



KEMENTERIAN
PEMBERDAYAAN PEREMPUAN DAN PERLINDUNGAN ANAK
REPUBLIK INDONESIA



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EVALUATION OF THE ROOTS INDONESIA PEER VIOLENCE AND BULLYING PREVENTION PILOT

South Sulawesi & Central Java



SUMMARY OF EVALUATION FINDINGS

Evaluation period: October 2016 – May 2018

The Issue

Nationally representative data on bullying in Indonesian schools from the Global School Health Survey (GSHS) on 2015 suggests that:

Over 21%
OF CHILDREN AGES 13-15
EQUAL TO 18 MILLION CHILDREN
reported experiencing **bullying**
in the last month.

25%
REPORTED BEING INVOLVED
IN A PHYSICAL FIGHT IN
THE PREVIOUS YEAR
significantly higher for boys at
36% than for girls at 13%.

Cyberbullying is increasingly being documented as a problem children face at home and school.¹ According to a series of online polls conducted on UNICEF's social media platform U-Report², bullying is the number one concern of adolescents in Indonesia, closely followed by education, and popularity/identity issues.³

Whilst bullying is recognized by children and policymakers alike as a serious issue in Indonesia, there are few evidence-based interventions tested in Indonesia or similar LMIC contexts.

Its Impacts

Bullying can have both short and long-term impacts on the victims and perpetrators. Aggressive behaviors among youth, including violence and bullying, are associated with increased risk of psychiatric disorders across the life-course, poor social functioning and educational outcomes.⁴

1 Song, Jiyeon, and Insoo Oh. "Factors Influencing Bystanders' Behavioral Reactions in Cyberbullying Situations". *Computers In Human Behavior*, vol 78, 2018, pp. 273-282. Elsevier BV, doi:10.1016/j.chb.2017.10.008. Accessed 6 Dec 2018.
2 U-report is a social media-based polling system that enables young people to share their opinion on topics and influence policy making. There are approximately 100,000 U-reporter across Indonesia, aged 14-25 years, of which 51% females and 71% aged 15-19 years.
3 Oxford Policy Management. "How do you know what's good for me? An Overview of Promising Practices in Adolescent Programming in Indonesia by UNICEF (and other partners)." Final Report. 2017.
4 Bowes L, Joinson C, Wolke D, Lewis G. Peer victimisation during adolescence and its impact on depression in early adulthood: prospective cohort study in the United Kingdom. *BMJ*. 2015;350:h2469



A National Priority

- Prevention of violence against children has been prioritized in the National Medium-Term Development Plan (Rencana Pembangunan Jangka Menengah Nasional/RPJMN) 2015-2019.
- The Ministry of Women's Empowerment and Child Protection launched the National Strategy on the Eradication of Violence against Children 2016-2020. 1 of the 6 main strategies is changing the current social norms which accepts, tolerates, and ignores violence, including in school settings.
- The Government of Indonesia is committed to achieving Sustainable Development Goal (SDG) Target 16.2, which aims to end abuse, exploitation, trafficking and all forms of violence and torture against children by 2030.
- Other national initiatives, such as Child Friendly Schools and the Regulation of the Education and Culture Minister No. 82/2015 on the Prevention and Elimination on Violence in Schools have shown a strong national commitment in eliminating violence in schools.

Model Design

Workshops were held with government, universities, youth, and civil society to design the model intervention to prevent bullying in junior high schools in Indonesia. The aim was to develop, implement and evaluate an evidence-based, adolescent-driven anti-bullying intervention model to be pilot tested in South Sulawesi and Central Java, in both rural and urban areas.

The Intervention

The Indonesian intervention was adapted from a North American program called Roots⁵, focusing on building a positive school climate through student-led activities. In Roots Indonesia, students 'voted' on their peers whom they spent the most time with to become Agents of Change using the social network theory.

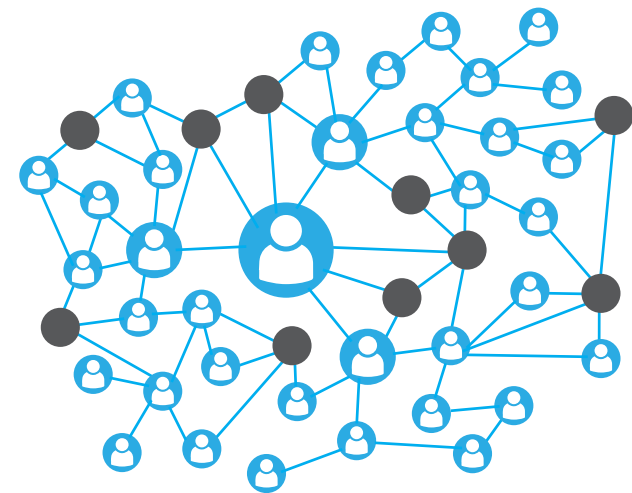
5 <http://www.betsylevyपालuck.com/roots-curriculum/>



Agents of Change

These students are highly connected and have the most influence to change attitudes and behavior on the largest numbers of their peers. Approximately 40 Agents of Change are facilitated through regular afterschool sessions to identify problems in their schools as well as design, implement and evaluate the solutions themselves. There are 12 sessions in the Roots program.

Agents of Change were supported by young facilitators, during the 12 sessions, from the local children's organizations, namely Child Forum. The facilitator's role is one of the most crucial factor in this intervention.

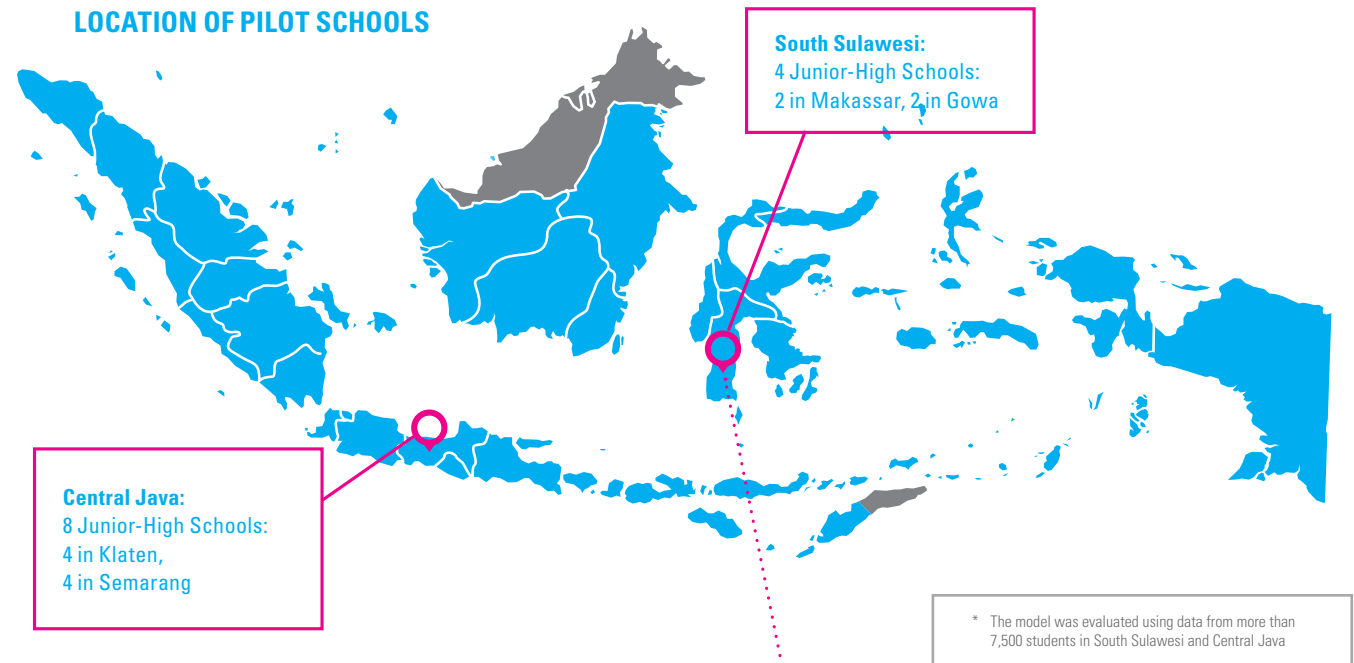


The innovative intervention was developed using principles from participatory action research (PAR) methodology, which engaged students to participate in every stage of the program from design to implementation and monitoring and evaluation. This approach ensures the intervention is adapted to the context and to the end users who are adolescents themselves, increasing ownership and sustainability of the process.

Meeting 1	Program Introduction
Meeting 2	Identity, Group Trust and Awareness
Meeting 3	Student influence and reactions to conflict
Meeting 4	Connect student-generated changes with behaviours
Meeting 5	Developing student agreement for school violence prevention
Meeting 6	Roleplaying positive bystander behavior
Meeting 7	Transitioning from individual to School-Wide Action
Meeting 8	Vision for Roots Day
Meeting 9	Going Public and Strengthening the Message
Meeting 10	Getting ready for Roots Day
Meeting 11	Roots Day!
Meeting 12	Roots Program evaluation and Action Planning

Figure 1. Overview of 12 Roots meetings for Agents of Change

ROOTS was adapted and combined with a program with a teacher training component designed to strengthen teachers' knowledge and self-efficacy for using positive discipline practices, that had already been developed and piloted in Papua, Indonesia by UNICEF. A mid-line conducted in Papua in 2017, showed that violent punishment (physical and emotional) had decreased and found a strong negative or inverse relationship between a reduction in violence and an improvement in student literacy.



Key Findings

South Sulawesi: mean bullying perpetration decreased by **29%** and mean victimization by **20%**. Teachers and facilitators also noted important improvements in the behaviour of students, including those selected to be Agents of Change.



Central Java: bullying perpetration and victimization increased slightly from the baseline due to improved awareness of students and teachers as to what constitutes bullying leading to increased reporting.

Schools developed and implemented anti-bullying policies

Every intervention school successfully co-developed an anti-bullying agreement created by students with staff input. Agents of change developed the policies and presented them to their peers and to teachers through posters and dramatization.



Figure 2. Students developing an Anti-Bullying agreement through posters in South Sulawesi ©YIM/2018

Decreased acceptability of bullying, and increases in positive bystander actions were evident during the pilot.

“I used to bully my friends, such as by calling them with their parents’ names or by posting their funny and weird pictures so that they would be laughed at by other students. I would do that I did not know that was bullying. Now I know what bullying is because my friend who is a change agent has explained it to me.”

14-year old student,
South Sulawesi

“My friends now get along pretty well. Why? We are aware that violence and bullying at school is not good. In my opinion, I think there is less of the behavior than before. There is now a regulation in schools that prohibits bullying in both physical or non-physical forms. Schools created the regulation after the Anti Bully campaign and activities were held.”

Student, Central Java

“I wasn’t aware of the effect of bullying. I didn’t even know how to respond to it. I realize what I did was wrong after learning more about bullying.”

Student, Central Java

“Since our school has Agents of Change, when a student bullies another student, most other students will immediately rebuke and say ‘Hey, that is bullying!’”

14-year old student,
South Sulawesi

“Since the implementation of ROOTS, most students have been brave to report to the counseling teacher or another teacher when they see bullying. Previously, they would stay silent.”

Counseling Teacher, South Sulawesi

Lessons Learned & Recommendations

1. Building strong relationships with school staff

Engagement with school headmasters is crucial from the initial recruitment of the school into the programme through to the end of the intervention. Capacity building for teachers on the importance of meaningful adolescent participation needs to be included as a component of the teacher programme. A nominated teacher to support the facilitators, and build and strengthen relationships within the school is helpful.

2. Selection of student Agents of Change

Capacity building of school staff on the social network theory and peer nomination for the selection Agents of Change is critical as this method is not the normal way students are selected by teachers to lead student activities. There should be a minimum number of two student Agents of Change per class.

3. Improve the communication skills and other supported soft-skills for Agents of Change

Strengthen communication skills and other soft-skills according to level and understanding of students is important to ensure that all Agents of Change start at the same level of skills with, for example, public speaking.

4. Timing of meetings

Timings of meetings can be adapted according to individual school and student group needs. Where meetings take place outside of school hours, transportation needs of students need to be considered.

5. Internet coverage

Whilst online activities are useful to support activities, they are not necessary for student change to occur. In schools without internet coverage, other activities to maximize the impact of activities from the Agents of Change can be used, for example wall posters.

6. Post-intervention Roots activities

Some students expressed sadness upon completion of the program. Establishing a mechanism for future, unfacilitated meetings or activities at the start of the program has long term benefits.

Scale up

The programme is currently being scaled up in the provinces where it was piloted, Central Java and South Sulawesi.

Limitations

The key goals of the study were to determine whether the intervention was feasible and acceptable to implement in Indonesia. It is underpowered to detect significant quantitative effects due to the relatively small number of schools included.

Partners

The program was implemented in collaboration with the Ministry of Women’s Empowerment and Child Protection, with support from the Swiss National Committee for UNICEF and the following sub-national partners:

South Sulawesi:

- Yayasan Indonesia Mengabdi
- Local Education Office
- Women’s Empowerment and Child Protection Office

Central Java:

- Yayasan Setara
- LPA Klaten
- A coalition of universities in Central Java (Sebelas Maret University, Universitas Negeri Semarang, Soegijapranata Catholic University, Diponegoro University and Klaten Widya Dharma University)
- Yayasan Nusantara Sejati
- Local Education Office
- Women’s Empowerment and Child Protection Office