Breakthrough ACTION

Human-Centered Design to Promote a Gender-Equitable Environment for Very Young Adolescents in Indonesia

Design & Test Report: High-Fidelity Prototyping

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USAID FROM THE AMERICAN PEOPLE

JOHNS HOPKINS BLOOMBERG SCHOOL of PUBLIC HEALTH

PKBI BALI

JOHNS HOPKINS Center for Communication Programs

ThinkPlace

Breakthrough ACTION FOR SOCIAL & BEHAVIOR CHANGE

Contents

Acronyms

CCP	Johns Hopkins Center for Communication Programs
CDT	Core design team (composed of CCP, ThinkPlace, PKBI Bali, and GEAS)
DRC	Democratic Republic of the Congo
GEAS	Global Early Adolescent Study
HCD	Human-centered design
MOU	Memorandum of understanding
PKBI Bali	PKBI Bali - Perkumpulan Keluarga Berencana Indonesia (Indonesian Planned Parenthood Association)
PKK	Pemberdayaan Kesejahteraan Keluarga (Family Welfare Empowerment)
SOGIESC	Sexual orientation, gender identity, gender expression, and sex characteristics
SRH	Sexual and reproductive health
VYA	Very young adolescent

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Photos from co-design and high-fidelity testing in Denpasar, Indonesia:
1) Exhibition, 2) Co-design workshop, 3) Family Space, 4) Interactive Video screening during the Exhibition

01. *Executive Summary*

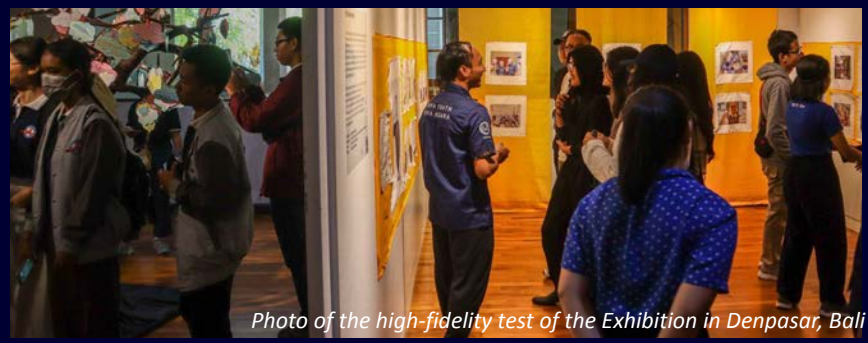

Photo of the high-fidelity test of the Exhibition in Denpasar, Bali

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Design challenge: How might we design a supportive gender-equitable environment for very young adolescents to grow and thrive in Indonesia?

Document overview

This report contains a process overview, results, and recommendations from the low-, medium-, and high-fidelity Design & Test sprints in Denpasar and Semarang, Indonesia, which were conducted to design a package of solutions that create a gender-equitable environment in which very young adolescents (VYAs) can grow and thrive.

Project rationale

Gender inequities are key determinants of morbidity and mortality. Although gender norms and social expectations are shaped at a young age and intensify throughout adolescence, gender-focused programming tailored to VYAs 10–14 years of age is lacking. Further, most interventions focused on gender equity are individual-level approaches that do not address key levels or influencers in the VYA environment. The design challenge aims to fill that gap and complement existing programs, such as the Setara[1] sexual and reproductive health (SRH) program for VYAs in Indonesia.

Project partners

The following partners worked together on the project team to co-design, test, and refine the package of solutions:

CCP: The Johns Hopkins Center for Communication Programs, the Breakthrough ACTION consortium lead.

GEAS: The Global Early Adolescent Study, of which Johns Hopkins Bloomberg School of Public Health is a lead partner. GEAS evaluated the Setara program that this design challenge aims to complement.

PKBI Bali: The local implementing partner subcontracted by CCP. PKBI Bali was also the local implementing partner for the Setara program, and it is well-known in Denpasar for its KISARA program, which trains 10- to 24-year-old volunteers who study SRH issues to be young facilitators, educators, advocates, and counselors.

ThinkPlace: The human-centered design (HCD) lead for Breakthrough ACTION.

[1] https://rutgers.id/en/setara-stories/setara-brings-new-era-of-sexuality-and-reproductive-health-education/

Approach

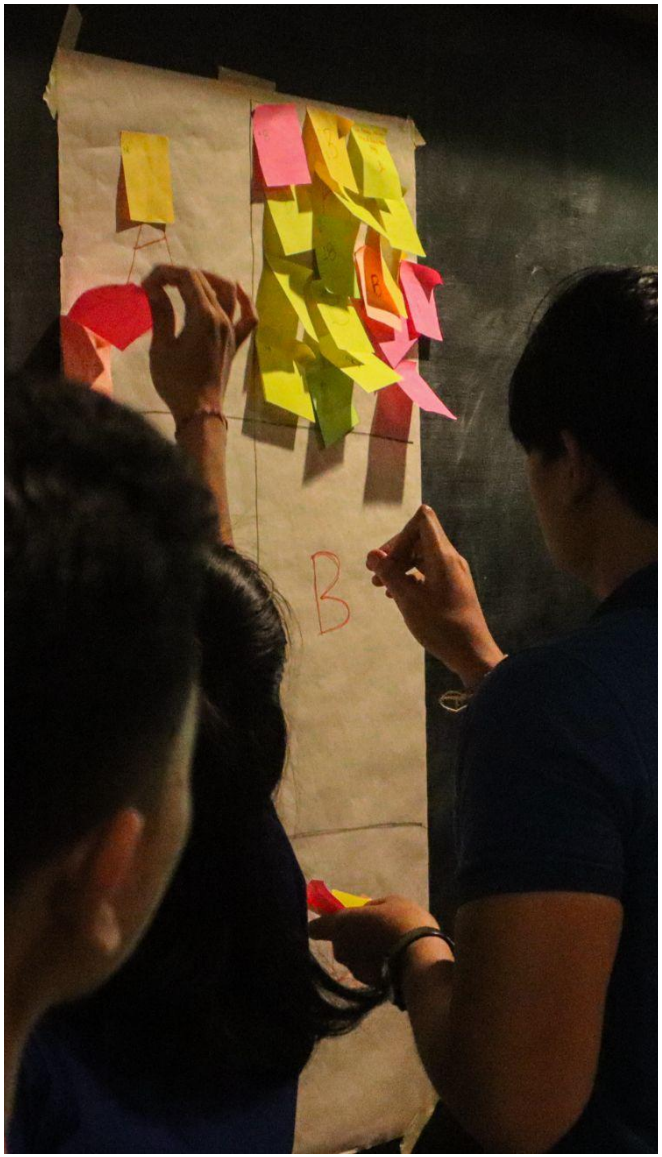


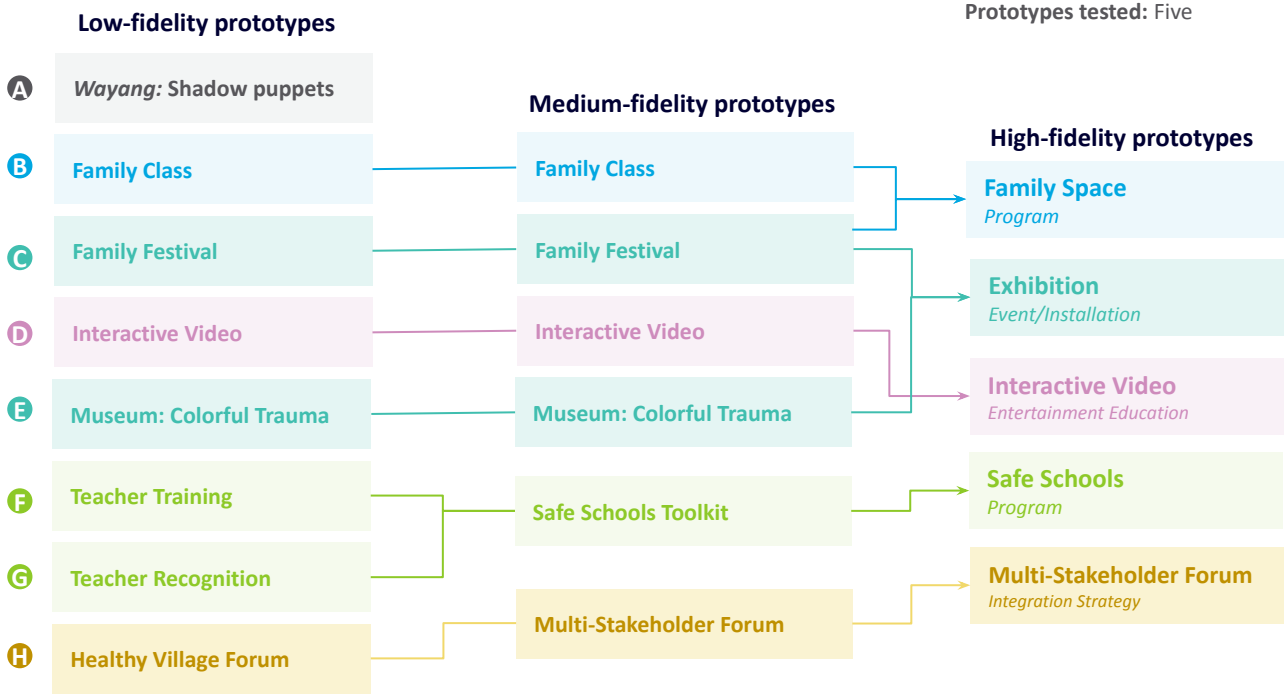
Photo of participants voting during the Interactive Video screening at the Exhibition

Breakthrough ACTION led partners and local stakeholders through an HCD process to develop a multilevel package of interventions that reinforce each other and span key audiences across the VYA environment. The team engaged in three Design & Test sprints across low, medium, and high levels of fidelity, testing different components of each prototype and validating and strengthening other aspects.

Low-fidelity: ***Desirability***
Site: Denpasar, Bali
When: July 2022
Co-design: 2 days
Prototype building: 3 days
Testing period: 6 days
Prototypes tested: Eight

Medium-fidelity: ***Feasibility***
Site: Semarang, Central Java
When: August 2022
Co-design: 1-day adaptation workshop
Prototype building: 3 days
Testing period: 5 days
Prototypes tested: Six

High-fidelity: ***Potential for Scalability***
Site: Denpasar, Bali
When: May–July 2023
Co-design: 4 days
Prototype building: 4–6 weeks (asynchronous virtually)
Testing period: 4–6 weeks
Prototypes tested: Five



Overview of prototypes tested at high-fidelity

Family Space: A progressive series of five classes for caregivers and VYAs, this concept focuses on strengthening caregiver-adolescent relationships, surfacing gender norms, and creating space for critical reflection and discussion.

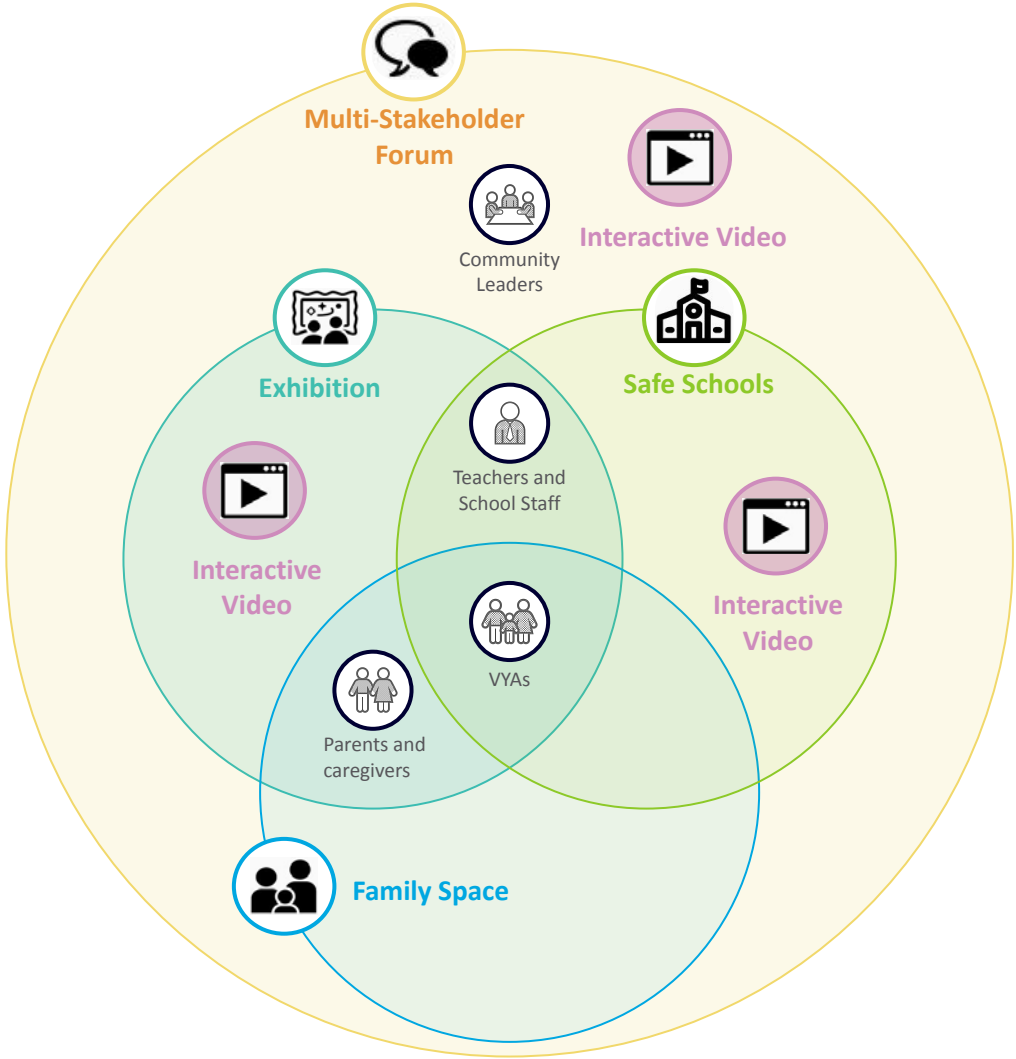
Exhibition: The Exhibition provides an interactive and immersive art experience for adults and VYAs to understand bullying and gender-based bullying, empathize with VYAs, release and express their emotions through participatory art, and engage in a community dialogue around gender norms.

Interactive Videos: Designed for community leaders and school staff, these videos are embedded with "choose your own ending" decision points that aim to initiate collective identification, reflection, and discussion about gender norms.

Safe Schools: A whole-school program for middle schools that complements existing bullying prevention programs and aims to equip schools to respond to bullying in a gender-equitable way through three main components:

1. Training for faculty and staff
2. Reporting system for VYAs
3. External referral system for complex cases

Multi-Stakeholder Forum: An approach for integrating the package within local programs and initiatives, the forum is a steering committee-type convening of village leaders that aims to increase knowledge and gender-equitable attitudes among community leaders and provide a gateway for package implementation and prioritization of gender-equitable programming.



This diagram illustrates how the prototypes collectively reach key audiences across the VYA environment and provide multiple exposures to the interventions within a community.

Theory of change

By addressing gender norms

- Girls/women should remain "pure" and "innocent" (virginity and menstruation).
- Girls need their parents' protection more than boys (girls are vulnerable, and boys are not).
- Boys should be tough and not cry or ask for help.
- It is important for boys to show they are tough even if they are nervous inside.
- Boys and girls face different expectations for their appearance based on their gender.

and using proven change mechanisms

1. Role modeling
2. Diffusing positive social norms
3. Highlighting social normative decision making
4. Building empathy
5. Envisioning alternative futures
6. Participating in collective reflection and discussion
7. Building supportive regulatory environments
8. Involving multiple sectors (health, education, child protection, local administrations, etc.)
9. Confronting power imbalances

throughout a comprehensive intervention package

- Multi-Stakeholder Forum
- Interactive Video
- Exhibition
- Safe Schools
- Family Space

that spans the VYA environment,

- Government departments
- Community leaders
- Schools
- Families and caregivers
- VYAs

we create a more supportive environment for boys and girls that helps improve their health and well-being.

Cross-cutting intermediate outcomes

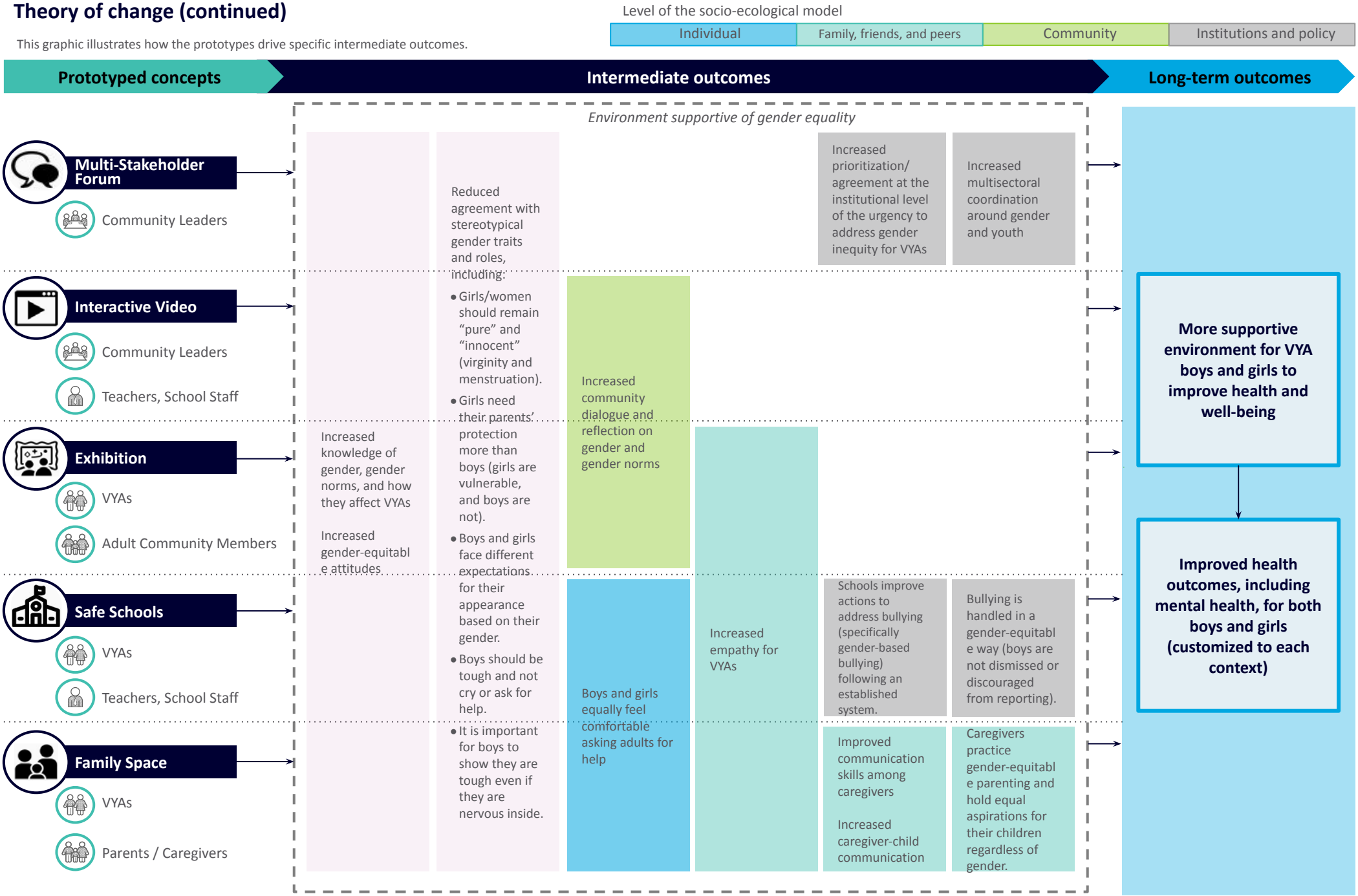
- Increased knowledge of gender, gender norms, and how they affect VYAs
- Increased gender-equitable attitudes

Long-term outcomes

- Improved health outcomes, including mental health, for both boys and girls (customized to each context)
- More supportive environment for VYA boys and girls to improve health and well-being

Theory of change (continued)

This graphic illustrates how the prototypes drive specific intermediate outcomes.



Testing highlights

Family Space

Designed for caregivers and VYAs, the Family Space serves as a dynamic class for the whole family as evidenced by entire families showing up, including fathers and siblings. The empathy-based card game (an adaptation of Breakthrough ACTION's Empathways cards) was universally enjoyed and considered valuable. It is feasible for participants to learn about the Family Space during the Exhibition or from their schools (if they are participating in the Safe Schools program).

Exhibition

The Exhibition was perceived as a highly novel concept that attracted nearly 400 visitors across different key audiences, including VYAs, school faculty and staff, parents, and community members. Given its ability to engage wide audience, the Exhibition can serve as a kick-off or launch point for the other prototypes.

Interactive Videos

This video is adaptable and customizable to reach key audiences within existing offerings, including Safe Schools, Exhibition, and the Multi-Stakeholder Forum.

Safe Schools

Participants—including teachers, guidance counselors, school principals and vice principals—universally regarded the training as engaging and valuable due to the interactive facilitation and new, relevant content.

Multi-Stakeholder Forum

The overall package resonated with village leaders, including a memorandum of understanding (MOU) that would set the stage for a longer-term collaboration for piloting and implementing.

Pilot package

All five prototypes tested at the high-fidelity level are incorporated into a pilot package that can be adapted to other contexts. This package includes:

Adaptability and organizational guidance
Guidance for recommended organizational needs/capacity to implement the whole package, tie into existing systems, and adapt to new contexts.

Implementation guidance and tools
Including when and where, inputs and resources, activities, planning checklist, facilitator guides, and materials.

Evaluation plan
Guidance for evaluating the pilot program that follows the RE-AIM Framework[2] – a framework that uses five key outcomes – Reach, Effectiveness, Adoption, Implementation and Maintenance – to guide program evaluation. It does not include evaluation tools but provides examples of tools that can be adapted.

This package is designed to complement individual-level approaches to improve VYAs' health and well-being by engaging their parents and communities, as well as relevant education/local political systems and institutions, to create a gender-equitable environment within which VYAs can grow and thrive.

2. Find more information about the RE-AIM framework at re-aim.org.

02. *Approach*

This section describes the background, approach, and methods used to leverage findings from the formative research completed by the GEAS and create concepts that fit the needs, desires, and behaviors of VYAs and other key audiences. It also describes how the prototypes drive innovation by reaching new audiences in new ways.

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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 SRH. 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 Global Early Adolescent Study[2] (GEAS) and separate reviews completed through prior Breakthrough ACTION 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 SRH of VYAs (aged 10–14) identified a need for greater attention to embedding VYA programming in systems and implementing multilevel interventions.[3] 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.[4]

Breakthrough ACTION led an HCD process in two countries that are part of GEAS's multiyear 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. The results of the low-fidelity Design & Test sprint in the DRC are available here.

[1] WHO. (2014). Health for the world's adolescents: A second change in the second decade. https://www.who.int/publications/i/item/WHO-FWC-MCA-14.05
[2] Global Early Adolescent Study. Retrieved August 24, 2023, from https://www.geastudy.org/
[3] Save the Children. (2020). Very young adolescent sexual and reproductive health landscape: Where are we now? Where do we go from here? https://resourcecentre.savethechildren.net/document/very-young-adolescent-sexual-and-reproductive-health-landscape-where-are-we-now-where-do-we/
[4] Kaagesten, A., Gibbs, S., & Blum, R. W. (2016). Understanding factors that shape gender attitudes in early adolescence globally: A mixed-methods systematic review. PLoS One. https://pubmed.ncbi.nlm.nih.gov/27341206/

Project approach

Breakthrough ACTION leveraged insights from the GEAS research (which includes its evaluation of the Setara[5] program) and the evidence base of VYA programming to identify opportunity areas to explore in a co-design process with local partner PKBI Bali—*Perkumpulan Keluarga Berencana Indonesia* (Indonesian Planned Parenthood Association)—and youth representatives. The central design challenge was the following:

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

The prototypes assessed for desirability during low-fidelity testing were designed by young people and other key stakeholders and thus guided by their needs, interests, and creativity. The concepts went beyond the individual adolescent and considered interventions for key influencers of VYAs, including caregivers, family members, teachers, and community leaders, in addition to integration with systems and other structural factors affecting gender norms across the socio-ecological model. The concepts were then refined and tested two more times over medium- and high-fidelity testing in Semarang, Central Java and Denpasar, Bali to assess for feasibility and potential for scalability, respectively. Testing was assessed primarily through the use of exit interviews as well as facilitator and implementer observations.

[5] Rutgers International. (2021, September 17). Explore4Action. Retrieved August 24, 2023, from https://rutgers.international/programmes/explore4action/

At the conclusion of high-fidelity testing, Breakthrough ACTION packaged the interventions that proved to be desirable, feasible, and scalable for use by partners to seek funding for piloting and ultimately implementation.

The pilot packages include adaptation and implementation guidance and tools based on testing, all the needed physical assets of each intervention (e.g., graphical pieces for in-country printing, discussion guides), and an evaluation plan for assessing the pilot. The packages will be disseminated 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, feasible, and scalable
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, while convergence evaluates them and drives decision-making. Both are important. The approach to ensuring human-centered co-design draws inspiration from the Four Voices of Design Model © created by ThinkPlace. The intention of leveraging this model is to suspend the power that comes from rank and ensure that all participants have equal power and opportunity to contribute. Therefore, one of the first steps was to establish a core design team (CDT): a multidisciplinary group that coalesces the four voices of design—intent, design, experience, and expertise—and the necessary diversity of skills and experience to drive the process.

The voice of expertise included behavior change, health, and gender experts and ensured that the change being designed was theoretically viable. **(CCP, GEAS, and PKBI Bali)**

The voice of experience was represented by Indonesian youth and PKBI Bali. These voices contributed real contextual and practical knowledge. **(Youth representatives and PKBI Bali)**

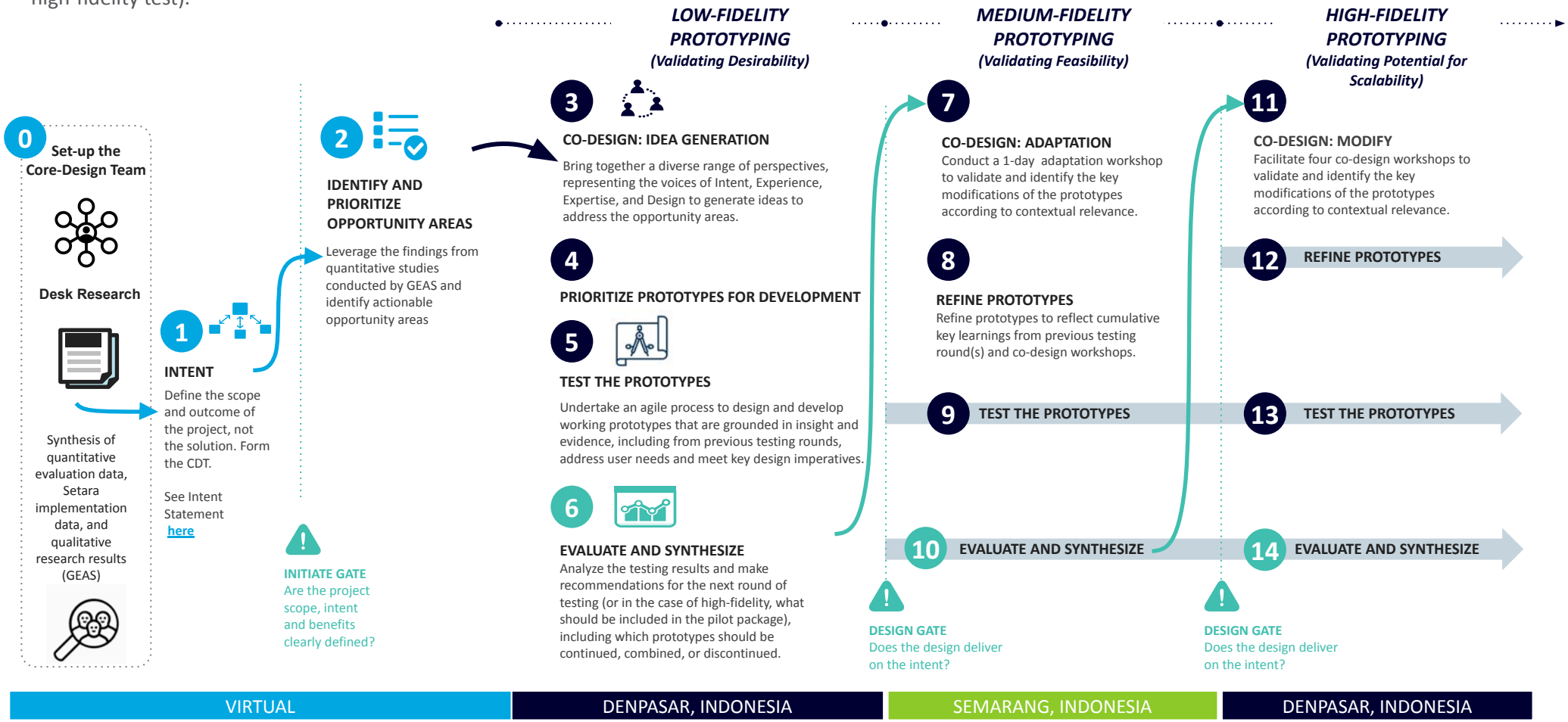
The voice of intent set direction and guided key decision making to ensure alignment with original project goals and to VYAs' desired future experience. **(CCP and GEAS)**

The voice of design acted as a broker for the other voices and ensured all were heard in the right balance. These voices were those 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)**

Photo from the second round of co-design in Denpasar, Bali, Indonesia

Process 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 and then decisive action about which to execute. The process requires practitioners to get visual and tangible as quickly as possible to externalize ideas, accelerate collaboration, and 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).



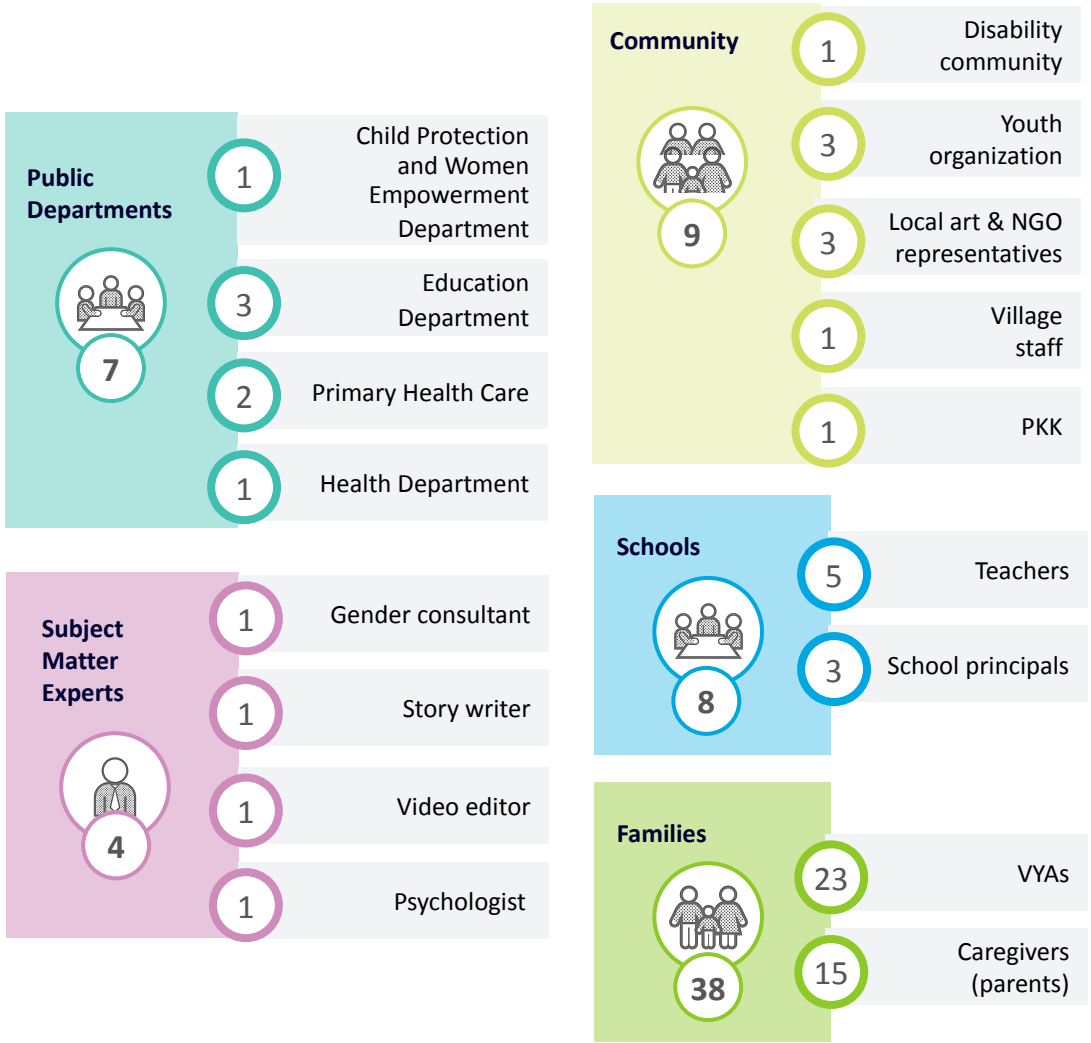
Amplifying co-design for high-fidelity testing

The CDT conducted an additional round of co-design in Denpasar in March 2023 prior to high-fidelity testing. The goal was to amplify the voice of the intended audience prior to the final round of testing, and to learn from facilitators and implementers who had emerged as important for scaling this package. Activities included:

- Two days of capacity strengthening with local partner PKBI Bali.
- Four days of co-design with three key audiences each day. One full day was dedicated to each prototype, with the exception of the Multi-Stakeholder Forum due to the working group nature of the prototype and the limited availability of those participants.

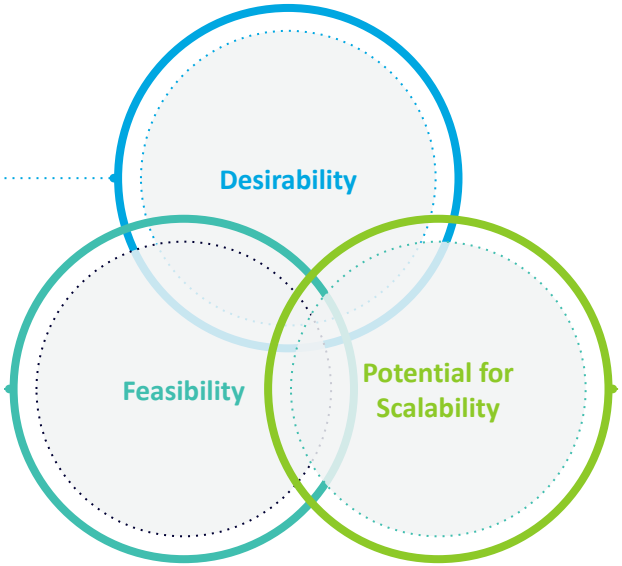
The focusing questions for each prototype and for each audience perspective centered on what needs to happen before, during, and after the actual intervention from the perspective of the end users, facilitators, and implementers in order to generate their engagement while achieving the target high-fidelity indicators.

Co-design participants included families, schools, public departments, subject matter experts, and community experts. The key learnings that emerged are reflected in the overview for each prototype. (Detailed breakdown of participants available here.)



How were desirability, feasibility, and scalability validated?

The Prototyping and Testing process was conceived in three phases: a low-fidelity phase with a focus on validating the prototypes' desirability, a medium-fidelity phase focused on validating their feasibility, and a high-fidelity phase focused on validating their potential for scalability.



LOW-FIDELITY—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 the 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.

MED-FIDELITY—INDICATORS OF FEASIBILITY *(VALIDATED IN SEMARANG)*

BEHAVIORAL VALIDITY	If the concept has the potential to positively affect 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.

HIGH-FIDELITY—POTENTIAL FOR SCALABILITY *(VALIDATED IN DENPASAR)*

CONTENT	If the content is appropriate and desirable for the audience. Does it reflect our hypotheses? What will the audience take away? Does the content work for facilitators and implementers?
PLACE AND AUDIENCE REACH	Does it have the potential to reach many people over time? Who is it reaching and are those the right people? How? What will keep them coming back? Are the sites of implementation appropriate? Do they reach the desired audiences? Can these sites be sustained over time?
PACKAGE COHESION AND IMPLEMENTATION	Can this be implemented as a package that reaches key audiences and socio-ecological model levels? How do we know? What would need to change to implement outside of Indonesia?

The spectrum of innovation: Who is affected and how they are being reached

Inspired by USAID's Spectrum of Innovation, this diagram illustrates how the prototypes drive innovation in gender transformative programming by reaching new audiences in new ways.

WHO IS AFFECTED BY THE INTERVENTION?

HOW IS THE INTERVENTION MAKING AN IMPACT?

	Reaches existing audiences in existing communities	Reaches intended audiences in new communities	Reaches new audiences in new communities
Multi-Stakeholder Forum			Community and government leaders
Safe Schools		Teachers	Whole schools
Interactive Video			Whole school and community leaders
Exhibition		VYAs	Adult community members
Family Space			VYAs and caregivers together, plus other family members who tagged along

Scaling known innovations	Extensions, enhancements, and improvements	New innovations and models
Multisectoral MOU		
	The combination of training, reporting, and referral systems	
		Video with a choose-your-own-ending style
		Novel art exhibition
	Build on existing curricula	Dynamic class for the whole family that addresses topics of interest

Sources: Stakeholder interviews, USAID CII, "2018 Impact Brief," 2018; USAID Global Development Lab, "Open Innovation Briefing," 2019

03.
Arriving at High-Fidelity Prototyping AND Testing

This section provides an overview of the evolution of the prototypes (from the original concepts generated during ideation to the low-, medium-, and high-fidelity testing), and the approach and results for high-fidelity testing in Denpasar.

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For each prototype, this section contains the following details:

OVERVIEW

Introduces the prototype and describes what it is, who it is for, and why it exists.

CONCEPT EVOLUTION

Provides a snapshot of how each prototype changed across low-, medium-, and high-fidelity testing.

HIGH-FIDELITY TESTING DETAILS

Includes (1) key changes to the prototype; (2) a summary of the content, testing, and resources required; and (3) testing results and recommendations for content, place and audience reach, package cohesion, and facilitation and implementation.

Concept evolution: A journey from low-fidelity ideation to high-fidelity prototyping

See the Low- and Medium-Fidelity Design & Test report for descriptions about the original prototypes.

DESIGN CHALLENGE	ORIGINAL CONCEPTS FROM IDEATION WORKSHOPS		
How might we help 10- to 14-year-olds access information about gender?	SOKAP (Socialization with PKBI Bali)	GENder-Z website	Gender education posters
How might we create opportunities for boys to support each other to change toxic behavior?	Gender educational website	Animated video	EDUGEN Fest
How might we help adolescents feel comfortable talking to their parents or caregivers about gender and sexuality?	*Nongskuy* (Nongkrong Santuy "Let's Chill") Mobile App	EDUGEN seminar for parents	EDUGEN Park
How might we change the social expectations for how boys and girls should act?	Media campaign	Kita Setara ads ("We Are Equals")	Youth festival
How might we stop bullying and/or harassment based on gender?	"You and Me" website	Museum: Colorful Trauma	Short videos
How might we work with religious leaders to improve gender equity in Indonesia?	Educating through Hindu leaders	Education via Balinese art and culture	Competitive traditional games
How might we increase institutional support for gender equity for VYAs in Indonesia?	Radio Sekolah (School Radio)	Podcast and video series	Family class
How might we ensure communities support and provide equal opportunities for boys and girls?	Village-level online counseling	Healthy Village Forum	Competitive traditional games
How might we help parents feel comfortable talking with their children about puberty, sexuality, and gender roles?	Art festival	Parenting class	Family camp

DESIGN CONCEPT A

Family Space

OVERVIEW

What is it?

The Family Space is a series of dynamic, activity-based classes for caregivers and VYAs that focuses on strengthening caregiver-VYA relationships, using known change mechanisms: building empathy, envisioning alternative futures, and participating in collective reflection and discussion about gender norms.

Who is it for?

Caregivers and VYAs

Why does this exist?

The original ideation workshops generated several ideas for parenting classes as a way to reach caregivers. What makes this offering unique is that it:

- **Is for caregivers AND children.** Parenting classes in Denpasar were for parents only, usually mothers. This class creates room for the whole family, as evidenced by the fact that entire families showed up to the high-fidelity test—mothers, fathers, VYAs, and siblings.
- **Is highly interactive**. The Family Space is designed to be an engaging environment where families can have fun, build skills, and strengthen bonds. Existing offerings consisted of one-way, lecture-style communication that left parents feeling bored and inadequate.
- **Reflects participant interests.** The Family Space topics were workshopped and refined during co-design sessions and reflect what is important to both VYAs and caregivers.
- **Allows time for parents to talk to professionals.**

Low-fidelity

Medium-fidelity

High-fidelity

DESIGN CONCEPT A

Family Space

CONCEPT EVOLUTION

	LOW-FIDELITY	MED-FIDELITY	HIGH-FIDELITY
Facilitators	PKBI Bali	PKBI Bali Local guidance counselor	PKBI Bali Local psychologist
Components	Topic: gender-based bullying Key content: 1. Empathy-driven card activity* 2. Interactive Video and discussion 3. Commitment card	Topic: Communication skills building Key content: 1. Empathy-driven card activity 2. Communication skills building activity 3. Commitment card	Topics: Class 1: Cultivating and exploring interests Class 2: Communication skills building Key content: 1. Empathy-driven card activity 2. Short animated videos about gender 3. Communication skills building activity 4. Journal reflection
Testing site	Banjar (Denpasar)	Middle school (Semarang)	Village office (Denpasar) Kubu Kopi semi-outdoor restaurant (Denpasar)
Audience	Caregivers	Caregivers	Caregivers VYAs
Dose/Duration	Cohorts: 1 Classes: 1	Cohorts: 2 Classes: 1	Cohorts: 2 Classes: 2
Mobilization	Community leader invitation	School invitation	PKBI Bali invitation Organic interest via Exhibition and Safe Schools training
Cohesion with other prototypes	Content: Used Interactive Video during the class	Audience exposure: Tested among parents at same schools where Interactive Video was screened among students and caregivers	Audience exposure and mobilization: Recruited participants during Exhibition and Safe Schools training Social media promotion via Exhibition

*This activity was adapted from Breakthrough ACTION's Empathways card game, which was originally designed for providers to facilitate discussions about family planning. https://breakthroughactionandresearch.org/empathways/

DESIGN CONCEPT A

Family Space

HIGH-FIDELITY TESTING DETAILS

Click here to view all resources

In high-fidelity testing, a series of two classes were tested among two cohorts of families that included mothers, fathers, VYAs, and even siblings. Each cohort received the same material but experienced the class in a different setting.

KEY DECISIONS INFORMED BY CO-DESIGN + PREVIOUS TESTS

CONTENT

Infused gender norms and adapted existing materials across a sequence of classes that progress from "easy" to "difficult" to discuss. Tested only the first two classes due to time constraints.

1. Cultivate and explore interests (tested)
2. Communication skills building (tested)
3. Bullying around gender norms (not tested)
4. Transition from childhood to adolescence: puberty and SRH (not tested)
5. Healthy romantic relationships (not tested)

Introduced AMAZE videos—short animated videos about a variety of gender and SRH topics—to spark discussion.

PLACE AND AUDIENCE REACH

Participant mix. Although the VYAs (boys and girls) and caregivers (mothers and fathers) are the intended audience, entire families, including siblings, were welcomed to all classes with breakout sessions to allow for separate discussions.

Number of classes, cohorts, locations. Two classes among two cohorts in two places to assess willingness to return for future classes, completion of take-home activities, location appeal, and change in participants.

PACKAGE COHESION

Recruitment. Even though personal invitations from schools or a community authority are very effective, organic motivation was assessed for this round of testing. Recruitment included personal invitations from PKBI Bali, a pre-event "bingo" activity at schools, and organic sign-ups from the Exhibition.

CONTENT

Class 1: Cultivate and explore interests

Learning objectives

- Create opportunities for parents and children to connect without distractions from the outside world
- Establish environment of open communication for the rest of the series
- Create opportunities for VYAs to reflect on and voice their own interests
- Help caregivers create a supportive environment for VYAs to explore their interests unencumbered by gender norms
- Generate excitement about continuing with the family class and getting to know each other

Activities

1. Icebreaker
2. Empathy-based card game between families
3. Discussion and AMAZE videos
4. Journaling reflection

Incentives: Transportation voucher, family photo cards

Class 2: Communication skills building

Learning objectives

- Build parents' knowledge and skills to communicate with their children openly, effectively, and without judgement
- Help parents create a supportive environment for VYAs to communicate unencumbered by gendered expectations
- Reduce emotional and tangible barriers for VYAs to communicate with their parents

Activities

1. Icebreaker
2. Communication skills building overview and discussion
3. Role play to practice skills building
4. Empathy-based card game between families
5. Visioning exercise

Incentives: Transportation voucher, quiz prizes, and participation certificates

TESTING

Testing site: Village office
Testing audience: Families with VYAs
Dose: ~2.5 hours

Cohort 1, Class 1
- **Family 1:** Mother, father, VYA girl, 7- and 1-year-old siblings
- **Family 2:** Mother, father, VYA boy

Cohort 2, Class 1
- **Family 1:** Mother, father, VYA boy, 9-year-old sibling
- **Family 2:** Mother, father, VYA boy, 7-year-old sibling

Facilitators:
PKBI Bali + psychologist

Mobilization methods
- Direct invitation from PKBI Bali
- Organic recruitment through the Exhibition via a Google Form

Testing site: Semi-outdoor restaurant
Testing audience: Families with VYAs
Dose: ~2.5 hours

Cohort 1, Class 2
- **Family 1 + Family 2**
- **Family 3:** Father, VYA boy
- **Family 4:** Mother, VYA boy

Cohort 1, Class 2
- **Family 1 (minus VYA boy) + Family 2**
- **Family 3:** Mother, VYA girl
- **Family 4:** Mother, VYA girl

RESOURCES

Materials
- *Facilitator guide*
- *Intimacy challenge*
- *Empathy cards*
- *Ice breaker games*
- *Overview presentation*
- *Communication skills building handout*

Promotional Materials
- *Google Form*
- *Poster*
- *Social media*
- *Bingo*

People
- *Two PKBI Bali facilitators*
- *One psychologist facilitator*

Logistics
- *Class location*
- *Refreshments*
- *Transportation vouchers*

DESIGN CONCEPT A

Family Space

RESULTS AND KEY LEARNINGS

CONTENT

INTENDED AUDIENCE

+ **The content resonated with participants.** Participants value having dedicated time to connect and communicate with their child/caregiver in a place free from distractions.

"[I like that} there is room to chat with my child, often at home I am distracted because my child's friends are around." —Caregiver

? **There was no explicit feedback about gender.** This outcome is likely because the class sequence was designed to increase the gender component over the course of five classes, and participants were only exposed to two classes.

"Gender value has begun to be discussed in the discussion, but it needs to be deepened in more detail because participants still have assumptions about the stigma of girls and boys. (ex: women should not play soccer, because it is not appropriate for women to do)." —PKBI Bali facilitator

+ **Empathways was well received by participants.** This activity successfully triggered discussion between caregivers and children, even about topics that are less commonly discussed.

"Empathy cards are very helpful for starting conversations. This will be used again at home because there could be questions that children want to ask, but they are confused about what to say, so with this card it helps them to be able to ask questions." —Caregiver

"Empathy cards are a new thing, it helps me to communicate with my family … because I'm not used to talking or telling my family about my problems." —VYA

FACILITATORS AND IMPLEMENTERS

- **Facilitators had challenges with interpreting and delivering the material as intended during the time allotted.** Facilitators sometimes interpreted the material differently from each other and differently from the briefing.

- **The duration assigned for each content section was not sufficient.** For instance, after the discussions with psychologists, many questions remained unanswered.

DESIGN CONCEPT A

Family Space

RESULTS AND KEY LEARNINGS

PLACE AND KEY AUDIENCE REACH

AUDIENCE REACH

+ **Participants appreciated the fact that the Family Space is for parents *and* children—this is considered a new approach to family programs in Bali.** Entire families showed up, including fathers, mothers, VYAs, and siblings, which indicates the ability of the Family Space to reach its intended audience as well as a secondary audience of siblings. It may also indicate the need to either provide child care or provide different types of breakout sessions to accommodate siblings outside of the VYA age group, since children as young as 7 also attended, and it was challenging for them to interpret the material.

- **Scheduling conflicts remain a challenge for recruiting and retaining participants, but offering classes during school breaks, or offering two different time slots for the same session may be a possible solution.** Families may be more likely to attend during school breaks in the absence of other commitments; VYAs seemed excited about this prospect and viewed it as something to do during their free time during school holidays to prevent boredom.

PROMOTIONAL STRATEGY

- **The organic promotional strategy did not yield high attendance as hoped; the time to mobilize families was limited, and some of the bottom-up and social media recruitment tactics did not work as intended.** In schools, the Family Space was socialized with VYAs through a bingo game that they enjoyed, yet it did not translate into their attendance. Social media promotion was used via a video invitation that yielded the attendance of one family, as well as well as sharing through PKBI Bali's and KISARA's WhatsApp group chats.

LOCATION

- Participants prefer outdoor and semi-outdoor spaces because it feels more relaxed and more conducive to conversation and facilitates bonding.

DESIGN CONCEPT A

Family Space

RESULTS AND KEY LEARNINGS

PACKAGE COHESION

Several attendees who also participated in co-design sensed continuity between the prototypes, indicating the potential for linkage among prototypes.

"I've known about the Family Space since the Manusia exhibition, it was mentioned that there would be a program with families in Pemecutan so I was curious, then my mother also mentioned that I was invited to the event so I went along." VYA boy

FACILITATION AND IMPLEMENTATION

Facilitation guidance needs to strike the right balance between being flexible enough to allow facilitators to accommodate the needs and interests of each class, while remaining structured enough to ensure that key points are made and that the core material can be delivered. Facilitators universally agreed that they needed more time to prepare with the material to have a greater mastery over it.

It is difficult to stick to the allotted time. Sometimes participants are running late or have to leave in the middle of the session.

"Instead of seeing facilitation guidance as a rigid benchmark for facilitation, it is better to see it as a guide to the direction of the conversation and the rest can be adjusted according to the circumstances." —PKBI Bali facilitator.

DESIGN CONCEPT A

Family Space

RECOMMENDATIONS FOR PILOT

CONTENT

Consider having shorter sessions with less content to alleviate the time constraints and challenges with the limited time for facilitators to feel comfortable with the material.

For the empathy-based card activity, further differentiate questions or limit the activity to one class; participants noted similarities between the first and second classes. Consider creating a peer-to-peer version of Empathways that VYAs can use with their friends.

Consider amplifying the gender component by reviewing existing AMAZE videos related to gender and crafting discussions around them.

Revise content or activities to make them easier to understand for all ages given that some young children also attended. This can potentially be done through more groups of siblings outside the 10- to 14-year-old age bracket.

Allocate more time for psychologist-facilitated discussions, since participants liked this part.

KEY AUDIENCE REACH

Place
Consider holding all sessions outdoors or semi-outdoors given that participants preferred this setting. It helped create a relaxed environment more conducive to conversation and bonding.

Utilize school breaks. Consider working with schools to schedule/offer the Family Space during school breaks to make it easier for families to attend and to avoid scheduling conflicts.

Consider offering two time slots of the same class for participants to choose from.

Promotional strategy
Collaborate with related organizations and/or schools. Conduct more intentional participant recruitment, perhaps by collaborating with related organizations to invite participants or with schools. Previous rounds of testing indicated that schools could effectively mobilize families.

Framing
Consider rebranding the Family Space into a more casual concept with a better venue. Participants suggested framing it as an outdoor concept to provide a refreshing space for families.

Consider reframing the series of classes into a Family Camp that takes place mostly outdoors and occurs during school breaks. One participant suggested framing the Family Space as an alternative family vacation.

PACKAGE COHESION

Leverage the Exhibition to drive interest in the Family Space. Recruit families through schools that are participating in Safe Schools.

FACILITATION AND IMPLEMENTATION

Revise the facilitator guide to make it easier for facilitators to understand. Emphasize key takeaways rather than hyperspecific details.

Plan for adequate facilitator training and practice. There needs to be training for facilitators to ensure they have a shared vision and understanding of the material, objectives and activities. Conduct practice facilitation sessions to help facilitators gain mastery over the material prior to facilitating real sessions.

Consider finding male facilitators as a way to provide a role model for men and to potentially make it easier for them to open up. This was suggested by the psychologist facilitator.

DESIGN CONCEPT B

Interactive Video

OVERVIEW

What is it?

A “choose your own ending” style story, this prototype consists of two short videos, each with three to five decision points at which viewers are encouraged to select between two options: one that reflects current behaviors and norms, and another that reflects the desired behaviors and more equal norms. A facilitated discussion accompanies the video to spark critical reflection and discussion about gender norms and the impact of gender inequity on VYA health and well-being.

Who is it for?

The video was screened in three settings to reach three key audiences:

- Safe School: school faculty and staff
- Exhibition: adult community members
- Multi-Stakeholder Forum: community leaders

Why does this exist?

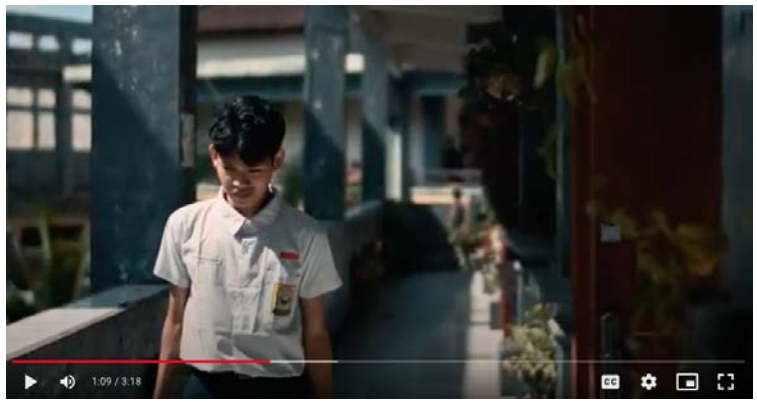
Several ideas for different types of videos emerged during the original ideation workshop. Given the prevalence of short-video style content on the internet, this approach was suggested as an accessible, entertaining way to engage audiences about gender equity. What makes this offering unique is that it:

- Quickly captures audience attention and, through facilitation, sparks critical reflection and discussion
- Can be customized to different audiences and settings to increase reach

Low-fidelity

Medium-fidelity

High-fidelity



DESIGN CONCEPT B

Interactive Video

CONCEPT EVOLUTION

	LOW-FIDELITY	MEDIUM-FIDELITY	HIGH-FIDELITY
Testing site	1. Banjar during Family Class (Denpasar) 2. Museum: Colorful Trauma (Denpasar)	1. Middle school (stand-alone test) (Semarang) 2. Family Festival at Kota Lama maker space (Semarang) 3. Museum: Colorful Trauma at Kota Lama maker space (Semarang)	1. Safe Schools Training (Denpasar) 2. Exhibition (Denpasar) 3. Multi-Stakeholder Forum (Denpasar)
Components	Animated video with live, paper voting and facilitated group discussion	1. Middle school: Refined video with collective, electronic voting and group discussion 2. Family Festival: Live-action performance with actors, voting and discussion 3. Museum: Individual video viewing with collective, electronic voting and no discussion	1. Video for Safe Schools Training participants with facilitated discussion 2. Video for community leaders with facilitated discussion during Multi-Stakeholder Forum
Audience	Parents, VYAs, and other community members	Parents, VYAs, and other community members	1. School staff (teachers, school principals & vice principals, guidance counselors, school staff) 2. Community leaders
Mobilization	PKBI Bali + Banjar leader	PKBI Bali + school	PKBI Bali
Facilitators	PKBI Bali	PKBI Bali	PKBI Bali
Cohesion with other prototypes	Tested during the Family Class and Museum: Colorful Trauma, and as a concept on the Family Festival website	Tested during the Family Festival and Museum	Tested during Safe Schools Training, Exhibition, and Multi-Stakeholder Forum

DESIGN CONCEPT B

Interactive Video

HIGH-FIDELITY TESTING DETAILS

Click here to view all resources

KEY DECISIONS INFORMED BY CO-DESIGN + PREVIOUS TESTS

CONTENT
Created two new storylines to appeal to new audiences and amplified the gender norms component. Used live actors instead of animation.

PLACE AND AUDIENCE REACH
Pivoted to reach community leaders and teachers/school staff instead of VYAs and caregivers due to gap in how the package was addressing audiences within the VYA environment.

PACKAGE COHESION
The Interactive Video is a tool that can be used as part of other interventions within this package, such as the Multi-Stakeholder Forum, Safe Schools Training, the Exhibition, and even the Family Space.

CONTENT

Story 1: Bullying at school

A boy, Doni, is bullied by his friends for behaving "like a girl" and reports it to his teacher. Audience chooses how the teacher responds, which has long-term consequences for Doni.

KEY NORMS TO ADDRESS

Boys should be tough and not cry or ask for help; should be strong, provide for family financially.

Women are seen as more caring; men's role is to discipline.

KEY MESSAGES

Teachers' decisions can have an impact on students' futures.

Perpetrators of bullying might be previous victims of bullying.

Story 2: A community leader's children

A community leader's son wants to be a makeup artist and his daughter wants to be a civil engineer.

KEY NORMS TO ADDRESS

Gendered expectations related to careers and household chores: Men are responsible for continuing the lineage, need to be breadwinners and decision makers.

KEY MESSAGES

Community leaders can play a role in sparking discussion *with other parents and helping children in their communities.*

Intergenerational differences: *How you were parented does not have to dictate how you parent your children.*

TESTING

Story 1: Bullying at school
Testing site: Exhibition
Testing audience: Exhibition attendees (adults, VYAs, teachers)
Dose: Video preview during Exhibition walk-through and one full screening + discussion on the final day

Story 1: Bullying at school
Testing site: Safe Schools Training
Testing audience: Training participants (teachers, school principals and vice principals, school staff, guidance counselors)
Dose: Full screening + discussion

Story 2: A community's children
Testing site: Multi-Stakeholder Forum
Testing audience: Community leaders
Dose: Full screening + discussion

RESOURCES

People
- *Two PKBI Bali facilitators*

Inputs:
- *Community Leader—Full video*
- *Community Leader—Discussion guide*
- *School story—Trailer and full vIdeo*
- *School Story—Discussion guide*
- *Story Lines*

Outputs
- *Exit interviews*

DESIGN CONCEPT B

Interactive Video

RESULTS AND KEY LEARNINGS

CONTENT

SAFE SCHOOLS TRAINING SCREENING

(+) **Video is interesting, relevant, and novel. Successfully sparked critical reflection and discussion, particularly around long-term impacts related to how school teachers and staff respond to bullying.** Teachers can relate to the circumstances shown in the video. The ending conveyed the impact of the decisions teachers make at school, which made the audience reflect on their actions and reflect on the situations they encounter with students and the students' parents. Some teachers expressed their desire to have a copy of the video and were inspired to make a version themselves.

"What happens in this video is happening in our school, like Deva has a feminine behavior, also there in our school. Before we as a teacher try to ask him to change his behavior, but after we get the materials and watch this video, we know it is normal and present in our society." —Teacher

"After watching the video and seeing the result in the future, I realized the importance of our role as teachers—how what we do can impact the student in the future." —Teacher

(-) **Some teachers said they did not like the acting in the video because it was "too much."** Teachers mentioned that the teacher character's gossiping was not very realistic.

(?) **Although the majority of participants chose the desired behavior during live voting, they commented later that the current behavior actually does occur in schools.** This difference could be attributed to not wanting to publicly admit that the current behavior does happen.

EXHIBITION SCREENING

(+) **The video resonates with viewers and sparked some to bring others back to watch the video.** A mother who saw the trailer during the Exhibition returned later with her son so that he could see the trailer.

"I like the Interactive Video, I also thought of making one with autism as the theme, I had a lot of conversations with the person there (Doni) if it could lead to bullying of children with disabilities because my son experienced it himself." —Mother

"I'm really satisfied… watching the video of the boy who cried, it means a lot." —VYA girl

(+) **The video inspired viewers to think of other applications beyond gender-based bullying,** such as bullying based on disabilities or conditions such as autism.

"For me, the most memorable one is the video, where he talks about toxic masculinity. Whereas a guy can express his emotions, his expressions directly without being bullied from the start." —VYA girl

MULTI-STAKEHOLDER FORUM SCREENING

(?) **Having skewed audiences by gender could affect the discussion.** Discussion centered around how there appears to be more social punishment for boys diverging from career norms than girls. Nevertheless, the video did lead to discussion about the different standards for VYAs based on their gender.

"If i allow my child to be a makeup artist [in a society where it's uncommon for men to do this job], my child will be bullied. But it's not just bullying for the child, it's bullying for the family. It would be difficult to handle that judgment from society. People judge families on career choices." —Village leader participant

DESIGN CONCEPT B

Interactive Video

RESULTS AND KEY LEARNINGS

PLACE AND KEY AUDIENCE REACH

SAFE SCHOOLS TRAINING SCREENING

- **Screening the video within the Safe Schools Training effectively reached the intended audience of teachers and other school staff.** There was an agreement that addressing bullying is the responsibility of all school staff, not just the guidance counselor.

EXHIBITION SCREENING

- **Screening the trailer on loop throughout the Exhibition successfully mobilized people to attend the premier on the final day.** Many people came organically to watch the Interactive Video at the Exhibition. All seats were filled, primarily with VYAs.

MULTI-STAKEHOLDER FORUM SCREENING

- **Successfully reached the intended audience. However, it was difficult to get viewers to respond *as* community leaders; they mostly responded as parents.** Community leaders had different reactions when community members were present.

This audience can best be reached through existing meetings/settings through their duties as community leaders.

PACKAGE COHESION

SAFE SCHOOLS TRAINING SCREENING

- **The Interactive Video works well as a tool within the Safe Schools Training program.**

EXHIBITION SCREENING

- **The Interactive Video works well as a tool within the Exhibition.**

MULTI-STAKEHOLDER FORUM SCREENING

- **The Interactive Video works well as a tool within the Multi-Stakeholder Forum and can be helpful in aligning community leaders around key gender issues.**

DESIGN CONCEPT B

Interactive Video

RECOMMENDATIONS FOR PILOT

CONTENT

Be mindful of participants potentially feeling pressured to choose the desired behavior option during voting. Despite facilitators encouraging viewers to vote according to "What do you think would happen?" rather than "What do you think should happen?", participants during the Multi-Stakeholder Forum and Safe Schools screening still felt like they could not answer honestly or that the answer choices were too extreme or did not resonate. Ways to mitigate this could include crafting less extreme, more nuanced scenarios (both the questions and endings) and applying careful facilitation to mind any potential power dynamics between teachers and school principals, and so forth.

For future videos and stories, continue to work with a storyboard and videographer to develop a cohesive storyboard. The options for voting could be less obvious, so as to encourage further reflection and discussion.

Consider including what happens to the family, not just to the child, when children desire career paths that defy gender norms. Parents' and caregivers' actions regarding their children can be influenced by their adult peers.

Consider identifying an issue that is relevant for all community leaders and using that as an entry point to discuss gender norms. In Indonesia, for example, many community leaders will need to address child marriage and early pregnancy.

PLACE AND KEY AUDIENCE REACH

AUDIENCE

Create a version of the video for the Family Space given its success at engaging different audiences and its original testing success in low-fidelity testing. Parents who participated in the Family Space expressed that they often do not have a good example of what to do. To that end, the video could be a helpful tool for them.

PLACE

In addition to the places where the video was tested, consider alternative community screenings such as in a movie theater.

Make sure the audio-visual equipment is working properly, that sound projects, and that the video can be easily seen by all viewers.

Add a short, written explanation about the trailer to increase the chances that all viewers will understand its message and to encourage viewers to come to the full screening.

PACKAGE COHESION

Continue to integrate the video into other prototypes. The video has successfully engaged audiences over each round of testing and can likely play a role in each prototype.

Create a mini-toolkit for people to be able to host their own screenings of the video. The Exhibition attracts and engages many audience members. Consider creating a screening package for visitors to take and host a screening of their own.

FACILITATION AND IMPLEMENTATION

Revise the facilitator guide to make it simpler and quicker for facilitators to understand. Conduct practice facilitation sessions to help facilitators gain mastery over the material prior to facilitating real sessions.

DESIGN CONCEPT C

Exhibition

OVERVIEW

What is it?

The Exhibition is an eight-station interactive and immersive art experience for adults and VYAs alike to understand and empathize with bullying, release and express their emotions through participatory art, and engage in a community dialogue around gender norms. The Exhibition also included a photostory workshop that was held prior to opening that engaged community members in creating one of the stations. The Exhibition was curated and created in collaboration with a local artist organization, the Gurat Institute of Denpasar, and was open to the public for 6 days.

Who is it for?

Adult community members (caregivers, community leaders, school faculty and staff) and VYAs. The Exhibition is suitable for the general public.

Why does this exist?

Several ideas that emerged in the original ideation workshops consisted of festivals, events or even a museum. The Exhibition evolved from being two separate prototypes (a Family Festival and the Museum of Colorful Trauma in previous rounds of testing) into an interactive exhibition that included several new components ideated during a second round of co-design. What makes this offering unique is that it:

- Can reach a large audience and even appeals to families
- Is a completely novel way to interact with gender content
- Emphasizes local ownership, customization, and creativity
- Attracts organic participation

Low-fidelity

Medium-fidelity

High-fidelity

DESIGN CONCEPT C

Exhibition

CONCEPT EVOLUTION

	LOW-FIDELITY		MEDIUM-FIDELITY		HIGH-FIDELITY
	Family Festival	***Museum: Colorful Trauma***	***Family Festival***	***Museum: Colorful Trauma***	***Manusia "Coming of Age" Exhibition***
Facilitators	Lead: Breakthrough ACTION Support: PKBI Bali	Lead: Breakthrough ACTION Support: PKBI Bali	Lead: PKBI Bali Support: Breakthrough ACTION	Lead: PKBI Bali Support: Breakthrough ACTION	Co-lead: Gurat Institute Co-lead: PKBI Bali
Components	Website with concepts • Chemistry games • Wayang puppet show • Interactive Video • Ritual Swap competition • Counseling booth	A four-exhibit journey 1. Recognize 2. Empathize 3. Equip 4. Envision new possibilities	Live Family Festival • Chemistry games • Role Swap • Interactive Video and live performance • Counseling	Same four exhibits with modifications	1. Large piece of art (Ogoh-Ogoh): 2. Intergenerational stories 3. Mural 4. Participatory art (coloring a mannequin) 5. Interactive Video 6. Photo story 7. Wishing tree
Testing site	Virtual (Denpasar)	PKBI Bali office (Denpasar)	*Kota Lama* maker space (Semarang)	*Kota Lama* maker space (Semarang)	Dharma Negara Alaya (Denpasar)
Audience	Caregivers VYAs	Caregivers VYAs Community members People with disabilities	Caregivers VYAs Teachers	Caregivers VYAs Teachers	Adult community members (specifically male) Caregivers VYAs
Dose/duration	Website active for 5 days	Open for 1 day	Open for 1 day	Open for 2 days	Open for 6 days
Mobilization	Social media advertising to drive viewers to website	PKBI Bali direct invitation to families and organizations	PKBI Bali direct invitation to families and organizations	Organic participation PKBI Bali direct invitation to families and organizations	Social media Organic participation Direct invitation: Families, organizations, Safe Schools participants
Cohesion with other prototypes	Mention of Wayang + Interactive Video on website	Screening of Interactive Video	Live performance of Interactive Video	Interactive Video—individual viewing (no discussion)	Mobilization for other prototypes Interactive Video screening Family Space recruitment Safe Schools participants

DESIGN CONCEPT C

Exhibition

HIGH-FIDELITY TESTING DETAILS

KEY DECISIONS INFORMED BY CO-DESIGN + PREVIOUS TESTS

CONTENT

The Exhibition curation was led by a local artist institute, which resulted in a high level of local ownership, creativity, and professionalism. The Exhibition consisted of eight stations, each serving a specific purpose.

PLACE AND AUDIENCE REACH

The Exhibition was held in a well-known gallery that is specifically used to host exhibitions.

Key target audiences included community members, specifically male community members, and VYAs.

PACKAGE COHESION

The Exhibition served as a catalyst for other prototypes. The Interactive Video was featured as a preview on loop and as a full screening with a facilitated discussion. The Exhibition was also used as a place to recruit participants for the Family Space. Safe Schools participants, including students, faculty, and staff, were invited to attend.

This prototype was tested under the name "Manusia Exhibition"—*manusia* means "coming of age" in Indonesian. It consisted of two main components: the stations, which were open daily, and scheduled events. Guides were available at each station to help facilitate visitors' experience. Fully facilitated Exhibition tours were offered daily at 15:00.

Click here to view all resources

TESTING

CONTENT

Entrance: Capture visitors' attention

1. Entrance gate: Denotes the start and sets the tone

2. Large piece of art (Ogoh-Ogoh): Helps visualize the feelings, meanings, and situations adolescents experience when being bullied; visualizes the connection between local context and gendered values that restrain VYAs from expressing themselves; and captures visitors' attention before exploring the exhibition.
Media: Bamboo statues, steel, wire, newspaper, paint, clay

Increase knowledge and empathy about gender-based bullying and its impact

3. Intergenerational stories: PKBI Bali collected and curated stories about bullying, unpleasant experiences, and violence among Bali's youth and parents.
Media: Objects based on survey (blue shirt, handheld device, water bottle, ruler, and broomstick), story poster

4. Mural
Artist: Dwymabim
Media: Painting on 3 × 7.5 meter canvas billboard

Provide a place to release and express emotions:

5. Mannequin: Visitors color the mannequin based on their emotions
Artist: Sigit Gangga, De Arsana
Media: Mixed media mannequin sculpture

Provide a place for community dialogue (events)

6. Interactive Video: Trailer (loop) and full screening (scheduled)
A trailer of the "Bullying at School" Interactive Video was screened on loop to promote the scheduled event of the full screening.

End: Envision a positive future

7. Photo Stories—Facilitator: Anggara Mahendra
Artist: Students, teachers, parents, and KISARA youth volunteers
8. Wishing Tree—Artist: Sigit Gangga, De Arsana
Media: Mixed media mannequin sculpture

EXHIBITS

SCHEDULED EVENTS

9. Interactive Video—Full screening and discussion facilitator: PKBI Bali

10. Photostory—Workshop facilitator: Anggara Mahendra

This workshop invites participants/artists to collaborate and produce photos that represent their discussions about gender-based bullying. Participants use their cell phones to photograph things in everyday life that encourage discussions related to gender inequity and bullying.

Location
Dharma Negara Alaya

Duration
Open for 6 days
10:00–16:00

Mobilization

Social Media: PKBI Bali and the Gurat Institute collectively promoted the Exhibition on social media, resulting in an influencer on TikTok sharing the video, which went viral.

Denpasar City Department of Education: This department promoted the event and sent invitations to schools and other key audiences, generating significant turnout.

Direct Invitation from PKBI Bali, KISARA, and the Gurat Institute.

Attendance

In total, 369 people visited the exhibition. 27% were VYAs 10–14 years old, 22% were 15–18 years old, and 51% were over 18 years old. All were provided with the option to fill out a survey. Those who filled out the survey identify as:

- Men: 64
- Women: 93
- Boys: 36
- Girls: 89
- Nonbinary: 52

RESOURCES

People: (Gurat Art Institute of Denpasar)
- *Curator: 1*
- *Curator Assistant: 1*
- *Designer: 1*
- *Artist: 7*
- *Photo story facilitator: 2*
- *Art handler: 5*
- *Documentation: 2*

People (PKBI Bali)
- *1–2 guides for each exhibit*

Inputs
- *Pamphlet for visitors*
- *Social media posts*
- *Artist prompts*

Inputs
- *Descriptions of the artwork*
- *Social media posts*
- *Interactive Video*

Outputs
- *Exit interviews*
- *Video tour of the Exhibition*

1. Entrance

2.Large Piece of Art (Ogho-ogho)

3. Intergenerational Stories

4. Mural

5. Mannequin

6/9. Interactive Video Full Screening (Scheduled Event)

7. Photo Stories

8. Wishing Tree

10. Photo Story Workshop (Scheduled Event)

DESIGN CONCEPT C

Exhibition

RESULTS AND KEY LEARNINGS

CONTENT

+ ARTIST COLLABORATORS

The exhibition presented a meaningful, successful opportunity for cross-sector collaboration. Using art to communicate about difficult topics was critical to those messages being received. It was also an opportunity for artists to explore the topic of gender and bullying, which they had not done previously. Artists were also surprised at how much they could accomplish so quickly.

"...This is the first time the Gurat Institute has accepted a social issue theme. Usually we deal with fine art and culture, but I'm happy that there is something like this, because it's rare, so even if you make it yourself, it's your style. But by inviting us to collaborate, I'm optimistic that this can be done." —Gurat Institute curator

+ ATTENDEES

Visitors found value and an innovative aspect in learning about gender equality through artwork.

"For me, hearing their stories and translating them into visuals, I learned a lot from them. Interesting. . When it comes to gender equality, it's a bit lacking because translating it is abstract and difficult. So maybe we can start from the basic questions first, what is equity? What is equality?" —Artist

+ Visitors were able to reflect at a personal level, because of the emotional value the artwork brings to the discussion. Through the connection created with the stories and testimonies, as well as the interactivity of the art pieces, participants engaged in a reflective exercise throughout the exhibition.

- The main message visitors reflected on is bullying, specifically about body image, with limited reflections about gender.

"I felt more like I was being counseled, like this exhibition gave me the realization that 'oh, it turns out I'm not alone.' The realization that I've grown this far, even though I can't forget the bullying I've experienced, it turns out I can also rise up. Then I just found out that there are also people who experience worse bullying. There I became grateful." —Teenage male visitor

- Having a guided experience is necessary. Visitors were confused about the meaning of the pieces when there were no guides around. Additionally, facilitators need to be better prepared in order to provide consistent information.

DESIGN CONCEPT C

Exhibition

RESULTS AND KEY LEARNINGS

PLACE AND KEY AUDIENCE REACH

- **The Exhibition can organically reach a diverse group of visitors, from different backgrounds, experiences, and age ranges.** This was also driven by the fact that the Exhibition was held in a public space.

- **Having a physical place to go was important for VYAs as it was an attractive alternative to being "bored at home."**

- **The fact that the location was a cultural/exhibition center was appropriate. All of the lighting, settings, layout, and facilities needed were available.** The spatial layout, visualization of the works, and flow of the exhibition were able to trigger very diverse and relatable reflections and reactions from visitors.

- **Not having an entrance fee and choosing a site that is welcoming and inviting can help increase accessibility of the Exhibition.** Visitors appreciated not being charged an entrance fee, which allowed a broader audience to attend, some of whom may not have entered otherwise. Participants mentioned that the location where the exhibition was held looked exclusive, which made some hesitate to enter the building.

- **Embracing intergenerational relationships between adults and VYAs (teacher-students, parent-child) built awareness and empathy for VYA experiences.** Some adult visitors came more than once to the exhibition, the second time with their children. Because schools were invited, teachers and their students were often present at the same time. Several teachers commented, "Oh, I also felt this when I was young!" One teacher observed a student painting the mannequin purple (which indicated feeling suffocated), and subsequently checked in with the student several times.

"For me, because I had nothing to do at home, I just wanted to come here. And it turned out to be really fun, there are many lessons that can be taken from here. Like learning about mental health, about the limits of our mouths so that we don't bully others. and learning to let out emotions, from the painted mannequins, so what we want to say comes out more." —VYA girl

"I found out about it from one of the KISARA volunteers, I didn't think it was a painting exhibition at first, but after I came, it turned out to be better! I really like it! It was also free, I thought I would be told to pay." —17-year-old female visitor

"The location…is really good, but for ordinary people, DNA [the Dharma Negara Alaya] looks big, so they think can we come here? It gives a closed, elite impression. I still have that thought." —17-year-old female visitor

DESIGN CONCEPT C

Exhibition

RESULTS AND KEY LEARNINGS

PACKAGE COHESION

The Exhibition can catalyze engagement in other prototypes because of its ability to draw large crowds and engage them in the content. Some visitors went on to experience other prototypes after they were introduced to them at the Exhibition. For example, one young visitor joined the Family Space afterwards, while one teacher who participated in the photo story workshop also participated in the Safe Schools training.

"I was interested in participating in the Family Space because I heard about it at the Exhibition." —Visitor

DESIGN CONCEPT A B C D E *Manusia Exhibition*

DESIGN CONCEPT C

Exhibition

RECOMMENDATIONS FOR PILOT

CONTENT

Collaborate with the art community to organize the Exhibition so that the key messages and data are delivered in artistic form, which is a more palatable medium for audiences. Ideally the art collaborator would be involved from the very beginning of adaptation and development so that buy-in is secured from the start. Communication and relationship building are critical to ensuring that artists interpret key messages clearly.

I**ncrease the specificity of the artwork descriptions to further amplify the gender component.** This aspect proved to be fundamental for engagement as well, since attendants frequently mentioned they found the artwork much more interesting when it was explained.

Make the Exhibition even more interactive since visitors really engaged with the interactive features.

PLACE & KEY AUDIENCE REACH

LOCATION
Hold the Exhibition in a well-known public space so that visitors know where it is. To address the issue of appearing too exclusive, consider addressing that in the promotional materials, or choose a location that visitors have accessed before and would feel comfortable entering on their own.

TIMING
Extend opening hours into the evening (at least until 19:00) to accommodate the needs of working parents. Some people still tried to visit after the exhibition was closed since it was the only time they had available.

MOBILIZATION
Create an engagement strategy to encourage adults to come to the exhibition. Engaging nongovernmental or community organizations, or even public departments, such as the Department of Education, which was very effective in Denpasar, can help drive foot traffic, especially in hierarchical societies.

PACKAGE COHESION

The success of the Exhibition—its ability to draw large numbers of people in and spark reflection, discussion, and interest—can be leveraged to increase uptake of the other prototypes. It can be valuable as an opening (after the Multi-Stakeholder Forum) for promoting other programs given the excitement and curiosity generated by the Exhibition.

FACILITATION AND IMPLEMENTATION

Prepare guides and have referral information when visitors have strong emotional reactions. The Exhibition sparked some deeper emotional responses from a few visitors. Guides should be briefed on how to respond and assist visitors.

I**ncrease preparation/training for guides on key messages and the connection between the various exhibits and gender inequality.** Ensure that the guides can provide the information during the Exhibition, answer questions, and drive home key messages.

DESIGN CONCEPT D

Safe Schools

OVERVIEW

What is it?

Safe Schools is a whole-school program for middle schools that complements existing bullying prevention programs by equipping schools to respond to bullying in a gender-equitable way through three main components:

- Training for faculty and staff
- A reporting system for VYAs
- External referral system for complex cases

Who is it for?

- The training is for middle school faculty and staff (teachers, school principals and vice principals, counseling teachers, etc.).
- The reporting system is for VYAs.
- The referral system is for school faculty and staff to use on behalf of VYAs.

Why does this exist?

Gender-based bullying is a rampant, nearly universal problem among VYAs. While bullying prevention programs exist in Indonesia, they do not address the specific harms of gender-based bullying and do not leave adults feeling equipped to handle bullying or address it in a way that does not perpetuate harmful gender norms. What makes this offering unique is that:

- It is a whole-school approach, meaning it reaches adults who work at the school—not *just* teachers, but is intended for anyone at the school who interacts with VYAs—*and* VYAs themselves.
- Complements existing interventions that are focused on bullying prevention by focusing on how to respond to bullying in a way that does not perpetuate gender norms.
- The training is dynamic and engaging, and it contains new, relevant content that interests participants.
- Provides a mechanism for VYAs to safely report incidents of bullying in an environment where adults have been properly equipped to handle such incidents.
- Makes new connections between schools and existing community resources through the referral system, where previously there was no connection.

Low-fidelity

Medium-fidelity

High-fidelity

DESIGN CONCEPT D

Safe Schools

CONCEPT EVOLUTION

	LOW-FIDELITY	MEDIUM-FIDELITY	HIGH-FIDELITY
Facilitators	PKBI Bali	PKBI Bali	PKBI Bali Child Protection and Women Empowerment Department Psychologist Sexual orientation, gender identity, gender expression, and sex characteristics (SOGIESC) community experts
Components	1. Teacher training program (online 2 hours) 2. Teacher recognition program (concept)	Safe Schools Toolkit (concept) 1. Assessment tool 2. Customized recommendations	Safe Schools Toolkit 1. Training (3 days, in-person) 2. Reporting system 3. Referral system
Testing site	Denpasar (virtual)	Middle school in Semarang	Training: PKBI Bali office Reporting system: School Referral system: School
Audience	Teachers	School principals and teachers	**Training** • School principals & vice principals • Teachers • Counseling teachers • Other school staff **Referral system** • Women and Child Protection Service • Women's Empowerment and Child Protection • Primary Health Service
Dose/Duration	Training: 2 hours	Discussed concept over the course of 1–2 hours	Training: 3 days Reporting system: 2 weeks Referral system: 2 weeks
Mobilization	Two private schools One public school	Two private schools One public school	Two private schools One public school
Cohesion with other prototypes	n/a	n/a	Invited participants to the Exhibition Collaborate with school to promote and invite parents to the Family Space

DESIGN CONCEPT D

Safe Schools

Safe Schools is a whole-school approach with three components: (1) a training for teachers, school principals and vice principals, and staff; (2) a reporting system for VYAs; and (3) an external referral system. This prototype complements existing bullying prevention programs and aims to equip schools to respond to bullying in a gender-equitable way. Testing for each component was conducted across three schools (two private, one public).

Click here to view all resources

KEY DECISIONS INFORMED BY CO-DESIGN + PREVIOUS TESTS

CONTENT: TRAINING
New content adapted from Doorways III focused on how to address bullying rather than just how to prevent it and introduced the concept of gender norms and gender-based bullying.

CONTENT: REPORTING SYSTEM
A digital reporting system using Google Forms was a new concept that emerged from the second round of co-design. This system is designed to be launched and managed by schools and used by students.

CONTENT: REFERRAL SYSTEM
The referral system is a pathway for referring students and families to a network of professional services when the students' needs exceed the schools' abilities to manage. This concept emerged from the second round of co-design and is designed to be launched and managed by schools.

PLACE AND AUDIENCE REACH
The Toolkit as a whole addresses multiple key audiences, rather than previous rounds of testing that focused only on teachers. The training addresses all school staff, the reporting system is utilized by VYAs, and the referral system activates a network of professional services outside of the school when necessary.

PACKAGE COHESION
Interactive Video: Incorporated the Interactive Video into the training program.
Exhibition: Invited schools and teachers that were participating in the Safe Schools Toolkit to learn more at the Exhibition.

CONTENT

Part 1: Training

Modules
1. Introduction
2. Attitudes and Empathy Towards Adolescents
3. Understanding Gender
4. Qualities of Gender-Equitable Teachers and School Staff
5. Violence and Gender-Based Violence
6. Response—Support, Reporting, and Referral

Part 2: Reporting system
An electronic form where VYAs can report bullying either as victims or as witnesses.

Part 3: Referral system
PKBI Bali facilitated a meeting with the referral providers.

Purpose: Connect the referral service providers to the school, explain the system, and allow service providers to establish referral criteria and create a shared understanding of how the system will work.

Output: A document containing information on the referral system and referral criteria.

TESTING

Reporting system
- Introduced the reporting system to schools through assemblies with VYAs and a poster campaign.
- During a 2-week testing period, a witness reported one bullying case that involve verbal sexist bullying.

Referral system
Meeting with 10 participants to launch the referral system
- Four counseling teachers (two male, two female from two schools)
- One teacher (female)
- Two primary health care representatives in charge of youth programs
- Two Denpasar City Women and Child Protection Service representatives.
- One Child Protection and Women Empowerment department representative.
- No referrals were made; the reported case was resolved at the school.

Three-day training
- Facilitators: PKBI Bali, psychologist, Child Protection and Women Empowerment representative, SOGIESC community experts.
- Education Department representative opened the training.

Day 1: 18 Participants
- Eight males: One school vice principal, three teachers, one counseling teacher, three staff members
- Ten females: two school principals, five teachers, two counseling teachers, one staff member

Day 2: 17 Participants
- Eight male: One school vice principal, three teachers, one counseling teacher, three staff members
- Nine female: One school principal, five teachers, two counseling teachers, one staff member

Day 3: 16 Participants
- Seven male: One school vice principal, three teachers, one counseling teacher, two staff members
- Nine female: One school principal, five teachers, two counseling teachers, one staff member

RESOURCES

People
- *Two PKBI Bali facilitators*

Inputs
- *Facilitator agenda*
- *Reporting form*
- *Meeting agenda for referral system*

Outputs
- *Meeting notes*
- *Exit interviews*

DESIGN CONCEPT D

Safe Schools

RESULTS AND KEY LEARNINGS

CONTENT

SAFE SCHOOLS TRAINING

- **The planned content (especially empathy building, gender, and the reporting and referral systems) and format is novel enough to keep participants engaged over multiple days.** Participants responded positively to the interactive, dynamic, and discussion-based format, which differed greatly from existing trainings in Denpasar that are solely lecture-based. The lecture on bullying given by an external department did not resonate with participants due to the format and the fact that the content was not new.

> *"To be honest, my expectations were broken here, because I would have thought that this training activity would be held with the lecture method and we would sit, listen, and get sleepy. However, after participating in the activities, I am happy because there are various activities, I think this is a good concept. And I like this kind of activity." —Middle school teacher, male*

- **Although participants were told to attend by their school principals, nearly all participants saw value in the training because of the relevance of the topics and an intrinsic motivation to improve their schools.** The perceived value greatly increased once they experienced the training.

> *"[The participants were] initially asked or appointed by the school, but after participating in this activity the participants said **they wanted to participate again on the second and third day because they wanted to know more new things, add new insights, especially related to sex and gender.** So that it can be shared and applied in the surrounding environment, especially schools." —PKBI Bali facilitator*

- **Although SOGIESC was not part of the planned content, it surfaced as an area of interest and sparked meaningful discussion among participants.** This outcome was surprising given the cultural climate around this topic in Indonesia, and it indicates a desire to learn more.

> *"This training activity is very interesting and interactive so I'm not bored. There are lots of games and the facilitators are also all interactive and fun... Previously, I had never received this material. There was also information about feminine and masculine [gender norms], this was very interesting, it made me reflect on my treatment of students so far, but unfortunately the time was limited even though there were many things I wanted to discuss." — School principal, female*

- **After the training, a principal of a private school granted classroom access to their school guidance counselor who also attended the training.** Previously the counselor did not have classroom access, which indicates a change in attitudes and behavior.

REPORTING SYSTEM AND REFERRAL SYSTEM

- **The meeting that PKBI Bali facilitated between referral providers and schools was the first connection between the two sectors.** Prior to this, schools were not aware that these services were available. Although no referrals were made during this period, establishing the initial linkage to these services is a critical step in creating a safe school environment.

DESIGN CONCEPT D

Safe Schools

RESULTS AND KEY LEARNINGS

PLACE AND KEY AUDIENCE REACH

SAFE SCHOOLS TRAINING

(+) **The training reached and retained the desired audience over the 3-day training period (94% retention rate).** School principals shared the results with other faculty and staff, and some participants were motivated to invite others. School principals hold the key to mobilizing schools, but their presence can be difficult to secure.

"Older, more established school principals may be more difficult to mobilize. One school principal joined only for the opening session since she had other obligations. The team concluded that although she expressed interest in the topic, she was perhaps less engaged because of lack of motivation to change late in her career. This condition reflects the challenge to invite school principals to join the training for several days especially for the elder generation." —PKBI Bali facilitator

(+) **Despite initial concerns, there were no perceived issues with power dynamics within the group or between participants and facilitators.** Involving external facilitators who are professional (e.g., psychologists, representatives from various departments) can help mitigate power dynamics, and having participants of similar ages can help create a more comfortable environment.

"After receiving this training, it turned out that according to the participants, it was not enough if they only knew about this knowledge so there was a desire to share knowledge with colleagues and family." —PKBI Bali facilitator

REPORTING AND REFERRAL SYSTEM

(-) **Teachers indicated they need longer to introduce the system to students.** Results on the reporting and referral systems are limited due to the fact that the 2-week testing period overlapped with holidays. VYA users were also deliberately excluded from the exit interviews for confidentiality reasons.

(+) **At least one school is keeping the reporting live beyond the 2-week testing period, indicating they find it valuable and sustainable.**

PACKAGE COHESION

SAFE SCHOOLS TRAINING

(+) **Potential exists for multiple exposures across the entire package to help reinforce concepts and spark critical reflection and discussion.** A participant who attended both the Safe Schools Training and the Exhibition noted a connection between the two prototypes, specifically that bystanders of bullying can also be perpetrators of bullying.

"Yes, this can be implemented as a package that reaches institutional-level audiences... In addition, Safe Schools can also be connected to the Family Space; schools participating in Safe Schools can refer parents at their school to join the Family Space." —PKBI Bali facilitator

(+) **Although representatives from multiple schools can attend a single training, the training has the potential to be implemented at individual schools over time so that all staff at each school have the opportunity to attend.**

REPORTING AND REFERRAL SYSTEM

(+) **Conducting the training prior to introducing the reporting and referral systems made it easier to introduce those systems to schools.** Conducting the training first seemed to create advocates among school faculty and staff.

(+) **Training faculty and staff more broadly rather than just teachers or guidance counselors helps create a more supportive, less burdensome environment for them to handle bullying cases.**

DESIGN CONCEPT D

Safe Schools

RECOMMENDATIONS FOR PILOT

CONTENT

TRAINING: FACILITATOR GUIDE

Consider fortifying the existing content with case studies to help participants and facilitators deepen their understanding.

Modify session on bullying to ensure it is delivered in a non-lecture format.

Add an optional module about SOGIESC given how interested the participants were.

Expand the existing content over a 5-day training instead of a 3-day training. This will allow ample time for discussion and for facilitators to delve deeper into participant understanding.

Consider conducting a mindfulness exercise at the beginning of the empathy-building session. The psychologist facilitator began with a mindfulness exercise that included quiet time with eyes closed and deep breathing. This was not part of the original curriculum, but participants responded positively to it. This would need to be adapted, as the original one incorporated traditional Balinese music; any relaxing music can work.

REPORTING SYSTEM

Include nonelectronic (verbal or otherwise) options for reporting so that VYAs can utilize the method they are most comfortable with.

REFERRAL SYSTEM

Ensure that referral providers are the ones establishing the referral criteria.

PLACE AND KEY AUDIENCE REACH (TRAINING)

PLACE

Consider framing the training as a retreat to help participants overcome the initial impression that this would be a "boring" lecture-based training. This does not have to be an overnight retreat, which would likely be cost prohibitive, but could be framed as a daily retreat.

TRAINING: AUDIENCE REACH

When possible, keep training sessions to 10–12 people. Consider prioritizing attendees that are early to mid career rather than late career, as they may be more motivated to make the desired changes, and because the impact of training will, in theory, last longer.

Attempt to have a balanced participant mix with relatively equal numbers of men and women from different positions within the school.

PACKAGE COHESION

Mobilize target schools—including faculty, staff, and students and their families—to attend the Exhibition as a way to spark their interest in the topic and provide a preview of what is to come. Ideally, people would attend the Exhibition prior to implementing the Safe Schools program.

FACILITATION & IMPLEMENTATION

TRAINING

Activity flow is appropriate and worked well for facilitators. The variety of novel activities helps facilitators keep audiences engaged.

Utilizing multiple external facilitators is valuable, reduces burden on any single facilitator, and lends credibility to the efforts. However, it is important that external facilitators use the engaging, dynamic methods rather than give a traditional lecture. Participants responded well to the external psychologist who facilitated certain activities. However, the traditional lecture given by another department, was not well received, mostly due to the style of presentation and the familiarity of the topic.

Facilitators need adequate briefings and time to prepare and practice facilitating. Not doing so risks key messages getting lost and confusion among facilitators. Assign clear roles.

When possible, involve facilitators who have experience with SOGIESC or gender issues to lead the gender-focused sessions. Participants had many questions, and given the importance and potential delicacy of discussing the topics appropriately, try to involve experts when possible.

REFERRAL SYSTEM

Hold a meeting between schools and referral providers before the reporting and referral systems are implemented. It is important for partners participating in the system to learn who they are working with and to get buy-in early.

DESIGN CONCEPT E

Multi-Stakeholder Forum

OVERVIEW

What is it?

An approach for integrating the prototypes within local programs and initiatives, the Multi-Stakeholder Forum is a steering committee-type convening of village leaders in Denpasar that aims to increase knowledge and gender-equitable attitudes among community leaders and provide a gateway for package implementation and prioritization of gender-equitable programming.

Who is it for?

Community leaders

Why does this exist?

Ideation workshops and early testing revealed the need to establish a shared understanding among community leaders about how gender inequity influences VYAs' health and well-being. This surfaced as a critical initial step in order for community leaders and other government departments to prioritize gender transformative programming. The need for cross-sector collaboration to address that problem also emerged given the various ways and places that gender inequity shows up in communities.

Low-fidelity

Medium-fidelity

High-fidelity

DESIGN CONCEPT E

Multi-Stakeholder Forum

CONCEPT EVOLUTION

	LOW-FIDELITY	MEDIUM-FIDELITY	HIGH-FIDELITY
Facilitators	PKBI Bali	PKBI Bali	PKBI Bali
Components	Discussion with Healthy Village Forum	Workshop to introduce package and identify opportunities for collaboration	1. MOU 2. Meeting to introduce the package and hold Interactive Video screening
Testing site	Virtual (Denpasar)	In-person at PKBI Bali's office (Semarang)	In-person at village offices (Denpasar)
Audience	Healthy Village Forum leaders Health Department representative Puskesmas (community primary care) representative Semarang Family Planning and Youth and Sports representatives	Education department School principals Health department Family Planning department Child Protection and Women Empowerment Departments	Village leaders (In Bali, village leaders compose the grassroots level of the government system and are overseen by the district-level leaders.)
Mobilization	PKBI Bali	PKBI Bali	PKBI Bali
Cohesion with other prototypes	Intended to open channels for implementation.	Intended to open channels for integration and implementation. Note: Time constraints prevented this prototype from being tested prior to the other prototypes.	Intended to open channels for integration and implementation. Note: Time constraints prevented this prototype from being tested prior to the other prototypes.

DESIGN CONCEPT E

Multi-Stakeholder Forum

Click here to view all resources

KEY DECISIONS INFORMED BY CO-DESIGN + PREVIOUS TESTS

CONTENT AND AUDIENCE REACH

Previous rounds of testing revealed that although convening multiple stakeholders was novel, it was less actionable than approaching one leader who could open the doors for implementation within a specific jurisdiction. Testing also revealed the need to establish a shared understanding about gender among community leaders.

To that end, an MOU that outlined task division between village and potential implementers was discussed with a village leader. The village leader then convened a meeting with the group of Pemecutan village leaders where the package was introduced and the Interactive Video was screened.

PACKAGE COHESION

The Multi-Stakeholder Forum is framed as a gateway for implementation in community jurisdictions. The main village leader also attended the Family Space.

Note: Due to scheduling challenges and the fact the CDT did not deem it appropriate to ask community leaders to implement something that was merely a test, the forum was gathered after the other prototypes were tested. The forum was not used to mobilize participants for testing the rest of the package.

CONTENT

This prototype was tested under the name Aksara Forum, spelled Ak5ara. In Indonesian, Aksara means "Aksi Bersama Remaja," which is an action created and carried out together for youth. The letter "s" was changed to the number "5" to represent the five prototypes. Ak5ara also has a meaning as a symbol to communicate between people.

1:1 Village Leader Meeting to review the MOU

Participants: One village leader (person accountable for these types of documents) and one village leader staff member in charge in community welfare unit
Location: Village office
Duration: 1 hour

Group Village Leader Meeting

Participants: 29 male and one female community leader (representing her husband)
Location: Pemecutan Village
Duration: 2 hours

TESTING

Opening. The village leader opened the meeting and explained objectives to the rest of the village leaders.

Package overview. PKBI Bali shared the vision for the package (locally named the *Aksara* Kit), provided an overview of the individual prototypes and which audiences they intend to reach.

Interactive Video. PKBI Bali facilitated a screening and discussion of the community leader version of the Interactive Video.

RESOURCES

People
- *Two PKBI Bali facilitators at each meeting*

Inputs
- *1:1 meeting agenda*
- *Group meeting agenda*
- *MOU*
- *Interactive Video and facilitator guide*

PROTOTYPE E

Multi-Stakeholder Forum

RESULTS AND KEY LEARNINGS

CONTENT

- **Village leader reactions:** Good overall impression of the MOU (no comments on the content, most of the statements found acceptable). The village leader found the package interesting and beneficial for the intended audiences. During the broader meeting, he shared that his family joined the Family Space, which he felt was beneficial to them.

> *"I think it's already good enough for me..." —Village leader*

- **The video was considered novel and engaging.** The choose your own ending approach was new to viewers and sparked divergent discussion among participants.

PLACE AND AUDIENCE REACH

- **The village leader is willing to mobilize youth for this initiative.** Village leadership recognizes the need to involve a third party that works with youth to increase youth involvement at the community level. The village leader initiated collaborative activities to mobilize the village's youth, stating that the presence of a third party from KISARA could encourage Pemecutan youth to have positive activities.

> *"..the hope is that if we can enter from you (PKBI Bali Team) as young people and can build trust with you, tomorrow if there are activities it can be easier." —Village leader*

PACKAGE COHESION

- **The Family Space appeals to village leaders because of its ability to involve many components of the community.**
- **Village Leaders saw connections between the Family Space and Safe Schools program.** They suggested mobilizing families for the Family Space through schools participating in the Safe Schools program.

> *"One of the real benefits [of the package] is the Family Space, it would be better the activities can be sustained or reach more audiences so that the other community members can join the Family Space and contribute to conduct the activity in this area." — Village leader who participated in the Family Space*

DESIGN CONCEPT E

Multi-Stakeholder Forum

RECOMMENDATIONS FOR PILOT

CONTENT

Develop the MOU with the subdistrict level since the village will follow the instructions of the subdistrict leaders.

PLACE ND AUDIENCE REACH

Integrate the Multi-Stakeholder Forum meeting/agenda into existing meetings for whichever community or government level.

Conduct a series of meetings—one meeting is not enough to ensure that community leaders have a gender-equitable perspective

PACKAGE COHESION

Implement the Multi-Stakeholder Forum first; it is intended to open the door for implementing the broader package. The first step of the forum is the MOU signing.

Invite village leaders to the Family Space. Begin the session with the village leader to explain the objectives of the meeting.

Integrate the Family Space with Safe Schools by inviting parents through schools so that the programs can complement each other.

"It is like a key to start the journey of working with and informing community leaders about the package. It is also really helpful for the implementers to understand where they will need the village leader's help regarding coordinating with schools and inviting parents in the community… The package needs to be endorsed by the village leader in order to gain trust of the community as well as mobilize the community." —PKBI Bali facilitator

04.
Pilot Package

This page provides an overview about next steps for developing a pilot package.

Click here to return to Page 2: Contents

Pilot package

The five concepts that passed the high-fidelity design gate are available as a package of interventions, complete with materials, that can be piloted and adapted to other contexts. The package includes:

ADAPTABILITY AND IMPLEMENTATION GUIDANCE	Guidance for recommended organizational needs/capacity to implement the whole package, tie into existing systems, and adapt to new contexts.
GUIDANCE AND TOOLS FOR IMPLEMENTATION	Including when and where, inputs and resources, activities, planning checklist, facilitator guides, and materials.
EVALUATION PLAN	Guidance for evaluating the pilot program that follows the RE-AIM framework. It does not include evaluation tools, but it provides examples of tools that can be adapted.

Appendices

Hyperlinks to relevant documents

Design & Test Sprint in the DRC
- Report

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 (Round 1)
- 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**

Low and Medium-Fidelity Testing Report

Co-design Workshops (Round 2)
- Agenda

High-Fidelity
- Detailed Prototype Results from High-Fidelity

Resources

Multi-Stakeholder Forum

- Pitch deck
- MOU
- Meeting minutes
- Exit interviews

Interactive Video

- Video files
- Facilitator guides
- Introduction slide deck
- Exit Interviews
- Storylines
- Promotional material

Exhibition

- Displayed descriptions
- Photo and video tours
- Promotional materials
- Exit Interviews

Safe Schools

- Facilitator guide
- Reporting form
- Referral system
- Exit interviews

Family Space

- Promotional materials
- Facilitator guide
- Activity materials
- Exit interviews

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