

**Universities in Global Development Framework:
Optimization of Community Engagement for Youth Capacity Building**

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Abstract—Sustainable Development Goals (SDGs) has replaced the Millennium Development Goals (MDGs) as the global development framework. As global goals, most countries have made this agenda as part of their national interest, including Indonesia. The Indonesian government even integrates the SDGs indicators into the National Development Planning 2020-2024, to proof their serious commitment. On the other hand, the regional and global competitions such as ASEAN Community that has been implemented since 2015, is also a contributing factor to the national policy-making processes, both domestic and foreign policies. Bases on the global goals and competitions, it is important for youth, as future generations, to be well prepared and to increase their competitiveness. As a part of universities' role and function, community engagement can be optimized, including for the youth capacity building. By using qualitative and case study approach of methods, this paper elaborates how universities, through the community engagement programs and activities, can actively contribute to increase youth global competitiveness and the achievement of global development goals.

Keywords: *university; global development; community engagement; youth capacity building; global competitiveness*

INTRODUCTION

International development has started to receive particular attention from stakeholders and policy makers in many countries since around twenty years ago. The biggest initiation of global awareness on development remarked by the declaration of the Millennium Development Goals (MDGs) in 2000. MDGs set priorities to eradicate poverty, hunger, disease, and other goals aimed to be achieved from 2000 to 2015. Despite some shortfalls in the achievement of MDGs, Sachs stated that MDGs had played an important part in securing the efforts of fights against poverty. Therefore further arrangement should be continued [1]. Based on the assessment from the evaluation of MDGs, the global leaders then rearrange the global development framework after 2015, which was signed in September 2015, named the Sustainable Development Goals (SDGs).

As the new global development framework, SDGs has been in effect since 2016 and will be ended in 2030. SDGs is stated as a more inclusive and participatory development framework because it was formulated and targeted for all nation states without exceptions [2]. In its implementation, SDGs is also expected to be a reference framework that balance the development of economic, social and environment sectors. As a comprehensive

development framework and global goals, most countries have made this SDGs agenda as part of their national interest, including Indonesia. The current Indonesian government even integrates the SDGs indicators into the National Development Planning 2020-2024 (*Rencana Pembangunan Jangka Menengah*), as a proof of serious commitment to achieving the targets within the period [3].

On the other hand, the massive flow of cooperation and competition on theregional and global basis has made the challenges and opportunities for the global citizen more diverse than ever. ASEAN Community that has been implemented since 2015 stresses on the high connectivity between ASEAN people. The borderless ASEAN leads to the consequences of thedispensable need of its people to increase their competitiveness. In this context, Indonesia as one ASEAN member states also has incorporated the ASEAN Community as another contributing factor for the national policy-making process, where the enhancement quality of human resources needs to be prioritized. Here, youth as the future generations are the most important human resources asset, and they must be well prepared and increase their capacity. Therefore they can contribute to the development as well can compete from national to regional and global level.

University, have always long believed as the center of knowledge transfer, where teaching and learning were the main aspects conducted by the institutions. In many societies, universities have three main roles which are teaching and education, research and community engagement. With the transformation of the global economy into a knowledge-based economy, universities are expected to also transform themselves to be the global development partners [4]. Relate to this transition, in the current approach of globalization in higher education, universities' roles that highlighted more is the research and publication aspects. It is expected that the productivity from the research will create innovation and give a contribution to the development of the society. However, on the other side, the community engagement aspect seems to be practiced only to fulfill the part of obligations of universities. Therefore, this paper elaborates how universities, through the community engagement programs and activities, can actively contribute to increasing youth global competitiveness and the achievement of global development goals.

STUDY DESIGN AND METHOD

This research is conducted by using qualitative approach method with a case study. The case study taken in this paper is the community engagement program entitled "*Socialization and Workshop on Study Abroad for Students of Tanjungsari Public Senior High School*" from Department of International Relations, Universitas Padjadjaran, Indonesia. The case study is selected to see the impact of such activity on the improvement of youth capacity and competitiveness, as the main target of the program is the high school students. As one measurement, the pre-questionnaire and post-questionnaire were given to the students. The questioners were consisted of around twenty questions relate to students condition, perception, and expectation of study abroad. Moreover, for the post-questionnaire a comment column was also provided, aims to see the general impression from the participants on the conducted activity.

RESULT AND DISCUSSION

There have been many discussions on how the university can engage in national development and even regional and global development. Universities engagement in regional development, particularly regional innovation systems, even has been into a theorization

process that evolved since more than 20 years ago. Innovation systems approach highlights "*the importance of knowledge spillovers from the educational and research activities performed by universities in regional knowledge spaces, towards the development of a third role performed by universities in animating regional economic and social development*" [5]. In economic aspect, universities engage in regional development has had an approach that called The Triple Helix Model. Boucher (2003) argued that universities should be seen as the substantial player or actor in knowledge-based regional development as higher learning institutions where knowledge are procured, constructed and transferred. Further, through interactions, networking, and another activity, academics are expected to generate innovations from the knowledge that can be grasped by others [6].

For community engagement, this role of the university which usually mentioned as merely supporting role aside teaching and research has become crucial since the idea of community engagement transformed as university knowledge function [7]. It follows the definition and function of community engagement that focuses on systematic relations between universities and communities that has mutual benefits, which bring enrichment to the learning, teaching, and research in universities while also give solutions to the societal problems from local to global level [8], [9]. In the case of Universitas Padjadjaran (UNPAD), this importance of optimizing the community engagement activity and programs can be seen in some current major programs of the university, such as the 'UNPAD Nyaah ka Jabar' (UNPAD cares to West Java) and the establishment of UNPAD Center of Sustainable Development Goals Studies (UNPAD SDGs Center) [10].

Based on the background above, the program which was "*Socialization and Workshop on Study Abroad for Students on Tanjungsari Public Senior High School*" was arranged by the assessment that such activity is needed to meet the expectation of optimization of community engagement for youth capacity building. As a program with full financial support from the university's internal grant, it aims to be a program with mutual benefits both for the university's stakeholders also the society. The program itself is a combination of two activities, socialization and workshop, taking the topic of study abroad, which were delivered by university's representatives, both lecturers, and students.

The topic of study abroad is selected because experiences and learning gained from study abroad provide benefits in several ways such as improving language skills, increasing self-reliance and confidence, enriching cultural insights of various countries and nations, expanding networks and relationships, which are important for global competition. All those abilities are needed for youth in expecting they will play a significant part of the development process in the 21st century. By broadening their perspectives on the opportunity to study abroad, especially in the forms of student exchange, summer course, short course, youth camp, etc., the long-term effect will be seen in the way that their capacity will be built.

In the case study taken in this research, as mentioned previously, pre-questionnaire was delivered to the students, to see and set the benchmark of the material that will be given during the socialization and workshop activities. The results from 100 students as respondents showed that:

- 96% of respondents want to have studied abroad, but 2/3 of total respondents do not know what programs are available;
- 54% of respondents have difficulty obtaining information on study abroad, and only 1/3 of total respondents who often discuss study abroad with their peers;
- Almost all respondents never consulted with their teachers related to study abroad or even knew about the programs provided by the Ministry of Education and Culture;
- Almost all respondents are interested to continue their study abroad, but only 1/3 of total respondents who often seek information related to study abroad;
- Only 1/3 of total respondents knew about exchange programs; this was exacerbated by the rarity of teachers to provide related information;
- 67% of respondents considered language and finance as the most problem inhibiting their study abroad;
- 55% of respondents have supported to seek information about study abroad, but they doubt whether their school will help them to get such program;

- The last, 90% of respondents believe that the lack of information for study abroad is their main obstacle.

Based on the result of the pre-questionnaire, it was decided that the material given will be divided into two main parts. First part is socialization on the importance of study abroad from the lecturers, and the second part is a workshop on the available programs and chances for study abroad from the university students who have previous experiences on study abroad.

After the implementation of the program, it could be assessed that the optimization of community engagement program of the university for youth capacity building is possible through several aspects such as the following:

A. Strong Commitment and Support from the Stakeholders

Universities are obliged to conduct research and community engagement in addition to conducting education [11]. Universities' research is directed to develop science and technology, as well as improve the people's welfare and competitiveness of the nation. Also, the community engagement is an academics' activity in applying and civilizing science and technology to advance the social welfare and educate the nation's life.

Universities' community engagement has several goals, they are: creating technological innovations to foster Indonesia economic development by conducting commercialization of research results; providing solutions based on academic studies of needs, challenges or problems faced by the community, either directly or indirectly; doing activities that can alleviate the outcast community in all strata either the economically, politically, socially and culturally excluded societies; and transfer technology, science and art to the community for the human dignity development and the natural resources preservation.

However, the implementation of community engagement many times have to face obstacles such as limited funding [7], which believed will be resulted in lack of attention to the academic aspects of the engagement. In the case of Indonesia and Universitas Padjadjaran, based on the importance of community engagement aims, the government strives to support the universities' community engagement by paying attention to all aspects with standardization,

either standardization in the process of planning, implementation phase even in funding. Therefore, lecturers and students as implementers of programs focus on the implementation of quality and appropriate programs with the needs of the community.

B. Program and Activity's Comprehensive Planning, Implementation and Evaluation

A qualified program of community engagement means that there is a comprehensive systematics in the implementation of the program, which begins with the process of the planning phase, the implementation phase, until the evaluation phase. It should be emphasized that the program of community engagement not be only a program to the realization of *Tri Dharma* of higher education in Indonesia or filling the obligation, but as a medium to achieve the community engagement goals that have been set.

In the planning phase of this socialization and workshop program, some activities were conducted such as a survey to the school, an interview with the Vice Principal, and a distribution of the pre-activity questionnaire. All are set up as references on how the method of the program should be delivered. In the implementation phase, socialization and workshop involved lecturers and students who are competent in this discussion. As for the evaluation phase, distribution of post-activity questionnaires was done that was used as a comparison material with a pre-activity questionnaire. It is also taken as a record or recommendation for the next program of community engagement.

The comparison result between pre and post activity of this program are as follow:

Table 1. The Comparison Result of Pre and Post Activity Questionnaires

No.	Pre-test	Post-Test
1.	Of the 100 respondents, there are still 4% of respondents who are still hesitant to have the intention to study abroad, while 96% of them expressed great interest;	Of the 50 respondents, 100% of respondents expressed their interest in studying abroad;
2	Of the 100 respondents, 60% of respondents did	Of the 50 respondents, 49% of the respondents

	not know information about student exchanges, while 27% were still hesitant and 13% knew about the existing student exchange program;	have information about the student exchange, with 47% others answered not knowing, and 4% still answered hesitantly;
3	Of the 100 respondents, 54% of the respondents having barriers in obtaining information about study abroad, with 30% still in doubt, with 16% of respondents having no anything barriers;	Of 50 respondents, 43% still have barriers, with 32% still respond hesitantly, with 25% having no obstacles in getting information about study abroad;
4	Of 100 respondents, only 42% often spoke their desire to study abroad, with 29% still respond hesitantly, and another 29% who never discussed intentions;	Of the 50 respondents, 64% often discussed their desire to study abroad, with 20% still in doubt, and 16% answered never discuss their intention to study abroad;
5	Of 100 respondents, 61% of respondents were unaware of the interest and talent development program provided by Ministry of Education and Culture, with 24% still in doubt, and another 15% answered already know it;	Of the 50 respondents, 47% said they already knew the interest and talent development program provided by Ministry of Education and Culture, with 29% still in doubt, and another 24% still did not know the information;
6	Of the 100 respondents, 82% of respondents said they had an interest in study abroad, with 15% still in doubt and 3% who said no;	Of the 50 respondents, 89% said they had an interest in study abroad, with 11% still respond hesitantly;
7	Of the 100 respondents, 26% of the respondents know the	Of the 50 respondents, 36% of the respondents knew information

	scholarship program given by foreign government, while 30% are still hesitant and 44% are unaware of the related information;	about the scholarships given by foreign government, with 40% still answered hesitantly, and 24% still answered not knowing;
8	Of the 100 respondents, 18% of respondents said they are helped to study school by teachers, while 44% are still hesitant and 38% still do not feel the role of the school.	Of the 50 respondents, 76% of the respondents, felt assistance to study abroad, 15% were undecided, and 9% still did not feel any role from the school.

Table 1 indicates an enhancement in some criteria, and those are related to the aspect of students' desire for study abroad. Based on post-test, students become more enthusiastic due to information about study abroad that they do not know before. However, there is one aspect that indicates students' concerns to study abroad, which are financial concerns that remains a challenge and major obstacle for students.

C. Active Cooperation from Engaging Parties

This program involves many stakeholders who contribute to their role and responsibility. This program was initiated by a team of lecturers from Department of International Relations, Universitas Padjadjaran. However, in the implementation phase, this program involved almost all lecturers in the Department of International Relations. Also, there is the involvement of university students as facilitators to establish closer ties to facilitate the delivery of material.

In the implementation phase of this program, to achieve a quality and comprehensive program which produces the real outputs, students who were chosen as participants were those who have the potentials and have the desire to study abroad. Those are inseparable from the role of teachers who helped the organizing team in selecting participants according to their result in the pre-test. The most important one is how much the students want to join and participate the socialization and workshop program.

D. Participation and incorporation of (University) Students to the Program as Facilitator

As the universities' community engagement program in the context of youth capacity building whose the main object is high school student, we need a special approach to create closeness between students (high school) as objects with lecturers as the subject. Thus, facilitators are needed to create an interconnection between the high school students and speakers. Facilitators in this program as previously described involve students from International Relations Study Program who are competent in discussions about study abroad, due to their real experiences as an exchange student, or another study abroad programs participants. They became main speakers in the workshop session, which was a discussion forum with high school students as participants. Involvement of facilitators in this program was very effective in building the sense of 'peer similarity' as they can be the role models for the students, and they also created conducive conditions during the workshop as they were close to each other. It became a decisive factor in the successes of this program.

CONCLUSION

The discussion on how universities support and assist the national and global development will remain important in the future, with the current notion of the knowledge-based economy. The three core functions of the university in teaching, research, and community engagement, are believed to play their distinct role that synergetic and complement one another.

Through the case study from Universitas Padjadjaran, this paper has discussed how the community engagement can actively contribute to increasing youth global competitiveness and the achievement of global development goals. The optimization of the community engagement program and activity that aims to the improvement of youth capacity building is needed, and it is possible if there are: strong commitment and support from the stakeholders; comprehensive planning, implementation and evaluation of such program and activity; active cooperation from engaging parties; also the participation of suitable partner *-in this context the university students as facilitator-* in the program.

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