International Institute of Social Studies

Erasmus

Conquering Fear:
Reclaiming Children's Agency on Sexual Violence Cases in North Lombok, Indonesia

A Research Paper presented by:

Dina Chaerani
(Indonesia)

in partial fulfilment of the requirements for obtaining the degree of
MASTER OF ARTS IN DEVELOPMENT STUDIES

Major:
SPD

Specialization:
Children and Youth Studies

Members of the Examining Committee:
dr. (Kristen) KE Cheney
Prof.mr.dr. (Karin) CJM Arts

December 2021

Acknowledgements

"Finish what you have started, Din!"

For Bernadette, my *Kalisari* folk, you are always there when I am lost and need to seek guidance. You bring peace and show me what the real struggle is and to keep praising the Lord. You teach me to be grateful in any situation, bad or good, happy or sad; I need to go back to God. I am so blessed to know you!

My Indonesian families at ISS, the people who love travelling and chasing adventures, are also lovable by giving me a lot of food; I thank you all so much. *Mbak* Wening and Mas Bagus, a power couple who love to treat me just like their younger sister and ensure that I eat well, especially during the RP process; thank you two. You are all kind people. Thank you, *Mbak* Dina; I am truly honoured to know you and become your travel buddy. I miss all Europe Trips, especially the Switzerland trip when you conquered your phobia of height. I will see you soon in Jakarta! For *Kak* Vania, my lovely Aquarian, I am so happy to be close with you and have a good listener who never judges me. Thank you for constantly checking in on me. I thank you for your kindness to my neighbour, Kak Indah, who always gives me food and treats me like her sister. And for Firman, my journey in SPD would be more challenging if I had no genuine and lovely friend like you. Thank you for crying together and listening to my stupid stories without even being judgmental.

Additionally, I gained much life experience when I babysit. And I am so happy to share my time with the little girls who listen to my RP experience with the clueless face but are still curious enough to understand my RP topic. For Lilja and Maja, you are so sweet. I feel like having little sisters, and I enjoyed our time eating *Mannekin Pis* fish and chips or Twizzle together at Mall of the Netherlands. Not to mention, Kaouter (Lilja and Maja's mother), thank you for letting me have this new experience to take care of your kids! For Naazlin and Malikah, I also acknowledge your kindness and emotional support to finish my RP and thank you for being a great listener.

To Guster and *Kak* Shere, my true inspiration, my brother and sister, my family, my home, I will be back again and reunite with you! One and a year apart from you means nothing because we still communicate the way we did. And thank you for supporting me to finish this Master's Degree, thank you for being semi-physically there via WhatsApp call when I need to talk at midnight. For Firli Rizki, your effort to accompany me to finish many chapters of my RP was beneficial, and I thank you for your time and patience to be my best friend for the past ten years.

And whoever the creators of Netflix and all Horror Movies in it, I would like to express my gratitude for them, especially for my favourite director of all time, M. Night Shyamalan. I am a horror movie biggest fan. Through ups and downs, horror movies are always there for me. When I cried without any reason, horror movies brought back my mood and made me realize that I was not the saddest and unluckiest person on earth, so I had to continue my life and never give up.

And from all the thank you(s) above, the essential thank goes to my supervisor, Kristen Cheney. Without her, I am lost. She is a very dedicated and patient supervisor whom I never had when I was in Bachelor Degree. Your encouraging comments and tremendously helpful feedback motivated me to work harder and give my utmost best for this paper. I never met such a dedicated person like you. I wish you a great experience in your new place! I thank you so much, Kristen! To my second reader, Karin Arts, thank you for your encouraging comments and for providing me with fantastic ideas to improve this paper. Both of you (and your classes) inspired me to pursue further studies on child and youth (again) soon.

For indeed, with hardship [will be] ease. (Al-Inshirah 94:5)

Table of Contents

List of Figures

List of Appendices

List of Acronyms

BP3AKB	*Badan Pemberdayaan Perempuan Perlindungan Anak dan Keluarga Berencana* (The Office of Empowerment for the Protection of Women and Children in Family Planning)
CEDAW	Committee on the Elimination of Discrimination Against Women
CRBA	Child's Rights-Based Approach
CRC	Convention on the Rights of the Child
CSO	Civil Society Organization
FA	*Forum Anak* (Child's Forum)
LPA	*Lembaga Perlindungan Anak (*Child Protection Institution)
MUSRENBANG	*Musyawarah Perencanaan Pembangunan* (Development Planning Meeting)
PAR	Participatory Action Research
PII	Plan International Indonesia
P2TP2A	*Pusat Pelayanan Terpadu Pemberdayaan Perempuan dan Anak* (Integrated Service Centre for the Protection of Women and Children
RPJMN	*Rancangan Pembangunan Jangka Menengah Nasional* (National Medium-Term Development Plan)
SVAC	Sexual Violence against Children
UNCRC	United Nations Convention on the Rights of the Child

Abstract

This Participatory Action Research (PAR)-inspired research explores SVAC in North Lombok and the hindrances that prevent children from disclosing SVAC or partaking in decision-making processes to tackle the issue. The empirical data consists of PAR task-based activities where ten children (age 14-18) from *Sigar Penjalin* and *Medana* villages reflect on their agency in SVAC with the help of photographs and videos they had themselves taken and recorded. By drawing from concepts of children's agency and a Children's Rights-Based Approach (CRBA), I argue that the current SVAC reporting mechanism in North Lombok does not reinforce CRBA, on the one hand, and contend with a low expectation of children to reclaim their agency (be discriminated, victimized, or not given the opportunity because they are just children), on the other. The experience of *Sigar Penjalin* and *Medana* villages confirms that CRBA is still far from being implemented in the case of SVAC in North Lombok. Therefore, children's participation and agency are vital to take into account in re-designing the meaning of safe space/enable the environment and enforce their voices in the new reporting mechanism of SVAC. This research calls for more comprehensive strategies to address SVAC in North Lombok. To advance child protection, children's agency and social inclusion must be nurtured by expanding children's opportunities and capabilities instead of restricting them.

Relevance to Development Studies

Fears, stigmatization, *Merariq* culture, and the faulty reporting mechanism are four of many reasons behind the underreported cases of Sexual Violence against Children (SVAC) in North Lombok. In many instances, these factors are being ignored and hidden in plain sight, where the government and policymakers often invoke the children's participation in some part of daily concern, but they have yet to scrutinize children's agency further and link it to the decision-making process for SVAC issue. To make more substantial strides in increasing the meaningful participation of children and encouraging them to exercise their agency, government and political actors should reconsider how the children's agency works and benefit from solving the SVAC issue. Therefore, this research also calls on the government, policymakers and other stakeholders to create a safe space and enabling environment for children in North Lombok as the agent of solutions whose rights must be protected to ensure they can access the reporting mechanism and tackle the issue of SVAC.

Chapter 1 "Hidden in Plain Sight": How to Make Sexual Violence against Children (SVAC) Visible

"Why do adults keep saying that protecting children's rights is important, but actually they barely walk the talk? They forget the essence of protecting is to really listen."

A 15-year old girl from *Sigar Penjalin* village in North Lombok Regency named 'Nairobi'[1] stated this on the second online Participatory Action Research (PAR) Meeting on 7th August 2021 that I conducted. We were all children once. I was a child. It is something that we have in common, and hearing this statement from her just made me sad because I did not and probably never expect that she could feel this bad to be a child. When I was a kid, I had no opportunity to understand the agency's concept. I was so silent and did not speak my mind loudly the way she did.

The idea of expressing our minds freely and without fear has been brought to my attention because I had no privilege to do that. Also, a child needs to voice out her/his ideas. As a child activist, a master's student, a human being, I believe that we all want the children to be happy, healthy, brave, and aware of their rights. We must protect children's rights by ensuring that they participate meaningfully in the decision-making process regarding children's issues, listening to their problems, and taking their voices into account (Boothby et al., 2009). This matter is very applicable in the issue of SVAC. Many child experts believe that participation by children has a crucial role in protecting themselves from violence, including sexual violence, as well as helping adults (particularly the 'government') play a pivotal role to protect children. The protection of children from all kinds of violence has been guaranteed by the Convention on the Rights of the Child General Comment No. 13 (2011) and other international agreements that many countries in the world have ratified (United Nations Document CRC/C/GC/13, Office of the High Commissioner for Human Rights, Geneva, 18th April 2011).

Child participation in this specific issue strengthens children's resilience, and it can help survivors in their recovery (UNICEF, 2014). Through their participation, which reflects on their understanding of agency to choose what is best for them, children can be the agents of change and prevent and address SVAC. As a result, they can be effective advocates for the

---

[1] Not her real name. To ensure that I keep their confidentiality and authentic identity, I used a pseudonym for participants by using ten cities in the world. I am inspired by a Netflix series 'Money Heist (2017). For more detailed profiles please visit Appendix 2.

realization of their rights to protection. Furthermore, with this small step, we can make the issue of SVAC visible and 'important' again.

The Indonesian media has focused increasingly on SVAC as a societal issue (Wismayanti et al., 2019). A new study has begun to highlight that SVAC perpetrators are frequently family members and it makes SVAC a more complicated crime (Davies & Rogers, 2009; Wismayanti et al., 2019). This condition reflects a change in the popular perception of SVAC in Indonesia, yet the issue remains sensitive (Wismayanti et al., 2019). The status quo of Indonesian culture, the lack of issue mainstreaming, and the lack of raising awareness within the community have created intense stigmatizations for all victims to disclose the cases to the public and get justice (Luhpuri et al., 2019). Furthermore, one significant thing that makes children hesitate to disclose and report the cases is the lack of law enforcement, where it is not easy for them to access the reporting mechanism and child protection services provided by the government (UNICEF, 2014).

Due to the lack of law enforcement that I have already indicated above, this research paper analyzes existing law enforcement of the Lombok SVAC reporting mechanism through child participatory research. I found that the exercise of agency is key role to tackle SVAC issue in North Lombok. The paper aspires to meaningfully capture children's voices in defining their rights and reclaiming their agency disclosing SVAC cases. Finally, the child participants will make recommendations to challenge the government system so that everyone can contribute to tackling the issue of SVAC, enforce its policies and interventions in Lombok.

1.1 Unpacking SVAC in Lombok Context

SVAC is not inevitable. It is something that we have to solve and tackle together. However, to ensure we fight for the same goals, we need to agree on the definition and the context where SVAC is being discussed. In this section, I will encourage the readers to understand the debate on SVAC definition, including in the context of Lombok. Additionally, I will elucidate social and policy issues that are the root causes of the problem in North Lombok.

1.1.1 Defining SVAC

SVAC and its prevention is not a new public discourse for the Indonesian people. According to the Indonesian Ministry of Women Empowerment and Child Protection (SIMFONI PPA, 2020), there were 5,640 SVAC cases reported during 2020. In general, SVAC and sexual

violence against women have obtained public attention after the 1998 democratic reform (Wismayanti et al., 2019), raising awareness efforts by the National Commission on Violence against Women (Wismayanti et al., 2019).

The media and government institutions consistently report new SVAC statistics. However, there is a dearth of academic publications regarding sexual violence discourse in Indonesia (Mulya, 2018). Academic literature on sexual violence is rare, particularly SVAC.

There will be many definitions regarding SVAC. However, in this research, I adopt the UNICEF (2014: 4) definition that includes:

"(a) the inducement or coercion of a child to engage in any unlawful or psychologically harmful sexual activity; (b) the use of children in commercial sexual exploitation; (c) The use of children in audio or visual images of child sexual abuse."

It is also supported by the World Health Organisation and the International Society for Prevention of Child Abuse and Neglect's definition (WHO, 2006: 10):

"The involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society."

With those two definitions above, I will utilize them as the standard for the analysis and discussion in the succeeding chapter.

1.1.2 SVAC in Lombok

Indonesia has ratified CRC and projected it through the National Medium-Term Development Plan (RPJMN) 2015–2019 (Wismayanti et al., 2019) where the country is committed to developing policies to respond to SVAC (O'Leary et al., 2020). However, to develop a child protection system is not easy, especially in a country like Indonesia, which has many provinces and are separated by islands (Gray, 2003). In Lombok, there is no stable reporting mechanism to support children in accessing the services (Luhpuri et al., 2019). With this problem, it shows that Indonesian government must strengthen or improve its laws protect all children (Wismayanti et al., 2019; O'Leary et al., 2020).

For example, there were 115 reported SVAC cases in Lombok in 2020 (The Office of Empowerment for the Protection of Women and Children in Family Planning (BP3AKB), 2020). This number is considered very small and not synchronized with the data reported to the SIMFONI PPA website. The non-synchronized data itself could be seen as a gap and lack of seriousness in tackling the cases. Underreporting of SVAC cases is a real problem in Lombok. The number of underreported cases of SVAC in Lombok Island has affected child

protection's quality in this country (BP3AKB, 2020). Therefore, this research is calling on Lombok's government, stakeholders, and society to improve a safe environment for children. Such an environment is paramount to allow children to speak up freely, particularly when experiencing sexual violence, and have the agency report it.

This study was conducted in North-Lombok Regency, specifically *Sigar Penjalin* and *Medana* villages. As a background, North Lombok consists of 5 districts (*Pemenang, Tanjung, Gangga, Kayangan, and Bayan*) and 33 villages. Most of the people that live in these two villages are the *Sasak* ethnic. This regency is considered very new because it was part of the West Lombok Regency until 2006. There are three main reasons for selecting this area when it comes to the SVAC issue. Firstly, the complexity of the sexual violence problem in this area. There is a strong culture called '*Merariq*' (the practice of 'kidnapping' the bride to marry forcefully) that may contradict rules set in marriage law (Luhpuri et al., 2019: 414). Lombok has a Muslim majority population that also shape local values. Secondly, government offices working on social welfare and child protection here are relatively new and open to receiving inputs and learning examples of best practices from others. Lastly, I have been working previously in children's expertise that can help me understand more about Lombok's children. Moreover, this research will help Lombok's policymakers achieve the Indonesian Vision 2030 (Junaidi, 2015), creating child-friendly cities, regencies, and country. I will now delve deeper into some unaddressed problems within the Lombok community regarding the SVAC issue.

A. *'Merariq'* Culture

Lombok is well-known for its *Merariq* culture. Sasak people of Lombok island continue the old tradition of 'bride kidnapping', where the bride (girl) is taken away by the boy or man before a wedding. However, nowadays, the practice has been widely changed to justify child marriage. By practising *Merariq*, people solve SVAC cases through a 'kinship' mechanism (SOS Children's Village International, 2017). The families of SVAC victims and perpetrators undergo a discussion and reach an agreement of matrimony between them without involving an external party or considering existing laws. Such kinship mechanisms protect the families' good name, keeping SVAC cases under the radar.

B. Power imbalances

Antonowicz (2010) argues that gender and power relations are essential in understanding SVAC because violence is often situated within asymmetrical power relations. This power

relation is enacted through age and authority differences (Dunne et al., 2003: 2). According to Dunne, people with authority may abuse children by sexually violating them. When the children try to disclose the case, the system and local stakeholders like police officers will question and underestimate the report from the children (Dunne, 2006).

C. Victimization

When sexual violence is disclosed, victims often experience stigmatization and further victimization, making cases challenging to investigate (Rumble et al., 2017). It is not easy for society to comprehend SVAC because it is often difficult to reconcile such dynamics with communities' daily practices (Rumble et al., 2020). The situation also gets worse by the irrelevant questions victims often face, such as "Did you go out alone and at night?" or "Did you wear something provocative?". Additionally, the idea of disclosure is still taboo. Therefore, it is a challenging task, especially within inherited patriarchal culture, like in Lombok.

Pereira et al. (2020) has demonstrated that children are unwilling to disclose the cases for many reasons, for example the lack of support for children's rights to access reporting mechanisms and victim-blaming. These problem are the leading causes of undisclosed sexual violence cases. In this situation, the predominance of victim-blaming in our society is just the tip of the iceberg. The culture is so rampant that many survivors cannot report their cases because they are at risk of being criminalized (The Conversation, 2018) for reporting their issues. Unfortunately, no power and the culture of silence (Rumble et al., 2020) have made children unable to fight for their rights.

D. Faulty Reporting Mechanism

Indonesia still does not have a systematic and holistic reporting mechanism on SVAC. This perpetuates scepticism among children and families that the case will not be adequately investigated (Save The Children Sweden, 2016). Below is a flow chart I made to illustrate current reporting mechanisms in Indonesia, including North Lombok

Figure 1 The flow of current reporting mechanism in Indonesia (made by the researcher)
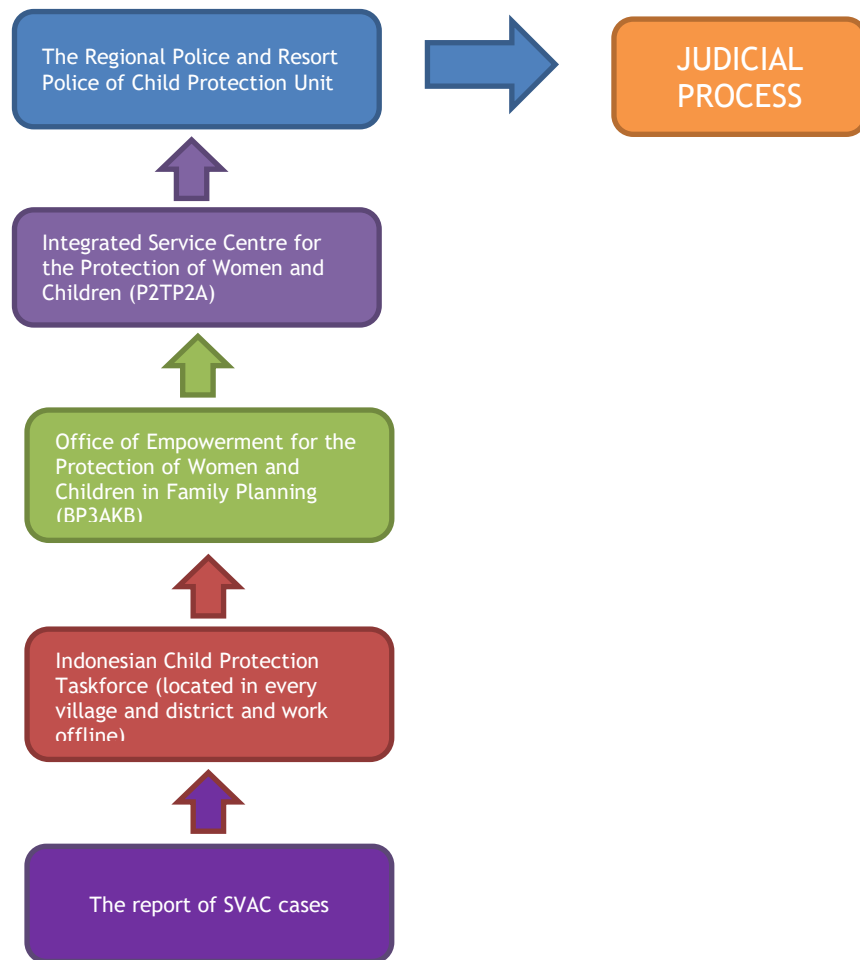
Figure 1 has shown the hierarchical mechanism in place in Indonesia currently. If someone encounters sexual violence, they need to report it to step by step, starting from the lowest level, the Indonesian Child Protection Taskforce. After the 1st level confirms and validates the report, they will bring the case to the next level, namely the Women's Empowerment and Child Protection Agency (BPPKB) at the regional level. Next, the report needs to be validated again by the Integrated Service Centre for the Protection of Women and Children (P2TP2A). Lastly, the Regional Police of Child Protection Unit will ensure the report's validity before bringing it to the court to get judicial process.

The most important thing here is to define the legal system or reporting mechanism to problematize this system. In this context, I define *reporting mechanism* as a combination of processes that needs to come from the structural, institutional, interpersonal, community, and children (Maternowska & Potts, 2017). This would include mechanisms of support to encourage children to open up and tell their parents or counsellor. Moreover, listening more to what children want is the most desired way to tackle SVAC issue. The cases in Lombok

have faced many obstacles that prevent children and their families from accessing information and assistance, including lack of social support, inaccessible reporting mechanisms, physical and financial limitations that prevent access to services, and a sense of helplessness. Therefore, the integrated mechanism or framework that needs to be applied (Maternowska & Potts, 2017: 144). Below is the example of the integrated framework to tackle SVAC issue that brings all stakeholder to work together.

Figure 2 A child-centered socio-ecological framework for violence prevention.

(Source: Maternowska & Potts, 2017)
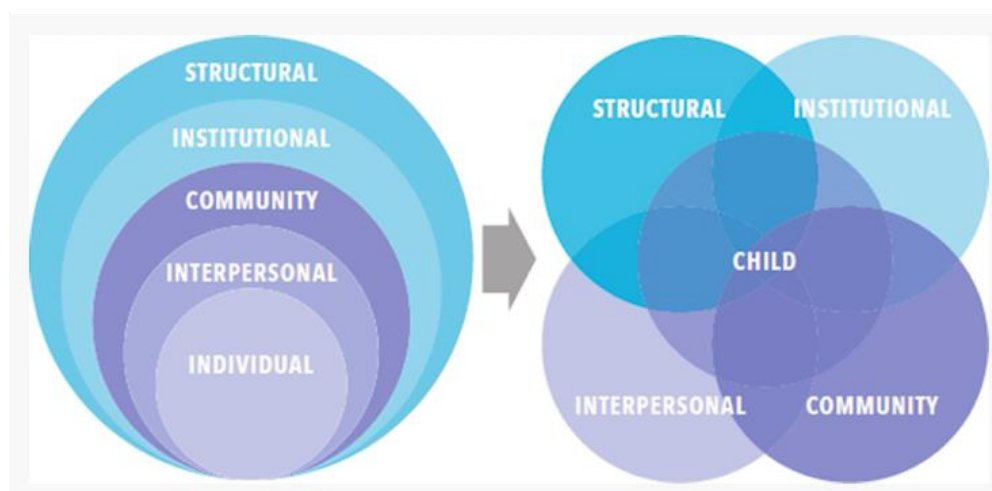
1.2 Nurturing Agency to Tackle SVAC

This research constructs children's agency as the core element in addressing SVAC in Lombok. Agency here can be understood to mean an underlying expectation that (a) children are brave, (b) the government through the legal system should facilitate children's active involvement, and (c) parents and community are involved as part of the solution.

It means that ensuring children's agency is measured based on their ability to report the SVAC cases to the legal system provided by the government and when children can freely be open to tell it to the most trusted persons in their lives. Thus, I will also consider the interpersonal and community aspects. This allows us to understand how context shapes children's social worlds, including strengthening their agency.

Educational programs can build agency and prevent SVAC, given that they can reach many individuals at a time (such as schools or health services) and focus on children and/or their parents. This educational strategy needs to be done by the government so that children, families, and communities can better understand SVAC and how to report the cases.

Therefore, the purpose of nurturing the agency to tackle SVAC from within could happen. Agency as a framework itself will be explained more in the succeeding chapter.

1.3 Demystifying Children's Agency through Child's Rights-Based Approach (CRBA) to tackle SVAC

Therefore, I attempted to address the gaps and challenges mentioned earlier and contribute to critical discussions on SVAC by drawing from Children's Agency concept and CRBA approach to amplify children's voices and embodied experiences in creating a safe space/enabling environment to report the SVAC case. My main research question is, "**How can we ensure that children have safe spaces/enabling environments to report sexual violence in such a way that privileges children's agency? Moreover, could introducing a rights-based approach to their situation make a positive contribution to their situation?"**. And below are the sub-questions for this research:

- What kind of sexual violence do North Lombok children face?
- What are the CRBA to SVAC that has been involved in North Lombok?
- Why has not the existing reporting mechanism led to the higher reportage by the people of Lombok?

In Chapter 2, I will reflect on the theoretical insights that structure the framework used in the research. Chapter 3 will discuss the methodology I utilized (online Participatory Action Research (PAR) inspired and qualitative interviewing), its limitations, and contextualize the field research. Chapter 4 addresses the first research question on what kind of sexual violence children in North Lombok face from children's eyes. Chapter 5 discusses findings from data collected then examines them with a CRBA standpoint. Chapter 6 constructs the meaning of agency and safe space for children in North Lombok, so they can conquer the fear and reclaim the children's agency by re-creating and re-design the friendly and agile reporting mechanism for SVAC in North Lombok. Then lastly, I present research implications that I made along with participants' suggestions to create a better reporting mechanism for SVAC in North Lombok.

Chapter 2 Beyond the Stigmatization: Sexual Violence against Children in Indonesia (Theory vs Practice)

I will argue the vital need to include children's agency in strategies to address SVAC in this chapter by linking concepts, theories, or approaches on children's agency and CRBA. By applying CRBA in my analytical framework, I highlight the importance of enabling children's agencies to tackle SVAC cases in North Lombok. The end product of this RP will help ascertain the impact of current policies and expose the lack of safety reporting mechanism of sexual violence in Indonesia, especially on Lombok island, by using these tools of analysis. For this Research Paper, I use two conceptual frameworks; children's agency and CRBA.

a. Children's Agency

The disclosure and reporting of SVAC require children to have a sense of agency (Bandura, 1989; Rainio, 2010). Every child must realize this before deciding to do what they think is the best for them. However, existing research on children's agency (e.g., Markström & Halldén, 2009; Bjerke, 2011) emphasizes the importance of the reflexive component of the agency and does not focus on how children understand themselves as agents.

Agency is commonly defined as 'the capacity to act' (Manyukhina & Wyse, 2019), but this definition does not fully account for three crucial elements. First, the personal sense of agency relies on the individuals' belief in acting freely and exercising daily choices. Unfortunately, having this sense of agency is not sufficient to exercise the agency. Therefore, the second vital element is for children to have real opportunities to exercise their agency. However, individuals will not take these opportunities if they are not able to act upon them. This leads to the third element, affordances when opportunities are authentically offered and consciously acknowledged by children (Manyukhina & Wyse, 2019). Affordances are crucial preconditions for the exercise of exercise.

Agency entails the opening up numerous paths of action in communication processes (Baraldi & Iervese, 2014). The interaction between children and adults is more than just adults exerting control over children. Their relationship is more than a dichotomy between "being and becoming, but also about appreciating the diversity of their connections and various forms of involvement" (White, 2002: 1097). These engagements are vital to their confidence to speak and be consulted with, especially in the SVAC case in North Lombok. In this aspect, I contend that children have agency in how they practice participation, yet in a small event like *Musrenbang* (Development Planning Meeting) conducted by the government

at the village level. Children must exercise their own will. Gallagher (2008) adds that agency could be exercised by children, because it is very diverse. However, most cultural norms dictate (Stoecklin & Bonvin, 2014) that children's agency is subservient to adult power. This power dynamic is definitely utilized in SVAC when perpetrators threaten children if they report and tell. That is often the reason they do not disclose. James (2007) also pointed out that we should be wary about methodological errors while calling for children's voices. For example, children's voices can be edited or overturned by adults' voices, influenced and conflicting by power, and children's silence can signify their voices (Mazzei, 2007; Spyrou, 2016). So, encouraging children to exercise their agency is the crux of the problem that North Lombok children need to do. It means that by letting the children explore and decide what is essential for themselves, we enable their environment to achieve their full potential, especially in tackling the SVAC case (for example: reporting the case). However, we must agree that agency is dynamic and situated (Abebe, 2019). Not all children have the ability to exercise agency. Depending on who they are, how they do and where they live (Robson et al., 2007).

In the SVAC case, the agency is particularly challenging, as victims feel or are made to feel disempowered because there will always be strains between children's participation and agency and protection. So, the exercise of agency could not possibly happen if there is no enabling environment and robust child protection system. Thus, creating a safe space for children and mobilizing society and all stakeholders to be concerned about SVAC and giving children the opportunity to speak what they need is essential. In the end, children's voices are the solution's core because they are leading social players who disclose the social, cultural, political circumstances and the relationships within their day-to-day actions (Abebe, 2019).

I used the children's agency framework in doing PAR-inspired activities, especially the Participatory Video and Mini Theatre session. I will unpack children's points of view of agency and rights and then convince them that those things are essential to conquer fear and report cases. The whole process will be seen throughout the online participatory research.

b. A Child's Rights-Based Approach (CRBA) to SVAC

Before I explain the CRBA to SVAC, I will specifically use CRBA in harvesting the children's knowledge to design their version of a reporting mechanism that is safe and sound for them, so they realize their agency by participating in designing the new mechanism. The final output will be a newly proposed reporting mechanism for the Lombok government.

Globally, the focus on a CRBA to children's issues is expanding (Craissati et al., 2007: 9). Sexual violence as a breach of various children's rights is referred to in many international and regional human rights documents, such as the CRC. CRBA focuses on the enforcement of underprivileged and marginalized community's rights, such as children (Panter-Brick, 2002; Percy-Smith, 2009). There are five different principles in CRBA that I will use as tools of analysis, namely:

1. Accountability

To begin with, accountability is the essential components of SVAC. According to Craissati et al. (2007: 11), this principle focuses on achieving the proper procedure by defining who are the "rights holders" and who are the "duty bearers" (Gebreiyosus, 2014: 7). States have two types of obligations as duty bearers, namely (1) the obligation to safeguard, promote, and fulfil the child's rights, and (2) refraining from human rights violations (Craissati et al., 2007).

Concerning SVAC, the rights holders (North Lombok's children) and corresponding duty-bearers (North Lombok's government) can protect children from sexual violence. "When the children's rights are violated, the duty bearers are accountable" (Gebreiyosus, 2014: 7). In a nutshell, the principle of accountability dictates that Lombok's government is obliged to make and take any measurements to prevent SVAC. The measure "can be social, legislative or administrative" (Gebreiyosus, 2014: 8).

2. Participation

The children's viewpoints on sexual violence, living situations, and social protection have significant implications for realizing their rights. Participation is a human right recognized worldwide and regionally (CEDAW and UNCRC) (Stoecklin & Bonvin, 2014). Children have the right to participate in decision-making (Save The Children Sweden, 2016) in their families, communities, and national and international levels. However, it does not happen because of the government's lack of knowledge and opportunity, which is very limited. A meaningful participation method to respond to sexual violence against children in North Lombok will assist in focusing on long and intermediate responses rather than merely rapid reactions.

Most children, especially marginalized ones, need to be treated differently than privileged children in a CRBA to sexual violence. They must have a voice on the issues that affect their

lives. As a result, recognizing the problem of children's agency in North Lombok and asking them what they believe about sexual violence is a crucial part of this approach.

3. The Best Interest of the Child

This principle is essentially created to make a distinct limitation of the adults and guardians' power over children (Schoenholtz (2011) in Gebreiyosus, 2014: 9). It also links to the decision-making process when the government created the reporting mechanism of SVAC. We need to problematize the government's decision, whether it is already inclusive, and implement the value of "best interest of the child" (Craissati et al., 2007).

The inclusion of the child's best interests in CRBA is used for any assessment (Gebreiyosus, 2014: 10). Therefore, CRBA principles "cannot be made without careful analysis of the children's involvement in all aspects" (Gebreiyosus, 2014: 10). CRBA was made to introduce a clear mechanism for all people, particularly adults, when they work with children (Gebreiyosus, 2014: 10). However, on many occasions, the practice of 'best interest of the child' at the local level is not ideal. Some tensions happen, and this phenomenon will be found in the analysis in Chapter 5.

4. Non-discrimination

In SVAC cases, the non-discrimination principle requires the development of policies, initiatives, or regulations to reach out to marginalized children. A non-discrimination clause is included in Article 2 of the CRC. Article 2 stipulates that States Parties must defend and ensure the child's rights as specified in the Convention (Gebreiyosus, 2014). Article 2 (2) of the CRC (1989) emphasizes that country or state is responsible to protect children from any discrimination, no matter what is child's or parent's status (Save the Children Sweden, 2016). Henceforth, Indonesia must provide all children the equal rights and opportunities (Gebreiyosus, 2014: 11).

Additionally, in the Article 19, it says that state needs to guarantee all children to be free from violence and neglect (Gebreiyosus, 2014). It means that all children, particularly those who live in remote areas such as *Medana* and *Sigar Penjalin* Villages, have the right to be safe from all sorts of violence. In conclusion, the Lombok Government is mainly accountable to fulfil children's rights without any discrimination (Gebreiyosus, 2014), especially when victims disclose the sexual violence cases to the mechanism in place.

5. Survival and Development

CRBA is made to guarantee that all policies created will be able to reach all children regardless their background (Guy, 2003). Stichick and Bruderlein (2001: 2) in Gebreiyosus (2014: 11) noted that CRBA provides a fundamental point for the principle of survival and development. This principle is threatened when children encounter sexual violence (Gebreiyosus, 2014: 11). I will use the CRBA framework in chapter 5 to highlight obstacles in implementing CRBA in designing the reporting mechanism.

Overall, tensions in CRBA and children's agency implementation persist in the international context because they are often framed and practised as ideal models and frameworks that all countries must follow accordingly. However, Cheney (2014) stated that the local context could not be measured only with the international frameworks. Like North Lombok, it is advisable to reinforce the local norms and set to see agency and CRBA implementation more clearly.

Nevertheless, these realities inspired me to focus on children's agency in the SVAC issue. My attempt to reclaim children's agency in my country contributes to the decolonization of childhood studies usually depicted from Global North (Goodley et al., 2019). Through this research, I show how to listen to children's voices and encourage their agency by giving them an opportunity. My participants helped me to point out what are wrong and in the current reporting mechanism (see analysis in the chapters 4 and 5) and expressed what does a better and more agile mechanism look like which can help them exercise and reclaim their agency to tackle the SVAC issue (see chapter 6).

Chapter 3 Listening to Children's Silences: Online Participatory Action Research (PAR)-Inspired during Pandemic

The current condition of COVID-19 in Indonesia and North Lombok has explicitly challenged me to think more creatively and used the online platforms (Punch, 2002), and use the weekly activities method to enable the children to meaningfully reflect on (Villegas, 2021: 6) their SVAC experience. I used an online PAR-inspired method and qualitative interviewing as the research methodology to collect the data to address the research questions. Additionally, I have also used WhatsApp Group to have vital online communication in the pandemic and gathered data from participants onto a shared Instagram Account set on Private mode. It was an accessible and easily retrievable data archive, and the child participants loved using it because it was very child-friendly to upload some pictures or videos from their task-based activities[2].

In general, PAR entails co-designing and conducting research with participants and communities. As a result, participative methodologies rely significantly on trust and tight collaborations, both of which are becoming increasingly difficult in the present socially distant pandemic scenario or COVID-19 situation (Hall et al., 2021). When researching with marginalized or vulnerable groups, the preceding becomes even more critical. Individuals who struggle with technology may also feel the negative significance of lockdown and the digital gap (Hall et al., 2021), even if they are not considered vulnerable or marginalized (Warner-Mackintosh, 2020: 2). With the new travel restriction and the scattered of the communities (Hall et al., 2021), participatory research must find new ways to bridge these gaps that let participants to collaborate (Hall et al., 2021) and reflect on study concerns (Ruppel, 2020). Furthermore, for those conditions and definitions mentioned above, the marginalized group I work closely with for this research is ten children living in *Medana* and *Sigar Penjalin* Villages. This research took a 6-week cycle where participants documented their experiences on SVAC before collaboratively analyzing the materials for the next cycle.

---

[2] I made a very protected Instagram Private Account by using a strong password that has been shared only to the children participants.

3.1 Online PAR-Inspired

This PAR-inspired approach is "more reflective than action-oriented" (Villegas, 2020: 6) because the activities (have been done offline but shared online) will trigger important talks that may serve as a precursor to the eventual implementation of more concrete initiatives normally expected in face-to-face PAR (McTaggart, 1989). I worked with children aged 14-18 years old. I chose this particular age group because the research aims to design the best version of a reporting mechanism for children with the participants. According to the University of Michigan Health System (UMHS) (2020), adolescents are mature and can understand more abstract contexts or discuss specific ideas such as SVAC. Furthermore, this age group has empathy and give opinion by delivering their ideas. Initially, I was supposed to conduct offline data collection. However, due to the COVID-19 condition in Indonesia and the increasing cases every day, I changed my plan to conduct an online PAR inspired methodology.

Previously, I have worked in Lombok Province as a Child and Youth Specialist of Plan International Indonesia. I knew a bit about the situation of the children in Lombok. These experiences were helpful in my research as they gave me access to their environment. So, I prepared everything by working closely with a local gatekeeper familiar with local culture, norms, speaks the local language and has worked in that area for more than five years. Her name is Dita, and she is from North Lombok. She is currently working with a local CSO in the child and youth area. She accompanied me to conduct the research. This process was pivotal because I needed to ensure that all representations were there and that no one was left behind. To choose ten children that can meet the research's needs, we created criteria below:

1. Any gender from aged 14-18.
2. Have, may have or have not experienced sexual violence (some children already experienced the case).
3. Originally from *Sigar Penjalin* Village and *Medana* Village.
4. Agree to involve meaningfully in the PAR that can be proved by the signed informed consent from the parents and the children themselves.

The selection process took two weeks because Dita and I had to read their profiles and interview them one by one, asking about their availability and experiences. We also got help from a local counsellor to choose children that could fit our requirements. This selection

process also concerned their abilities and availabilities. I selected ten children out of 20 children from 2 villages (five from *Sigar Penjalin* and five from *Medana*) from the criteria above. These children consisted of seven girls and three boys. One child was a sexual violence survivor.

All of them spoke Bahasa Indonesia perfectly, so there were no language constraints. The only barrier, in the beginning, was that they were a little bit reluctant to talk because they did not know me. So, I had to add another extra two days to have group calls, where they shared their personal story and to get to know each other. It succeeded because I also played many games to break the ice between us. From this method, I envisaged having a participatory process with the children that I studied. Please go to the appendices to see the interactive, child-friendly, and creative activities I have done during the data collection.

1. Before Data Collection

It started with a small discussion regarding the Research Paper (RP) draft with ten children that have been selected. In this phase, I asked for participants' opinions about my research question and the research's purpose. It was done on 9th June 2021, when I had a WhatsApp Call with the local gatekeeper, counsellor, and the children. The role of the counsellor here is to prevent or minimize the re-victimization or re-traumatization during the data collection process. The counsellor's name is Lisda.

Figure 3 Initiation Meeting with Children, Local Gatekeeper, and Counsellor via WhatsApp on 9th June 2021 (picture of children is not captured here for the sake of confidentiality and ethical consideration).

She is a certified counsellor that has been working in Medana Village for more than four years. She was geographically situated in the village and accompanied the children to ensure that they were in a good mood and that there was no forceful participation during the data collection process. I explained my purpose to do research in Sigar Penjalin and Medana Village to the children as research participants. Then, they said that the purpose and question of the study were acceptable, and they also gave input to ensure that the number of children representatives from each village are even. Moreover, they said that the activities that I propose must be conducted during the weekends and invite the parents to let them know what we will do and be open to them. Thus, I gave the space for children to participate meaningfully and be part of this research more than just the participants. To be more precise, here are the activities during this initiation stage:

- Introduction
- Informed Consent explanation
- Get to know with the research topic
- Get to Know with PAR
- Explaining the children's roles
- Elucidating the planning of PAR session + timeline

2. Weekly Activities

I provided a series of weekly activities within a 6-week PAR data collection. The explanation will be in the next section, and for more details, please see appendix 4.

3. After Data Collection

Keeping in touch with the children, counsellor, and local gatekeeper has ensured that this research walks the talks (participatory). I guaranteed that we would still have a weekly WhatsApp call to report my RP's progress. Thus, they were still able to give input both in contextual matter or content.

3.2 Child-Friendly and Creative Approach

To maintain social relationships with the children and other stakeholders at a distance, I had access to a local gatekeeper who helped me build rapport with the community because I could not access the field (Greeff, 2020). Moving to an online format of PAR has created

challenges about creating and maintaining interpersonal relationships, and it was a huge problem if I could not find any local gatekeeper.

According to Ruppel (2020: 2), "PAR depends on how researchers understand things and include the relationship between the researcher (the person who wants to learn) and the people in the field (the people that know the insights of the field)". It is imperative to underline because that is the goal of PAR itself, learn and unlearn. However, when I conducted online PAR-inspired activities, I realized I could not engage with the children and other stakeholders in their own neighbourhood (Hall et al., 2021). It made me wonder whether I can still conduct I and create the same depth of communication (Ruppel, 2020) like offline PAR does? Nevertheless, some literature supports me in conducting a new creative approach for online PAR inspired. As Abrahamsson & Ollander (2020) found, many platforms such as Zoom and WhatsApp mainly engage in task-related interactions instead of every-day spontaneous interactions in offline contexts. It has been disputed that spontaneous communications can develop collaboration (Hall et al., 2021). For the issue of coming late during the task-based activities, I changed the mechanism and split the children into two groups (per village). A small group like this has been proven to be more interactive, where they had more time to talk, share experiences, and be more expressive. However, this meant I had to spend more time than I planned to accommodate double shifts for each activity.

After the participants took photos and made videos, I had planned to collect them through SurfDrive and GoogleDrive. However, about 90% of them did not understand, did not have a GoogleDrive account or did not have the required internet data to upload big files onto GoogleDrive. So, I decided to use WhatsApp Personal Chat to store these data, where all the children had to send me the data personally via chat and then upload them to the Instagram Private account I created. Each of them had a password, and they could make the creative caption and use as many hashtags as they wanted. When the children were given the freedom to post the tasks I gave, I gained their trust. Below is the screenshot of the account with its posts.

Figure 4 Instagram Account for this particular research where the children can upload their pictures and videos
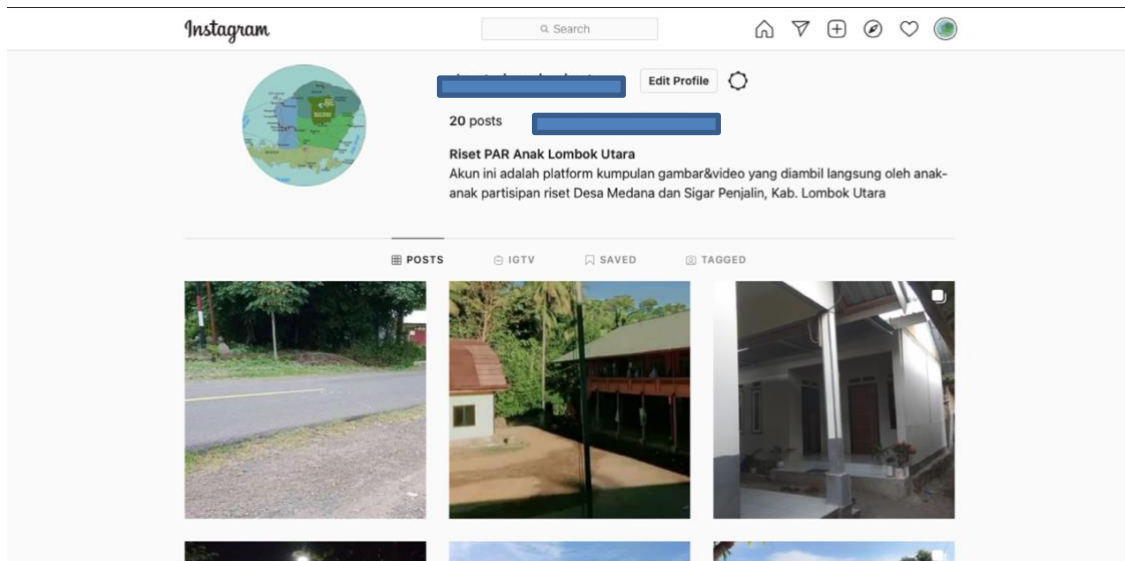
3.3 Weekly Activities

The weekly activities I provided were collaborative activities (Villegas, 2020) which helped the participants articulate and communicate themselves (Kindon et al., 2007). It also gave enough time for me and the participants to be reflective on the process of data collection (Mayaba & Wood, 2015). The topic that I chose was sensitive, and the children would not always be open to me when I asked some questions. So, using child-friendly and up-to-date techniques has helped me break the ice between me as a researcher and the children as the participants. The emotional and affective data (Kindon et al., 2007) from the pictures and videos they took and the role-play session also helped me counter the logistic narratives on agency and sexual violence issues. Therefore, I broke down the activities based on what could trigger them to be more open and comfortable discussing what would be explained below.

Asynchronous WhatsApp Group Discussion provides a "larger co-research process" (Colom, 2021: 10) because both participants and researcher can reflect on and contemplate to the responses (Colom, 2021). The use of WhatsApp Group is a safe space and accessible platform for all participants. The platform is very well-known in Indonesia, including in remote areas. The WhatsApp group discussion was used to follow up on and clarify some things that happened during the online meeting (Colom, 2021: 10). However, after using it for more than a week, I realized that this WhatsApp Group was potential to be a space for group reflection (Colom, 2021: 10). It was also an additional platform to discuss participants who could not come on time or skipped the sessions due to their own business and activities.

For a detailed explanation about the task-based activities, below is the elucidation and the process of conducting all activities:

Photo Voice, there were two sessions for harvesting the knowledge from the children on the SVAC topic. Photovoice (Prins, 2010: 437) became a handy tool for children to enhance their personal and intellectual development. It has opened the way for the children to feel valuable and important by partaking in the session because I asked their personal opinion through visual, which was the photo. Putting the trust in children and letting them use their phones' cameras could recognize their roles. Furthermore, the results from these activities are expected to be the fundamental ideas proposed to the government in creating a better 'safe space/enabling environment' to support children in speaking up and reporting the SVAC cases. Using photovoice has allowed us to see the 'unseen' common thing through new eyes (Prins, 2010: 438). It helped to reframe, learn and attach to a new place. From the photovoice session, I found no difficulties to gather the data. However, the problem lay in creating the captions because they did not know whether to make them long or short. I told them they could make whatever they wanted or create anything they wanted to. To set an example, I made my version and uploaded it on Instagram Stories. They understood after they saw my post. To make it more precise, I have three tasks for children in doing the photovoice, namely:

    a.   Could you take a picture of your house and the neighbourhood?
    b.   Could you take a picture of 'the safe place and enable environment' for you?
    c.   Could you take a picture of a 'dangerous place' in your neighbourhood that could be a place where sexual violence happens?

Figure 5 Poster of Photo Voice that researcher made

Moreover, to gather the pictures and information, I backed up the data from my laptop (every day) to Google Drive with a strong password, just in case there were any technical issues, such as losing my laptop or having a virus that could erase all the data. I used a strong password for the documents related to the children and the research.

Participatory Video allowed "the apprehension of paradoxical life" (Whiting et al., 2016: 335) that played out in the ways that I, as a researcher, may not see, both from the rationalization or children's lack of articulation. The tool also enriched the opportunity for participants to create knowledge for themselves through the task-based activities that I gave in these particular two sessions on participatory video, namely:

a. Could you please create a video within one week that captures and shows your environment and your daily activities from home to school?

b. What will you do if you see or hear your friend tell you that they want to report the SVAC case they encounter?

These two questions were a way to see and analyse the SVAC through an innovative media product from the children themselves. It was a stepping stone for discussing more agency that is come from within (children).

Figure 6 Poster of Participatory Video that researcher made
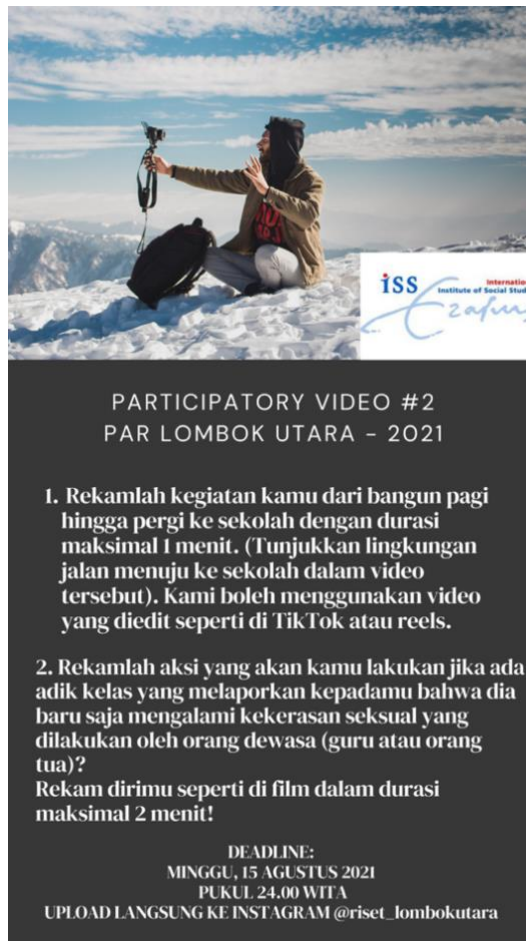
Mini Theatre, this activity was a showcase session for the child participants. The mini-theatre was used as a channel for the children to elaborate on their feelings and experiences (Van Reeuwijk, 2010) about SVAC they experienced or saw in a thoughtful but entertaining form. The mini theatre was a final form of their critiques and inputs towards the reporting mechanism in their neighbourhood. It was a challenging stage, as it asked the children to define what they considered an enabling environment that could help them boost their agency to meaningfully participate in the preventive and restorative action of SVAC in North Lombok.

3.4 Complementary Knowledge Harvesting and Data Analysis

I also conducted online in-depth interviews with a secretary of North Lombok Child Protection Institution (LPA), The Police of Child Protection Unit in one of the areas in North Lombok, The Child Protection Spokesperson of Plan International Indonesia, one village counsellor, two parents from two of the participants, and two teachers. These stakeholders' voices are needed to enrich the contexts and experiences of child participants (Villegas, 2020). You can visit the appendices page to see the list of the guiding questions to interview the stakeholders and the screenshots of me conducting the interviews.

The in-depth interview that I conducted gave me many insights and new perspectives on how to see the SVAC cases in North Lombok. I saw many gaps and loopholes that could be improved if the mechanism runs smoothly and all the stakeholders work together to achieve one goal, the protection of children and their participation. The interview result will also be analyzed in chapter 5, explaining the CRBA implementation and debating the practise vs theory.

The use of data harvesting is not only to get the clarification and the voice from adults and stakeholders but also to dig deeper into the meaning of the artwork and masterpiece that children have done. It made the connection between us more assertive. This online PAR inspired strength is that I had a more time to communicate with participants without being too interfering (Villegas, 2020), because I used children's paces. Furthermore, I could dig more information (Villegas, 2020) regarding explanation from the pictures or videos they took which I failed to understand.

3.5 Employing Reflexivity and Situated Ethics

My background as a sexual violence survivor has motivated me in choosing this topic. A sensitive topic that requires much energy and time to reflect on what was happening during the data collection and how I could assure all the dynamic and participatory action within the data harvesting process. It has opened my eyes that any single thing that occurred in the middle of the discussion has a special meaning that I had to pay attention to and analyze afterwards. Despite my efforts to develop a good relationship with the children participants (Villegas, 2020; Graham et al., 2013; Punch 2002), I still found a challenge that forced me to apply "situated ethics" (Ebrahim 2008: 289) that I explain below:

1. Children's mood swings

Ten child participants partook in this research, from 14 (the youngest) to 18 (the oldest). I found a unique pattern for the oldest one: they tended to get bored quickly when we did some online activities. When I enquired about this issue, they said they were already tired of school and homework, which made them feel exhausted. At this level, I recalled my experience when I faced my first week of my master's degree online. It was so strange and hectic until I forgot the purpose of me doing this study. So, to regain their attention, I made an Instagram account where they could post anything related to the task I gave.

I never thought that doing online PAR-inspired will be easy, however, "being physically distant was beneficial for me and the participants" (Villegas, 2020: 10) because it made them feel more freely and could express their ideas in doing their photovoice and participatory video. They have used many new applications commonly used by young people, such as *TikTok* or movie editor. I was impressed by the results, especially considering the uncertainty caused by the pandemic; they were still able to make some masterpieces. Hence, it made me happy and proud at the same time. Furthermore, having the local gatekeeper and counsellors who know them better was an advantage for me (Villegas, 2020) to make the children feel safe and enjoy the process.

2. COVID-19 and internet access isolation

When I adapted PAR to remote context, I found some challenges in using it as a distance-based method. My research's participants could be considered as part of marginalized/rural communities, and for that, I saw the issues of equal access or owning devices such as smartphones and laptops is the problem (Hall et al., 2021). One of the participants did not have access directly to interact with me because she used her aunt's phone. Also, the unavailability of network access in *Sigar Penjalin* village has proven challenging in accessing online platform, like Teams or Zoom (Hall et al., 2021; Ruppel, 2020).

Additionally, some children who lived in a rural community were reliant on internet network. Basically, it is not hard them to get internet, it is just because of lockdown that hinders them to go outside and find the places that have free internet access. To prevent the possibility that the participants could not join the session, I gave a token of participation for the children to engage with the activities that have been set. I gave them internet credit for the whole month because I did not want them to go to internet cafes and put them at risk.

However, such an effort that has been made could not solve the entire problem of the COVID-19 impact and isolation. The online PAR-inspired activities also brought issues for

researcher who cannot control everything, such as the problems of the participants cancelled the meeting or joined the meeting late (Hall et al., 2021). On the positive side, they were comfortable calling me *'Kak'* (older sister) instead of *'Bu'* (older woman or the person who have been married).

3.   Poking emotional wound

One participant was a sexual violence survivor, and two participants witnessed sexual violence and/or were involved in the process of case reporting. I prioritized these three participants (to be more considerate) when I dug the information because a small step could mislead the whole discussion. As a sexual violence survivor, too, I can relate to how hard it is to open up and tell the story. Frankly, the participants were sincere in answering the questions I asked. Individual participatory video and collaborative sharing sessions conducted every week have strengthened the participants' trust in me as an outsider. We were comfortable sharing each other's stories, and it became a strong foundation for us because they considered me their older sister. However, this intimacy I built with them also made me worried that I probably poked emotional wounds and unconsciously put them in danger of recalling their past unlikeable experiences (Kvale and Brinkmann, 2009). I was afraid that I touched their button of sadness or even opened up my wound, too. Fortunately, they told me that all the sessions we designed together had been an opportunity to share and let the bad stories go, especially in photovoice and participatory video sessions. As an extroverted person who loves music so much, I always use music as a medium to heal my wound or anxiety, so I decided to send them the link of my music playlist that consists of afrobeat music for dancing or upbeat music that could cheer them up. These songs were in English, so they could also learn some English words (see Figure below)

Figure 7 The Support system messages
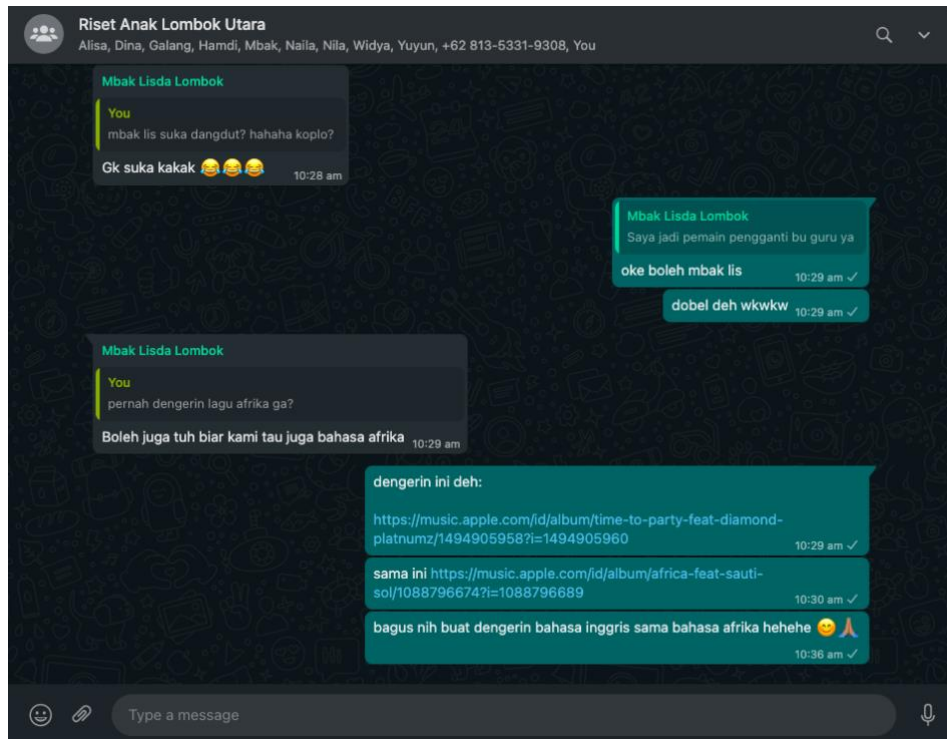
Overall, online PAR-inspired has helped me co-produce the participants' knowledge (Kindon et al., 2007) and provides an egalitarian relationship between me and the children (Hall et al., 2021), even though there will be challenges such as lack of control (Marzi, 2020).

Chapter 4 Changing the Discourse: Scattering Some Myths on SVAC in North Lombok

This chapter will argue that some myths behind SVAC in North Lombok based on children's experiences are happening. Firstly, to substantiate my argument, I demonstrate how victims, survivors, and bystanders and their traumatic dimensions deal with the types of sexual violence they face by explicating the data I have collected through PAR and interviews with some stakeholders in *Medana* and *Sigar Penjalin* Villages. Then I discuss the existing myths that included beliefs and the sceptical mindset about the nature of SVAC that led to the underreporting cases. I end with how these realities could create more trauma for the victims.

The findings of this chapter are presented in three parts. The first part presents the story from Tokyo about stigmatization and her trauma as a victim of a faulty system. The second part will discuss the sceptical mindset on SVAC issues that are derived from Moscow's story. The last part will show Nairobi's story of being dilemma whether to disclose the SVAC case or not.

4.1 "I am A Victim of a Faulty System": Stigmatization, Trauma, and Lack of Knowledge

> *"…the first time I encountered sexual violence, I did not know what I had to do or should I tell this to my parents. I was afraid, even until now. If I remember that moment, it just hurts me so much knowing the fact that I have gone through a lot, and I still do not get any justice."*

–Tokyo, a 15-year old girl (21st August 2021)

Tokyo is a sexual violence survivor from *Sigar Penjalin* Village. She is currently studying in the first year of senior high school. She was violated by her male teacher when she was in Junior High School. Being a sexual violence survivor has made it hard for her to mingle and participate in social activities. Once, she told me in the mini theatre session, *"I do not feel safe to live here. I am afraid. I feel like people are looking at me wherever I go."* This fear resonates with me because I am a survivor, too. The guilt gnawed at me, so it constantly became the reason to blame myself, because I felt dirty and nobody would understand me. Additionally, in Tokyo's case, she receives double burden, being blamed and stigmatized and having ongoing trauma.

When Tokyo explained this condition, she was distraught at herself again, and right at the moment, I tried to calm her down and asked her mental state whether she wanted to continue the story or not. She demanded to proceed. Moreover, she is stigmatized as a victim and is

also being discriminated against in school because most of her female friends think that she is a liar. Consequently, she has only a few friends and becomes an introvert. She added:

"I actually reported the incident to the school principal, but he questioned my report and thought that I was exaggerating because the perpetrator was a teacher. He did not recommend to proceed the report, because it will affect school's name".

Her experience was depressing because the gender discrimination, inequality of power, and stigmatization that Tokyo received in the past two years made her realize that being a survivor is the worst part of her experience. It is what I can grasp from what Tokyo underwent as a victim of SVAC. The power that she has is different from what the perpetrator has. The system shuts her, and the stigmatization still hinders her capability and agency to participate in the community. The anxiety now becomes the source of her fear. The power gap that appeared between her and the perpetrator makes Tokyo more vulnerable (Hershkowitz et al., 2007). This victimization of children correlates with patriarchy, where men are more dominant and have the right to violate and subjugate children (Solomon, 1992). There is a clear link between SVAC, patriarchy, and the power of adults, particularly men (Wismayanti, 2020). This link may help explain why most SVAC victims are girls, and most perpetrators are men (Finkelhor, 1994). However, even though in the system the girls are seen as vulnerable human beings and need more protection, the facts on the ground say differently:

"The intervention programs that government provides to the community are very few. This year of COVID-19 is even worse, and there are only two socialization programs for SVAC in the community for the whole year of 2021."

– Romi, The Secretary of LPA (24th August 2021).

The socialization programs that Romi mentioned before were dedicated to the counsellor in each village as refreshment training to handle SVAC reports. Unfortunately, Romi stated that there were no children involved in the training and each training was conducted within one day only. The outcome of this training, based on Romi, could not meet the expectations of LPA because what they wanted was inclusive training with children involved in it.

Significantly few intervention programs supporting the victims or preventing children from experiencing sexual violence have proven that the existing mechanism is faulty. Moreover, the Lombok government needs to work on it more. If this all happened, the community and family could be the resources to support the children and bring more positive effects to response SVAC (Itzhaky & York, 2001). With this effort, too, the society can work

together to lessen the pervasive beliefs and culture in society that hinder victims from reporting or disclosing the case.

In addition to society's effort, I emphasize it because society plays a significant role in the emergence of stigmatization. Children are always categorized as 'vulnerable and at high risk' (Wismayanti et al., 2019). Children rank low in Indonesian social hierarchies, even without sexual violence cases (Scott, 1993). There is also an unspoken belief among adults that children could not be trusted as informants (Jukes et al., 2013), and it obstructs children from reporting the cases because the adults might not even believe what they say. The representation of children's image that the community gave is driven by a belief that children lack meaningful voice and participation in society. They do not have equal power like adults, just like when Tokyo tried to report the case and defend herself. The teacher said that she needed to relax because the suspect was another teacher, and there was a probability that he did not mean to violate her. This kind of oppression that Tokyo faced has been constructed and lived within society's mindset long before and is foregrounded in SVAC cases, as victims experience continued oppression. What Tokyo experienced might not represent all SVAC victims in Indonesia. However, at least we can see the underlying causes of SVAC in North Lombok, namely stigmatization, oppression, and faulty reporting mechanism. Many actions are urgent to be taken by the government and stakeholders, such as giving free training of SVAC for children in North Lombok. So, they can participate meaningfully, and they can exercise their agency after knowing the issues. The prevention action is essential. On the other hand, the government needs to re-establish the current reporting mechanism so that the victim can report the cases safely.

4.2 "Does Sexual Violence against Children even Exist?": A Sceptical Mindset

"I think that SVAC happens because of a reason, where usually many girls wear provocative clothes, and it is an invitation for the perpetrator or older people to assault them. I believe in karma because, in my religion, it is prohibited to wear such clothes."

–Moscow, a 16-year old boy (7th August 2021)

Hearing Moscow state this in a group discussion, I recalled Suarez & Gadalla (2010) discussing why men are sceptical about sexual violence cases. Men are more inclined to be dubious to disclosure and blame the person disclosing experiences of sexual violence. Several theories have been postulated for this gender difference. However, I attribute this to the

defensive attribution theory (DAT) (Shaver, 1970) and victimization (de Roos & Jones, 2020). The relevance between Moscow's statement and DAT may be especially pertinent.

People identify with social characteristics like gender and ethnicity (de Roos & Jones, 2020). The presence of local counsellors and movements such as #MeToo may function in a way that empowers children, especially girls, in ways they have never felt before. The #MeToo movement is quite popular in the big city, but it does not mean that people in the village are clueless about it. For example, one of the participants (Amsterdam, a 15-year old girl from Medana Village) is acquainted with the movement through Instagram. In the meeting, she explained to us that telling our stories (joining the #MeToo movement) to other people (in this case is sexual violence victims and survivors) will help people reduce some burdens that are already associated with them, such as 'slut'.

Right after Amsterdam told this, Moscow could not resist the temptation also to rebut the opinion. He said:

> *"I disagree with what Amsterdam said. If you are the victim, it means Allah (God) has told you to dress appropriately and act in a good manner, so men will not harass you. The fact that you blabber all your sexual violence stories to other people means that you are such a shame for yourself and your family."*

The dynamic that appeared during the conversation between them was fascinating but also provoking at the same time. I could not blame Moscow or what he thought because I applied the situated ethics, whereas a survivor felt offended, but I did not intervene. (However, right after the discussion, the counsellor and I approached Amsterdam and Tokyo to check on them to ensure they were okay). I let the flow and let other children give their own opinions regarding Moscow and Amsterdam's statements. Interestingly, out of 3 boys in the group (including Moscow), 1 took Moscow's side, and the rest agreed with Amsterdam. These defensive attributions (de Roos and Jones, 2020) that Moscow showed may be motivated by a fear of being falsely accused of causing sexual trauma, leading to emotions of persecution (Lyon et al., 1994). I absolutely cannot claim that Moscow has a long history of sexual violence in his life, but this behaviour accumulates his experience and the culture and values he upholds that shape his personality.

Meinck et al. (2013) explained that societal and cultural variables, such as acceptance of harsh punishment as a form of discipline, have a role in accepting violence against children. Everything related to violence against children must have the root cause of culture and society beliefs. Indonesian culture also believes that boys and men's positions in society are higher than girls and women, making them superior human beings who should not show

their feelings and weakness. Moscow viewed that the position of boys is higher and stronger than girls, which means he, as a boy, must always look ready every time and everywhere. I can draw a connection between Moscow's behaviour with defensive behaviour mentioned above. As a strong boy, he did not understand the concept of being vulnerable because what he understood until now was to be resilient, and disclosing the cases and telling it to other people means to showcase the weakness. Miller & Cromer (2015) also expressed that girls and women are more likely to be exposed to traumatic situations than boys and men. It could be either through their personal experiences or the experiences of individuals close to them (de Roos & Jones, 2020). It is similar to what Jakarta told me. Jakarta said that even though being a girl means being ready to be seen as a weak person, but she personally always expresses what she thinks is right or wrong, something that bothers her, including the SVAC case she saw. By telling the stories, it helps her to release the burden and stress. I also agree with her. So, I can depict from this phenomenon that girls and women are more open to disclosure than boys and men.

The lack of boys' participation in socialization on SVAC could be a starting point for discussing the victim-blaming behaviour of Moscow to Amsterdam. Their knowledge and victim-blaming behaviour happen because they rarely participate in the discussion or refuse to do so. It could be drawn from Moscow's opinion regarding SVAC that could be seen below.

> *"I prefer to do physical training such as sport than SVAC training because it does not look cool. However, because of COVID-19, my choice is limited, so I just joined this session to kill time."*

So, for him, SVAC training and issue is just temporary. I was curious enough with his answer, so I continued to ask participants to share their findings from the pictures they took about the most unsafe place where sexual violence could happen; the answers were divided into two groups. The first group, mainly responses from the boys, believed that the possible places for SVAC to happen are in dark and quiet places, like a jungle. The second response, which girls put forward, thought schools and homes could be where SVAC happens. Below are some of the pictures.

Figure 8 The Unsafe Place where SVAC could happen (according to the boys)

Figure 8 The Unsafe Place where SVAC could happen (according to the girls)

It was easy for the boys to take those 'unsafe place' pictures even at night. However, the girls mostly took pictures during the day. Here, I can indicate that the boys' mindset regarding SVAC is minimal as if SVAC will only happen in certain places. Furthermore, when the discussion went on, the debate was intense because the girls said that SVAC is borderless and could happen anywhere, regardless of your clothes and the place you visit. It is all just because the perpetrator wants to commit sexual violence. The boys said that it does not matter what is and where sexual violence occurs, as long as it does not happen to them. The sceptical mindset is built because of the value that parents, teachers, and community share with children and unfortunately, boys are the real example of this product. After using the gender disparity and DAT, we can conclude that the government and society still have extensive homework to ensure everybody understands SVAC and how to handle it, regardless of gender, age, and ethnicity.

4.3 "I am Bewildered": Dilemma to Disclose or to Keep Silent

"My Mama told me that I have to keep the bad things to myself and not let anyone know because it could be a boomerang for my whole family if I try to open my mouth and tell the truth. It is just the same thing with sexual violence cases, whether it is my case or other people's cases."

–Nairobi, a 15-year old girl (21st August 2021)

At least two participants helped the victims to report sexual violence their friends experienced, namely Amsterdam and Nairobi. People involved in the reporting process of SVAC face ethical dilemmas, whether they should continue to report and fight for the case or keep silent. In Nairobi's case, as a bystander, she lives and grows up in a submissive and patriarchal culture, where everything wrong is supposed to be covered and not shown. Her family believes that once people know the truth, a series of unfortunate events will start. If the people know this story, they could twist it or add another story to make it more dramatic. So, staying away from other people's business is considered a safety net for her family and herself. However, she believes that her friend needed her help. So, with the dilemma within her, she helped her friend silently, so her family would not know anything. I saw that she had exercised her agency despite all the oppression she received.

Furthermore, any sex-related case is frequently seen as an embarrassing and shameful disaster for the families involved (Wismayanti et al., 2019), and as such, it is prohibited to be reported to public (Child Frontier, 2010). The same case also occurred years before in a study

conducted in East Nusa Tenggara Province (Centre on Child Protection University of Indonesia et al., 2011) that the neighbours chose not to file a police report, despite knowing that sexual violence had occurred. It was a taboo subject, and they did not want to enrage the perpetrator.

Nonetheless, SVAC is a very tough topic that if one relies just on his or her momentums in making decisions, s/he might easily deviate from what is right and good. It is not easy at all, even for adult victims. Besides, in low- and middle-income countries like Indonesia, child protection and other services are rarely accessible or known by the victim (WHO, 2014). Nairobi added that many officers in the field did not take her report seriously when she was involved in the reporting process because of her age. Not to mention that they are just girls who live in a remote area. People saw them just hallucinating and seeking attention. It was hard for her friend and herself to penetrate the system.

Another fact supporting the WHO statement is a study in 2014 by Plan and the International Centre for Research on Women (ICRW) that investigated violence against children in schools. The data found that only 10% of students who have experienced sexual violence reported the case to teachers, and 14% reported it to their parents. We can see that very few students or children dare to talk about the cases or report them to get justice and follow the judicial process. And not everyone wants to invest the time and money in the following actions for the reporting process. Sometimes, some people want to keep silent and skip the process to find peace within themselves. It is significantly related to the Indonesian culture of 'forgiving'. People believe that forgiving is much wiser than fighting for your rights and seeking validation for what you believe is right (Wismayanti et al., 2019).

The silence is also derived from the bottom line of the SVAC case that I explained in section 4.1, that the faulty reporting mechanism hinders victims from reporting. The idea of getting a nightmare and never receiving what they deserve after reporting the case to the authorities is the biggest reason not to disclose the case. They do not feel safe even after reporting the case simply because they do not believe in the system that never sides on the victim (Michančová, 2011: 124). Meanwhile, the most vital thing from sexual violence disclosure and reporting is the secrecy and transparent mechanism. To reduce the incidences, the government and the society must deal with this case in a clearer, more agile, and more transparent way, so the victims can also monitor the progress safely (Michančová, 2011).

The idea that keeping silent in cases of SVAC to save others is particularly damaging and unsafe. Reporting is not a betrayal of loyalty (being violated by a family member). The actual betrayal occurred much earlier through SVAC, and our silence only serves to promote the

crime. This behaviour is not correct at all. Bystanders' fears of false reports, the fears of hurting the perpetrators who might have changed his/her behaviour already, or the fears of being harmed and violated more by the powerful perpetrator are not correct. There is no false report, and it is supposed to be a basis of thinking for everyone, especially when we mainstream the issue of SVAC. There is no justification for taking the risk of believing the criminal if doing so endangers victims (Michančová, 2011: 125).

4.4 A Shattered Agency

My participants' experiences validated that they underwent the myths facing the SVAC case, which led to their agency and participation restriction. The victims and bystanders are bewildered whether to report or keep silent regarding the case, and this is understandable after reckoning how the system, society, and culture treat the victims inappropriately. To scatter the myths, there is a need to be more open in talking about the case, more welcoming of the victim's stories, and more positive in listening and helping out the victims. So that the whole system can work properly to help the victims get back their justice. In the next chapter, I will draw the obstacles of CRBA implementation to reporting mechanism in North Lombok, supported by children's experiences.

Chapter 5 Narrating the Child Rights-Based Approach: What Do Children Experience?

After scrutinizing how victims and bystanders deal with the trauma and the myths behind SVAC, in this chapter, I argue that there are many obstacles to applying CRBA in the SVAC reporting mechanism in North Lombok. The data and analysis were derived from the task-based activities of PAR. We did a role-play session, where all the participants had their role to be part of the system of reporting mechanism in North Lombok, such as Lombok Child Protection Taskforce, Counsellor, Police Department, and victims and families. From this role play, I found it challenging to implement CRBA in the reporting mechanism in North Lombok, especially if we see and cogitate to society's local context and beliefs. Not to mention, the government readiness in employing the four general principles of CRBA into practice is not sufficient enough.

The analysis is divided into three main sections that draw children's experience in realizing their rights in the SVAC context and how they see themselves as part of the solution. To complement children's voices on the field, I interviewed several adults and essential stakeholders related to the SVAC issue. These people are Child Protection Institution (LPA) North Lombok, The Police of Child Protection Unit North Lombok, The Representative of Child Protection Spokesperson from Plan International Indonesia (PII), one counsellor, two parents, and two teachers.

5.1 "We Do Not Know the Right Numbers": The Non-Synchronized Data

One of the most interesting facts that I found during the interview was the non-synchronized data shown by the local CSO or other local institutions vs the police. It depicts two different data, and by this difference, it will be affecting solutions that government provides or will provide for the next future, such as socialization and other service programs. North Lombok is missing reliable, valid, and comparable data of reported sexual violence against children. When I interviewed the counsellor that works together with the central government, she said:

"I can assure you that up until now (from January to August 2021), it is only two people that came up to me and reported the sexual violence incidents they underwent. It is hard for victims to be open to me, even though I have tried to be close with them for the past five years. Mostly, it is the friend of the victim that reported to me. It has never been the family or the victims themselves."

—Lisda, Counsellor of Medana Village (26th August 2021)

Another opinion comes from Mr Romi as the Secretary of North Lombok Child Protection Institution (LPA) that supports the statement from Lisda regarding the issue of non-synchronous data of reported cases:

"It is tough for LPA to track the number of reported cases. It is not because we are not working properly, but because society does not think reporting the case is the best way to get justice. It usually will just stop at the family level, when they discuss the incidents and after that, they will let the perpetrator go."

—Romi, Secretary of LPA (24th August 2021)

When I heard these two statements and compared them to the statistical data from the Police Department in North Lombok, I could not help but investigate more. How can the data that is supposed to be aligned from one institution to another have different numbers? However, something suspicious needs to be clarified here. The children in these two villages are timid to new people or newcomers, just like me. The image of the police department – that, according to the children, is not very friendly. Bangkok finally said something that was followed by other children's agreement when we started this discussion.

"Who likes Police? I am afraid of them. They look so fierce and scary. Most of them are men, though."

The children and family seem reluctant to report the cases to the police without help from a counsellor or LPA. Due to the minimal knowledge and solid patriarchal influence, the victim and family will cover the case until they realize their rights have been taken away.

According to the Police Department Child Protection Unit, there are 16 reported cases for sexual violence against children in North Lombok that are currently in progress. The number is different from what the counsellor and LPA confirmed to me. A possibility is because the police must also report to the central system that they take care of and work on the reported cases. The government will recognize that these people are already aware; they know where to go and know the system works on how to report the cases. If we let this thing happen, it will be a boomerang for the local government because it will be hard for them to work on the real problem, which is the underreported cases and the loss of the agency of children to know that they can report and have the rights to do it and to create the safe space for the children in disclosing the case.

Nevertheless, before implementing CRBA, the government must first ensure the information and data they gather (or currently have) are valid and synchronized from one

institution to another. They can use it for the situation analysis or needs assessment to tackle the low number of reporting cases of sexual violence in North Lombok. Second, the government needs to identify which group of children could represent their groups and bring them to the regular monitoring and evaluation process meeting to prevent SVAC. Moreover, if it works well, it could be brought to the national strategies or other success stories of collaboration between adults and children.

5.2 "I am Discriminated since I was Born": Discrimination Regardless Gender and Age

The issue of discrimination is not limited to only one particular gender. It is what I learned from the process of listening to children in North Lombok. Until July 2021, I still thought that only girls or women experienced discrimination. Nevertheless, when I met Helsinki (a 17-year-old boy from *Sigar Penjalin* Village), I realized something inimitable. He was so shy from the beginning. He did not want to talk or participate in the discussion because he never had a chance to mingle and collaborate with other people who received better opportunities. Therefore, I observed more and found out from the other participants that he lives in a rural area in *Sigar Penjalin*. He never had a chance to participate in any activities involving children or influential people, such as government and NGOs. As stated by Save The Children Sweden (2006), the implication of non-discrimination requires all elements within the country to work hand in hand to create or operate a programme to ensure that nobody is discriminated against. It also includes the programme to ensure that all children that belong to 'hard-to-reach' groups can access all the information, programmes, opportunities, etc., by taking their special requirements into account. We cannot treat the selection process or their participation in *Musrenbang* (for instance) by using the exact mechanism as other privileged people.

The lack of experiences made available for Helsinki proved that he did not receive an equal opportunity that affected his personal growth and hindered him from socializing or having agency in the decision-making process for his life generally or for the issue of SVAC specifically. I observed that he was reluctant to interact with others on the online platforms. He once said, "I am not a rich boy who can attend any *Forum Anak's* events because my pocket money is not even sufficient to fulfil my daily needs at school." When I heard that, I felt so bad. I knew how it felt to be left behind by the system. He was also clueless about SVAC because he was not even mingling in society.

Additionally, the same thing also happens to Lisbon. She is an 18-year old girl from the same village. For her, the case is even worse. If Helsinki cannot join activities that encourage young people's participation due to poverty, Lisbon faces two challenges: poverty and gender discrimination. In North Lombok, there is a belief that girls and women do not have promising positions and futures because they will eventually stay at home to take care of the family. According to Save The Children Sweden (2006), girls must receive the same opportunities as boys, especially in cases like sexual violence, where the victims are mostly girls.

Lisbon is afraid. Afraid to not be good enough to speak up and know her rights. She thinks that she is just trash because she is mentally and materially poor. She showed this from the mini theatre session and discussion on 21st August 2021. This feeling should not appear if the government and local people understand the importance of non-discrimination, especially towards the most affected children.

5.3 "I am Never Given Place or Opportunity": Lack of Participation within the System

Similar to what Helsinki and Lisbon experienced, Jakarta (a 16-year old girl) also said the same thing.

> *"I am privileged enough to be a daughter of the local counsellor here, in which I could get the access of information faster than others. However, to participate in the important meeting (re: decision-making process) with the government, I never had an opportunity to join because there was no quota for children to participate."*

It is a pathetic condition, where the child knows exactly what she needs to do, but then she is neglected and not given any place to voice her own and her fellow friends' messages. As a researcher, I was amazed by her spirit to win back her rights. It is aligned with the UNCRC emphasis on participation rights, which are essential stepping stones to realizing other rights. Participation rights include the right to information, expression of ideas, involvement in decision-making processes, all of which confirm children as rights holders (Save The Children Sweden, 2006). This participation could transform the power relation between the children and the government. Of course, it will challenge authoritarian structures and help children gain their capacity to represent themselves, speak on behalf of themselves, and influence another part of society.

These children I worked with had many ideas about tackling the SVAC and faulty reporting mechanism in their area. Their ideas included an online reporting mechanism, a

safe house for victims, and a new child organization that could be 'police of rights' for other children. These all will be detailed in the succeeding chapter. These all are very doable if the government wants to give a chance and break the faulty system. If the North Lombok government can start this from a small scope, it can help them gain mutual respect and trust from children. It will help them conquer their fear. It will help them reclaim their agency and be part of the solution again because they know that their ideas and participation are needed and valid, and society needs them, too. What Jakarta and other participants did to think about how to get out of discrimination is called individual agency.

This chapter took five general principles of CRBA, considered them more deeply, and explored their practical implications concerning the North Lombok children's experiences in the SVAC issue. I also have explored the relationship between children, their rights, and those who have obligations to fulfil them (Save The Children Sweden, 2016). One of the most important key takeaways is that before implementing CRBA, we have recognized the actors (children) as human beings that can be consulted, and the voices need to be heard. The succeeding chapter will elucidate and analyze the proposal from the children to the North Lombok government in reclaiming their agency.

Chapter 6 Constructing Agency and The Meaning of Safe Space: Towards a More Agile, Better, and Child-Friendly Reporting Mechanism

In this chapter, I argue that constructing agency and re-establishing the meaning of safe space is vital in helping children participate meaningfully in tackling SVAC. The primary purpose of this chapter is to construct the actual definition of agency according to the real agent, children themselves, and also to map out how the government can be more assertive and attentive towards the meaning of safe space for children in reporting the case of sexual violence. The government of North Lombok must ensure that all relevant actors take action in ending SVAC. Therefore, creating a safe space and enabling environment requires North Lombok's government to create guidelines, standards or follow the CRBA framework in co-designing and implementing the new reporting. The government must listen to what children need and what is best for them to reclaim their agency back as human beings to work hand-in-hand with the government to prevent sexual violence in North Lombok.

So, in this chapter, I analyze two big points, namely how to solve the problem to the core (by involving children in designing all the mechanisms that they plan to make) and visualize all the planning into a faster mechanism (which is the idea of an online reporting mechanism that comes from the children). I aspire that this chapter could open the horizons for the readers that children are competent in solving their problems if given the opportunity and privilege to participate meaningfully in the decision-making process.

6.1 Solving the Problem to the Core: Children's Voices on Children's Issues

> *"How many times the Development Planning Meeting (Musrenbang) in Village level has been conducted and involved the children since the beginning process?"*

—One of interview question guidelines—

That is a question that I have repeatedly asked many stakeholders that I interviewed. However, the answers led me to many analyses and depicted how bad the situation is. *Musrenbang* is an annual process that the government proposes (usually happens in January). Representatives of residents meet up with the government to discuss current issues that

communities face and decide how to prioritize short-term improvements that could be monitored (Solokotakita.org, 2021).

At this stage, if you have been selected to be a representative and attend the annual meeting, it means that you can bring your call to action so that the government understands what they need to prioritize. Now, we can imagine that being granted an opportunity is a rare possibility, especially if you are a child whom people never think is capable enough to discuss with adults. In *Musrenbang*, people submit the funding projection for each priority they propose to the government planning department. It is vital to get involved meaningfully and actively in this meeting because you can at least bring the concern from your community. In this case, we cannot expect the adults to know what children need. It has to be the children who represent their groups and talk on behalf of their collective voices. If the children have never been invited and consulted, the government has abandoned at least two CRBA principles: the child's best interest and participation (Save The Children Sweden, 2006). After reflecting on all children's experiences together, they realized that the government had abandoned their rights. Palermo also stated, *"I just knew that my country had neglected me. I am supposed to come or at least know when the Musrenbang is conducted. After all my active participation in Forum Anak, I am still not meaningfully participating because my voices basically are not heard."*

Additionally, to supplement children's experience, I also asked the question at the beginning of this sub-section to the adults I interviewed, but I never received a satisfying response. It irritated me so much with this fact. The secretary of the Child Protection Institution, the teacher, even the counsellors just gave me a normative answer like *"If I am not mistaken, probably one child was invited to listen to the process of Musrenbang. Just to come and sign the attendance list."*

It has portrayed that the issue of child's participation and agency in the North Lombok area is not considered significant. Meanwhile, it is indicated in the United Nations Study on Violence against Children (2006) that children have a unique role in helping adults and the government to map out the problems they are currently facing and finding solutions altogether. In the context of violence prevention, children have assisted the UN in identifying various forms of violence against children, including the reasons for their occurrence and their consequences on children. The magnificent result of the consultation and working together with children could be seen and read in the document of "The Voices of Children at the 7th High-Level Cross-Regional Roundtable on Violence against Children: Strengthening Regional Cooperation to End Violence against Children" (United Nations, 2018).

Children's participation was constructive in assisting and identifying the various forms of violence against children that happen in their daily lives. The process of listening and discussing with children creates a positive impact and nurture children's agency because they feel heard and important. The children participants agreed that it is vital for the government to actively listen to their voices, primarily to those victims and survivors of SVAC. It enhances understanding of their views, needs and experiences, which helps inform and influence programme and policy developments to protect better and fulfil their rights. Children's views and suggestions must be listened to seriously and acted upon sensitively.

6.2 Visualizing a Better and Safer Reporting Mechanism for SVAC Issue

In the last PAR session, I had a tremendous feeling that I had built a strong connection with them. Even though I could not meet them personally, I made the most of it. I enjoyed every session with them. The six hours difference was hard for me, but I could see something bigger than just data collection. I saw a brighter future for *Sigar Penjalin* and *Medana* Villages because they have these exceptional children. The primary purpose of my thesis was to challenge the status quo of a reporting mechanism for SVAC in North Lombok. I deliberated this with the children in a participatory manner. As the participants and I had already co-created the task-based activities together since the beginning, two specific task-based activities aimed to discuss creating a better reporting mechanism, which is a participatory video and mini theatre (read the explanation in Chapter 2).

By challenging the status quo, these children and I must unpack the notion of SVAC and seek the root causes. After going through 6 series of task-based activities, we agreed to visualize our proposal. The Photo Voice session inspired the idea to visualize the solution. It has been proven that the Private Instagram Account that we made already boosted their creativity in capturing the moments they had. These children told me that online life had become their culture, and by that, they feel familiar now. For instance, many children in these two villages regularly upload and post something on their social media regarding their daily activity, feelings and situation, instead of telling it to their parents or teachers directly (they do not know what will the reaction be). On social media, they can filter the persons that can see their private status by using the 'close friend' feature are. By this system, they feel safer, and nobody can break their secret because they trust the people.

Therefore, we harmonized to propose an online reporting mechanism to the North Lombok government as a manifestation of a safe and enabling environment. All the boys agreed that having a faster system to help the victim is the best way for the government to provide. Furthermore, according to them, this online app is dedicated to children and the whole community, including the family, so that the application can run smoothly and nicely. Safe environment approaches are especially suited to local-level implementation (WHO, 2009). It is suitable for the case of North Lombok children who have different approach to eradicate the cases. However, the approaches need to be done in changing the physical and social environment. So, it can influence individual and community behaviour by changing people's perceptions and attitudes, encouraging positive behaviour to reduce the risks of SVAC (WHO, 2009). By this activity, one of the participants, Jakarta, created a logo of our proposal of 'online reporting mechanism'. Below is the figure.

Figure 9 A Design Logo for Sexual Violence Reporting Mechanism Online App

(proposed by one participant "Jakarta")

"I can imagine that now the process to report and disclose the cases will not belong, and I do not need to tell the story over and over again to the different person." -Nairobi-

To bring a clearer picture, these children and I have prepared a mock-up of the online application. The process of co-designing this was using the Canva app. The children designed the colour and general design. Below is the design:

Figure 10 The examples of our co-designed app
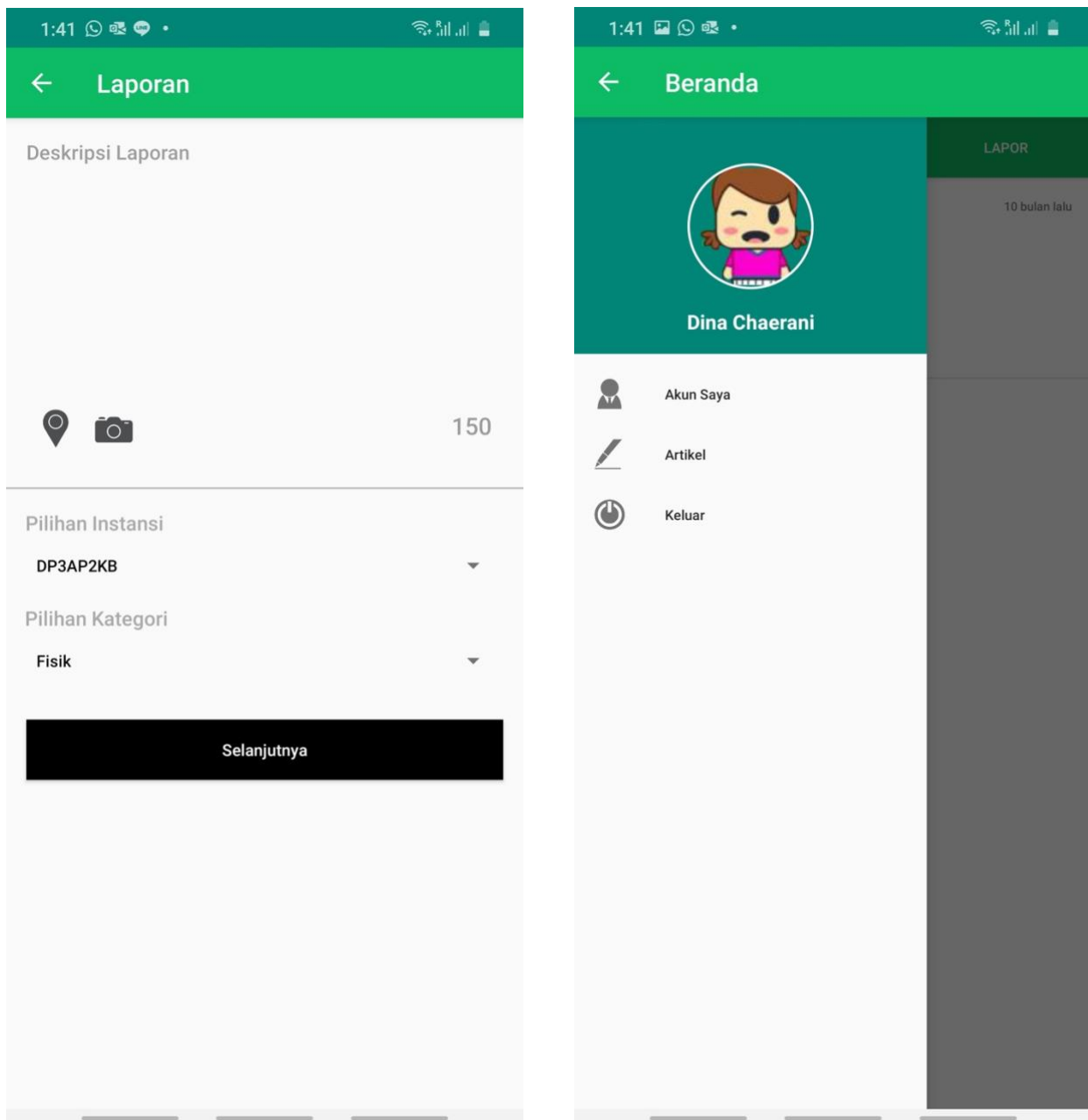
Overall, this online application will help the victims, the children, and the community report the SVAC cases by cutting out the current hierarchical mechanism shown in Figure 1. This online application is also expected to be child-friendly and safe. By visualizing and constructing the meaning of safe space and agency, my participants have successfully brought a brilliant solution for the government to tackle the SVAC issue.

Chapter 7 "This is the Time!": Reclaim the Agency of Children

As the journey comes towards an end, I would say that the whole process was a roller coaster. Overall, highlighting lived experiences through PAR is an empowering experience for children (Cheney, 2007). Working directly and closely with children in the middle of a pandemic forced me to erase all my ego as an adult and became one of them to dig for more information, from creating a *TikTok* account to sending the dance song playlist every day. Their efforts give them a profound understanding of SVAC's external factors concerning their lives that adults are not aware of (Myers and Bourdillon 2012). Here are some highlights of all the journeys from children's experiences that are illuminating.

a. *"I want to be safe when I report the incident. I want everything to run fast and smooth."* -Jakarta-

Jakarta's voice calls on the North Lombok's government to reinforce their system. Throughout the PAR discussion, these children agreed to urge the government to create an online mechanism that would allow faster reporting and better and more agile responses so that the children feel safe and sound. A mechanism that is fast to respond to the case and bring justice to the victims. Hopefully, the government can see these children's ideas on online reporting mechanisms.

b. *"I witnessed the SVAC incident. It is a borderless issue that can happen to us anytime, anywhere."* -Nairobi-

Nairobi's voice is echoing, and the message is clear that SVAC affects children in many situations and societies. It does not matter the condition and topography of the area; SVAC could happen everywhere, including houses and schools. So, SRHR education is essential to prevent the cases.

c. *"For me, as long as the society still blame me, I would still keep silent, though they already knew my case."* -Tokyo-

No children should face a bitter experience like Tokyo's. It shows that the fear of being stigmatized and victim blaming prevent many children from coming forward. Stakeholders must pay more attention to establishing a child protection system that will safeguard the children, especially the victim.

d. *"I want to be given an opportunity, too. Hmmmm, I think I can give amazing input to government."* - Helsinki-

Addressing SVAC is a complex issue requiring multi-sectoral initiatives, including listening to children's voices and participating and exercising their agency meaningfully. The government needs to create programs to counter SVAC that is conducted and led from the smallest to the highest level in Lombok Regency.

These four recommendations are essential to amplify the notion of reclaiming children's agency in the SVAC issue within and beyond children's lives and environment in North Lombok. In a nutshell, this research has successfully explored the North Lombok children's experiences on SVAC issue and has proven that the problems of SVAC are complex (Gebreiyosus, 2014). This research attempted to address the problem by looking at the lived experiences of children from all different perspectives. One of the results shows that the lack of agency and the opportunity to exercise it has brought a problem for the children to not disclose the case, on the one hand, and the stigmatization and faulty reporting mechanism, on the other. As it has been disputed, the problem of SVAC can best be addressed through re-establish the safe space and constructing agency and then knitted by a rights-based intervention.

Word count 15969

References

Abebe, T. (2019) 'Reconceptualizing children's agency as continuum and interdependence', *Social Sciences*, *8*(3), pp. 81

Abrahamsson, E., & Ollander, J. (2020) 'Virtual leadership: Moving teams online during the Covid-19 crisis', Linnaeus University Sweden.

Antonowicz, L. (2010) *Too often in silence. A report on school-based violence in West and Central Africa.* Dakar: UNICEF, Plan West Africa, Save the Children Sweden West Africa & Action Aid.

Bandura, A. (1989). 'Human agency in social cognitive theory', *American psychologist, 44*(9), pp. 1175-1184.

Baraldi, C., & Iervese, V. (2014). Observing children's capabilities as agency. In *Children's rights and the capability approach.* Springer, Dordrecht. pp. 43-65

Bjerke, H. (2011). 'It's the way they do it': Expressions of Agency in Child–Adult Relations at Home and School', *Children & society, 25*(2), pp. 93-103. DOI:10.1111/j. 1099-0860.2009.00266.x

Boothby, N., Stark, L., Simmons, K., & Chu, E. (2009) *Child protection information management mapping: Towards a data surveillance system in Indonesia.* Jakarta: United Nations Children's Fund. Available at: http://www.cpcnetwork.org/resource/child-protection-informationmanagement-mapping-towards-a-data-surveillance-system-in-indonesia/ (Accessed 21 July 2021)

BP3AKB (2020) *Tinggi, Kasus Kekerasan Terhadap Anak dan Perempuan di Lotim.* Available at https://wartarinjani.net/tinggi-kasus-kekerasan-terhadap-anak-dan-perempuan-di-lotim/ (Accessed 11 March 2021).

Cheney, K. E. (2007) *Pillars of the Nation: Child Citizens and Ugandan National Development.* Chicago: The University of Chicago Press.

Cheney, K. E. (2014) 'Conflicting protectionist and participation models of children's rights'. In *Children's Lives in an Era of Children's Rights: The Progress of the Convention on the Rights of the Child in Africa.* Routledge. Pp. 17.

Colom, A. (2021) 'Using WhatsApp for focus group discussions: ecological validity, inclusion and deliberation', *Qualitative Research,* 1(16), pp. 10-15.

Craissati, D., U. Devi Banerjee, L. King, G. Lansdown and A, Smith. (2007) *A Human Rights Based Approach to Education for all.* United Nations Children's Fund.

Davies, M., & Rogers, P. (2009) 'Perceptions of blame and credibility toward victims of childhood sexual abuse: Differences across victim age, victim- perpetrator relationship, and respondent gender in a depicted case', *Journal of Child Sexual Abuse*, 18, pp. 78–92.

de Roos, M. S., & Jones, D. N. (2020). 'Empowerment or threat: perceptions of childhood sexual abuse in the# MeToo Era', *Journal of interpersonal violence*, 0886260520925781.

Ebrahim, H.B. (2008) 'Situated Ethics: Possibilities for Young Children as Research Participants in the South African Context', *Early Child Development and Care,* 180(3), pp. 289-298. Available at: https://www.tandfonline.com/doi/abs/10.1080/03004430701822958?scroll=top&needAcces s=true&journalCode=gecd20 (Accessed 12 July 2021)

Finkelhor, D. (1994) 'Current information on the scope and nature of child sexual abuse', *The Future of Children*, 4 (2), pp. 31–53. DOI:10.2307/1602522. JSTOR 1602522. PMID 7804768.

Gallagher, M. (2008) "Power is Not an Evil': Rethinking Power in Participatory Methods', *Children's Geographies,* 6(2), pp. 137-150. Available at: https://doi.org/10.1080/14733280801963045 (Accessed 11 July 2021).

Gebreiyosus, Y. (2014) *A Rights-Based Approach to Sexual Abuse: Exploring Street Children's Experiences of Sexual Abuse in Kirkos, Addis Ababa.* Master's Thesis. International Institute of Social Studies, The Netherlands [Online]. Available at: https://thesis.eur.nl/pub/17420 (Accessed 10 July 2021).

Global Estimates of Health Consequences due to Violence against Children, based on estimates by G. Andrews et al., Child sexual abuse, chapter 23 in M. Ezzati et al., (2004) *Comparative Quantification of Health Risks: Global and regional burden of disease attributable to selected major risk factors* (Geneva, World Health Organization, 2004), vol. 2, pp. 1851- 1940, and using data of the Population Division of the United Nations Department of Economic and Social Affairs for population under 18 years.

Graham, A., M. Powell, N. Taylor, D. Anderson and R. Fitzgerald (2013) *Ethical Research Involving Children*. Florence: UNICEF Office of Research-Innocenti. Available at: https://childethics.com/wp-content/uploads/2013/10/ERIC-compendium-approved-digital- web.pdf (Accessed 11 March 2021)

Greeff, M. (2020). 'Conducting qualitative research during a period of lockdown and social distancing', *African Unit for Transdisciplinary Health Research*, 1, pp. 1–7. Available at: https://www.mandela.ac.za/getmedia/84c9a0fd-1077-4719-906c-3289ed53100b/Qualitative-research-during-the-Covid-19-pandemic?disposition1⁄4attachment (Accessed 28 August 2021)

Guy, K. (2003) *The National Children's Alliance and a Rights Based Approach: Setting the Context for Discussion and Action*. Ottawa, ON: National Children's Alliance.

Hall, J., Gaved, M., and Sargent, J. (2021) 'Participatory Research Approaches in Times of Covid-19: A Narrative Literature Review', *International Journal of Qualitative Methods,* 20, pp. 1-10. Available at: https://journals.sagepub.com/doi/10.1177/16094069211010087/ (Accessed 25 August 2021).

Hershkowitz, I., Lanes, O., & Lamb, M. E. (2007) 'Exploring the disclosure of child sexual abuse with alleged victims and their parents', *Child Abuse & Neglect, 31*(2), pp. 111-123. https://doi.org/10.1016/j.chiabu.2006.09.004

James, A. (2007) 'Giving Voice to Children's Voices: Practices and Problems, Pitfalls and Potentials', *American Anthropologist,* 109(2).

Junaidi, J. (2015) 'Visi Indonesia 2030: Tinjauan Upaya Pencapaian dari Aspek Dinamika Kependudukan', DOI: 10.13140/RG.2.1.5040.5283. Available at https://www.researchgate.net/publication/277140614_Visi_Indonesia_2030_Tinjauan_Upaya_Pencapaian_dari_Aspek_Dinamika_Kependudukan (Accessed 18 March 2021)

Kindon, S., R. Pain, and M. Kesby (2007) 'Participatory Action Research: Origins, Approaches and Methods', in S. Kindon, R. Pain and M. Kesby (eds) *Participatory Action Research Approaches and Methods: Connecting People, Participation and Place*, pp. 9-18. New York: Routledge.

Kvale, S. and S. Brinkmann (2009) 'Epistemological Issues of Interviewing', in *Interviews: Learning the Craft of Qualitative Research Interviewing*, pp. 47-60. California: Sage Publications.

Ligiero, D., Hart, C., Fulu, E., Thomas, A., & Radford, L. (2019). 'What works to prevent sexual violence against children: Executive Summary', *Together for Girls*, pp. 5-6. Available at: http://www.togetherforgirls.org/svsolutions/ (Accessed 5 May 2021).

Luhpuri, D., Andayani, RHR., Azam, A. (2019) 'The Complexity of Sexual Abuse Problems on Children in West Nusa Tenggara: The Culture against the Law', *Advances in Social Science, Education and Humanities Research, volume 353*. Atlantis Press, pp. 414 – 420.

Lyon, H. M., Kaney, S., & Bentall, R. P. (1994) 'The defensive function of persecutory delusions: Evidence from attribution tasks', *The British Journal of Psychiatry*, 164, pp. 637–646.

Markström, A. M., & Hallden, G. (2009). 'Children's strategies for agency in preschool', *Children & society, 23*(2), pp. 112–122. DOI:10.1111/j.1099-0860.2008.00161.x

Marzi, S. (2020). 'Conducting transnational participatory research with women during covid-19 remotely: An impossibility?'. The London School of Economics and Political Science (LSE). Available at: https://blogs.lse.ac. uk/internationaldevelopment/2020/05/22/conducting-

transnational- participatory-research-with-women-during-covid-19-remotel . . . 1/4 (Accessed 28 August 2021)

Maternowska, M. C., & Potts, A. (2017). *The Multi-Country Study on the Drivers of Violence Affecting Children: A child-centred integrated framework for violence prevention*. Florence, Italy: UNICEF Office of Research – Innocenti. Available at: https://www.unicef-irc.org/research/pdf/448-child-centered-brief.pdfGoogle Scholar

Mayaba, N. and L. Wood (2015) 'Using Drawings and Collages as Data Generation Methods with Children: Definitely not Child's Play', *International Journal of Qualitative Methods,* 14(5), pp. 1-10. Available at https://journals.sagepub.com/doi/10.1177/1609406915621407 (Accessed 10 March 2021).

Mazzei, L. (2007) *Inhabited Silence in Qualitative Research: Putting Post Structural Theory to Work* New York: Peter Lang Publishing.

McTaggart, R. (1989) *16 Tenets of Participatory Action Research*. Available at http://www.caledonia.org.uk/par.htm (Accessed 17 March 2021).

Michančová, S. (2011) 'Ethical dilemmas in dealing with cases of child sexual abuse'. In Kovalčíková, I. – Sørbye, L.W. (eds.) *Ethical challenges in professional praxis: experiences from Slovakia and Norway.* Prešov: University of Prešov in Prešov, 2011. 160 s. ISBN 978-80-555-0326-4, pp. 119-137.

Miller, K. E., & Cromer, L. D. (2015) 'Beyond gender: Proximity to interpersonal trauma in examining differences in believing child abuse disclosures', *Journal of Trauma & Dissociation*, 16, pp. 211–223.

Mulya, Teguh Wijaya (2018) 'Contesting the Dominant Discourse of Child Sexual Abuse: Sexual Subjects, Agency, and Ethics', *Sexuality & Culture.* Springer. https://doi.org/10.1007/s12119-018-9506-6/

Muslim Women's Network UK (2013) 'Prevention of child sexual abuse in British Muslim Communities'. Available at https://www.mwnuk.co.uk/go_files/downloads/460931-sexual%20abuse%20muslim%20forum.pdf (Accessed 10 March 2021).

Myers, W. & M. Bourdillon (2012) 'Concluding Reflections: How Might We Really Protect Children?', *Development in Practice,* 22(4), pp. 613-620. Available at: https://www.tandfonline.com/doi/abs/10.1080/09614524.2012.673558 (Accessed 18 May 2021)

O'Leary, P., Abdalla, M., Hutchinson, A., Squire, J., & Young, A. (2020). 'Child protection with Muslim communities: considerations for non-Muslim-based orthodoxies/paradigms in child welfare and social work', *The British Journal of Social Work*, *50*(4), pp. 1201-1218. Available at: https://doi org/10 1093/bjsw/bcz088

Panter-Brick, C. (2002) 'Street Children, Human Rights, and Public Health: A Critique and Future Directions', *Annual Review of Anthropology*, pp. 147-171.

Percy-Smith, B. and N. Thomas (2009) *A Handbook of Children and Young People's Participation: Perspectives from Theory and Practice.* Routledge.

Pereira, A., Peterman, A., Neijhoft, A.N. *et al.* (2020) 'Disclosure, reporting and help seeking among child survivors of violence: a cross-country analysis'. *BMC Public Health,* 20, pp. 1051. Available at: https://doi.org/10.1186/s12889-020-09069-7

Prins, E. (2010) 'Participatory photography: A tool for empowerment or surveillance?'. *Action Research, 8 (4),* pp. 426-443. Available at: https://doi.org/10.1177/1476750310374502

Rainio, A. P. (2010). *Lionhearts of the playworld: An ethnographic case study of the development of agency in play pedagogy.* (Doctoral Degree). Finland, Helsinki: University of Helsinki.

Robson, E., Bell, S., Klocker, N. (2007) 'Conceptualizing agency in the lives of rural young people In *Global Perspectives on Rural Childhood and Youth: Young Rural Lives*. Edited by Ruth Panelli.

Rumble, L., Ramly, A. A., Nuryana, M., & Dunne, M. P. (2017) 'The importance of contextual factors in carrying out childhood violence surveys: A case study from Indonesia', *Child Indicators Research*, *11*(2), pp. 405-421. https://doi org/10 1007/s12187-017-9457-8

Rumble, L., Febrianto, R. F., Larasati, M. N., Hamilton, C., Mathews, B., & Dunne, M. P. (2020). 'Childhood sexual violence in Indonesia: a systematic review', *Trauma, violence, & abuse*, *21*(2), pp. 284-299.

Ruppel, S. (2020). 'When your lab is the world but the world is closed down—Social science research in times of Covid-19', *Elephant in the Lab*. Available at: https://doi.org/https://doi.org/10.5281/zenodo.3885618

Punch, S. (2002) 'Research with Children: The Same or Different from Research with Adults?', *Childhood,* 9(3), pp. 321-341. Available at: https://www.researchgate.net/publication/41529641_Research_with_Children_The_Same_or _Different_from_Research_with_Adults (Accessed 12 July 2021).

Save the Children Sweden (2016) *Global Study on Violence Against Children – In and Around Schools.* Available at https://resourcecentre.savethechildren.net/node/10323/pdf/rb_globalstudy_vac_161115.pdf (Accessed 11 March 2021)

Schoenholtz, A.I. (2011) 'Developing the Substantive Best Interests of Child Migrants: A Call for Action', *Val.UL*, Rev. 46, Pp. 991.

Scott, S. (1993) 'From major to minor: An historical overview of children's rights and benefits', *Journal of Law and Social Policy, 9*, pp. 222.

Shaver, K. G. (1970) 'Defensive attribution: Effects of severity and relevance on the responsibility assigned for an accident', *Journal of Personality and Social Psychology*, 14, pp. 101–113.

SIMFONI PPA (2020) *Kasus Kekerasan Seksual Terhadap Anak Tinggi, Presiden Tetapkan Pp Nomor 70 Tahun 2020 Tentang Kebiri Kimia.* Available at https://www.kemenpppa.go.id/index.php/page/read/29/3018/kasus-kekerasan-seksual-terhadap-anak-tinggi-presiden-tetapkan-pp-nomor-70-tahun-2020-tentang-kebiri-kimia (Accessed 10 March 2021).

Spyrou, S. (2016) 'Researching Children's s Silences: Exploring the Fullness of Voice in Childhood Research', *Childhood* 23(1).

Solokita.org (2021) *What is Musrenbang?* Availbale at: https://solokotakita.org/en/planning-tools/musrenbang/ (Accessed 1 September 2021)

Solomon, J. C. (1992) 'Child sexual abuse by family members: A radical feminist perspective', *Sex Roles*, *27*(9-10), pp. 473-485.

SOS Children's Village International (2017) *The Right to Protection Ending Violence Against Children.* Available at: https://www.sos-childrensvillages.org/getmedia/83145000-19d4-451c-9e98-15565fd6842d/TheRightToProtection_EN.pdf (Accessed 25 March 2021).

Stichick, T. and C. Bruderlein (2001) *Children Facing Insecurity: New Strategies for Survival in a Global Era.* Policy paper produced for the Canadian Department of Foreign Affairs and International Trade.

Stoecklin, D., & Bonvin, J. M. (2014) Children's rights and the capability approach. *Children's Well-Being: Indicators and Research*. SPRINGER: Dordrecht.

Suarez, E. & Gadalla, T. M. (2010) 'Stop blaming the victim: A meta-analysis on rape myths', *Journal of Interpersonal Violence*, 25, pp. 2010–2035.

Sumner, Andy (2010) 'Child Poverty, Well-being and Agency: What Does a 3-D Well Being Approach Contribute', *Journal of International Development, 22*, pp. 1064-1075.

The Conversation (2018) *Victim-blaming culture holds back #MeToo in Indonesia.* Available at https://theconversation.com/victim-blaming-culture-holds-back-metoo-in-indonesia-106671 (Accessed 16 May 2021).

United Nations (2018) *The Voices of Children at the 7th High-Level Cross-Regional Roundtable on Violence against Children: Strengthening Regional Cooperation to End Violence against Children*. New York: United Nations. Available at: https://violenceagainstchildren.un.org/sites/violenceagainstchildren.un.org/files/children_declarations/crc_asia_final.pdf (Accessed 20 August 2021)

United Nations Secretary-General (2010) *Children and Armed Conflict: Report of the Secretary-General*, A/64/742 – S/2010/181, para. 49. Available at: https://www.unhcr.org/refworld/docid/4bfcce6a2.html/ (Accessed 10 September 2021)

UNICEF Turkey (2013) *Violence Against Children Monitoring and Indicators: Literature Review*. Available at https://www.unicef.org/turkey/media/3656/file/VIOLENCE%20AGAINST%20CHILDREN%20Monitoring%20and%20Indicators%20Literature%20Review.pdf (Accessed 11 March 2021)

UNICEF (2014) *Hidden in Plain Sight: A statistical analysis of violence against children*. UNICEF: New York.

United Nations Committee on the Rights of the Child (UNCRC) (2011*) General comment No. 13: The right of the child to freedom from all forms of violence (General comment No. 13).* United Nations. Available at: https://www.refworld.org/docid/4e6da4922.html (Accessed 5 November 2021)

United Nations General Assembly (Pinheiro, P.S) (2006) *Report of the independent expert for the United Nations study on violence against children*, New York: United Nations.

University of Michigan Health System (UMHS) (2020) *How Adolescent Thinking Develops*. Available at: https://www.uofmhealth.org/health-library/te7261 (Accessed 18 July 2021)

Van Reeuwijk, M. (2010) *Because of Temptations: Children, Sex and HIV/AIDS in Tanzania. Studies in Medical Anthropology and Sociology*. Diemen, The Netherlands: AMB Publishers.

Villegas, Justine (2020) *Excluded from Within: Nuancing Integration and Inclusion through the Lived Experiences of Filipino Children and Youth with Disability in Two Inclusive Education Schools*. Master's Thesis. International Institute of Social Studies, The Netherlands [Online]. Available at: https://thesis.eur.nl/pub/55480 (Accessed 20 July 2021).

Warner-Mackintosh, I. (2020) 'Covid-19: Participatory action research as emergency response', *Centre for Culture, Sport and Events (CCSE)*. Available at: http://ccse.uws.ac.uk/2020/11/26/covid-19-participatory-action-research-as-emergency-response/ (Accessed 26 July 2021)

White, S.C. (2002) 'Being, Becoming and Relationship: Conceptual Challenges of a Child Rights Approach in Development', *Journal of International Development,* 14(8), pp. 1095. Available at: https://doi.org/10.1002/jid.950. (Accessed 10 August 2021)

Whiting, Rebecca., Symon, Gillian., Roby, Helen., Chamakiotis, Petros. (2016) 'Who's Behind the Lens? A Reflexive Analysis of Roles in Participatory Video Research', *Organizational Research Methods, 21(2),* pp. 316-340. Available at: https://doi.org/10.1177/1094428116669818

Wismayanti, Y. F., O'Leary, P., Tilbury, C., & Tjoe, Y. (2019) 'Child sexual abuse in Indonesia: A systematic review of literature, law and policy', *Child Abuse & Neglect*, *95*, 104034. https://doi.org/10.1016/j.chiabu.2019.104034

Wismayanti, Y. F. (2020) *Understanding Child Sexual Abuse in Indonesia: A Critical Analysis* (Doctoral dissertation, School of Human Services and Social Work, Griffith University).

World Health Organization (WHO) (2006) *Global Estimates of Health Consequences Due to Violence against Children*. Background Paper to the UN Secretary-General's Study on Violence against Children. Geneva: World Health Organization.

World Health Organization (WHO) (2009) *Changing cultural and social norms that support violence*. Geneva: World Health Organization. Available at:

https://www.who.int/violence_injury_prevention/violence/norms.pdf (Accessed 31 July 2021)

World Health Organisation (WHO) (2014). *Global Status Report on Violence Prevention 2014*. World Health Organisation. Available at: https://www who int/violence_injury_prevention/violence/status_report/2014/e n/ (Accessed 2 August 2021)

Appendices

Appendix 1 Informed Consent

(Template and Translation)

LEMBAR PERSETUJUAN DAN PERIZINAN

Lembar ini adalah suatu dokumen yang menyatakan kesediaan/persetujuan anak dan orangtua/wali untuk berpartisipasi dalam kegiatan atau program terkait.

NAMA PROGRAM/KEGIATAN : **Penelitian Tesis tentang Kekerasan Seksual Terhadap Anak di Kabupaten Lombok Utara – International Institute of Social Studies Erasmus University Rotterdam**

WAKTU PENELITIAN : 25 Juli – 30 Agustus 2021 (secara berkala 2 kali seminggu)

TEMPAT PENELITIAN : Daring (Melalui *Zoom, WhatsApp Call, GoogleMeet*)

JENIS KELAMIN:	JENIS KELAMIN:
1. Perempuan 2. Laki-laki	1. Perempuan 2. Laki-laki
Usia / Tanggal Lahir (tanggal-bln-tahun):	Usia /Tanggal Lahir (tanggal-bln-tahun):
Alamat:	Alamat:

JAWAB PERTANYAAN-PERTANYAAN INI   (YA atau TIDAK):

1	Apakah adik-adik SETUJU MENGIKUTI kegiatan ini?	1
2	Apakah adik-adik SETUJU DIWAWANCARAI dan pengalamannya didengarkan, dicatat, direkam, dan dipublikasikan serta dibukukan?	2
3	Apakah adik-adik SETUJU untuk DIFOTO dan/atau DIREKAM VIDEO dalam kegiatan ini?	3
4	Apakah adik-adik SETUJU bila karya, gambar, foto dan penampilan kalian dipublikasikan di media massa seperti buku dan website?	4
5	Apakah orangtua/wali mengetahui dan mengizinkan adik-adik ikut dalam kegiatan ini?	5

DEMIKIAN LEMBARAN INI DIBUAT DALAM RANGKA PERLINDUNGAN DAN PARTISIPASI ANAK DALAM PENELITIAN TESIS YANG DISELENGGARAKAN OLEH DINA CHAERANI DENGAN KONSEP *PARTICIPATORY ACTION RESEARCH.*

Persetujuan ANAK Tanda tangan/ cap jempol	Persetujuan Orangtua/Wali: Tanda tangan/ cap jempol

INFORMED CONSENT

This form is a document and proof for the consent that children participants and their parents/guardians give to meaningfully participate in the following activity.

PROGRAM/ACTIVITIY NAME : **Research Paper on Sexual Violence against Children in North Lombok – International Institute of Social Studies Erasmus University Rotterdam**

DURATION OF RESEARCH : 25 July – 30 August 2021 (twice a week)

LOCATION : Online (via Zoom, WhatsApp Call, GoogleMeet)

PARTICIPANT'S NAME:	PARENTS/GUARDIANS' NAME:
Gender: 1. Female 2. Male	Gender: 1. Female 2. Male
Age / Date of Birth (dd-mm-yyyy):	Age / Date of Birth (dd-mm-yyyy):
Address:	Address:

ANSWER THESE FOLLOWING QUESTIONS BELOW   (YES or NO):

1	Do you agree to participate in this research meaningfully?	1
2	Do you agree to be interviewed and all the experiences to be listened to, recorded and published?	2
3	Do you agree to be taken pictures and be recorded for the whole research process?	3
4	Do you agree if your masterpiece, drawing, pictures, or videos you made to be published in social media, such as thesis paper, conference, newspaper, tv, or website?	4
5	Do the parents/guardians know and give the consent for the children to participate meaningfully in this research?	5

THIS INFORMED CONSENT IS PROVIDED FOR THE PROTECTION AND PARTICIPATION OF CHILDREN IN THESIS RESEARCH ORGANIZED BY DINA CHAERANI WITH THE METHODOLOGY OF PARTICIPATORY ACTION RESEARCH.

PARTICIPANT'S SIGNATURE	PARENTS/GUARDIANS' SIGNATURE

Appendix 2 Participant Profiles and Masterpieces

1. **From *Sigar Penjalin* Village**

a. **Lisbon**

   Lisbon is an 18-year-old girl who is active in *Forum Anak Lombok* (Lombok Child Forum). She is one of the best representatives in *Forum Anak* that actively promotes the child's rights and is currently in the 3rd grade in her school in *Sigar Penjalin* Village. In the PhotoVoice session, she told us a fascinating fact. She said that the most dangerous but also safest place are her home. Some participants agreed with that, but some did not. Below is the picture of her home in *Sigar Penjalin* village that she took on the session.

b. Nairobi

She is a 15-year-old girl who has witnessed the sexual violence case (dating violence) of her friend and is involved in the reporting mechanism to help her friend out. She is also the ambassador of *Pelopor dan Pelapor* (granted by the Ministry of Women Empowerment and Child Protection under the campaign of Child Protection). So, she is familiar with the whole process of reporting mechanism of SVAC in North Lombok. Furthermore, in the Photovoice session, she told us that her home is the safest place and enable the environment. She lives together with her family and grandmother. She believes that home is the right place for her to share all the laughter and joy. You can see the picture of the home she took for the PhotoVoice session below.

c. Tokyo

Tokyo is a sexual violence survivor. She is 15 years old, and up until now, all the bad memories on the day she got violated remains and haunts her. She said that the first she encountered sexual violence was at her school. She reported to the teacher, but the teacher did not believe her. He assumed that it was only a joke and the perpetrator did not do it on purpose. So, she does not believe anymore in an institution such as school. She does not think that it is a safe space for girls. Furthermore, in the photovoice session, she presented the picture of her school as the most dangerous place where sexual violence could happen.

d. Palermo

Palermo is a 16-year-old boy active in *Forum Anak Lombok* (Lombok Child Forum) and Student Council at his school. He is pretty active in every activity and involved in many events provided by the government, starting from the village to the national level. He is very open-minded and has a growth mindset where he believes that gender equality is a must. That is why he is actively promoting the issue of gender equality, Sexual Reproductive Health, and child's Rights to other students by using his channel of work, which is the Student Council. When we talked about the most dangerous place in his neighbourhood where SVAC always happens, he stated that this area is the place that many people, especially girls and women, avoid passing by. It is a tranquil and dark place, and many perpetrators do their actions here when the victims are not aware and ready about the situation.

e. Moscow

Moscow has never heard about sexual violence in his life. He is very sceptical about SVAC, and in some sessions, he acted very defensive and blamed the victims (in this case, Tokyo and Amsterdam). He is a 16-year-old boy and is currently in the 1st grade of high school in *Sigar Penjalin* village. When we discussed the most dangerous place where SVAC could occur, he gave us the picture below. He said that this place in the picture is a border between *Sigar Penjalin* and another village. This place is very shady and used by many people as a hangout place for dating. *"Many bad things happen here"*, he said. He also added that *"Most of the girls and women that hang out here always wear inappropriate dresses"*.

2. From *Medana* Village

a. Jakarta

Jakarta is a 16-year-old girl who is very active in Forum Anak Nasional (National Child Forum), and her mother is part of the counsellor team in the village. She is very active and meaningfully engaged in many child-led organizations in her village. She is the most active participant who always comes on time when we conduct PAR sessions. She is very outspoken and deliberates her mind very quickly. She showed us the picture of the most dangerous place in her neighbourhood. She did some research before she presented the fact that this area is hazardous.

b. Amsterdam

She is a 15-year-old girl who has ever heard and had sufficient knowledge about SVAC. She was one of the witnesses in the participant's list that has gone through the whole process of reporting mechanism to accompany her friend. She is very active, but also a good listener. She did not give her consent to show the pictures she took for PAR activity.

c. Stockholm

She is the youngest participant in this research (14 years old). Stockholm is currently pursuing her last year study at junior high school in *Medana* village. During the 6-week of the online PAR-inspired activity, I found some difficulties to keep in touch with her,

because she does not have any personal communication tool (smartphone) and live together with her aunt. It is why I used her aunt's number to contact her and invite her personally to every activity that we already discussed and agreed. She is also very shy person and told me not to publish the pictures she took for the task-based activities I gave.

d. Bangkok

She is a 17-year-old introverted girl. Mostly during the sessions, she will be very quiet, until I asked her opinion. However, she was keen on listening to other people's stories. Lastly, she mentioned that she did not want her pictures to be published.

e. Helsinki

Helsinki is now in the 2nd grade of high school. He is 17 years old and a little bit reserved. However, he is very eager to learn about SVAC and has been participating in some training on preventing sexual violence from local CSOs like *Yayasan Tunas Alam Indonesia (SANTAI)*. Speaking of one of his masterpieces, he showed us that the safest place for himself is his school. In his school, all the teachers understand the process of reporting mechanisms. His school has been chosen as one of the schools to receive training on the prevention of SVAC. He believed that he could report and say anything directly to his teachers. Below is the picture   he took.

Appendix 3 Background of North Lombok and *Sigar Penjalin* and *Medana* Villages

North Lombok is a regency in West Nusa Tenggara Province. It consists of 5 districts, namely *Pemenang, Tanjung, Gangga, Kayangan, and Bayan*. There are 33 villages in this regency and two of them are *Sigar Penjalin* and *Medana* that are located in *Tanjung* district. Most of the people that live in these two villages are the *Sasak* ethnic. This regency is considered very new because it was part of the West Lombok Regency until 2006.

North Lombok Regency has a land area of 809.53 km^2 which consists of particular areas (protected forests, wildlife areas, etc.) covering an area of 361.86 km^2 (44.30%) and the remaining flat land for agricultural land covering an area of 447.67 km^2 (55.30 %). The area of North Lombok waters is 594.71 km^2 with a beach length of 127 Km. From the demographic aspect, the population of North Lombok Regency up to December 2013 was 245,802 people.

Appendix 4 List of Activities and Prompts for Children Participants

a. **List of Prompts**

Direct/Specific Questions	Situational
Could you take a picture of your house and the neighbourhood?	Reflect on the real condition of your neighbourhood.
Could you take a picture of 'the safe place and enable environment' for you?	Reflect on the time/situation when you felt safe in one place.
Could you take a picture of 'the dangerous place' in your neighbourhood that could be a place where sexual violence happens?	Reflect on the time/situation when you felt unsafe, afraid and vulnerable when you are in that place.
Could you please create a video within one week that captures and shows your environment and your daily activities from home to school?	Reflect on the real condition of your neighbourhood and daily activities as a child.
What will you do if you see or hear your friend tells you that they want to report the SVAC case they encounter?	Reflect on your response when other children need your help and how you react against the issue.

b. **A Tabulation of Activities for PAR**

No	Date	Theme	Activities
1	25th July 2021	First kick-off meeting with children	a. Get to know each other b. Explaining the schedule of PAR task-based activities c. Giving the Informed Consent d. Informing about the role of the child participants e. Explaining about the compensation f. Giving the instruction of first task-based activity

| 2	2nd August 2021	Session 1A (Photo Voice)	The presentation and discussion from the 1st task-based activity's questions that consisted of: a. Take pictures of your surrounding or neighbourhood areas b. Take a picture that can represent as a safe space or enable environment for you
3	7th August 2021	Session 1B (Photo Voice)	The presentation to discuss about the task-based activity 1B, which is: "Take a picture of a place that you think possibly become a 'danger area' where sexual violence could occur." Then, I gave the instruction for the next task-based activity.
4	12th August 2021	Session 2A (Participatory Video 1)	The presentation to discuss about the task-based activity 2A, which is: "Please show us your environment and your daily activity during the day by recording it to 1-minute video (max)." Then, I gave the instruction for the next task-based activity.
5	15th August 2021	Session 2B (Participatory Video 2)	The presentation to discuss about the task-based activity 2B, which is: "Please record what will you do if you see or know your friend telling you that they want to report the SVAC case they encounter? in 2 minutes video (max)." Then, I gave the instruction for the next task-based activity.
6	21st August 2021	Session 3A (Mini Theatre)	Roleplaying to be the local government, stakeholders, teachers, parents, children, etc in order to create a new safe and better reporting mechanism for SVAC.
7	22nd August 2021	Closing Session	a. Follow Up Action b. Ethical Clearance c. Make a resolution of call to action for Lombok Government in order to

			create a better reporting mechanism and enable environment.
8	24th August 2021	Qualitative Interviewing 1	Interviewed stakeholders: a. A Secretary of the North Lombok Child Protection Institution (Mr Romi) b. A Police Officer of North Lombok Child Protection Unit
9	25th August 2021	Qualitative Interviewing 2	Interviewed stakeholder: a. A spokesperson (Mr Sigit) from International NGO (Plan International Indonesia)
10	26th August 2021	Qualitative Interviewing 3	Interviewed stakeholders: a. A local counsellor (Lisda) b. 2 Parents c. 2 Teachers

# Appendix 5 Qualitative Interview Guidelines for the Adults

Here are the list of the questions that I asked to these key stakeholders:

1. What is the reporting mechanism in place in North Lombok for the SVAC case?
2. How many are reported cases before and during the pandemic in North Lombok?
3. What are the programmes or socialization that the government has done regarding the prevention of SVAC?
4. What is the main reason behind the underreported case?
5. What can the government, NGOs, and CSOs do to create an enabling environment?
6. How can we ensure that children are not afraid to report by their own will?
7. Do you think that all the mechanisms and efforts that have been done are already child-friendly?
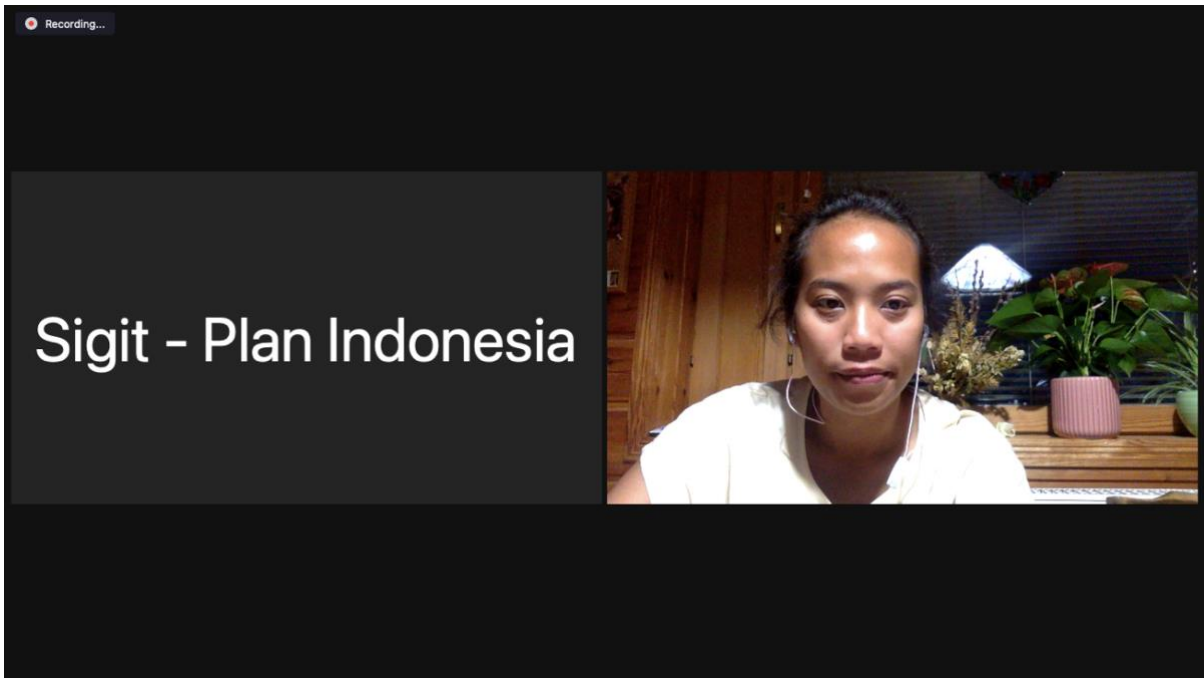8. What do you think is the safest mechanism for children to report the SVAC case?
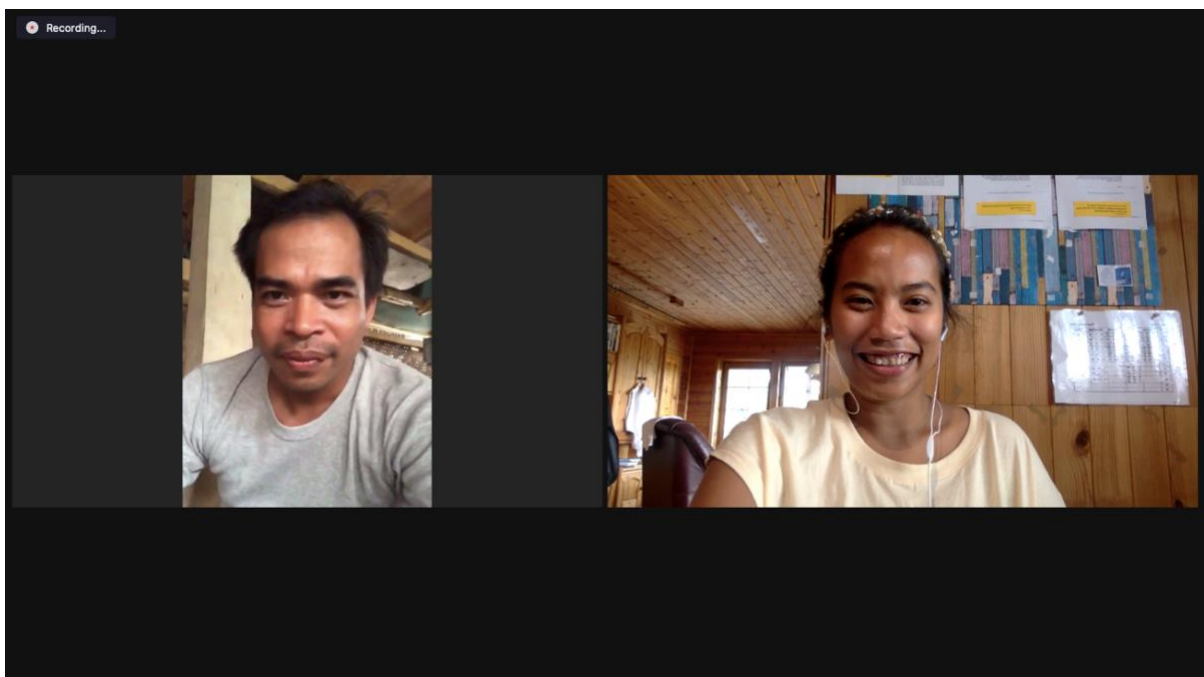
Appendix 6 Online PAR-Inspired Documentation
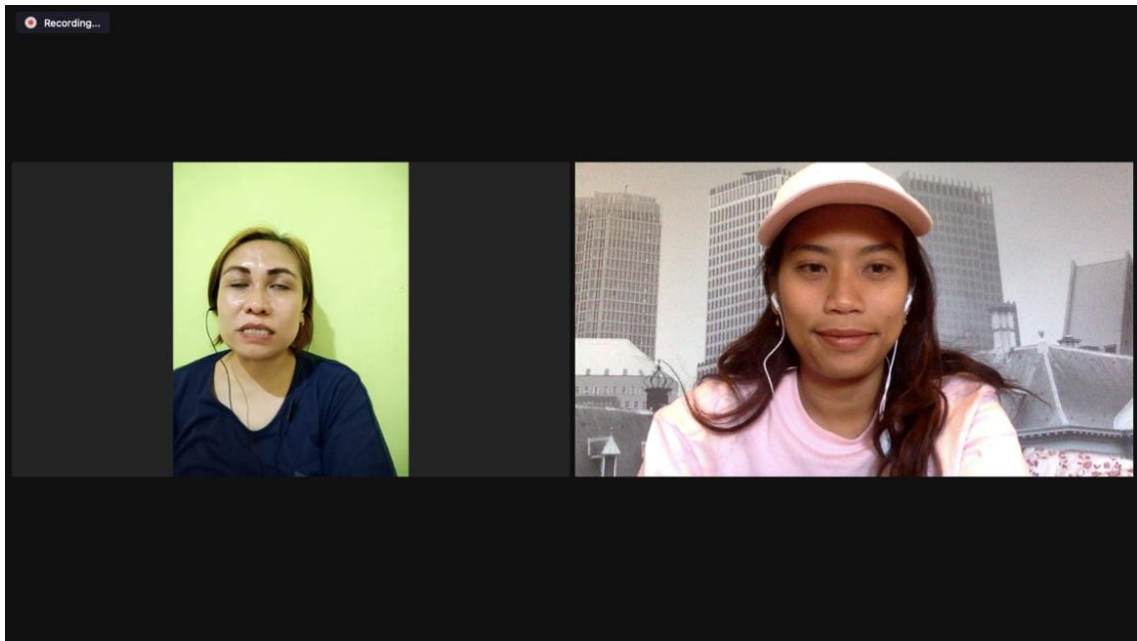
Interview with one of the parents
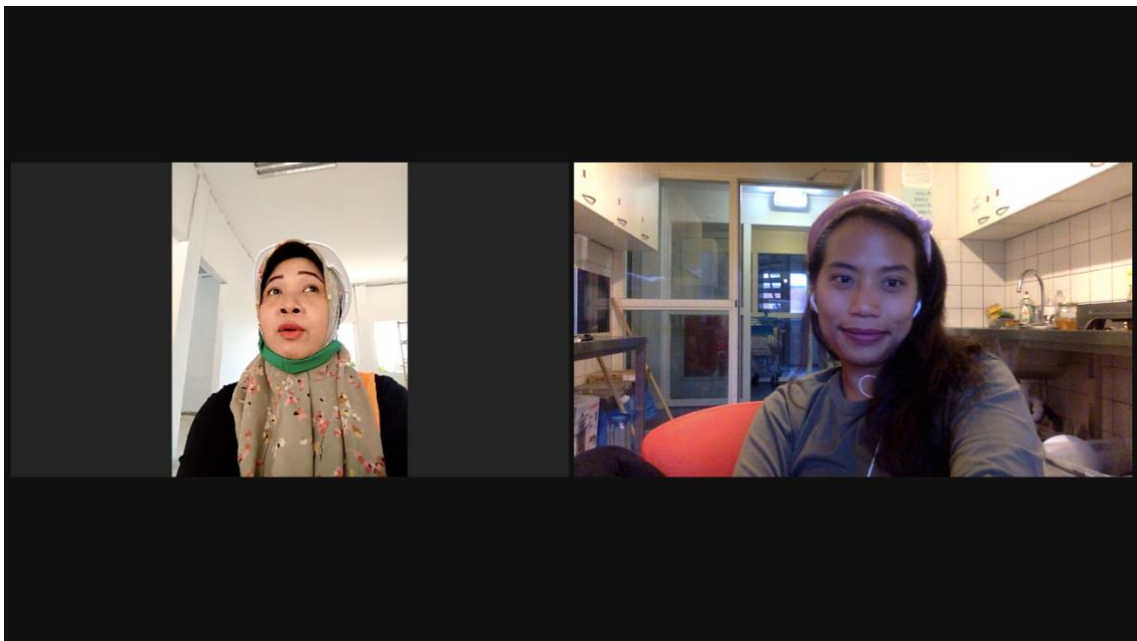
Interview with one counsellor

Interview with Plan International Indonesia's spokesperson for Child Protection

Interview with secretary of North Lombok Child Protection Institution (LPA)