Analysis of UNICEF'S Role in Addressing Child Violence in Indonesia 2019-2022

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ABSTRACT

Child abuse is a social problem that impacts the physical, mental, and developmental well-being of children. In addition, the COVID-19 pandemic around the world is also one of the causes of the increase in the number of child abuse in Indonesia. UNICEF, as an international organization that seeks to realize the welfare of children, plays an essential role in reducing the number of child abuse in Indonesia. This paper aims to analyze UNICEF's role as an international organization through Kelly Kate S. Pease's theory of the role of international organizations. The author limits the range of research to 2019-2022 during the COVID-19 Pandemic. The author uses a qualitative method with a descriptive type. The data collection technique used by the author comes from interviews and literature studies to obtain primary data. Under the SDG's (Sustainable Development Goals) program launched by the United Nations. UNICEF's role reflected the implementation of SDG's 4 namely Quality Education, through three roles. As a problem solver through forums and meetings, such as Indonesian Children's Goodness Conference. Capacity builder, through training and debriefing for social workers who handle children. And as aid providers who assist in recreational kits and hygiene kits, they provide a complaint hotline called SAPA 129.

Keywords: Child Violence, COVID-19 Pandemic, International Organization, SDG's 4

INTRODUCTION

The United Nations Children's Fund (UNICEF) was established on December 11, 1946. This international organization was born to assist children affected by war in Europe, the Middle East and China. Since 1948 UNICEF has been in Indonesia with an emergency mission to help prevent food insecurity in Lombok. UNICEF's journey has spread since 1953 with various efforts to maintain the needs of every child in developing countries. More than 190 countries currently work with UNICEF to defend the rights and maximize the potential of every child around the world. The main focus of UNICEF itself is to support the survival of children such as health insurance, protection from various forms of violence, equitable education, quality water and sanitation, improved nutrition and assessing the suitability of social policies (UNICEF, n.d.).

Children are one of the most vital treasures of a nation. This is because children are the next generation, who are expected to build their nation for the better. Every child must have dreams and hopes. Therefore, children should receive protection from parents, family, society, and the state. Every child has the right to protection, especially for their physical and mental interests (Sitompu, 2015)**.** This has the aim that every child can grow well, and be protected from various threats of crime that endanger them.

During this pandemic, cases of crime and violence that occur in Indonesia have increased every year. The victims are not only adults, but have spread to teenager, children, and even toddlers can also be targets of crime and violence. Perpetrators of child abuse and crime are usually the closest people, such as friends, teachers at school, close family, caregivers, and even their parents. During the pandemic, the rate of violence against children has increased significantly. Based on data recorded by the Indonesian Ministry of Women's Empowerment and Child Protection (Kemen PPPA) in 2022, within the country 21,241 children had become victims of violence. Violence that occurs is not only physical, but also neglect, trafficking, psychological, sexual, and exploitation.

In detail, 3,746 children were victims of physical violence. Meanwhile, 1,269 children were victims of neglect. Then, 219 children became victims of human trafficking in Indonesia and 4,162 children have been victims of psychological violence throughout 2022. In sexual violence, 9,588 children have been victims, and 216 children have been victims of exploitation. Meanwhile, 2,041 other children were victims of other forms of violence throughout 2022. The COVID-19 pandemic has certainly brought various changes, one of which is the main focus of the Indonesian government in handling cases of child abuse which is no longer a top priority due to other problems in the health and economic fields. Such as handling the increase in COVID-19 cases and large-scale layoffs. This is then shown by the significant increase in cases of child abuse that occurred during the pandemic. Therefore, UNICEF, as an international organization working in the field of child welfare has the capacity to assist the Indonesian government in its efforts to deal with cases of child abuse in Indonesia.

In a journal article entitled "*Peran UNICEF dalam Mengatasi Peningkatan Eksploitasi Terhadap Anak di Indonesia* (2014-2019)" written by Khairunnisa & Dwi Ardiyanti (2021, pp. 150–159) using Interdependence Theory and Socialist Feminism Theory. The Interdependence Theory used in the journal article is by Robert O. Keohane & Joseph S. Nye. Interdependence Theory is used to explain the collaboration between UNICEF and the Indonesian Government. While the Feminism Theory used comes from June Hannam which explains the injustice of women due to the capitalist and patriarchal systems that limit the movement of women. The type of research in this literature is descriptive with qualitative data analysis. Data collection is done with secondary and primary data from UNICEF annual reports, related journal articles, newspapers and books. To answer the problem formulation in this literature, it is concluded that the efforts made by UNICEF are by conducting the State Program Action Plan Agreement, conducting socialization and campaigns, helping Indonesia to adopt the Convention on the Rights of the Child, and collaborating with local governments, Non-Governmental Organizations (NGOs), and companies

Meanwhile, the literature written by Qorry Oktavia Permata Putri (2022, pp. 7397–7405) berjudul "*Upaya UNICEF Melalui Program End Violence Untuk Mengatasi Kekerasan Anak di Sekolah tahun* 2018-2020". The theory used in this journal article is the Theory of the Role of International Organizations by Clive Archer, which explains the role of

international organizations into three, namely as instruments, arenas, and actors. In the type of method, the research used is descriptive with qualitative data analysis. Data collection is done with secondary and primary data based on UNICEF annual reports, articles, and related journals. To answer the formulation of the problem in this journal, conclusions were found regarding UNICEF's efforts in the End Violence program to overcome child violence in schools in 2018-2020. The conclusion is that through the End Violence Campaign, UNICEF is present to overcome violence experienced by children, especially in the scope of schools with the Roots and Safe to Learn programs to end violence in schools so that children can freely learn and develop.

Furthermore, in a journal article written by Nurul Azizah Salma and Renitha Dwi Hapsari (2023, pp. 472–491) with the title "*Penanganan Kasus Kekerasan Terhadap Perempuan di Kenya oleh* UN Women *pada Tahun* 2020-2022" there is the use of the Role of International Organizations Theory by Kelly Kate S. Pease. The theory explains the five roles of international organizations, namely Problem Solver, Capacity Builder, and Aid Provider. The type of method used in this research is descriptive with a qualitative type of analysis. As for the data collection process, the author uses secondary data sourced from journals, the internet, and various related articles. As for answering the problem formulation in the journal, there is a conclusion regarding the role of UN Women as an international organization based on Kelly Kate S. Pease's theory. As a Problem Solver, UN Women established the Generation Equality Forum in 2021. Capacity Builder, UN Women develops values and norms with the community through the 16 Days of Activism Campaign and advocacy messages. Then as an Aid Provider.

Based on the literature review above, the author finds that there is a research gap where research on the role of UNICEF in handling child violence in Indonesia in 2019-2022 has not yet been conducted. Unlike the previous journal which discussed the handling of violence against women in Kenya by UN Women written by Nurul Azizah Salma and Renitha Dwi Hapsari, in this research, the author will discuss in depth the role of UNICEF in handling child violence in Indonesia. Although it has a different discussion, the author still uses the same theory as the previous journal, namely the Theory of the Role of International Organizations by Kelly Kate S. Pease. The theory explains that international organizations have five roles, namely, Problem Solver, Collective Act Mechanism, Capacity Builder, Common Global Market, and Aid Provider. This theory was chosen because it is more relevant to analyze UNICEF's role than other theories. Based on the background that the author has explained earlier, it can be found that the problem formulation of this research is "How is UNICEF's role in overcoming cases of child violence in Indonesia for the 2019-2022 period?". In general, this research aims to explain what role UNICEF has played in the issue of child violence in Indonesia during the 2019-2022 period.

METHODS

According to Galles, child abuse can be defined as violence that occurs to children either directly or indirectly, this also includes witnessing and listening to various forms of

violence which will have a physical and psychological impact on children (Campo, 2015). Violence indicates the presence of harm and threat to a child's well-being and mental well-being. It is generally perpetrated by people who have responsibility for the welfare of the child. Beatings or attacks are a frequent case of child abuse. Some other cases of child abuse include inadequate food for children, pornography resulting in sexual assault, education and health that are intentionally neglected, as well as violence that has its link with medicine (Sri Sanituti; Hariadi; Bagong Suyanto, 2002).

Role is a normative behavior expected for a particular status (Nurdin & Abrori, 2019). In other words, each status or authority has its role in a country or organization. International organizations play a role as Institutions tasked with resolving phenomena and events that occur in certain communities or groups. According to Kelly Kate Pease, every international organization has certain specific roles that are in line with the nature and principles of the organization. There are five roles mentioned by Kelly Kate Pease, such as Problem Solver, Collective Act Mechanism, Capacity Builder, Common Global Market, and Aid Provider.

Kelly Kate S. Pease argues that one of the roles of international organizations is as a Problem Solver. Pease stated that the Problem Solver means that international organizations have the role of helping countries collectively to overcome a problem by using norms or values that exist in society. This assistance can be in the form of cooperation with various parties to make a comprehensive and effective policy so that the problem or problem is solved. In this case, international organizations make forums to discuss about the problems being faced (Pease K.-K. S., 2000).

The Collective Act Mechanism is the role of international organizations in providing global welfare and the economy to be more developed and improved. In the role that international organizations, there are several strategies carried out. These strategies include negotiating multilaterally to reduce barriers to trade and establishing programs to increase the economic growth of the countries, as well as encouraging Foreign Direct Investment (FDI) of multinational companies Pease K. K., 2000).

The next role is a Capacity Builder. International organizations certainly have their way of dealing with every problem that exists. This can indirectly increase the ability to deal with any existing problems. There are many ways that international organizations usually pursue to increase their role in the international community, some of which are through socialization activities, campaigns, and other steps that have to do with the process of solving problems Pease K. K., 2019).

Meanwhile, the role of the Common Global Market is to provide a place to unite the international community in the global market. Multinational corporations (MNCs) play a role in the Common Global Market because MNCs are the providers of industry, such as providing jobs, skills, knowledge and technology to the society. In carrying out their role, MNCs are considered as a place to create a global market to unite the international community.

The last role of international organizations is an Aid Provider, which is realized in the form of foreign aid from other countries or an international institution. This assistance aims to help problems in various fields, including economic, social and political (White, 1974). This foreign aid is divided into two, there are humanitarian aid and development aid. Humanitarian aid refers to short-term assistance in emergencies such as natural or man-made disasters. In contrast, development aid refers more to long-term assistance in addressing economic, political, social and environmental issues to achieve sustainable development Pease K. K., 2000).

Regarding the provision of assistance as the role of international organizations, the author focuses more on assistance in the category of humanitarian aid. Where this assistance is included in short-term assistance such as the provision of goods and services to support the survival of the community. As well as, helping to alleviate the suffering of the community due to natural disasters or other man-made disasters. So that of the five roles mentioned by Kelly Kate S. Pease, the author examines this research using three roles that are relevant in dealing with child abuse, namely Problem Solver, Capacity Builder, and Aid Provider. Meanwhile, the roles of other international organizations such as the Collective Act Mechanism and the Common Global Market are not used in this study because both focus on the role of other international organizations in the economic field. (Pease K. K., .

The author uses descriptive research type in reviewing this research. Descriptive research is research conducted to describe facts or events in detail and as they are. In descriptive research, the phenomenon studied can be in the form of attitudes, activities or roles of a research object. After that, the researcher can describe a role or process that takes place in the object of research. One of the scopes in descriptive research is activity analysis which functions to analyze activities or roles carried out by an institution, both government and non-government institutions. The purpose of descriptive research is to provide an accurate explanation and description of the phenomenon or material being studied. This method is used to examine objects, conditions and events that occur today, conditions that are developing or ongoing and effects that have occurred. Therefore, the author chose descriptive research to analyze the role of the international organization UNICEF in overcoming cases of child violence in Indonesia in 2019-2022 and provide an explanation and examine cases of child violence that occurred in Indonesia.

In this research, the author limits the range of research to 2019-2022. In this timeframe, there are dynamics such as the occurrence of the COVID-19 pandemic which allows changes in the level of child abuse and the role played by UNICEF in handling cases of *child* violence in Indonesia. Regarding data collection in this research, the author used primary data collection techniques through interviews with Mrs. Naning Puji Julianingsih as Child Protection Specialist UNICEF Field Office Surabaya. Through this interview, the author was able to collect more complete and detailed data about UNICEF's efforts to reduce the number of child violence cases.

In addition to interviews, the author also obtained primary data in this research based on literature study. This literature study comes from various official websites of UNICEF and the Indonesian government, as well as UNICEF annual reports related to the topic that the author raises. The author also used qualitative research in this research. Qualitative research is a type of research that aims to understand a phenomenon in which the results of the research are described from the perspective generated through information obtained from the object of research. In addition, observation, individual experience and history can also be used as support in this research (Fiantika & et all, 2022). Qualitative research also emphasizes a researcher's understanding of a social problem that really occurs in people's lives (Murdiyanto, 2020).

RESULT AND DISCUSSION

UNICEF's Role as a Problem Solver

Kelly Kate S. Pease defines the role of international organizations as Problem Solvers referring to actions taken by international organizations as an effort to solve problems. In this case, the solution is usually carried out through conferences and forums that can produce a policy or agreement that is expected to solve the problem. In 2021, UNICEF Indonesia collaborated with the Ministry of Women and Child Protection, and the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) to hold a conference entitled "*Konferensi Kebaikan Indonesia*", translated as "Indonesian Kindness Conference". The conference was attended by approximately 400 Indonesian children who were representatives from each region.

The conference included topics such as bullying and several children were survivors and victims of bullying who shared their experiences. One of them was a 17-year-old survivor named Salsa who shared her experience of bullying when she was in grade 11. Salsa said that her classmates often ignored her and only approached her to copy her homework. This was exacerbated by taunts from her friends and family, which made her even more depressed. This is linear with UNICEF Indonesia's annual report in 2018 which states that around 40% of 15-year-old students experience bullying and the average child aged 14-24 is a survivor of bullying. Besides Salsa, several other survivors shared their experiences of bullying. The conference is expected to be a place to channel various aspirations and focus on the main goal of channeling ideas about empathy and kindness. The conference is also part of a campaign that calls for an end to bullying activities.

This activity took place for three days through the Zoom meeting platform and presented several prominent speakers such as Najwa Shihab, an activist and founder of Narasi TV who emphasized the importance of empathy in leadership and Choi Siwon as UNICEF Regional Ambassador for East Asia and the Pacific also said that a good leader must be able to move and inspire others. Choi Siwon also advocated working together and fighting bullying and emphasized the importance of having the courage to tell a trusted parent, sibling or close friend. During the conference, participants joined panels with a variety of discussion topics. Some of the discussion topics included creating

empathy through advocacy, empathy through leadership, and positive discipline instead of punishment. 35 facilitators from Mitra Muda and Forum Anak assisted in the workshop. The conference also held a competition titled "*Tantangan Kebaikan*" translated as "Kindness Challenge" where participants could hone their creativity in groups to create a project that supports increasing empathy and kindness. As a result of this competition, 6,500 projects were submitted and the 10 best projects were selected to receive funding for the program (UNICEF, 2021).

UNICEF's role as Capacity Builder

Capacity building is an effort undertaken by international organizations that focuses on training, campaigning and skills development. Capacity builders also focus on understanding the challenges faced by governments and communities in solving problems. The role of international organizations as Capacity Builders also means that international organizations can create an environment that supports the implementation of a program by providing information on how the community should respond when a problem occurs (Gagan Sethi, Jahnvi Andharia, Nupur, 2012). The role of Capacity Builder that has been carried out by UNICEF Indonesia includes child protection services, which also includes birth certificate data collection submitted to Dukcapil. In the National Medium-Term Development Plan (RPJMN), UNICEF seeks that by 2024, children aged 0-17 years will already have a birth certificate. This effort to integrate birth certificates aims to fulfill their rights to legal identity (UNICEF, 2020).

Then there is long-term assistance from UNICEF such as training for social workers and public servants related to handling mental health, especially in children during the COVID pandemic. The provision of this training is a collaboration between the Directorate of Child Social Rehabilitation and UNICEF Indonesia with the theme "Working in the Midst of the COVID-19 Pandemic", which in this training aims to increase competence and provide support to social workers. In addition, guidelines for social workers can be accessed on the UNICEF Indonesia website and provide recommendations to the government on the importance of developing, planning, supporting and funding social workers. These guidelines also include guidance for social workers assigned to juvenile prisons. This is so that social workers are aware of effective ways to prevent child sexual abuse and what can be done to respond to other protection needs (UNICEF, 2020).

UNICEF also trains village-level cadres in early detection skills for child abuse and works with the government to promote prevention of online child sexual abuse. For example, the Surabaya City Government, in collaboration with UNICEF and Plato Foundation, held a "Training on Prevention and Early Response to Online Child Sexual Exploitation and Abuse (OCSEA) for Community Facilitators and Youth Communities in Surabaya". Participants were provided with material on understanding the use of the internet and how to protect children from the features available on their respective gadgets. With this activity, it is hoped that facilitators and youth communities can detect sexual violence early (Pemerintah Kota Surabaya, 2023).

The Indonesian government is working with UNICEF to address bullying that is rampant in schools. The collaboration can be seen from the establishment of the school-based bullying prevention program (Roots), a collaboration between UNICEF and the government, academics, education and child protection practitioners. Roots begins with a survey of students and teachers about anonymous bullying. It then selects and trains change agents to campaign against bullying in the school community. The program is also evaluated to see if there is a change in the level of bullying in the school (Kemendikbud, 2021).

In addition, UNICEF and the Indonesian government are working together with the Central Java regional government including the Child Protection Agency (LPA) to make efforts to develop a welfare program in Central Java, specifically in Rembang District and Pekalongan City. The program was created because child marriage is still significant in Central Java and child abuse affects 41% of girls and 34% of boys (Berdaya Indonesia, 2024). The Blora District Government collaborates with UNICEF in implementing the SAFE4C (Safe and Friendly Environment for Children) and OSCEA (Online Child Sexual Exploitation and Abuse) programs. The implementation of this work program is done by coaching 5 villages in Blora. The villages were assisted by UNICEF team, Blora Children's Forum and Blora Social Agency. The Head of Blora District Social Agency, Dra. Indah Purwaningsih, M. Si stated that the program to strengthen safe and child-friendly environment aims to improve the welfare and protection of children (Pemkab Blora, 2022). On July 27, 2022, Ganjar Pranowo as the Governor of Central Java launched the Jogo Konco application in conjunction with the "Central Java Children's Festival" in Banyumas. Jogo Konco is an application designed to increase the independence of children in Central Java. Not only that, in addition to training and encouraging children in independence, this application can also be used as a communication forum to share violence that has been experienced by children in Central Java. This application was initiated by the Central Java Children's Forum, with the launch of this application it is hoped that the number of violence against children in Central Java can be reduced (Bidang IKP Pemprov Jateng, 2022).

UNICEF has many roles in supporting every work program implemented by the Children's Forum at the sub-district, district and provincial levels. One of these supports is manifested in the form of collaboration in various work programs carried out with the East Java Children's Forum. Some of these work programs include GALAKSI FAJAR (Gerakan Kolaborasi Aksi Forum Anak Jawa Timur), LARE JATIM (Lapor Arek Jawa Timur), the preparation of the Children's Forum Reporting Mechanism Guidebook. UNICEF is always committed to supporting every work program carried out by all children's forums in Indonesia (Forum Anak Jatim, 2023).

UNICEF also supported the Ministry of Women's Empowerment and Child Protection (PPPA) and the Ministry of Social Affairs to develop guidelines and training. UNICEF reportedly trained 5000 social workers, community volunteers and traditional leaders on basic child protection and early detection of violence in the context of COVID-19. In

addition to providing guidelines and training, UNICEF also provided personal protective equipment to frontline social workers (UNICEF, 2020).

UNICEF's Role as a Aid Provider

Aid provider as the last role of international organizations is defined by Kelly Kate S. Pease as the role in which international organizations help "international political victims" such as those affected by poverty, communities that have suffered losses due to conflict, war, natural disasters, medical epidemics, and refugees (Firdaus & Widiastuti, 2023). In their role according to aid providers, international organizations can provide direct assistance to victims affected by these issues (Pease K. K., . This aid provider assistance is provided as humanitarian aid including the provision of goods and services to help ease the burden on communities due to natural disasters and other tragedies. It is generally short-term in nature as it includes support for reconstruction, as well as strengthening humanitarian emergency response (Spieker, 2010). Following the role of aid provider from Kelly Kate S. Pease, UNICEF as an international organization has a role in eradicating the issue of child violence in Indonesia in 2019-2022 through financial and health-related support, as well as support for the provision of child abuse services.

a. Protection and Health Support

The outbreak of the COVID-19 pandemic in 2019 has had an impact on almost all sectors, including the economic and health sectors. In addition, the increase in cases of violence against children also peaked during the pandemic. According to the division of data and complaints from the Indonesian Commission for Child Protection (KPAI), the cases of child violence increased from 4369 in 2019 to 6519 cases in 2020 (KPAI, 2021). The increase in cases of child violence cases in Indonesia is worsened by the health problem of the spread of the COVID-19 virus. Therefore, UNICEF also carries out its role as an international organization by providing aid. This aid refers to health assistance related to the COVID-19 pandemic and child protection assistance in Indonesia.

According to the results of the interview with Mrs. Naning Puji Julianingsih, a Child Protection Specialist at UNICEF Field Office Surabaya. The form of support of UNICEF's health sector is trying to procure hygiene kits, especially for social workers. Because these workers are groups who are more vulnerable and affected by the virus because they have to provide public services and meet many people. More specifically, UNICEF's assistance also includes procurement of medical standard masks, the significant increase in prices has made it difficult for people to get hygiene kits that meet medical standards. Not only providing the masks, UNICEF also helped procure several other types of necessities during the COVID-19 pandemic. These include hand sanitizers and face shields for social workers. With this assistance, social workers can carry out public services related to cases of child abuse in Indonesia optimally and effectively. This is because the provision of social services is most important in the child protection system (UNICEF, 2020).

Furthermore, UNICEF's child protection assistance comes from donations from member states, United Nations agencies, and other organizations, agencies and grants from companies and foundations, as well as some charities such as The End of Violence Fund. Donations from all over the world are then pooled under the name of the Public Fund Partnership and distributed to member countries including Indonesia. In addition, UNICEF Indonesia also opens individual donations. Where this donation has two distributions, namely through the government at the central level and non-profit organizations. At the central level, UNICEF works closely with ministries and agencies by channeling funds through the annual work plan. The second channeling is done through non-profit government organizations, universities and non-governmental organizations (NGOs).

These donations encourage UNICEF to then make an effort to protect child violence in Indonesia. These efforts take the form of providing safe places for the victims and protecting innocent children from the law (UNICEF, n.d.). Exploring children's potential in anti-bullying programs in schools, then not to mention the provision of education, health and other social services for children in Indonesia (UNICEF, n.d.). Another assistance in the field of health that providing by UNICEF is recreational kits for children. This effort is intended to address mental health issues as well as monitor domestic violence during the COVID-19 period.

b.   Child Abuse Service Provision Support

In addition to assistance in the form of health and protection, UNICEF also has a role in supporting the provision of child abuse complaint services in Indonesia. The complaint service is realized through the provision of the hotline Sahabat Perempuan dan Anak (SAPA) 129 supported by UNICEF. This service is operated by the Ministry of Women's Empowerment and Child Protection (PPPA) with the assistance of UNICEF through call center 129 or WhatsApp 08111-129-129. The SAPA 129 hotline service has six service standards, including complaint services, case handling, victim outreach, mediation processes, and victim protection in a safe home (Kemen PPPA, 2024). UNICEF's support for the SAPA 129 call center involves providing psychological support through regular counseling sessions to service providers who also need catharsis.

In 2019-2021, child abuse cases in Indonesia experienced a significant increase due to the COVID-19 pandemic. UNICEF has made every effort to fulfill its role as an international organization in overcoming the spike in child abuse cases in Indonesia. The roles of the international organization include Problem Solver, Capacity Builder, and Aid Provider. Based on the data presented on the KPAI (Indonesian Child Protection Commission) website, the number of cases decreasing shows that in 2021 reports of violence against children reached 5,953 cases which then dropped to 4,683 cases (KPAI, 2022). This certainly stems from UNICEF's efforts in overcoming cases of child abuse in Indonesia. UNICEF has actively provided in-kind assistance through the provision of hygiene kits, recreational kits, campaigns, skills development, and training for social

workers. In addition, UNICEF has also assisted the central and local governments in efforts to eradicate cases of child abuse in Indonesia in the 2019-2021 period. This shows that the efforts made by UNICEF in 2019-2022 have been effective in reducing the level of child abuse cases in Indonesia.

Implementation of SDGs 4

The Sustainable Development Goals (SDGs) are a set of strategies or goals adopted by the United Nations in 2015 as part of the 2030 Agenda for sustainable development. There are 17 main goals in the SDGs that cover various aspects such as social, economic, and environmental development. The main focus is on ending poverty in all its forms, reducing inequality between social and economic groups, and strengthening health and education services. In addition, the SDGs also emphasize efforts to fight climate change through a more inclusive and sustainable approach (United Nations, n.d.).

The 4th Sustainable Development Goals (SDGs) aims to ensure inclusive and equitable quality education and expand learning opportunities for all people without exception. The various targets to be achieved include ensuring all girls and boys complete free and high-quality primary and secondary education, leading to effective and relevant learning outcomes, ensuring all girls and boys have access to quality early childhood development, care and pre-school education to prepare them for primary education, increasing the number of youth and adults with relevant skills, including technical and vocational skills (United Nations, n.d.).

In relation to the world of work, of course, realizing decent employment and entrepreneurship, continuously increasing the number of qualified teachers, including through international cooperation as teacher training in developing countries, less developed countries and small island countries. The achievement of these targets is expected to ensure equitable and inclusive access to quality education at all levels, thereby improving the overall welfare of society (Bappenas, n.d.). Related to all the roles of UNICEF that have been explained, there are several targets of the fourth SDGs that have been implemented. The author will explain one by one the fourth SDGs target "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Target 4.1 which reads "By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes".

The SDGs target explains that every child and adolescent can complete primary and secondary education free of charge, equitably and in accordance with the needs of each sex. This indicator in the SDGs refers to the quality of education received being guaranteed so as to produce effective and relevant results. Children and adolescents are at least able to master a minimum level of proficiency in reading and completing numerical calculations. They are also expected to have completed primary education, junior secondary education, senior secondary education.

Target 4.2 which reads "By 2030, ensure that all girls and boys have access to quality

early childhood development, care and pre-primary education so that they are readyfor primary education". This SDG target explains that all children, regardless of gender, have access to quality early childhood development, care and pre-primary education. Thishas indicators such as the expected preparation for primary education in children aged 24- 59 months to develop appropriately in terms of health, learning and psychosocial well- being with grouping according to gender. The level of children's participation in learning is also expected to be organized and appropriate to the needs of each gender (United Nations, n.d.).

Target 4.3 which reads "By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university". The SDGs target explains that all people, both men and women, are ensured equal access to affordable and quality technical, vocational and tertiary education (including universityeducation). In this case, the SDGs indicator can be seen from the participation rate of youthand adults in formal and non-formal education and training in the last 12 months accordingto their respective gender needs (United Nations, n.d.). This indicator in the SDGs is in line with one of UNICEF's roles, namely CapacityBuilder, where UNICEF conducts training for social workers and public servants related tohandling mental health, especially in children during the COVID pandemic. This training aims to improve the competence and support of social workers. UNICEF also trained cadres at the village level to have early detection skills for violence against children. UNICEF's Roots program, in collaboration with the Indonesian government, also providestraining for change agents to campaign against bullying in schools.

Target 4.4 which reads "By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship". This SDG target explains that a substantial increase in the number of youth and adults who have relevant skills is expected. This includes technicaland vocational skills. These skills can be useful for employment, decent work and entrepreneurship. The indicator lies in the ratio of youth and adults with information and communication technology (ICT) skills, by type of skill mastered (United Nations, n.d.).

Target 4.5 which reads "By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations". The SDGs target describes the expectation of eliminating gender disparities ineducation and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations (conflict-affected). The indicator for this SDG target lies in the parityindex (female/male, rural/urban, bottom/highest wealth quintile and others such as disability status, indigenous peoples and conflict-affected, when data is available) for all education parameters in this list that can be disaggregated (United Nations, n.d.).

SDG target 4.6 planned for 2030 is to ensure that youth and most adults, both menand women, acquire literacy and numeracy skills. Indicator 4.6.1. Indicator 4.6.1 mentionsif people, from young people to adults, can acquire the skills to read and count so that efforts or programs can be made to support the achievement of these indicators (United Nations, n.d.). Furthermore, target 4.7 states that learners must gain the knowledge and ability to advocate for sustainable development: cultural diversity citizenship, human rights, gender equality, peace and non-violence (United Nations, n.d.).

Indicator 4.7.1 of the target is the prioritization of civic education and education for sustainable development in national education policies, curricula, teacher education and student assessment (United Nations, n.d.). For example, UNICEF has created anti-sexual violence programs and applications such as OSCEA, ROOTS, SAFEAC, JOGO KONCO,GALAKSI FAJAR, and LARE JATIM which aim to reduce cases of child violence in Indonesia 2019-2022. Target 4.a of SDGs 4 focuses on building and improving child-, disability-, gender-and violence-friendly education facilities that are effective for all children. Indicator 4.a.1of the target can be done by providing basic services with an appropriate proportion of schools (United Nations, n.d.). UNICEF established a school-based bullying prevention program (ROOTS) that aims to address bullying that is rampant in schools.

In target 4.b SDGs 4 started to increase scholarships in developing countries, island countries, and African countries for University level education since 2020 for vocational, technical communication and scientific study programs. The last target 4.c is focused on increasing qualified educators and international cooperation for teacher training in developing countries, least developed countries and developing island countries. Indicator 4.c.1 states that a proportion of teachers must meet the minimum qualifications appropriateto the level of education they teach (United Nations, n.d.)

CONCLUSION

The COVID-19 pandemic has resulted in a significant increase in child abuse cases in Indonesia, especially through online media. As an international organization engaged in child protection, UNICEF certainly has a role in making efforts to protect children in Indonesia. Through this research, it can be concluded that UNICEF has carried out its role in handling cases of child violence in Indonesia in 2019-2022, which is during the COVID-19 pandemic. The explanation above also shows that the efforts made by UNICEF are in accordance with the targets in SDGs number 4. The targets met in SDGs number 4 include targets 4.3, 4.7, and 4.a. Where the implementation of UNICEF's efforts in this case is carried out by providing services and education both formally in schools and non-formally to social workers in Indonesia.

In addition, anti-child abuse programs were also established in Indonesia with the help of UNICEF. The role of Problem Solver was carried out by UNICEF together with the Ministry of PPPA, and the Ministry of Education and Research and Technology by holding a conference entitled "*Konferensi Kebaikan Indonesia*" translated as

"Indonesian Goodness Conference". As UNICEF's sounding action in the campaign to stop bullying activities. Meanwhile, UNICEF's Capacity Builder role is realized in the form of support for central and local governments in Indonesia. This includes the training of social workers at the central and local levels. Furthermore, the establishment of the Roots program for school-based bullying prevention and support for various local government work programs with the launch of anti-violence programs. Such as the launch of the Jogo Konco application in Central Java, OSCEA in Surabaya, SAFEAC in Blora. Then collaboration on the work program of the East Java Children's Forum, namely GALAKSI FAJAR and LARE JATIM.

Lastly, UNICEF's Aid Provider role is reflected in protection and health support by providing hygiene kits such as hand sanitizers and face shields for social workers. This aims to improve the effectiveness of public services related to child protection. UNICEF also distributes donations to the central government and non-profit organizations which are then used to carry out child violence protection efforts. In addition, UNICEF also provides psychological support through regular counseling sessions to SAPA 129 hotline service providers in an effort to improve child abuse services in Indonesia. During the research, the author experienced difficulties such as limited access to data on child protection efforts in juvenile prisons. However, this research is also a form of appreciation from the author to UNICEF for its work in handling child abuse cases in Indonesia so far.

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