

COASTAL COMMUNITY EDUCATION: CCRES AND SAHABAT PULAU

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Abstract

CCRES and Sahabat Pulau are two organization with different basic that provided education program for coastal community. CCRES is an international research project; meanwhile Sahabat Pulau is a voluntary organization. Both targeted Gusung Village, Kabupaten Kepulauan Selayar (an island in South Sulawesi) to be on their programs. This article describes the similarities and the differences between CCRES and Sahabat Pulau in providing educational program for the community in coastal area.

Keywords: non-formal program, coastal area, community education, logic model

Abstrak

CCRES dan Sahabat Pulau adalah dua organisasi dengan basis berbeda yang melaksanakan berbagai program untuk kemajuan daerah pesisir. CCRES adalah proyek penelitian internasional sedangkan Sahabat Pulau adalah organisasi sukarela. Keduanya menjadikan Desa Gusung, Kabupaten Kepulauan Selayar sebagai obyek sasaran program-program yang dilaksanakannya. Dalam artikel ini, perbedaan dan persamaan CCRES dan Sahabat Pulau akan dijelaskan dari bentuk, tujuan, input, output, hingga outcome.

Kata Kunci: program non-formal, daerah pesisir, pemberdayaan masyarakat, logic model

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INTRODUCTION

Selayar Islands is one of 24 regencies in South Sulawesi located at the southern tip of Sulawesi Island and extends from North to South. This area has a specificity that is the only regency in South Sulawesi whose entire territory is separated from the mainland of Sulawesi and consists of several clusters of islands to form an archipelago. Thus, Selayar is divided into one main island and several smaller islands around the main island.

One of the small islands in Selayar is Gusung. It takes 30 minutes by small boat to arrive at the island from the main island. This island is affected by the sea. The water consists so much salt, the sea level affected citizens' houses, and sea wind blows every time.

According to CCRES, Selayar citizen are farmers and anglers. Sixty percent farmers from 100.000 people live in the main island. Whereas, ninety percent anglers from 30.000 live in the small islands. Mainly, people in Gusung are anglers.

There are three main obstacles found in this island, which were literacy, communication, and transportation. In literacy, there were only one primary school, one secondary school, and no high school in this island. They also had one library with old books. People who want to continue their study in high school have to go to the main island by small boat. Some of them chose to live in the main island because it was difficult to take round-trip between the main island to their island. Others chose to give up on continuing their study. In communication, although the citizens already used phone, they still could not access the Internet. The easy accessed information was not available in Gusung. They also could not depend on television because the electricity did not work 24 hours. In transportation, they only could access the world by small boat. The small boat helped them buy their necessities (water, fresh vegetables, building material, and school).

The limitations in this village inspired many voluntary organizations to provide treatment that can help residents, in the fields of education, entrepreneurship, and others. Two organizations implementing various programs in Gusung were CCRES and Sahabat Pulau. These two organizations had different goals and treatments despite choosing the same area. Therefore, the authors were interested in examining the comparison of these two organizations from various sides in their involvement in bringing change to Gusung.

LITERATURE REVIEW

The coastal area is a meeting area between land and sea, where the land area is still influenced by the nature of the sea. The socio-cultural coastal community is a group of people whose cultural roots were initially built on a combination of marine, beach and market-oriented maritime culture (Satria in Widodo, 2011).

Coastal community with some limitations should be given special treatment and approaches in order to empower the citizens and the area. According to Christie and White (1997), there are four kinds of approach to coastal area. They are Pre-colonial, Centralized, Community-Based, and Co-management approach.

The Pre-colonial approach is a pre-colonial system of resource management, which is based on historical government reports and observations of existing systems. Taboo and sanctions are used to control excessive resource exploitation.

Centralized approach is a centralized management established to control the level of exploitation with modern methods, and ensure exports to European markets. This exploitation is justified because it provides employment to local people and increases food production without realizing that it exploits the environment.

The Community-Based approach is an approach involving environmental education, assessment of the coastal environment by specialists and local residents, and the development of a coastal resource management plan as a joint effort between local communities and outside experts. The plan is based on the results of the assessment. It is also legally recognized. Co-management approach is an approach that aims to achieve shared responsibility and authority for resource management through cooperation between the government and local resource users.

According to Smith et. al. (2006), there were some issues in coastal area. They were livelihoods, society, policy and planning, management and innovation, and partnerships and collaboration. Livelihoods issues related to the need for sustainable coastal livelihoods, non-

sustainable priorities of funders and community needs, and lack of political support. Issues related to the society were community and volunteer engagement, leadership, sustainability of community based project, environment education, local knowledge, and capacity building. Issues related to the policy and planning were the commitment, the sustainability between the policy and the planning, community engagement, and communication. Issues related to the management and innovation were the flexible process of participatory, social knowledge, and continuous process. Issues related to the partnership and collaboration were the partners and sponsors, formal and non-formal networking, the needs of knowledge, and global and local unrest.

Before implementing the program in coastal areas, there are some things need to be interpreted. This can be categorized as a program planning stage. These are the community conditions community characteristics, and community needs. This understanding can be obtained through data collection described in order to get a clearer picture (Mancini et. al, 1976).

In addition to the planning stage, it is also important to ensure program readiness. Program readiness includes the time of program implementation, specific and easily assessed program objectives, ongoing activities, interventions experienced, and whether the program being run can be evaluated or not (Mancini et. al, 1976).

The final and important stage is evaluation. In order to run the evaluation phase, questions must be available as a measurement. Information obtained through evaluation must provide meaningful knowledge to facilitate decision making for the next step. (Mancini et. al, 1976).

Some researchers have tried to conclude the principles of coastal area management. According to Sorensen in Geoff Wescott (2004), there are five significant things related to coastal management as follows:

- Horizontal integration refers to the need, at a certain level of coastal management (local, subnational and national), for the integration of the activities of all institutions and stakeholders (including local coastal communities).
- Vertical integration means the involvement of various levels of government (and institutions) in coastal planning and management, which are national, regional and local governments.
- Planning and management of coastal zones requires a linkage based catchment approach with a coastal and seabed approach. Watersheds, beaches and seas must be planned and managed as an interrelated and interdependent system.
- Integration of scientific disciplines that study specific parts of the coastal environment are important. This is part of horizontal integration.
- Educational programs must be integrated into coastal programs.

Moreover, in Geoff Wescott (2004), there are four principles of coastal area development:

- Protect: to secure the environmental sensitive features
- Sustainable: to encourage sustainable use of coastal resources.
- Direct plan:
- Planning: to direct the program in accordance to the community, institutions, and stakeholders.
- Developing: to propose suitable areas where development (such as tourism facilities, ports, housing development, and other businesses) can occur.

METHOD

The method applied in this study was interview, observation, and literature study. The research did some interview to the members and founder of Sahabat Pulau about the programs they conducted. To strengthen the argument, the researcher had also been directly involved in one of the programs held by CCRES and Sahabat Pulau. To complete the data, the researcher searched various written sources, whether in the form of books, articles, journals, news, and documents that are relevant to the topic studied.

RESULTS AND DISCUSSION

Result

There are four types of comparisons according to Tally in the Rural Development Institute (2017), namely Individualizing Comparison, Universalizing Comparison, Variation-finding Comparison, and Encompassing Comparison. The following comparative analysis is the Individual Comparison or individual comparison that serves to illustrate the characteristics and characteristics of each program.

Table 1. Individual Comparison between CCRES and Sahabat Pulau

No	Aspects	CCRES	Sahabat Pulau
1	Form	Research project	Voluntary organization
2	Goal	Sustainability of coastal ecosystem	Education and community empowerment
3	Target	Indonesia (Selayar Island) and Philippine (El Nido, Palawan)	Some islands in Indonesia (one of them is Selayar Island)
4	Input:		
	Time	Whole year	Whole year
	Funding	Gef, World Bank, Queensland University	Organization, partner (CIMB Niaga)
	Partnership	Cornell University; Currie Communications; University of the Philippines' Marine Science Institute; University of California, University of Queensland, and local partners: Ministry of Marine Affairs and Fisheries, lokal seperti Kementerian Kelautan dan Perikanan RI, <i>Balai Pengelolaan Sumber Daya Pesisir dan Laut</i> (Coastal Resources Centre) Makassar, <i>Lembaga Ilmu Pengetahuan Indonesia</i> (Indonesian Institute of Science), IPB, Universitas Hasanuddin, Department of	CIMB Niaga, Econatural, local organization (<i>Karang Taruna</i>), local government

No	Aspects	CCRES	Sahabat Pulau
		Marine and Fisheries Selayar.	
	Approach	Community based	Community based
5	Output:		
	Activity	Eco-Biz Challenge, EbBD, W2E, FishCollab	Youth Volunteer Camp, One Youth One Child (PANDA), RUBAH (library), Desa-preneur
	Participant	Community	Community and young people
6	Evaluation	Team Evaluation	Team Evaluation
7	Outcome:		
	Short-term	Environmental awareness, knowledge about nature, motivation to protect the sea.	Awareness of the importance of education, general knowledge and entrepreneurship, motivation for learning
	Middle-term	Proper fishing, create an environmental-friendly business, protect the nature, journal and article publications	Sharing knowledge with others, entrepreneurship with local specialties
	Long-term	Clean and maintained coastal areas	Increased economic and social level of citizens

Discussion

Goal

CCRES and Sahabat pulau implemented some programs in Gusung, Selayar Island. In the term of form, both are different. CCRES was established with the scientific intention of researching marine ecosystems and coastal areas. The aim of CCRES project was to design and support the use of innovative models to assess ecosystem services of mangrove forests, seagrass beds, and coral reefs with the potential to increase the sustainability of marine-based businesses and marine spatial planning in several coastal areas in Indonesia and the Philippines, in this case the Selayar Islands and El Nido. Knowing the actual economic value of coastal and marine ecosystem services produced an economic argument to protect natural resources. It also created new ways (tools, models) to improve life, underlined the opportunity costs of environmental damage in coastal areas, provided data to be used in national balance sheet reports, and to show how and which environmental assets need to be protected.

Different from CCRES, which is a research project, Sahabat Pulau is a voluntary organization founded by a number of young people. These young people were driven by a great desire to build the villages that raised them. They decided to create an organization focused on education. Education is considered a way to improve the community life. Thus, it is concluded that the main purpose of Sahabat Pulau was to empower the community through education

Target

CCRES and Sahabat Pulau had similarities in terms of the objectives of their programs. Both chose islands or coastal areas as their targets. CCRES is an abbreviation of Capturing Coral Reef and Related Ecosystem Services. As the name implies, CCRES made the coastal area the right place to carry out all its research activities. In contrast to CCRES, although Sahabat Pulau did not focused on the issue of marine ecosystems, this organization chose coastal areas

that were considered to have limited access to education as its target. Small islands mostly have limited literacy, information, and transportation so that the presence of Sahabat Pulau can be a solution to these limitations.

Time

CCRES was run from 2014 to 2018. The project lasted throughout the year in a period of four years. There were some stages to fulfill. For example in 2016 activities, CCRES conducted various activities every month. In January, CCRES did a survey of six villages in Selayar about the pressure felt by anglers and their willingness to shift the fishing area (to a friendlier place for marine biota). In the same month, CCRES established partnership with LIPI for business development. In May, CCRES held a meeting about testing the instrument and its priorities and exploring Selayar to see the condition and progress of CCRES activities. In August, CCRES conducted field data collection. In September, CCRES invited environmental experts to train participants in designing the Marine Conservation Area and approached community leaders in Selayar to find out the best way to encourage sustainable coastal community behavior. In November, CCRES designed a behavior change program at the household level (implemented in September 2017). CCRES program was indeed continuous throughout the year. December 2018 was the end of this research project. Sahabat Pulau was established in 2012. Activities performed can also take place at any time with the cooperation of various parties. Until now, Sahabat Island continues to carry out a number of activities in several places, including in the Selayar Islands.

Funding

As an international research project, a number of large organizations funded CCRES to support its activities. The three main organizations that were pillars of CCRES were The Global Environment Facilities (GEF), the World Bank, and the University of Queensland (UQ). The funding situation was very different from Sahabat Pulau, which is a voluntary organization. The organization's initial funds came from the private funds of its founders. With these funds, Sahabat Pulau implemented several programs. After running for a while, Sahabat Pulau managed to get partners to help fund its programs such as CIMB Niaga.

Partnership

In addition to the three main pillars of CCRES, the project also worked with various partners. Some of them were universities around the world, such as Cornell University, Currie Communications, University of the Philippines' Marine Science Institute, University of California, and University of Queensland. CCRES also collaborated with local partners. In Indonesia, CCRES collaborated with the Ministry of Marine Affairs and Fisheries, Balai Pengelolaan Sumber Daya Pesisir dan Laut Makassar (Coastal Resource Center), Indonesian Institute of Sciences (LIPI), IPB, Hasanuddin University, and Department of Marine and Fisheries of Selayar. Similar to CCRES, Sahabat Island also carried out its activities with the help of several partners. In addition to CIMB Niaga, Sahabat Pulau also cooperated with local organizations called Econatural and youth organizations in local villages such as Karang Taruna. Involving local organizations was really needed by the Sahabat Pulau because the access the island is very difficult. Local organizations helped them to keep the learning activities going even without members of Sahabat Pulau.

Approach

CCRES and Sahabat Pulau did the planning stage by involving local residents, experts or someone who was engaged in education and environment, local organizations, and also the local government. The approach taken by CCRES and Sahabat Pulau towards coastal residents

can be categorized as a Community-based approach. This is in line with the opinion of Christie and White (1997) who said that the Community-based approach is an approach involving environmental education, assessment of the coastal environment by specialists and local residents, and the development of coastal resource management plans as a joint effort between local communities and community members. The plan was based on the results of the assessment.

Output

Output is an activity performed after the input is available. CCRES and Sahabat Pulau had several programs, which certainly involved the local community. Specifically in the Selayar Island, CCRES conducted the Eco-Biz Challenge program, FishCollab and several workshops, such as EbDB, and W2E. Sahabat Pulau had four main programs namely Youth Volunteer Camp, One Youth One Child, Rumah Baca Harapan, and Desa-Preneur.

The Eco-Biz Challenge is program that invites the whole community to think of business ideas related to the sea and the environment and then outlined in the form of a mini proposal. Three participants with the best ideas was selected. CCRES funded the business in order to run well. Funds were given in stages and participants must report the progress of the business they are running. In 2018, the three winners of the Eco-Biz Challenge in Selayar had various business themes, which were waste processing (*galeri sampah*), the aquaculture business, and the eco-tourism business.

FishCollab is a diagnostic and planning process that involves the government, NGOs and the community to improve the coastal area. Through this process, the community will know what is needed by the environment, what must be maintained and cared for, and what will be done in the future to protect the coastal environment. EbDB or Ecosystem based Business Development Workshop is a workshop that aims to provide knowledge to the community for entrepreneurship in utilizing what is in their environment without damaging the ecosystem. In line with EbDB, the Waste2Enterprise (W2E) workshop is a workshop on the use of plastic waste and small business innovation from the plastic waste.

Youth Volunteer Camp is a training camp for young people who want to join volunteering on Sahabat Pulau. The activity was to provide some training for the volunteers about the true meaning of volunteering and at the same time strengthen their knowledge and understanding about the concept of Sahabat Pulau. One Youth One Child or Panda (Harapan Anak Indonesia) is a program where one young man becomes a foster sibling for a child from an underprivileged family for at least one year. RUBAH (Rumah Baca Harapan) is a learning facility established for children in the coastal area. This facility can be the center of Sahabat Pulau activities. RUBAH does not have to be in the form of a house or building. In Gusung Village, RUBAH was held in the form of a tricycle motor and was used as a mobile library. The Desa-Preneur Program is an empowerment program for coastal women by providing education about entrepreneurship.

Evaluation

In implementing a program, an evaluation process is needed to find out how the program's achievements and what steps should be carried forward. CCRES and Sahabat Pulau had the same evaluation strategy, which was by holding a team meeting and discussing what the program lacks and what had been achieved. In addition, there was also an evaluation process by involving influential community leaders in the village in order to know the views of the community about the program and to find the right way to approach the community.

Outcome

Outcome is the expected result after running the program. There are three types of outcomes, namely short-term outcomes, medium-term outcomes, and long-term outcomes. Short-term outcome is associated with changes in knowledge, motivation, and awareness. Medium-term outcome is associated with changes in behavior. Long-term outcome is associated with changing conditions, whether environmental, social, economic, or political condition.

CCRES and Sahabat Pulau differed from the three types of outcome. The short-term outcomes of CCRES program were the community environmental awareness, increased public knowledge about nature, especially marine ecosystems, the motivation from the community to protect the sea, and increased knowledge for CCRES researchers after conducting research in the target area. The short-term outcome of Sahabat Pulau is the community awareness of the importance of education, increased public knowledge and insights about entrepreneurship, and the motivation to continue learning.

The medium-term outcomes of CCRES were a change in community behavior such as proper fishing, making businesses more environmental-friendly, protecting nature by not littering. In addition to CCRES researchers, this research was published in the form of articles and journals. The medium-term outcomes of Sahabat Pulau were a change in community behavior such as starting to try to share knowledge with others and doing entrepreneurship with natural resources and local specialities.

The long-term outcomes of CCRES were a change in environmental and economic conditions. All CCRES programs are designed to increase the concern of people about the nature so that it will have a good impact on the environment, such as reduced waste, clean beaches and seas, and preserved marine life. While in terms of economics, programs such as the Eco-Biz Challenge and workshops on entrepreneurship were expected to increase the productivity of citizens and thus improve the economy of local residents. Long-term outcomes of Sahabat Pulau were changes in social and economic conditions. Learning activities carried out together were expected to foster citizen cooperation in achieving greater goals in the future. In addition, knowledge from the desa-preneur program was expected to be applied in everyday life to help the economy of local residents.

Program Sustainability

CCRES programs ended in December 2018. This project was only planned to run for four years. Therefore, there were no CCRES programs in the near future either in Indonesia or in the Philippines. Meanwhile, Sahabat Pulau, this organization is still ongoing and continues to innovate; thinking about the needs needed by residents and continues to look for areas that have limited access to education. CCRES program was very useful for residents, although it did not have credential value. Moreover, according to Coyle (2013) learning success is not only seen from the results that can be measured but also from the results that are not visible. The invisible result is how citizens can be involved in every educational activity that they participate in, give them valuable experience, and give them improvement.

CCRES and Sahabat Pulau paid attention to several things in each of its activities such as the continuity between what was given to community and their needs, the involvement of local volunteers, community participation, ongoing and sustainable processes, and the involvement of sponsors and partners. This is in accordance with the issues that must be considered in the development of coastal areas raised by Smith, et al. (2006) in which he categorized them in

several themes such as livelihoods, society, policy and planning, management and innovation, as well as partnership and collaboration.

In the end, CCRES and Sahabat Pulau performed activities in accordance with the needs of local residents and involved high-ranking officials, such as community leaders and village heads in their planning, process and evaluation. Both also integrate elements of education in every program that was held. This showed that CCRES and Sahabat Pulau implemented the principles of developing coastal areas in accordance with what was stated in Geoff Wescott (2004), which are the existence of horizontal integration with citizens, vertical integration with the government, and had an educational element in it.

CONCLUSION

CCRES and Sahabat Pulau Island may be two different things. However, both of them had positive visions. They had similar approach that was Community-based approach that involved the community directly. CCRES with careful planning and root, successfully performed its research activities which were not only useful for the researchers but also for the environment in which they conducted the research. Sahabat Pulau with all its limitations remained consistent in implementing the educational activities for coastal community by utilizing the environmental potential and creativity of the volunteers.

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