

Awareness Raising and Engaging High School Students in Transforming Trans Semarang BRT - Indonesia



Public Participation in Urban Planning is broadly acknowledged and there has been a shift in planning and decision-making by involving stakeholders, aimed at children and youth participation at the local level. UNICEF defines a Child Friendly City as a “local system of good governance committed to fulfilling children’s rights. It is a city where the voices, needs, priorities and rights of children are an integral part of public policy, program and decision. It is, as a result, a city that is fit for all”. A child and youth friendly city guarantees the right of all young citizens to: (a) influence decisions about their city; (b) express their opinion on the city they want; (c) participate in community and social life; (d) be able to walk safely on the streets on their own; (e) meet friends and play. To express the young generation’s opinion on the city they want, engagement in the community can be pivotal in their lives. The community influences the development of young generations, and in return the actions of young people have an impact on their community.

IGES works together with the Initiative for Urban Climate Change and Environment (IUCCE) and Save The Children (STC) to design a pilot activity that could help test/validate some of the recommendations to accelerate the modal shift from private vehicle use to public transport (BRT) among the young generation, with high school students as one of the biggest group of passengers of the existing Bus Rapid Transit system in Semarang City (IGES, 2017) . In particular, the initiatives focus will be on how to promote safe urban mobility through the use of public transport and to encourage a switch from the use of private vehicles as well as discourage the use of motorcycles for daily school trips. To capture the future BRT they want, a series of awareness-raising training sessions was held and a drawing competition was conducted among junior high school students at selected pilot junior high schools in Semarang city. It is expected that public participation and engagement of the young generation will help the city to design a future public transport system that meets the needs and vision of future generations of citizens.

The activities consisted of four main steps:

- 1) Designing the programme by empowering stakeholders of the schools and conducting a baseline survey aimed at students;
- 2) Capacity building and training for trainers who will implement the awareness campaign programme at junior high schools;
- 3) Implementation of awareness-raising campaign for students at their schools;
- 4) Participation of the young generation in the design of a future public transport system in Semarang; junior high school students were asked to develop a brief essay or illustration of what would be a sustainable transport system for Semarang.

IGES’s 4 Steps Approach on Engagement of Young Generation to Improve BRT System



Figure 1. Four-Step Approach on Engagement of Young Generation to Improve BRT System

Step 1: Designing the Programme—Empowering Stakeholders of the Schools

IGES team gave an initial introductory project presentation to relevant stakeholders including: City Planning Agency, the Education Agency of Semarang City, Chairman of Candidate Schools, Parents Association (PA) of each school, Local Police Department and Transport Authority including the BRT Operator. Through a formal meeting with stakeholders, IGES team was able to gain a consensus among stakeholders on several preparatory steps for implementation of the awareness-raising campaign, including selecting the schools willing to participate in the programme, developing detailed activities for all schools, creating a schedule of social experiments and implementation of the campaign aimed at students at each school as well as developing a monitoring and evaluation system.



The official kick-off meeting with local stakeholders in Semarang city was held on 19 October, 2017. IGES team shared and exchanged opinions with relevant stakeholders to pursue the programme. Participants understood the aims and purposes of the awareness programme, with additional support and endorsement provided especially from School Committee; Education Agency; Police Department and Transport Authority. All three candidate junior high schools, SMP 1; SMP 7 ; and SMP 31 showed interest and willingness to participate actively in the programme. There was a common understanding on the merits of programme for their students and society in the short-term and long-term period.



Figure 2. Kick-off workshop on Awareness Campaign Programme

Baseline Survey to Students

The stakeholders agreed to start tailoring the programme for each school based on a scientific approach. The team conducts an online survey for students at three junior high schools to get baseline information on several basic issues such as: (a) do they understand about BRT in Semarang; (b) what is their understanding about BRT; (c) how do they commute everyday; and (d) what are the barriers to using BRT in Semarang.

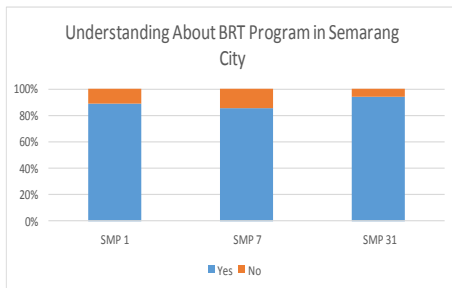


Figure 3. Students understanding about BRT in Semarang

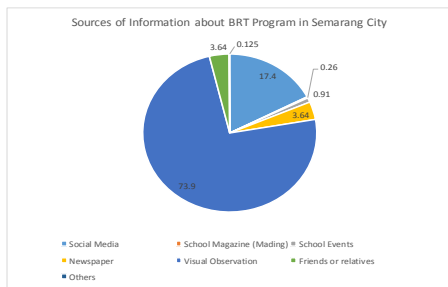


Figure 4. Sources of Information about BRT in Semarang City

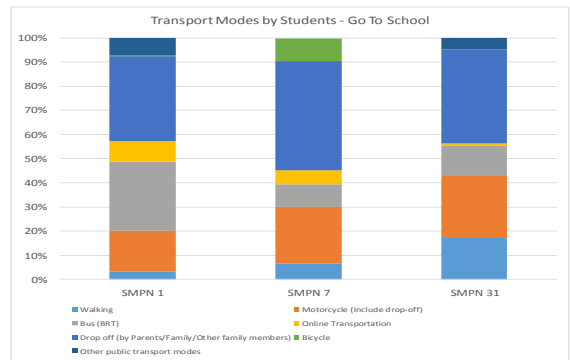


Figure 5. Transport Modes by Students—Go To School

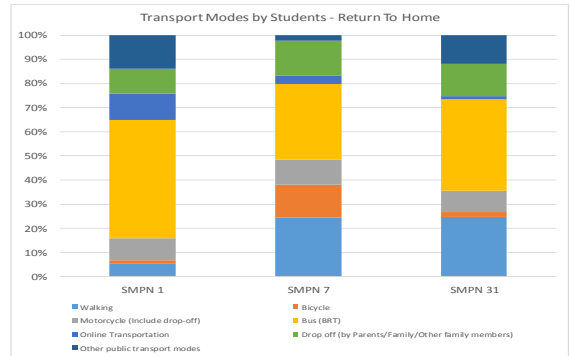


Figure 6. Transport Modes by Students—Return from School

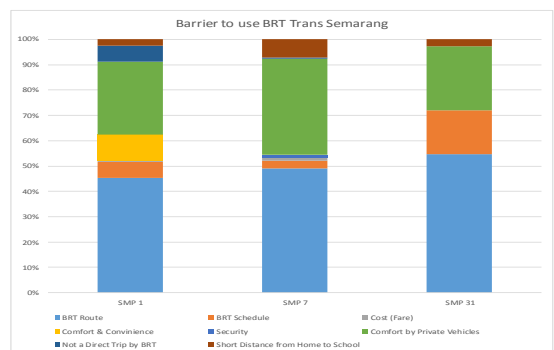


Figure 7. Barriers to Using BRT Trans Semarang

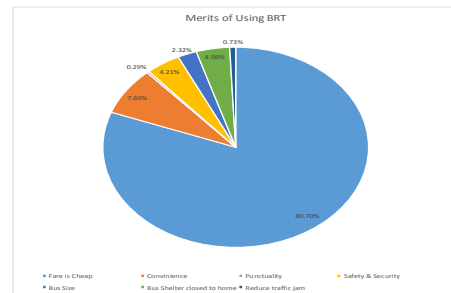


Figure 8. Merits of using BRT Trans Semarang

Step 2: Capacity Building—Training for Trainers

The capacity building aims to (a) give knowledge about road safety include traffic policy and how to use safe public bus for junior high school students; (b) identify traffic problems and vulnerability in the vicinity of each school; and (c) identify the basic needs for implementation of awareness training for students. The activities include a workshop on developing plans for project activities together with teachers and parents; developing training materials (modules) for teachers (at school) and parents; selecting trainers for each school; and identifying school activities that can be used to implement an awareness-raising campaign at each school. Successful candidates for trainer will be given a certificate of completion (Figure 9) and they are expected to be an agent of change at the school.



Figure 9. Certificate of Completion for Training of Trainer

School Name	Traffic Vulnerabilities	Infrastructure Conditions
SMPN 1	<ul style="list-style-type: none"> Road is so crowded especially when after school. Many students was not protect by school safety zone in the around school. 	<ul style="list-style-type: none"> Zebra cross paint has begun fade Pedestrian bridge didn't safe for student because of foreclosure high frequent
SMPN 7	<ul style="list-style-type: none"> In the surrounding Iman Bonjol Street, there are three school but this street doesn't have school safety zone. 	<ul style="list-style-type: none"> BRT's shelter can be created comfortable so that students not overheating when they have to wait.
SMPN 31	<ul style="list-style-type: none"> The school is far from big road so that the student far from public transportation access. Then BRT actor had promise to build BRT's shelter at Graha Padma or develop new corridor that passing through Graha Padma. Please the actors can actualize their promise it. The school is so near from train crossing (double train line) but it isn't has bars that can be barrier. Whereas The road is often has passed by students. 	<ul style="list-style-type: none"> The School is located near from kampongs with narrow road conditions, If possible make the road to be widened

Figure 10. Matrix of Traffic Vulnerability in the vicinity of schools



Figure 11. Developing Action Plan



Figure 12. Modules for Schools, Parents and Students

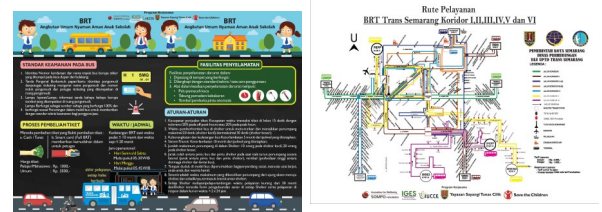


Figure 13. Brochure about how to use BRT and BRT Routes

Step 3: Awareness-Raising Campaign for Students

Awareness-Raising Campaign

The training programme aims to increase awareness, knowledge and skills of students on road safety, and encourage each student to be an agent of change on road safety in their respective school. To achieve the goals, the programme was designed with three main approaches: cognitive process; affective process by role-play and learner engagement; and psychomotor process. To optimise the processes and yield benefits, the programme was designed using the following components: (a) child-led activity; (b) experimental learning; (c) informal learning and enjoyable games; and (d) equality between the resource person and participants. The team facilitates and encourages active participation among students, self assessment by students, hands-on activities and role-play model. The programme was carried out in three steps: (a) assessing the traffic vulnerability for commuting trips; (b) providing knowledge, information and skills on traffic safety and (c) encouraging students to be agents of change for their colleagues.



Figure 11. Step 1 - Child-Led Activities on Assessing Traffic Vulnerability in vicinity of schools, and road safety training in the classroom

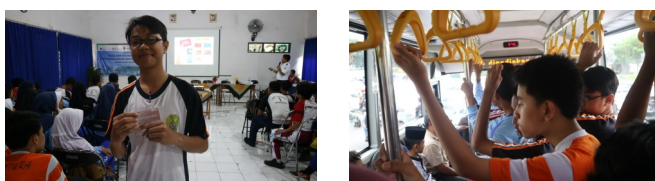


Figure 12. Provide E-Ticket to Encourage Students to use BRT Trans Semarang - experimental learning process

Monitoring the Impacts of Awareness Programme

To evaluate the impact of the awareness-raising campaign, we conduct a before & after survey to the students about their knowledge, understanding and opinions on BRT Trans Semarang and their willingness to use BRT Trans Semarang for Daily Commuting Trips. Pre and Post training questionnaire surveys were conducted aimed at all participants at three schools. The programme successfully increased knowledge on road safety and BRT as part of the safety transport mode for their commuting trips. We distributed a post-training survey and obtained around 55 responses from students who participated in the training programme. The average score increased from 7.06 to 9.31 (on a scale of 10) (Figure 13). About 83.3% of participant use BRT after the training programme and 57.4% of them use it often or very often (Figure 14). The results show evidence that the prepared modules and process that was done during the programme can be easily understood by students. The programme also successfully increased the modal shift to use BRT in a short-term period.

The Improvement of Pre-Test and Post Test during Training

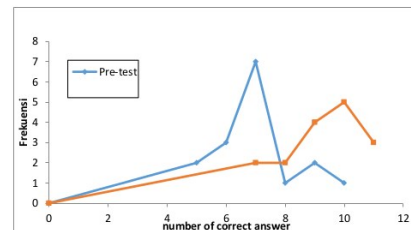


Figure 13. Pre and Post Test about knowledge on BRT among junior high school students

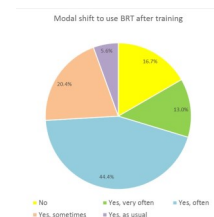


Figure 14. Modal shift impact post training programme

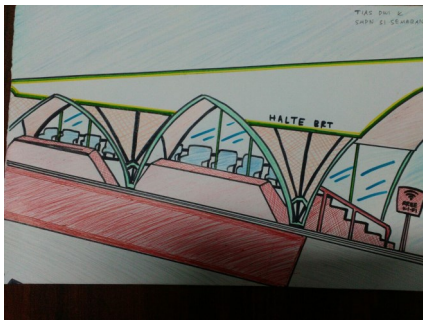
Step 4: Reforming Future BRT System—Student Drawing Competition

Engagement of junior high school students in the community by having them participate in reforming the future BRT Trans Semarang can be pivotal in their lives. The community influences the development of junior high school students, and in return the actions of young people have an impact on their community.

To promote the participation of the young generation in the design of a future public transport system in Semarang, junior high school students were asked to develop a brief essay or illustration of what would be a sustainable transport system for Semarang. Two prizes will be awarded to the best essay or illustration as an incentive to students.

The Future BRT They Want

Bus Shelters



Bus Fleets



Conclusion and Way Forward

The campaign demonstrates a comprehensive approach to raising awareness on commuting by Bus Rapid Transit, as well as engaging junior high school students in the reform of a future BRT Trans Semarang, Indonesia. There are four key findings from the programme as follows:

- Multilevel governance on stakeholders engagement needs to be conducted properly, both vertically between school and the agencies at city level, and also among agencies within city government administrative.
- There was also the need for strong collaboration among stakeholders within schools, between parent associations, school teachers and representatives of student associations.
- Pre and Post Training assessment was useful to evaluate overall implementation of the programme, from the planning to the action stage.
- The monitoring results show evidence of achievement on knowledge, intentions and behaviour in a short-term period. However, monitoring the impact should be done over a longer period.

The results of the awareness-raising programme could provide feedback for various stakeholders to improve BRT from the viewpoint of students, who make up the largest group of users of Trans Semarang. Although several interesting findings emerged from the programme, it was not without its limitations. For example, the duration of training should be slightly longer in order to deliver all necessary modules and learning processes. Longer duration would also give flexibility on scheduling activities which may improve the outcome of the programme; there is also a need for further evaluation of the programme by actual observation or monitoring of daily commuting behaviour of students over a long-term period to get more accurate results on the impact of short training/awareness programme. Furthermore, materials related to awareness-raising on the use of BRT for commuting need to be further developed because most materials focus on general road safety and only limited materials are available on safe use of BRT.

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