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Reflection on the Implementation of Children's Participation Rights (Based on Lundy's Participation Model)

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(Based on Lundy's Participation Model)

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ABSTRACT

Child participation is the involvement of children in actions and decision-making processes regarding issues that affect their lives. This study reflects the results of a study on the implementation of children's participation rights, based on four meaningful elements of participation based on the Lundy model, including Voice, Space, Influence, and Audience (Lundy, 2007). Existing studies on participation have focused on the space and forms of child participation. The research used a qualitative approach with the case of the Children's Forum in East Jakarta. The main informants of the research were the members of the Children's Forum. Based on the findings in the field, the practice of children's participation puts forward the provision of spaces for participation and the expression of children's voices, while the government has not provided a mechanism to follow up on children's voices. Children have been allowed to speak out in public space, but the follow-up and impact of children's involvement are remains minimal so that children have not enjoyed the impact of participation as expected by children. This finding illustrates that the government and society in general still view children as individuals who cannot yet be involved and do not have the capacity in decision-making process in the public space.

Keywords: *meaningful child participation, child rights, Lundy's participation model, child forum, child's voice.*

1. Introduction

The birth of the Convention on the Rights of the Child in 1989 is an acknowledgment of the human rights of children. This is a political and strategic step at the global level to ensure that children are a priority in the development of various nations. The 54 articles contained in the Convention on the Rights of the Child (CRC) consist of civil, political, and social rights (Harcourt and Hagglund, 2013) which include civil rights and freedoms, basic health and welfare rights, education, care, and protection from various forms of violence against

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children. This convention was born as a form of concern over the condition of children who are victims of world wars and conflicts that occur in various countries. Through this convention, children are recognized as individual rights holders who must be respected by countries that have ratified the CRC. As stated in article 12, children are given the right to participate in decision-making processes that affect their lives. On the other hand, with the development of a new paradigm in social science, children are considered competent social actors in society (Sinclair, 2004).

Referring to the report published by UNICEF (2019) on child development in ASEAN after 30 years of the Convention on the Rights of the Child (CRC) was ratified, children's participation is one of the most important pillars of the 30th anniversary of the CRC. At the ASEAN level, the first Children's Forum was held in 2010 in the Philippines. Children from various representatives of ASEAN countries expressed their views on issues that affect their lives in ways that they found interesting. At the forum, several issues or topics were identified by the representatives of the children, namely: peace; respect for everyone; care for the environment; and a healthy lifestyle. The children's meeting at the ASEAN level is held regularly once a year. In addition to conveying issues or problems that are important to the children, they also present solutions based on the child's perspective.

The representatives of children in their respective countries have also done the same thing. For example, in Lao PDR, as many as 126 children from the age of 11-18 years were involved in conveying their views on their rights to policymakers. They also expressed their views on the unsatisfactory quality of education, deforestation, violence against children in families and schools. Interestingly, the children's representatives suggested various solutions, including anti-bullying campaigns on social media; start a movement with students/students to raise funds for social issues; and establishing a 'waste bank' for the promotion of waste recycling (UNICEF, 2019). The State of Indonesia also does the same thing where every year children from various regions gather in a forum at the national level and convey their voices to policymakers, namely the president and ministers related to various issues related to the fulfillment of children's rights. For example in 2019, representatives of Indonesian children from all provinces expressed their views to the Minister of Women's Empowerment and Child Protection (KPPA), among others: encouraging and supporting the government in harmonizing laws and policies related to the minimum age for child marriage, rejecting all forms of exploitation of children and discrimination of children both at school, in the

environment and on social media as well as inviting Indonesian families to improve care and supervision of abandoned children and their environment (https://forumanak.id/).

In the national context, the 1945 Constitution mandates that every child has the right to live, grow and develop and is entitled to protection from violence and discrimination (article 28B paragraph 2). The Indonesian government has also ratified the Convention on the Rights of the Child, through Law No. 23 of 2002 which has been amended to Law No. 35 of 2014 concerning Child Protection stating that the state provides a comprehensive approach to child protection that refers to the Convention on the Rights of the Child. The government has issued progressive laws and policies related to children's rights from 2002 to the present, covering the protection of children from various forms of violence and also specifically related to children's participation in the decision-making process.

From a regulatory perspective, the Indonesian government has attempted to place children as social actors in development through various national policies that have been issued that specifically emphasize children's participation in development planning. One of the regulations issued by the government through the Minister of Women's Empowerment and Child Protection is the Regulation of the State Minister for Women's Empowerment and Child Protection No. 3 of 2011 concerning the Child Participation Policy. In this regulation, it is stated that children's participation is the involvement of children in the decision-making process about everything related to themselves and is carried out with awareness, understanding, and mutual will so that children can enjoy the results or benefit from these decisions. Children's participation in development determines the quality of the results and benefits of development for children and affects the process of child development.

However, in its implementation in 2014, the UN Committee on the Rights of the Child has submitted the conclusions of observations on the third and fourth periodic Indonesian reports on the implementation of the Convention on the Rights of the Child (CRC), one of which is related to the fulfillment of participation rights. The recommendation is to ask the Indonesian government to ensure the participation of children in vulnerable situations, especially children with disabilities as well as children from religious or ethnic minorities in various Children's Forums, and provide explicit and inclusive means to consider their opinions voiced by themselves in all decision-making processes relating to them.

In addition, the UN Committee on the Rights of the Child also recommends the government to take appropriate steps to implement the right of children's participation by ensuring that different forums where children can voice their opinions are always provided with all the necessary resources, and by conducting programs and activities awareness-raising to promote the meaningful and empowered participation of all children in the family, community, and school. This is because children are one of the subjects that get the most attention from the government, as well as civil society organizations (CSOs). Children belong to the most users of state services, for example, health services, education, and other social security. Therefore, children should be at the center of the social policy agenda. But in fact, their aspirations are not always considered (Hill, Davis, Prout, and Tisdall, 2004).

The picture of the participation situation of Indonesian children based on the results of the mapping conducted in 2007 by the Ministry of Women's Empowerment together with children and adult companions has not changed much. Culturally in society, children are still considered small children who do not have experience and cannot sit with adults, and their voices are not heard because they are considered unimportant. This is reinforced by the existence of a patriarchal culture where the voice of adults and those in power is considered the best and must be approved. In addition, the government, including institutions that focus on children, in formulating policies and making decisions regarding children's problems, has not included children and has not even fully accommodated the needs of children.

The situation of children's participation in Indonesia and its development over the last few years as described above add to the urgency and significance of the need for a study on children's participation that can be used as a lesson to be a reference in the implementation of the fulfillment of children's participation rights in the decision-making process. This article presents the implementation of children's participation in East Jakarta based on 4 meaningful dimensions/elements of children's participation (space, voice, audience, influence).

2. Literature Review

2.1 Child Participation in various settings

Hill, et al (2004) in their study of child participation that focuses on child participation related to social exclusion and inclusion critically looks at children's participation in the context of policy, practice, research, and theory. The study found that there was an increase in

participation, but also ample evidence that participation measures were disappointing to children and young people involved in consultation and decision-making. This is linked to the goals and mechanisms of participation and a commitment to achieve tangible results based on what children and young people want. Key stakeholders accept the importance of giving children a voice when decisions are made but the children, the youth, and the professionals, they work with an indication that the impact remains minimal.

A systematic review of the participation literature in child protection, VanBijleveld, Dedding, and Bunders-Aelen (2015) quoted by Paul (2017) in the study of child participation in the child protection decision making found that the involving children in child protection decisions helped children feel connected and committed to the decisions; that involvement increased self-esteem and helped children feel mastery and control over their lives. Additionally, research by McLeod (2007) quoted by Paul (2017) found evidence of good child participation activity in social work and concludes that by taking children's views, wishes, and feelings into account, interventions were more responsive and therefore more effective. The challenge is seeing children as vulnerable and not always capable of forming a coherent view. Also, It is up to social work policy-makers and those with ultimate authority for making decisions to ensure that the right culture exists to maximize opportunities for involvement and that individual social workers embrace a child's rights narrative.

A study conducted by Arifiani (2017) at the Children's Forum in Indonesia (Surakarta and DKI Jakarta) found that the Children's Forum was used by stakeholders to maintain the status quo of 'good' children. The challenges faced by children's participation with this top-down approach raises challenges that are almost invisible to the naked eye, namely between spaces organized by the children themselves and intervention spaces/spaces led by adults.

Additional different study conducted by Cueves-parra and Tisdall (2019), regarding children's participation in conducting social research led by the children themselves, is quite interesting. This study is an empirical study of 'Child-Led Research' conducted in 3 countries namely Bangladesh, Jordan, and Lebanon. The children's rights agenda is combined with academic studies of childhood to emphasize that children are and can be social actors and seek ways to recognize and support their right to participate. There is enthusiasm when involving children in all stages of research from research planning, fieldwork, analysis, and dissemination, and this has led to the development of what is often referred to as 'child-led research'.

Child-led research poses a challenge to traditional social research, by questioning what is meant by knowledge in the context of generational and power differences in three ways: how the researcher's personal experience generates knowledge, the supportive role of adults and organizations for young researchers, and question adult control over knowledge exchange. All participants felt the benefits of being a young researcher. Such experience is considered to result in better knowledge, due to improvements in recruitment, communication style, content, and analysis. Another consistent finding is that research requires the involvement of adults and organizations to facilitate and not to manage. This will maintain the integrity of the children-led research process so that the production of knowledge belongs to them. Another finding is about how inclusive the definition of social research is and whether it can cover aspects of child participation and social justice (Cueves-parra and Tisdall, 2019).

Sociologically, identifying children as a social group is recognized as important to be studied in stages. This recognition parallels the development of contemporary sociology which recognizes that the concept of childhood is a constantly evolving social construction (Lawrence, 2004). With the recognition of childhood as a social construction, namely the influence on the wider social context, including age, gender, ethnicity, and class, all of which are intertwined (intersection). At the macro level, children's lives are shaped and regulated by the division of labor of adults both in the family and at school. At the micro-level, the learning process of social, emotional, physical, and cognitive development takes place in the family, which will contribute to the formation of childhood, namely the formation of self-concept and identity as an individual. The process of developing self-identity in childhood can be seen from the earliest stages as the integration of family influences and the integration of the social environment or in the wider society.

The development and debate on the construction of childhood above is also in line with the development of the study of childhood. Mayall (1996) as quoted by Lawrence wrote that from the beginning sociology did not view childhood studies as part of sociology but as part of the study of psychological development as a natural process experienced by children in several stages of emotional, social, cognitive, and physical development towards adulthood. Therefore, children are seen and treated as objects of study and passive agents in all stages of the development process. Traditional sociology sees the child as part of family studies and education, more or less the child is not seen as a building that has its rights but is seen as construction for adults. Following the advocacy process, childhood was recognized as a

separate category from family construction and education. Meanwhile, contemporary sociology recognizes children as individuals who continue to experience the process of formation and learning so that children are no longer seen as passive agents, nowadays children are encouraged to speak out in society.

The study of children's sociology by Uprichard (2008) as quoted from James and Prout, (1997); James and others, (1998); Mayall, (2002) concluded that children are active social agents, who participate in building knowledge and life experiences in their daily lives. The perspective of "being and becoming", still applies, but more importantly, children are also seen as agents of the future. This view does not reduce the role of children as agencies but instead strengthens them because of their responsibilities now and in the future. The child as an agency is the social involvement of the child in making decisions related to their current life, the capacity of the child to choose alternative actions that affect his life today and also have an impact in the future. For example, the involvement of children in the decision-making process in various issues of education, health, and child protection, that have an impact on children's lives today and also for future lives.

In addition, the impact of the Convention on the Rights of the Child (CRC) is not limited to the scope of the policy, but also the 'recognition' of children as sociological and anthropological subjects in their rights. The agency issue is key. The new approach moves from seeing children as objects of other actions to seeing children as subjects or agents in the fulfillment of their rights. Instead of seeing children as vulnerable people who do not have the abilities that adults have, today's children are seen as subjects who have abilities and competencies. Instead of being the beneficiaries of a program, they are rights holders who must be respected (White and Choudhury, 2007).

2.2 Meaningful Participation

Lundy, a professor from the Queen's University of Belfast developed a participation model which was translated from article 12 of the CRC on children's rights. This model was developed so that duty bearers can involve children in a meaningful way. These duty bearers include cross-sectoral government from local to international levels as well as organizations or institutions that work with children. Lundy developed 4 dimensions that need to be considered in implementing meaningful child participation, including 1) Space is a mechanism or container that can be used by children in expressing their views in a child-

friendly way. Lundy also stressed the importance of inclusiveness so that all children and young people from various backgrounds can be involved in expressing their views, especially vulnerable children in this case children who are at risk of experiencing various forms of violence. 2) Voice, namely to realize children's participation, the state needs to facilitate children in forming and expressing their views by providing access to information in forms/formats that are appropriate for age, ability, and issues related to violence against children. 3) Audience is a dialogue with parties who must listen and consider the views/voices of children. The views of children must be heard and considered by parties who have authority/power in making decisions related to the needs of children. Lundy stressed that voting alone is not enough, children must be ensured to convey their voice to the individual or body responsible for making decisions. Children need to be facilitated to be able to identify parties who have the power and roles that are regulated by law or policy. Children also need to recognize informal actors who have power in the community. 4). Influence: the views of children must be taken seriously and acted upon accordingly. The highest level of children's participation in the collaboration of actions carried out by children and adults (duty bearers) for certain purposes by the needs conveyed by children. Influence is closely related to the impact of change or what benefits can be enjoyed by children from the results of their participation. It is a major challenge to ensure that children's voices/views can influence a decision-making process. One of the important principles in children's participation is the availability of procedures for involving children in influencing decisions and feedback mechanisms to children regarding the process of making a decision related to the fulfillment of their rights (Lundy, 2007).
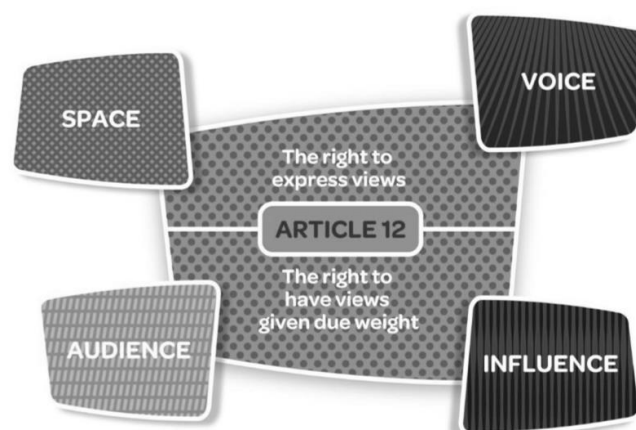
Figure1. Child Participation Model

3. Research Methodology

This research uses a qualitative approach with a case study method at the East Jakarta Children's Forum. Data collection was carried out using interview techniques through online media due to the COVID-19 pandemic situation. Informants were selected using a purposive sampling technique. The main informants in this study were children aged 12-18 years who are active in the Children's Forum in East Jakarta as a member and committee as well. Researcher refer to the ethics of research with children because the main research subjects are children (Thomas and O'Kane, 1998).

4. Results

4.1 Participation Space for all children

The participation space mandated by UNCRC is a safe space for children to participate, meaning that children are not afraid to express their ideas/voices and they are comfortable to participate (Lundy, 2007). This is closely related to article 19 of the UNCRC which states that children have the right to be protected from various forms of violence, including when children enjoy their participation rights. One of the participation spaces created by the government for children is the Children's Forum. This forum was formed as an effort to fulfill children's participation rights in Indonesia, as a manifestation of the Minister of Women's Empowerment and Child Protection Regulation Number 3 of 2011 concerning the policy of child participation in development.

For the East Jakarta area, the Children's Forum was formed in 2016 through the Decree of the Mayor of East Jakarta (number 182). The objectives of establishing the Children's Forum include providing opportunities for children to be able to participate in determining policies and various children's activities; increase efforts to protect and fulfill children's rights; a forum for coordinating various children's group participation activities; and ambassadors for East Jakarta children's representatives at both provincial and national level meetings. Meanwhile, so that all children can participate in the forum provided by the government, at

the village (Kelurahan) level a Children's Forum is also formed so that more children can be actively involved in conveying their aspirations/voices to the village (Kelurahan) government.

Every child is free to express his views without fear of being reprimanded by adults (Lundy, 2007). The results of interviews with several members of the East Jakarta Children's Forum show that until now the Children's Forum has been a safe place for them to express opinions, communicate with one another. However, from their experience in public spaces, for example in Community development planning (Musrenbang), their aspirations have not become a priority, either at the local level or at the city level. This can be seen from the lack of prioritization of opportunities for children to express their aspirations, while adults are less responsive. Even if they have the opportunity to express their opinion, the children will not know what to do next, and there is little realization.

"Because sometimes everyone's opinion is heard or everyone is invited to speak, but it is only recorded that it is not realized or followed up. Sometimes proposals from 2019 for example are very important proposals but have not been seen until 2020 when we submitted again, they have not been realized even though it was a very urgent proposal at the time" (KH, girl, 16 years old).

In addition to speaking in the Community development planning (Musrenbang) forum, children also use online platforms such as Instagram which is also used as a medium to communicate, convey ideas/views and carry out various socialization. Socialization through social media to introduce the Children's Forum so that more children know and want to be involved.

Lundy (2007) emphasized that apart from a safe space for participation, another important thing is the inclusive principle that all children from various backgrounds have the same opportunity and can participate as guaranteed by article 2 of the UNCRC, namely there is no discrimination in the process of fulfilling the right to participation. This means that every child regardless of race, ethnicity, ethnicity, gender, economic background, language, religion, birth status, and other background has the same opportunity to participate. This is of particular concern to the UN Committee on the Rights of the Child that it is important to involve children with special needs or with different abilities (diffable children) because they have a greater potential for violating their rights given their powerlessness.

This inclusive principle is also reflected in the process of forming the East Jakarta Children's Forum which has involved children from various backgrounds including school children; school dropouts; children in conflict with the law (ABH); street children; child victims of violence; including groups of children assisted by religious institutions, NGOs; and children from village representatives.

However, this inclusive principle is not seen in the process of interacting in the Children's Forum and dialogue with the government. The discussion process of mapping problems/issues by involving children from various backgrounds has not been optimally carried out. Nevertheless, the action/effort to listen to the aspirations of children in conflict with the law (ABH) has been carried out by the Children's Forum to know more about the situation of ABH, especially those in juvenile prisons (LPA). This is done as a stage when children are involved in conducting child protection campaigns. The Children's Forum faces challenges to involve children from various backgrounds mainly due to limited facilities.

"In my opinion, the Children's Forum should be available to all people, but for support, the costs and activities are small, because the cost is from the local government" (SY, girl, 15 years old).

This shows that children realize that Child Forum should be open and able to reach children from various backgrounds, but limited facilities and resources have caused other groups of children, especially those from marginal groups have not been accommodated. So that the function of the Children's Forum in voicing the aspirations of children is still limited to certain groups of children.

4.2 Children Voice

Article 12 of the CRC emphasizes the importance of facilitating children in forming their views freely. This article is also closely related to article 13, namely the freedom of children to express their views in various forms of media (written, oral, artistic, and other forms that are fun according to the child's own choice). This is closely related to the importance of information/knowledge modalities and the capacity of the Children's Forum in forming views and being able to voice their interests appropriately and clearly, including for children with special needs (diffable children). Therefore, there are needs to be facilitated, to translate children's voices so that adults can understand them. This article also emphasizes the active role of adults to encourage and facilitate children to form their views.

Children's voice is closely related to the form of participation which is adapted from the ladder of participation introduced by Roger Hart. The forms of children's participation are categorized into 3 forms, namely: consultation, participatory and self-initiated (KPPA, 2011). The consultation recognizes that children have views and experiences that can make a valuable contribution to the decision-making process regarding a child's life. Consultations are usually initiated and managed by adults, and opportunities are very limited for the child to control the process and outcome. Meanwhile, participation provides more opportunities for children to be actively involved in the development, implementation, monitoring, and evaluation of programs, activities, or research. The process is usually initiated by adults, involves collaboration with children, empowers children to influence processes and goals, opens opportunities to increase the control that can be managed by children for a certain period. Self-initiative is a form of participation that puts the child as the initiator and leads the process and goals. Issues of concern are also identified by children themselves, adults act as facilitators and children play a role in controlling the process. This requires a high commitment from adults to give confidence to children and the role of adults as advisors, supporters, and motivators for children.

The study findings show that they have been facilitated with various information in the form of knowledge and materials ranging from seminars, training, and also materials that they can access on their own from Children's Forums at the national and provincial levels as well as online media. However, they said they needed to get more specific information related to certain issues, for example, related to various policies on child protection and the services they could access.

"Honestly, information is still lacking, maybe general information if there is violence, we know whom to contact/communicate with, but if we have become victims of violence, they still lack of information. The law that guarantees them, that is still lacking" (KH, girl, 16 years)

The five children interviewed said that their voices were translated into actions/activities, designed by the children themselves as solutions to problems that were mapped out by them in collaboration with adults. Some of them are:

1. Mapping/analyzing children's issues in their area.

2. Conducting a "stop bullying" campaign through short films aimed at the public.

3. Make a film about child labor during the pandemic that is uploaded on social media, both on the Children's Forum social media and personal social media. The purpose of making this film is to provide information to the government that many children are working during the pandemic to make ends meet.

4. Become a training facilitator for peers on the topic of children's rights, Children's Forums, and child protection.

Access and availability of information are one of the keys so that children can form children's views, including information media for children with special needs so that their involvement is also meaningful. The findings of the study show that children are more active in seeking information when compared to the active role of the government as the party that has the responsibility for providing information to the Child Forum. This is supported by a good internal communication process with the Child Forum at the provincial and national levels as well as the availability of online media that can be easily accessed by children. Children's capacity building related to policies also needs to be facilitated with child-friendly methods so that they are easily understood by children, therefore trained child facilitators need to be provided by the government and stakeholders who have been assisting children so far. In addition to the government, other institutions/organizations such as Wahana Visi Indonesia, JARAK, and PLAN Indonesia also play a role in providing capacity building for Child Forum under the needs of children.

In addition, children not only convey their voices through various media and mechanisms provided by the government, but they also take an active role in taking actions that aim to bring about change in their environment through various awareness-raising activities, both aimed at peers and the wider community.

4.3 Hearings/ Dialogue with Decision Makers

Article 12 of the CRC requires that the views of children be given appropriate weight. This is what causes Lundy to emphasize the importance of children's voices being heard by strategic parties, both individuals and bodies who have power in decision making. Although there is no doubt about the issue of children's voices, there is no guarantee that their voices will be communicated and heard by parties/agencies that influence them in making an impact. The results of a study conducted by Anderson as quoted by Lundy (2007) said that children in schools submitted their complaints because their voices were not communicated to the

highest party who was influential in decision-making and there had never been any changes that occurred in the school. The existence of school organizations (school councils) does not guarantee the fulfillment of participation rights in schools (Lundy, 2007).

In contrast to what the children said based on the results of the interview, they had the opportunity to meet with the government at the Community development planning (Musrenbang) but the opportunity for children to speak was often given at the end of the session with minimal attention from the Community development planning (Musrenbang) participants. This shows that their voices have not been taken seriously by policymakers. This is one proof that the Community development planning (Musrenbang) process involving children does not take place in a method and flow that is friendly and fun for children.

Based on the results of interviews, until now the dialogue mechanism is the inputs from the Children's Forum are submitted to the Sub-Department for Empowerment of Child Protection and Population Control (PPAPP). Then PPAPP will convey it to other related service units depending on their input. In addition, opportunities for dialogue with other service groups have been carried out according to the needs of the children, but this mechanism is rarely facilitated. Several children said that the heads of RT and RW were also representatives of the government at the closest level to the community and listened to their input and some were immediately followed up. The FA's audience has varied from peers, communities, to government at the local level. This depends on the form of children's participation. However, the main party who has the power is the most appropriate party to have a dialogue with the child so that the child's voice can be followed up.

4.4 Influence/Impact of Child Participation

In implementing the right of participation, it was found that the main challenge was to find a way to ensure the impact/follow-up of children's voices (Lundy, 2007). Article 12 of the CRC requires children's voices to be followed up seriously. From the outset, children must also be informed to what extent their views/voices will influence the decision-making process at both the program and policy levels. This is to emphasize that the concept of child participation is not a 'one-time event' but an intense dialogue process between children and adults in the development of policies, programs, and steps that are relevant in the context of children's lives (UN Committee on the Rights of the Child, 2009).

In the decision-making process at the sub-district and sub-district levels, children said they did not know about the follow-up to the input/views they conveyed to the government. There is no procedure or mechanism in place so that children can ascertain whether or not their voices are taken seriously by the decision-makers. At the city level, there is an online mechanism provided to view the inputs received by the government during the Community development planning (Musrenbang) but there is no explanation for the inputs that were not received. This procedure applies to all, not a specific mechanism provided for children. The Children's Forum has been allowed to participate in expressing their views at the village, sub-district, and municipal levels, but their input has stopped at the proposal stage without any follow-up and explanation of the extent to which children's input is taken into consideration during the decision-making process regarding programs and policies regarding budgets. Therefore, the follow-up of children's voices so far in East Jakarta that was conveyed through a formal mechanism with decision-makers has not been able to benefit significantly for children. The goal to bring about change, especially in the sustainable decision-making process, has not yet been realized.

However, the results of interviews with children show that some benefits or changes have been felt by children so far as an effort to participate in them. Individually, children admit to being more sensitive to social issues around them, having wider relations with the government, social institutions, and more peers because of interactions with other Children's Forums. In addition, they have more confidence to carry out the role of 2P (reporters and pioneers) as mandated in the child participation policy because they have got the capacity and are guaranteed by the state. They also identified benefits at the family level in terms of knowledge about preventing violence and how to interact with children without resorting to violence. Meanwhile, at the community level in the environment where the children live, the community has begun to show more respect for children. At the school level, several schools where children attend have started implementing child-friendly school policies, for example, do not allow bullying among children, do not use violence during the teaching and learning process by teachers.

5. Discussion

A meaningful child participation should be achieved if the child is given opportunity and legally assured. Moreover, the opportunity should also be followed with positioning the child as a respected individual and their existence is acknowledged as significant. Then, they

should be given adequate information, listen to their opinion, and consider their views in all decision-making process related to their lives (Committee on the Rights of the child (CRC, 2009)).

There are areas of improvement from the four aspects of meaningful participation based on result of this study. In general, the findings show that the participation of children is explicitly considered in East Jakarta local policy. Thus, it indicates that the East Jakarta government has a goodwill to fulfill the right of child participation. The fulfillment of children's participation rights is closely related to the formation of a children's forum. With many children's forums formed at various levels, the fulfillment of children's participation rights is said to be quite successful. This is because the number of formed children's forums is one of the indicators to achieve a child-friendly city. The Children's Forum was formed to maintain the 'status quo' by the government. The Children's Forum tends to be exclusive because it has not been able to reach the most vulnerable children and this is a challenge because the approach used is top-down (Arifiani, 2017).

Lundy's Participation Model is a good tool to see how meaningful the implementation of children's participation rights in the East Jakarta area is. Fulfillment of participation rights is still focused on providing infrastructure, forming Children's Forums at various levels, and issuing policies for children's participation in Community development planning (Musrenbang) from the city to the village level. Unfortunately, this is not followed up by assisting the implementation process and increasing government capacity at the village (Kelurahan) and city levels. Children's participation will be realized if the government is willing to be open, accept and share power with children. This will only happen if and when the policies' aims and ethos are taken seriously by all in politic and social work and, perhaps more importantly, its philosophy is embraced culturally, socially and economically by society as a whole (Paul, 2017).

Various activities carried out by the Children's Forum to contribute to social change in the community did not lead to the results expected by the children. The limited opportunities for direct dialogue with policymakers as well as access to follow-up actions from the Children's Forum are a big challenge in fulfilling children's participation rights which are meaningful for the children themselves. The role of children's facilitators/facilitators to facilitate dialogue with the government and ensure that children have access to follow-up is important.

Children's Forums need support from other adults or other parties to have the opportunity and access to the outcomes that children expect (Cueves-parra and Tisdall, 2019).

6. Conclusion

Children feel safe to express their opinions in the Children's Forum, where this space is dominated and managed by the children themselves. However, when they are in a public space dominated by adults, such as the Community development planning (Musrenbang), children do not feel safe and comfortable when expressing their views. Children's voices have not received priority and attention from the government. This illustrates that children are still seen as individuals who cannot yet express their views. The existence of the Children's Forum which is considered by the government as a form of fulfilling children's participation does not necessarily materialize, especially when children are in public spaces where the process is controlled by adults. In addition to the formal mechanisms that have been provided through the Community development planning (Musrenbang), the Children's Forum has attempted to carry out several initiatives/actions that they designed through various media to convey their aspirations to the government through public campaigns, filmmaking and discussions and socialization of children's issues at the community level.

Follow-up dialogue with appropriate policymakers is important and urgent to ensure to avoid the practice of tokenism. On the one hand, the effort to ensure that children are involved in the Community development planning (Musrenbang) process from the village (Kelurahan) level to the municipality is one of the achievements for the municipality of East Jakarta. However, further mechanisms to ensure the follow-up of voices delivered by children are still a big challenge. Therefore, the impact that should have occurred on what the children have voiced to the government both face-to-face and through social actions has not yet been seen and felt.

The following recommendations are suggested by the researcher: inclusive participation needs to be ensured so that the most vulnerable and marginalized children have space and their needs can also be voiced; the government should be more active in facilitating capacity building/child empowerment processes to form authentic views and provide it with child-friendly methods; the government and stakeholders are trained to not only listen to children's voices but also to provide appropriate follow-up in the decision-making process that impacts on children's lives.

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