Regionalization and Harmonization in TVET

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Villa Isola.

Villa Isola is one of Bandung's colonial heritage, which was designed by C. Wolff Schoemaker (1882-1949), commissioned by D.W. Berretty (1890-1934) in 1932. It is located in Universitas Pendidikan Indonesia Bumi Siliwangi campus and has served as its landmark. The building, designed using Nieuwe Bouwen style, was originally Berretty’s residence but handed over to the university as the university was established as Teachers Education College in 1954.

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Preface

The 4th UIS International Conference on Technical and Vocational Education and Training was held in Yogyakarta, Indonesia, on 11–13 September 2013. The conference is a triennial event, which has been established by the University Polytechnic Indonesia, TVET Research Centre and the Faculty of Technology and Vocational Education. This is the first time that the conference is being held outside of Indonesia. The conference was organized by the Ministry of Education and Culture of the Republic of Indonesia. The confident and dedicated organizers and their team, with their hard work, were instrumental in the success of the conference.

The Executive Board of the Conference is located at the University of Michigan, United States, and the Academic Board is located at Kansai University, Japan.

The conference is supported by the Indonesian National Commission for UNESCO, the Indonesian Technical Vocational Education and Training (TVET) Research Center and the Asia Development Bank (ADB) and the Ministry of Education and Culture of the Republic of Indonesia.

The conference theme was "Regionalization and Harmonization in TVET — Building Bridges for Sustainable Development". The conference gathered scholars, experts, and practitioners from various fields, providing a platform for knowledge exchange and collaboration.

Acknowledgments

Preface

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 Annual 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 inductive model of analysis. The result of the research showed that the participation of Surakarta Children Forum in Annual 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 Forums, 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 lifelong education. Specifically, this congress also underscores the role of TVET in promoting cultural pluralism and distributing local knowledge and skill to help the development 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 evolution 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 embodied 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; TVETpedia 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 Forums. 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 of children's needs. In Surakarta City, since 2013, Children Forums are one of the society groups involved in Annual 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...
3 RESULT OF DISCUSSION

3.1 The profile of Sankara 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. In members are children, either as individuals or as representatives. Since 2013, Sankara City Government has determined the Child Forum to be part of the community involved in Annually Community Consultations on Development Planning or Munnaung (Sankara Mayor’s Regulation No. 3/B of 2013 about General Guidelines of Child Participation Development in Sankara 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 and obligations; b) as a medium of accelerating activity program related to the children’s rights in a poor environment; c) as a medium of verifying children participation; d) to support children’s participation in the decision-making process, and e) to support the children to develop their potential as actors.

The development of Children Forum in Sankara City began around 2008 through the establishment of Children Forums at municipal city, Sankara Children Forum (Forum Anak Sankara – FAS). By 2015, there have been 5 children forums established at village level, five at sub-district level, and one at municipal level in Sankara City. The membership of Children Forum consists of ordinary members (those aged less than 18 years, domiciling and having activity in Sankara) 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 innate human being, both physically and mentally. The development planning is interconnected as public affairs that can be done by adults only. The development planning process in Sankara 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 participation or development planning involving the participation at any level of society, or by stakeholders, has not been the mainstay. The actors involved in development decision-making are very often, only involving local government officials, and stakeholders close to the power so that the budget and policy produced poorly accommodate the aspiration or voice of marginal groups, one of which is the children’s voice.

Through establishing Children Forums, 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 (Sarana Karja Perangkat Daerh) serving them want to explore the real problem faced by communities, and to determine these solutions more appropriate to their needs.

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

Participation is defined by Hart (1992) in “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 dialogue 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. Bennek (1999:13) stated that democratic education can create the youth's skill 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. Cestmam (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 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 youth 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 programs planning. Children's participation in development is a process of gathering and sharing information between children and adults to make decisions related to policy or program pertaining to the need and interest of children. De Winter (in Roch, 1999) sees the young person 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 an important factors in the effectiveness of children participation policy in development planning.

The Children Forum was established in 2008. The fundamental objective of Surakarta Children's Forum is to be the media for children participation in development. Participation in Surakarta is not only 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 3-2012 on General Guidelines of Children Participation Development in Development in Surakarta (Makarim) about everything pertaining to them and conducted based on mutual understanding, understanding and realizing so that the children can enjoy the results or benefit from such the decision.

Participating in Surakarta becomes a medium of increasing, 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 participation in Surakarta. Firstly, it be a medium of channeling the children's voice and rights. The role of Children's Forum in Surakarta is to convey the aspirations and needs of children to local governments. Secondly, to be more familiar with what, who and what the government apparatus does. By engaging in Surakarta, children can get to know better the regional officials and what they are doing to develop their region. Thirdly, a more open mindset on the environment, particularly on politics and government. Most young people have a negative view of politics. By participating in Surakarta, children become more empathetic to the difficulties and problems faced by bureaucratic officials in carrying out government duties. Fourthly, to speak and to express opinions bravely. Participation in Surakarta requires children to dare to voice their aspirations and needs, in order to be accommodated in local development planning (Yuliani et al., 2015).

Although Surakarta is considered as important, there are some problems inhibiting the active participation of Children Forum in Surakarta. Firstly, not all children understand actually what the function and the role of Children Forum is in development planning (Makarim). Secondly, children have low self-confidence to voice their aspirations and interests. Thirdly, the participation of Children Forum in Surakarta 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 not interested in 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 Surakarta is still important in improving local government. The participation of Children Forum in Surakarta is still needed. Although the participation media is not yet optimized. It is because the children are still positioned unequally, adults in (Regional Development Planning Board/Upem, 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 UNICEF in 2012, finding that most of the 13,000 respondents coming from 186 countries confirmed that the challenge for the youth 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 development are required (http://www.un.org). Matthew et al. (in Cook 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, isolating the children not being taken into account for their thinking and decisions. For that reason, active participation, according to Thrane (in Thrane, 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 Consultation on Development Planning in Surakarta City is still pseudo-participation or tokenism in nature (Amma, 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.

REFERENCES


