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VOCATIONAL VILLAGE INITIATIVES FOR COMMUNITY SKILL DEVELOPMENT BASED ON LOCAL RESOURCES IN AEC

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ABSTRACT

The village is a source of real economy and the livelihood of most of the population of Indonesia. Strategic value for village progress are both from the ideological, political, economic, and defense and security. The village is a manifestation of the importance of rural development, and many villages have not optimized the potential for sustainable used. Therefore, the University of Sultan Ageng Tirtayasa (UNTIRTA) obliged to assist in accelerating the development program with a touch of science and technology superior. Contribution UNTIRTA expected to encourage initiative, movement, and the participation of rural communities to the development potential and assets to the common welfare as well as to strengthen the community as the subject of development in Banten. The problem faced by the majority of villages in the province of Banten include lack of jobs, do not have expertise in the field of technology in addition to farming and herding, the access road which is taken into the village is not feasible, and the high level of poverty in the village with the residents, still rundown, including public health problems and malnutrition. On the other hand, the villages are located in industrial areas, coastal and Banten island has abundant natural resources began to food, agricultural products, inland fisheries, marine fisheries, including waste or effluent from industrial processes around. Potential natural potential has not been fully optimized to provide added value and improving the welfare of local villagers. This is compounded by the lack of skills and competencies mastered the technology, especially by the community of productive age.

Keywords: vocational village, community skill, community development, local resources, AEC

I. INTRODUCTION

The ASEAN Economic Community (AEC) blueprint calls for equitable economic development and enhanced competitiveness, dynamism, and resilience of ASEAN small and medium-sized enterprises (SMEs) by "facilitating their access to information, markets, human resource development and skills finance as well as technology. ASEAN has focuses indirectly on the informal economy through its support to micro, small and medium-sized enterprises (MSMEs), including enterprises in rural and agriculture-based communities. The recent global financial and economic crisis has demonstrated the futility of continued dependence on foreign aid for financing economic growth. The African Development Bank, ably supported by other International Financial Institutions is solicited in muting an African institutions dedicated to improving domestic resource mobilization in SSA. The expected improved resources from these efforts will help imbue SSA countries

with freedom and policy space to take charge of developing, crafting, implementing and managing policies that will impact positively on their efforts to recover quickly from the negative effects of the global financial and economic crisis and ensure sustained economic growth, development and transformation.

Most of the workers involved in intra-ASEAN labor migration are low-skilled and working in agriculture and fishing, domestic work, food processing, manufacturing and construction. An estimated 87 per cent of migrants in ASEAN countries were low-skilled in 2007 and up to a third employed in the informal sector and hence, not fully protected by labor laws. Migration contributes to economic growth and poverty reduction in both counties of origin (primarily through remittance flows) and destination (through private sector economic growth).

There are conditions will be minimized slowly through the application of science and

technology for Rural Partners. Empowering Partners and Agencies/Department of Local Government, has general program offered expected to handle the problem: (1) Low mental attitude and awareness to establish themselves and their environment; (2) Low community life skills that ensure and

develop welfare based on the existing natural resources; (3) The geographical situation of unprocessed and well run; (4) The planning, implementation and evaluation of development in the area has not been systemically integrated, empowering and sustainable.

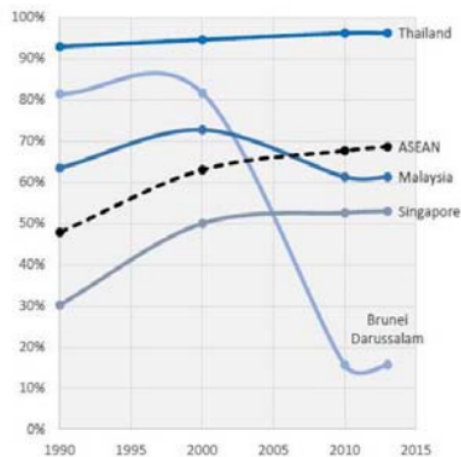
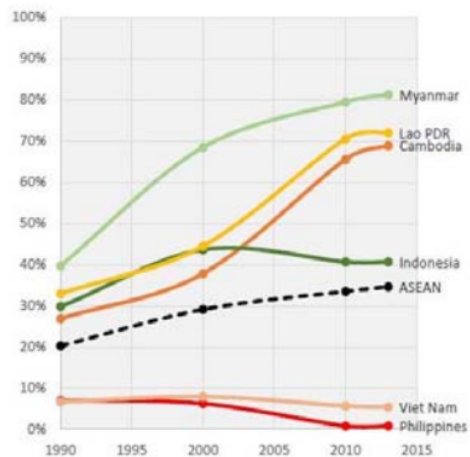


Fig 1. Estimated intra-ASEAN shares of migration in ASEAN Member States, 1990-2013 (%)
Source: UNDESA



The purpose is to develop the application of Rural Vocational Education (RVE) as Technopreneur Community Empowerment Center in the Industrial Area, Coasts, and Islands (IPP) Banten. Establishment of Rural Vocational targeted to contribute in empowering communities through the application of technology for the utilization of local potential, economic empowerment, especially domestic industry, fishing groups, cooperatives, and agricultural development that includes the participation of indigenous villages. RVE offered functions as an initiator, motivator, facilitator, innovator and communicator in the development of community competence.

II. VOCATIONAL VILLAGE INITIATIVES

Non-formal education program based on the priority of the plan located in 2010-2014 include improving implementation of the program of courses in rural oriented grade life skills and relevant through Village program Vocational. The purpose of the Rural Vocational Education Program is to

reduce the unemployment rate and the level of urbanization by providing skills in a rural community in comparative advantage and competitive advantage of the resources and the potential of a country based on local wisdom. There is some rationale behind the importance of an initiative to improve the skills of the population (village) local, through the establishment of vocational villages:

- 1) The dropout rate (drop out) SMK/SMU/MA plus junior high school graduates, high school do not continue to higher education of 1.6 million children/year
- 2) The poverty rate in Indonesia amounted to 28.55 million or 11.47% of the total population of Indonesia
- 3) Unemployment Figures Open in Indonesia of 7.4 million or 6.25% of the total labor force of 118.2 million people (source: BPS Sakernas month August, 2013)
- 4) The potential of natural resources in the village are not processed by young workers are productive so neglected and

village development stagnated, resulting high youth movement of workers in the countryside seeking employment in the cities (urbanization increases).

Indonesia has about 78.609 villages, consisting of 70.390 administrative villages and 8.083 urban village administration scattered throughout the archipelago with diversity wealth of natural resources are abundant both in the sector mining, tourism, agriculture, forestry, plantation and others.

Vocational Village program is intended to develop human resources in rural spectrum with a regional approach, namely, the rural areas which is based on cultural values with harness local potential. Village vocational program highly relevant to the needs rural communities and easily implemented on because the following reasons:

1) The kind of skills that were held in accordance the potential of the local area;

- 2) enthusiastic community because during this extremely rare No course or training skills in village based on the needs of rural communities.
- 3) many agencies, organizations, businesses, offices agencies, and local governments provide support.
- 4) The results can be used as livelihood skills The main or side for the community

Objective of the Rural Vocational Education Program is provide support for a variety of skills production/services for residents in rural communities in order able to empower the rural productive potential as a source of revenue to improve quality life and rural development. The village held a Vocation means building a village independently for 29.89 million poor people around 63 900 villages in Indonesia each year need provision of skills.

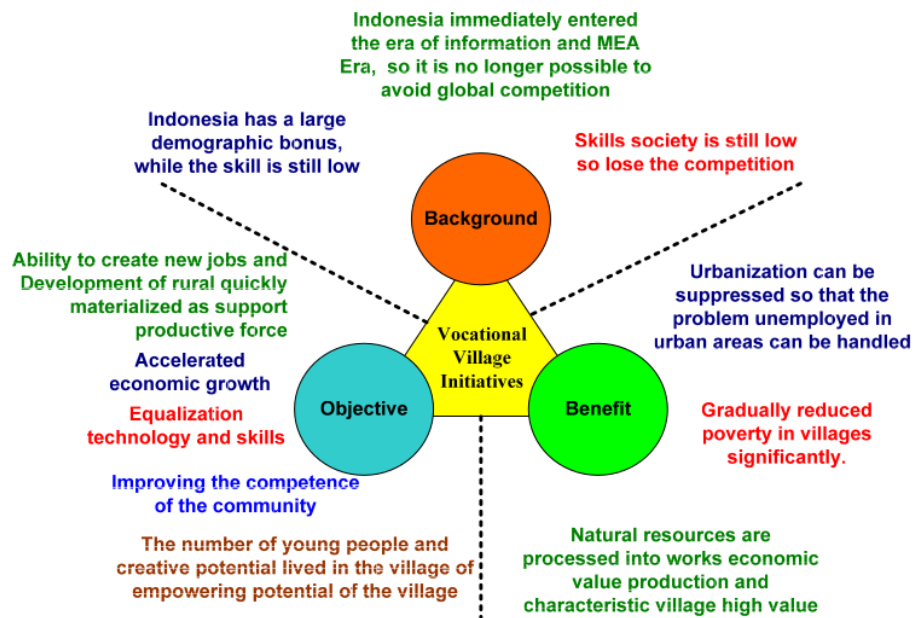


Figure 2. Importance of Vocational Village Initiatives

Even though many programs are available for the rural poor, more measures need to be adopted to help the poorest of the poor - persons with disabilities living in rural areas. Many rural persons with disabilities

are forced to go to the city for rehabilitation or livelihood training. Poor farmers with disabilities need to generate income or supplementary income to become active participants in their families and

communities, thus reducing the burden of their disability on both family and society. This guide is designed for governments and NGOs working towards the social integration, rehabilitation, training and empowerment of persons with disabilities in rural areas. Its main objective is to give direction on how to prepare persons with disabilities to generate income through micro-enterprise development. Training rural persons with disabilities in their own communities has the advantage of letting the trainees remain with their families and learn a trade that is accepted by the community.

- 1) Observations about special qualities of trainers for persons with disabilities
- 2) Development of four main learning steps:
 - a) To improve daily living skills
 - b) To impart technical capabilities and capacities
 - c) To develop entrepreneurial skills
 - d) To establish a network and strategic partnerships
- 3) Development of criteria for the selection of trainees
- 4) Gender issues

- 5) Issues and considerations to be addressed prior to training

III. COMMUNITY SKILL DEVELOPMENT BASED ON LOCAL RESOURCES

Building up the capacity of persons with disabilities to become micro-entrepreneurs improves their livelihoods and has beneficial effects on the quality of their lives and health. It helps to reduce rural poverty and food insecurity.

Nevertheless, it is not simply a matter of supply and demand. It is the task of the state to create appropriate framework conditions and incentive systems, and in this way to ensure the integration of TVET into the entire educational system. Another aspect that should not be forgotten is the fulfillment of the fundamental human right to education. This is important as education not only contributes to overcoming poverty and developing an individual's personality, but also constitutes a fundamental pillar for promoting an independent and participation-oriented society. In TVET, these aspects are integrated into the qualifications for the working environment.

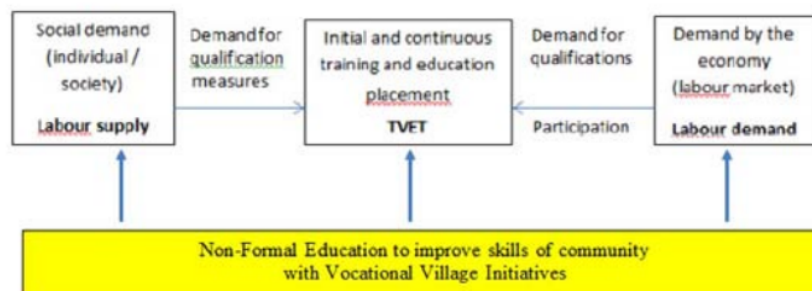


Figure 3. Graphic illustrates the specific situation of TVET and Vocational Village Initiatives

For example, the low level of public education and the high school dropout rate in the district of Lebak demanding University of Sultan Ageng Tirtayasa (UNTIRTA) as much as possible should be able to work together in completing the accelerated development bravely into job creators or create business opportunities with all a better understanding of the technology and scientific thinking of various disciplines. Dare to be job creators and must have thought to improve the communities in

charge of development real. Through KKN PPM program can be formulated a program proposal that could overcome problems in order to provide training and empowerment of communities, including:

- 1) Increase the ability of students in the application of science and technology in accordance with the fields of science and their respective expertise
- 2) Provide knowledge of appropriate technology, training, and applying it

through the Socio-Technopreneur pattern to the community

- 3) skills training activities (life skills) for small industry craftsmen in the field of production engineering and business management, practical skills include the selection of raw materials-the production process and the quality test
- 4) Provide entrepreneurial training and appropriate technology in the field of Industrial Engineering and Electrical Engineering for have no works and dropouts to development of quality of life. These practical skills include self-employment and debriefing and a high work ethic to make ends meet
- 5) Empower the potential environmental, management of household waste that is organic and non-organic integrated manner in order to create domestic product, home industry thereby building sustainable independent entrepreneurs
- 6) Provide training and the installation of energy-saving lighting technology
- 7) Establish a non-business field, PKBM integrated and sustainable built village

Those some examples of community empowerment training activities in one of the villages in the province of Banten, are handicraft training (Fig. 4), cultivation catfish above swimming sheeting (Fig. 5) and training installation energy saving light bulb (Fig. 6).



Figure 4. Handicraft Training



Figure 5. Cultivation Catfish above Swimming Sheeting





Figure 5. Training Installation Energy Saving Light Bulb

IV. CONCLUSION

Vocational village initiatives for community skill development based on local resources in the AEC, will be given expected results:

- 1) The number of young people and creative potential lived in the village of empowering potential of the village
- 2) Natural resources are processed into works economic value production and characteristic village high value
- 3) Urbanization can be suppressed so that the problem unemployed in urban areas can be handled
- 4) Ability to create new jobs
- 5) Development of rural quickly materialized as support productive force
- 6) Gradually reduced poverty in villages significantly.

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