

THE URGENCY OF CHILD EMPOWERMENT IN DEVELOPING A COMMUNITY-BASED TOURISM IN KAMPUNG WARNA-WARNI OF EAST JAVA INDONESIA

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ABSTRACT. This paper is an evaluation study of a Community-Based Tourism (CBT) project in Kampung Warna-Warni in East Java, Indonesia. Kampung Warna-Warni was one of slum residential areas along a river bank. A partnership between university students, a paint company, art communities, local government, and local community have successfully established the Kampung as one of the attractive and well-known tourism objects in East Java. Related to it, child empowerment emerges as one of the most pertinent aspects in developing a community-based tourism. This case study indicates some impacts in turning a slum residential into a potential tourism object in children's lives. The research data were collected through in-depth interviews and site observation in order to examine the implementation of CBT and health promotion program which are relevant to child empowerment in the area. This paper reports the interviews' results with some respondents, namely health promoters, opinion leaders, local communities, and visitors. It is revealed that CBT project significantly influences the community's circumstances. The project has improved community environmental and economic aspects, yet neglected child empowerment. Altering a slum residential into a tourism object requires a community empowerment and adaptation process, particularly for children, because it potentially affects their development. The findings provide some insights for governments and relevant stakeholders to implement an effective and empowering policy for child health development program and community-based tourism.

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Introduction

Child development has been an emerging issue in community empowerment. Children-related issues are imminent subjects of community leaderships (Groak, 2013) that child development is an investment in building an empowered community to contribute to sustainability agenda (Macnab, 2014). As the future of an empowered community, a child should be a pertinent element in every empowerment effort; however, most researches on community empowerment are adult-centric (Bennett et al., 2003; Daiute & Fine, 2003). Additionally, children and adolescent issues are generally viewed from adults' standpoint (Wong et al., 2010). Therefore, this issue uniquely evokes a recognition for opportunities and challenges in a further community empowerment effort.

This research focuses on child empowerment in a Community-Based Tourism (CBT) development. CBT is considered as one of community empowerment efforts in which environment, social, and economic improvement become the main research issues. Some researches assessed CBT's success in empowering local community (Jugmohan et al., 2016; Zapata, et al., 2011; Kontogeorgopoulos, et al., 2014) which also indicated both positive and negative impacts of CBT on all local community's elements. For child empowerment, previous researches mostly reported on child physical health (Sherra et al., 2014; Hanna & Oliva, 2016; Natale et al., 2014; Butenko et al., 2017). However, some other researches in child development critically suggested that physical and mental health are interwoven (Patel et al., 2008, Ansell, 2017); thus, social aspect plays a significant role in child development (Bradley & Corwyn, 2002; Huang

et al., 2014; Patel et al, 2008). The role and influence of relevant stakeholders in children health have also drawn research attention, such as parents or family (Deckard, 2014), teachers, and references groups (Ansell, 2017; Patel et al., 2008; Natale et al., 2014); however, child empowerment in CBT context remains a research gap.

Meanwhile, Kampung Warna-Warni was a slum residential area along a river bank. A partnership between university students, a paint company, art communities, local government, and local community have successfully established the Kampung as an attractive and well-known tourism object in East Java. Their project focused on Kampung's performance and surrounding environment and successfully developed it as a CBT. Urgently, child empowerment emerges as a pertinent aspect in developing CBT. This case study indicates some potential impacts of altering slum residential to be a tourist area for children's life experiences.

This research further highlights some notable points in linking CBT and child empowerment. Firstly, it identifies CBT as a community empowerment tool with community as a subject, not an object. Secondly, children's roles as crucial population element in community empowerment are discussed. The urgency of child empowerment in CBT shall be discussed along with the enactment of CBT in Kampung Warna Warni.

Community-Based Tourism: Placing Community as a Central Subject

There are various CBT definitions focusing on both tourism and community development; however, there are some key distinctions in considering CBT as an empowerment effort. CBT places community as a central subject using tourism as one of its tools (Jugmohan et al., 2016). It requires community decision-making to turn their potencies into opportunities. However, placing community as a subject is challenging, because some CBT assessments indicate that community faces some critical threats in tourism development (Blackstok, 2005; Jugmohan, 2015). Some recognized that community members' minimum skill development can be an obstacle for CBT success (Blackstok, 2005; Jugmohan, 2015), followed by conflict for power and resistance (Blackstok, 2005; Salazar, 2012) and policy support to facilitate community participation (Giampicolli et al., 2014).

Another key distinction of CBT with other tourism types lies in its maximum attempt to benefit local community as preceding stakeholders, rather than setting aside some profits for other absent stakeholders. CBT should not only be focused on tourism marketing, but also in sustainable development (Dodds et al., 2016; Sebele, 2010; Stone & Stone, 2011; Lee, 2012). Considered as one of empowerment schemes (Giampiccoli & Mtapuri, 2015), CBT merges environmental, social and economic, and local people's development issues. Kontogeorgopoulos et al. (2014) further identified CBT characteristics to include environment sustainability, community participation, equitable distribution of financial benefits, community empowerment, improvement in living standard, community management and control, and ownership of tourism projects. These characteristics emphasize community as the crucial stakeholder to play roles in CBT process.

Aiming at sustainable development, community involvement and participation appear as pertinent elements in CBT (Blackstok, 2005). In disadvantaged community, community skills are not the only issues to enact community participation. Power appears as another barriers in which community participation does not only require capacity building, but also an acknowledgement of community's existence and roles. Being in a disadvantageous position leads to a less powerful position in CBT process. Hence, community acknowledgement should be more viable as a part of social legitimation to portray a role or power of the community (Salazar, 2012). Furthermore, community mapping (Minkler, 2016) is necessary to map out the community, in terms of their living, values, potencies, and also main challenges. Community mapping is also required to address the focal segments of community to activate community participation.

Children as a Vital Part of the Community

Children refer to various definitions. Unicef (n,d) defined a child "as a person below the age of 18, unless a national law set a younger age for adulthood". Indonesia itself specifies population group based on age, namely minor (0-14 years old); youth (15-24 years old); workforce (25-59

years old), and retiree (more than 60 years old). Based on the categorization from National Statistics Bureau of Indonesia (Badan Pusat Statistik—BPS), retiree and minor—including children—are categorised as unproductive population (BPS, 2014). In community empowerment context, most literature confirmed that children are classified as youth which consists of minor and adolescents (Benson, 2006; Patel et al., 2008; Wong et al., 2010). To conclude, this study defines children as those within 0-14 years old who live as a part of community.

As a part of community, children mingle with social, economic, culture, and others factors embedded within community interactions. Demographic perspective notes that each population group carries different impacts on economic growth, social, politics, and environment (BPS, 2014), including children. In Indonesia, the number of children as a part of unproductive population influences dependency ratio; however, children are not merely burdens, as they are also the future assets (Groak, 2013; Wong et al., 2010). Thus, Unicef Indonesia (2012) highlighted children rights to empowerment and asserted that they are the most impacted by poverty and other disadvantageous situations (Bradley & Corwyn, 2002; McGregors et al., 2007), such as unhealthy environment, social disparity, and gender bias. In Indonesia, economic and social problems cause a gap in children rights fulfillment, particularly to education and health (Unicef Indonesia, 2012). It validates how children influence and be influenced by a community's life quality.

Hence, as a part of community, children should gain more attention. As future human capitals, global community should invest to child development. Today's children face challenging issues affecting their development and future lives (Ansell, 2017). Previously, most issues attached to child development were cognitive, intellectual, and personality development (Mussen et al., 1963). Currently, health concerns also bring children issue to health care matters (Sherra et al., 2014; Hanna & Oliva, 2016; Natale et al., 2014) and child development, including the role and influence of their surroundings (namely parents, family, neighbors, and teachers) on their life experiences (Ansell, 2017; Deckard, 2014; Patel et al., 2008; Natale et al., 2014). Pertinently, today's society demands well-empowered children to adjust and overcome some challenging issues (Ansell, 2017), namely advanced technology, changing values and

surrounding environment, competitive social and economic opportunities, and children-related crimes like bullying, abuse, and sexual abuse (Setyawan, 2016). Thus, child empowerment should be treated urgently. Child empowerment should enable them to identify challenges around them, as well as to encourage and facilitate them to overcome those challenges properly.

Child Empowerment as an Asset-based Participation

As a vital part of community, children play important roles in achieving empowerment goals. Wong et al. (2010) revealed that there is a changing perspective on child empowerment issues, from problems to resources. An empowered child can identify and deal with challenges which may also be the concern of community. Children can also potentially play some roles in community life. Groak (2013) noted that children as one of the emerging subjects in community leaderships; thus, as resources, children contribute to influence the community's life quality.

Child empowerment is a part of youth empowerment which encompasses the development of children and adolescents. Youth empowerment is crucial as youth are considered as investment to establish empowered community in the future. Additionally, Wong et al. (2010) noted that youth empowerment does not merely aim at preventing youth problems, but also boosting their positive development. It may result in butterfly effects which do not merely contribute to children, but also wider community. Some case studies of youth empowerment program to build nationalism in East Java did not only prove to prevent national identity crisis, but also develop youth civic engagement (Sari, 2014). Youth civic engagement benefits wider community, because young people's interest and participation to civic issues shall bring about a better quality of society. It further indicates their roles to empower community.

Relevant with youth as prominent resources, some scholars suggested Asset-Based Community Development (ABCD) in youth empowerment. ABCD transforms the approach in community empowerment programs, from need-driven to community assets (Boyd, et al., 2008;

Dolezal & Burns, 2015; Van de Venter & Redwood, 2016). Jewell (2016) explained that recognizing, valuing, and utilizing the strengths and assets of individuals and groups form ABCD's theory backbone; thus, ABCD believes that every community has potential to change (Boyd, et al., 2008). It further highlights community as the active subject, not the object, of change (Cole, 2006; Heritage & Dorris, 2009). Boyd et al. (2008) found that need-based community empowerment tends to weaken community and challenge them to take roles in empowerment. Additionally, Wong et al. (2010) underlined that asset-based participation should be applied to youth empowerment, because youth is crucial and potential in community empowerment.

Asset-based as child empowerment approach potentially improves youth health development. Wong et al. (2010) explained that asset-based participation can be effectively applied in child health promotions, because children are valuable assets in community and asset-based approach indeed aims for a long-term investment. Morgan & Diaz (2016) focused on youth health empowerment using asset-approach in 3 main stages, namely 1) creating healthy condition; 2) involving young people by listening their voices; and 3) developing positive connections to achieve health empowerment goals. These stages emphasize that community awareness on child empowerment is necessary in creating a proper condition to encourage child participation. A positive connection between children, community, and other relevant stakeholders may awaken children's potentials to meet community well-being.

Furthermore, ABCD may also extend the benefits of changes within the community, encompassing community participation, empowerment, and engagement. ABCD also works in building engagement between local community and other influential aspects in community life, such as health and social care (Matthiesen et al., 2014). It indicates that asset-based may bring about community awareness and commitment of participation (Van de Venter & Redwood, 2016) aiming at community well-being. Specifically, Dolezal and Burns (2015) highlighted that ABCD might be a new approach in CBT, but it positively influences people and their potential development.

Children and Child Empowerment Practices in Indonesia

Regarding child empowerment in Indonesia, there are critics that youth gained less attention in empowerment agenda (Wahyudi, 2012). During 2010-2035, Indonesia is in the peak opportunity period of demography, as shown by the decrease of dependent ratio within population. This period will further culminate in 2028-2030 when children, as a part of dependent population, will shift toward productive population (BPS, 2015). Thus, they should be well-prepared to achieve future well-being of the community. However, BPS (2015) discovered some urgent matters in child development efforts, such as uneven education, health, and social problems. A government survey uncovered that in 2014, only 17.83% children (0-6 years) in Indonesia received an early childhood education (PAUD) which is crucial to build a child's character and capacity in his/her golden age.

Child health is also a concern in terms of child growth and development. Additionally, other issues in child development are child marriage and child labor which blatantly violate child rights. Moreover, children also frequently become crime victims. Based on the data from Indonesia's Child Protection Committee (KPAI), children-related violence and sexual abuse cases increased rapidly in 2016. It is concerning as children are family and community assets for a better future (BPS, 2015). Ministry of Child and Women Empowerment further highlights that children should receive protection, access, facilities, and opportunity to build their characters and capacities to meet future challenges. Hence, child empowerment should be a pertinent agenda aiming at community well-being. Child empowerment also gains worldwide attention, particularly from Unicef. Focusing on child empowerment in Indonesia, Unicef Indonesia concerns itself in building a children-friendly network and environment to engage various elements of society in child empowerment.

These efforts aim to prioritize children in Indonesia. In terms of facilitating child participation, UNICEF Indonesia established National Children Forum (*Forum Anak Nasional*) at some children-friendly regencies/cities (UNICEF Indonesia, 2012). Children voices should be heard as a part of the planning, implementing, and evaluating empowerment efforts. Additionally, child empowerment efforts are also conducted by various

education and literacy communities. Some attempts are displayed by creating literary and educational facilities, like library and story telling center (Kim Lentera Jaya, 2017). However, child empowerment in health and social issues remains a gap in community activities.

Methodology

The research applied a case study approach covering contextual condition to facilitate a deep and holistic analysis (Yin, 1994). The research data were collected through an in-depth interview, sites observation, and literature reviews in order to develop a holistic understanding in examining the child empowerment practice in CBT area. This paper reported the interviews with respondent groups, namely local health promoters, opinion leaders, local communities, and visitors. Site observation was held by blending in and participating in local community's daily activities, particularly during its social interactions, health-related activities, and tourism activities. Additionally, note-taking was applied to maintain the data emerged during the site observation. Literature reviews were collected from the relevant references about CBT and community empowerment, particularly on child development and health promotions.

The research was conducted in one of the cities in East Java where a CBT project was developed. The location was a slum residence along a river bank where garbage was dumped and became a part of society's daily environment (Widianto, 2016). Its contour was challenging and unable to provide proper housing and community activities. Moreover, the area had terribly long flight of stairs with 107 houses and limited land. The houses did not have proper yard as they were tightly squeezed across each other and only separated by a narrow lane. Moreover, sanitation facility was not readily available in every house, neither was proper public area or open free space for community activities. The river itself became an unauthorized garbage disposal area and resulted in an unhealthy environment. Overall, such conditions prevented the community members to conduct proper daily activities, such as doing laundry in front of their houses, parking their motorcycles at the narrow street, and conducting public activities and having 'children playground' along the river bank.

From Slum-upgrading Project to Community Empowerment Effort

This area development was considered as a slum-upgrading effort aiming to create a better performance for the area and also related to its sanitation improvement. Slum-upgrading effort was planned based on the community needs for a better quality of living. Based on the current conditions, the slum area required upgrading in many aspects, such as infrastructure, environment and sanitation, and community capacity building.

Slum area poses as a challenge for many big cities in Indonesia, because urban population growth is not linear with the availability and capability in gaining basic daily needs, including housing (Amri, 2013). It has been a part of urban development which brings about higher population growth and higher demand for residential areas (Sari & Setijanti, 2012). Slum community commonly has less capacity (Amri, 2013; Sari & Setijanti, 2012) and requires empowerment efforts. Thus, slum-upgrading management has been implemented in some cities with river bank areas to improve infrastructure, ecosystem, social, and economic conditions. For example, slum-upgrading project along Yogyakarta's river bank has been technically managed by environmentally-friendly drainage to overcome flood threat (Mulyandari, 2011). For Surabaya, Sari and Setijanti (2012) suggested a technological innovation to use an alternative sustainable construction along river bank areas; however, such innovation should consider the existing local values in the community. Brontowijoyo et al. (2015) also promoted community-based development to overcome social problems in Code river bank of Yogyakarta. Local values are part of social factors embedded in community characteristic (Minkler, 2016). Thus, social aspect is crucial in slum community empowerment, as it contributes to community sustainability.

The slum-upgrading project in Kampung Warna-Warni covered infrastructure and community health aspects, namely painting houses and changing health behavior. House painting aimed to create a pleasant environment; while sanitation management aimed to improve people behavior, particularly regarding garbage disposal and sanitation behavior.

The slum-upgrading project then emerged as an empowerment effort which was not only affecting infrastructure and health aspects, but also economic and social aspects within the community.

CBT as Multi-stakeholders' Community Empowerment Effort

Interestingly, the project emerged as multi-stakeholders' empowerment effort. From slum-upgrading project to CBT, the efforts involved university students, sponsors, art communities, opinion leaders, community members, and local government. The house painting was initiated by a group of local university students, involving those relevant stakeholders. The students designed slum development to meet a subject assignment which required a real community development action. Students as conceptors should be able to implement their ideas and faced challenges to achieve their goals. Their ideas represented university contribution to solve real community issues. Community-university partnerships appear as a prospective strategy in community development (Balcazar et al., 2005; Baum, 2016). Furthermore, as an education institute, university needs to have some real voluntary contributions and actions, particularly in community services.

Other stakeholders were private and social organisations, including a paint company and art communities. As a corporation, the paint company conducted this project as its social responsibility program. The company also gained opportunity to promote their products to a larger community. While art community was a suitable partner as the project fit in their passion in arts and their vision of social volunteering. In order to hasten the objectives' accomplishment, this community empowerment program was suggested to involve multi-stakeholders (Morgan & Diaz, 2016; Fraser et al., 2006). It was also necessary to integrate some suitable partners to build a solid collective support. Thus, the project's vision and mission should be formulated strategically as the influential factors in encouraging supports (Thabrewa et al., 2006).

Additionally, the upgrading concept successfully attracted community attention which encouraged their involvement. The local opinion leaders embraced the concept, as it met community needs to

gain better living environment. Hence, community members willingly took part in painting process together with art communities. Some also provided some logistics during the process. Community members' involvement to volunteer themselves in painting process hint that they are willing to take part in the upcoming community empowerment efforts. The involvement also shown their awareness of their main challenges. Community awareness on their problems and potencies are fundamental in enhancing participation (Minkler, 2016). Even though community awareness is an early step to achieve empowerment, it provides an insight for the community to change. Further, community assistance is required to enhance the process to build community capacity which aims at placing community as the empowerment subject.

Remarkably, the effort also gained support from local government. Previously, the community members were planned to be relocated to some flats (Widianto, 2016); however, slum-upgrading project in CBT successfully brought out some potentials of the area. As it is located under a bridge at one of the city main streets, it becomes a potential city landmark. The slum-upgrading project benefited the city development in some aspects, from city site planning to city branding. The butterfly effects of the efforts led the local government to declare the area as a tourism object. It confirmed the empowerment effort as a pressing agenda in developing community and the city. An aptly-tailored empowerment changed the slum area from a 'problem' into 'strengths'.

CBT Effects: Improving Environmental and Economic Conditions, yet Prompting Social Concerns

The house painting magnificently generated a new, colorful, and attractive landscape in the city. The area was not merely bursting with colors, but also containing some 3D visual effects displayed artistically. When new pictures of the Kampung became viral on social media, many visitors came to take photos at its attractive spots (Widianto, 2016). The Kampung then became well-known as Kampung Warna-Warni which aptly represented its unique physical identity as a new tourism object. A unique identity may boost promotions as it is different from

other tourism objects. Its name, Warna-warni, represents its characteristics and is portrayed clearly on its landmarks, such as houses, streets, stairs, facilities like mini library, garbage bin, and decorations like umbrella and lamp.

Turning the Kampung into a tourism object improved the environment and economic aspects of the community. Based on the site observation, environment sanitation is currently well-managed, as evidenced by garbage disposal management, sanitation facilities, clean environment around the main area and along the river bank. Sanitation awareness also results in the improvement of community health behavior. The locals begin to keep the river clean by throwing trash to garbage bins, using public toilet for sanitation, and taking care of the environment. The cost of maintaining garbage disposal management and environment cleanliness are funded by tickets sold to tourists.

Besides sanitation awareness and improvement, CBT also impacts the community's economic conditions. Business opportunities are now available to support the sustainability of the tourism object. Besides ticketing, local people also establish numerous stalls to provide tourists' needs, such as food and local souvenirs. The area attracts various groups, such as youth groups, families, and traveler groups, as well as both domestic and international tourists. Their visits create a market for local people to offer their products. Another opportunity is presented by creating a parking area management which offers a job prospect for unproductive youth there. For a disadvantaged community, youth capacity and competence have been an issue (Ansell, 2017); thus, youth empowerment is essential in every community. Parking area management facilitates young people to participate in managing CBT. Based on interviews conducted with the locals benefited from economic opportunity, they admitted that their family economic conditions have improved due to CBT. Dodds et al. (2016) asserted that CBT should benefit the locals by involving them in managing and developing it. The CBT of Kampung Warna-Warni fruitfully created opportunity for the locals, particularly in economic and environment aspects.

However, some problems brought by CBT are not been well-anticipated. CBT effects attracted not only tourists, but also the locals themselves. Economic attractiveness of CBT shifted their interest from

their community well-being to tourist satisfaction. In tourism management, customer satisfaction is crucial for its existences (Corte et al., 2015). For this case study, tourist satisfaction becomes one of the main agenda for the locals. The data indicate that tourists' needs and facilities are more prioritized than the community members' needs. For instance, the community open space is turned into a tourist area. Local children lose their previous playgrounds and choose to stay at home with televisions and gadgets. Another issue is related to the intensified transactional interactions between the tourists and the locals. As CBT project, local values should have had a place in tourism by imbibing it through social interactions. However, photo-taking is the main tourists activities, not interacting and learning about the locals' way of life. In fact, the local activities are less attractive than the photo-spots for tourists. Thus, it is necessary to encourage the representation of local characteristics in CBT to promote social interactions between tourist and local community.

The Urgency of Healthy Social Environment for Children

The social challenges appeared along with CBT enactment may also potentially impact child development, both physically and mentally. The changing function of a residential area to be a tourism area demands a challenging adaptation process for the local community, particularly for children. Children are considered as learners. However, their stages of growth demand an establishment of comprehensive capacities in understanding and making proper decisions. This is crucial, as the adjustment process requires proper decision to deal with the change. In this case study, the change is not merely revolved around physical environment, but also social circumstances which may influence child development. Therefore, child empowerment appears as an urgent agenda in CBT of Kampung Warna-Warni.

Based on-site observation, open access for outsiders to the community life brought some social impacts related to child development. Evans (2006) explained that child development is influenced by the characteristics of their physical environment and socio-emotional conditions. Physical environment includes housing and neighborhood quality, noise, crowds, natural settings, and school; while socio-emotional

refers to the cognitive, motivation, and psychological and physiological outcomes in children (Evans, 2006). In this case study, children have to face outsiders as visitors in their daily lives; thus, they have to interact not only with their neighbors, but also with strangers. The physical and social environment dynamically change as their residential area becomes a tourism object. The challenges become more difficult, particularly because children's issues are not the visitors' interests. As a guest, visitors enjoy the photo spots as a part of a tourism object. In this case, children potentially become a mere object of tourism, which may threaten their healthy development process. The research data reveal some disadvantageous impacts for children, such as losing their playgrounds, becoming jealous of the visitors for taking their freedom and playgrounds away, spending their free time to guide visitors for some petty cash. Such situations clearly require some empowerment programs to ensure an ongoing effort for a proper child development in the area.

Child development process includes growing and developing processes which are focused on different, yet intertwining elements. Santrock (1995) explained that growth refers to a child's physical change which can be measured in height, weight, and metabolic balance; while developing process mainly refers to the improvement of a child's ability and skill, including his/her emotional, intellectual, and behavioral capacities which enable him/her to interact with their surroundings. Hence, a proper developing process enables children to make some smart choices in their life stages, such as doing good things and avoiding the bad ones. In their developing period, children learn from their proximate environment, such as family, friends, and their social surroundings (Ansell, 2017; Patel et al., 2008; Natale et al., 2014). Thus, creating a healthy condition around them is essential for child development physically and socially (Morgan & Diaz, 2016). 'Healthy area' is necessary to cover physical and social aspects of community. Considering the changing situation in the Kampung, a healthy area should encompass a proper protection of child rights and facilities for child development. Suggested healthy areas in this CBT context are through various campaigns and implementation of children-friendly areas and open-spaces exclusively for children. Children-friendly area is required to ensure that proper social values for children are installed by the local community and visitors. While facilities for child development should be elaborated in the development area.

Additionally, child empowerment should include child capacity in adjusting properly with their surroundings. Child jealousy indicates their inability to deal with the changing situations. Thus, the local children need some training in social capacity building, particularly in understanding social values and adapting to the changing situation. Putting children as the subject of CBT may encourage their participation in the empowerment effort. Strengthening child adjustment capacity may boost their decision-making capability much more than spending their time with television or guiding visitors for cash. As the future asset, children should be well-empowered, not neglected.

Furthermore, the supports and roles of community members and other relevant stakeholders are required to achieve child empowerment goals (Morgan & Diaz, 2016; Ansell, 2017). This effort can be started by acknowledging that children are community assets. The community members and stakeholders should fully realize children potential and their empowerment impacts for the community's well-being in the future. Child empowerment's significance should also be incorporated in other empowerment efforts which are mostly adult-centric (Bennett et al., 2003; Daiute & Fine, 2003). Involving child issues in empowerment efforts may build a positive connection between adult and children to support each other to achieve community empowerment goals.

Conclusions and Implications

This research employed community empowerment, CBT, and child development to examine child empowerment in CBT practices in Kampung Warna-Warni of East Java, Indonesia. It argued that a child is a crucial variable in community empowerment efforts. As a future leader, children are assets to achieve community well-being. Thus, child development is a pertinent issues to CBT with its recognized potencies and critical threats. The research further revealed that CBT in Kampung Warna-Warni was multi-stakeholder empowerment efforts which effectively improved environment and economic aspects of the community. However, altering the residential area to tourism area can potentially affect child development, particularly in social aspects. Thus, child empowerment during the adjustment process emerges urgently in CBT enactment.

Child empowerment requires awareness and acknowledgement of children roles in achieving community empowerment goals. Notably, a child is considered an investment to establish a future empowered community. Although CBT in Kampung Warna-Warni is not focused on child issues yet, the empowerment efforts indicate some stages to encourage a better life quality for the community, starting from a slum-upgrading process to CBT. The findings provide some insights for governments and relevant stakeholders seeking to implement some effective and empowering programs and policies related to child and community development through CBT. Additionally, this research contributes to the growing literature about child and community empowerment in CBT context.

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