Breakthrough ACTION

Human-centered design to promote a gender equitable environment for very young adolescents in Indonesia

Design & Test Report: Low- & Medium-Fidelity Prototyping

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Breakthrough ACTION FOR SOCIAL & BEHAVIOR CHANGE

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Acronym list

BA	Breakthrough ACTION
CDT	Core Design Team
FP	Family Planning
GBV	Gender Based Violence
GEAS	Global Early Adolescent Study
HCD	Human-Centered Design
PKBI	PKBI - Perkumpulan Keluarga Berencana Indonesia (Indonesian Planned Parenthood Association)
PKK	Pemberdayaan Kesejahteraan Keluarga (Family Welfare Empowerment)
SRH	Sexual and Reproductive Health
VYA	Very Young Adolescent

Photos from idea generation workshops held in Denpasar, Indonesia with very young adolescents, parents, teachers and other key actors.

Executive Summary

This document contains a process overview, results and recommendations from the low and medium fidelity design and test sprints in Denpasar, Bali and Semarang, Central Java, respectively. Aimed at creating a gender equitable environment for very young adolescents (VYAs) in Indonesia, the ultimate goal of this project is to create a package of interventions that complement each other and can be adapted and applied beyond Indonesia to other settings and contexts.

Results and Next Steps

The six prototype concepts tested at the medium-fidelity level will advance to high-fidelity testing in spring 2023. Building upon their desirability and feasibility assessments, these concepts will be assessed for scalability over a 4-6 week period rather than a weeklong sprint. On-site support will be provided for two weeks and transition to remote support. Because these concepts are intended to work together as a package, the concepts will be tested as such, rather than as individual prototypes.

Initial questions moving into high-fidelity include:
How can we leverage social media to strengthen these concepts?
How can we secure institutional buy-in to support piloting or adoption of these concepts?
How can gender be more explicitly addressed and understood when it is currently not seen or prioritized as a challenge?
To what extent can the initially identified opportunities to strengthen/complement Setara and other existing programs impact scalability?

Adaptation of the medium fidelity prototype concepts will begin in late October 2022.

The Approach

Low-fidelity: Partners from CCP, GEAS, PKBI and ThinkPlace convened in Denpasar for two days of co-design workshops, three days of prototype building, and six days of low-fidelity desirability testing of eight design concepts.

Medium-fidelity: Six of the eight concepts were tested at the medium-fidelity level in Semarang, Central Java. Partners re-convened in-person and virtually to for a one-day adaptation workshop, three days of prototype adaptation concepts.

[Discontinued] Wayang - Shadow puppets: Gender-focused storylines to integrate into popular Wayang shadow puppet performances

A series of family classes for parents and VYAs: This concept focuses on surfacing gender norms and creating space for critical reflection and discussion.

A Family Festival: Event to provide a fun, dynamic and engaging space for parents and children to challenge gender norms together and provide platforms to increase interpersonal communication.

Interactive Videos: These videos aim to expose and initiate collective identification, reflection and discussion about gender norms.

Museum - Colorful Trauma: A museum focused on empathizing with victims of bullying and equipping VYAs to recognize and deal with bullying

Safe Schools Toolkit: A digital tool that complements the Child Friendly School Program and provides schools with actionable tools to uncover insights from key actors in the school environment and create tailored action plans..

Multi-stakeholder Forum: A government-led initiative in Bali that helps implement and achieve health priorities set by the government.

01. *Approach*

Describes the background, approach and methods used to leverage findings from the formative research completed by the Global Early Adolescent Study (GEAS) and create concepts that fit the needs, desires, and behaviors of very young adolescents (VYAs) and other key audiences.

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Project Context

Gender norms and social expectations are shaped at a young age and intensify throughout adolescence. Gender inequities are key determinants of morbidity and mortality, particularly related to sexual and reproductive health. While boys are more likely than girls to engage in harmful risk-taking behaviors and unprotected sex, girls are more likely to suffer from complications related to early pregnancy, childbirth, and unsafe abortions that all significantly contribute to their mortality.[1] Longitudinal research completed by the GEAS and separate reviews completed through prior Breakthrough ACTION and Passages activities show that family members, religious leaders, and peers help shape and reinforce gender norms and social expectations of girls and boys. A landscape assessment on the sexual and reproductive health (SRH) of very young adolescents (aged 10–14) identified a need for greater attention to embedding VYA programming in systems and implementing multi-level interventions.[2] Working across the socio-ecological levels is critical when promoting gender-equitable norms, and early adolescence can be a pivotal developmental stage to engage boys and girls—alongside their parents and influencing groups—to critically reflect upon existing norms and the benefits of more equal gender norms[3].

Breakthrough ACTION led a Human-Centered Design (HCD) process in two countries that are part of GEAS's multi-year cohort study sites: Indonesia and the Democratic Republic of the Congo (DRC). This document walks through the process of co-creating, prototyping and testing potential behavioral interventions designed for VYAs and key actors in their support system to foster a supportive equitable environment for VYAs in Indonesia. This report **does not** represent an intensive research effort, and it **should not** be read as such.

[1] WHO. Health for the World's Adolescents A second change in the second decade. Geneva: WHO; 2014
[2] Save the Children (2020). Very Young Adolescent Sexual and Reproductive Health Landscape: Where are we now? Where do we go from here?
[3] Kaagesten A., Gibbs S., Blum R.W. Understanding factors that shape gender attitudes in early adolescence globally: A mixed-methods systematic review. PLoS One. 2016 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5612022/

How might we design a supportive gender equitable environment for VYAs to grow and thrive in Indonesia?

Project approach

Breakthrough ACTION leveraged insights from the GEAS research (which includes its evaluation of the Setara program) as well as the evidence base of VYA programming, to identify opportunity areas to explore in a co-design process. The team, comprised of Breakthrough ACTION, GEAS, PKBI - *Perkumpulan Keluarga Berencana Indonesia* (Indonesian Planned Parenthood Association) Bali Chapter, and youth representatives, conducted a virtual intent workshop, virtual and in-person capacity strengthening workshops focused on prototyping and testing, and a 3-week in-person design and test sprint in Denpasar, Indonesia.

The design concepts that were tested during this first sprint (low-fidelity) were designed by young people and thus guided by their needs, ideas and creativity. The concepts went beyond the individual adolescent and considered interventions for VYA reference groups including parents, family members, teachers, and community leaders, as well as integration with systems and other structural factors impacting gender norms across the social-ecological model.

Following the low-fidelity testing, Breakthrough ACTION will conduct a medium-fidelity prototyping and testing sprint in Semarang, Indonesia to validate the feasibility of the design concepts that proved to be desirable in Denpasar. After medium-fidelity testing, high-fidelity testing will be conducted in Denpasar and Semarang to assess the concepts' scalability.

Once high-fidelity testing concludes, Breakthrough ACTION will package the interventions that proved to be desirable, feasible and scalable. These packages can then be used by partners to seek funding for intervention implementation.

The intervention packages will include all the needed physical assets of each intervention (i.e., graphical pieces for in-country printing), testing recommendations/considerations, discussion guides, and advice for collecting feedback. The packages will be disseminated in-country to relevant stakeholders, including government partners and youth-led and youth-serving organizations.

Principles for innovation

1. Design for youth and with youth
2. Design the whole system
3. Drive collaboration and conversation
4. Seek exploration and innovation
5. Prioritize early visualization and prototyping
6. Seek a balance of desirable, possible, and viable
7. Follow a flexible but disciplined process

Whole-systems approach to collaboration

In complex systems, no single expert can comprehend all facets of a design challenge. While design in complex systems is a creative process, it is also a disciplined process. Central to that discipline is understanding that there is a time for divergence and a time for convergence. Divergence generates opportunities and options. Convergence evaluates them and makes decisions. Both are important. The approach to ensuring human-centered co-design in this activity draws inspiration from the Four Voices of Design Model ⓒ created by ThinkPlace, the HCD lead for Breakthrough ACTION. The intention of leveraging this model is to suspend the power that comes from rank and ensure that all participants have equal power and the opportunity to contribute. Therefore, one of the first steps was to establish a Core Design Team (CDT): a multi-disciplinary group that coalesces the four voices of design—intent, design, experience and expertise—and the necessary diversity of skills and experience to drive the design process..

Photo from the synthesis process with the Core Design Team (Denpasar, Indonesia)

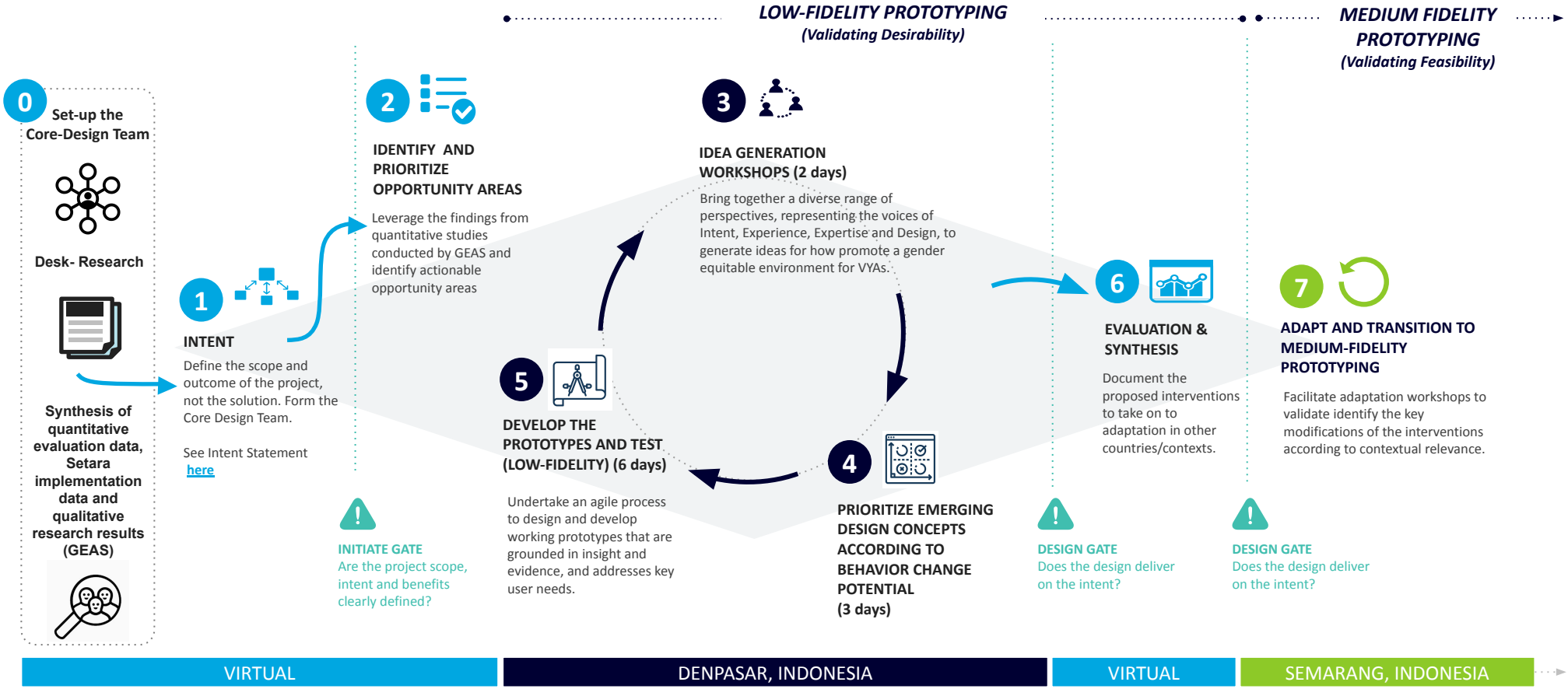
CORE DESIGN TEAM

[12 people]

- **The voice of intent** set direction, exercised authority and took accountability for key decision-making during the activity. This voice sponsored co-design ensuring alignment to the desired future VYA's experience **(USAID and GEAS).**
- **The voice of experience** was represented by Indonesian youth and PKBI. These voices contributed real contextual and practical knowledge **(Youth members and PKBI Bali).**
- **The voice of expertise** included behavior change, health and gender experts and ensured that the change being designed was theoretically viable **(Breakthrough ACTION, GEAS and PKBI Bali).**
- **The voice of design** acted as a broker for the other voices, ensured all were heard in the right balance. These are the voices of practitioners that championed the creative, rapid, divergent and convergent design activity. They developed the strategic vision and created the plan to achieve the vision. They balanced a desirable outcome, within the constraints of what was possible, and what was viable **(ThinkPlace).**

Methodology overview

Breakthrough ACTION's SBC design process integrates research, behavioral sciences, HCD, communication, and community capacity strengthening into a cohesive, flexible approach. The methodology centers around divergence and convergence: a broad exploration of possibilities, then decisive action about which to execute. The process requires getting visual and tangible as quickly as possible to externalize ideas, accelerate collaboration, iterate through possible solutions and scenarios, to quickly learn what is desirable (through a low-fidelity test), what is feasible (through a medium-fidelity test), and what is scalable (through a high-fidelity test).



Validating desirability through low-fidelity prototyping

The Prototyping and Testing process was conceived in two phases: A low-fidelity phase with a focus on validating the desirability of design concepts, and a medium-fidelity phase with a focus on validating their feasibility.

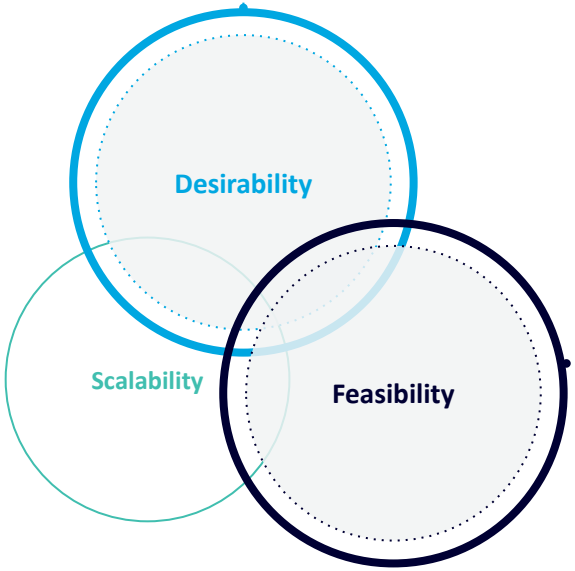
Desirability [Focus for Low-Fidelity Prototyping]
Are we solving the right pain-points? This is user-centered design and is purely about users needs and generating emotional value for the key audiences. What is the best solution for the key audience, influencers and other stakeholders in the system?

Feasibility [Focus for Medium-Fidelity Prototyping]
Are we building on core-programmatic strengths? Rather than being limited, this circle is about looking for possibilities. These can be anything from technology, processes, links to current programs, people and more. For this project, feasibility will largely be assessed by institutional-level buy-in and support for this package of concepts.

Scalability [Focus for High-Fidelity Prototyping - Pending confirmation]
Do the solutions address the problem systemically and have potential for long-term behavior change? This reality-check component of the design process is about the practicality, cost, scalability and sustainability.

One of these elements alone is not enough. All three are needed for an effective design solution. Addressing each of these elements sequentially or cumulatively allows the team to think clearly about each. Being solely user-focused may result in a great idea, but one that cannot be practically implemented.

HOW WERE DESIRABILITY AND FEASIBILITY VALIDATED?



INDICATORS OF DESIRABILITY (VALIDATED IN DENPASAR)

PERCEIVED VALUE ADD	If the key audience recognized the usefulness of the design concept. Important needs and pain points were alleviated or had potential to be alleviated with this concept.
PERCEIVED NEWNESS OR COMPLEMENTARITY WITH EXISTING STRATEGIES	If participants were organically attracted towards the design concept. If the concept can fit in the current operating structures and is not perceived as a burden to implement.
INTEREST IN FUTURE ENGAGEMENTS	If the key audience provided candid feedback, was motivated to improve the design concept and had interest in engaging with the concept in the future.

INDICATORS OF FEASIBILITY (VALIDATED IN SEMARANG)

BEHAVIORAL VALIDITY	If the concept has the potential to impact positively the intermediate outcomes
LOGISTICAL AND TECHNICAL FEASIBILITY	If the design concept is able to be efficiently produced and implemented within the program's resources and existing platforms.
REPLICABILITY FEASIBILITY	If the design concept is able to be efficiently replicated across contexts.

Participants

The Breakthrough ACTION team prioritized involving people who will be impacted by the intervention package. PKBI, with the support of their local partners, mobilized participants who would likely represent key audiences of the design challenge.

PKBI engaged urban-dwelling VYAs from Denpasar (Low Fidelity) and Semarang (Medium Fidelity) who come from both public and private schools. The team also mobilized influencers of VYAs, including their parents, teachers, religious and community leaders, healthcare workers, and city representatives from various departments, including the health department.

	PRIMARY PARTICIPANTS	INFLUENCERS			
	VYAs (10-14 years old)	**Parents of VYAs**	**School teachers and Headmasters**	**Religious and community leaders**	**Subject matter experts and city representatives**
RATIONALE	Engaging VYAs in the process helped the team understanding values, and barriers to gender equity, identifying creative ways to reach other VYAs and maximizing the appeal and relevance of the interventions in their everyday lives.	Parents are one of the primary sources of information and support for VYAs. Some are not equipped to address issues related to gender.	Understand school environment and close gaps in knowledge and explore attitudes that teachers may have about gender and bullying.	Have the opportunity to reach parents and VYAs. Gatekeepers to organize or integrate other activities that deal with gender.	Technical know-how about gender and SRH.
IDEATION	**12 girls and 13 boys**	**10**	**6**	**6**	**12**
TESTING (LOW-FI)	**72 girls and boys**	**87**	**33**	**2**	**9**
ADAPTATION WORKSHOP	**16 boys and girls**	**12**	**4**	**1**	**0**
TESTING (MED-FI)	**48 boys, 56 girls**	**53**	**15**	**1**	**7**

02. *Low-Fidelity Prototyping: Design Concepts*

This section details the low-fidelity prototyping and testing of the design concepts, an overview of the convergence process, and a working theory of change.

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Idea generation: Diverging and converging

The team facilitated two full-day, in-person idea generation workshops: Day 1 was with VYAs, day 2 was with adult influencers. Each day, participants worked in small groups to design intervention concepts that would address a set of "how might we" questions related to improving gender equity. The workshops repositioned VYAs, their parents, teachers, community leaders and others, from being outside 'targets' of the interventions to being central stakeholders whose opinions, behaviors, and experiences mattered most.

The CDT consulted the GEAS research and prioritized eight out of twenty three design challenges (*HMW questions*) according to their potential impact on the global design challenge and their novelty. The selected HMWs were the frame that invited participants to generate a wide range of solutions during the idea generation workshops. Participants created a total of 27 early stage concepts. From the 27 ideas, the CDT combined and refined the concepts with the highest potential. A final total of 8 concepts were then transformed into testable prototypes. **See diagram on Page 12**

As these concepts emerged, the CDT created a working theory of change, mapped on **Page 13.**

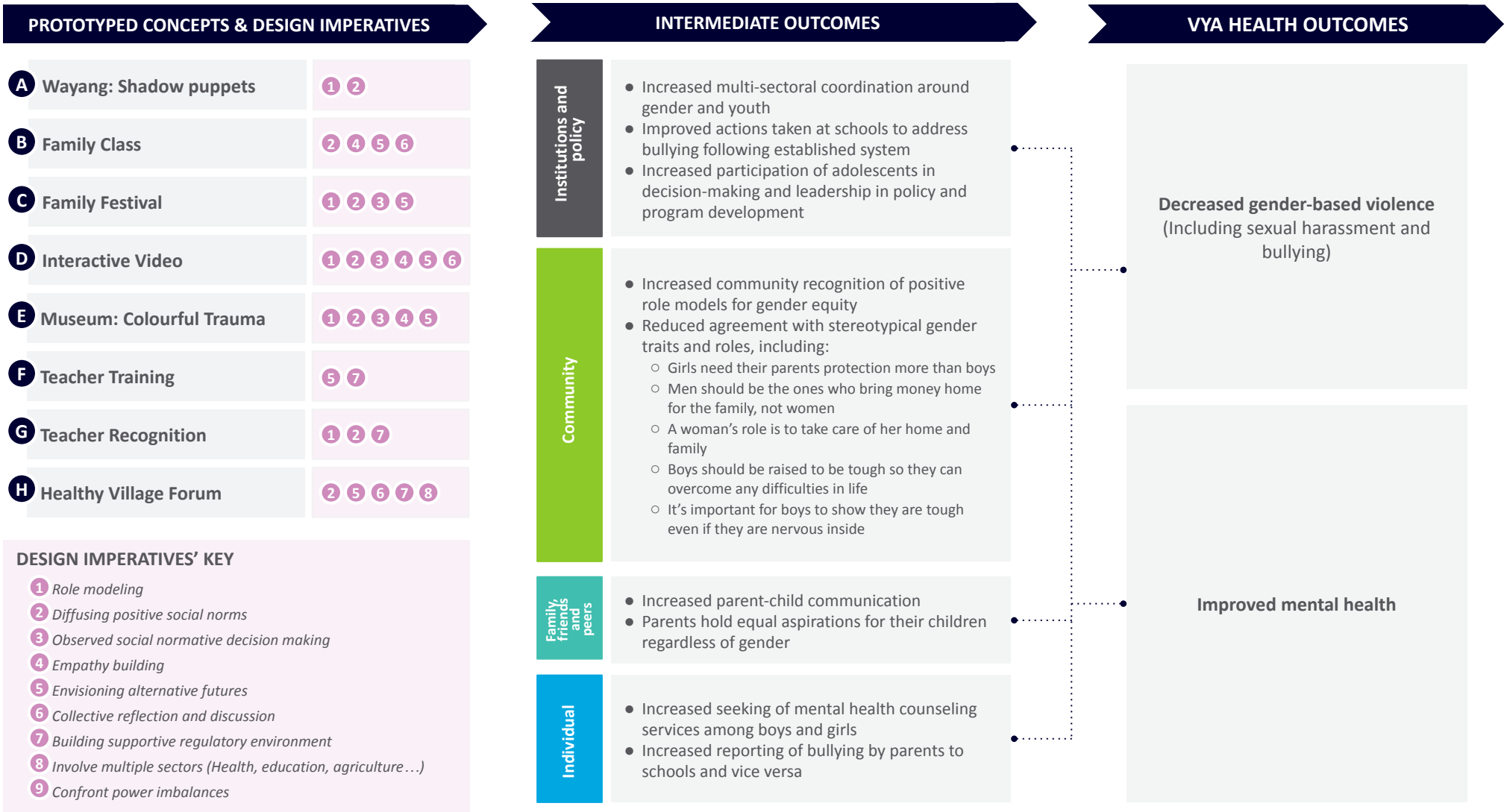
Idea generation: Diverging and converging

● *Fast-tracked concepts* ● *Ideated by the CDT*

DESIGN CHALLENGE	EMERGING CONCEPTS FROM IDEA GENERATION WORKSHOPS			PRIORITIZED CONCEPTS
How might we help 10-14 year olds access information about gender?	SOKAP (Socialization with PKBI)	GENder - Z Website	Gender Education Posters	A Wayang: Shadow puppets
How might we create opportunities for boys to support each other to change toxic behavior?	Gender educational website	Animated Video	EDUGEN Fest	B Family Class
How might we help adolescents feel comfortable talking to their parents (pengasuh) about gender and sexuality?	*Nongskuy* (Nongkrong Santuy "Let's Chill") Mobile App	EDUGEN Seminar for Parents	EDUGEN Park	C Family Festival
How might we change the social expectations for how boys and girls should act?	Media Campaign	Kita Setara Ads ("we are equals")	Short Videos	D Interactive Video
How might we stop bullying and/or harassment based on gender?	"You and Me" Website	Museum: Colorful Trauma	Youth Festival	E Museum: Colourful Trauma
How might we work with religious leaders to improve gender equity in Indonesia?	Educating through Hindu Leaders	Education via Balinese Art & Culture	Competitive Traditional Games	F Teacher Training
How might we increase institutional support for gender equity for very young adolescents in Indonesia?	Radio Sekolah (School Radio)	Podcast & Video Series	Family Class	G Teacher Recognition
How might we ensure communities support and provide equal opportunities for boys and girls?	Village-level Online Counseling	Healthy Village Forum	Competitive Traditional Games	H Healthy Village Forum
How might we help parents feel comfortable talking with their children about puberty, sexuality, and gender roles?	Art Festival	Parenting Class	Family Camp	

Working theory of change

While refining the prototype concepts, the CDT developed a working theory of change to illustrate how the prototype concepts might improve the both the long-term health outcomes (reducing gender-based violence and improving mental health among VYAs) and the intermediate outcomes. Each prototype concept was tied to a set of "design imperatives," or attributes that the concepts must possess.



Prototyped Design Concepts: An Overview

A Wayang: Shadow puppets	Wayang is a cherished traditional Balinese art form performed at festivals, religious ceremonies, and on digital platforms. Wayang combines myth, moral lessons, religion and culture into entertaining stories. This concept entails creating new Wayang stories to help address gender norms and increase parent/child communication.
B Family Class	A concept that entails a series of dynamic classes for parents and VYAs that include traditional games, communication skills building activities, and other exercises that surface gender norms and create space for critical reflection and discussion.
C Family Festival	An event to provide a fun, dynamic and engaging space for parents and children to challenge gender norms together. The festival contains booths where participants learn about, experience, and discuss how to build a bright future and a supportive environment for men and women to pursue their dreams.
D Interactive Video	A series of short videos that aims to expose and initiate collective identification, reflection and discussion about gender norms. Each video provides viewers with opportunities to actively engage with decisions that impact the storyline
E Museum: Colourful Trauma	A creative exhibition to empathize with, recognize, reflect and equip boys, girls and families on how bullying affects others while also providing tools for addressing bullying and mental health in communities. The museum depicts sexual harassment and bullying through art, technology, interactive media and information/education to illustrate experiences of victims and raise awareness around these issues.
F Teacher Training	A system designed to be implemented in schools to equip teachers, administrative staff, parents and VYAs to recognize and report bullying. The system has two main components: 1) A 10-module training course for teachers and school personnel about “Creating a gender-equitable safe environment for adolescents at school”, and 2) a reporting mechanism to track reports of bullying to ensure follow-through.
G Teacher Recognition	A program that aims to empower teachers and students to recognize the importance of providing gender equitable environments and opportunities for boys and girls. Students nominate their teachers for “awards” according to key criteria. Winning teachers are evaluated at the city/province level by the Department of Education to participate in the ultimate designation of official “Safe Teacher” award.
H Healthy Village Forum	A government-led initiative in Bali that helps implement and achieve health priorities set by the government. This concept entails utilizing the existing Healthy Village Forum as a channel through which to hold classes (e.g., the Family Class), celebrate positive deviants, and conduct other activities that help create gender-equitable environments for VYAs.

DESIGN CONCEPT Ⓐ

Wayang: Shadow Puppets

Wayang, or shadow puppets, is a cherished and well-known traditional Balinese art form performed at festivals, religious ceremonies, and on digital platforms (e.g., YouTube). An "important vehicle of culture," *Wayang* serves as "a carrier of myth, morality, play, and form of religious experience rolled into one."[4] Given *Wayang*'s popularity and existence as a platform for encouraging positive behavior, the design concept entailed creating new *Wayang* stories specifically to help address gender norms and increase parent/child communication.

Concept: Key Features

Each story concept aims to address a particular norm or desired behavior and would, when further workshopped with a *Wayang* player, be tied to a specific aspect of Balinese culture or Hindu principles.

Story Concept 1: Increasing parent/child communication and time spent together. Parents are puzzled when, after several *mebayuh* (traditional Balinese cleansing ceremonies for people who misbehave or want to cleanse themselves from negative energy and balance the mind, soul and body), their normally well-behaved daughter continued to misbehave. Desperate to change her behavior, the girl's teacher tells them that the daughter just wants to spend time with them. [Goal: Increase parent/child communication, diffuse positive social norms]

Story Concept 2: Addressing the norm of "Traditional household roles." A mother expands what it means to care for the family when she gets a job outside the home. [Goal: Diffuse positive social norms]

Story Concept 3: Addressing the norm of "Boys must be tough." A boy is bullied at school. He tries to hide his true feelings about the situation and it's coming out as anger. The father eventually gets the son to admit what is happening. The father shares that it is ok to be upset about this. [Goal: Diffuse positive social norms]

[4] *https://tunasmekar.org/about-balinese-gamelan/about-shadow-plays*

Design concepts - Considerations

WHICH DESIGN IMPERATIVES DOES THIS CONCEPT FULFILL/UTILIZE?

- ✓ Role modeling
- ✓ Diffusing positive social norms
- ✓ Observed social normative decision making
- ✓ Empathy building
- Envisioning alternative futures
- Collective reflection and discussion
- Building supportive regulatory environment
- Involve multiple sectors (Health, education, agriculture…)
- Confront power imbalances

RESOURCES

- Story concepts that address gender norms/drive desired behaviors
- Digital poster of story concept(s) to test with parents and on the *Melila Cita* Festival website
- Facebook ad to recruit and gauge interest of *Wayang* players

CHANNEL / DELIVERY MECHANISM

- Live or recorded *Wayang* performances (at festivals, on YouTube, etc.)

KEY AUDIENCE

- Adult caregivers/Parents of VYAs
- VYAs

KEY

- *Design imperative tested in low-fidelity test*
- *Design imperative recommended to be tested during med-fidelity test*

Hypothesis	Testing in detail	Results
If we create and perform gender-focused *Wayang* stories for adults (parents and others), it will influence parents to model more gender equitable behaviors at home and contribute to the diffusion of positive gender norms in their communities. **Assessing Desirability** *Wayang* players: Willingness and level of interest among Wayang players to create and perform new stories that address gender norms and encourage desired behaviors. Adult viewers: Level of interest to view new Wayang stories. Youth: Level of interest to see new gender-focused storyline performed at the *Melila Cita* gender festival (see prototype C on page 25).	**In-depth interview:** Assessed reactions to the new story concepts, as well as desirability and feasibility of creating and performing new storylines and cohesion with the *Wayang* "brand." **Testing Audience:** *Wayang* player (1)	**In-depth interview:** Interviewee emphasized the deep cultural and religious aspects of *Wayang* and recognized the need to address the concepts of gender norms and parent-child relationships. Overall the concept is feasible, but *Wayang* artists need to be involved in the storymaking, not just given a story to perform.
	Facebook ad: The Facebook ad sought to gauge interest among Balinese *Wayang* players in creating and performing new gender-focused storylines. The ad was positioned as an opportunity to learn more about creating and performing new gender-focused Wayang stories at the *Melila Cita* gender festival (see prototype C on page 25). **Testing Audience:** *Wayang* player (wide audience)	**Facebook ad:** Six *Wayang* players responded to the ad and expressed interest in learning more, which is a positive indicator. Interestingly, although *Wayang* players are generally older, the ad respondents were generally younger, which could be due to the outreach channel, or to the story content. • 6 *Wayang* players offered the service • 1 person asked about the *Melila Cita* festival
	Google form survey: A survey was sent to PKBI volunteers' parents (25 respondents) inquiring about their Wayang viewing habits, their perceptions of *Wayang*, and their general interest in a new storyline that was portrayed on a digital poster. **Testing Audience:** Adults who were parents of PKBI volunteers (25)	**Google form survey:** This audience consisted of moderate Wayang watchers, with about half watching 1-2 times per year, ¼ never watching, and ¼ watching at least once per week. Slightly more than half preferred to see this performed on Youtube as opposed to religious ceremonies or festivals. While a few indicated they would "definitely watch" this performance, most indicated they would "probably watch."
	Festival website: The same digital poster that was used in the survey was cross-promoted on the *Melila Cita* gender festival prototype's website. People who visited the website were asked about their level of interest in seeing this *Wayang* story performed at the festival. **Testing Audience:** (1000+)	**Festival website:** No *Wayang*-specific feedback emerged from the website.

	Key Learnings	Standing Questions	Recommendations for Next Iterations
PERCEIVED VALUE ADD	Although *Wayang* is nationally recognized in Indonesia, it is most popular among Balinese people and therefore may not be scalable beyond Bali.	Is there another story-telling channel that is more well known outside of Bali or in other countries where this could potentially be scaled to?	Discontinue. See below.
PERCEIVED NEWNESS OR COMPLEMENTARITY WITH EXISTING STRATEGIES	*Wayang* is an established storytelling and performance art, therefore the value of this intervention lies in its seamless integration within this delivery mechanism rather than its newness.	Would it be appropriate to have a call to action or discussion prompt at the end of the performance to prompt critical reflection and discussion?	Discontinue. See below.
INTEREST IN FUTURE ENGAGEMENTS	Overall there was positive interest from *Wayang* players and audiences in creating, performing and watching these new storylines. However, the players would need to be involved in crafting the stories. People liked that the story would be tied to religious/cultural concepts, which is a hallmark of Wayang storytelling. This concept could be applied to other interventions. Additionally, it would be easier to use existing characters than to create new characters.	How long would it take to develop and launch new Wayang stories? How feasible would it be to generate new content? Where are the ideal places for these stories to be performed?	Discontinue *Wayang* as a stand-alone concept due to its lack of scalability beyond Bali. Carry forward to other design concepts the importance of cultural and religious aspects, specifically the Interactive Video prototype. Should *Wayang* have continued, it would have been good to work in conjunction with a *Wayang* player to craft and perform a story.

DESIGN CONCEPT (B)

Family Class

The Family Class emerged out of the need and desire to help parents and children spend more time together and be more comfortable discussing gender, sexuality and bullying. This concept entails a series of dynamic classes for adult caregivers/parents of VYAs and VYAs that include traditional games, communication skills building activities, and other exercises that surface gender norms and create space for critical reflection and discussion about those norms.

Concept: Key Features

- ***Culturally relevant games.*** Playing games to create a more dynamic class environment and help strengthen parent-child bonds.
- ***Empathways Cards.*** An adapted version of Breakthrough ACTION's Empathways card game to facilitate discussions between parents and children about gender norms and sexuality.
- ***Commitment Cards.*** A take-home tool to help encourage parents and children to spend more time together and practice what they've learned in the class.
- ***Interactive Video.*** A separate concept, the Interactive Video (see prototype D) tells culturally-contextual stories where participants vote on how they think others would respond to different scenarios. The interactive element reveals how other participants voted and includes opportunities for discussion about the voting results.

Design concepts - Considerations

WHICH DESIGN IMPERATIVES DOES THIS CONCEPT FULFILL/UTILIZE?

- ✓ Role modeling
- Diffusing positive social norms
- Observed social normative decision making
- ✓ Empathy building
- ✓ Envisioning alternative futures
- ✓ Collective reflection and discussion
- Building supportive regulatory environment
- Involve multiple sectors (Health, education, agriculture…)
- ✓ Confront power imbalances

RESOURCES

- Individual session agenda
- Multi-session syllabus
- Empathways cards (adapted, translated and printed)
- Commitment cards
- Culturally relevant games

CHANNEL / DELIVERY MECHANISM

- In-person sessions/classes

KEY AUDIENCE

- Adult caregivers and parents of VYAs and VYAs

KEY

- *Design imperative tested in low-fidelity test*
- *Design imperative recommended to be tested during med-fidelity test*

DESIGN CONCEPT A B C D E F G H *Family Class*

Hypothesis	Testing in detail	Results
Participants: Adult caregivers/parents and VYAs would want to participate in family classes as a way to strengthen their relationships and be more comfortable discussing gender, sexuality and bullying. **Hosts:** The PKK groups (women's volunteer groups that are organized at the smallest, most local administrative unit, the *Banjar* level) and Healthy Village Forums (government-led initiative at the village-level that is responsible for improving specific health outcomes) would be ideal channels through which to host these classes.	**PKK meeting + focus group discussion (FGD):** PKK members and their husbands convened for a two-hour mock workshop consisting of: • Welcome & introductions • Ice-breaker/energizer • Background information (why are we here?) • An adapted Empathways game • Distribution of "Commitment Cards" • Screening of the interactive video (a separate prototype) After the activities, men and women separated for focus group discussions to assess their reactions to and suggestions for the class. **Testing Audience:** PKK members (5 mothers and 7 fathers including the *Banjar* leader)	The PKK meeting validated the desire to strengthen parent-child relationships and communication, and the need to discuss key topics of gender, sexuality and bullying. Participants naturally started discussing the challenges of parenting, especially addiction to phones and screens. They also recognized the need to respect boundaries and privacy. There were several suggestions for where and when the classes should be held, including at the *Banjars*, or at schools, conducted by teachers or someone from the education department, or an NGO that focuses on family issues. Most couples asked to keep the Empathways cards, which signaled that they found value in them and were potentially interested in using them at home.
Assessing Desirability Assessed the willingness and enthusiasm of adult caregivers'/parents of VYAs, Healthy Village Forum leaders, and PKK members (mothers and their husbands) to participate in or host these classes, and the degree to which they agree these issues should be addressed.	**Separate interviews and discussions with department representatives:** The interviews consisted of an introduction to the GEAS research, the Family Class concept (what it is and how it was developed through co-design workshops), and a discussion to understand the structures, needs and priorities of the various government departments interviewed to assess for any natural synergies between their agendas and ours. **Testing Audience:** • Healthy Village Forum leaders from Denpasar (6) • Health Department representative from Denpasar (2) • *Puskesmas* (community-level primary care) representative from Denpasar (1) • Family Planning (FP) Department from Semarang (1) • Youth & Sports Department from Semarang (1)	Overall, there appeared to be general agreement about the need for something like the Family Class and the possibility to integrate it into existing channels. However, it was difficult to discern if the interviewees were just being polite or if this was a genuine priority for them. Questions about which department's budget would cover this always surfaced. **Healthy village forum leaders, puskesmas, and Semarang FP representatives** thought the most appropriate entry point would be via the existing Child Protection and Women Empowerment (CPWE) programs, not healthy village forums.

	Key Learnings	Standing Questions	Recommendations for Next Iterations
PERCEIVED VALUE ADD	Overall, there was a positive response to the concept. Parents agreed there was a need to improve the ability to discuss these topics and thought a series of classes would be a good way to do so. Parents want to build communications skills to address specific topics, such as managing screen time.	What is the best audience mix for the Family Class: Parents alone? VYAs alone? Mixed? Sometimes together, sometimes separate? Given that VYAs have their own individual focused component through Setara, should the Family Class just focus on parents and bring in VYAs at key points during the series? How many classes should be held? What topics should they address and how should those topics be sequenced? What is the best 'take home' tool to encourage participants to make time to do things together and/or practice what they've learned?	**Family Class Dynamics & Facilitation** • Leave ample time for welcome and introductions (30 minutes minimum). • Include Ice breakers and traditional games • Make sure food is available • Establish a 'safe space' at the beginning of the workshop. • Include some kind of some kind of surprise incentive, gift or raffle **Next Steps** • Create a card sorting activity to assess what content and activities are desirable, including but not limited to the desired number of classes and the progression of topics (e.g., reducing screen time and effective supervision of technology use) • Validate the class logistics — who will facilitate (government representatives, teachers, etc.), where and when they should be conducted—will likely vary from location to location. • Modify Commitment Cards • Modify Empathways cards • Convene parents *and* children, separately and together • Create communication skills building activity • Refine exit interviews and discussion guides • Modify discussion guides to assess for who will facilitate and when and where the Family Class should be conducted (this will likely vary from region to region).
PERCEIVED NEWNESS OR COMPLEMENTARITY WITH EXISTING STRATEGIES	While initial conversations with government representatives were generally positive, finding an existing channel and government champion, whether it's the Child Protection and Women's Empowerment (CPWE) department, will be critical to the success of this concept.	What is the right department to host the family class, in Bali and in other regions of Indonesia? Which other government representatives do we need to meet with in Denpasar and in Semarang? Is there an opportunity to complement the existing Setara program?	
INTEREST IN FUTURE ENGAGEMENTS	The government representatives agreed to continue discussions and provided referrals to other potential influencers and decision-makers. Parents expressed desire and curiosity about future engagement.	How do VYAs react to the family class? Would they want to participate with their parents? What other content is relevant to the participants? Which activities would resonate? Who should lead the family class? Government representative, teachers, NGOs?	

DESIGN CONCEPT Ⓒ

Family Festival

The event aims to provide a fun, dynamic and engaging space for parents and children to challenge gender norms together. The festival consists of booths where participants learn about, experience, and discuss how to build a bright future and a supportive environment for men and women to pursue their dreams. The festival defies social dynamics of normative behaviors. Instead it stimulates experience through concrete examples of situations faced by VYAs whose behaviors can be negatively affected by gender norms.

Concept: Key Features

- ***Booth 1 - Chemistry games:*** A game to uncover how well parents and their children know each other. [Goal: Increase parent/child communication]
- ***Booth 2 - Wayang Puppet Show:*** *Wayang* (see prototype A) as a channel through which to infuse new storylines focused on addressing gender norms and strengthening parent-child relationships. [Goal: Increase parent/child communication]
- ***Booth 3 - Find Your Story! (Interactive Video):*** An activity that takes storytelling to new heights by allowing children and their parents to make decisions on how gender influences how the plot unfolds [Goal: Increase the ability of boys to show emotions]
- ***Booth 4 - Ritual Swap Competition:*** A contest in which men and women change traditional gender roles in religious rituals followed by a discussion. [Goal: Exposure to opposing gender roles]
- ***Booth 5 - Counseling booth:*** While bullying is known to occur in schools, it can also take place within families or even among friend groups. This is a private space to find help or support. [Goal: Increase support for/access to counseling services]

Design concepts - Considerations

WHICH DESIGN IMPERATIVES DOES THIS CONCEPT FULFILL/UTILIZE?

- ✓ Role modeling
- ✓ Diffusing positive social norms
- ✓ Observed social normative decision making
- Empathy building
- ✓ Envisioning alternative futures
- Collective reflection and discussion
- Building supportive regulatory environment
- Involve multiple sectors (Health, education, agriculture…)
- Confront power imbalances

RESOURCES

- Promotional materials
- Venue
- Instructions for booth's execution
- Production resources (Tents, chairs, tables, music, speakers, microphones, etc.)

CHANNEL / DELIVERY MECHANISM

- Festival - In-person event that takes place in public places and/or schools

KEY AUDIENCE

- Parents and their children (10-14 years old)

KEY

- *Design imperative tested in low-fidelity test*
- *Design imperative recommended to be tested during med-fidelity test*

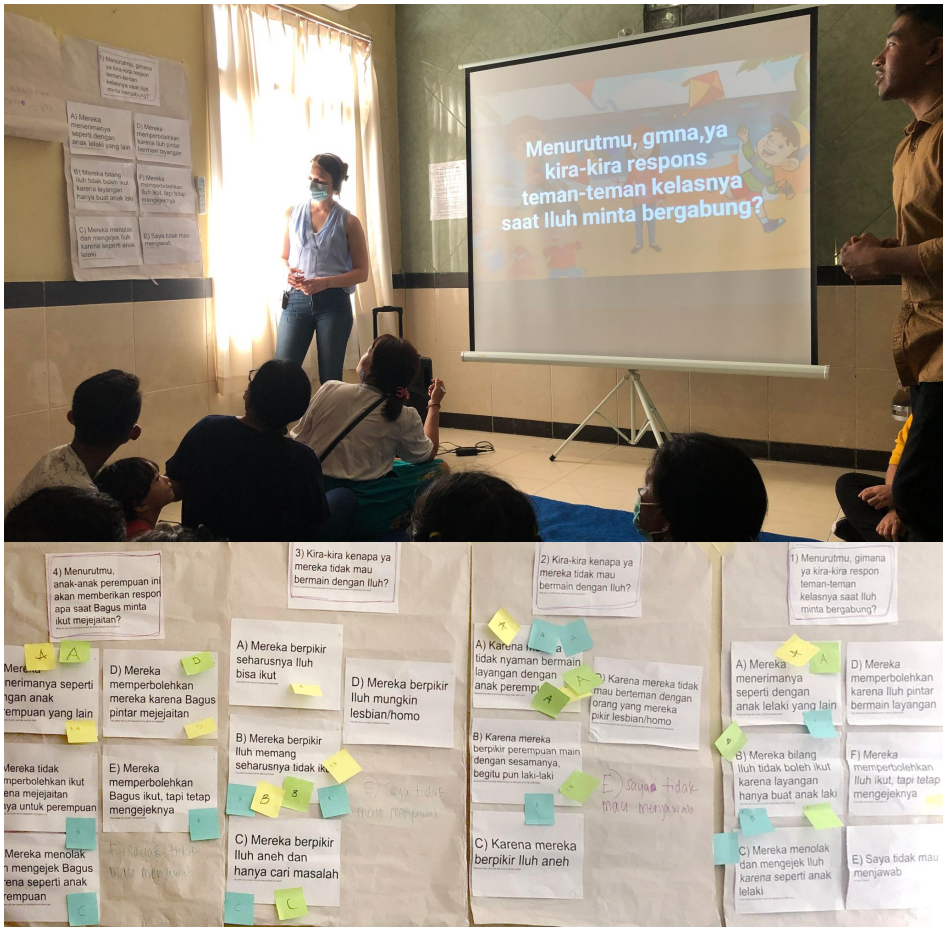
Hypothesis	Testing in detail	Results
If we hold a festival about positive futures for VYAs and their parents, they will build a more supportive environment and gender equal opportunities for adolescents to pursue their interests and desires. **Assessing Desirability** ● Parents and children would be interested in attending a festival that incorporates activities to challenge normative gender roles ● Parents and children would be willing to participate in the shared activities together ● A website and social media are suitable platforms to attract participants to the festival	**Festival's website:** To test this concept, the team built a website to help explain the concept to key audiences and measure organic attraction through social media ads. Click **here** to view the website. The website had an embedded **Google Form** as a way to get targeted feedback about the planned activities of the festival.	● A total of **278 people** visited the website during the six days of the low-fidelity testing sprint. 201 out of the 278 visitors were directed to the website through the Facebook and Instagram ads and 71 from a direct Google search. ● On average, visitors spent 7m40s interacting with the website. ● **86% (240 people)** visited the website on their **mobile phone. 13%** accessed it on a desktop device. *Click **here** to view the website's traffic overview and **here** to view the Google Form responses.*
	Facebook and Instagram ads: Ads were created to test organic attraction to the concept. The team segmented the ad audience to parents and VYAs.	The ad was active for **5 days (Saturday -Wednesday) and cost $90** in total. During this period, the ad reached **248,648 people and 1,354 people engaged with the ad**. The majority of the people that engaged with the ad saw it on Instagram stories or on the Facebook app feed and **42.6% were 13-17 years old**. The ad received **37 likes** on Facebook. *Click **here** to view the performance of the Facebook/Instagram ad.*
	Focus Group Discussions and 1:1 Interviews with parents and their children: Once the website was built, the CDT conducted unstructured interviews with these audiences to capture feedback about the booths and being part of the festival. **Total participants across 5 Focus Group Discussions (FGDs) = 38** (4 FGDs with 8 VYAs each, 1 FGD with 6 adults) **Total participants 1:1 Interviews** = 8 (4 with parents of VYAs and 4 with VYAs).	Adolescents had different reactions and levels of interest in participating in the festival. They mentioned never having participated in an event that had gender as a primary topic. Most of them struggled describing what gender norms and gender equity meant. They were excited about the idea of joining with their parents, however, they shared that it could be challenging to motivate them to participate. The majority of parents thought that the concept was interesting, but were afraid that if the activity wasn't mandatory or part of school activities, other parents and themselves would struggle to find the time to participate. It was unclear if they were able to recognize the importance of providing gender equitable environments to VYAs. A key recommendation from participants of the interviews and FGDs was to include components unrelated to gender that could motivate people to join the festival, like art, food, fashion, music and other attractions or link the festival to an already existing event (like the Bali Art Festival). The preferred booth for boys was Booth 3 - Find Your Story! (Interactive Video):, for girls Booth 1 - Chemistry games and parents found value in Booth 1 - Chemistry games and Booth 5 - Counseling booth

	Key Learnings	Standing Questions	Recommendations for Next Iterations
PERCEIVED VALUE ADD	During the interviews, the lack of education and knowledge about gender norms became evident, both for children and adults. This shows the validity of starting to have conversations about the topic. For many, gender inequity is not perceived as a problem.	Should we focus on gender awareness raising to be able to promote and encourage a general understanding of gender-related challenges?	• Map out the user journey including the before, during and after experience. This can help identifying key touchpoints and logistical considerations for a higher fidelity test. • Due to the low-fidelity level of this design concept, the CDT was not able to get valuable feedback about each of the proposed booths. It is recommended to increase the fidelity of this concept and provide more experiential test and be able to validate people's engagement with the booths. • Include or validate new ideas that emerged from the low-fidelity test, like a debate competition between boys and girls and others. • Conduct an actual ad campaign to mobilize people through social media ads, radio, posters to the event. • Ensure that counseling is inserted in the experience and make sure that there are ways of referring people in case they need emotional support. • The name of the festival needs to be adapted to the Semarang context. Keep considering that the main motivation to participate in the event can be to have fun (like entertainment education). • Hold an A/B test (a simultaneous test of two versions to see which performs better) for the medium fidelity prototyping phase. Conduct a test in schools and another even in a public space recommended by participants in Denpasar like parks, creative spaces or beaches.
PERCEIVED NEWNESS OR COMPLEMENTARITY WITH EXISTING STRATEGIES	The positive results from the social media ads and the number of visitors of the website, demonstrated that people could be organically attracted to a festival like this one.	Can we continue leveraging the positive organic online interest to have people attending the in-person event? In Bali, many people showed interest in participating in the arts festival. What lessons can we learn from these types of events, so that people are interested in participating in a festival about gender?	
INTEREST IN FUTURE ENGAGEMENTS	Time constraint was cited as an important barrier to participate on the event. It is important to consider emotional support throughout the experience (for both adults and VYAs).	How might we motivate the participation and active engagement from parents and children without making the event mandatory? Should the festival be linked with schools to increase interest and participation?	

DESIGN CONCEPT Ⓓ

Interactive Video

This concept includes a series of short videos that are intended to expose and initiate collective identification, reflection and discussion about gender norms. Each video contains several multiple-choice questions that prompt participants to vote on how they think others would respond to different scenarios. The collective, anonymous votes are displayed an to reveal how the group voted and are intended to expose differences between perceived norms and actual norms. Results are discussed.



Concept: Key Features

Video Vignettes. Brief, scenario-based stories portrayed via animated or live-actor videos that are culturally relevant and which expose gender norms.

Multiple-choice Questions. A series of multiple-choice questions for each video vignette that prompts audiences to vote on how they think others would respond to the different scenarios.

Facilitator Guide. A series of discussion questions to enable the facilitator to expose the difference between perceived norms and actual norms, if there is any, and initiate collective reflection and discussion.

Note: The multiple-choice questions were framed in a way for people to respond to what they think is right and what they think others would do, rather than what they would do individually.

DESIGN CONCEPT A B C D E F G H *Interactive Video*

Design concepts - Considerations

WHICH DESIGN IMPERATIVES DOES THIS CONCEPT FULFILL/UTILIZE?

- Role modeling
- Diffusing positive social norms
- Observed social normative decision making
- Empathy building
- Envisioning alternative futures
- Collective reflection and discussion
- Building supportive regulatory environment
- Involve multiple sectors (Health, education, agriculture…)
- Confront power imbalances

RESOURCES

- Interactive Video. Access the video here.
- Multiple choice questions to accompany the video. Video script and multiple-choice discussion questions here.
- Facilitator guide with discussion questions. Access the discussion questions here.

CHANNEL / DELIVERY MECHANISM

- Facilitated live group session
- Individual setting

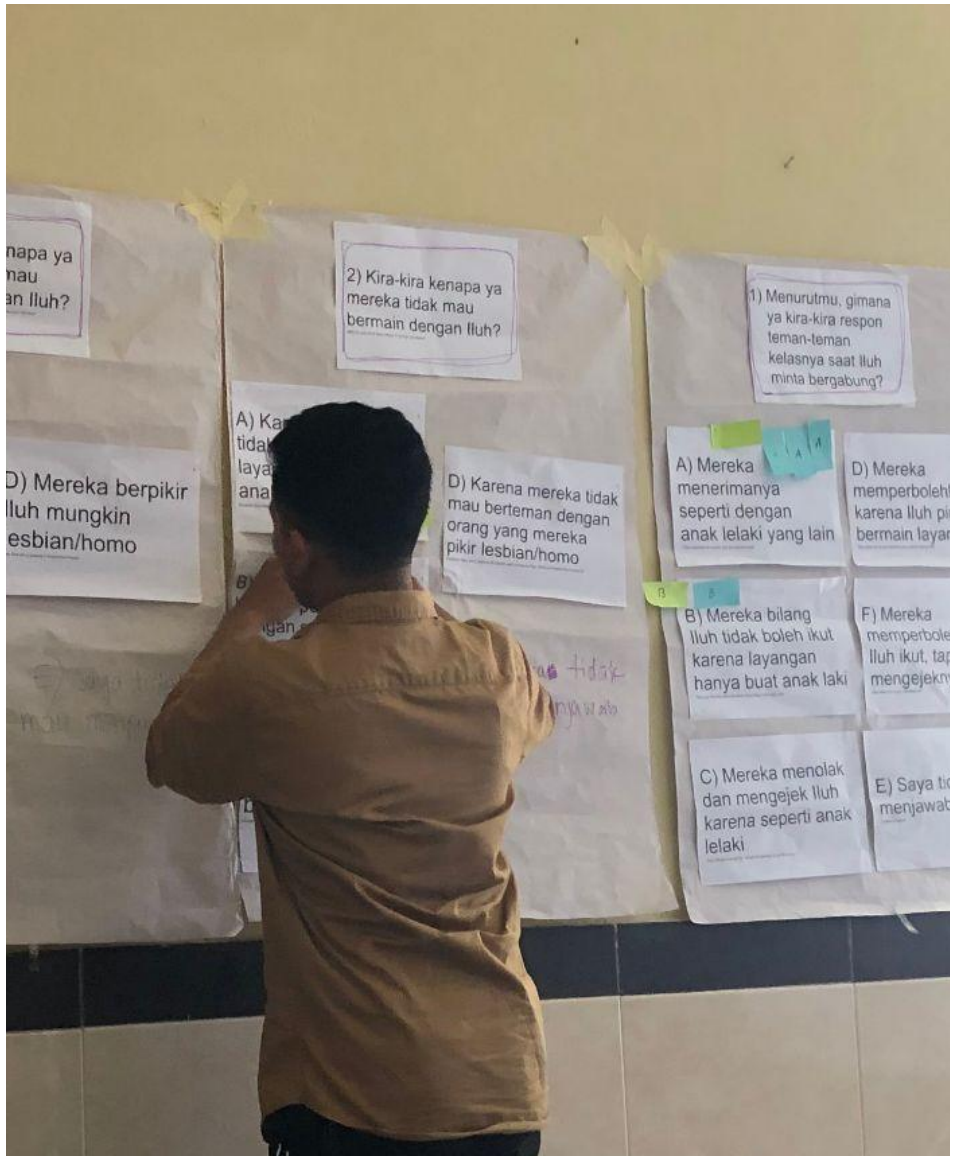
KEY AUDIENCE

- Parents
- VYAs

KEY

Design imperative tested in low-fidelity test

Design imperative recommended to be tested during med-fidelity test



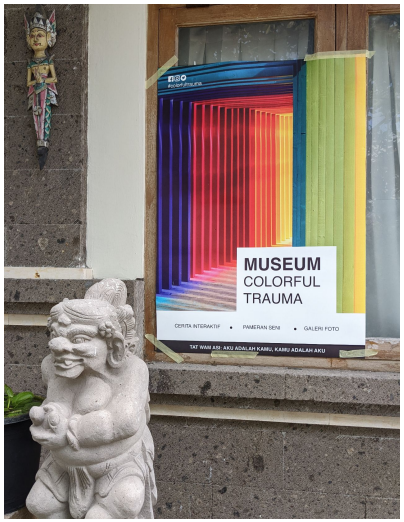
Hypothesis	Testing in detail	Results
Creating an interactive video for community members to identify and discuss gender norms and envision an alternative future will help bring to light the negative impact of existing gender norms on VYA health and well-being and provide an opportunity to envision an alternative future. **Assessing Desirability** High level of engagement in the video and subsequent discussion indicates that the video is an engaging tool for surfacing and discussing gender norms.	The video was screened among an adult audience during a PKK meeting as an activity within the Family Class. Viewers' reactions were assessed through observation during group discussions and during the post-class focus group discussion (conducted separately among men and women). **Testing Audience:** PKK meeting: 5 women, 7 men (including the *Banjar* leader)	Generally positive reactions with high levels of engagement and interest. People had not seen anything like this and wanted to see more content, with stories about parents as well (parent-children, parent-parent).
	The video was screened at a middle school in the presence of 30+ VYAs (boys and girls) and adults (including parents, teachers and staff). Adults and students were separated for focus group discussions. Viewers' reactions were assessed through observation during the group discussions. **Testing Audience:** Middle school with young people, parents, and teachers (30+)	Sparked some story sharing among adults; a single mom shared how she felt ostracized and judged by her peers for asking her son to do household chores.
	The video was screened 5x as an exhibit in the Museum of Colorful trauma among audiences of 6+ parents and children, including one group representing disabled persons of Denpasar. Viewers' reactions were assessed in the exit interview for the museum and through observation during the group discussions. **Testing Audience:** Museum with community members: 4 groups of 6+ parents and students and 1 group of representatives from the diabled persons council.	Overall positive reactions. During the exit interviews, attendees of the Museum mentioned that the interactive video was one of their preferred stations and together with the VR experience, one of the most memorable ones. *"I enjoyed the kites video, because children should know when they have to play with the same gender or the opposite gender. Children should be aware when they can play with the same sex or the opposite sex. Should let children pick who they want to play with. As a parent, have to be flexible. Shouldn't force our children to do what we want". Male adult (Museum attendee)*

	Key Learnings	Standing Questions	Recommendations for Next Iterations
PERCEIVED VALUE ADD	Overall, there was a positive response to the video; there was a novelty to it that engaged people. People spoke up easily when facilitators asked questions. It appears to be an engaging tool for surfacing and discussing gender norms. In mixed groups of VYAs and adults, adults tend to dominate the conversation. Facilitated discussion is needed in the current version of the video.	Is there a difference between how respondents think other people would act versus how they would act individually? What is the best audience mix for the Interactive Video: Parents alone? VYAs alone? Mixed parent-child? Separate by gender? Is a facilitated discussion always required, or does the video work in an individual setting? How do VYAs respond when there are no adults present? Can the Interactive Video be a standing exhibit in the Colorful Trauma Museum?	**Features** ● Digitize voting rather than manually voting with paper ● Use real people to make it more like a Korean drama **Setting** ● Test mixed versus separate gender groups ● Test in a solo-viewing environment where there is no facilitated discussion **Story Content** ● Create separate storylines for VYAs and parents/adults to allow for separate viewings and discussions. ● Current storylines with kites and offerings is very specific to Bali. Make the story more general and more applicable to wider contexts. **Facilitation & Discussion** ● Consider asking/adding questions that point out differences between injunctive and descriptive norms. ● Create a facilitator guide or conduct a training for handling different scenarios (e.g., what if everyone agrees with the gender norm?) ● Modify the exit interview to include questions about how they felt seeing how other people voted. **Next Steps** ● Craft culturally relevant stories with questions for VYAs and adults (separately) ● Create video (likely animated given the timeline) ● Refine discussion guides per above recommendations ● Test in the individual setting at the Museum of Colorful Trauma ● Test mixed versus separate groups (parents-VYAs, genders)
PERCEIVED NEWNESS OR COMPLEMENTARITY WITH EXISTING STRATEGIES	Participants had not seen anything like this before and appreciated that aspect about the video, as well as the discussion it sparked. The Interactive Video can be an activity within the Family Class.		
INTEREST IN FUTURE ENGAGEMENTS	All audiences wanted to see more stories, which indicates that they are engaged in this concept.		

DESIGN CONCEPT (E)

Museum: Colourful Trauma

A creative exhibition to empathize with, recognize, reflect and equip boys, girls and families on how bullying affects others while also providing tools for addressing bullying and mental health in communities. The museum holds depictions of sexual harassment and bullying through art, technology, interactive media and information/education to illustrate experiences of victims and raise awareness around these issues.



Concept: Key Features

The museum is comprised of a four-exhibit journey that leverages technology and interactive digital media to enhance youth engagement and provide a pivotal experience with bullying that catalyzes behavior change.

- ***Exhibit 1: Recognize.*** Real-time engagement through anonymous live polling to capture initial attitudes towards gender-based bullying.
- ***Exhibit 2: Empathize.*** Immersive exhibit that allows assistants to experience bullying through testimonials of victims, art and virtual reality. Click **here** to view the 360º used for the Virtual Reality testing with Google Cardboard.
- ***Exhibit 3: Equip.*** Interactive videos that capture active choices related to gender-based bullying and promote ownership over the group's decision to challenge or not a social norm.
- ***Exhibit 4: Envision new possibilities.*** A self-facilitated reflection space through art expression (drawing, modeling, writing, etc.) that creates public commitment and stimulate participants to become agents of change.

Design concepts - Considerations

WHICH DESIGN IMPERATIVES DOES THIS CONCEPT FULFILL/UTILIZE?

- ✓ Role modeling
- ✓ Diffusing positive social norms
- ✓ Observed social normative decision making
- ✓ Empathy building
- ✓ Envisioning alternative futures
- Collective reflection and discussion
- Building supportive regulatory environment
- Involve multiple sectors (Health, education, agriculture…)
- Confront power imbalances

RESOURCES

- Art pieces created by victims of bullying
- Testimonials
- 360º videos and VR headsets
- Interactive surveys and videos
- Promotional pieces
- Museum branding
- Art materials

CHANNEL / DELIVERY MECHANISM

- A physical space with interactive installations (might be a travelling/pop-up exhibition or a permanent space)

KEY AUDIENCE

- VYAs (Boys and girls)
- Parents and other adults

KEY

- *Design imperative tested in low-fidelity test*
- *Design imperative recommended to be tested during med-fidelity test*

DESIGN CONCEPT A B C D E F G H *Museum: Colourful Trauma*

Hypothesis

Hosting an exhibition on bullying for adolescents and parents will empower VYAs and their influencers to speak up, support others, and seek help.

Assessing Desirability

- The positive response of the community to the existence of a *Colorful Trauma Museum* is related to increasing their understanding and knowledge about gender-based bullying.
- People who visit the museum at each post feel directly connected to incidents of gender-based bullying that occur in their surrounding environment to create works that can describe their feelings or views.
- Increase empathy for the victims of bullying in order to realize and understand on how bullying affects people, especially young people.

Testing in detail

Low-fidelity interactive museum:

This concept was tested at the PKBI office in Denpasar, Bali. The team built an experiential museum for participants to walk through the exhibition and interact with tangible resources.

The team mobilized VYAs and parents of VYAs to experience the museum in-person. During a period of 3 hours, participants had the opportunity to visit the four exhibits that were part of the museum with an initial introduction that was done by the CDT that provided clarity about the purpose of the prototype.

All of the participants were invited to visit the museum's exhibits in order, starting at Exhibit 1 and finishing at Exhibit 4. Once participants completed the tour, a member of the CDT conducted an exit interview to collect their feedback about their experience through 1:1 interviews or focus group discussions.

Testing Audience:

- 25 parents of VYAs (including people with disabilities)
- 20 VYAs

Results

Overall experience: The general feedback of the experience was positive. Participants appreciated the newness of the concept and learning about tools to identify bullying and empathize with the victims. They also enjoyed being able to tour the museum with their parents/ children. The disability group didn't feel like the museum fully represented the victims' perspective. They mentioned that art can/should express more about the victims and be more inclusive.
"VR isn't good for people with visual impairments. There should be subtitles that are easy to see, or sign language" Female adult

Exhibit 1: Recognize: People had difficulties scanning the barcode that directed them to the online surveys. The technological problems prevented participants from engaging and enjoying this exhibit properly.
"Scanning the barcodes was slow, it was stressful" Female adult

Exhibit 2: Empathize: Attendees appreciated the newness of the Virtual Reality (360 video). The testimonials also provided space for participants to empathize with victims of bullying. The art pieces that were selected for this exhibit should be more pertinent to the context.
"I enjoyed watching the 360º video, because I could see the impact on the victim of bullying, how he feels at school. The impact is not just at school, but can also be felt at home. We should never compare one child to another, either at home or school" Female Adult

Exhibit 3: Equip: Participants appreciated the newness and the interactive aspect of this exhibit and the fact that the main topic of the video was culturally relevant for Bali (kite flying). However, they felt additional videos would contribute greater representation of their experiences.
"I liked the third exhibit the most because it was interactive. The Q&A sessions, because I could ask and answer questions" Female Adult

Exhibit 4: Envision new possibilities: Parents and kids liked the fourth station where they could reflect and visualize what they would do in the future.
"I liked the last station with drawing, the paper should have been bigger so we could have drawn more. Male adolescent.

	Key Learnings	Standing Questions	Recommendations for Next Iterations
PERCEIVED VALUE ADD	The museum provided a platform to talk about the issue of bullying. The exit interviews demonstrated that for most participants, bullying is a problem. The positive feedback about the experience and the observed engagement validated that the museum can be a concept to continue exploring and refining. This is a concept where logistics and flow are critical.	How could we engage more male parents in the experience?	• Incorporate multiple perspectives of bullying (victims, young people whose parents are disabled, students who are bullied by teachers, at home, etc.) • Include examples and tools that educate children and parents of what gender-based bullying means and looks like. • Incorporate something positive and uplifting at the end of the experience, could add more inspiring stories/visualization of victims. • Make sure that emotional support and referrals are guaranteed along the experience for adults and children.
PERCEIVED NEWNESS OR COMPLEMENTARITY WITH EXISTING STRATEGIES	The technological and interactive aspects suggested by the children in the ideation workshop were key in making the experience more memorable and attractive regardless of age. Considering limitations such as internet connection and past experiences with new technologies is key.	How can we ensure that technology is always a tool to include and engage more people and doesn't become a barrier for interaction?	• Increase the level of fidelity of this prototype and guarantee before launching the experience that the technological aspect functions well. • Purchase or rent a VR headset. • Identify arts pieces and other resources that are context relevant. • Test the interactive video at the individual level to validate if facilitation for this activity is always needed.
INTEREST IN FUTURE ENGAGEMENTS	Overall there was positive feedback and interest in engaging with the museum with more time and to share the experience with more family members and friends. *"Time was too limited, I needed more time for the VR and to understand everything better. Especially for drawing as well. It doesn't matter if it takes longer because kids can spend more time drawing"* Adult	How could a concept like this one be sustainable in the long-term? What would be the best location to hold a pop-up museum like this one?	• Given that this concept was prototyped in a controlled environment (PKBI's office and with mobilized participants), it'd be relevant to validate the organic attraction to a concept like this one: Open to the public and without intentional mobilization. The museum could remain open for multiple days to have attendees interacting with the exhibits without time-pressure.

DESIGN CONCEPT Ⓕ

Teacher Training

A system designed to be implemented in schools to equip teachers, administrative staff, parents and VYAs to recognize and report bullying. The system has two main components: 1) A 10-module training course for teachers and school personnel about "Creating a gender-equitable safe environment for adolescents at school", and 2) a reporting mechanism to track reports of bullying to ensure follow-through.

Concept: Key Features

Teacher/School Personnel Training Curriculum:

- **Session 1:** Why participate in the program? What difference can school personnel make?
- **Session 2:** Gender education and the classroom
- **Session 3:** What is gender-based bullying? Warning signs of bullying
- **Session 4:** Why do people bully? How does gender-based bullying affect boys and girls?
- **Session 5:** Providing support to students in need: Communicating with young people about gender-based bullying
- **Session 6:** New referral system - Reporting gender-based bullying:
- **Session 7:** Code of conduct for school personnel
- **Session 8:** Classroom management strategies
- **Session 9:** Anti-bullying campaigns and activities for the classroom
- **Session 10:** School personnel take action!

Referral system with step-by-step indicators/tracking of cases at the school level.*

*The reporting system ultimately was not able to be tested during the low-fidelity sprint, but the training would have included training on how to use the reporting system.

Design concepts - Considerations

WHICH DESIGN IMPERATIVES DOES THIS CONCEPT FULFILL/UTILIZE?

- Role modeling
- Diffusing positive social norms
- Observed social normative decision making
- Empathy building
- Envisioning alternative futures
- Collective reflection and discussion
- Building supportive regulatory environment
- Involve multiple sectors (Health, education, agriculture…)
- Confront power imbalances

RESOURCES

- Training module
- A training of trainers package for facilitators
- Virtual or physical space to facilitate the training
- Infographic that represents the system and all its part.

CHANNEL / DELIVERY MECHANISM

- Virtual/in-person training and digital reporting system

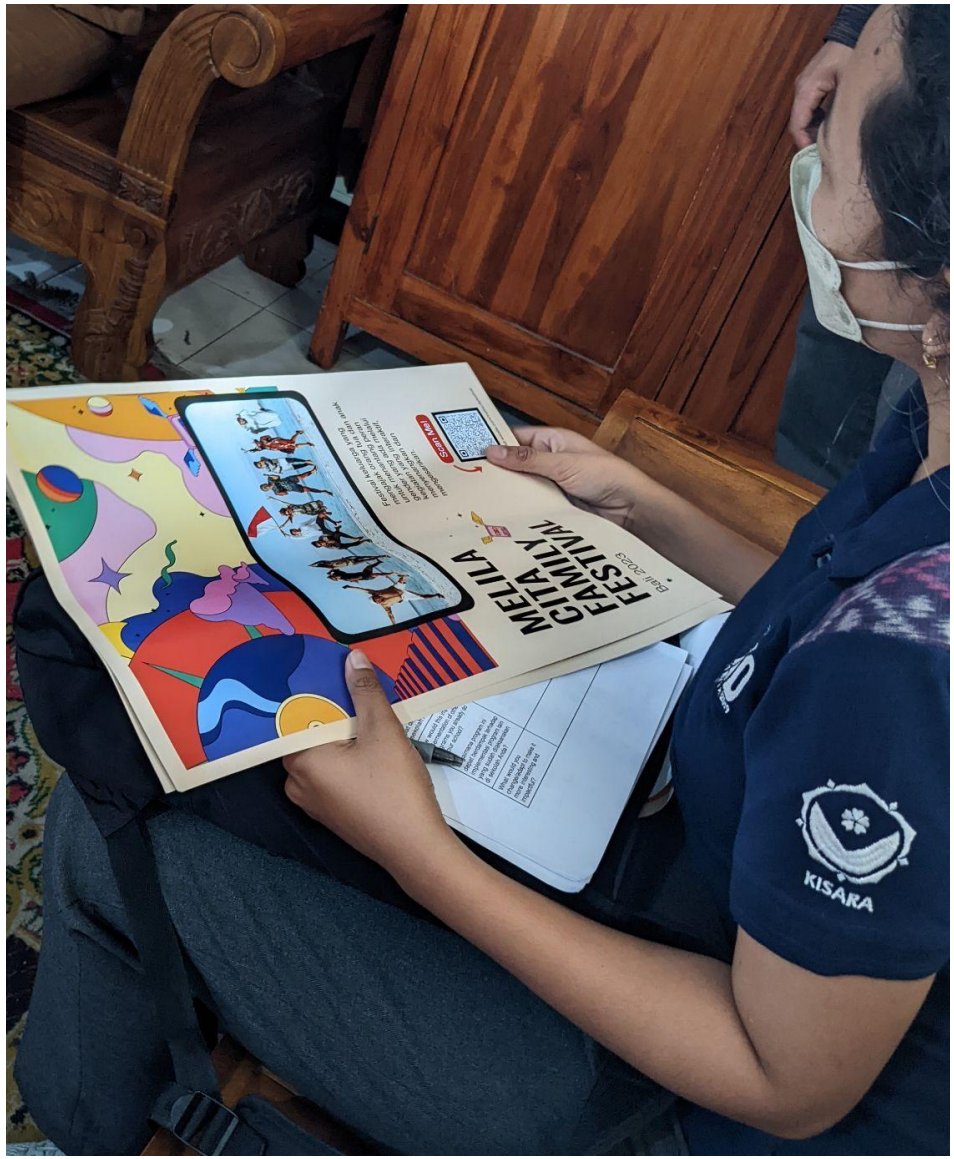
KEY AUDIENCE

- VYAs
- Teachers
- School personnel
- Parents of VYAs

KEY

Design imperative tested in low-fidelity test

Design imperative recommended to be tested during med-fidelity test



Hypothesis

Teachers will be interested in being part of a training to equip them on how to recognize gender-based bullying and the completion of the training will improve mental health and decrease bullying.

Assessing Desirability

- Headmasters are interested in and support the training activities for teachers and the creation of a reporting system related to bullying in their schools
- Teachers recognize that bullying is a relevant problem in schools and are interested in engaging with a training that upskills them to deal with bullying cases that occur in their schools

Testing in detail

The team conducted a 1:1 interview with a school headmaster to understand if, from her perspective, this training program could be of interest for the teachers at that school. After this, the headmaster shared the invitation to the webinar to the teachers at the school.

Following the interview, the team recruited a teacher to facilitate a one-hour webinar on gender-based bullying in schools. She was briefed by the team in a 1 hour training of trainers with the objective of the session, slides to share and methodology to engage the participants.

The webinar took place on a Thursday afternoon at 3:00 pm Denpasar time. The purpose of the webinar was to provide information to teachers and to engage them in an interactive Q&A forum. At the beginning of the session the facilitator introduced the entire curriculum and to validate the teachers' interest in the 10-session curriculum, the team conducted a series of interviews at the end of the webinar with the teachers and the facilitator.

Testing audience - training Webinar:

- 13 people attended
- 8 people participated until the end of the training session
- Conducted exit interviews with the facilitator and 4 teachers (2 from Semarang, 2 from Bali)

Results

Headmaster Interview: Supported the idea and thought that the curriculum was good. She suggested doing the training online due to the multiple commitments that teachers already have. Suggested that there could be challenges with the execution and long-term engagement from teachers.

She referred to bullying as a problem in schools, but manifested that in the school where she works there is low incidence of bullying, however this could also be related to the low reporting rates of bullying cases. Currently there is no reporting system between teachers, counselors and parents.

Facilitator: Ensure that there's enough time to facilitate a TOT that will give trainers sufficient confidence about the content and techniques of facilitation & engagement

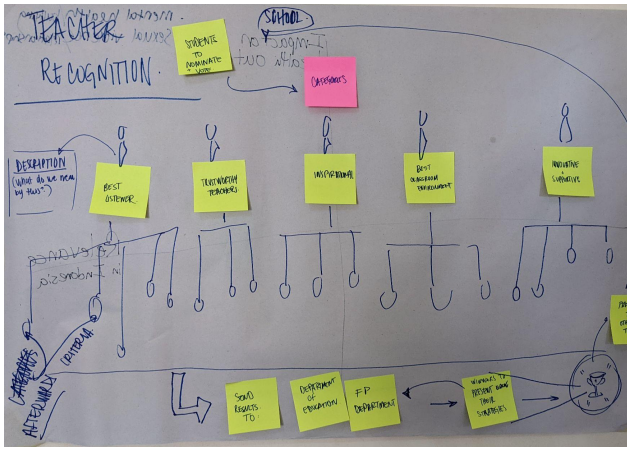
Teachers: Overall, engagement was not high. However, engagement from those who joined voluntarily was higher than those who attended because it was mandatory. It was difficult for teachers to attend for the whole session; Semarang teachers were still working during the school day and had already had a training about bullying. Not all participants were familiar with online quizzes, but some liked it. Bullying prevention and management programs are needed in schools because they are accreditation assessment indicator.

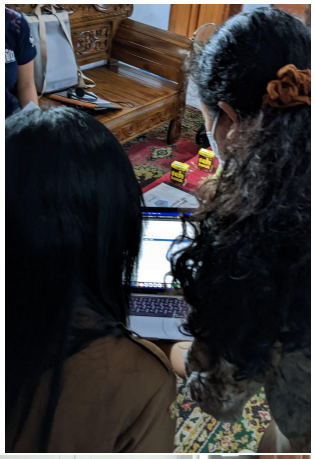
	Key Learnings	Standing Questions	Recommendations for Next Iterations
PERCEIVED VALUE ADD	Children valued seriousness of teachers in the classroom. There was a different expectation between the role of teachers while teaching classes and outside of the classroom.	Does it make more sense to focus on teacher champions/specialists rather than trying to train every teacher? May be more effective but less broad impact? Would parents engage with the reporting system? Is the reporting system a value-add? How could it be integrated into existing structures?	• For the medium fidelity testing, it is recommended to conduct an in-person training to observe differences in terms of engagement from teachers. • Ensure that there is space for practice and/or role playing. • Need to conduct interviews with *Puskesmas* (community primary care), psychologists, UPTD PPA (Department of Child and Women Protection), parents or other institutions or people within the referral system to understand the value add of this concept. **Next Steps** • Merge this concept with the teacher recognition concept. • The overview of the referral system should be informed more clearly in the in-person training by using PPT or a clear flowchart. • Create curriculum guide that contains brief descriptions of the curricula to provide an overview to participants of the adaptation workshop. • Identify areas of overlap with Setara and consider how these initiatives could complement each other.
PERCEIVED NEWNESS OR COMPLEMENTARITY WITH EXISTING STRATEGIES	This program supports schools' efforts to create a safe and comfortable environment for students and free from bullying based on gender norms. A whole-school approach is needed to address bullying. Teachers need a system to address bullying when it occurs. *"This could really work because it is in line with the child friendly school program"* Teacher		
INTEREST IN FUTURE ENGAGEMENTS	Teachers manifested being interested in being part in a training like this one. However, the format, duration and topics should be re-thought to ensure higher engagement from teachers. *"I think it's better to hold the sessions virtually because teachers can do other things at the same time"*		

DESIGN CONCEPT Ⓖ

Teacher Recognition Program

A system implemented at the school level and with the purpose of being scaled to a national level, to empower teachers and students in recognizing the importance of providing gender equitable environments and opportunities for boys and girls. Within this strategy, students are able to nominate their teachers for "awards" according to key criteria and teachers who win these nominations are evaluated on a city/province level by the Department of Education to participate in the ultimate designation of official "Safe Teacher" award.





Concept: Key Features

This *Teacher Recognition* program is comprised by the following stages:

school level

1. **Prioritization of teacher recognition categories to open for nomination:** Each headmaster can select the categories that are more relevant for them like: Best listener, most inspirational, most innovative, most supportive, among others.

2. **Nomination:** Students vote anonymously to nominate their teachers.

city/province

3. **Announcement of winners:** Headmaster to announce winners at the school level.

4. **Teacher presentation:** Each teacher that was nominated and wishes to move forward in the process, presents their classroom strategies that lead them to win that nomination at a provincial level.

national

5. **Announcement of the winner:** After presentations the winner on a national level is announced and receives a recognition to provide a safe environment for their students.

DESIGN CONCEPT A B C D E F G H *Teacher Recognition*

Design concepts - Considerations

WHICH DESIGN IMPERATIVES DOES THIS CONCEPT FULFILL/UTILIZE?

- ✓ Role modeling
- ✓ Diffusing positive social norms
- Observed social normative decision making
- ✓ Empathy building
- Envisioning alternative futures
- Collective reflection and discussion
- ✓ Building supportive regulatory environment
- ✓ Involve multiple sectors (Health, education, agriculture…)
- Confront power imbalances

RESOURCES

- Voting mechanisms (online and offline).
- Infographics with the system overview
- Description of nomination categories

CHANNEL / DELIVERY MECHANISM

- Strategy rooted in the 'Child friendly school' program

KEY AUDIENCE

- Teachers
- Headmasters
- VYAs

KEY

- *Design imperative tested in low-fidelity test*
- *Design imperative recommended to be tested during med-fidelity test*

Hypothesis

A teacher recognition program and a better understanding of their engagement strategies to empower boys and girls in the classroom, will motivate other teachers, increase their confidence and the overall educational experience for VYAs.

Assessing Desirability

- The teachers do not have and would like an opportunity to receive recognition for efforts to create a safe classroom.
- Students want to be part of the evaluation/feedback process for their teachers.
- Relevant ministries want to support this program by providing evaluation and resources to teachers who receive recognition.

Testing in detail

Proof of concept
This concept was tested through unstructured interviews with key actors in the program. Due to the systemic nature of the concept, the team wanted to make sure that the idea was not replicating an already existing program, and instead wanted to understand the connection that this program could have with current strategies. Therefore, to demonstrate the desirability of this concept it was tested as a proof of concept to determine which aspects were the most important to teachers, headmasters, students and government representatives and which features of the program were most likely to lead to the fulfilment of the promise that the Recognition Program had.

Google Form (view **here**)
The team created a form and circulated it with students at a school to have them nominating different teachers on five award categories: Best listener, the most trustworthy, the most innovative and supportive and the one that promotes the best classroom environment. After a 3-day period, the team conducted FGDs with the students who filled the form and nominated teachers to the awards.

Testing Audience:

- 1:1 Interview: 1 Representative from the Women Empowerment, Child Protection, Population Control and Family Planning Department of Denpasar
- 1:1 Interview: 1 Representative of the Education Department of Denpasar
- 1:1 Interview: 2 Headmasters
- Focus group discussions with 24 VYAs

Results

- Child Protection Interview: Their perceived role was to provide support with giving a certificate and socializing and disseminating the concept, but it was hard to envision further involvement from their part.
- Education Department Interview: They supported the idea but the responses felt like a formality. The operations are siloed and responsibilities within the department were unclear, particularly on gender equity..
- The Child Friendly Schools program was mentioned by government agencies, teachers and headmasters. The teachers that were interviewed saw the value in the program though some also perceived as a formality that didn't change behaviors or equip them to deal with challenges in the classroom.
- Level of knowledge about gender equity is low, potentially need to incorporate gender equity information into the nomination criteria. There was a clear disconnection with gender and no deep understanding of gender equity for all the actors involved.
- There was a low level of understanding of what the nomination categories meant and the selection criteria.
- Students don't have the opportunity to provide feedback to teachers, so this felt like a first opportunity for them to tell them that they valued their approach. In addition, the concept of trustworthiness was not fully understood.
- There is a different role/expectation for teachers in vs out of the classroom. Students value that teachers are serious in class but that they make jokes and are approachable out of the classroom.
- The headmaster mentioned that some teachers teach more classes than others, which puts them at an advantage over others.
- There is a risk that the program could ultimately be perceived as another formality after the feedback received by the representatives from the Women Empowerment, Child Protection, Population Control and Family Planning Department of Denpasar and the Education Department of Denpasar.

	Key Learnings	Standing Questions	Recommendations for Next Iterations
PERCEIVED VALUE ADD	The program appeared to be unique to government representatives, though it has the risk of becoming another formality that doesn't represent or empower teachers. This program should not be just about teachers' connection to work, it should be about navigation and creation of a system through being a trusted partner.	How might we better capture and share stories of impact while leveraging the power of 'word of mouth' and peer learning? How could we ensure the constant engagement in the program and avoid that it becomes a burden?	Look into merging this concept with **Design Concept E: Teacher Training** and navigate the actors and interactions that should take place to make this concepts feasible from the system layers: ● **The strategy or intent layer:** Identify context, drivers, set direction, outcomes, benefits and shifts. ● **The experience layer:** Understand the user journey (for teachers, students and government actors), motivations, and goals and design the right interactions ● **The service layer:** Model design and evaluation, channels of engagement, service charters, products and information materials, and roles. ● **The delivery layer:** Look closely into implementation, technology, systems, data, staff, resourcing and processes.
PERCEIVED NEWNESS OR COMPLEMENTARITY WITH EXISTING STRATEGIES	Coordination at the ministry level is critical to make sure the right parties are involved in the right way, especially including the central ministry authority for the Department of Education. Regional Development Agencies need to approve a program like this one.	How might we prevent the program's success being reliant on a few key individuals? Who has to approve a program like this one? What's the top-down approach that should be followed for successful execution?	Ensure that in the adaptation workshop there are representatives from government agencies who can identify areas of overlap with current initiatives and provide input related to implementation challenges from an institutional perspective. Before focusing on recognizing teachers for providing gender equitable environments, students, headmasters and teachers need to understand what gender norms and gender equity mean and ways in which they manifest on the day-to-day activities at school.
INTEREST IN FUTURE ENGAGEMENTS	This program has the ability to significantly improve the engagement of teachers while tangibilizing the impact and meaning of a teacher's role. Currently, students don't have opportunities to provide open feedback to their teachers. It's key to create opportunities to have bi-directional feedback loops.	How might we build more connection between teachers and students and better understand both of their needs?	Make sure that the criteria for each nomination category is clear and is relevant to all actors involved in the program. Guarantee that recognition and motivation opportunities are equal for all teachers regardless of class time or seniority at the school.

DESIGN CONCEPT Ⓗ

Healthy Village Forum

The Healthy Village Forum is a government-led initiative in Bali that helps implement and achieve health priorities set by the government. This prototype entails utilizing the existing Healthy Village Forum as a channel through which to hold classes (e.g., the Family Class),, celebrate positive deviants, and conduct other activities that help create gender-equitable environments for VYAs.

Concept: Key Features

This concept is an advocacy and integration strategy that begins with higher-levels of relevant government departments and reaches all the way to communities.

- ***Advocacy with Government Institutions.*** Convene key government departments (e.g., the health department, department of child protection and women empowerment, and district-level family planning councils) to understand their priorities, align on the need for gender-equitable environments for VYAs, identify synergies, and secure buy-in and referrals to villages that would be willing to engage.
- ***Advocacy with Healthy Village Forums***. Identify key partners and champions within the village forums. Understand village-level norms and dynamics, refine approach accordingly.
- ***Priming and Education.*** Create alignment around priorities and the concept of "gender equitable environment" among key village-level partners and other relevant stakeholders.
- ***Implementation and Community Mobilization.*** Conduct a series of activities at the village-level, such as the Family Class.

Design concepts - Considerations

WHICH DESIGN IMPERATIVES DOES THIS CONCEPT FULFILL/UTILIZE?

- ✓ Role modeling
- ✓ Diffusing positive social norms
- ✓ Observed social normative decision making
- ✓ Empathy building
- ✓ Envisioning alternative futures
- ✓ Collective reflection and discussion
- ✓ Building supportive regulatory environment
- ✓ Involve multiple sectors (Health, education, agriculture…)
- Confront power imbalances

RESOURCES

- Presentation that contains information about the need to improve gender equity in Indonesia, o (linked here)
- Family Class sample agenda
- Interview guide (linked here)

CHANNEL / DELIVERY MECHANISM

- In-person or virtual meetings with government representatives and other key stakeholders

KEY AUDIENCE

- Government representatives and other key stakeholders

KEY

- *Design imperative tested in low-fidelity test*
- *Design imperative recommended to be tested during med-fidelity test*

Hypothesis	Testing in detail	Results
If we mainstream gender through the Healthy Village Forums then communities will change inequitable gender norms contributing to poor mental health and sexual and reproductive health (SRH) outcomes for VYAs. **Assessing Desirability** Interest: Healthy Village Forum leaders would be interested in using their platform to create a gender equitable environment for VYAs.	The concept was initially pitched to the Health Department, which houses the Healthy Village Forum, in the form of a presentation and discussion. **Testing Audience:** • Healthy Village Forum leaders (6) • Health Department representative (2) • Puskesmas (community primary care) representative (1) • Semarang FP and Youth and Sports representatives (1 each)	Health Dept: Like the idea, but it's the wrong channel through which to create gender equitable environments and for the Family Class. Recommend the Child Protection and Women Empowerment as the appropriate department. The health department is just responsible for city-level activities, not the village-level and view themselves as distant from gender issues. Regarding gender issues, "We already implement." There is a general understanding that gender is important to address (i.e., boys and girls are equal), but most of the efforts, such as gender-responsive budgeting, are fairly technical. There are existing programs for parents that are already funded, but strong content is missing. Current classes offered by the government separate parents and children and are much more unilateral (e.g., distribute pamphlets and written information with little to no discussion).

	Key Learnings	Standing Questions	Recommendations for Next Iterations
PERCEIVED VALUE ADD	At face-value people believe gender is important to talk about and address (i.e., boys and girls are equal), but there is a still a need to envision and internalize what a gender equitable environment looks like. Need to establish a shared understanding of gender with the department representatives. Gender is not currently seen as a health issue.	How can we level-set about gender with key stakeholders? Who should be in the room and who should lead this discussion? How long does it take to level-set (i.e., is it a series of discussions?) How can we celebrate families who are positive deviants for gender equity at the village, RT/RW *(Rukun Tegangga/Rukun Warga)* or *Banjar* leadership level?	**Explore two avenues:** ● Celebrate positive deviants at the village leadership level, hold up role models ● Improve departmental collaboration and integration, infusing gender across relevant departments **Next Steps** ● Create a new name for this concept. ● Test collaboration. Convene a multi-department meeting to pitch the idea of improving departmental collaboration to improve address gender among VYAs and that includes celebrating positive deviants ● Create a meeting agenda with accompanying discussion questions ● Identify existing forums in Semarang (Community-based Child Protection and Women Empowerment
PERCEIVED NEWNESS OR COMPLEMENTARITY WITH EXISTING STRATEGIES	Government departments are very siloed. There is a gender sub-department that is very isolated from other areas that are directly related to gender.	How can we coordinate with existing programs (e.g., Setara, existing government initiatives) to provide meaningful content?	
INTEREST IN FUTURE ENGAGEMENTS	In general, there was willingness to continue discussion. Government representatives shared new contacts for us to engage with.	How can we assess for and secure genuine commitment rather than continue to be handed off to another department?	

03. *Medium-Fidelity Prototyping: Design Concepts*

This section provides an overview about the evolution of the design concepts and the approach for medium-fidelity testing in Semarang.

Click here to return to Page 2: Contents

Medium-fidelity prototyping in Semarang

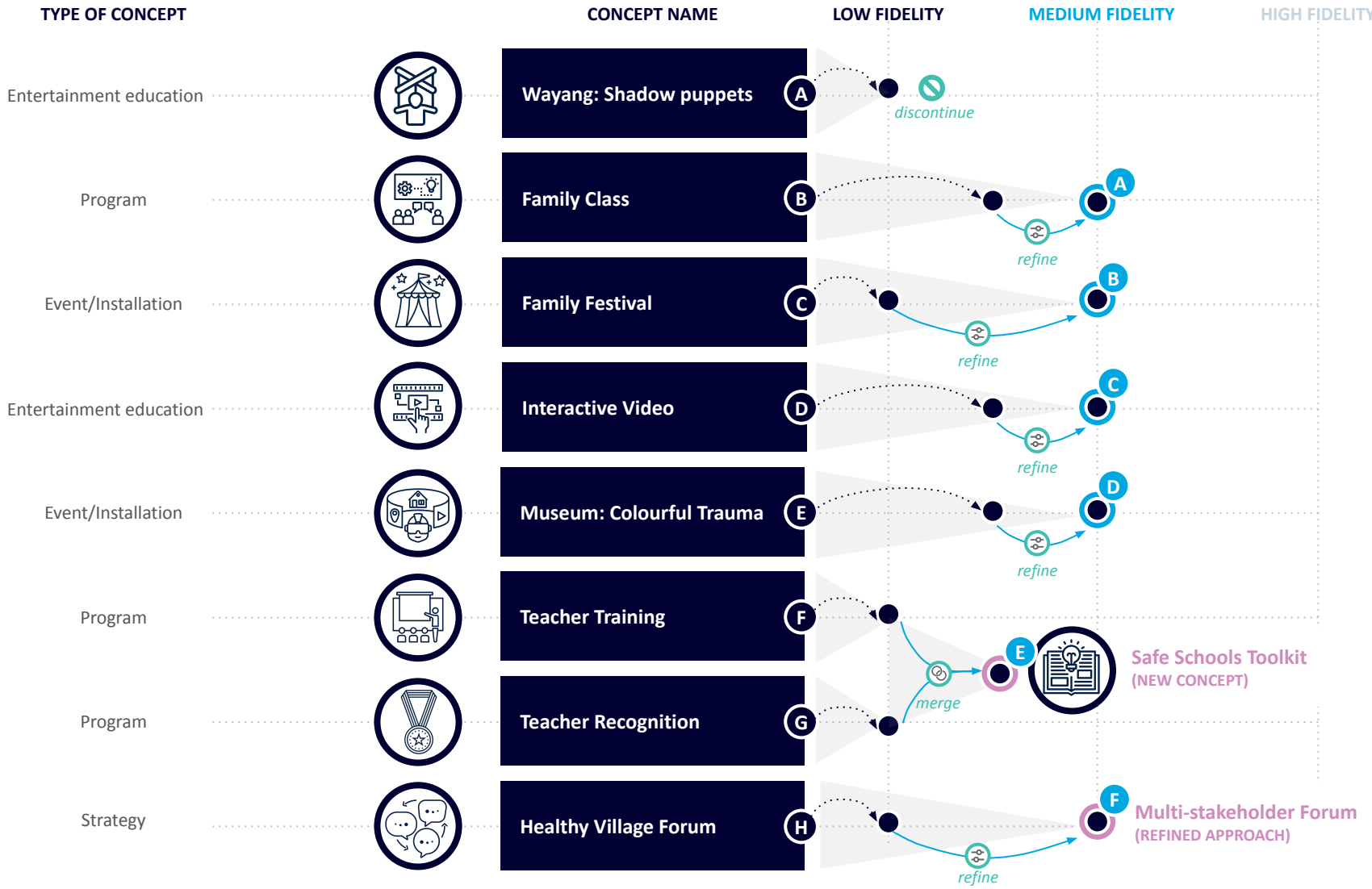
In total, six of the eight concepts advanced to medium-fidelity testing in Semarang, where both *desirability*—value added, perceived newness or complementarity with existing strategies, interest in future engagements—*and feasibility* were tested. Feasibility was largely assessed through institutional-level buy-in and support for this package of concepts, as they are intended to overlap and complement each other across the socio-ecological model, and three main indicators:

BEHAVIORAL VALIDITY	If the design concept has the potential to impact positively the intermediate outcomes
LOGISTICAL AND TECHNICAL FEASIBILITY	If the design concept can be efficiently produced and implemented within the program's resources and existing platforms.
REPLICABILITY FEASIBILITY	If the design concept can be efficiently replicated across contexts.

Key considerations for this design sprint

- Are there opportunities to complement the existing Setara program?
- How can we work together with other existing programs and partners (government and NGOs, including Rutgers Indonesia) to ensure complementarity?
- Are there additional opportunities to incorporate learnings from the DRC design and test sprint?

Overview: Concept refinement. From low to medium-fidelity prototyping



Overview: Concept refinement. From low to medium-fidelity prototyping (Cont.)

How to interpret the concept refinement graphic

The graphic on the previous page depicts each design concepts' evolution and relative level of refinement at each testing stage. Note that the design concepts' relative levels of refinement can look different within the same stage. For example, at low-fidelity, the Family Festival consisted of a website, online advertising and printed poster campaign rather than a live event, whereas the Family Class was an actual class at low-fidelity; the levels of refinement were different within the same stage, depicted by the placement of the dots and length of the "refine" arrows.

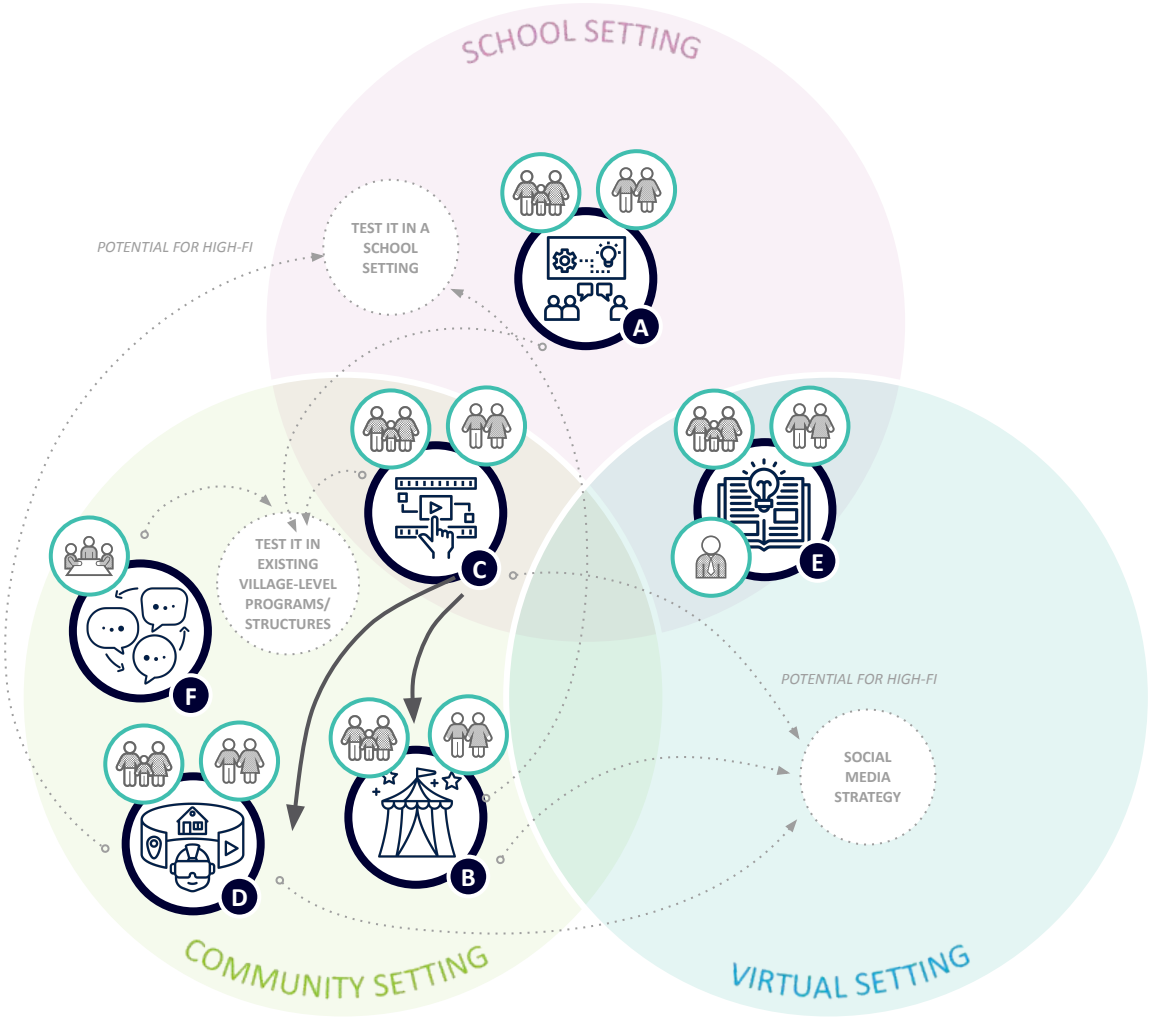
Moving from low- to medium-fidelity

In preparation for medium-fidelity testing, the CDT refined concepts based on low-fidelity participant feedback, personal field observations, and a one-day Adaptation Workshop* with participants from Semarang. Specific aspects of each design concept were further distilled and adapted to the local Semarang context. Participants were briefed on the overall design challenge in a plenary session, and small breakout groups were each briefed on one design concept and led through a series of prototype-specific exercises and discussions.

*The Museum and Multi-stakeholder Forum concepts were *not* part of the Adaptation Workshop due to their nature.

Photo from the Adaptation Workshop held in Semarang, Indonesia with very young adolescents, parents, teachers and other key actors.

Testing settings during medium-fidelity and potential for high-fidelity



The diagram on the left shows how the six prioritized concepts for medium-fidelity were connected and potential synergies and testing settings for high-fidelity.

During the medium-fidelity prototyping, potential connections among certain design concepts began emerging. The concepts were tested in three different contexts: Schools, communities and virtually with four key audiences identified during the intent phase of the project:

- VYAs
- Parents of VYAs
- Teachers and other school staff
- Community leaders

KEY

A	Family Class	→	Connected during med-fi
B	Family Festival	⋯→	Potential connection for high-fi
C	Interactive Video		VYAs
D	Museum: Colourful Trauma		Parents
E	Safe Schools Toolkit		Teachers / School Staff
F	Multi-stakeholder Forum		Community Leaders

DESIGN CONCEPT A

Family Class

Find more details of the testing results of this concept here (TAB A: FAMILY CLASS)

STANDING QUESTIONS FROM LOW TO MED-FIDELITY

- **What is the best audience mix?** Depends on the topic; parents and VYAs should be separate for some topics (e.g., puberty), others can be mixed. Communication between parent-child pairs warmed, signaling that VYAs enjoyed the activity.
- **How many classes should be held? What topics should they address and in what sequence?** Suggestions for class frequency ranged from weekly to quarterly. Audiences considered all of the proposed topics relevant, but the degree of importance varied (see next slide).
- **What is the best take-home tool to help reinforce concepts?** Parents suggested a calendar to schedule activities, which links to the DRC activity calendar prototype concept.
- **Who should run and/or facilitate the class?** Schools and teachers emerged as the preferred entities, but this is possibly because testing occurred at school. Others suggested psychologists and teachers lead certain sessions.
- **How can we complement the Setara program?** A Setara facilitator co-facilitated the parents-only class and was enthusiastic about the concept and volunteered to pilot the program.

Two versions of the family class were created and tested simultaneously at the same middle school in Semarang. Both versions included personalized invitations sent to parents by the school guidance counselor.

Duration per class: 4 hours (1hr set up, 2hr class, 1 hr debrief)

TESTING

Associated Costs

- Printing
- Facilitators' time
- Space rental
- Transportation and snacks
- Paper/writing supplies
- Childcare

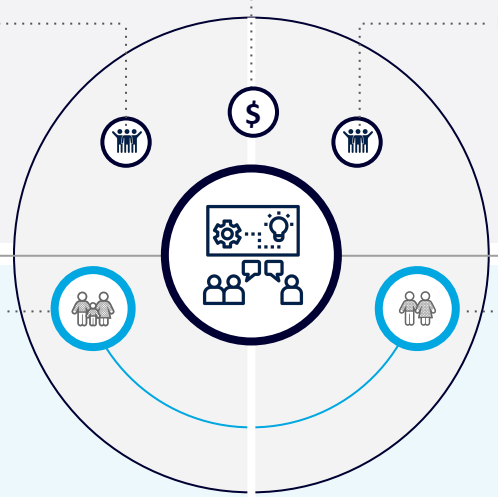
Mobilized Participants

18 people

- 3 mother-son pairs
- 3 father-son pairs
- 2 mother-daughter pairs
- 1 mother, father and son trio

Mobilized Participants

6 parents of VYAs (3 mothers + 3 fathers)



REFINEMENTS

Version 1: Parent+VYAs

Goal: Strengthen parent-child communication through BA Empathways cards. Cross-tested the Family Festival's "chemistry game" as an icebreaker for parents and children to get to know each other in a fun and dynamic way.

Version 2: Parents-only

Goal: Improve communication skills through activities about active listening, active understanding, and active questioning.

KEY COMPONENTS

- Facilitator agenda
- Chemistry game
- Round 1 Empathways cards
- Commitment Cards
- Exit interview (blank)

- Facilitator agenda
- Communication skills building materials
- Blank paper and pen to conduct visioning exercise

DESIGN CONCEPT A

Family Class

RESULTS & KEY LEARNINGS

BEHAVIORAL VALIDITY

Overall experience

- **VYAs want more parental support for their hobbies and interests.** VYA's rated this as the most important topic to address, while parents did not rank it in the top 3. Surfacing this gap within the Family Class indicates high potential to improve parental support in this area.

- **Parents want insight into how their children are doing and want to understand what they are going through.** When facilitated through school, the Family Class creates a valuable opportunity to gain this insight. Despite believing that they were being summoned, parents appreciated the opportunity to connect with the guidance counselor who facilitated the session.

- **Linkages with other concepts from Indonesia and DRC are emerging.** Instead of the "commitment cards", parents proposed a filling out an activity calendar where they can schedule activities together (e.g., scheduling to attend the Family Festival or Museum), similar to the DRC concept. The Interactive Video is also a viable activity for a session.

- **With the right modifications for this audience, Empathways has potential to increasing parent-child communication.** Although dynamics between parents and children warmed over the course of the exercise, participants struggled to get through the second half of the card deck. The questions were not perceived as age appropriate for VYAs.

"I liked that I had the opportunity to hear my child's stories." -Parent of VYA

"I liked the role-playing exercise best because we can practice feeling what our children feel." -Parent of VYA

"I liked the Empathy cards… it finally gave me time to have a discussion with my child." -Parent of VYA

RECOMMENDATIONS FOR HIGH-FIDELITY TESTING

Overall experience

Propose testing a series of classes among 1-2 cohorts of families, beginning with relationship building/strengthening and progressing toward more challenging topics over time (e.g., begin with empathways, communication --> parental support for hobbies and interests --> bullying --> puberty). Consider training a pool of facilitators from different backgrounds (guidance counselor, teacher, psychologist, etc.)

Setting

Identify appropriate forum to test in the community (outside the school setting). Test the concept of the model "gender equitable family." Would the "model family" work in the school setting as well?

Content

Modify Empathways to reflect the key topics of interest and include more "getting to know you" questions. Ensure clear directions. Create more durable, visually designed modified Empathways cards for participants to take home.

Adapt the activity calendar from the DRC to this concept.

Setting ground rules at the beginning was effective and set a collaborative tone for the session, as was the icebreaker where parents share a memorable activity that they conduct with their child.

DESIGN CONCEPT A

Family Class

RESULTS & KEY LEARNINGS

LOGISTICAL & TECHNICAL FEASIBILITY

- **The Family Class may be a natural complement to certain aspects of Setara.** The co-facilitator of the parents-only class expressed desire to pilot the Family Class program.

"It would help me so much by reinforcing the Setara concepts with parents." -Middle school guidance counselor and Setara facilitator

- **Who extends the invitation and what information is provided beforehand influences motivation for attendance.** Invitations extended from the school guidance counselor on behalf of PKBI led many parents to believe that the session was on SRH and/or that they were being summoned by the guidance counselor because their child had done something wrong. Despite this, parents agreed that schools should send the invitation.

"The invitation from the teacher made us want to come… if the invitation did not come from the school, the possibility of attending is small." -Parent of VYA

- **As cell phones will always remain a distraction, strong facilitation is needed to capture and retain interest.** Overall, participants found the sessions valuable, but because they were too long (3 hours instead of 2) and the facilitators were not seasoned in the material, attention waned at times.

"I like this kind of class but it's hard to find the time. Weekends are good because I have time to join… If the activity happens on a normal day, not a holiday, we most likely cannot come because of work." -Parent of VYA

REPLICABILITY FEASIBILITY

Overall experience

- Strong facilitation, mastery of the topic, committed schools or communities, advanced socialization/awareness, and class size are key to replicating this concept.

"The person who facilitates should have a relationship with the parents. We don't really know people from PILAR so it doesn't makes sense for them to lead the discussion." -Parent of VYA

- Content can be refined at a reasonable level of effort.

RECOMMENDATIONS FOR HIGH-FIDELITY TESTING

If this continues in the school setting, schools should send personalized invitations in advance to both parents (not just the father whose name is auto-generated). Invitations should include more information about what the class(es) is/are for and what they will be doing.

Socialize the concept among participants in advance of the session to make sure there is a clear understanding of what this program entails and create awareness of the activity. Explore opportunity for social media engagement.

Assess childcare needs prior to scheduling the session, and potentially offer on-site childcare.

Stick to two hour limit. Keep to about 10 people per session, as beyond this it becomes more difficult to facilitate meaningful discussion in the absence of an experienced facilitator.

Overall experience

Write criteria/job description for facilitators so that they can be identified, confirmed and trained in advance.

Identify schools or communities who are most interested in/willing to host this course on the weekends. Consider packaging with the Safe Schools concept.

DESIGN CONCEPT A

Family Class

STANDING QUESTIONS FROM MED TO HIGH- FIDELITY

- How can we appropriately socialize the concept beforehand so that parents know what they are getting into? Is there value in publicly linking this program to Setara?
- How can we leverage social media to strengthen this concept? Would it help build the desired awareness of the concept?
- Even though parents suggested that their child's teacher should facilitate the session, would VYAs be comfortable with this?
- Would the concept of the model “gender equitable family” resonate in the school setting and/or in a community setting?
- How can we recruit strong facilitators (that are known by participants) for high-fidelity testing? Is one facilitator, or multiple SME facilitators, better or more feasible for this concept?

DESIGN CONCEPT B

Family Festival

Find more details of the testing results of this concept here (TAB B: FAMILY FESTIVAL)

STANDING QUESTIONS FROM LOW TO MED- FIDELITY

- **Should we focus on raising awareness about gender equity in order to promote and encourage a general understanding of gender-related challenges?** By seeing this concept as a series of events instead of only a stand alone festival.
- **Can we continue leveraging the positive organic online interest to have people attend the in-person event?** This wasn't explored in depth during medium fidelity testing. Despite taking place in a public venue, there was no organic participation from passersby and no online campaigns were created to advertise the festival in Semarang. It's recommended to continue exploring this pathway as a potential way to create spaces that are not tied to schools.
- **How might we motivate participation and active engagement from parents and children without making the event mandatory? Should the festival be linked with schools to increase interest and participation?** This concept could be adapted to take place within schools, depending on the context, but does not have to be limited to this setting.

The medium fidelity test aimed to provide an actual experience for participants and assess their engagement with the booths. The majority of participants received invitations through schools, while a small portion engaged organically without prior mobilization. To encourage participants to visit all booths, each attendee received a coupon that needed to get stamped at at each booth. Coupons with stamps from all booths were collected and entered into a drawing for a prize. The festival was held in-person at the Semarang Creative Gallery

TESTING

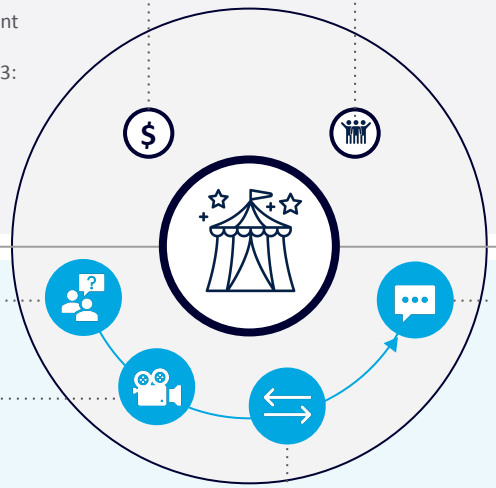
Associated Costs

- Venue and audio/video equipment rental
- Transportation for actors (Booth 3: Live performance)
- Stationery and printing

Mobilized Participants

31 people

- VYAS: 15 people
  - Boys: 6 people
  - Girls : 9 people
- Parents: 15
- Teachers: 1



REFINEMENTS

Booth 1: Chemistry Games

Introduced two activities - Gender Pictionary and parent/child chemistry quiz.

Booth 2: Role Swap

Based on the outputs from the adaptation workshop, Wayang (puppet show) was removed from the Festival to allow space for other activities that were more context relevant, including traditional games such as Congklak and Egrang.

Booth 3: Interactive Live Performance

To test for scalability and replicability in environments with low connectivity/tech access/electricity, the interactive video concept was tested as an interactive theater play. The content remained the same, so attendees were given options along the play to decide the paths that the story was going to take and actors performed the preferred scenario accordingly.

Booth 4: Counseling

Dedicated space for VYAs and their parents to attend counseling sessions on gender norms and gender-based bullying at the end of the event

KEY COMPONENTS

Gender Pictionary and Chemistry Games

Congklak and Egran

Script

Guidance for counsellor

Branding: Here

DESIGN CONCEPT B

Family Festival

RESULTS & KEY LEARNINGS

BEHAVIORAL VALIDITY

- **Equip for continued conversations:** The event succeeded in increasing parent-child communication but additional effort and tools are required to ensure that communication is sustained outside the context of the event.

"I'm feeling happy as my child is introverted. It was a nice moment for my kid so that we could be more open with each other. Maybe this is one in a lifetime experience." Parent of VYA

- **Relative simplicity:** The activities were relatively easy to understand and navigate and served as a conversation starters. The delivery of information and reflection about gender equity could be improved in next iterations by ensuring there are MCs with training and knowledge of the topics.

"This was like a rendez-vous with the past, helped me remember about my childhood." Female adult

- **Activity 1 - Reported enjoyment and deepened communication:** This was the most memorable activity for both VYAs and parents. They appreciated the opportunity to spend time together, collaborate and learn more about each other.

- **Activity 2 - Participants did not understand the purpose of this activity or its link to challenging gender biases due to due to a lack of introduction and insufficient dialogue.** However, some people did appreciate the link with the culturally relevant games.

"This is just like my life, during the transition from elementary school to junior high, when I was still searching for my identity, bullying happened in my surroundings." VYA

- **Activity 3 - Validated relevance of the storyline:** Parents mentioned that the play was an appropriate empathy mechanism. Children also identified cyberbullying as a major problem, but considered that the most common reason for bullying was body shaming.

"I have seen the exact same situation at my school." VYA

- **Activity 4 - Group counselling can be offered to complement individual.**

RECOMMENDATIONS FOR HIGH-FIDELITY TESTING

Overall experience

- Incorporate proven behavior change strategies along the experience
- Actively counter bias
- Introduce the festival and each activity, lead debriefing conversations about each activity before transitioning to other booths
- Better thought naming and consistent branding
- Promote more opportunities for dialogue for effective behavioral change

Activity 1
Include activities to have parents and their children working together

Activity 2
Consider increasing role-swap opportunities
Check the current gender-biases of traditional games that are brought to this station

Activity 3
Guarantee safe and unbiased voting mechanisms for the interactive performance.
The 'choose your own adventure' aspect of the interactive play wasn't validated

Activity 4
Scenario-based open reflection
Continue promoting and providing confidential counselling

DESIGN CONCEPT B

Family Festival

RESULTS & KEY LEARNINGS

LOGISTICAL & TECH. FEASIBILITY

Overall experience

- **Expect the unexpected:** Allowing sufficient moments during the event to pause, reset and pivot was key. Logistics pose a significant risk to executing this intervention. Having contingency plans for major logistical elements helped ensure that participants' experience was positive overall.
- **Conceive these festivals as a series of events with themes that support key design imperatives and the project's intermediate outcomes:** Participants' overall positive experience provides enough evidence to continue refining this concept. Recommend ideating themes that could re-orient conversations and provide reminders for sustained behavior change.

REPLICABILITY FEASIBILITY

Overall experience

- **Conducting the event in a public space did not translate into increased organic participation:** Despite the fact that the event was held in a public space, there weren't any attendees that were part of the event without previous mobilization (through schools).
- **Live performances can be easier to replicate in low-resource settings:** The live performance tested well in terms of engagement and conversation but it requires facilitation, actors and preparation. However, this could be viable in low-tech settings or places where live theater is popular.

RECOMMENDATIONS FOR HIGH-FIDELITY TESTING

Overall experience

Prepare a logistics and resource checklist. Develop a service blue blueprint: Create a journey of the experience from the user perspective that includes the back-office preparation of the event. Detail the journey from awareness, entry, immersion, exit and extension.

Include additional activities to fill in downtime: Complement the experience with other self-led activities that don't require intense facilitation and could promote individual reflection. Due to planning and logistics, the counsellor didn't have enough capacity and time to provide individual counselling to all the participants who were interested it it. She pivoted on the fly and offered group counselling for those who felt at ease with it. During the exit interviews, participants mentioned that this approach worked well for them.

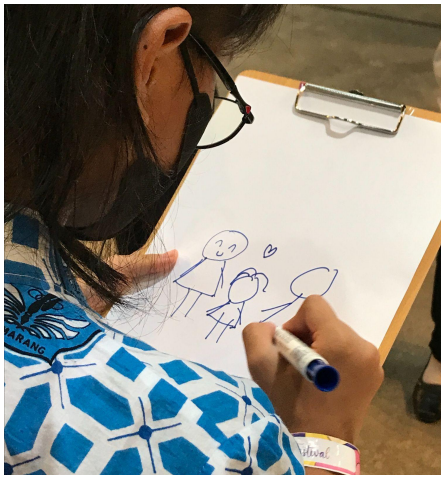
Overall experience

Execute the festival at schools: To increase technical feasibility (make sure that the event is easy to access), execute the festival at schools to decrease costs and planning time/resources. School should send personalized invitations in advance to both parents with more information about the event. Timing can be adjusted to specific contextual needs to avoid interference with school's activities and parents' schedules.

Test a second version of the event that relies on social media marketing and organic attraction: Given the high number of visitors to the website developed during low-fidelity testing, it's recommended to conduct another campaign that advertises the event and have a version of the event held on public spaces to understand better if organic attraction can be relied upon. Include an online registration to estimate number of visitors the day of the event

DESIGN CONCEPT B

Family Festival



STANDING QUESTIONS FROM MED TO HIGH- FIDELITY

- Can we leverage existing public fairs or local events to incorporate components of the festival or hold the festival within these structures?
- How might we set positive expectations for the event? Could we give participants a preview of the benefits of participating of the festival beforehand?
- How might we ensure the experience ends on a high note to increase the likelihood of VYAs and parents recalling the experience after the event?
- How do participants experience the event emotionally? What is the 'peak' of the event?
- How can we attract organic interest in attending?
- How can we make the festival more fun and engaging? Are there usually musical or dance performances that draw people to festivals? What typically motivates people to attend? Even if these attractions or performances don't tie directly to gender they may still be an important means of drawing people in.
- If we link to schools, how can we help parents see that it is a learning opportunity for *them* and not just their children?

DESIGN CONCEPT C

Interactive Video

Find more details of the testing results of this concept here (TAB C: INTERACTIVE VIDEO)

STANDING QUESTIONS FROM LOW TO MED- FIDELITY

? **What is the best audience mix for the Interactive Video: Parents alone? VYAs alone? Mixed parent-child? Separated by gender?** The mixed gender group saw no reason to separate boys and girls, but parents and VYAs should be kept separate, at least for the discussion portion, because parents dominate in the presence of VYAs. Parents suggested screening at the village level because the topic (referring to GBV) involves parents.

? **Is a facilitated discussion always required, or is the does the video work in an individual setting?** Facilitated discussion is preferred. Several VYAs said that the discussion was their favorite part. In observing the video screening at the museum, something seemed lost - like the point of the activity was missing.

? **How do VYAs respond when there are no adults present?** VYAs during the school testing (V3) were actively engaged in the facilitated discussion. VYAs who experienced the live performance (V2) were quiet during the discussion when their parents were present. However, once separated, they became more talkative.

TESTING

Associated Costs

Transportation vouchers
Digital polling mechanism
Polling devices (tablets, phones)
Video development
Snacks
Translation of materials
Renting screening site + A/V eqpt
Actors

Mobilize Participants

V1: 31 parents + VYAs (Festival)

V2: 25 parents + VYAs (Museum)

V3: 17 parents + 60 VYAs (School)

REFINEMENTS

V1
Testing Site: Museum: Colorful Trauma
Testing Audience: Parents and VYAs
An video about a boy who is bullied for posting a video of him dancing with female friends. Participants used a provided tablet or their own smartphone to scan a QR code and vote via Google Forms for what they thought was most likely to happen in real life (rather than what they would do personally). The results of each vote were displayed on the screen before continuing on to the next section of the story. Although the video was screened in groups given the time constraints, there was no facilitated discussion.

V2
Testing Site: Family Festival
Testing Audience: Parents and VYAs
A live performance where a narrator reads sections of the Version 1 story and actors act out the scenes. Actors 'freeze' when narrator reads the questions and polls the audience for voting. This version was tested 3x during the Family Festival.

V3
Testing Site: Middle School
Testing Audience: VYAs
An interactive decision-tree style story in Google Forms that participants can collectively vote on. One question aimed to expose the norm of why a boy would be bullied for dancing. The remaining questions each had two options to choose from, leading to an alternate pathway. Each pathway ended with a specific, evidence-based call to action. Participants received print-outs of the call-to action.

KEY COMPONENTS

Interactive Video,
A/V equipment (projector, speakers)
Polling devices
Exit Interview

Stage
Actors
Facilitator guide

Google Form,
Call to Action cards
A/V equipment (projector, speakers)
Post-its, pens
Facilitator guide

DESIGN CONCEPT C

Interactive Video

RESULTS & KEY LEARNINGS

BEHAVIORAL VALIDITY

Overall experience

- Audiences like the video because it's novel, entertaining, and realistic. Parents lingered long after their session concluded.
- VYAs particularly like the small group discussions during school testing.

Content

- VYAs and parents value receiving advice on what to do in the face of bullying.
- Storyline is relevant, however, real-life bullying is mostly focused on body shaming. Participants want to see even more detail, more scenarios (e.g., boys who cooking) and stories that take place in neighborhoods, not just schools.
- "Resolution" means different things to different people; some wanted an equitable example to be shown, while others wanted the protagonist to just act more manly, signaling a strong opportunity to address gender-based bullying and gender norms.
- VYAs almost universally perceive that adult intervention makes bullying worse and cited examples they had experienced or observed. This has implications for the Safe Schools concept.
- For many parents, instilling religious values about appropriate behavior is at the root of addressing gender norms. Suggestion to have an Islamic leader facilitate.

"This is just like my life, during the transition from elementary school to junior high, when I was still searching for my identity, bullying happened in my surroundings." VYA, school screening

"It should be shown at school but there should be someone to facilitate and explain the content of the video along with the explanation that related to bullying, such as definition and types of bullying." - Female VYA, school screening

"The story should be explained in more detail about how students' dealing with bullying in school. Ex: Victims of bullying said when they were facing bullying situation, they didn't immediately report to the counselor but tried to deal with it or self-reflection themself, then they tried to fight back positively, showing that they (victims of bullying) could do better. If the problem cannot be solved, after that the victim can report to the teacher or parents." - VYA (school testing)

"Start from the inner circle, in the family. Mother becomes the first educator for her children. Embed in their children about how to behave and we need to embed this since they were little. So how if all the families apply this parenting. Start in the very small circles, when children are given the same opportunity… scale will grow bigger and bigger. Start with the family, grow to schools. Responsibility of the family and the parents."
- Adult, Adaptation Workshop

RECOMMENDATIONS FOR HIGH-FIDELITY TESTING

Facilitated vs non-facilitated
At this point, facilitated screenings are preferred to non-facilitated screenings as they are enjoyable and more effective at creating space for critical reflection and discussion. However, when the interactive video becomes more developed, non-facilitated screenings could be reexamined as they could significantly impact scaling.

Expand beyond schools
Create stories not only about school scenarios but neighborhood-based scenarios. While schools are a viable screening site, additional settings outside of schools (in neighborhoods, etc.) should be identified.

Live theater
Invite audience to participate in the drama to make it truly interactive, beyond just the voting. Clearer and louder dialogue from the actors; some audience members were confused. Introduce the drama more clearly so audiences know more what to expect

Storyline
Create more storylines about other gender norms. Regarding the bullying storyline, refine it to focus on the gender-based aspects of bullying, including body shaming. While bullying should be the focus for at least one video, additional storylines that address other gender norms should be developed and tested.

Endings should have clear resolutions rather than be open-ended. Consider showing the desired, equitable ending in addition to the path that the audiences chooses.

End with a call to action or take-away resources for participants. They appeared to view this as a genuine learning opportunity. Suggestion to include a scene of parents advising their children.

DESIGN CONCEPT C

Interactive Video

RESULTS & KEY LEARNINGS

LOGISTICAL & TECHNICAL FEASIBILITY

Overall experience

- A trained, dynamic facilitator is needed to work with VYAs. Small group discussions emerged as a favorite part among VYAs, who expressed particular fondness for their facilitators. Students appreciated getting to express what they feel.
- The school-based discussions emerged as a unique opportunity to socialize between grades, as students are typically very segmented. Multiple students commented that they liked getting to know other students they hadn't met before.
- Conducting multiple, simultaneous screenings in one day is logistically challenging, but it is possible. key to have small groups of participants (~10/group).

"If the facilitator is fun, then the session is fun."

REPLICABILITY FEASIBILITY

Overall experience

- The live performance tested well in terms of engagement and conversation but it requires facilitation, actors and preparation. This version could be viable in low-tech settings or places where live theater is popular.
- Getting too culturally specific (e.g., making a video about boys and girls playing Balinese games) could create an untenable level of effort for adapting to new sites. A less culturally specific storyline seemed to appeal to audiences.
- Creating a video, even a short one, requires a high level of effort. Audiences expect high quality videos and want more detail, more storylines, more characters, and for the images/videos to more accurately reflect the storyline.

RECOMMENDATIONS FOR HIGH-FIDELITY TESTING

Overall experience

Identify technology that enables voting from the same device so that participants do not have to use their own devices or data. This type of platform is surprisingly difficult to find.

Keep the "choose your own adventure" element, but incorporate the actual video. This was not achieved during medium-fidelity prototyping due to time constraints.

Screenings

Integrate and screen within existing school programs (like those referenced in the Multi-Stakeholder forum) at multiple schools.

Consider conducting a Facebook or Instagram live event given that many students suggested screening online or in social media.

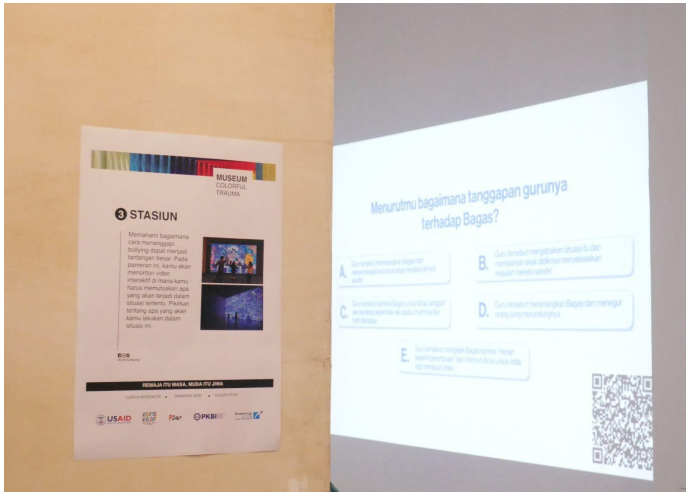
Consider performing the live theater at: the mall, schools / student initiation day / school art performances, public space / city square / tourist locations, youth community event, car free day event, *Lawang Sewu* (an abandoned building that is considered haunted).

Overall experience

Consider working with professional entertainment educators and video creators as the audiences expect a high degree of sophistication and the level of effort for non-professionals is quite high.

DESIGN CONCEPT C

Interactive Video



STANDING QUESTIONS FROM MED TO HIGH- FIDELITY

- How can we amplify the gender component of this concept? What other storylines can be created?
- How can we create a high quality, low-cost video that is easily translatable and adaptable to different settings?
- What specific components of this concept would need adapting to new settings, in addition to language and images that reflect what the audience looks like and their context?
- How can we leverage social media to strengthen concept? Would a live social media event be desirable and feasible?

DESIGN CONCEPT D

Museum: Colorful Trauma

Find more details of the testing results of this concept here (TAB D: MUSEUM)

STANDING QUESTIONS FROM LOW TO MED- FIDELITY

How could we engage more fathers in the experience? Mobilize through schools and ensure that the museum is open during the weekends or non-working hours.

How can we ensure that technology is a tool for inclusion and engagement rather than a barrier to interaction? Provide sufficient guidance and troubleshooting support in case attendees face challenges interacting with tech. The digital interactions in the museum have the risk of being too engaging, drawing attention away from the artwork they were designed to support.

How could this concept be sustainable in the long-term? Explore designing different typologies of museums according to unique levels of internet access, electricity, printing, availability of public spaces, etc. Thus, each museum can be adaptable to the resources that are at hand and can be used. Recruit local artists, artisans and/or curators could be something to explore in high fidelity.

For medium-fidelity the concept was tested in a public space (Kota Lama, Semarang) to assess organic attraction. The museum remained open for two days so that attendees could interact with the exhibits without time pressure.

TESTING

Associated Costs

Venue rental
Tools rental
Virtual reality headsets
Printing
Stationary for station 4
Logistics
Local transportation

Mobilized Participants

Total Adolescents : 15
(Male: 2, female: 13)
Teachers : 3
Parent : 7

REFINEMENTS

Station 1	Station 2	Station 3	Station 4
Remained unchanged.	Segmented the exhibit between: cyberbullying, bullying at schools and bullying at home. Included descriptions of how to recognize these and included printed art, audio testimonials, sculptures and a refined VR headset. Included examples and tools to educate children and parents on gender-based bullying.	No facilitated discussion to assess if live facilitation was always needed.	Guaranteed that information about emotional support and referrals was provided along the experience for adults and children and ensured that there wasn't time pressure for attendees to engage with art creation and the commitment wall.

KEY COMPONENTS

Station 1	Station 2	Station 3	Station 4
Mentimeter Poll, laptops, QR Codes	Art pieces, 360º Video, Audio Testimonials, VR headset, audio equipment	Interactive Video, video projector, speakers, QR codes	Art supplies and commitment cards

Branding: Station descriptions and banners

DESIGN CONCEPT D

Museum: Colorful Trauma

RESULTS & KEY LEARNINGS

BEHAVIORAL VALIDITY

Overall experience

- VYAs preferred to visit the exhibition with friends and not their parents.
- The navigation lacked clarity.

"It'd be better to come with the teacher. Parents tend to be busy, teachers are more familiar with the children and the problems they are facing. The school needs to be involved." - Adult

Station 1

- Technological errors overwhelmed the attendees and overshadowed the true purpose of this station.

"The video in VR hits and it's close to the environment. It's similar to what I experienced when I was at school" - Male adult

Station 2

- General appreciation of having content, descriptions and art pieces segmented by three different types of bullying.
- Increase the number of art pieces that are designed by youth, victims and perpetrators of bullying.
- The virtual reality headsets and the audio testimonials were some of the highest points in the experience, for many.

"A lot the VR was fun and that I can feel and relate to what happened in the video. I read the narration or the stories told at booth 4. I feel empathetic and sad when listening to the testimonial audio about bullying" Adolescent boy

Station 3

- Relatable story. Though discussions and an interactive story would have been appreciated.

"Facilitators should explain about the conclusion or moral value of this video or story." VYA

Station 4

- Similarly to Denpasar, attendees valued the opportunity to express themselves through art and generate commitments for the future.

"Station 4, because I want to create what bullying is with creative methods and can hone creativity." Female VYA

RECOMMENDATIONS FOR HIGH-FIDELITY TESTING

Overall experience

Improve layout and experience pathway.

Create “Visitor Personas” to understand who the visitors could be and what they want from the experience.

Layer the experience.

Identify existing social norms related to bullying.

Station 1
In both the lo-fi and med-fi prototypes, this station presented problems. We must reimagine this station in order to positively engage participants from the start.

Station 2
Incorporate different type of art expressions and have art that has been designed by relevant actors.

Station 3
Ensure that there are two ways to approach the experience, an individual one without facilitated reflection and another one that encourages discussion with the group. The interactive component of the concept is a fundamental imperative that shouldn't be removed.

DESIGN CONCEPT D

Museum: Colorful Trauma

RESULTS & KEY LEARNINGS

LOGISTICAL & TECH. FEASIBILITY

Overall experience

- The higher the number of tech components that are part of the exhibition, the higher the troubleshoot and guidance support that's needed.
- The exhibition attracted people organically without the need of being mobilized.

"Interesting, because education like this is very rarely found with the concept of education but can build closeness with children, and at the same time can provide a real picture of this bullying" Female VYA

"Cool, fun, when listening to audio. I was happy to hear stories through audio testimonials, it makes me sad and empathetic to friends who are bullied. But I was confused when I wanted to enter the museum because there were no directions" Male VYA

REPLICABILITY FEASIBILITY

Overall experience

- Conducting the event in a public space did not translate into increased organic participation.

Activity 3:

- Live performances can be easier to replicate in low-resource settings.

RECOMMENDATIONS FOR HIGH-FIDELITY TESTING

Overall experience

Develop an execution canvas: Include planning, executing and post-execution sections with roles and responsibilities, tasks and materials to put in place for each of these phases.

Analysis of alternatives.

Design for diverse experiences.

Overall experience

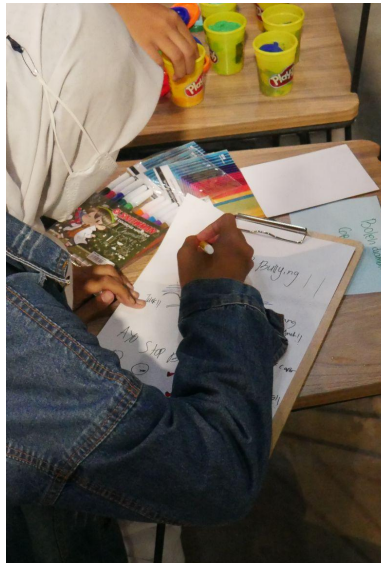
Execute the festival at schools.

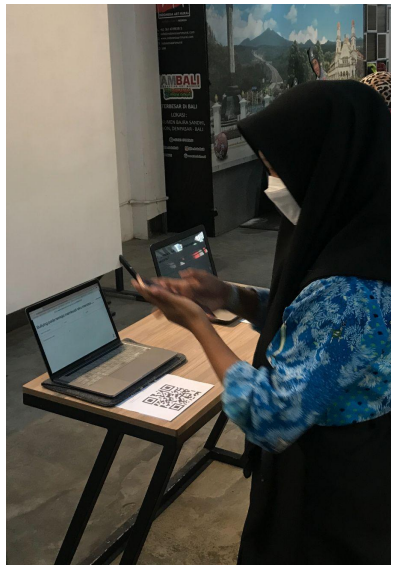
Test a second version of the event that relies on social media marketing and organic attraction.

DESIGN CONCEPT D

Museum: Colorful Trauma

Click here to see a video of the exhibition





STANDING QUESTIONS FROM MED TO HIGH- FIDELITY

- How might we call attention to social norms related to bullying? How might we introduce new social norms to the attendees of the museum?
- Should the flow through the exhibit be focused on a pathway that strengthens, weakens, broadens, narrows, and/or diffuses norms to VYAs, parents and teachers? Or continue the path of recognize, empathize, equip and envision alternative futures?
- What kinds of programs will best meet the community's needs? Collections? Long-term Exhibits? Temporary Exhibits? Classes? Lectures? Demonstrations? Publications? Online activities?

DESIGN CONCEPT E

Safe Schools Toolkit

Merged three stand-alone concepts (teacher training, teacher recognition and reporting system) from low-fidelity into a new diagnosis/assessment concept to involve all the key stakeholders in the school (parents, teachers, students, headmasters and other staff members from the school). This concept was tested as a low-fidelity 'proof of concept' to gather initial desirability from VYAs, teachers and headmasters.

Note: Further testing for this concept is recommended with a larger sample of stakeholders and execute a whole evaluation and implementation of recommendation cycle. Created a web-based toolkit that complements the Child Friendly School Program by providing an internal diagnosis to implement at schools with tailored solutions depending on key opportunity areas of each school.

STANDING QUESTIONS FROM LOW TO MED- FIDELITY

- Does it make more sense to focus on teacher champions/specialists rather than trying to train every teacher? May be more effective but may reduce the impact?
- Would parents engage with the reporting system? Is the reporting system a value-add? How could it be integrated into existing structures?
- How can we ensure the consistent engagement in the program and prevent it from becoming a burden? How might we prevent the program's success being reliant on a few key individuals?
- Who must approve a program like this one?
- What is the top-down approach that should be followed for successful execution? How might we build more connection between teachers and students and better understand both of their needs?

Note: Due to the evolution of this concept, further testing will be needed to answer some of these questions

TESTING

Associated Costs

- Web Designer
- Testing team (1:1 interviews and FGD)

Mobilized Participants

16 People

- 1 Headmaster
- 10 Teachers
- 5 VYAs
  - Boys: 3
  - Girls:2

REFINEMENTS

Step 1: Pre-screening

This step is designed for Headmasters or key decision makers at the school. The pre-screening helps understanding whether the school would benefit from implementing this toolkit or not.

Step 2: Diagnosis

Students, parents, principals, teachers and other school staff members evaluate the current state of the school environment in relation to: Gender equality, Bullying, Support System. This is done through a series of online questionnaires.

Step 3: Roadmap

The toolkit generates a customized roadmap for schools based on critical areas to focus on based on input from students, parents, principals, teachers and other staff. There's potential to include relevant design concepts from this activity into the roadmap (Family Class, Festival, Museum, etc.).

Step 4: Post-evaluation

Conduct a follow-up assessment to measure improvement.

KEY COMPONENTS

Note: We tested the idea of a task force (A mixed team between teachers, counsellors, students and parents) in schools that could own the implementation of this strategy vs. the initial idea of involving all the teachers for the teacher training and teacher recognition design concepts. Given that some schools already have task forces that address bullying or guarantee the application of the Child Friendly School principles, these structures could be leveraged to ease the adoption of this concept in schools.

Website: Here

Find more details of the testing results of this concept here (TAB E: SAFE SCHOOLS TOOLKIT)

DESIGN CONCEPT E

Safe Schools Toolkit

RESULTS & KEY LEARNINGS

BEHAVIORAL VALIDITY

Overall experience

- One of the main problems related to bullying in schools is the difficulty for both students and teachers in identifying what should be classified as bullying and what should not.

"Teachers do not understand bullying comprehensively (the boundaries of bullying) and there's a difficulty reaching out to students. It can be difficult to get students to fill out questionnaires" Teacher

- Students appreciated the anonymous nature of the assessment that's part of the toolkit. However, teachers were hesitant about it.

"Students can't tell the difference between joking and that is the purpose of bullying." Teacher

- Diagnosis and tailored solutions adapted to the needs and resources of each school.
- One of the aspects that was naturally highlighted by all the interviewees was the need to include a bullying reporting mechanism in the toolkit.

"Bullying agents do not yet know the definition of bullying well so they are still wrong in identifying cases." Teacher

- Concerns about needing external support or an independent agent to conduct the assessment.

"Teachers tend to be honest, students tend to be afraid so it is possible for students to fill in the ideal conditions (students are difficult to open up)." Teacher

- Similarly as experienced in Denpasar, the level of awareness about gender inequity was low. For many, particularly adults, it is not a critical problem to address.
- The Child Friendly School recognition is perceived differently by the principal, the teachers and the students.

"It is not only a tool to detect it, but a solution is given. So that when students report they can also get a solution or the teacher will get access to information to find out which students have been bullied so that the teacher knows how to handle it. There needs to be a clear measuring tool to find out the value or implementation results." Teacher

RECOMMENDATIONS FOR HIGH-FIDELITY TESTING

Incorporate the following features on the website:

- A reporting mechanism that provides an option of anonymous reporting with immediate action items.
- Include a definition of bullying and examples before starting the diagnosis or reporting a case of bullying.
- Add gender awareness-raising content/guidance to promote and encourage a general understanding of gender-related challenges, before completing the diagnosis forms. Show how values and norms influence the reality at school, reinforce stereotypes and support the structures that produce inequalities
- Proven behavior change strategies for the roadmap section and relevant design concepts from this project
- Tabulated results from the diagnosis to provide a wholesome picture of gender based bullying

Conduct interviews with other headmasters, with the Education Department and leaders of the Child Friendly School Program: Continue evaluating desirability of leadership while testing the diagnosis and recommendations with schools (teachers, staff, parents and students).

Integrate physical components into the toolkit to help bridge virtual reporting and what takes place in day-to-day interactions: Some schools have already implemented anti-bullying campaigns and have placed posters and conducted other programs to tackle this problem. For higher fidelity it could be helpful to find ways of integrating some of the current strategies with the toolkit.

DESIGN CONCEPT E

Safe Schools Toolkit

RESULTS & KEY LEARNINGS

LOGISTICAL & TECHNICAL FEASIBILITY

Overall experience

- Designing a digital platform requires a high investment early in development, but this decreases once it is launched. This may be an avenue to explore in environments where internet access is not a limitation.
- Due to the fact that the first version of the toolkit was only a proof of concept, for future tests, it is recommended to validate how long the implementation of the entire toolkit would take and thus be able to clearly share the investment in terms of time and effort necessary to adopt it.
- One of the biggest feasibility concerns for implementing the toolkit is funding the recommendations provided by the roadmap.
- Involving and leveraging the Agents of Change, the Student Council or other existing task forces in schools is key to the execution of a concept like this.

"One year for the trial, if you have seen the results, it may be possible to carry out a continuous assessment according to class or level. (...) then it can be adjusted again to the conditions/needs of the school. You can first start per class (not all elements of the school)." Teacher

"If there are findings related to bullying, the school is willing to report it to the office because there is a possibility of getting funds from the office." Teacher

"Involving parents might be difficult because there are some parents who do not understand technology, are busy at work, difficult to communicate with. They leave everything to the school." Teacher

REPLICABILITY FEASIBILITY

Note: As this concept was tested at low fidelity in Semarang (proof of concept), further testing is required to get more evidence about how feasible it would be to implement a toolkit like this one at schools. We will focus on understanding this layer of the concept during the next iteration.

RECOMMENDATIONS FOR HIGH-FIDELITY TESTING

Overall experience

Understand further if this concept should be complementary to the Child Friendly Schools Program or a separate toolkit.

Potential to include other prototype concepts (e.g., family class, interactive video, etc.) as recommendations depending on the diagnosis. Test this further.

This concept needs to be validated with parents. Some teachers shared the concern about involving them due to barriers with technology, access to internet and time availability.

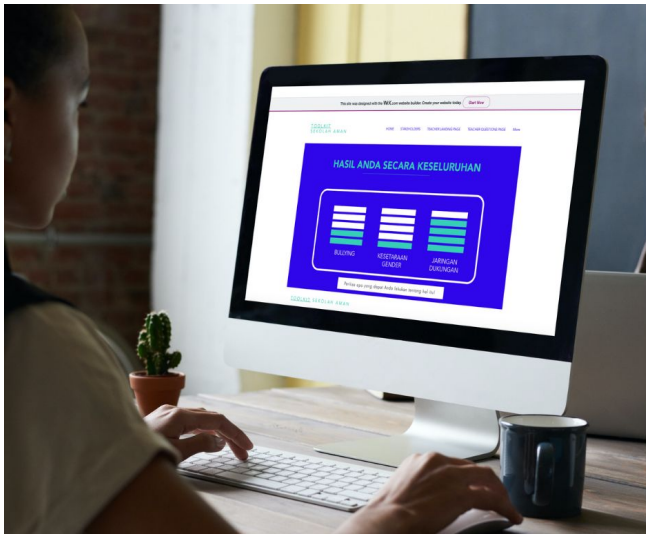
"The Agents of Change are a task force that ideally should be appointed by students, but in reality, it's now appointed by teachers who identify reliable students to be part of the group. In total there are 8 to 9 teachers [sometimes outside experts, facilitators are invited to be part of it]." Teacher

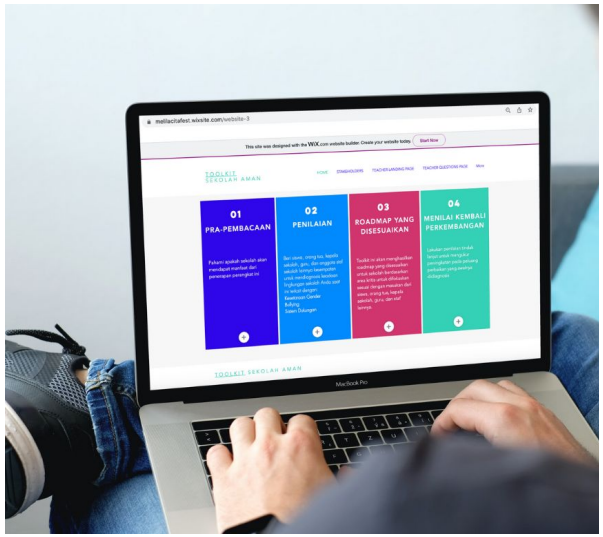
Overall experience

Test at a low scale but for a longer time-frame: Since the concept was initially validated on a very small scale and fidelity, it should be tested over a longer timeframe at one or multiple schools.

DESIGN CONCEPT E

Safe Schools Toolkit





STANDING QUESTIONS FROM MED TO HIGH- FIDELITY

- How might we highlight the social norms of other schools? Would incorporating a sense of comparison among schools motivate schools to behave in different ways or perform better in future diagnosis?
- How can we ensure the constant engagement in the program and avoid that it becomes a burden?
- What would be a representative sample to consider that the diagnosis is reflects the reality of the school?

DESIGN CONCEPT F

Multi-Stakeholder Forum

Find more details of the testing results of this concept here (TAB F: MULTI-STAKEHOLDER FORUM)

STANDING QUESTIONS FROM LOW TO MED- FIDELITY

How can we level-set about gender?
Participants shared their personal experience with gender inequity, which partially revealed their understanding of the topic. There was insufficient time to level-set about gender equity, but there is still a need to do so.

How can we coordinate with existing programs to provide meaningful content?
Existing school-based and health-center based programs surfaced as potential areas for collaboration, including Setara.

How can we assess for real commitment?
Engagement and interest from participants was strong. Participants agreed to socialize the concept with their superiors and to meet again. A short-to-medium term plan is required to assess for/secure commitment.

How can we celebrate families who are positive deviants for gender equity at the village level? Opportunities for collaboration centered mostly within schools, so the model family concept did not quite fit into this context. However, this bears exploration for high-fidelity testing.

The Multi-Stakeholder Forum convenes leaders from key public departments to leverage and strengthen existing programmatic infrastructure to create gender equitable environments for VYAs.

TESTING

Associated Costs

Meeting space
A/V equipment
Snacks/meals
Post-its, markers, pens, paper, etc.
Transportation for participants
Printing
Participant and staff time

Mobilized Participants

Education department (2)
School headmasters (2)
Health department (1)
Family Planning department (1)
Child Protection & Women Empowerment department (1)

REFINEMENTS

Convened 7 representatives from institutions for a half-day, in-person workshop.

Shared overview of low-fidelity activities, prototype concepts and learnings from Denpasar.

Facilitated a program mapping session to uncover opportunities for collaboration and strengthening existing programs.

KEY COMPONENTS

Facilitator guide
Slides
Meeting notes

DESIGN CONCEPT F

Multi-Stakeholder Forum

RESULTS & KEY LEARNINGS

BEHAVIORAL VALIDITY

Overall experience

- All participants recognized bullying as an issue that needs addressing. Agreed that schools and parents have a significant role in addressing this and identified specific programs. School-based interventions around bullying tended to dominate the discussion.

"Regarding bullying, there are two important matters: prevention, and how to handle it." Middle school headmaster who conducted his dissertation on bullying.

- Interest appears genuine, with specific opportunities to strengthen existing programs with prototype concepts identified. Prioritized the Family Class, Interactive Video, and Safe Schools Toolkit as high potential areas for collaboration.

"What we have right now is the Agents of Change program. Maybe we can expand that to include anti-bullying." Headmaster.

LOGISTICAL & TECHNICAL FEASIBILITY

- Meeting in person fostered a higher level of engagement and productivity than previous virtual meetings.
- The Child Protection and Women Empowerment department rep. mentioned funds that communities can decide how to use, signaling interest and potential willingness to invest.
- Advanced planning is required as stakeholders need time to adjust their schedules, especially if an ongoing commitment is desired.

"There are many opportunities for collaboration. If the schools or communities implement them, the education department can support." Education department representative

REPLICABILITY FEASIBILITY

- Securing audiences with key stakeholders is highly dependent on existing relationships with the local partner (PKBI).
- It may be difficult to integrate into/ implement across multiple schools simultaneously if each of them has their own program/s.

RECOMMENDATIONS FOR HIGH-FIDELITY TESTING

Propose monthly meetings, or agree to meet weekly for 4-6 weeks during high-fidelity testing to co-create a strategy and implementation plan with stakeholders.

Create a multi-stakeholder forum charter and solicit a formal commitment, at least for a trial period. Interest appears genuine, but this needs to be substantiated.

Identify appropriate community-level forum so that the efforts are not just about strengthening schools' programs.

Meet 1:1 with administrators to capture details on key programs listed to begin planning for high fidelity testing of program integration/strengthening. For example, what are the details of the Agents of Change program and how can we strengthen it/incorporate a gender component?

Continue engaging with the Semarang headmaster who wrote his dissertation about bullying. A very active participant, he could be a strong ally in this initiative.

Identify appropriate community-level forum so that the efforts extend beyond the school setting.

Learn about the budgeting process/cycle of different departments and how initiatives are funded.

DESIGN CONCEPT F

Multi-Stakeholder Forum

STANDING QUESTIONS FROM MED TO HIGH- FIDELITY

- Given that little is known about effectiveness of existing programs, if we integrate/strengthen their programs with ours, is there willingness for us to help assess effectiveness?
- Do the higher-ups support this initiative?
- Is there traction at the village level and health sector as well, in addition to the education sector?
- What does sustained multi-stakeholder forum actually look like? Now that we've identified the opportunity, what is the plan, what is the charter, what is the ask?
- Where will this forum live?
- Could we actually access the funds mentioned by the Child Protection and Women Empowerment department?

04.
Next Steps

This section provides an overview about next steps for high-fidelity testing.

Click here to return to Page 2: Contents

High-fidelity testing

The six concepts that passed the medium-fidelity design gate will advance to high-fidelity testing where they will be assessed for *scalability*. Scalability will largely be assessed by the ability of these concepts to work together as a package, in addition to the level of institutional support and buy-in for this package. In contrast to the previous design sprints, high-fidelity testing will take place over the course of 4-6 weeks. The number of sites and precise dates are yet to be determined. Key activities and **deliverables** include:

REFINE CONCEPTS AND PREPARE HIGH FIDELITY PROTOTYPE PACKAGES	Refine design concepts based on user feedback from medium-fidelity and ensure that the components of the concepts are supported by behavioral theory. Prepare the prototype packages for in-country testing.
DEPLOY & SUPPORT TESTING; CREATE DESIGN & TEST REPORT	In-person support for prototype setup and deployment. Remote support for post-launch monitoring. Synthesis of results of high-fidelity testing and creation of a Design & Test Report.
INTERVENTION PACKAGES FOR PILOTING	Create full package of interventions, complete with materials, that can be piloted and adapted to other contexts.

Key considerations for high-fidelity testing

- How (well) does the design deliver on the intent?
- How can we leverage social media to strengthen these concepts as a cohesive package?
- How can we amplify the gender component of each concept and across concepts to most effectively surface and address gender norms?
- How can we expand beyond the very viable school setting and into communities?
- How can we work together with other existing programs and partners (government and NGOs, including Rutgers Indonesia) to ensure complementarity?

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Get in touch!

Breakthrough ACTION

@BreakthroughAR

@Breakthrough_AR

200 Massachusetts Ave NW.
Washington, DC 20002

info@breakthroughaction.org

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Breakthrough ACTION
FOR SOCIAL & BEHAVIOR CHANGE

Appendices

1. Footnotes

[1] WHO. Health for the World's Adolescents A second change in the second decade. Geneva: WHO; 2014

[2] Save the Children (2020). Very Young Adolescent Sexual and Reproductive Health Landscape: Where are we now? Where do we go from here?

[3] Kaagesten A., Gibbs S., Blum R.W. Understanding factors that shape gender attitudes in early adolescence globally: A mixed-methods systematic review. PLoS One. 2016 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5612022/

[4] *https://tunasmekar.org/about-balinese-gamelan/about-shadow-plays*

2. Hyperlinks to relevant documents

Intent Setting

- Part 1
- Part 2
- Intent Statement with How Might We questions

Capacity Strengthening

- Part 1 (virtual)
- Part 2 (in-person)

Co-design Workshops

- Day 1 Agenda: VYAs
- Day 2 Agenda: Adults
- Concepts from idea generation workshops

Low-Fidelity Debrief

Medium-Fidelity

- **Adaptation Workshops:** Agendas, templates and debriefs
- **Detailed Prototype Results from Low-Fidelity**