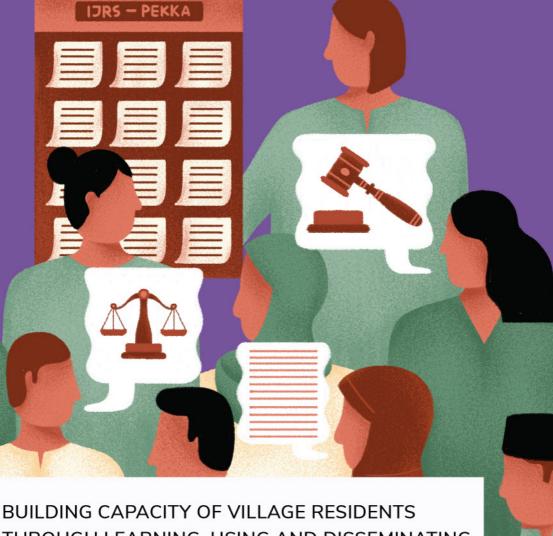


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LEGAL **EMPOWERMENT GUIDELINE**



THROUGH LEARNING, USING AND DISSEMINATING THE LAW TO REALIZE ACCESS TO JUSTICE

LEGAL EMPOWERMENT GUIDELINE: BUILDING CAPACITY OF VILLAGE RESIDENTS THROUGH LEARNING, USING AND DISSEMINATING THE LAW TO REALIZE ACCESS TO JUSTICE

INDONESIA JUDICIAL RESEARCH SOCIETY AND PEKKA FOUNDATION (PEKKA - WOMEN HEADED-FAMILY EMPOWERMENT) 2025 LEGAL EMPOWERMENT GUIDELINE: BUILDING CAPACITY OF VILLAGE RESIDENTS THROUGH LEARNING, USING AND DISSEMINATING THE LAW TO REALIZE ACCESS TO JUSTICE © 2025

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PREFACE INDONESIA JUDICIAL RESEARCH SOCIETY (IJRS)

Indonesia Judicial Research Society (IJRS) continues to contribute to the expansion of access to justice to Indonesian society through establishment and implementation of evidence-based legal policies. IJRS' efforts to expand and reinforce community access to justice are not limited to legal products and policies but also include enhancing public capacity to understand, use, and shape the law in their communities. This approach derives from the underlying issue that public inability of resolving legal problems diminishes access to economic opportunities, reinforces the poverty trap, and undermines human potential and inclusive development.

Supported by the Legal Empowerment Fund - the Fund for Global Human Rights (LEF), IJRS in partnership with the PEKKA have organized series of legal empowerment activities for residents in Jangkar Village, Tanah Merah District, Bangkalan Regency, Jawa Timur. The legal empowerment process begins by planning activities, preparing legal needs assessment, preparing legal empowerment modules, and drawing up reports documenting legal empowerment activities.

To disseminate information regarding these activities, we wrap the whole activities in 2 (two) Books, namely Book I which contains assessment study on legal empowerment needs, including reports and documentation of legal empowerment activities and Book II which contains legal empowerment modules.

In Book II: Legal Empowerment Guideline: Building Capacity of Village Residents through Learning, Using, and Disseminating the Law to Realize Access to Justice, we attempt to deliver essential materials as basic legal knowledge to the community. This module contains 3 (three) thematic issues. The first thematic issue relates to citizens' basic rights, legal problems, and legal aid; the second thematic issue relates to sexual violence and domestic violence; and the third thematic issue relates to child marriage and its relation to sexual and reproductive health. We hope this module may serve as a guideline for communities, organizations, or legal empowerment providers in developing legal empowerment activities concerning thematic issues addressed in this module.

We would like to express our gratitude to LEF that has supported the

whole stages of legal empowerment activities. We would also like to extend our warmest regards to all hard work performed by researchers of IJRS and PEKKA in organizing these activities, and specifically in developing this module. We sincerely hope that this module may function as a reference to organize legal empowerment activities and yield benefits to the greater public in upgrading community access to justice.

> Jakarta, 4 November 2024 Arsa Ilmi Budiarti, S.Sos. Executive Director of IJRS

PREFACE PEKKA FOUNDATION (PEKKA - WOMEN HEADED-FAMILY EMPOWERMENT)

With utmost gratitude, PEKKA welcomes the launching of the book titled "Legal Empowerment Guideline: Building Capacity of Village Residents through Learning, Using, and Disseminating the Law to Realize Access to Justice" as a critical step in reinforcing community access to justice.

This book is a manifestation of harmonious collaboration between PEKKA and IJRS, supported by PEKKA Union in Bangkalan. This collaboration reflects our joint commitment to empower women headed families and marginalized communities through a legal approach that is inclusive and based on community needs.

Since its inception, PEKKA has encouraged legal empowerment on community level by involving community paralegals from women headed families as the forefront in learning, using, and disseminating the law. Through this book, we hope the community-based empowerment approach may be expanded and draw inspiration from various parties to reinforce social and legal justice.

We would like to extend our gratitude to IJRS, PEKKA Union in Bangkalan, and all parties who have supported the preparation of this book. Hopefully, this book functions as a beneficial practical guideline for civil society organizations, policymakers, and other stakeholders in reinforcing access to justice for marginalized communities in Indonesia. Let us walk together to realize more inclusive and sustainable justice.

> Jakarta, 24 May 2024 Fitria Villa Sahara Co-Director of PEKKA

TABLE OF CONTENT

PREFACE INDONESIA JUDICIAL RESEARCH SOCIETY (IJRS)iii PREFACE PEKKA FOUNDATION (PEKKA - WOMEN HEADED-							
FAMILY EMPOWERMENT)							
SEC	TION	1: CITIZENS' BASIC RIGHTS, LEGAL PROBLEMS, AND					
LEG	GAL AI	D	1				
1.1	Citizens' Basic Rights						
	1.1.1	Forms of Citizens' Basic Rights	3				
	1.1.2	Laws and Regulations Guaranteeing Citizens' Rights	4				
1.2	Legal Problems						
	1.2.1	Child Marriage	6				
	1.2.2	No Possession of Residency Documents	7				
	1.2.3	No Possession of Land Certificates	8				
	1.2.4	No Access to Social Programs/Security for Poor					
		Residents	9				
1.3	Legal	Aid	10				
	1.3.1	Explanation of Legal Aid	10				
	1.3.2	Types of Legal Aid	10				
	1.3.3	Legal Aid Organizations	12				
SEC	TION	2: SEXUAL VIOLENCE AND DOMESTIC VIOLENCE	13				
2.1	Sexua	al Violence	15				
	2.1.1	Definition of Sexual Violence	15				
	2.1.2	Types of Sexual Violence	15				
	2.1.3	Impacts of Sexual Violence	16				
	2.1.4	Rights of Victims of Sexual Violence	18				
	2.1.5	Measures Need to be Taken After Experiencing Sexual					
		Violence	19				
2.2	Dome	estic Violence	20				
	2.2.1	Definition of Domestic Violence	20				
	2.2.2	Parties Relevant to the Scope of Domestic Violence	22				
	2.2.3	Types of Domestic Violence	22				
	2.2.4	Cause Factors of Domestic Violence	23				
	2.2.5	Rights of Victims of Domestic Violence	24				

2.3	Efforts to Prevent and Handle Domestic Violence by				
	the Community	25			
	2.3.1 Prevention of Domestic Violence	25			
	2.3.1 Handling of Domestic Violence	26			
SE	CTION 3: CHILD MARRIAGE AND ITS RELATION TO SEXUA	AL AND			
RE	PRODUCTIVE HEALTH	27			
3.1	Definition of Child Marriage	29			
3.2	Impacts Suffered by Children from Child Marriage	32			
3.3	3.3 Efforts to Prevent and Handle Child Marriage				
	3.3.1 Roles of Parents and Close Family Members to				
	Reject Marriage	35			
	3.3.2 Fulfilling Right to Reproductive Health Information	35			
	3.3.3 Extending School Period	36			
	3.3.4 Building Skills and Capacity of Women and Girls to				
	Understand Their Rights	36			
	3.3.5 Obligations of Parents to Fulfill Child's Rights Even				
	Though Their Children Have Married	36			
	3.3.6 Prevention of Child Marriage through Education Secto	r37			
	3.3.7 Effectiveness of Roles of Village Government/Village	C			
	fficials				
	3.3.8 Reinforcement of Roles of Religious/Adat Figures/				
	Community in Preventing Child Marriage				
	3.3.9 Effectiveness of Judicial Institutions				
SE	CTION 4: CURRICULUM	41			
AP	PENDIX	67			
BIE	BLIOGRAPHY	77			
Α.	Law and Regulations, Technical Guidelines, and Appendices				
	to Regulations	77			
В.	Books and Articles	77			

SECTION 1 CITIZENS' BASIC RIGHTS, LEGAL PROBLEMS, AND LEGAL AID



1.1 Citizens' Basic Rights

1.1.1 Forms of Citizens' Basic Rights

Every Indonesian citizen has basic rights. These basic rights are honored, protected, and their fulfillment is guaranteed by the state under the constitution and its myriad implementing regulations. Several international legal instruments have addressed basic human rights that constitute part of Human Rights, among others, the Universal Declaration of Human Rights; International Covenant on Civil and Political Rights; International Covenant on Economic, Social and Cultural Rights; Convention on the Rights of the Child; International Convention on the Protection of the Rights of All Migrant Workers; International Convention on the Elimination of All Forms of Racial Discrimination; and other international human rights instruments.

Most basic rights under those international human rights instruments have been adopted by Indonesia in the 1945 Indonesian Constitution and ratified in several laws. Citizens' basic rights in Indonesia as addressed in the constitution are referred to as constitutional rights. Several basic rights addressed in the Indonesian constitution include:

Types of Rights	Elucidation
Right to Live and Defend Their Lives and Livelihood	Article 28A of the 1945 Indonesian Constitution: Every citizen shall have the right to live, be entitled to receive protection of that right from the state, and be entitled to defend their lives and livelihood.
Right to Protection from Violence and Discrimination	Article 28G of the 1945 Indonesian Constitution: every person shall be entitled to protection of themselves, their family, honor, dignity, and property.
Right to Education	Article 31 paragraph (1) of the 1945 Indonesian Constitution: citizens shall be entitled to receive education, and the government must organize national education to ensure that right.
Right to Work	Article 27 paragraph (2) of the 1945 Indonesian Constitution: every citizen shall be entitled to decent work and living.

Types of Rights	Elucidation
Right to Have a Place to Reside and Healthy Environment Right to Obtain Healthcare	Article 28 H paragraph (1) of the 1945 Indonesian Constitution: every person shall be entitled to live prosperously, both physically and mentally, have a place to reside, and have proper and healthy environment. Article 28 H paragraph (1) of the 1945 Indonesian Constitution: every person shall be entitled to protection of their health and receive healthcare.
Right to Social Security	Article 28 H paragraph (3) of the 1945 Indonesian Constitution: every person shall be entitled to adequate social security to support proper livelihood.
Right to Personal Property	Article 28H paragraph (4) of the 1945 Indonesian Constitution: every person shall be entitled to personal property and property rights that cannot be erased over land.
Right to Nationality Status	Article 27 paragprah (1) of the 1945 Indonesian Constitution: every Indonesian national shall have equal obligations and rights before the law and in government.
Freedom of Religion	Article 28 E paragraph (1) of the 1945 Indonesian Constitution: every person shall be free to embrace a religion and to worship according to their religion, and it shall be personal.
Freedom to Associate, Assemble, and of Expression	Article 28 E paragraph (3) of the 1945 Indonesian Constitution: every person shall be entitled to freedom to associate, to assemble, and of expression.

1.1.2 Laws and Regulations Guaranteeing Citizens' Rights

Citizens' rights need to be addressed under laws and regulations to ensure that if those rights are violated, the public may prosecute that violation. Those rights addressed in the 1945 Indonesian Constitution are further addressed in implementing regulations to reinforce citizens' rights, among others:

Citizens' rights need to be addressed under laws and regulations to ensure that if those rights are violated, the public may prosecute that violation."

1. Right to Education

Various frameworks were issued to ensure this public right, both directly and indirectly. In direct manner, the right to education is addressed under several laws and regulations: the 1945 Indonesian Constitution: 1) Law Number 20 of 2003 on the National Education System, addressing that education is right and obligation of every Indonesian citizen; 2) Law Number 20 of 2003 on the National Education System, that ensures provision of equal, quality, and fair education.

Indirectly, there are several frameworks outside the education sector that protect the public right to education. One of them is Law Number 16 of 2019 that increases the minimum threshold of marriage age for girls to match the marriage age for boys. Child marriage is one of causes of refraining from pursuing higher education, hence, a law that prevents child marriage is necessary.

2. Right to Have Place to Reside and a Healthy Environment

As a state effort in ensuring its citizens' rights to have a place to reside and healthy environment, several laws and regulations were established, including: 1) Law Number 1 of 2011 on Housing and Residential Areas, addressing rights and obligations of residents in acquiring proper and affordable residential places; 2) Regulation of the Government Number 41 of 1999 on Procedures for Establishing Indonesian National Standards, mentioning environmental quality standards that must be fulfilled to ensure healthy residence and environment; 3) Regulation of the Government Number 38 of 2007 on Housing and Residential Development, this regulation addresses housing and residential development that considers healthy environment aspect.

3. Right to Social Security

Right to social security is further addressed by the state under: 1) Law Number 40 of 2004 on the National Social Security System, as the legal basis for the operation of social security in Indonesia, and it addresses rights of social security participants, government obligations and responsibility in operating the national social security system; 2) Regulation of the Government Number 14 of 2020 on the Operation of Health Security Program, this regulation addresses the operation of health security program, including rights of participants and received benefits; 3) Regulation of the Minister of Social Affairs Number 33 of 2011 on the Establishment of Social Welfare Standards, this regulation establishes social welfare standards as references in operating social security programs.

4. Right to Personal Property

As an effort to ensure citizens' right to personal property, several regulations were issued, including: 1) Law Number 5 of 1960 on Basic Regulation for Agrarian Principles, addressing the agrarian law in Indonesia, including right to land ownership and other resources; 2) Law Number 28 of 1961 on Property Right, addressing personal property right over land and other movable property; 3) Law Number 24 of 1992 on Regulation of the Government in Lieu of Law Number 1 of 1992 on Land, addressing land ownership, land use, and land titles in Indonesia; 4) Regulation of the Government Number 10 of 1961 on Land Registration, addressing land registration procedures to ensure certainty of rights to land ownership; 5) Regulation of the Government Number 103 of 2015 on the Amendment to Regulation of the Government Number 24 of 1997 on Land Registration, this regulation is a revision to the previous regulation that further addresses matters on land registration and law enforcement in relation to land ownership.

1.2 Legal Problems

Legal problems encompass matters beyond just criminality, fraud, or corruption, including anything that is in violation of laws and regulations established by the state. Hence, problems encountered daily by residents may be classified as legal problems, if those problems are in relation to violation of citizens' rights guaranteed under the state law. These are several examples that may be referred to:

1.2.1 Child Marriage

Child marriage is still prevalent in Indonesia, 1 out of 9 women in the age group of 20-24 years old married when she was a minor.¹ Results of

¹ Badan Pusat Statistik, Kementerian Perencanaan Pembangunan Nasional/BAPPENAS, UNICEF and PUSKAPA, Pencegahan Perkawinan Anak Percepatan yang Tidak Bisa Ditunda (Jakarta: Badan Pusat Statistik, 2020), p. 6, https://www.unicef.org/indonesia/media/2851/ file/Child-Marriage-Report-2020.pdf.

the assessment needs performed in Jangkar village show that 53.3% of respondents married when they were minors, with 16.7% of them were younger than 16 years old when they married for the first time.² Child marriage is still considered normal by several communities in Indonesia, even though child marriage is a legal problem that involves human rights violation, including right to protection, education, and freedom.

Child marriage is a legal problem that involves human rights violation, including right to protection, education, and freedom.

Children who marry at a very young age are vulnerable to numerous negative impacts, including increasing health risks, limited access to education, and risks of physical and emotional abuse.³ In addition, child marriage is also inconsistent with the law addressing the minimum marriage age (Law Number 16 of 2019 on the Amendment to Law Number 1 of 1974 on Marriages), that aims to protect children's rights and prevent unhealthy and unfair marriage practices.

1.2.2 No Possession of Residency Documents

Several communities in Indonesia do not possess any residency documents, such as birth certificates, marriage certificates/books, divorce certificates. It is recorded that 29% of children do not possess birth certificates, 55% of poor married couples do not possess marriage certificates/books, and 70% of women headed families do not possess divorce certificates.⁴ In Jangkar village, 20% of respondents do not possess official marriage documents.⁵

² Data are collected from results of Survey of Assessment of Community Legal Empowerment Needs conducted in Jangkar Village, Bangkalan, Madura on 23-26 October 2023, conducted by IJRS and PEKKA.

³ Marsha Maharani et al., Pedoman Pemantauan dan Evaluasi Kebijakan Perempuan dan Anak Berhadapan dengan Hukum (Jakarta: IJRS, 2023), p. 10, https://ijrs.or.id/wp-content/ uploads/2023/08/Pedoman-Pemantauan-dan-Evaluasi-Kebijakan-Perempuan-dan-Anak-Berhadapan-dengan-Hukum.pdf.

⁴ Ceta Sumner and Santi Kusumaningrum, Studi Dasar AIPJ tentang Identitas Hukum: Jutaan Orang Tanpa Identitas Hukum di Indonesia (Jakarta: DFAT, PEKKA dan PUSKAPA, 2014), pp. 39-47, https://puskapa.org/blog/publikasi/779/.

⁵ Data are collected from results of Survey of Assessment of Community Legal Empowerment Needs conducted in Jangkar Village, Bangkalan, Madura on 23-26 October 2023, conducted by IJRS and PEKKA.

Not possessing those documents is a legal problem because it may obstruct individuals in accessing their basic rights.

A Not possessing those documents is a legal problem because it may obstruct individuals in accessing their basic rights."

Without those documents, residents should face hardship in obtaining critical public services, such as education, healthcare, and legitimate jobs. In addition, this condition may also hinder access to various legal rights, such as property rights, and voting rights. Not possessing residency documents may also result in vulnerability to exploitation and abuse, and increasing risks of being neglected by legal and social systems. Hence, Law Number 23 of 2006 on the Residency Administration requires residents to possess valid and registered residency documents.

1.2.3 No Possession of Land Certificates

There is a high land ownership gap in Indonesia, where 1% of Indonesian residents control 58% of agrarian resources, land and natural resources.⁶ Land that has not been certified reaches 25,806,000 plots of land.⁷ In Jangkar village, land and environmental problems rank the second highest problem (23.3%) encountered by respondents, and one of them relates to no possession of land certificates.⁸ No possession of land certificates remains as a legal problem because it may lead to uncertainty of ownership, having potentials of triggering legal conflicts.

Without valid certificates, residents are having difficulties in proving ownership over land or property they claim to own, making them vulnerable to arbitrary measures performed by other parties. In addition, no possession of certificates may also hinder access to public services such as bank credits,

⁶ Badan Pertanahan Nasional, Petunjuk Teknis Penertiban dan Penetapan Tanah Terlantar, Nomor 3/JUKNIS-700.TL.03.02/II/2022, (Direktorat Penertiban Penguasaan, Pemilikan dan Penggunaan Tanah, 2022), p. 3 https://ditjenpptr.atrbpn.go.id/hukum/assets/images/ posts/28dadf6f9272fcdcbc1b0591620db743.pdf

⁷ "Sekitar 25 Juta Bidang Tanah di Indonesia Belum Bersertifikat, Kapan Rampung?" Kompas.com, accessed on 1 December 2023, https://www.kompas.com/properti/ read/2022/12/01/173223621/sekitar-25-juta-bidang-tanah-di-indonesia-belum-bersertifikatkapan.

⁸ Data are collected from results of Survey of Assessment of Community Legal Empowerment Needs conducted in Jangkar Village, Bangkalan, Madura on 23-26 October 2023, conducted by IJRS and PEKKA.

SECTION 1

government aid, or legal protection in property disputes. This condition may inflict significant financial and social losses to impacted residents.

1.2.4 No Access to Social Programs/Security for Poor Residents

It is not uncommon to find poor families that do not receive any social programs/security. Similar conditions are also encountered by residents in Jangkar village, where respondents with income below Rp1,000,000/month, 63% of them do not receive any social aid.⁹ The condition of poor residents not being covered by social programs/security poses a form of legal problem because it contradicts with justice and equality principles guaranteed by law.

The condition of poor residents not being covered by social programs/security poses a form of legal problem because it contradicts with justice and equality principles guaranteed by law."

Social programs should be designed to provide protection and aid to those who need them, including poor residents, as part of internationally acknowledged human rights. When poor residents are neglected or their proper access to those programs is denied, that condition may lead to violation of their basic rights, such as right to health, education, and proper livelihood. Besides, that condition may widen social and economic gaps in the society, which may trigger frictions or conflicts in the society.

If residents encounter legal problems as mentioned above, there are several measures that need to be taken:

- In terms of no possession of residency documents and land certificates, immediately report to local government apparatus, such as RT, RW, village government, to receive assistance in processing the ownership of those documents.
- 2. As an effort to prevent child marriage, urge regional government, such as village, sub-district chiefs, and also RW to establish a regulation that prevents child marriage.

⁹ Ibid

Legal Empowerment Guideline: Building Capacity of Village Residents Through Learning, Using and Disseminating The Law to Realize Access to Justice

3. If there is any legal process that must be undergone, residents may request legal aid from Legal Aid Organizations. Legal Aid Organizations may provide consultation concerning which measures that must be taken, and who may act as legal counsellors.

1.3 Legal Aid

1.3.1 Explanation of Legal Aid

Legal aid refers to legal services provided without collecting any fees from poor individuals or groups. The right to receive legal aid is a constitutional right guaranteed by the state (Article 28D paragraph (1) of the 1945 Indonesian Constitution). In Indonesia, legal aid is addressed under Law No. 16 of 2011 on Legal Aid. The state provides legal aid through legal aid institutions/organizations financed by funds derived from State Revenue and Expenditure Budget (Anggaran Pendapatan dan Belanja Negara – APBN). To obtain legal aid services, applicants may file applications to institutions or organizations as Legal Aid Providers by attaching their identity, description of legal problems, case documents, and poverty certificates from sub-district heads, village chiefs, or equivalent officials in the domicile of applicants. An example of the nearest Legal Aid Provider is the Indonesian Advocate's Legal Aid Post in Bangkalan Region.¹⁰

1.3.2 Types of Legal Aid

Types of legal aid available to be provided may cover civil, criminal, and state administrative legal problems, both litigation and non-litigation.¹¹

• Civil legal problems refer to legal problems that arise due to disputes or conflicts between individuals, where there are interests or rights

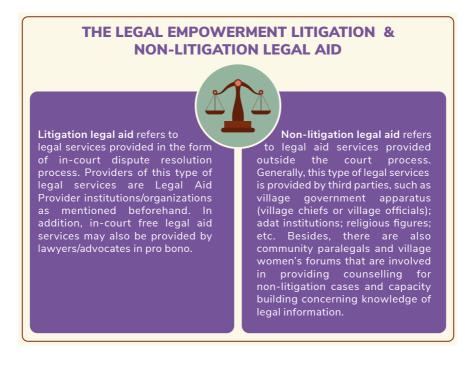
¹⁰ See Appendix, Indonesia, Decree of the Minister of Law and Human Rights on Legal Aid Institutions/Organizations that Passed Verification and Accreditation as Legal Aid Providers for 2022-2024, Decree of the Minister of Law and Human Rights Number M.HH-02.HN.03.03 of 2021, p. 35, https://bphn.go.id/informasi/read/2022091204234130/lembagaorganisasibantuan-hukum-yang-lulus-verifikasi-dan-akreditasi-sebagai-pemberi-bantuan-hukumperiode-tahun-2022-2024.

¹¹ Indonesia, Law on Legal Aid, Law No. 16 of 2011, State Gazette No. 104 of 2011, Supplement to the State Gazette No. 5248, Article 4 Paragraph (2).

claimed by one party against another party. Several examples of civil legal problems are loans, inheritance, property ownership, divorce, and others.

- Criminal legal problems refer to legal problems that arise due to violation or offenses in violation of public interests as addressed by the state that those acts are subject to punishments in the form of suffering or torture.¹² Examples of criminal legal problems include sexual violence and domestic violence.
- State administrative legal problems refer to legal problems that arise between persons or privately-held incorporated entities against state administrative officials, either on central or regional level, as a result of issuance of administrative decrees. Examples of administrative decrees that may trigger state administrative legal problems include decrees of environmental permits and decrees of eviction.

Of the types of legal problems explained above, the resolution process may be pursued through litigation or non-litigation.



¹² C.S.T. Kansil, Pengantar Ilmu Hukum dan Tata Hukum Indonesia, (Jakarta: Balai Pustaka, 1989), p. 257.

Legal Empowerment Guideline: Building Capacity of Village Residents Through Learning, Using and Disseminating The Law to Realize Access to Justice

1.3.3 Legal Aid Organizations

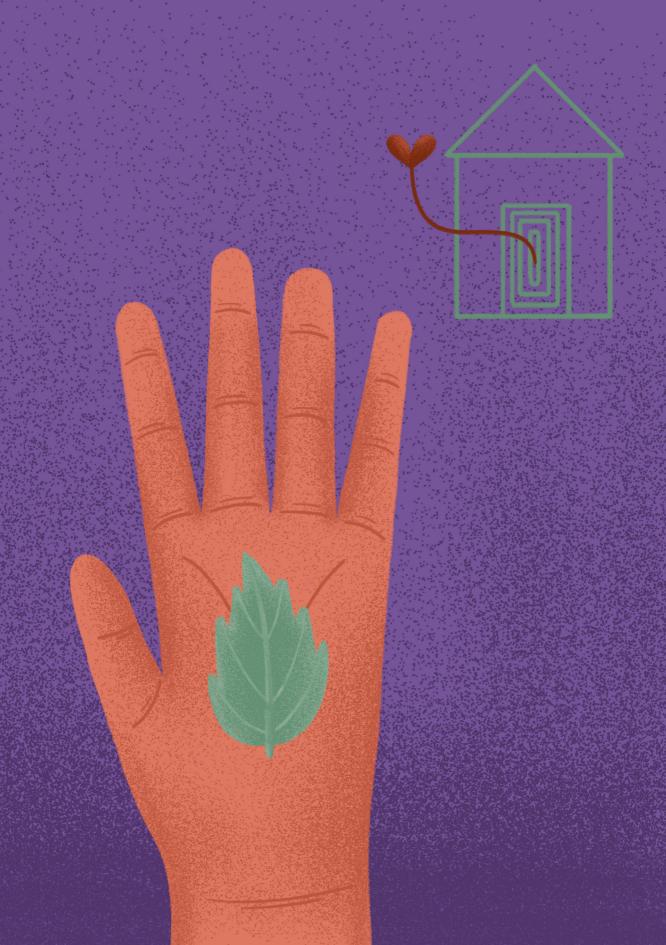
Generally, Legal Aid Provider institutions/organizations are legal aid organizations registered at the Ministry of Law and Human Rights.¹³ Those institutions provide legal aid services in general and specific scopes according to issues handled. For example, there are legal aid institutions that focus on cases relating to women, children, and employment. In the Bangkalan region specifically, the nearest accessible legal aid institution is the Indonesian Advocate's Legal Aid Post in Bangkalan. Through legal aid institutions, residents as legal aid recipients are able to access their rights, among others, right to obtain free legal aid up to resolution of their legal problems and/or their disputes have been final and binding; right to obtain legal aid in accordance with legal aid standards and/or code of ethics of advocates; and right to obtain information and documents relating to provision of legal aid¹⁴.

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To access legal aid, residents may directly visit the office of legal aid institutions, contact them via phone, email, and whatsapp, or through available complaint channels on their website. They may also utilize available legal aid information portals, such as **https://carilayanan.com/** and **KataHukum.id**. Further information relating to addresses and contacts of Legal Aid Organizations registered at the Ministry of Law and Human Rights are accessible on the following page **https://jogja.kemenkumham.go.id/**."

 ¹³ See Appendix, Decree of the Minister of Law and Human Rights on Legal Aid Institutions/ Organizations that Passed Verification and Accreditation as Legal Aid Providers for 2022-2024.
 ¹⁴ Indonesia, Law No. 16 of 2011 on Legal Aid, Article 12

SECTION 2 SEXUAL VIOLENCE AND DOMESTIC VIOLENCE



2.1 Sexual Violence

2.1.1 Definition of Sexual Violence

Civil Society Network (Jaringan Masyarakat Sipil – JMS) and National Commission on Violence Against Women (Komisi Nasional Anti Kekerasan terhadap Perempuan – Komnas Perempuan) through the Academic Script of Draft Bill on Eradication of Sexual Violence defines **Sexual Violence** as any act of defiling and/or assaulting a body, sexual desire, and/or reproductive functions of a person, by utilizing vulnerability, inequality, or dependency of a person based on their gender that may be accompanied with other social status, resulting in or may result in physical, mental, sexual pain or misery, economic, social, cultural, and/or political losses.¹⁵

Besides, in brief, the World Health Organization (WHO) has also defined sexual violence as follows: $^{\rm 16}$

Sexual Violence is any sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting.

2.1.2 Types of Sexual Violence

Sexual Violence is a broad term encompassing various behaviors and conducts directed to sexuality of a person without their consent. The Law No. 12 of 2022 on Sexual Violence Offenses (TPKS Law) outlines types of Sexual Violence Offenses as follows:¹⁷

- Non-physical sexual assault
- Physical sexual assault

¹⁵ Jaringan Masyarakat Sipil and Komisi Nasional Anti Kekerasan terhadap Perempuan, Academic Script and Draft Bill on Eradication of Sexual Violence Per September 2020, p. 138, https://komnasperempuan.go.id/download-file/1025.

¹⁶ "Sexual Violence," World Health Organizations, accessed on 1 May 2024, https://apps.who. int/violence-info/sexual-violence/.

¹⁷ Indonesia, Law No. 12 of 2022 on Sexual Violence Offenses, State Gazette.2022/No.120, Supplement to the State Gazette No.6792, Article 4 Paragraph (1).

- Forced contraception
- Forced sterilization
- Forced marriage
- Sexual torture
- Sexual exploitation
- Sexual slavery; and
- Electronic-based sexual violence.

In addition, the following offenses are also classified as Sexual Violence Offenses: $^{\rm 18}$

- Rape
- Sexual assault
- Sexual act against minors, sexual assault against children and/or sexual exploitation of children
- Acts violating decency that contradict victims' wish
- Pornography involving children or pornography that explicitly contains sexual violence and exploitation;
- Sexual violence in domestic setting; and
- Money laundering offense with sexual violence offense as its predicate crime.

2.1.3 Impacts of Sexual Violence

Reflection of Sexual Handling in Indonesia: Indexation of Court Decisions between 2018-2020 shows that according to information contained in court decisions:¹⁹

- 78 percent of victims of sexual violence suffered from mental impacts.
- 43.8 percent of victims also suffered from physical impacts with 6.1 percent of victims were pregnant; and
- 4.9 percent of victims also suffered from financial impacts due to sexual violence experienced by them.

Any forms of sexual violence generate different impacts to each person because every victim and survivor is a distinctive individual and they

¹⁸ Indonesia, Law on Sexual Violence Offenses, Article 4 Paragraph (2).

¹⁹ Arsa Ilmi Budiarti et al., Refleksi Penanganan Kekerasan Seksual di Indonesia: Indeksasi terhadap Putusan Pengadilan Tahun 2018-2020 (Jakarta: Indonesia Judicial Research Society, 2022), p. 116, https://ijrs.or.id/wp-content/uploads/2022/04/REFLEKSI-PENANGANAN-KEKERASAN-SEKSUAL-DI-INDONESIA-2022.pdf.

experience different sexual violence from one another. There are impacts that linger for several days, while for other persons, those impacts may continue for years or the impacts are delayed for some time after the occurrence of the sexual violence.²⁰

Sexual violence may trigger risky behaviors such as self-harm and substance abuse (alcohol and/or narcotics).²¹ If sexual violence is committed against children, they also have a tendency to suffer from academic problems, such as bad grades in school up to being dropped out.²²

The Survivors Trust claims that **physical impacts affect mental health condition of victims**, for instance, suffering from Post-Traumatic Stress Disorder,²³ namely a psychological disorder that manifests after experiencing a bad stressor, such as an event that may cause death, serious injury, or sexual violence. In PTSD, although the traumatic incident has ended, the individuals still experience symptoms as if the stressor is still happening.²⁴

PTSD symptoms include, among others, experiencing depression, prolonged anxiety, dissociation, flashback or as if they reexperience trauma, nightmare, easily offended, suicidal thoughts, difficulty to concentrate up to sleep disorder.²⁵ Victims of sexual violence may experience one or more of those symptoms.

Physical impacts from sexual violence affect physical health condition of victims, in terms of sexual violence that involves violence, such as torture, then victims may suffer from physical injuries, such as minor or serious wounds.²⁶ Wounds may be varied, ranging from scratches, bruises and organ damage.

Physical violence, sexual violence and mental violence cause physical and mental impacts that inflict financial losses after the commitment of violence and for the rest of victims' life.²⁷ The Australian Institute of Health

²⁰ "Impacts of Sexual Violence and Abuse," Rape Crisis England & Wales, accessed on 1 May 2024, https://rapecrisis.org.uk/get-informed/about-sexual-violence/impacts-of-sexualviolence-and-abuse/?.

 $^{^{21}}$ "The Effects of Sexual Violence," The Survivors Trust, accessed on 1 May 2024, https:// thesurvivorstrust.org/the-effects-of-sexual-violence/.

²² "What are consequences of sexual violence?" Marie-Vincent Fondation, accessed on 1 May 2024, https://marie-vincent.org/en/cause/what-are-consequences-of-sexual-violence/.

²³ The Survivors Trust, "The Effects of Sexual Violence."

²⁴ "Post Traumatic Stress Disorder," Irwan Supriyanto, accessed on 1 May 2024, https://www. alomedika.com/penyakit/psikiatri/post-traumatic-stress-disorder-ptsd.

²⁵ The Survivors Trust, "The Effects of Sexual Violence."

²⁶ Rape Crisis England & Wales, "Impacts of Sexual Violence and Abuse."

²⁷ "The Economic Cost of Intimate Partner Violence, Sexual Assault and Stalking," Institute for Women's Policy Research, accessed on 1 May 2024, p. 1, https://iwpr.org/wp-content/ uploads/2020/10/B367_Economic-Impacts-of-IPV-08.14.17.pdf.

and Welfare also unveils that **women from various age groups that have ever experienced sexual violence have 30-45 percent higher chance of experiencing high financial stress** compared to women that have never experienced sexual violence.²⁸ This condition correlates with fees that must be expended by victims for treatment and/or counselling by accessing healthcare, both for physical and mental health, fees to move their residence and replace objects damaged due to violence, loss of income due to being absent from work, up to fees to undergo the legal process.²⁹

2.1.4 Rights of Victims of Sexual Violence

The TPKS Law addresses that victims' rights refer to rights to handling, protection and recovery that are obtained, used and enjoyed by victims.³⁰ Fulfillment of victims' rights shall be the obligation of the state and exercised in accordance with conditions and needs of victims.³¹

Additionally, the TPKS Law also mentions that victims are entitled to handling, protection and recovery from the occurrence of the sexual violence offense.³² In the event that the sexual violence is committed against persons with disabilities, the TPKS Law also guarantees accessibility and proper accommodation.³³

Victims' Right to Handling³⁴

- 1. Right to information of the entire process and results of Handling, Protection, and Recovery;
- 2. Right to obtain documents outlining results of Handling;
- 3. Right to legal services;

²⁸ "Economic and financial impacts," Australian Institute of Health and Welfare, accessed on 1 May 2024, https://www.aihw.gov.au/family-domestic-and-sexual-violence/responses-andoutcomes/economic-financial-impacts#economic.

²⁹ Australian Institute of Health and Welfare, "Economic and Financial Impacts."

³⁰ Indonesia, Law on Sexual Violence Offenses, Article 1 Point 16.

³¹ Indonesia, Law on Sexual Violence Offenses, Article 67 Paragraph (2).

³² Indonesia, Law on Sexual Violence Offenses, Article 66 Paragraph (1).

³³ The article states: "Persons with Disabilities as Victims shall be entitled to proper accessibility and accommodation to fulfill their rights in accordance with laws and regulations, unless determined otherwise under this Law," see Law on Sexual Violence Offenses, Article 66 Paragraph (2).

³⁴ Indonesia, Law on Sexual Violence Offenses, Article 68.

SECTION 2

Victims' Right to Handling³⁴

- 4. Right to psychological reinforcement;
- Right to healthcare, including medical examination, action, and treatment;
 Right to services and facilities in accordance with special needs of Victims; and
- 7. Right to eradication of sexual contents for cases of sexual violence committed using electronic media.

Victims' Right to Protection³⁵

- 1. Provision of information concerning rights and facilities of Protection;
- 2. Provision of access to information of the operation of Protection;
- 3. Protection from threats or violence from offenders and other parties, and repetition of violence;
- 4. Protection of confidentiality of identity;
- 5. Protection from behaviors and manners of law enforcers that undermine Victims;
- 6. Protection from loss of jobs, job transfer, education, or political access; and
- 7. Protection of Victims and/or reporters from criminal charges or civil claims relating to reported Sexual Violence Offense.

Victims' Right to Recovery³⁶

- 1. Medical rehabilitation;
- 2. Mental and social rehabilitation;
- 3. Social empowerment;
- 4. Restitution and/or compensation; and
- 5. Social reintegration.

35 36

2.1.5 Measures Need to be Taken After Experiencing Sexual Violence

In case of experiencing forms of sexual violence, the following are measures that need to be taken:

³⁵ Indonesia, Law on Sexual Violence Offenses, Article 69

³⁶ Indonesia, Law on Sexual Violence Offenses, Article 70.

Legal Empowerment Guideline: Building Capacity of Village Residents Through Learning, Using and Disseminating The Law to Realize Access to Justice

WHAT TO DO AFTER EXPERIENCING SEXUAL VIOLENCE



Contact the National Hotline: You may contact Sahabat Perempuan dan Anak (SAPA) 129 or Whatsapp 08-111-129-129 operated by the Ministry of Women Empowerment and Child Protection of the Republic of Indonesia. This service covers public complaint, case management, reaching of victims, counselling of victims, mediation, and placement of victims in safe houses.



Seek Medical Help: You may be admitted to the Emergency Room of the nearest hospital. This measure is important to be performed if sexual violence results in wounds.



Call the Police: You may contact the **Call Center 100** of the Indonesian Police and be served by the nearest police station. This service may help you to commence the legal process against the offender.



Contact Service Provider Institutions: You may contact Service Provider Institutions by accessing **carilayanan.com** that consolidates various information relating to help for victims of gender-based violence throughout Indonesia. This service may help you to perform consultation, seek legal aid, counselling, access to safe houses, medical treatment for victims of sexual violence and special services for child victims and victims who are persons with disabilities.

2.2 Domestic Violence

2.2.1 Definition of Domestic Violence

Ravneet Kaur and **Suneela Garg** explain that domestic violence may be illustrated as an abuse of power by adults in a relationship to control another person through various forms of violence or other assaults which may take place once or twice, repeated, up to a chronic stage.³⁷ According to **Anne L. Ganley**, domestic violence is an assault and coercion behavior pattern, including physical, sexual, and psychological assaults, as well as economic coercion, committed by adults or teenagers against their intimate partners.³⁸

³⁷ Ravneet Kaur and Suneela Garg, "Addressing Domestic Violence Against Women: An Unfinished Agenda", ncbi.nlm.nih.gov, accessed on 1 May 2024, https://www.ncbi.nlm.nih.gov/.

³⁸ Anne L. Ganley, Understanding Domestic Violence, p. 16, accessed on 1 May 2024, https:// www.futureswithoutviolence.org/userfiles/file/HealthCare/improving_healthcare_manual_1.pdf.

Domestic Violence under PKDRT Law

In Indonesia, domestic violence is specifically addressed under Law Number 23 of 2004 on the Eradication of Domestic Violence (PKDRT Law). Under Article 1 point 1, domestic violence (Kekerasan dalam Rumah Tangga – KDRT) is defined as any act against a person, especially women, that results in physical, sexual, psychological suffering or pain, and/or household neglect, including threats to commit an act, coercion, or deprivation of liberty in unlawful manner in domestic setting.

According to Freda Adler, Gerhard OW Mueller and William S. Laufer "intimacy in a marriage, cohabitation, or relationship between parentschildren sets domestic violence apart from.....".³⁹ In the event of domestic violence, impacts experienced by victims certainly become long-term impacts and they possibly require a longer recovery process. Impacts of domestic violence certainly do not differ much from impacts of violence in general, for instance, impacts of sexual violence as described in the previous subchapter, include mental, physical, up to financial impacts.

5 Key Elements of Domestic Violence

Anne L. Ganley in her book titled "Understanding Domestic Violence", mentions 5 (five) key elements of domestic violence, namely:⁴⁰

- a. A behavior performed by adults or teenagers against their intimate partners in the relationship of dating, marriage, or cohabitation, either heterosexually, gay, or lesbian, currently or previously;
- b. A behavior pattern that assaults and coerces, including physical, sexual, and psychological assaults, as well as economic coercion;
- c. A behavior pattern that encompasses various methods may include physical harms and constitute a crime committed in several episodes, even daily;
- d. A combination of physical assault, terror act, and controlling tactic performed by the offender that causes fear and physical and psychological harms to victims and their children; and

³⁹ Freda Adler, Gerhard OW Mueller and William S. Laufer, Criminology, (New York: McGraw-Hill, inc, 1991), p. 235. As quoted in Harkristuti Harkrisnowo, "Domestic Violence (Kekerasan Dalam Rumah Tangga) Dalam Perspektif Kriminologi dan Yuridis," Indonesian Journal of International Law: Vol. 1: No. 4, Article 3, (2021), DOI: 10.17304/ijil.vol1.4.563, p. 714, accessed on 1 May 2024, https://scholarhub.ui.ac.id/ijil/vol1/iss4/3.

⁴⁰ Anne L. Ganley, Understanding Domestic Violence, p. 16.

Legal Empowerment Guideline: Building Capacity of Village Residents Through Learning, Using and Disseminating The Law to Realize Access to Justice

e. A behavior pattern that deliberately controls victims to make them obey the offender. rticle 1 point 1, domestic violence (Kekerasan dalam Rumah Tangga – KDRT) is defined as any act against a person, especially women, that results in physical, sexual, psychological suffering or pain, and/or household neglect, including threats to commit an act, coercion, or deprivation of liberty in unlawful manner in domestic setting.

2.2.2 Parties Relevant to the Scope of Domestic Violence

According to Article 2 paragraph (1) of PKDRT Law, the scope of a household involves:

- a. husband, wife, and children;
- b. persons that have familial relationship with persons as referred to in letter a by consanguinity, marriage, milk-sibling, foster care, and guardianship, who stay in the household; and/or
- c. persons that work in assisting the household and stay in the household.

2.2.3 Types of Domestic Violence

In the Platform for Action and The Beijing Declaration established in the fourth forum of World Conference on Women in Beijing,⁴¹ sexual issues in a domestic setting becomes the first issue. The scope of violence against women includes, but not limited to:

- a. physical, sexual and psychological violence that occur in a family, including beating, sexual assault against girls in a household, violence that relates to dowry, marital rape, female genital mutilation and other traditional practices that harm women, violence committed not by husband/wife and violence that relates to exploitation;
- physical, sexual and psychological violence that occurs in the society, including rape, sexual assault, sexual assault and intimidation in the workplace, educational institutions and other places, and women trafficking and forced prostitution;

⁴¹ 7 Fourth World Conference on Women was held in Beijing, China, on 4-15 September 1995, that later produced the Platform for Action and The Beijing Declaration. As quoted in Harkristuti Harkrisnowo, "Domestic Violence (Kekerasan Dalam Rumah Tangga) Dalam Perspektif Kriminologi dan Yuridis," Indonesian Journal of International Law: Vol. 1: No. 4, Article 3, (2021), DOI: 10.17304/ijil.vol1.4.563, p. 714, accessed on 1 May 2024, https:// scholarhub.ui.ac.id/ijil/vol1/iss4/3.

- c. physical, sexual and psychological violence committed or neglected by the state, wherever that may be;
- d. violation of women basic rights in armed conflict situations, especially murder, systematic rape, sexual slavery and forced pregnancy;
- e. forced sterilization and forced abortion, forced/use of contraception, killing of female babies and selection of gender before birth.⁴²

Types of Violence under PKDRT Law

In the context of Indonesia, Article 5 up to Article 9 of PKDRT Law have addressed types of domestic violence, including: 5

- **a. physical violence,** namely acts that result in pain, illness or serious injury.
- **b.** mental violence, namely acts that result in fear, loss of confidence, loss of ability to act, vulnerability, and/or grave mental suffering experienced by a person.
- c. sexual violence, namely forcing sexual relationship against a person that stays within the scope of a household and forcing sexual relationship against a person within the scope of a household with another person for commercial purposes and/or certain purposes.
- d. neglect of household, namely acts neglecting the household, although according to the prevailing law or due to an approval or agreement, they must provide livelihood, care, or treatment to that person and acts that cause economic dependency by restricting and/or prohibiting a person from working properly in or outside the house, making victims to be under control of that person.

2.2.4 Cause Factors of Domestic Violence

Domestic violence may be caused by several factors, among others:44

a. **Patriarchy:** the cultural concept that puts men in a dominating position compared to women, resulting in an imbalance of power relationship

⁴² Platform for Action and The Beijing Declaration (1995), Those five forms of violence in that document are described in paragraphs 113, 114, and 115. As quoted in Harkristuti Harkrisnowo, "Domestic Violence (Kekerasan Dalam Rumah Tangga) Dalam Perspektif Kriminologi dan Yuridis," Indonesian Journal of International Law: Vol. 1: No. 4, Article 3, (2021), DOI: 10.17304/ ijil.vol1.4.563, p. 714, accessed on 1 May 2024, https://scholarhub.ui.ac.id/ijil/vol1/iss4/3.

⁴³ Indonesia, Law No. 23 of 2004 on the Eradication of Domestic Violence, Article 5 up to Article 9.

⁴⁴ Salaisyah Nur Amani, Jurnal Penelitian Ilmu Hukum Vol. 1 No. 4 (Oktober, 2021): 127 – 134, "Hak Asasi Manusia terhadap Kekerasan Dalam Rumah Tangga di Kota Samarinda", accessed on 11 April 2024, https://journal.actual-insight.com/index.php/nomos/article/download/577/1168.

between husbands and wives, whereas, husbands often feel themselves to be higher and having more power compared to women. On the other hand, wives feel they must submit and accept, obey husbands' words, tolerate husbands' acts, maintain her dependency to husbands, and others.

- **b.** Economic Problems: low economic level triggers conflicts, for instance, due to low income/salary, husbands do not work or cannot get a job, family that is in debt, and others, including a dependence from wives to husbands in terms of economy and domestic needs, making husbands to feel more in power compared to their wives which are considered to be not independent and vulnerable.
- c. Social Problems: an imbalance of distribution of responsibility in a household, that at often times, spouses perform double roles in terms of working in the workplace and at home. However, oftentimes, spouses fight and quarrel over failure or lack of performance in the workplace and at home. Those quarrels that lead to violence do not necessarily trigger victims to make a report due to concerns of divorce, while in the society, there is a perception that divorce is a disgrace, resulting in victims of domestic violence to endure living in their household, despite suffering from violence.
- d. Disloyalty to Spouse: one of the spouses is having an affair but the victim continues to stay in the marriage due to threats from the disloyal party, for instance threats to kill or harm the victim and/or other family members, there is a worry of divorce, and fear from the victim as parents of impacts to the psychology of children if their parents choose to divorce.
- e. Violence as a Means to Resolve Conflicts: violence is exerted by a spouse that is having domestic conflicts to resolve any occurring problems or conflicts. Through violence, problems are considered to be resolved without any resistance from vulnerable victims.

2.2.5 Rights of Victims of Domestic Violence

As addressed under Article 10 of PKDRT Law, victims of domestic violence have guarantees and protection of rights, including:

 protection from family, police, prosecutor's office, courts, advocates, social institutions, or other parties, either temporarily or based on protection orders from courts;

- healthcare in accordance with medical needs;
- special handling in relation to privacy of victims;
- counselling by social workers and legal aid on every level of examination process in accordance with laws and regulations; and
- spiritual guidance services.

If the violence that is committed is sexual violence within the domestic setting, provisions concerning victims' rights may also refer to provisions under TPKS Law as previously described in the above sub-chapter, that victims are entitled to handling, protection and recovery since the commitment of the sexual violence offense.⁴⁵

2.3 Efforts to Prevent and Handle Domestic Violence by the Community

2.3.1 Prevention of Domestic Violence

Community may perform various measures to prevent domestic violence, including:

- **Upgrading education and raising awareness,** namely relating to prevention, types and impacts of domestic violence, including comprehension of victims' rights in domestic violence situation;
- Providing emotional supports, namely the community provides emotional supports to victims, such as listening to victims, offering temporary residence, or helping to seek professional help or legal aid from service providers;
- Soliciting solidarity, namely by giving supports to vulnerable individuals and families, including giving supports to organizations and institutions that provide aid and protection to victims;
- **Campaigns and advocacy,** namely by organizing campaigns to solicit supports to prevention of domestic violence and advocacy of policies that support protection of victims; and
- Encouraging cultural transformation, namely the community attempts to transform cultural norms that justify violence, and replace them with norms that support healthy relationships and gender equality.

⁴⁵ Indonesia, Law on Sexual Violence Offenses, Article 66 Paragraph (1).

Legal Empowerment Guideline: Building Capacity of Village Residents Through Learning, Using and Disseminating The Law to Realize Access to Justice

Additionally, the community must also suppress patriarchy that harms one side of the community.

2.3.1 Handling of Domestic Violence

Article 15 of PKDRT Law states that: "Every person that hears, sees, or knows the existence of domestic violence must perform measures within their boundaries to:

- 1. Prevent the continuing state of the offense
- 2. Provide protection to victims
- 3. Give emergency help
- 4. Assist the process of filing applications for protection orders

SECTION 3 CHILD MARRIAGE AND ITS RELATION TO SEXUAL AND REPRODUCTIVE HEALTH



3.1 Definition of Child Marriage

The United Nations Children's Fund (UNICEF) defines child marriage as a marriage performed, either formally or informally, where one of or both parties are under 18 years old.⁴⁶ Such practice continues to go on until today, especially in low-and-middle-income countries. Child marriage also serves as a form of violation of children's basic rights, restricts options and opportunities of children, and puts children in a condition vulnerable to violence, exploitation, and assault.⁴⁷

Why a marriage of persons under 18 years old is classified as child marriage?

According to Law No. 35 of 2014 on the Child Protection, a child is a person that is under 18 years old, including unborn children. This concept is in line with the International Convention on the Rights of the Child that has been ratified or approved by the Indonesian government. Hence, all marriages performed by girls or boys under 18 years old are classified as child marriages.⁶

Children have rights that must be protected by all parties, not only the state, but also all parts of the society. Child protection is guaranteed under the United Nations' Convention on the Rights of the Child. That convention stresses that all measures relating to children, both performed by social welfare agencies, government, private sectors, courts, legislative agencies, must initially consider the best interest of the child.⁴⁹ And one of child's rights is free from child marriage practices.

⁴⁶ Safira Alifia Husna and Milla Herdayati, Child Marriage and Its Impact on Indonesian Women's Fertility (2017 IDHS Data Analysis). International Journal of Research and Review, Vol. 3 (1), (2021), p. 224

⁴⁷ United Nations Children's Fund (UNICEF) (2017) in Adelita Lubis, et. al. NGos and Child Marriage Problem in Indonesia: Analysis of Issues, Strategies and Networks. Journal of Government and Political Studies. Vol (4) 1, (2021), p. 86

⁴⁸ Rumah KitaB, Mengapa Islam Melarang Perkawinan Anak, (Jakarta: Rumah KitaB, 2020) pp. 15-16

⁴⁹ Marsha Maharani, et. al, Pedoman Pemantauan dan Evaluasi Kebijakan Perempuan dan Anak Berhadapan dengan Hukum. (Jakarta: IJRS, 2023), p. 26

Since the enactment of Law No. 12 of 2022 on Sexual Violence Offenses, child marriage practice is classified as a sexual violence offense in the sense of forced marriage.⁵⁰ Moreover, the forced marriage also includes marriages in the name of cultural practices, which explains that all forms of child marriage practices, both forced by parents and wished by children, even though performed in the name of cultural practices, are classified as sexual violence offenses.

Child marriage has various factors behind it, among others:

- Inequality of gender status in communities that put girls in a lower position compared to boys. This condition makes it difficult for girls to refuse their parents' wishes that encourage them to marry older men.⁵¹
- 2. Lack of knowledge concerning health risks that occur due to child marriage.⁵²
- 3. Child marriage for girls is considered to be a solution to exit from poverty trap.⁵³
- 4. The culture of passing on the child marriage, where parents who were married at young age wish to pass on the tradition by performing marriage on their children at young age.⁵⁴
- Exposure from mass media, both print (newspapers, magazines, pornography books) and electronic (TV, VCD, Internet), have huge influence on teenagers to perform premarital sex.⁵⁵
- 6. To avoid any public stigma and fear from being labelled as a spinster.⁵⁶
- 7. No knowledge of impacts of child marriage to reproductive health.⁵⁷
- There is a perception from parents who believe that child marriage protects and functions as a solution for girls to premarital sex activities, sexual assault, unwanted pregnancy and sexually transmitted diseases.⁵⁸
- 9. A research conducted by PEKKA and Law and Gender Society of Universitas Gadjah Mada (2021), demonstrates that child marriage is

 $^{^{\}rm 50}$ Indonesia, Law Number 12 of 2022 on Sexual Violence Offenses, Article 4 Paragraph 1

⁵¹ Adelita Lubis, et. al (2021), p. 91

⁵² Ibid

⁵³ Ibid

⁵⁴ Ibid

⁵⁵ Desi Rofita, et. al. Factors Affecting Child Marriage in West Nusa Tenggara Jurnal Promosi Kesehatan Indonesia Vol 18 (1), (2023), p. 20

 $^{^{\}rm 56}$ Badan Pusat Statistik et. al $\,$ (2020) in Adelita Lubis, et. al $\,$ (2021), p. 91 $\,$

⁵⁷ Basilika Dyah Putranti in Eros Rosmiati et. al, Effect of Early Marriage on Reproductive and Sexual Health. Budapest International Research and Critics Institute-Journal (BIRCI-Journal), Vol. 5(1), (2022), p. 5833

⁵⁸ Marsha Maharani, et. al. (2023). p. 31

also caused by the following factors:59

- a) Customs. There are many customary rules that require the practice of child marriage due to certain events or conditions that have been incorporated as local community norms or as a result of violating existing customs and norms.
- b) Unwanted pregnancy. According to a survey conducted by PEKKA in 19 district courts and religious courts, 22% of marriage dispensation applications were filed because the brides were in the middle of pregnancy.
- c) Avoiding adultery. Avoiding adultery as a reason to marry also frequently occurs in marriage dispensation applications. One of the cases is a case that happened in Purwokerto, Jawa Tengah. In the decision, the judges granted the application filed by the bride, that the bride and the groom have been dating and have frequently met. Due to that reason, applicants were parents of the bride who wished a marriage dispensation to be granted to enable their daughter to immediately perform a marriage to avoid adultery and sins. This understanding is also affected by a religious concept in the community that still believes that if children have come of age, it means that they are ready to marry.

Girls have higher tendency of being involved in child marriage

Girls under 18 years old who reside in rural areas have twice higher possibility to marry at minority age compared to girls under 18 years old who reside in urban areas and girls that do not go to school have triple higher possibility to marry at minority age compared to girls that have finished their education up to senior high school.⁶⁰

Child Marriage Practices in Rural Areas

1. Merariq Tradition Merariq is a long-standing tradition of the Sasak tribe community on Lombok Island, Nusa Tenggara Barat. Merariq is performed by kidnapping women and girls who they will be married to. However,

⁵⁹ PEKKA and LGS Universitas Gadjah Mada, Perubahan Usia Minimum Perkawinan, Dispensasi Perkawinan dan Praktiknya di Indonesia (Jakarta: PEKKA, 2021) https://pekka.or.id/buku/ perubahan-pengaturan-usia-minimum-perkawinan-dispensasi-perkawinan-dan-praktiknyadi-indonesia/

⁶⁰ Desi Rofita et. al, Factors Affecting Child Marriage in West Nusa Tenggara Jurnal Promosi Kesehatan Indonesia Vol 18 (1), (2023), p. 19

Legal Empowerment Guideline: Building Capacity of Village Residents Through Learning, Using and Disseminating The Law to Realize Access to Justice

as the time goes by, many misunderstand that the tradition may be performed at any time and with anyone, including with children and it deviates from the custom. This practice becomes problematic if girls that are kidnapped disagree or they are still minors, hence, this is a form of perpetuation of forced/child marriage. There are also cases where children are forced to marry because those children were coming home late.⁶¹

2. Kawin Gantung Traditional Practices

Kawin gantung is a marriage between a boy and a girl who are still minors who previously they had been matched with and afterwards, they marry each other despite their young age. Kawin gantung is a marriage tradition that commonly occurs in Jawa Barat region, initiated by a marriage proposal process to the minor girl. In this kawin gantung tradition, the girl has been proposed to by the boy since they graduated from elementary school. The family of the girl that has been proposed is prohibited from accepting another boy if an agreement is in place between both families, and after they have reached their coming of age, they will be remarried.⁶²

3.2 Impacts Suffered by Children from Child Marriage

Child marriage may be experienced by girls or boys. Both of them may be affected by negative impacts from that marriage. However, since there is a perception and view of the society that distinguishes social roles and position between men and women, impacts of that marriage may be worse for girls.⁶³ Several impacts suffered by children from child marriage include:

- Child marriage creates a poverty chain with little possibility of being broken because those children no longer have access to education to compete in getting proper jobs when they have reached adulthood.⁶⁴
- 2. Child marriage may pose high risks to girls in terms of experiencing

⁶¹ Marsha Maharani, et. al. (2023), p. 30

 ⁶² Ila Hidatilah and Zein Bastian, Tradisi Kawin Gantung di Jawa Barat dalam Perspektif Perlindungan Hak Anak di Bawah Umur, Journal of Law, Society, and Islamic Civilization (2022)
 ⁶³ Ibid, p. 57

⁶⁴ Adelita Lubis, et.al (2021), p. 86

sexual violence, physical violence,⁶⁵ psychological violence and other related impacts.⁶⁶

- 3. Girls are vulnerable to experiencing depression and isolation, because after marriage, they are demanded to become a wife and they lose their opportunities to enjoy young age, play, and pursue education.⁶⁷
- 4. Experiencing domestic violence⁶⁸
- 5. Child marriage is a contributing factor to non-possession of legal identity due to ages of brides and grooms to be in violation of the Law, then child marriage is often performed by violating the law, resulting in any born children from that marriage to having hardship in securing birth certificates because their parents do not have any legal/residency identity.⁶⁹
- 6. Child marriage generates huge impacts to poor sexual and reproductive health of girls.⁷⁰ In 2020, the Indonesian Government planned the National Strategy for Prevention of Child Marriage (Stranas PPA) because child marriage poses health risks, including:
 - Risk of Maternal Mortality
 Risk of maternal mortality for mothers under 19 years old –
 Complication during pregnancy and giving birth are the second highest cause of death for girls at the age of 15-19 years old.
 - b. Risk of Infant Mortality

Risk of infant mortality for infants who were born from mothers under 19 years old – Infants who were born from mothers under 20 years old tend to pass away before reaching 28 days old or 1.5 times more vulnerable compared to infants born by mothers at the age of 20-30 years old.

c. Stunting risk

Stunting risk increases on infants born from mothers under 19 years old.

Data from KPAPO of Bappenas in 2020 also show that impacts of child marriage to health risks, namely: 4.5 times higher possibility of having high-

⁶⁵ Eros Rosmiati et. al, Effect of Early Marriage on Reproductive and Sexual Health. Budapest International Research and Critics Institute-Journal (BIRCI-Journal), Vol. 5(1), (2022), p. 5834

⁶⁶ Girls Not Brides, Child Marriage and Sexual and Reproductive Health and Rights, (2018) (https://www.girlsnotbrides.org/documents/873/PO47765-Girls-Not-Brides-5.-Child-Marriageand-SRHR-Ir.pdf

⁶⁷ Ibid

⁶⁸ Ibid

⁶⁹ Rumah KitaB (2021), p. 61

⁷⁰ Girls Not Brides (2018)

risk pregnancy, 2 times higher risks of maternal mortality, 2-5 times higher risks of preeclampsia, not optimal womb contraction, risks of premature infants, chances of being infected by sexual transmitted diseases, cervical cancer (17.2%), breast cancer (30.9%), risks of underweight infants (Bayi Berat Badan Lahir Rendah – BBLR).

Child marriage and its impacts to right to sexual and reproductive health of girls

Sexual and reproductive health refers to a condition of being wholly physically, mentally, and socially welfare in any matters relating to sexuality and reproductive system. This condition indicates that individuals may have safe sexual life, free from any force or discrimination, reproductive ability, and free to decide, whether or not to, when, and the frequency of doing it.⁷¹

When girls performed marriage at a minority age, they were not given the ability to make important decisions concerning their future, and hence, they did not receive basic HKSR. Child marriage remains as a significant contributor to poor sexual and reproductive health of girls, which may continue until adulthood and also affect the welfare of their own children.⁷² Impacts of child marriage to sexual and reproductive health include:

- 1. Low level of reproductive rights.⁷³
- Pregnancy at the age of under 17 years old may increase risks of medical complications for girls and infants.⁷⁴
- 3. Increasing risks of sexually transmitted diseases, transmission of HIV, cervical cancer, bleeding, and miscarriage.⁷⁵ The highest HIV infection prevalence rate manifests in women at the age of 15-24 years old, while the peak risk in men manifests 5-10 years later.⁷⁶
- Unwanted pregnancy, women who were married at young age have
 1.7 times higher possibility of experiencing unwanted pregnancy compared to women who were married later in life.⁷⁷

⁷¹ Girls Not Brides (2018)

⁷² Ibid

⁷³ BKKBN (2018) in Desi Rofita et. alFactors Affecting Child Marriage in West Nusa Tenggara Jurnal Promosi Kesehatan Indonesia Vol 18 (1),(2023), p 17

⁷⁴ Safira Alifia Husna and illa Herdayati (2023), p. 224

⁷⁵ Ibid

⁷⁶ Eros Rosmiati et. al, Effect of Early Marriage on Reproductive and Sexual Health. Budapest International Research and Critics Institute-Journal (BIRCI-Journal), Vol. 5(1), (2022), p. 5834
⁷⁷ Ibid

3.3 Efforts to Prevent and Handle Child Marriage

3.3.1 Roles of Parents and Close Family Members to Reject Marriage

Parents and close family members play a pivotal role in determining whether a marriage is feasible to be performed or not. In one case, child marriage was cancelled because parents/family did not give their approval.

78

"I was not allowed to marry by my older brother because there are people telling him that the groom consumes narcotics and drinks liquor."

(MJ, 15 years old, a girl, Kediri District, Lombok Barat Regency)78

3.3.2 Fulfilling Right to Reproductive Health Information

According to the Health Law No. 36/2009, there are three utmost important matters in the principles of fulfilling the right to reproductive health for women: firstly, right to obtain correct information; secondly, right to be heard, and; thirdly, right to be treated or for their decision to be respected. Fulfillment of the right to reproductive health is constructed to protect them from coercion, either socially, politically or religiously, or their economic condition that, separately or collectively, causes them to lose their basic rights as humans and as women that have special needs in terms of their reproductive role.

The crucial principle of reproductive health is equality between men and women. They must be equal in having access to information and their decisions and benefits from services and control over their body in accordance with rules that might put them at risk. They must be free from any forms of coercion or violence and discrimination, and this is not designated solely to a couple, but also each individual in that relationship.⁷⁹

⁷⁸ Irwan M Hidayana et. al, Factors Influencing Child Marriage, Teenage Pregnancy and Female Genital Mutilation Circumcision in Lombok Barat and Sukabumi Districts, Indonesia, Baseline Report, (2016), p. 37 https://www.kit.nl/wp-content/uploads/2018/10/Baselinereport-Indonesia-Yes-I-Do.pdf

⁷⁹ Rumah KitaB (2021)

Legal Empowerment Guideline: Building Capacity of Village Residents Through Learning, Using and Disseminating The Law to Realize Access to Justice

3.3.3 Extending School Period

Since child marriage is similar to obstructing the 12-year mandatory education program, and even the Smart Indonesia Card (Kartu Indonesia Pintar – KIP) which is available up to 21 years old, hence, failure of accessing the 12-year education causes them to having hardship in securing proper jobs.

Parents must be assured to no longer hide behind cultural reasons, disgrace of having a daughter who has not married at old age, poverty, morality and countless other reasons only to secure a pass for them to make their children marry someone.⁸⁰

3.3.4 Building Skills and Capacity of Women and Girls to Understand Their Rights

This effort shall be performed by appointing Agents of Change at several schools as models in preventing child marriage. Dissemination of impacts of child marriage through sex and reproductive health education at school should also be performed to make children understand risks of child marriage practices.⁸¹

3.3.5 Obligations of Parents to Fulfill Child's Rights Even Though Their Children Have Married

Ideal responsibility of parents in child marriage is the responsibility of child protection. Even though their children are forced to be involved in child marriage due to urgent reasons such as their children were pregnant, parents must still prioritize the best interests of the child. Parents' obligation to fulfill rights of their children when they married at minority age must be continued, including protection from discriminative treatment, exploitation, neglect, cruelty, violence, unfairness, sexual offenses, and other mistreatments.⁸² Because, children essentially cannot protect themselves from various acts that may harm themselves, both physically, mentally, and socially.⁸³

⁸⁰ Rumah KitaB (2021)

⁸¹ Adelita Lubis, et. al (2021), p. 92

 ⁸² Hilmawati Usman T. B and Muhammad Habibi M. M., Konsep Tanggung Jawab Hukum Orang Tua terhadap Perkawinan Anak, Jurnal USM Law Review Vol 6(3), (2023), p. 1110
 ⁸³ Ibid, p. 1091

3.3.6 Prevention of Child Marriage through Education Sector

Teachers and schools are parties that must be specifically targeted in efforts to prevent child marriage. There are functions that intersect between teachers and parents, especially in terms of educational and growth functions. Teachers have a quite intense interaction opportunity with children, considering time spent by children at school is quite lengthy. In addition, teachers and parents as educators of children in terms of provision of education should interact with each other to achieve goals of child education. Considering roles of teachers and intensity of interaction between teachers with children and parents, teachers are essential parties to be involved in efforts to prevent child marriage.⁸⁴

Capacity building in education sector shall be performed as follows:

- Building capacity of teachers relating to minimum marriage age, rights of children and women and reinforcement of teachers' role as children's best friend which encourages children to finish their education and avoid any unwanted pregnancy risks.
- Integrating materials concerning introduction of rights and reproductive health of teenagers in learning curriculum and preparing reproductive health learning materials.
- Developing various extracurricular activities that give space for children to openly discuss various reproductive health issues.

3.3.7 Effectiveness of Roles of Village Government/Village Officials

The obligation to improve life quality of village residents lies at village government as addressed under Article 67 of Village Law. That obligation may be realized through establishment of various policies concerning prevention of child marriage and various other measures taken by the village government. The framework addressing the policy that prevents child marriage as referred above falls under village authority as addressed under Article 18 of Village Law that, in essence, village authority encompasses the operation of village government, governance, and community empowerment.⁸⁵

⁸⁴ PEKKA and LGS Universitas Gadjah Mada, (2021)

⁸⁵ Ibid

Legal Empowerment Guideline: Building Capacity of Village Residents Through Learning, Using and Disseminating The Law to Realize Access to Justice

3.3.8 Reinforcement of Roles of Religious/Adat Figures/Community in Preventing Child Marriage

Reinforcement of roles of religious/adat figures/community may be performed through:⁸⁶

- Involvement of religious/adat figures/community in performing dissemination of information and education concerning impacts of child marriage. This involvement should be initiated by reinforcing knowledge concerning regulations on marriage, provisions on marriage dispensation, and impacts of child marriage itself.
- Encouraging broader initiatives from those figures to seek path to perform dissemination of information concerning prevention of child marriage.

3.3.9 Effectiveness of Judicial Institutions

Judicial institutions hold the authority to grant or refuse marriage dispensation applications. The process of imposing decisions and stipulating those decisions must be based on juridical and non-juridical arguments. Every court decision, especially in relation to marriage dispensation applications, must hold on to the best interests of the child principle.⁸⁷

Effective strategies for judicial institutions to prevent child marriage should be performed through: Firstly, Internal Reinforcement: Capacity of Judges in Decision-Making Process. Dissemination of a guideline to adjudicate marriage dispensation is undoubtedly vital, including ensuring judges to check every suggested element profoundly. Secondly, Partnership and Coordination with Related Institutions. The court is not the sole institution that should perform prevention, but the court holds an important role to prevent child marriage or to ensure children who enter an undesirable marriage to not suffer from worse impacts or conditions.⁸⁸

Hence, the Supreme Court needs to enter into partnership with the Ministry of Education in relation to protection of rights of the child to continue to receive and pursue education, even though those children obtain a marriage dispensation. The Supreme Court must also build partnership

⁸⁶ Ibid

⁸⁷ Ibid

⁸⁸ Ibid

with related Government Institutions that are expected to be able to provide guidance and counselling in family and other aid to make grant of marriage dispensation to brides and grooms does not worsen their conditions.⁸⁹

Legal Empowerment Guideline: Building Capacity of Village Residents Through Learning, Using and Disseminating The Law to Realize Access to Justice

⁸⁹ Ibid

SECTION 4 CURRICULUM

Legal Empowerment: Building Capacity of Village Residents through Learning, Using and Disseminating the Law to Realize Access to Justice in Jangkar Village, Bangkalan, Jawa Timur

A. Goals

Legal Empowerment Activities in Jangkar Village, Bangkalan, Jawa Timur aim to:

- a. Build community's capacity in knowing and using the law to reach access to justice and interests in protection of human rights
- b. Build community's capacity so they may be empowered and independent in encountering and resolving legal problems in their community
- c. Build community's capacity to be actively and collectively with the society to empower each other to realize access to justice and protection of human rights.

B. Functions

This legal empowerment curriculum has the following functions:

- a. As a guideline for facilitators and speakers in providing legal empowerment to realize access to justice.
- b. As a reference for Civil Society Organizations in operating legal empowerment activities for communities.

C. Empowerment Community Members

Legal empowerment community members are residents with various backgrounds, provided that they possess basic abilities of reading and writing. Legal empowerment community members are expected to actively participate in the legal empowerment by joining the entire series of planned sessions led by Facilitators and presented by Speakers.

D. Facilitators

Legal empowerment facilitators are expected to facilitate the legal empowerment process in a conducive manner, encourage participation and active involvement by community members, and ensure the smooth process. At every beginning and at the end of legal empowerment activities, Facilitators must guide a review activity and draw a conclusion of learnings that have been performed. Qualifications of Facilitators are as follows:

- 1. Possession of knowledge of issues relating to citizens' basic rights
- 2. Possession of knowledge concerning legal aid services, both litigation and non-litigation
- 3. Possession of knowledge concerning gender issues, violence against women and children, including sexual violence and domestic violence
- 4. Possession of knowledge concerning issues relating to child marriage and sexual and reproductive health
- 5. Possession of experience in leading discussions with empowerment community members in groups

E. Speakers

Legal empowerment speakers are expected to present materials in accordance with their expertise, ensure legal empowerment activities to be understandable and also encourage community members to actively inquire and discuss. Qualifications of Speakers are as follows:

- 1. Possession of knowledge of issues relating to citizens' basic rights
- 2. Possession of knowledge relating to legal problems and legal aid services, both litigation and non-litigation
- 3. Possession of knowledge relating to gender issues, violence against women and children, including sexual violence and domestic violence
- 4. Possession of knowledge concerning issues relating to child marriage and sexual and reproductive health

5. Possession of experience working or performing legal empowerment to grassroot communities

F. Methods

The empowerment is performed to upgrade knowledge and capacity of residents relating to legal issues that they encounter. Empowerment community members have various backgrounds, provided that they possess basic abilities of reading and writing. The method of this empowerment shall be adjusted to goals and background of those community members, hence, activities are performed offline, by combining lecture, game, discussion, pretest and post-test, and presentation methods. During the empowerment, speakers and facilitators use simple and understandable language, if there are legal terms that do not have any synonyms, the definition of those terms must be explained.

G. Learning Contract

When performing empowerment activities, there are several rules that need to be informed and must be agreed to by all empowerment community members, as follows:

- 1. The empowerment involves local community members, hence, empowerment materials provided should be simple and understandable;
- The empowerment shall be performed on time, and if community members are late for 15 (fifteen) minutes or longer, community members must give a brief review of materials provided or other matters agreed to by all community members;
- During the question-and-answer and discussion sessions, they must be performed in conducive manner and no cutting-off conversation allowed;
- 4. Community members are obliged to actively participate during activities;
- Community members are expected to pay attention to all materials provided;
- 6. Community members are prohibited from using handphones during activities, unless there is any urgent condition;

- Community members are prohibited from leaving the room without permission from facilitators/speakers before the session is concluded. This rule is needed to make information acquired may be understood as a whole; and
- 8. During activities, it is prohibited from speaking matters containing hate toward certain ethnics, religions, races, and inter-groups (suku, agama, ras, dan antar golongan SARA), discrimination toward vulnerable groups (for instance, persons with disabilities, people living with HIV-AIDS, gender minority and sexual orientation) or containing sensitive information, hurtful contents, and irrelevant to goals of activities.

H. Tools and Media

- Tools:
 - 1. Laptops
 - 2. Screens/LCD
 - 3. Projectors
 - 4. Flipcharts
 - 5. Metaplans
 - 6. Sticky notes
 - 7. Origami paper
 - 8. Stationeries: ballpoints, markers, scotch tapes, double tapes
 - 9. Bells
 - 10. Raffia strings
- Media:
 - 1. Presentation PPT and/or other presentation materials
 - 2. IJRS's Sexual Violence video
 - 3. Pre-test and post-test question sheets
 - 4. Case simulation sheets
 - 5. Kahoot
 - 6. Joint Commitment Charter (2 copies)
 - 7. Stickers and posters of advocacy infographics
 - 8. Brief empowerment materials (infographics)

I. Agenda

Sessions	Agenda	Duration
1.	Knowing citizens' basic rights and identifying legal problems	90 minutes
2.	Exploring materials on citizens' basic rights and legal problems	45 minutes
3.	Knowing and identifying legal aid access and services	60 minutes
4.	Exploring materials on citizens' basic rights, legal problems, and legal aid	45 minutes
5.	Gender-based violence	120 minutes
6.	Exploring materials on gender-based violence	60 minutes
7.	Presentation of materials on child marriage and its relation to reproductive health	60 minutes
8.	Exploration of materials on child marriage and its relation to reproductive health	60 minutes
9.	Signing of Joint Commitments	30 minutes

J. Notes

This curriculum may only be used in the legal empowerment framework for village residents in relation to learning, using and disseminating the law to realize access to justice. However, this curriculum may be adopted and developed for other similar community legal empowerment activities.

K. Schedule of Activities

First Day			
Time	Duration	Learning Agenda	Remarks
09.00 - 09.10	10	Opening, introduction, and explanation of flow of legal empowerment activities	Facilitators
09.10 - 09.20	10	Address by the Village Chief	Facilitators
09.20 - 09.35	15	Learning contract and exploring expectations and worries	Facilitators
09.35 - 09.45	10	Pre-Test (exploring initial comprehension of the community)	Facilitators
09.45 - 09.55	10	Coffee break	
09.55 - 11.25	90	Session 1: Knowing Citizens' Basic Rights and Legal Problems	Facilitators
11.25 - 12.10	45	Session 2: Exploring Materials on Citizens' Basic Rights and Legal Problems	Facilitators Speaker: LBH Surabaya
12.10 - 12.40	30	Lunch and Praying Break	
12.40 - 13.40	60	Session 3: Knowing and Identifying Legal Aid Access and Services	Facilitators
13.40 - 14.25	45	Session 4: Exploring Materials on Legal Aid Access and Services	Facilitators Speaker: LBH Surabaya
14.25 - 14.40	15	Closing	Facilitators

Second Day			
Time Duration Learning Agenda Remarks		Remarks	
09.00 - 09.10	10	Opening	Facilitators

Legal Empowerment Guideline: Building Capacity of Village Residents Through Learning, Using and Disseminating The Law to Realize Access to Justice

Second Day			
Time	Duration	Learning Agenda	Remarks
09.10 - 09.40	30	First Day Reflection and Ice Breaking	Facilitators
09.40 - 09.45	15	Coffee Break	
09.45 - 11.45	120	Session 5: Gender-Based Violence	Facilitators
11.45 - 12.15	30	Lunch and Praying Break	
12.15 - 13.15	60	Session 6: Exploration of Materials on Gender-Based Violence	Facilitators Speaker: PEKKA
13.15 - 13.45	30	Ice Breaking	Facilitators
13.45 - 14.00	15	Closing	Facilitators

Third Day			
Time	Duration	Learning Agenda	Remarks
09.00 - 09.10	10	Opening	Facilitators
09.10 - 09.25	15	Second Day Reflection and Ice Breaking	Facilitators
09.25 - 10.25	60	Session 7: Child Marriage and Its Relation to Sexual and Reproductive Health	Facilitators Speaker: Jaringan Kongres Ulama Perempuan Indonesia (KUPI)
10.25 - 10.35	10	Coffee Break	
10.35 - 11.35	60	Session 8: Exploration of Materials on Child Marriage and Its Relation to Sexual and Reproductive Health	Facilitators
11.35 - 11.45	10	Post-Test (exploring final comprehension of the community)	Facilitators
11.45 - 12.00	15	Evaluation	Facilitators

Legal Empowerment Guideline: Building Capacity of Village Residents Through Learning, Using and Disseminating The Law to Realize Access to Justice

Third Day			
Time	Duration	Learning Agenda	Remarks
12.00 - 13.00	60	Lunch and Praying Break	
13.00 - 13.30	30	Session 9: Declaration of Commitments	Facilitators
13.30 - 13.50	20	Closing Remarks and Closing of Activities	Facilitators
13.50 - 14.10	20	Group Photo	Facilitators

	OPENING SESSION
Goals	 Acquainting one another and growing mutual trust Establishing a happy and spirited mood in participating the empowerment Agreeing to the Learning Contract during activities Understanding agenda of activities and their flow Knowing initial knowledge and ability of empowerment community members Recalling learning materials that were provided
Topics	 Introduction Agreeing to the Learning Contract Identifying Expectations and Worries of Community Members Explanation of Goals, Flow, and Agenda of Empowerment
Methods	 Presentation Game
Equipment/ Materials	 PPT Nametags Plano Paper Meta Plan Pre-Test (print version) – only for the first day
Time	45 minutes
	 First Day 1. Facilitators open the event by: Greeting community members Guiding Introduction (15 Minutes) Steps: Facilitators hand out nametags to community members Facilitators ask each community member to write down their name and to wear those nametags; Facilitators invite all community members to participate in a game called "Ungkap 3 Kata," (Say in 3 Words) namely asking community members to say something in three words. Community members will then introduce themselves, followed by saying 3 words The method is, Facilitators will invite community members to explain a topic that was previously agreed to in three words. Afterwards, every community member will in turn say those three words in short period, for instance, the topic is "HAPPY", then community members are required to say words in relation to happiness. For instance: "Faisal, children, eating noodles and healthy." After all community members introduced themselves, Facilitators let community members to sit down.

OPENING SESSION		
	2. Agreeing to the Learning Contract (5 Minutes)	
	 Facilitators present the Learning Contract as contained in PPT. Facilitators advise community members to comply with the Learning Contract during empowerment activities. Exploring Expectations and Worries (10 Minutes) Facilitators hand out metaplans to community members. Each community member takes two colors, with expectations written on the blue metaplan and worries written on the yellow metaplan. Facilitators help community members to put metaplans that 	
	have been written by community members on plano paper.Facilitators quickly read out several expectations and worries	
	on metaplans. 4. Legal Empowerment Orientation (5 Minutes)	
	 Facilitators present PPT in brief, clear and compact manners to convey goals, direction and flow of empowerment materials Facilitators open an opportunity to ask questions for community members (2 persons at maximum) 	
	5. Pre-Test (15 Minutes)	
Steps	• Facilitators explain the goal of Pre-Test and hand out Pre-Test forms to community members	
Steps	Facilitators ask community members to fill in the Pre-Test	
	 Second and Third Days Facilitators open the session; Facilitators guide the ice-breaking session, and simultaneously the session on reviewing legal empowerment activities performed on the first day through the following steps: Facilitators ask community members to stand in a circle Facilitators explain the goal of ice breaking, namely to simultaneously perform a review of materials on the previous day 	
	 Facilitators play and stop the music, while community members throw the hot ball to other community members. When the music is stopped, the community member that holds the ball will deliver a review of materials discussed on the previous day (3 persons at maximum). Facilitators end the session by concluding the review of materials. Facilitators start the session on the second/third day by reminding 	
	the agenda of the second/third day and reminding community members to comply with the learning contract that was agreed to beforehand.	

SESSION 1		
KNOWING CITIZENS' BASIC RIGHTS AND IDENTIFYING		
LEGAL PROBLEMS		
Goals	 Community members understand basic rights that they possess as citizens Community members know the concept of legal problems Community members are able to identify legal problems that exist in their surrounding 	
Topics	 Forms of Citizens' Basic Rights Forms of Legal Problems 	
Methods	Group discussionPresentation	
Equipment/ Materials	 Flip chart Sticky notes Markers Ballpoints Scotch tapes 	
Duration	90 minutes	
Steps	 Facilitators open the first session by explaining materials to be provided and goals of providing those materials. (5 minutes) a. Explaining that materials provided relate to citizens' basic rights b. Asking community members "what do citizens' basic rights mean?" (pick 2-3 community members) c. Asking community members "what are forms of citizens' basic rights?" (pick 2-3 community members) Facilitators divide community members into 3 large groups, group members consist of residents, PEKKA activists and village apparatus that participate as community members. (5 minutes) Facilitators ask every group to discuss and identify 2 (two) matters below, and then write them down on the metaplan. Every group is accompanied by a co-facilitator. (20 minutes) "What kind of citizens' basic rights that have been fulfilled" Every group presents outcome of the discussion on citizens' basic rights (15 minutes) Facilitators ask community members (5 minutes): a. What do legal problems mean? (pick 2-3 community members) b. What are examples of legal problems? (pick 2-3 community members) Facilitators ask every group to discuss and identify legal problems encountered by residents of Jangkar village, and write the outcome of the discussion on the metaplan. Every group is accompanied by a co-facilitator. (20 minutes) 	

SESSION 1 KNOWING CITIZENS' BASIC RIGHTS AND IDENTIFYING LEGAL PROBLEMS		
	 Every group presents outcome of the discussion on citizens' basic rights (25 minutes) 	

SESSION 2 EXPLORING MATERIALS ON CITIZENS' BASIC RIGHTS AND LEGAL PROBLEMS		
Goals	 Community members understand basic rights that they possess as citizens Community members know the concept of legal problems Community members are able to identify legal problems that exist in their surrounding 	
Topics	 Concept and Forms of Citizens' Basic Rights Concept and Forms of Legal Problems 	
Methods	LectureQuestion and answer	
Equipment/ Materials	Presentation materials	
Duration	45 minutes	
Steps	 45 minutes Facilitators (5 minutes) 1. Facilitators introduce the Speaker for this session, by presenting the curriculum vitae 2. Facilitators let the Speaker to lead the session within 30 minutes at maximum, and inform a question-and-answer session for 10 minutes at the end of Speaker's presentation Speaker (40 minutes) 3. The speaker introduces themselves 4. The speaker delivers exploration of materials by presenting presentation slides within 30 minutes at maximum. It is expected that the presentation of materials to be more interactive with community members (committees have prepared the necessary media) 5. The speaker during the presentation of materials may offer community members if they wish to raise any questions or responses 6. Before closing the presentation, the speaker may open a special session, namely a question-and-answer session to community members for approximately 10 minutes 7. Facilitators close the session 	

SESSION 3 KNOWING AND IDENTIFYING LEGAL AID ACCESS AND SERVICES		
Goals	 Community members understand the concept and scope of legal aid Community members know stages of legal aid according to civil law and criminal law case study 	
Topics	 Legal aid Legal aid case study 	
Methods	Ice breakingCase simulationSharing session	
Equipment/ Materials	Meta plan/sticky notesFlip chart	
Duration	60 minutes	
Steps	 Facilitators open the session (5 minutes) Facilitators present details of materials relating to legal aid to be discussed through case simulation method (5 minutes) Facilitators throw burning questions to community members relating to their understanding of legal aid and experiences of community members in accessing legal aid (5 minutes) Facilitators divide community members into 5 groups in accordance with focused issues, among others, social security/ social aid issue (civil law); rape (criminal law); land (civil law); domestic violence (criminal law) and child marriage (criminal and civil law) (5 minutes) Every group to discuss cases provided by facilitators (10 minutes) Group representatives present the case study that has been analyzed (10 minutes) Facilitators give feedbacks to presentation of the outcome of the discussion performed in groups in accordance with analyzed cases (10 minutes) Facilitators draw a conclusion and close the session (10 minutes) 	
Ice Breaking		

SESSION 4			
EXPLORATIO	EXPLORATION OF MATERIALS ON LEGAL AID ACCESS AND SERVICES		
Goals	 Community members understand the concept and scope of legal aid Community members know legal aid service providers in Indonesia Community members know how to access legal aid 		
Topics	 Legal aid Legal aid institutions Legal aid services 		
Methods	LectureDiscussion and question-and-answer		
Equipment/ Materials	PPT presentation materialsFlip chart		
Duration	45 minutes		
Steps	 Facilitators open the session and convey purposes and objectives of exploring materials on legal aid access and services (5 minutes) Facilitators introduce the speaker and give an opportunity to the speaker to start the presentation of materials (2 minutes) The speaker opens the presentation of materials by asking community members to perform a reflection based on cases analyzed by every group during the discussion in the previous session (5 minutes) The speaker gives burning questions to community members, such as what are types of legal aid how one can access legal aid services The speaker presents the concept and scope of legal aid, legal aid service providers, and how to access legal aid services (25 minutes) The speaker opens an interactive discussion space with community members and facilitates community members to raise questions to the speaker (5 minutes) The speaker draws a conclusion and gives an opportunity to facilitators close the session (2 minutes) 		
Ice Breaking			

SESSION 5 GENDER-BASED VIOLENCE		
Goals	 Community members understand forms of violence against women and its causes Community members understand the concept of power relation and power dimension that affect women's lives. Community members understand measures that may be taken to prevent violence against women. 	
Topics	 Definition of Gender-Based Violence Definition of Child Marriage Issues Definition of Domestic Violence Issues 	
Methods	Jaring Laba-Laba (Spider Web)	
Equipment/ Materials	Print Out of Case Study – Surti's LifeRaffia strings	
Duration	120 minutes	
Steps	 Facilitators give their greetings, open the session and convey goals of the session on Gender-Based Violence Facilitators throw burning questions to community members. The questions: In what condition community members feel empowered or in power? And in contrast, when do they feel vulnerable? Facilitators explain to community members that every person, both men and women, have experiences of facing other parties that make them feel weak or feel stronger. The questions: Who usually tend to be more vulnerable? Men or women? Why? Facilitators present the case sheet titled "Surti's Life" to give further understanding of the power dimension that affects women's lives. Community members are asked to read the case in turns. Facilitators invite community members to play a game called jaring laba-laba (spider web) to further incorporate materials and analyze causes of violence suffered by Surti through: Community members are asked to stand in circle Facilitators then guide the game; starting by asking 3 things as follows: Who committed violence against Surti? Why did Surti experience that violence? 	

	SESSION 5 GENDER-BASED VIOLENCE
	 After one person gives an answer to those questions, ask another person to answer those questions, move to the center and wrap raffia strings on Surti's body; and then ask those community members to bring/draw raffia strings and then go back to their initial standing point. Facilitators ask those three questions again to other community members that have not given any answers and perform similar moves as mentioned above, and so forth until there are no actors of violence against Surti left. After the process above is concluded, facilitators ask community members: What happened to Surti if all community members pull the strings? What did community members feel seeing Surti's condition? Why? Do community members wish to help Surti to be free from violence? In terms of suggestions, ask each community member to give a way that may be performed by Surti to be free from being a victim of violence by each actor. One by one, ask the actors to release strings when community members agree on ways to free Surti from entanglement of those actors. Facilitators present a PPT on Transformation Framework that Empowers and explains forms of power that affect women's lives, impacts to women and strategies that may be adopted to make changes. Before closing the presentation, Facilitators summarize important points of the discussion
Ice Breaking	

SESSION 6 EXPLORATION OF MATERIALS ON GENDER-BASED VIOLENCE		
Goals	 Exploring and reflecting gender-based violence issues Exploring and reflecting the definition of gender-based violence, including sexual violence and domestic violence Identifying and understanding types of violence, cause factors of violence and impacts of violence Identifying, reflecting, and understanding rights of victims of violence Identifying and understanding efforts to prevent and handle the occurrence of violence 	
Topics	 Gender-based violence Types of violence, cause factors of violence, and impacts of violence Rights of victims of violence Efforts to prevent and handle the occurrence of violence 	
Standards of Competence	Community members are able to identify, reflect, and understand issues revolving around gender-based violence, including sexual violence and domestic violence	
Methods	 Lecture Interactive discussion 	
Equipment/ Materials	 Presentation materials (PPT) Stationaries: flipcharts, sticky notes, metaplans, markers, ballpoints, scotch tapes 	
Duration	60 minutes	
Steps	 Facilitators (5 minutes) Facilitators open the session on exploration of materials on "Gender and Violence against Women and Children" Facilitators introduce the Speaker for this session, by presenting the curriculum vitae Facilitators let the Speaker to lead the session within 45 minutes at maximum, and inform a question-and-answer session for 10 minutes at the end of presentation of the Speaker Speaker (55 minutes) The speaker introduces themselves The speaker delivers exploration of materials by showing presentation slides within 45 minutes at maximum. It is expected that the presentation of materials to be more interactive with community members (committees have prepared the necessary 	

SESSION 6 EXPLORATION OF MATERIALS ON GENDER-BASED VIOLENCE		
	 At the beginning, the speaker throws burning questions, such as: What is reflection/learning that may be extracted after performing the ice breaking "jaring laba-laba?" – the speaker asks 1 person (at maximum) to answer What are measures that may be taken if a violence occurs in the surrounding community members? – the speaker asks 3 persons (at maximum) to answer 6. The speaker during the presentation of materials may offer community members if they wish to raise any questions or responses 7. Before closing the presentation, the speaker may open a special session, namely a question-and-answer session to community members for approximately 10 minutes 8. Facilitators close the session 	
Ice Breaking	-	

SESSION 7 CHILD MARRIAGE AND ITS RELATION TO SEXUAL AND REPRODUCTIVE HEALTH000		
Goals	 Community members understand the definition of Child Marriage Community members understand causes and impacts of Child Marriage, especially to sexual and reproductive health of women Community members are capable of identifying measures that may be taken and challenges faced in preventing Child Marriage 	
Topics	 Knowledge of child marriage Knowledge of causes and impacts of child marriage, especially to sexual and reproductive health of women Comprehension of identifying efforts and challenges in preventing child marriage 	
Methods	 Lecture Sharing session 	
Standards of Competence	Community members are able to identify the definition of child marriage, forms of child marriage, causes and impacts, especially to sexual and reproductive health of women	
Equipment/ Materials	 Case study – A Child Giving Birth to an Infant Plano paper Markers 	
Duration	60 minutes	
	 Facilitators give their greetings and explain goals of the session on "Child Marriage and Its Relation to Sexual and Reproductive Health (10 minutes) Facilitators ask community members regarding the following matters: (5 minutes) In what condition a person is classified as a "child" (age, characteristics, traits, etc.)? In what condition a person is classified as an "adult" (age, characteristics, traits, etc.)? What happens if a child is considered to be an adult? Co-facilitators write down answers given by community members on plano paper. 	
	Hints for Facilitators	
	 If community members reveal that an adult characteristic is a coming of age event (baligh) indicated by the start of menstruation for girls and wet dream for boys, then facilitators must invite community members to analyze further by asking these questions: At what age a child undergoes menstruation or wet dream in this modern setting? 	

SESSION 7 CHILD MARRIAGE AND ITS RELATION TO SEXUAL AND REPRODUCTIVE HEALTH000				
	Hints for Facilitators			
	 At the age of approximately 13 years old, or even 9 years old, when girls start having menstruation, can they be classified as adults? What are the characteristics of a person to be classified as an adult? Invite community members to discuss it until we see adult characteristics! 			
	 Adult characteristics are a combination of these 5 aspects: Biological Aspect. Body size and proportion have reached adulthood, such as chest starts to become broad, reproductive organs and the system start functioning. Cognitive Aspect. Having abilities and skills in managing information and knowledge to resolve problems and plan the future. Mental Aspect. Having abilities to manage feelings and emotions. Social Aspect. Having abilities and skills to interact with another person. Economic Aspect. Having abilities to support themselves, their family and closest persons to obtain a decent livelihood. 			
	Source: NSH from perkembangandewasaawal.blogspot.com and brainly.			
	 Facilitators share a story of child marriage to explore comprehension of community members on child marriage. Facilitators ask community members to read that case study in turns. (5 minutes) According to that case study, Facilitators then ask the following questions to community members: (10 minutes) What do you feel when hearing that story? What do you feel when hearing that story? What happened to the victim? What are causes of that condition? Subsequently, facilitators ask community members: Among community members, have you ever heard, seen and experienced a similar story in the area of community members? Facilitators 			

SESSION 7 CHILD MARRIAGE AND ITS RELATION TO SEXUAL AND REPRODUCTIVE HEALTH000				
Steps	 6. According to stories told by community members, facilitators ask the following questions to community members: (5 minutes) In their region, are there still many child-marriage practices? What are the causes? What are impacts of child marriage? *especially to girls. In regards of its impacts, should child marriage be prevented? Co-facilitators write down all answers given by community members on plano paper. Community members are invited to discuss those matters until a collective awakening if child marriage must be prevented emerges. 8. After the emergence of a collective awakening of the importance of preventing child marriage, facilitators ask these questions to community members: (10 minutes) What can community members do to prevent child marriage? What are challenges in preventing child marriage on regional level? Co-facilitators write down noteworthy points raised by community members. 9. Before closing the session, Facilitators remind measures that may be taken by community members in preventing child marriage in accordance with what have been agreed on in this discussion. (5 minutes)			
Ice Breaking	Movement accompanied by a Song titled "Marina Menari di Atas Menara" (Marina is Dancing on a Tower) Marina menari di atas menara (Marina is dancing on a tower) Di atas menara Marina menari (On a tower, Marina is dancing)			
	Marina bersedih di bawah menara (Marina weeps at the tower's foot) Di bawah menara Marina bersdih (At the tower's foot, Marina weeps)			

SESSION 8 EXPLORATION OF MATERIALS ON CHILD MARRIAGE AND ITS RELATION TO SEXUAL AND REPRODUCTIVE HEALTH				
Goals	 sexual and reproductive health 4. Identifying challenges faced in preventing child marriage and the solutions 1. Knowledge of child marriage 2. Knowledge of causes and impacts of child marriage, especially 			
Topics				
Standards of Competence	Community members are able to identify, reflect, and understand child marriage issues and its relation to sexual and reproductive health			
Methods	ethods 1. Quiz: first come, first serve 2. Playing kahoot			
Equipment/ Materials	 Kahoot Bells Projector 			
Duration	60 minutes			
Steps	 Facilitators prepare 10 questions on Kahoot.com Facilitators divide community members into 3 large groups consisting of 10 persons each Facilitators show Kahoot.com on screen using the projector Community members are able to see questions on the screen of Kahoot.com Facilitators give instructions to community members to: each group of 10 persons makes 3 rows to the back every person at the front row of each group shall receive questions that must be answered quickly and in competition (and so forth) by picking up bells available at the front 			
Ice Breaking	-			

	SESSION 9						
DECLARATION OF COMMITMENTS							
Goals	Ensuring commitments from the Regional Office, Ministry of Interior Affairs and Village Chief, to support fulfillment of citizens' rights, fulfillment of legal aid access, prevention of gender-based violence, and prevention of child marriage.						
Topics	-						
Methods	-						
Equipment/ Materials	 Charter of Commitments (2 pieces) Documentation Ballpoints (for signing) Table (for signing) Documentation 						
Duration	30 Minutes						
Steps	 Facilitators explain purposes and objectives of the session on declaration of commitments (5 minutes) Facilitators invite representatives from the Regional Office, Ministry of Interior Affairs, Village Chief and community members to make their pledges (5 minutes) Representatives from the Regional Office, Ministry of Interior Affairs, Village Chief, and residents give their pledges of declaration of commitments as guided by Facilitators (10 Minutes) Facilitators lead representatives from the Regional Office, Ministry of Interior Affairs, Village Chief to sign the Charter of declaration of commitments (10 minutes) Documentation of the ceremony relating to charter of declaration of commitments (5 minutes) 						
Ice Breaking							

APPENDIX COLLECTION OF SIMULATION CASES

Case Study – Child Marriage Theme

A Child Giving Birth to an Infant

Just call her Mila, the second child out of 3 who was born in a farmer's family, in a small village in Kubu Raya Regency, Kalimantan Barat. "I married on my own will. At that time, I did not know the concept of marriage. What I knew was, being a bride is joyful, wearing nice clothes and make up", replied by her when she was asked why she was married at such a young age. Lack of attention from parents caused Mila to be pregnant before being married. Mila married when she was shy of 13 years old, while her husband was 20 years old working daily as a worker in a farm owned by his parents. This young couple married officially at the Religious Affairs Office (Kantor Urusan Agama – KUA) in Sungai Kakap District and acquired their marriage book. "I was emancipated for 7 years, my father changed the Family Certificate by asking help from the Head of Neighborhood Unit (Rukun Tetangga – RT) to make it possible", Mila told.

Four (4) months after the marriage, she gave birth to a premature girl, weighing 9 ounces through a normal birth process assisted by a midwife at the Public Health Center. However, Mila's baby must be referred to Soedarso Regional Hospital since the baby did not cry at all. Mila's baby must be treated for one month at the hospital, in an incubator.

Due to her young age, Mila did not know the duties, rights and obligations of a wife and a mother of her child. In her daily life, she spent her time watching cartoons on TV and played with her peers. She often neglected and treated her child as a doll, carried by her around without any cloth; bathed without using warm water and only by dipping the baby in a ditch in front of her house and feeding her with rice that she ate, not porridge. Unpreparedness of being a wife and a mother triggers conflicts and misunderstandings in their household lives.

Until the baby has reached seven months old, her sister-in-law who frequently helped taking care of Mila's baby. Mila's mother and father have passed away. The sister-in-law who taught Mila how to hold a baby, prepare milk, wash milk bottles, bath; and even so, Mila had difficulty to understand and often forgot. Six years later, Mila gave birth to her second child in the normal birth process at the Public Health Center. However, when giving birth, her uterus also came out. Mila must be referred to the Saint Antonius Hospital in Pontianak. Mila was in a coma for more than 5 hours before eventually passing the critical point.

Case Simulation

1. Case Simulation: Legal Problems Relating to Social Security/ Aid

Budi was a freelance laborer who resided in a village. He had two young children and a wife who was not working. Budi did not have any stable income, because he did not always have a job on a daily basis. Budi had attempted to look for a job with a stable income, however, he was having hardship in getting that job because he was only a Junior High School graduate with limited skills. His family's economic condition was very underprivileged, oftentimes, they had trouble in fulfilling basic needs, such as meals, medicines, or uniforms and books for school.

Despite such poor economic conditions, Budi did not receive any social aid from the government, such as Cash Aid (Bantuan Langsung Tunai – BLT), Family Hope Program (Program Keluarga Harapan – PKH), and others. Budi felt that he had the right to receive those aid, without knowing how to receive those. Budi was stressed due to his economic hardship, and felt that he needed those aid.

Questions: Sort the following steps that may be taken by Budi in an orderly manner to resolve his problems?

- 1. Determining which social aid that is needed
- 2. Contacting the nearest Legal Aid Institution, to seek for free advices on what needed to be done in order to receive the desired social aid
- 3. Researching for requirements that must be prepared and registration procedures
- 4. Preparing documents needed in accordance with program's requirements
- 5. Filing for social aid applications in accordance with procedures
- 6. Monitoring the progress of filed applications, and making sure that the applications are processed properly
- If applications are denied or face obstacles, seek advices from the Legal Aid Organization for the next steps, and file for free legal counselling requests
- 8. Filing for an appeal in accordance with predetermined procedures
- Giving free or affordable legal aid services to those who are in need. He can explain the situation to lawyers there and ask for suggestions on steps that may be taken.

2. Case Simulation: Violence against Women

SURTI'S LIFE

Surti was the only girl out of 4 children. Her parents were farm workers. After finishing elementary school at the age of 12 years old, Surti wished to continue her education to junior high school. However, her father denied it due to education costs in the city was too expensive.

Even though Surti wished to continue learning, her father refused it due to economic reasons. Surti's mother attempted to persuade Surti's Father to pay for her school, but her father stood firmly and prioritized Surti's younger brothers. Surti was finally forced to drop out of school and assisted her parents in the farm. One day, Mr. Marbun who was the owner of the farm where Surti's parents worked, assaulted Surti, but Surti's Father just let that go because Mr. Marbun was the source of their family's income.

At the age of 14 years old, Surti's father married Surti to Sarman, 26 years old, to alleviate the family's economic burden. Sarman gave a huge amount of dowry. Surti's father summoned a local religious figure to perform the marriage between Surti and Sarman in *siri* (unofficial) manner. After the marriage, Surti and Sarman lived with Sarman's parents.

Sarman often beat and yelled at Surti without any clear reasons. When Surti told this story to her parents-in-law, they blamed Surti instead. Surti was suggested to learn cooking and make up to make Sarman cared about her more, but Sarman was still brutal. Even after Surti was pregnant, Sarman continued to beat and yell at her. Their neighbors were silent, believing that it was their domestic issue.

What would you do to obtain Legal Aid, if Surti were your sister?

3. Case Simulation: Land

Mustofa was a resident in a village located in Kalimantan Timur. On a daily basis, he worked as a farmer at a farm inherited by his parents. Since 2020, Mustofa has obtained a land certificate in his name as a proof of land ownership of the farm with a total area of 50 x 100 square meters. Mustofa's farm was strategically located beside the road. In 2021, Mustofa

planned to sign up his child as a Police Officer. However, due to limited funds, he eventually borrowed 50 million rupiah from Haji Sulaiman, an entrepreneur in his village. Mustofa promised Haji Sulaiman to pay his debt by installments within 2 years. Mustofa then handed over his land certificate to Haji Sulaiman as collateral for his debt.

However, 2 months later, Haji Sulaiman passed away. Mustofa's land certificate was then concealed by Haji Sulaiman's son named Amiruddin and then sold to PT Sumber Makmur (a palm-oil plantation company) at the price of 200 million rupiah. Two weeks later, a sign was placed on the farm owned by Mustofa read: "This land is Owned by PT Sumber Makmur According to Deed of Sale and Purchase No 1/AJB/IX/2021"

The question: what measures may be taken by Mustofa to reclaim his land? (explain it through non-litigation (mediation, conciliation with mediator from village apparatus, or local residents) and litigation (lawsuit in court by hiring legal aid services).

4. Case Simulation: Domestic Violence

Romilah was a 28-year-old girl who was married to Jamaludin, a 30-yearold man, who lived in a small boarding house in Surabaya. On a daily basis, Romilah sells mixed coconut rice (nasi uduk), while Jamaludin was unemployed ever since he was fired from a clothing company at the beginning of covid-19 pandemic in March 2020. After being fired, Jamaludin actually had attempted to search for and sign up for jobs, but he was always rejected. Household economic and financial conditions that went downhill triggered quarrels between Romilah and Jamaludin. Their relationship started to decline after Jamaludin has often sneakily taken money from Romilah's food venture to buy cigarettes, liquors, and even gambling. When Romilah reminded her husband, Jamaludin was furious and yelled harsh words "hey bitch, just because your husband is unemployed, you carelessly ridicule me. I am your husband, you do not have any right to forbid me from doing anything, your duty is to serve me sexually and obey me, your husband".

Not only yelling harsh words, Jamaludin also often committed physical violence against Romilah, such as slapping, pulling hair, dragging, even smashing Romilah's head to the wall. Romilah was helpless, unable to fight her husband, and afraid of telling her husband's conduct to anyone, Jamaludin had also always threatened to kill their 3-year-old infant. Violence

experienced by Romlah took place for quite a while for longer than 2 years. At the climax, on 20 June 2022, there was a misunderstanding between them, where Romilah was suspected to be cheating on Jamaludin after Romilah was brought home from the market by Joko, their village neighbor. Jamaludin was enraged, and then Jamaludin tortured Romilah by slapping and punching Romilah until she was battered in her face and on her arms. Romilah has had enough of her husband, finally she decided to run away from the boarding house and brought her child.

The question: What measures can be taken by Romlah to help handle and resolve legal problems that she encountered? Identify the following options!

Incorrect		Correct	
a.	Concealing her household secrets because those are private	a.	Reporting her husband to the Police
b. Avoiding relatives, afraid of making them worried		b.	Reporting her husband to village apparatus
с.	Fighting and avenging her husband's acts alone	c.	Seeking advices from religious figures
d.	Dismissing or refusing help and social supports from the community	d.	Seeking protection from legal aid services institutions
e.	Postponing making a police report until her husband apologizes to her	e.	Telling legal problems encountered by her to family or trusted friends
f.	Blaming herself because she has made her husband misunderstood	f.	Consulting with available legal aid institutions
g.	Letting physical injuries sustained by her to completely heal	g.	Consulting with the Legal Aid Post available at the District Court of Surabaya

5. Case Simulation: Child Marriage

Galang and Arindya were lovers that have been dating for 3 years. There was a huge age gap between them, Galang was 30 years old, while Arindya was 15 years old. Both of them resided in the same village in a region in Jawa Timur. Galang worked as a freelance builder and his income was undetermined, meanwhile, Arindya was a third-year junior high student. Residents in the surrounding of their houses often rumored or gossiped on the relationship between Galang and Arindya that was considered to be immoral, even there were rumors that they were caught red-handed making

out and often having sex. Those rumors were merited when Arindya's parents confessed that Arindya was impregnated by Galang. According to information given by Arindya, while dating, Galang always asked Arindya to give all of her love, including her body to Galang. Since Arindya loved Galang so much, she always fulfilled Galang's wishes, until she was pregnant. Finally, Galang and Arindya were married, but not through the Court, because Arindya's parents were ashamed and did not want any person in the village to find out.

Arindya was pregnant with a twin, but during the birth process, 1 of the twins passed away and Arindya bled so much because of her physical condition that was too young to bear a child. During the marriage, their economic condition was extremely poor, Galang only worked odd jobs and it turned out that he was an alcoholic and was unable to give any living and other needs to Arindya and her child. In addition, they were unable to process the birth certificate of their child because they did not possess a valid marriage book from the Government, let alone health security for their child. Arindya was also unable to pursue her education because he was busy taking care of her child and household and to support the family's economy, she attempted to get a proper job, but it was unfruitful because of her minority age. Day-to-day, Arindya was stressed out, until reaching a point of depression.

From the story of Galang and Arindya, what can we learn as a lesson that Child Marriage has bad impacts to children and what should Arindya do to obtain legal aid?

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