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## Regionalization and Harmonization in TVET



PROCEEDINGS OF THE 4<sup>TH</sup> UPI INTERNATIONAL CONFERENCE ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET 2016), 15-16 NOVEMBER 2016, BANDUNG, INDONESIA

## Regionalization and Harmonization in TVET

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## Preface

The 4<sup>th</sup> UPI International Conference on Technical and Vocational Education and Training was held in Bandung (Indonesia) on 15–16 November 2016. The conference is a biannual event, which has been conducted by the Universitas Pendidikan Indonesia's TVET Research Center and the Faculty of Technology and Vocational Education. Like the three previous conferences, this conference received enthusiastic response from scholars and practitioners of TVET around the world. Participants from Malaysia, India, Timor Leste, and many cities in Indonesia attended this year's conference.

Exploring the theme "Regionalization and Harmonization in TVET," the conference featured Prof. Dr. Numyoot Songthanapitak, the president of the Regional Association for Vocational Teacher Education in Asia and the president of Rajamangala University of Technology Lanna, Thailand; Prof. Dr. HC. Thomas Schröder and Dr. Sven Schulte of the Technical University of Dortmund, Germany; Prof. Dr. Maizam Alias of the Universiti Tun Hussein Onn Malaysia; and Dr. Eng. Agus Setiawan of Universitas Pendidikan Indonesia as keynote speakers. Participants presented their papers, which are categorized under subthemes: Standardization in Regionalization and Harmonization, Skill and Personal Development, Social and Cultural Issues, Teaching Innovations in TVET, and Innovations in Engineering and Education.

There were approximately 200 submissions from various countries to the conference. The committee selected 70 papers to be presented in this year's conference. These papers were then selected to be published in TVET@Asia online, and a conference book, published by Taylor & Francis and submitted for indexation in Scopus and Thomson Reuters.

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## The participation of surakarta children forum in annual community consultations on development planning as democratic education media

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**ABSTRACT:** This research aimed to find out the participation of the Surakarta Children Forum in Annually Community Consultations on Development Planning and the extent to which the children's participation in development planning can be democratic values learning. This study was a qualitative research with data source taken using a purposive technique. Data analysis was carried out using an interactive model of analysis. The result of the research showed that the participation of Surakarta Children Forum in Annually Community Consultations on Development Planning had not been able to be a learning media for democratic values learning because their participation was still pseudo rather than active. It was because the children did not have bravery and ability to voice their aspiration. Stakeholders or adults, particularly the builder of Children Forum, bureaucratic apparatus, and members of legislative assembly, poorly understood the children's world so that children participation had not yet been considered as important.

### 1 INTRODUCTION

The 3rd International Congress on Technical and Vocational Education and Training (TVET) entitled *Transforming TVET: Building skills for work and life* in Shanghai, China, confirmed that TVET should contribute actively to the achievement of Education For All (EFA) and the organization of lifetime education. Specifically, this congress also underlines the role of TVET in promoting cultural plurality and distributing local knowledge and skill to help the involvement of human-oriented development. In addition, TVET provides not only vocational skill but also knowledge, skill and attitude desirable to participate in work and life, such as *growing self-awareness and self-esteem, interpersonal ability, citizenship, communication, and entrepreneurial skill*.

Democratic education is a part of civic education, important to the involvement of human-oriented development. Knowledge and democratic decision-making skills are skills for life, very desirable to the state with a plural cultural background like in Indonesia. For that reason, there should be earlier socialization about democratic values embedded through both formal and non-formal education. Democratic education belongs to the non-formal education form and is an integral part of TVET (National Education System Law of 2003; TVETipedia Glossary).

In the attempt to grow democratic awareness and skill in the children, the Indonesian government has created a medium for children participation in development planning named Children Forum. Children participation in development planning is the mandate of the Convention on the Rights of Children, considering that the development program for children should be formulated by listening to the children's aspirations, and organized according to the perspective on children's needs. In Surakarta City, since 2013, Children Forum is one of the society groups involved in Annually Community Consultations on Development Planning (*Musrenbang*). Children participation in *Musrenbang* is intended to base the *design of the development program planning* for children on the children's needs, voiced actually by the children, rather than formulated according to the adults' perspective. This research studies the extent to which children participation in *Musrenbang* can be the media of democratic value learning and the factors inhibiting it.

### 2 METHOD

This research was a qualitative descriptive research. Informants were selected purposively, consisting of the Surakarta Regional Development Planning Board (*Badan Perencanaan Pembangunan Daerah*

Kota Surakarta) and the Agency for Community Empowerment, Women Empowerment and Child Protection (*Badan Pemberdayaan Masyarakat, Pemberdayaan Perempuan, Perlindungan Anak*), and some other communities empowering children. In addition, this study also utilized secondary data sources derived from documents, archives, government regulations and data obtained from newspapers, magazines, and Internet-related research themes. Data collection was carried out using observation, in-depth interviews and Focus Group Discussions (FGD) methods. Data analysis was carried out using an interactive model including three components: data reduction, data presentation, and drawing conclusions (Miles and Huberman, 1992).

### 3 RESULT OF DISCUSSION

#### 3.1 *The profile of surakarta children forum*

Children Forum is defined as a communication forum managed by children, built by the government, and is used as the medium of child participation. Its members are children, either as individuals or as representatives. Since 2013, Surakarta City Government has determined the Child Forum to be part of the community involved in Annually Community Consultations on Development Planning or *Musrenbang* (Surakarta Mayor's Regulation No. 3-B of 2013 about General Guidelines of Child Participation Development in Surakarta City Development). The objective is to base the design of the development program intended for the children on children's suggestions or ideas, rather than on the parent's perspective.

As a medium of child participation in development, Children Forum serves: a) as a medium of monitoring the implementation of children's rights implementation; b) as a medium of socializing activity program related to the children's rights in a peer environment; c) as a medium of voicing children participation; d) to support children's participation in the decision-making process, and e) to support the children to develop their potency actively.

The development of Children Forum in Surakarta City began around 2008 through the establishment of Children Forum at municipal city, Surakarta Children Forum (*Forum Anak Surakarta* = FAS). By 2015, there have been 51 children forums established at village level, five at sub-district level, and one at municipal level in Surakarta City. The membership of Children Forum consists of ordinary members (those aged less than 18 years, domiciling and having activity in Surakarta) and special members containing FAS

alumni (ordinary members who are more than 18 years old) who are still needed for their effort and thought by FAS.

Children participation in development planning is very important to bring a child-friendly city development program into reality. A child-friendly city is the one built on the principles of appreciating humanity values and children's dignity as an intact human being, both physically and mentally.

The development planning is connoted as public affairs that can be done by adults only. The development planning process in Surakarta City is so far still dominated by a top-down approach in the sense of being formulated according to the perspective of state official's interest. The participative development planning involving the participation at any levels of society, or by stakeholders, has not been the mainstream. The actors involved in development decision-making are very elitist, only involving local government officials, and stakeholders close to the power so that the budget and policy produced poorly accommodates the aspiration or voice of marginal groups, one of which is the children's voice.

Through establishing Children Forum, the government wants to refer to the children's voice in organizing development programs for children. Children's problems and needs are discussed and the solution is sought by listening first to the children's will. For that reason, in development planning, a room is required to be the place where the sector groups and the Local Government Agency (*Satuan Kerja Perangkat Daerah*) serving them meet to explore the real problem faced by communities, and to determine the solution more appropriate to their needs.

#### 3.2 *The participation of surakarta children forum in annually community consultations on development planning and democratic education*

Participation is defined by Hart (1992) as "the process of sharing decisions which affect one's life and the life of the community in which one lives". Convention on the Rights of Children (CRC) defines children participation as ongoing processes, which include information-sharing and dialog between children and adults based on mutual respect, and in which children can learn how their views and those of adults are taken into account and shape the outcome of such processes.

It can be concluded that children participation is a process of dialoging and information-sharing between children and adults to make decisions related to the children's needs and interest, in which the children are positioned equally and appreciated for their opinion and aspiration. Children's

participation will give the children the opportunity of influencing public policy pertaining to their interests and rights.

Involving the children in development planning is the form of democratic education. Bennis (<http://democrateducation.org>) states that democratic education can create the youths skillful in making decisions and thinking critically, which is very desirable in building a democratic and socially just society.

Children's participation in development planning is a form of deliberative democracy. Gutmann (1999:13) stated that deliberative democracy underscores the importance of publicly supported education that develops the capacity to deliberate among all children to have freedom in the future and to be equal citizens.

Democratic education can be conducted out of formal education or in non-formal education learning such as in children's organizations or forums. Participating actively in forums or organizations, the youths can learn to take initiative, responsibility, and learn how to appreciate others. Learning communication and interpersonal skills, conflict resolution, leadership, management, planning, and problem-solving skills, the youths' feelings of self-confidence can improve (<http://www.youthforum.org>).

Participation as the children's right is closely related to the decision-making process, particularly in relation to development program planning. Children participation in development is a process of dialog and sharing information between children and adults to make decisions related to policy or program pertaining to the need and interest of children. DeWinter (in Roche, 1999) sees the youngster as a fellow citizen with potency and capacity to contribute to development. Thus, children's capacity to be involved in the decision-making process becomes a key to the effectiveness of children participation policy in development planning.

Surakarta Children Forum was established in 2008. The fundamental objective of Surakarta Children Forum is to be the media for children participation in development. Participation is understood not only as children's involvement as the target of the development program, but their active participation in development planning. This definition is in line with the definition of Children Participation in Development Planning as mentioned in Surakarta Mayor's Regulation Number 3-B of 2013 about General Guidelines of Children Participation Development in Development in Surakarta City:

*Children Participation in Development Planning is children involvement to express their aspiration and need in decision making process through Annually Community Consultations on Development Planning*

*(Musrenbang) about everything pertaining to them and conducted based on mutual consciousness, understanding and willing so that the children can enjoy the result or benefit from such the decision.*

Participating in *Musrenbang* becomes a medium of introducing, experiencing and practicing democratic function and values. From the result of interview with the members and administrators of Children Forum, it can be concluded that there are some advantages of Children Forum's participation in *Musrenbang*: *Firstly*, to be a medium of channeling the children's voice and rights. The role of Children's Forum in *Musrenbang* is to convey the aspirations and needs of children to local governments.; *Secondly*, to be more familiar with who and what the government apparatus does. By engaging in *Musrenbang*, children can get to know better the regional officials and what they are doing to develop their regions; *Thirdly*, a more opened mindset on the environment, particularly on politics and government. Most young people have a negative view of politics. By participating in *Musrenbang*, children become more empathetic to the difficulties and problems faced by bureaucratic officials in carrying out government duties; *Fourthly*, to speak and to express opinion bravely. Participation in *Musrenbang* requires children to dare to voice their aspirations and needs, in order to be accommodated in local development planning (Yuliani et al., 2015).

Although *Musrenbang* is considered as important, there are some problems inhibiting the active participation of Children Forum in *Musrenbang*. *Firstly*, not all children understand actually what the function and the role of Children Forum is in development planning (*Musrenbang*). *Secondly*, children have less self-confidence to voice their aspiration and interest. *Thirdly*, the participation of Children Forum in *Musrenbang* is limited to giving suggestion rather than determining priority. *Fourthly*, the builders of Children Forum have not run their function maximally yet. Most of them are recruited from government apparatus, are old, and poorly understand the psychology of youth. *Fifthly*, the government officials of Surakarta City (executive and legislative) have not yet considered the importance of children participation in development planning (Yuliani et al., 2015).

The participation of Children Forum in *Musrenbang* in Surakarta City as a democratic learning media is not yet optimum. It is because the children are still positioned unequally. Adults (Regional Development Planning Board/Bappeda, members of DPRD (Dewan Perwakilan Rakyat Daerah) [Local Legislative Assembly], Builders of Children Forum) are still dominant in formulating development policy and program.



This research's findings are similar to the results of the survey conducted by UN IANYD in 2012, finding that most of the 13,000 respondents coming from 186 countries confirmed that the challenge for the youths is the limited opportunity of participating actively in the decision-making process. To encourage active participation, participatory structure, trust between the youths and the institutions, and larger capacity developments are required (<http://www.un.org>).

Matthew et al. (in Cavet and Sloper, 2004) argued that adult's lack of trust in the children's ability makes the program "adult focus". Matthews found that non-participatory culture is still very strong, so that there is "invisible control" by adults, making the children not being taken into account for their thinking and decisions. For that reasons, active participation, according to Shier (in Thomas, 2007) can occur if only adults are willing to share their power by means of delegating or giving some of their power to children.

#### 4 CONCLUSIONS

The participation of Children Forum in Annually Community Consultations on Development Planning in Surakarta City is still pseudo-participation or tokenism in nature (Arnstein, 1969; Hart, 1992) rather than active participation, because the children are limited to be present only and to give suggestions rather than to determine priority and formulate their own opinion. The Involvement of Children Forum in Annually Community Consultations on Development Planning as a democratic education media is still limited to introducing procedural democracy rather than embedding and practicing the substantial functions and values of democracy.

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