increase of 83.3%.



Nevertheless, there are participants who experienced a decline of 46.7% from the pre- to post-test.

Based on the results of the final examination, the highest score was a 90, which was achieved by five participants, and the lowest was a 60. The average score was 76.32. Table 4 shows the pre- and post-test results, final exam scores, and attendance rate of each participant.

**Table 4**  
**Participants Evaluation Assessment**

No	Name	Score Pre Test	Score Post Test	Average Pre & Post Test Score	Percentage Change of Pre & Post Test (%)	Score Final Exam	Attendance (%)
1	Abdul Rahman	50	50	50	0	65	100
2	Agung Surya Hatta	40	60	50	50	60	100
3	Agustina Indrawati	60	70	65	16.7	90	100
4	Andi Besse Bahari	45	70	57.5	55.6	78	100
5	Andi Ismail Akbar	40	65	52.5	62.5	70	100
6	Bonavantura Salman	35	30	32.5	-14.3	78	100
7	Gunarto	75	40	57.5	-46.7	90	100
8	Youlius Honesti	60	60	60	0.0	80	100
9	Efry Robert Ballo	35	45	40	28.6	60	100
10	Fithor Muhlison Pribadi	45	70	57.5	55.6	85	100
11	Herifal Naly Thomas	65	55	60	-15.4	65	86.37
12	Humaidi	50	65	57.5	30.0	78	100
13	Indrayuni	30	55	42.5	83.3	78	100
14	Amir Rahman	50	50	50	0.0	80	100
15	Joko Wiyono	45	55	50	22.2	80	100
16	Maria Theresia Firmina Baru	50	65	57.5	30.0	90	100
17	Maskhur Perkasa	45	70	57.5	55.6	80	100
18	Novarina	30	45	37.5	50.0	90	100
19	Novita Shamin	35	45	40	28.6	78	100
20	Ricky Yulanda	45	40	42.5	-11.1	65	100
21	Rifarna Montazriani	35	60	47.5	71.4	90	100
22	Risa Herfina	60	60	60	0.0	80	86.37
23	Rusli G. Akase	50	45	47.5	-10.0	78	100
24	Ugeng Ismail	40	40	40	0.0	60	100
25	Yakub Abas	55	45	50	-18.2	60	100
	<b>Average</b>	<b>46.80</b>	<b>54.20</b>	<b>50.50</b>	<b>20.97</b>	<b>76.32</b>	<b>98.91</b>

## VII. TRAINER EVALUATION

Trainer evaluation questionnaires were given to participants every other day. The participants were asked to provide their assessment on: (i) trainer's knowledge/mastery on the subject; (ii) the effectiveness of explanation; (iii) facilitation ability; and (iv) participant satisfaction. The results of the evaluation of each facilitator are provided in Table 5

**Table 5**  
**Trainer Evaluation**



TRAINER/Indicator	The Mastery of The Training Subject	The Effectiveness of The Explanation	Facilitation Ability	Participant Satisfaction	Average
Arif Tasrif	4	4.2	4.2	4.2	4.2
Achmad Purwono	3.9	4	3.9	3.9	3.9
Hera Susanti	3.9	3.9	3.9	3.9	3.9
Budi Sulistyowati	3.8	3.9	3.9	3.9	3.9
Roy Kuntjoro	3.8	3.8	3.6	3.7	3.7
Iwan Tjitradjaja	3.7	3.7	3.7	3.7	3.7
Pipit CS	3.7	3.8	3.6	3.6	3.7
S.M Fournawati	3.8	3.6	3.6	3.6	3.7
Haswinar	3.6	3.6	3.6	3.6	3.6
Suryadi	3.5	3.5	3.5	3.5	3.5
Untung Afandi	3.8	3	3.9	3	3.4
Bramana	3.3	3.5	3.4	3.4	3.4
<b>Average</b>	<b>3.73</b>	<b>3.71</b>	<b>3.73</b>	<b>3.67</b>	<b>3.71</b>

Notes: 1= Strongly Disagree 2= Quite Disagree 3= Quite Agree 4= Agree 5= Strongly Agree

In general, participants were satisfied with the trainers' quality. The average value of overall indicators on trainer quality was 3.6. The participants felt that the training subject was well organized and easy to understand. The effectiveness of the training materials was enhanced by the use of assistive devices, giving relevant examples, and the discussions and exercises by the trainer, as seen in Table 6 below.

**Table 6**  
**Evaluation on The Aspect of The Training Subject's Presentation**

Training Subject's Presentation	Average
The training material is well organized, thus it's easy to understand and apply	3.6
The training material and supporting visual media is effective in explaining the learning purpose	3.7
The exercises, methods and case study given in the training increase my knowledge on the subject	3.7
The examples given in the training are relevant with the issues	3.7

Notes : 1= Strongly Disagree 2= Quite Disagree 3= Quite Agree 4= Agree 5= Strongly Agree

If we look at the learning transfer questions, most participants agreed that the training would sufficiently help them in their work. For learning quality as a whole, participants agreed that the training was relevant to their work and was quite helpful for their work (table 7).

**Table 7**  
**Evaluation Result for Learning Transfer Aspect**

Learning Transfer	Average
The training is quite helpful for my work	4.1
I learned about how to monitor my own performance and making sure that I have applied the skill that i have learned effectively	4.1

Notes : 1= Strongly Disagree 2= Quite Disagree 3= Quite Agree 4= Agree 5= Strongly Agree

Participants agreed that for their overall learning the training was sufficient enough to help them in the work. With their new knowledge, the training can be implemented in their work,



especially in designing poverty alleviation programs and poverty alleviation policies. They also able to monitor their own performance in applying the knowledge. Thanks to this training, participants learned how to monitor their performance and what kind of indicators they should use, as seen in Table 8 below.

**Table 8**  
**Overall Evaluation on Learning Quality**

<b>Learning Quality As A Whole</b>	<b>Average</b>
This training is quite helpful for my work	3.9
I learnt to monitor my own performance and making sure that I have applied the skill that I have learnt effectively.	3.9

*Notes : 1= Strongly Disagree ; 2= Quite Disagree ; 3= Quite Agree ; 4= Agree ; 5= Strongly Agree*

The participants subsequently were also asked to list what they liked and disliked during the training, as well as their suggestions for future improvements to the training (Table 9).



**Table 9**  
**Participants Impressions and Suggestions**

Likes	Dislikes	Suggestions
<ul style="list-style-type: none"> <li>▪ Good cooperation among the participants</li> <li>▪ Exercise and practices</li> <li>▪ A chance for every participants to share their experiences and express their opinion</li> <li>▪ Teaching methods and discussions</li> <li>▪ Good presentation from the trainers</li> <li>▪ Quizzes</li> <li>▪ The importance of TKPKD</li> <li>▪ Increase knowledge about poverty alleviation and other important issues</li> <li>▪ Intensive discussions</li> </ul>	<ul style="list-style-type: none"> <li>▪ The training is not suitable with bureaucracy</li> <li>▪ The training is too long and some of the subjects are not focused</li> <li>▪ Discussion time is too short</li> <li>▪ Too many resource persons</li> <li>▪ Lack of media</li> <li>▪ Too many discussions</li> <li>▪ Training schedule is too tight</li> <li>▪ Limited time</li> <li>▪ Some trainers are monoton</li> </ul>	<ul style="list-style-type: none"> <li>▪ Need reliable facilitators and resource person from practitioners</li> <li>▪ Subject contents should be more relevant with government bureaucracy</li> <li>▪ Training period should not be too long. It is better to conduct a one week training</li> <li>▪ Need subjects which are suitable with local characteristic</li> <li>▪ Apply more interactive learning methods</li> <li>▪ Apply more practical issues</li> <li>▪ Better schedule arrangement</li> <li>▪ Training should be finished at 04.00 P.M daily</li> </ul>

**VIII. EVALUATION ON TRAINING IMPLEMENTATION**

Based on the evaluations of the training implementation, most of participants agreed to strongly agreed that the purpose of the field visit was clearly stated, and that the location and the issues observed in the field were in line with the training. Indeed, 30% of participants who answered, “quite agree” to “agree.”

Interrelation and group dynamics are crucial to training implementation. In this training, about 52.6% of the participants strongly agreed that the atmosphere during the training was always active and cooperative. Furthermore, they felt that the training could increase their network.

If we look at the training implementation as a whole, approximately 45% of the participants agreed that the existing training facilities were in accordance with the training. Similarly, 43.8% of the participants were satisfied with the provided accommodation, and 41.2% of the participants agreed or strongly agreed on the performance of the training coordinator. However, 67.71% of the participants thought that the training was too long. These figures are in table 10.

**Table 10**  
**Evaluation of Training Implementation (%)**

Aspect	Scale
--------	-------



	1	2	3	4	5	6
<b>FIELD TRIP</b>						
Objectives and preparations of the field trip have been delivered properly and clearly			11.11	22.22	27.8	38.9
Location and institution visited is in accordance with the training		5.56		38.89	22.2	33.3
Topic during field visit is relevant with the training				35.29	41.2	23.5
Required data and information could be obtained during the field trip			11.11	33.33	27.8	27.8
Accommodation during the field trip is good				46.15	23.1	30.8
<b>TRAINING PARTICIPANTS</b>						
Cooperation among the participants				5.26	42.1	52.6
Participants were involved during the training and would maintain further communication among others for improving their networking					52.6	47.4
<b>TRAINING IMPLEMENTATION</b>						
Readiness and availability of the training facilities	5		15	20	45	15
Readiness and availability of the training supporting facilities	5.56		5.56	44.44	27.8	16.7
Readiness and availability of the other training supporting facilities	5.26	5.26		26.32	52.6	10.5
Readiness and compatibility of training materials		5.26		21.05	52.6	21.1
Compatibility between training implementation and planning			5.26	15.79	63.2	15.8
Consumption during the training		5.26		31.58	36.8	26.3
Accommodation during the training				31.25	25	43.8
Transportation means during the training	5.26		5.26	15.79	36.8	36.8
Organizer performance			5.88	11.76	41.2	41.2
Overall training organization			5.26	21.05	36.8	36.8
Length of the training (scale 1 to 3)		35.29	64.71			

Notes:

**Field Trip and Training Participants:**

1 = Strongly Disagree 2 = disagree 3 = quite disagree 4 = quite agree 5 = agree 6 = Strongly agree

**Training Implementation:**

1 = Very unsatisfied 2 = Unsatisfied 3 = Quite Unsatisfied 4 = Enough satisfied 5 = Satisfied 6 = Very Satisfied

**Length of the training :**

1 = too short 2 = adequate 3 too long



## **Attachment 1** **Participants Biodata**

### **1. Abdul Rahman, S.Sos.,M.Si.**

Jabatan : Kepala Sub Bidang Kesejahteraan Sosial Bappeda Kab. Pangkep  
: Sulawesi Selatan

Golongan : III/c

Kantor : Jl. Sultan Hasanuddin Pangkep Sulsel Telp. (0410) 21486 Faks. 231066

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