YOUNG PEOPLE’S FORUM

Disasters and the Aftermath:
Building Young People’s Life Skills for Health and Education

Final Summary Report

Bangkok, Thailand
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MAY 2007
# TABLE OF CONTENTS

Overview ........................................... 3

Collaborating Organizations ...................... 4

Summary of Proceedings .......................... 5

Country Action Plans ............................. 17

*Indonesia* ........................................ 17

*Pakistan* ......................................... 19

*Thailand* .......................................... 20

Forum Recommendations ......................... 24

Summary of Participants' Evaluations .......... 25

Appendix One: Forum Schedule .................. 27

Appendix Two: Evaluation Tally for All Participants 33

Appendix Three: Evaluation Tally by Country 47
Disasters and the Aftermath: 
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April 30 – May 4, 2007

OVERVIEW

These are difficult times for young people in South and Southeast Asia. In addition to the numerous threats to health and safety faced by youth throughout the world, the young people of this region have been confronted in the past few years with a series of disasters of tremendous proportions. Three of the countries that have been affected by such events are Indonesia, Pakistan and Thailand. In order to provide young people from these countries an opportunity to examine the role they can play in addressing this issue, a regional forum was organized and conducted in Bangkok, Thailand from April 30 to May 4, 2007. Approximately 60 young people and 40 adults participated in the weeklong meeting.

The aim of the forum was to strengthen young people’s ability to deal with challenges associated with disasters which can compromise their development. To this end, the forum provided an opportunity for young participants from Indonesia, Pakistan and Southern Thailand to exchange perspectives as well as provided young people an opportunity to examine ways in which life skills and other key approaches can be used to strengthen their capacity to cope with stressful situations. In addition, forum participants developed action plans to guide follow-on activities in their respective countries. These activities – which will serve to extend the impact of the regional forum – focused on assisting young people and their families as well as supporting and strengthening community systems such as schools and related community organizations.

The forum involved young people who had been recruited from established peer education and other existing youth programs in each of the countries listed above. As a prerequisite to attendance, each group conducted a series of in-country consultations with other young people. The purpose of these consultations was to learn about the views of their peers regarding the challenges they face and the various ways in which they deal with each. At the region forum, each team presented a report on the consultation results as well as discussed the similarities and differences that existed throughout the region.

The forum also provided opportunities for adult facilitators and youth participants to discuss how young people can improve the quality of their lives by developing life skills such as goal setting, decision making, communications skills and coping mechanisms. In addition to learning about these skills and other relevant approaches for ensure well-being, the young people who participate in this event were provided opportunities to analyze and practice each, to ensure the acquisition of these important skills.

Finally, each country group of young people engaged in developing an action plan to guide follow-on activities in their respective countries. These activities will serve to extend the impact of the regional forum by providing other young people with opportunities to learn and apply life skills in dealing with the issues and challenges they face in their daily lives.
As a result of participating in the weeklong forum young people accrued a number of key benefits including:

- A broader perspective in a number of key areas as it pertains to the experiences and views of other young people throughout the region
- A deeper understanding of how they may cope with the challenging situations they are presently facing
- The ability to deal with such situations in the future thus reducing related stress and other negative impacts
- The ability to work with other young people in their respective countries in order to share the skills and competencies they have learned throughout the weeklong forum thus extending this event’s impact among young people in the region

**COLLABORATING ORGANIZATIONS**

A number of partners supported the weeklong seminar. These partners contributed to this event in a number of key ways including:

- Providing the funds and other resources to conduct the forum
- Recruiting young people in each participating country
- Providing logistical support for participating young people
- Designing and facilitating the weeklong forum
- Supporting the young people who participate in the implementation at the country level of follow-on action plans

Collaborating organizations included USAID, UNICEF Indonesia Country Office, UNICEF Thailand Country Office, Education Development Center, Inc (EDC) and a variety of local NGOs from within each of the participating countries. In addition, the Thailand Ministry of Public Health served as a co-host of this event.

While it should be acknowledged that without the support of each of the collaborating organizations above the forum would not have been possible, the greater contribution of each of these organizations was their willingness to support the young people participants outside the context of this weeklong event. Prior to the forum, support was provided to young people as they conducted pre-forum consultations with other youth in each participating country to broaden the input of young people’s perspectives on this important issue. Following the forum, these collaborating organizations have agreed to continue their support of the young participants by providing technical guidance and resources to assist each team in implementing the action plans that each has developed to guide a series of post-forum activities in each of their respective communities.
SUMMARY OF PROCEEDINGS

The following section provides a day-by-day summary of the forum’s activities and outputs. The forum’s agenda is presented in Appendix One.

Day One

Opening Ceremony and Introductions

The forum officially starts with an introduction and overview of the schedule provided by the forum’s moderator, Mr. Michael J. Rosati. This was then followed by opening remarks by Mr. Jawad Ullah (UNICEF Pakistan), Dr. Scott Bamber (UNICEF Thailand) and Mr. Steve Anzalone (Education Development Center, Inc.). A formal opening ceremony was then conducted. This ceremony was introduced by Ms. Shaista Shahid (Pakistan) with the official greeting provided by Dr. Wachira Penjuntr, Deputy Director, Thailand Ministry of Public Health, Department of Mental Health.

Following the opening ceremony, the young people participants engage in a series of group activities to introduce themselves to others. These activities included exercises that provided opportunities for both introductions as well as to set the context for the weeklong forum.

Presentation of Young People Consultation

Upon completion of the introductory activities, representatives from each country presented the process and results of their country consultation. These presentations were based on the results of a series of country consultations that were conducted with young people in numerous sites within each participating country. The results of these consultations have been summarized in a separate document titled Disasters and the Aftermath: Building Young People’s Life Skills for Health and Education - Country Consultations Summary Report.

Pakistan

Two young Pakistani representatives presented the first country report of their consultation results to the forum. They began by saying that youth in Pakistan had never faced such a disaster like that of October 8, 2005. The disaster has driven a great number of young people to extreme hardship. However, they stressed that young people are not hopeless. They pointed out that there have been efforts by government and other organizations to provide assistance.

They also pointed to several important issues concerning the situation of young people in Pakistan including:

- lack of life skills in coping with disaster
- lack of health facilities
- early marriage for girls
- lack of education especially for girls
- lack of shelters
- lack of religious places
- trauma in children
- violence and abuse
- schools were destroyed by disaster
• extended family reduced to nuclear family
• orphans left uncared
• hard weather made children unable to concentrate in school
• addiction to smoking and sniffing
• dependency syndrome among communities caused by tremendous supports from funding agencies
• lack of skilled teachers

Several recommendations for action were also provided including:

• free education and scholarship
• an urgent need to formulate and enforce laws
• a need to organize workshops and trainings forums for young people and adults on important issues
• awareness of birth registration
• awareness of personal, domestic and community hygiene
• awareness of child rights

A question on dependency caused by relief organizations was raised at the end of the presentation. In response, a Pakistani facilitator pointed out that some parents have become lazy due to too much supports from NGOs and other organizations. He expressed fear that community members may not be able to develop their own initiatives to build up their own community once the support ends. He suggested that a way to solve this problem is to be careful in providing support to individuals so as not to create a condition of dependency.

**Thailand**

The second presentation was given by representatives from Thailand who divided their presentation into two parts. Part One consisted of a play on tsunami and trauma. The play described the moment of the tsunami attack. Many young people lived close to the sea and there was no notification of the earthquake and tsunami. As a result many people died on that day. When relief organizations came to the areas to provide support to adults and children, the adults where provide opportunities to get involved in disaster recovery efforts and the children were given services; but the adolescents were not given a role to play. As a result, they were left to sit with their trauma with no way to resolve these feelings.

Part Two of the Thailand presentation was a summary of the country consultation report. The presentation began with a discussion of those issues that are most important to young people including:

• Drug use among young people
• Fighting among young people
• Opportunities for education and financial support for higher education
• Need for all families to support young people to continue their education
• As most of the young people don’t pursue higher education, this results in them getting married at an early age
• Lack of out school or after school activities for young people in communities
• Young people (especially boys) listen to their peers rather than the parents
• Worried about their future
With regard to how disasters have affected the lives of community members and young people they shared the following points:

- All equipment for earning income and even entire households were swept away by the tsunami
- Parents worry about their future and the future of their children.
- Some conflicts occurred among communities members because there were fighting for materials distributed by aid agencies
- After the tsunami, the sense of unity in the community was weakened

Finally, the young people from Thailand discussed ways in which young people could be supported in playing a role in dealing with disasters as well as the other issues they had identified as important to young people. They provided a number of suggestions including the need to:

- Provide additional opportunities for young people to learn and get information as well as provide training sessions related to their occupation and education
- Provide scholarships so they can pursue their education
- Support the development of youth groups at the community level and help them work in support of their communities
- Increase opportunities of young people to be involved in the community revolving (loan) fund so they can start income generating activities themselves

A question was raised as to whether schools are currently targeted for the tsunami early warning system now in place in Thailand. One Thai participant from Ranong Province explained that while there is an early warning center in her area and lessons on the system are provided in some schools, it is only in one specific community. In general, knowledge about the system is not widespread. Training on skills to cope with disaster situations such as emergency planning is also lacking. Another representative from Pang Nga Province said that in his area, while some schools provided lessons, there is a lack of community involvement and there is no coordinating effort within the community.

**Indonesia**

The final presentation was provided on behalf of the Indonesian team by two young participants from Klaten and Aceh. Issues raised included:

- school drop-out rate has increased due to death of parents (by disaster)
- trauma from disaster and war
- fear of going to school due to war (Aceh)
- impacts from Western culture (Aceh)
- dependency attitude among people due to surplus of aid money
- drug abuse which is a common problem in Indonesia due to several factors such as high level of stress and peer pressure
- premarital sex, with poverty as a main factor among young women
Recommendations for future action included:

- training on working skills for youth who lost their parents
- efforts to raise awareness on gender equality is important so that girls will get as much educational opportunity as boys
- capacity building programs such as extra-curriculum activities for young drug users such as computer training and English-language courses
- more information on reproductive health for young women

Participants from Aceh provided additional information on the impacts of armed conflict on young people. One young woman pointed out that capacity building programs provided for tsunami victims should also target conflict victims as it is another real disaster in Aceh.

An issue on lack of teachers was raised since Aceh has lost thousands of teachers. Teachers also need to be trained on counseling skills. It was also noted that guidelines for counseling in normal situations cannot be used for post-disaster counseling. Local culture and interpretation must also be put in the guidelines.

A question was raised concerning whether or not religious teachers help in the issues of drugs and premarital sex. In response, one youth participant shared that religious teachers generally do not have information on such issues. They only teach how to read the Koran and build mosques for people to talk about religious matters. In addition, an adult participant noted that religious leaders are working in partnership with the government and with the religious department and Islamic organizations in providing programs on premarital sex. In Aceh there are religious police who try to control problems of drug abuse and sex but these problems still occur.

A final question was raised regarding the specific life skills that would most benefit young people and their parents, especially with regards to improving communication. One young person suggested that there should be parent trainings by NGOs which will make parents understand that young people have capacity to do many things and that they can play a role if they have enough knowledge.

**Group Discussions on Similarity and Differences**

Upon completion of the country presentations, young participants divided into three mixed groups to discuss similarities and differences across the region. Each group then reported the results of their discussions which are summarized below.

**Similarities**

- lack of parent support in education
- early marriage
- lack of facilities (clean water, basic health services)
- child labor
- pollution
- lack of life skills in coping with disaster
- negative impact of many donors coming to the area
- lack of clean food/water
- boys have more opportunity in education compared to girls
- lack of schools
- lack of skilled teachers
- child abuse
- trauma from disaster and conflict
- unemployment
- minimal role of religion in helping young people
- lack of shelters for disaster victims
- limited role for young people in disaster relief efforts
- drugs (easy access to drugs and a lack of government commitment to cope with drugs)
- sex (HIV, early/premarital sex, pregnancy)

**Differences**

While there were not many differences stated, two points were raised:

- While girls in Pakistan and Indonesia have problems getting enough support for education compared to boys, girls in Thailand are progressing faster than boys because they have less problems of behaviors such as drugs

- Young people in Aceh have problems trusting others due to decades of conflict and violence

**Day Two**

**Providing Information to Others**

After the moderator provided an overview regarding the objectives and activities of the day, young participants and country facilitators divided into country teams to work on three key areas: developing effective materials; designing effective presentations; and practicing presentation skills. The following section provides a summary of the process and outputs of each country team’s activities.

**Indonesia**

Participants began by identifying other young people in the community as their target audience. Participants agreed that knowledge on natural disaster, especially tsunami and earthquake among young people in their communities is still lacking. Materials are needed to help explain tsunami and earthquake preparedness as well as how to deal with the aftermath of disasters. The group also discussed the impacts of two types of disasters: natural and man-made.

The second important point discussed was the need to provide knowledge on how to protect oneself from natural disasters. Participants were enthusiastic about passing on the information they had learned from the meeting to other young people. In particular they emphasized the need to focus on life skills trainings especially on first aid and disaster preparedness. In addition they discussed the need to provide information on those practical skills needed to deal with a disaster such as staying calm; hiding under a table; and staying away from buildings when earthquake strike.
The group decided on oral presentations as their primary method of communicating this information. Flipcharts would be used to support the presentation. Presentation techniques such as eye-contact and describing the purpose of each presentation to the audience were also discussed. In addition, the group discussed using new media such as SMS as a channel to provide information to other young people.

**Pakistan**

Participants agree that as there are currently no trainings offered in their community about how to protect oneself in a disaster situation. It would therefore be important for young people to take the lead in providing this information to others. In fact, among all the group’s participants, only one has received training on how to deal with earthquake situation from a Turkish NGO. He demonstrated techniques such as hiding under a table to others.

The participants then talked about the importance of information on preparation for disaster as well as the need to prepare emergency kits. The group suggested that they should develop a way to provide information to the public on necessary items to be put in the emergency kit. Participants generated many suggestions for a list of items such as torchlight and batteries, a small prayer book, first aid kit, water, blankets and dry food.

Participants also agree that myths and wrong information given by adults on how to cope with disaster situation (such as hold on to a tree) should be corrected in order to prevent misunderstanding. They then proceeded to create a chart which listed a series of myths that are commonly held in their community.

The group also discussed the need for identifying appropriate channels for information distribution. Some young people mentioned traditional media such as newspaper and radio while other said such information is already provided by these sources. They agreed that an additional way to effectively distribute information would be to conduct face-to-face presentations.

The group also identified potential target audiences including family, friends, neighbors and the community. They also identified what would be the most effective presentation techniques for these audiences. Among the techniques mentioned were poetry, seminars and workshops for both adults and young people from different groups. Presentations could be conducted in a variety of settings including schools, hospitals, young people’s organizations and religious settings.

Participants also planned for follow-up action. Some said they would start giving information to others in their own school. They also suggested forming peer groups to visit other schools. Finally, they suggested that information could be distributed through mass media such as radio and newspapers with young people playing a key role in developing appropriate program content.
**Thailand**

The Thailand group started the day in a large group which comprised participants from four tsunami-affected provinces. The group identified a list of media that could be used to convey messages on disaster. These included:

- community radio spots
- posters/newsletters
- CD ROM (contains information on real-life experience of those affected by tsunami)
- comic books (targeted to young children)
- community theater
- traditional performances such as *Likae Hulu*
- trainings and workshops

Targeting other young people as their primary audience, the group then selected what they felt were the four most useful materials. The group felt that the best media were local traditional performance such as *Likae Hulu*, CD ROM, comic books, posters and post cards (which contain detailed information on emergency precautions). In designing these materials, it was noted that it would be important to use key elements from advertising – short and concise messages that both answer questions and promote the benefits of what could be done in a disaster. In addition, these same techniques could be used to promote young people’s participation.

Participants then divided into four groups based on their provinces and each group worked on one selected medium. Each group then presented details on how their respective materials should be made in order to have the greatest impact. In this process, techniques to make material interesting were discussed. Participants also discussed ways to present information about tsunami preparedness as well as how to express compassion and emotional support to members of the community.

The participants also emphasized self-expression of young people by employing art forms such as *Likae Hulu* which can be used to tell a story about the tsunami by incorporating important messages about disaster preparedness; sources of help and assistance and how to access them; and coping with emotions and stress. It was suggested that after such a performance, a discussion could be conducted about the feelings of performers as well as audience members (who themselves have experienced tsunami).

Comic books posters and leaflets were also identified as effective tools for communication. Such materials – with content focused on preparedness and dealing with a disaster – could be distributed to young people, peers and community members. This information could address issues such as evacuation sites, escape route, and agencies that can be contacted in case of emergency. In addition, posters could be developed which contained short messages on important items that need to be kept in an emergency preparedness kit. In addition to the standard items in such kits, it would also be important to encourage individual to include copies of identification cards, housing registration, medical records and deeds of ownership.
Finally the group also suggested training on preparedness for young people in the community. This training could focus on preparedness (including assembling emergency kits); dealing with a disaster as it occurs; playing a role in recovery; and advocating young people’s involvement to government and donor agencies.

**Group Discussions on Providing Information to Others**

Upon completion of the country team activities on designing materials for providing information to others, the forum members divided into three mixed groups comprised of representatives from each country. In these groups, each country team members presents their plan to the representatives of the other country teams.

A number of issues on post-disaster problems were raised in these discussions. The participants exchanged information about problems faced by their communities such as lack of facility such as clean water, lack of training on prevention. The issue of myths and inaccurate ideas about preparedness was also discussed by participants from Pakistan and Indonesia. There was general agreement that wrong concepts must be corrected in order to better prepare communities to deal with future disasters.

**Day Three**

**Helping Others to Cope with Stress and Loss**

The moderator began by giving an overview of the day’s objectives. Upon completion of the overview, participants divided into country teams to work on two key areas: developing skills to help others cope with stress and designing programs to provide opportunities for young people to share their feelings in the aftermath of a disaster.

**Indonesia**

As the session began, participants from Indonesia were asked to reflect on the issues that had troubled them in the past. They then identified the qualities of a person who could help them deal with these personal issues as well as other issues that could create stress and loss. Some of the qualities identified by participants were being non-judgmental, expressing empathy, displaying openness and demonstrating warmth.

The group then practiced helping skills by participating in a small group exercise. Upon completing of the practice exercise, participants discuss those skills needed to be an effective helping person. One of the key skills identified was how to use proper body language. The participants then engaged in an eye-contact exercise designed to demonstrate proper body language. They also discussed the importance of creating a context for victims to safely discuss their stress, loss and suffering. The session concluded with participants giving feedback on the session. They feedback touched on a number of areas. Among their comments were the following:

- some participants had difficulties expressing their feelings to others
- others said they felt relieved because they were able to express their sadness
- some felt better because they heard others talk about their problems
- others felt that they could connect to friends from other areas
- some participants compared their loss with others
- others felt this session was a good starting process in helping cope with loss
**Pakistan**

Participants started the session by telling each other where they were and what their first reaction was when the earthquake happened. Most of them were in their classrooms. They then worked in pairs describing to each other what they did to help themselves, their family and others. This was then followed by a discussion on how important it is to spend time talking to those with trauma.

Upon completion of this opening discussion, the participants engaged in a role play designed to provide participants an opportunity to practice listening skills. The role play told the story of an old woman and a small child who met each other in a shelter. Both of them lost their families. They tried to form a new family and comfort each other. The role play also showed how they communicated with each other. Participants then identified the effective skills that were demonstrated in the role play. After completing this exercise, the participants then proceeded to engage in the small group helping skills practice session described in the previous section.

The session concluded with a discussion on the morning’s activities. Comments included:

- most participants said this was the first time they learned skills to help others cope with lost and that the skills they learned today were very important
- others mentioned that they were excited to practice these skills in their community
- some participants say they felt some outsiders (from different organizations) who came to help after the disaster did not have the important qualities identified in the session

**Thailand**

Participants started the session by identifying those qualities needed by a counselor. These qualities included understanding, being sincere, having good listening skills and warmth.

The participants then formed groups of three and took turns acting as a victim, counselor and observer. The victim told his/her story of loss while the counselor listened and the observer provided feedback on the counseling session. Upon completion of this exercise, the participants engaged in a brief discussion on those skills and qualities that are necessary to be an effective listener.

Following this exercise, the participants were divided into three groups based on their provinces. Each group then designed activities to help others cope with loss. These activities are described below:

**Krabi Province**

The participants from Krabi proposed developing a camp that would take place over three days. This camp would consist of activities to build positive group dynamics among the young participants that would in turn enable them to share their experiences of the tsunami or other natural disasters. Other activities would focus on skills development including coping with emotions and stress; creative and critical thinking; and decision making and problem solving. Many of these activities would be conducted by young people; however, technical assistance from trusted adults would be requested for discussions and activities related to coping with stress and emotions.
Phang Nga Province
Young people from Phang Nga also suggested developing a camp to help others cope with stress and loss. The camp would take place over five days and the content would be similar to that of the Krabi camp described above.

Ranong Province
The young people from Ranong Province proposed a series of periodic activities which would be conducted over several months in coordination with the Mental Health Units at provincial and district hospitals. Activities would include sporting activities as well as activities designed to support the development of skills to cope with emotions and stress; develop creative and critical thinking; and improve decision making and problem solving. The activities would primarily be conducted by young people as professional assistance is already provided through the mental health units.

Phuket Province
The participants from Phuket Province will develop a day camp seminar program upon return to their community. The camp seminar would use activities to build positive group dynamics and create a sharing environment. The situation that existed before and after the tsunami will be revisited from video clips and other electronic media. The participants would then be divided into small groups to share their experiences under the facilitation and support of a counselor/facilitator. Religious teachers (Islamic, Christian, Buddhist) will also aid in the development of coping skills through religious teachings.

Adult Discussion
On the afternoon of the Day Three, a discussion was held among the adult participants of the forum. The discussion began with a series of presentations on current efforts undertaken in each participating country.

The first presentation focused on earthquake relief efforts in Pakistan. A number of key points were discussed. The first was the manner in which a temporary school was established to provide educational services to young people in affected areas. The school was so successful that a number of the students who attended expressed their wish not to return to their original school building once it was reconstructed. The second part of this presentation focused on how young people themselves supported relief efforts in the aftermath of the disaster by giving blood, collecting supplies and distributing goods to families in the affected areas.

In addition, the response in Pakistan included the establishment of young people’s school-based programs and community clubs to provide both services to young people as well as involve them in recovery efforts. The programs focused on providing life skills to young people, protecting the rights of children and providing psychological support where indicated. In addition, it was noted that often in the aftermath of disasters, problem arise with regards to issues of adoption, so special efforts were also undertaken to safeguard the rights of children in such cases.
In the case of efforts in Thailand, it was reported that a great focus has been placed on providing psychological support. Services have focused primarily on coping with stress. This support, which is coordinated by a regional health center, is available from 35 hospitals throughout affected regions. Given the scope of the situation, it has proved quite challenging in addressing these issues. It is hoped that as efforts move forward, young people can play a role in providing support by using materials and programs that have been developed but are not reaching as many individuals as is necessary.

In Indonesia, the impact of recent disasters has been overwhelming. Many people were killed and injured. In addition, the damage to buildings and infrastructure has been massive. The government responded by establishing emergency schools and services. As a longer-term response, an effort was undertaken to introduce classes as part of science and social studies curriculum which focused on disaster preparedness. In addition, several other needs have been identified in Indonesia including the need to develop programs designed to promote critical thinking and other necessary skills for preparedness and coping with disasters; the need to provide teachers training in teaching such skills; and the need to provide guidelines and training to educators on methods for providing psychological support to young people.

While it was encouraging to note that a number of efforts are currently underway, the adult participants also advanced a number of suggestions for moving forward. One was the need to do a better job of using schools to provide both information and the necessary skills to deal more effectively with future disasters. It was also suggested that the media could play a key role in supporting public education in these two key areas. In the case of NGOs, it was clear that such organizations had a very important role to play as well, but it was cautioned that both NGOs and donor organizations should be mindful of treating those affected by disasters as not victims but partners in community recovery and rebuilding. It was also noted that governments have a critical role to play in dealing with future disasters and that it is incumbent on relevant government agencies to develop guidelines for preparedness as well as establish emergency plans for dealing with future disasters.

For example, it was pointed out that in disasters schools are often used to house those who have been displaced from their homes. While this is a necessary service to be provided in the aftermath of a disaster, it in turns displaces students and disrupts their education. It is therefore necessary to think ahead, and devise a plan for providing temporary shelter but not at the expense of disrupting young people’s education.

With regards to supporting the efforts of young people in dealing with disasters, it was clear that the adult participants all felt this was an important and essential area to address. It was noted that while the young people clearly stood ready to play a role, they very much needed and deserved the support of trusted adults. This support can come in many forms including: providing an organizational context for groups of young people to meet, plan and implement programs; direct support for program efforts in the form of financing and in-kind; technical support in skills development; and ongoing guidance in the areas of planning, implementation and monitoring.

In addition to providing these key points of support, it was also suggested that it will be important to advocate for additional support from local community members – especially the parents of the young people themselves. It was noted that while it is often the case that we attempt to reach young people through community leaders and parents, it might be more effective to directly engage young people and then work in partnership with them to reach out
to their parents and community members as well. This is a strategy that has been applied successfully in a number of areas within the region and it was the feeling of the adult discussants that this could be an effective strategy for not only building support for young people’s involvement, but also serve as a mechanism to provide the broader community information on preparedness and dealing with the aftermath of disasters as well.

Finally, it was noted that in order to sustain the involvement of young people over a significant period of time, consideration should be given to developing opportunities for vocational training that are linked to the various social programs we develop. In doing so, programs will not only retain young people for significant periods of time, but will also provide them with the skills they will need to move forward their lives in a productive, meaningful and enjoyable fashion.

DAY FOUR

Advocacy, Collaboration and Action Plans

On Day Four of the forum, the young people participants developed action plans to guide a series of post-forum activities with the support of the various organizations and donors that helped recruit and sponsor each country team. In addition, each country team also considered two other critical areas. The first was how they would advocate for young people’s involvement in disaster preparedness and recovery efforts in each of their respective communities. The second key area of consideration was how they could identify and enlist the support of key collaborators at both the national and local levels. These collaborators range from village leaders and community members to government agencies and donors.

Throughout the day, each team discussed strategies for advocacy; identified potential collaborators and developed plans for eliciting support from each; and developed an action plan that would be implemented in the months following the forum.

DAY FIVE

Presentation of Country Action Plans

On Day Five of the Young People’s Forum, each country team presented their respective action plans. In addition, the forum participants advanced a series of recommendations regarding the ways in which adults can support the role of young people in dealing with disasters and the aftermath. The following section presents each country action plan as well as the recommendations developed by the forum participants.
COUNTRY ACTION PLANS

Indonesia Action Plan

Klaten

Action Steps

1. Create and distribute informational brochure aimed at educating the community about the disasters and outlining the emergency readiness plan

2. Create and place posters and fliers that will inform the community of the importance of being ready in case the disaster strikes again and how to act when it does as well as contain simple visual information that can be understood by adults and young children

3. Involve local radio and television and work with them to create a disaster-readiness campaign

4. Involve local authorities (head of village) to ensure their support and ask them to provide facilities for current activities

5. Encourage local authorities to plan ahead and be ready to provide emergency supplies, temporary tents, and other supplies necessary for effective coping with the emergency situation

6. Contact local authorities and other important players to ensure their support and work with them to develop a plan to involve young people in emergency work in case of disaster

7. Conduct an educational seminar designed to educate the community about disasters and teach all community members how to protect themselves and others during and after the disaster

Collaborators

- head of the village
- local government
- local education authorities
- religious leaders
- organizations (local NGOs, UNICEF, Child Fund, USAID, Red Cross)
- emergency teams from local hospitals
- universities

Challenges

Challenge: lack of understanding of the importance of disaster education by community

Solution: involve local government and village authorities to ensure support and authority

Challenge: lack of funds in the local communities to carry out the educational activities

Solution: appeal to donor agencies for support with a detailed plan of action and proposal

Challenge: permission and facility allocation from the local authorities

Solution: involve local authorities and head of village by seeking permission and support
INDONESIA ACTION PLAN

ACEH

Action Steps

Participants from Aceh created a plan that emphasizes the role of young people in preparing for and coping with disaster situations which outlined several objectives that they would like to reach when they return to Aceh

1. Empower the delegation group (forum participants) to carry out the plan by conducting regular meetings (not less than one per month) among the participants and other young people from the community. In order to attract more young people from the community to join these groups the meeting organizers will consider serving lunch or snacks, as well as providing enjoyable activities

2. Promote making emergency preparedness a part of the extracurricular activities in schools

3. Spread the word about the importance of disaster readiness informally through socializing and formally by conducting trainings and seminars

4. Educate the community by conducting seminars for young people that can show them what roles they can play in case of disaster

5. Expand social and community networks and thus increase awareness about disasters, their aftermath and what a community can do to cope with them in a more effective manner

Collaborators

• seek support for facilities and space, equipment, funds and speakers from local government authorities, local organizations and NGOs, universities, education department, Ministry of Religious Affairs, hospitals, international funders (UNICEF, USAID, Red Cross, Child Fund and others)

• build partnerships with local organizations and government to ensure community support

Challenges

Challenge: negative community response due to misunderstanding and superstitions
Solution: be strong and believe in our mission and others will believe in young people
PAKISTAN ACTION PLAN

Action Steps

The team identifies their goals for the strategic plan as:

1. Make families and communities a safe place to live and to protect themselves against disasters
   - reach as many people as possible
   - contact local radio and television channels
   - organize meetings with donor agencies and local agencies working in the areas
   - conduct face-to-face trainings and meetings as these are more useful because people will remember what they hear
   - give correct information on how to cope with disasters to prevent damage from wrong concepts and myths

2. Pass life skills learned from the forum to the community in order to help people protect themselves and others from disasters
   - organize trainings on life skills for people from different groups such as doctors and teachers so that they can train others in their organizations
   - form a young people advocacy committee which will involve immediate family members, teachers and religious leaders to get their support
   - develop relationships with media, contact radio and television stations to conduct programs

3. Promote the idea of an emergency kit to prepare communities to deal with disasters
   - contact hospitals and doctor for first aid trainings
   - train community members on how to make emergency kits
   - compose a song about emergency kit in which the names of important items are listed

Collaborators

- work with donor agencies such as UNICEF, USAID and others for support

Challenges

Challenge: gaining permission from parents; limited time for activities due to school works; lack of transportation; and a lack of fund

Solution: involve parents, schools and the entire community in key activities as well as seek support from NGOs and funding agencies
Thailand Action Plan

Ranong

**Goal:** Young people and communities will have skills, especially decision making and problem solving, related to disaster preparedness & relief

**Objectives/Milestones:**

1. Awareness and skills development workshops in emergency preparedness & relief

2. Community mobilization activities to reduce impact in coastal emergencies, e.g. planting mangrove forests

3. Develop emergency preparedness kit

4. Monitoring and evaluation

**Steps:**

Awareness and skills development in emergency preparedness & relief

- establish young people network and working group
- resource mobilization
- coordinate resources such as facilitators, venues, materials

Community Mobilization Activities

- advocacy with community leaders and sub-district administrative offices
- resource mobilization
- site selection
- coordination of materials (trees)

Poster – Emergency support kit

- coordination with partners and printing company
- resource mobilization
- design and layout
- develop distribution plan

**Partners:** young people, sub-district administration offices, community leaders, schools, Thai Muslim Youth Association, UNICEF, local mental health units

**Suggested media:** posters which promote developing family emergency support kit which include important documents and other life saving materials
Thailand Action Plan
Phang Nga

Goal: Young people will have skills in disaster preparedness & relief

Objectives/Milestones:

1. Conduct an assessment of the needs of young people

Based on the findings of this assessment:

2. Develop and implement training workshops in disaster preparedness and relief

3. Develop media appropriate to the needs of young people and their families

Steps:

- establish young people network and working group
- resource mobilization
- advocacy for support from community leaders, organizations and public relations campaign
- workshop development
  - coping skills
  - problem solving
  - help and assistance seeking
- monitoring and evaluation of efforts

Partners: young people; sub-district administration offices; community leaders; Thai Muslim Youth Association; UNICEF, local mental health units

Suggested media: graphic stories with cartoon characters of coastal and sea animals
Thailand Action Plan

Krabi

**Goal:** Young people will have knowledge and skills in disaster preparedness and relief and disseminate these to others in their communities

**Objectives/Milestones:**

1. Emergency preparedness and relief camps for young people
2. Development of multi-media CD-Rom
3. Young people’s emergency preparedness efforts in their own communities

**Steps:**

- establish young people network and working group
- development of detailed plan
- resource mobilization
- workshop development
- coordinate resources such as facilitators, materials and venues
- advocacy and coordination with gatekeepers
- workshop implementation
- coordination of young people’s efforts in their own communities
- monitoring and evaluation of efforts

**Partners:** young people, sub-district administration offices, community leaders, schools, Thai Muslim Youth Association, UNICEF, local mental health units

**Suggested media:** CD-Rom providing messages on disaster prevention and relief through drama, song and documentation
Thailand Action Plan

Phuket

**Goal:** Increase awareness among young people and communities in disaster preparedness and relief through traditional cultural events

**Objectives/Milestones:**

1. Development of preparedness and relief messages and incorporation into traditional *Likay Hu-Lu*
2. Field Testing of *Likay Hu-Lu*
3. Advocacy and public relations plan and implementation
4. Community implementation
5. Monitoring and evaluation

**Steps:**

Development of preparedness and relief messages and incorporation into traditional *Likay Hu-Lu*

- establish young people’s working group
- resource mobilization
- coordinate resources and identify a master instructor
- conduct development workshop

Field Testing

- coordination with community leaders
- venue selection
- coordination of community feedback
- application of feedback

Community implementation

- development of an implementation plan and schedule
- coordinate transportation, venue and support materials

Monitoring and evaluation

- development of key indicators
- selection of communities
- report and apply key findings

**Partners:** young people, sub-district administration offices, community leaders, schools, Thai Muslim Youth Association, UNICEF

**Suggested media:** *Likay Hu-Lu* dramatic performance
RECOMMENDATIONS FOR FURTHER ACTION

On the forum’s final day, recommendations for future action were advanced by the young people and adult participants. These recommendations include:

1. Conduct national forums in each participating country as the first key follow-up activity to this regional forum. The country forums will offer opportunities to other young people to share perspectives as well as learn skills and engage in planning activities designed to engage young people in preparing and coping with disasters. The participants of this meeting should act as vanguards in moving forward these national forums with the support of concerned ministries, community-based organizations and relevant donors.

2. Infuse disaster preparedness into national curricula by using civics classes or other relevant subjects. This should be achieved under the direction – and with the guidance – of each respective Ministry of Education.

3. Develop structured and credible mechanisms in each country to support young people in their efforts to expand the impact of the forum. Existing organizations such as schools, universities and community-based organizations should lend their support.

4. Every educational institution should develop a disaster management unit which immediately undertake both short and long-term planning for preparedness for disasters as well as coping with the aftermath.

5. Periodically convene regional forums to both measure progress across the region, document lessons learned and expand the impact of young people on addressing this and other important issues.

6. Carry forward the good work of this forum in each respective country by moving to action on all key aspects of the program planning that was conducted by young people throughout the weeklong forum.

7. Establish a mechanism for tracking the progress of post-forum activities by establishing a website that not only provides resources but also facilitates ongoing communication among forum participants and concerned individuals.
SUMMARY OF PARTICIPANTS’ EVALUATIONS

As evidenced from the evaluation tallies presented in Appendixes Two and Three, the regional seminar was rated favorably by participants. For the meeting overall, 100 percent of those participants who responded rated the forum as satisfactory (with approximately 70% of participants giving the meeting the top rating of 5/5 for overall satisfaction and 30% giving the meeting a rating of 4/5). With regard to the ratings for individual sessions, a similar positive pattern can be observed for the rating of overall satisfaction with each daily session (Day One 91%; Day Two 93%; Day Three 96%; Day Four 89% and Day Five 96%).

Regarding the comments made by participants, many positive statements were advanced. There were also instances where weaknesses were cited. In addition, participants provided comments on ways in which they would recommend revising the forum as well as ways in which young people could be provided follow-on support to the forum meeting.

With regards to those aspects of the forum they found most helpful, a number of key areas were addressed. One of the comments mentioned most was that the forum provided young people with an opportunity to share their experiences with others (especially in group sessions). Another popular response was that the forum allowed participants to learn and practice new skills (such as critical thinking and listening skills). Still others mentioned that the most helpful aspect of this event was providing information on how to protect themselves as well as others in emergency situations. Finally, a number of participants said they appreciated the opportunity to develop action plans that they could use to guide future activities in their communities upon return to their respective countries.

In the case of those aspects of the forum that were least helpful, one point raised by a number of participants was the difficulty of providing adequate translation throughout the seminar. The other most mentioned item was the difficulty of saying goodbye to the forum participants at the conclusion of the weeklong event. Another area cited was a lack of participation by fellow participants and a lack of self-involvement at times; but it should be noted that both of these comments were advanced by two individuals and did not appear to be a common feeling of the participants as a whole. Also, one individual mentioned that they found the cultural performances by each country least helpful, but by contrast a number of other participants mentioned these performances as one of the most enjoyable aspects of the forum.

With regard to ways in which the forum could be revised, two major suggestions were advanced. One was to consider using more mixed groups throughout the forum (as opposed to working in country groups). A second key suggestion was to replicate the forum both regionally as well as at the country level. Other suggestions included involving more translators in the future; finding a way to involve parents and teachers; providing an opportunity for every participant to speak before the large group; lengthening the forum so more topics could be discussed; and developing an international network to follow-on the forum activities and support the implementation of the country action plans that were developed throughout the week.
Finally, participants offered a number of recommendations on what additional assistance would be useful now that the forum was completed. Some participants suggested that programs be undertaken to continue supporting skills developing in the areas of public speaking and other related skills. Still others requested support in the development of educational materials that could be used in local presentations. Others suggested that advocacy could be conducted to support young people’s involvement in disaster relief as well as in addressing other key social issues. Others mentioned the need to continue to provide young people information related to disaster preparedness as well as information on all of the other issues affecting young people today. Still others suggested it would be important for key donors such as USAID, UNICEF and the Red Cross to support their efforts with the necessary funds to sustain programs developed by young people at the local level. Finally, it was mentioned by several participants that it will be important to secure the direct support of parents, community members and local NGOs to move forward the implementation of the action plans developed during the forum.

The following three appendixes provide a daily agenda for the weeklong forum; a tally of participant evaluations and comments; and a country-by-country breakout of participant evaluations.
Appendix One

Seminar Schedule
Disasters and the Aftermath:
Building Young People’s Life Skills for Health and Education

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day One Morning</strong></td>
<td>➢ <strong>Opening Session</strong> (forum)</td>
</tr>
<tr>
<td></td>
<td>9:00 Official Greetings and Welcoming from MoPH</td>
</tr>
<tr>
<td></td>
<td>9:15 Remarks from UNICEF and EDC</td>
</tr>
<tr>
<td></td>
<td>9:30 Group Photo</td>
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<tr>
<td></td>
<td>9:45 Introduction of Staff and Overview of Workshop</td>
</tr>
<tr>
<td></td>
<td><strong>10:30 Morning Break</strong></td>
</tr>
<tr>
<td></td>
<td>10:45 Introduction of Participants (small group activities)</td>
</tr>
<tr>
<td></td>
<td><strong>12:00 Lunch</strong></td>
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</tbody>
</table>

**Day One Afternoon**

<table>
<thead>
<tr>
<th><strong>Presentation of Young People Consultations</strong> (forum)</th>
</tr>
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<tbody>
<tr>
<td>12:45 Overview of Consultation Reporting Process</td>
</tr>
<tr>
<td>13:00 Country Report #1</td>
</tr>
<tr>
<td>13:45 Country Report #2</td>
</tr>
<tr>
<td><strong>14:30 Break</strong></td>
</tr>
<tr>
<td>14:45 Country Report #3</td>
</tr>
<tr>
<td>15:30 Small Group Discussion on Similarities &amp; Differences</td>
</tr>
<tr>
<td>16:15 Small Group Reports</td>
</tr>
<tr>
<td>17:00 Wrap Up</td>
</tr>
<tr>
<td><strong>17:15 Day One Ends</strong></td>
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</table>
**Disasters and the Aftermath:**
*Building Young People’s Life Skills for Health and Education*

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>➤ <strong>Day Two Morning</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Module One: Providing Information to Others</strong></td>
</tr>
<tr>
<td></td>
<td>8:30  Morning Meeting (forum)</td>
</tr>
<tr>
<td></td>
<td>9:00  Developing Effective Materials (country team)</td>
</tr>
<tr>
<td></td>
<td><strong>10:15 Break</strong></td>
</tr>
<tr>
<td></td>
<td>10:30 Designing Effective Presentations (country team)</td>
</tr>
<tr>
<td></td>
<td><strong>12:00 Lunch</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Day Two Afternoon</strong></td>
</tr>
<tr>
<td></td>
<td>12:45 Practicing Presentation Skills (country team)</td>
</tr>
<tr>
<td></td>
<td><strong>14:15 Break (extended for informal networking)</strong></td>
</tr>
<tr>
<td></td>
<td>14:45 Next Steps for Providing Information (country team)</td>
</tr>
<tr>
<td></td>
<td>15:45 Sharing Your Plans for Next Steps (mixed team)</td>
</tr>
<tr>
<td></td>
<td>16:45 Wrap Up (forum)</td>
</tr>
<tr>
<td></td>
<td><strong>17:00 Day Two Ends</strong></td>
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### Day 3

<table>
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<th>Time</th>
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<tr>
<td><strong>Day Three Morning</strong></td>
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</tr>
<tr>
<td>8:30</td>
<td>Morning Meeting (forum)</td>
</tr>
<tr>
<td>9:00</td>
<td>Effective Helping Skills (country team)</td>
</tr>
<tr>
<td>9:50</td>
<td>Practice Session on Helping Skills (country team)</td>
</tr>
<tr>
<td>10:30</td>
<td>Break</td>
</tr>
<tr>
<td>10:45</td>
<td>Designing a Workshop to Help Others Cope (country team)</td>
</tr>
<tr>
<td>11:30</td>
<td>Next Steps for Helping Others Cope (country team)</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td><strong>Day Three Afternoon</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultural Visit for Young People and Chaperones (Grand Palace)</td>
</tr>
<tr>
<td></td>
<td>Adult Participant Discussion on Country Experiences and Moving Forward in the Region</td>
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<tr>
<td></td>
<td>Dinner Cruise for Adult Participants</td>
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## Day 4

### Topic

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<tr>
<th>Time</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Module Three: Advocacy, Collaboration &amp; Action Plans</strong></td>
</tr>
<tr>
<td></td>
<td>8:30 Morning Meeting (forum)</td>
</tr>
<tr>
<td></td>
<td>9:00 Discussion on How to Conduct Advocacy (country team)</td>
</tr>
<tr>
<td></td>
<td>9:45 Planning an Advocacy Strategy (country team)</td>
</tr>
<tr>
<td><strong>10:30</strong></td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td>10:45 Identifying Potential Collaborators (country team)</td>
</tr>
<tr>
<td></td>
<td>11:30 Enlisting the Support of Others (country team)</td>
</tr>
<tr>
<td><strong>12:00</strong></td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>12:45 Developing Action Plans Part 1 (country team)</td>
</tr>
<tr>
<td><strong>14:30</strong></td>
<td>Break (extended for informal networking)</td>
</tr>
<tr>
<td></td>
<td>15:00 Developing Action Plans Part 2 (country team)</td>
</tr>
<tr>
<td></td>
<td>16:45 Wrap Up (forum)</td>
</tr>
<tr>
<td><strong>17:00</strong></td>
<td>Day Four Ends</td>
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**Disasters and the Aftermath:**

*Building Young People’s Life Skills for Health and Education*
### Disasters and the Aftermath:
#### Building Young People’s Life Skills for Health and Education

<table>
<thead>
<tr>
<th>Day 5</th>
<th>Topic</th>
</tr>
</thead>
</table>
| **Day Five Morning** | ➢ *Sharing Action Plans, Reactions and Potential Areas of Support* (forum)  
8:30 Presentations of Country Action Plan  
**11:15 Break**  
11:30 Reactions to Actions Plans and Potential Support  
**12:00 Lunch** |
| **Day Five Afternoon** | ➢ *Final Recommendations & Closing Ceremony* (forum)  
13:30 Recommendations for Future Action  
14:00 Finals Comments  
14:15 Closing Ceremony (forum)  
**14:30 Forum Ends** |
Appendix Two

Evaluation Tally for All Participants
Bangkok Young People’s Forum

Disaster and the Aftermath:
Building Young People’s Life Skills for Health and Education

Dates: April 30 - May 4, 2007

Seminar Evaluation

Day One: Presentations of Country Profiles

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<th>Neutral</th>
<th>Somewhat Dissatisfied</th>
<th>Very Dissatisfied</th>
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<td>11</td>
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<td></td>
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<tr>
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<td>10</td>
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<td>32</td>
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<td>4</td>
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Frequency of response for each of the following responses is noted in parenthesis

What did you like most about this session?

Indonesia
- Meet people from other country (9)
- Introduction & games (4)
- Share experience (2)
- Puzzle exercise (1)
- Practice presentation skills (1)

Pakistan
- Presentation from Pakistan (4)
- Introduction and games (4)
- Icebreaker activity (2)
- Scavenger hunting (2)
- Meeting people from other countries (3)
- Sharing experiences (3)
- Rising confidence level of all participants after the introduction (1)

Thailand
- Puzzle exercise (9)
- Introduction & games (5)
- Meeting new friends from other countries (10)
- Country presentations (2)

What did you like least?

Indonesia
- Group discussions went too long (1)
- Language barriers (6)
- Not enough time for presentation (1)
- The content of the presentation from other countries was confusing (6)
**Pakistan**
- There was nothing that we could like less (1)
- Presentation from Indonesia because I couldn’t understand it (1)
- Could not understand presentation from Thailand (1)
- Failure on technical grounds to not show the movie clips from Pakistan (1)
- Sharing personal information such as date of birth (1)
- Puzzle game (1)
- Group work conducted in the end (1)
- Dinner (1)

**Thailand**
- Translation – didn’t have enough translators and room arrangement didn’t support the translation (6)
- Country presentations were not quite clear (5)
- Didn’t understand the language during the introductions (1)
- Country mixed group due to language barrier (1)
- Introduction of related agencies (2)
- Introduction of each participants wasn’t formally carry out (1)
- Air conditioning was too cold (1)
- Sitting and listening to lectures (5)
Day Two – Providing Information to Others

<table>
<thead>
<tr>
<th></th>
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<th>Somewhat Dissatisfied</th>
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<td>30</td>
<td>20</td>
<td>4</td>
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</table>

What did you like most about this session?

**Indonesia**
- Opportunity to speak in front of people (4)
- Increased presentation skills (6)
- Pakistani cultural performance (4)
- Meeting people from other country (1)
- Sharing our thoughts (2)

**Pakistan**
- Listening to our national anthem in another country (1)
- Group presentations (3)
- Welcome performance of Pakistan (2)
- Presentations of Pakistan and Thailand (1)
- Learned some great points from Thailand’s presentation (1)
- Cultural performance of Pakistan (1)
- Mixed group presentations while working together (1)
- Meeting young people from other countries (1)
- Abdul Razzaq’s song (1)
- Distribution of groups (1)
- Singing my national anthem (1)
- Question/answer session (1)
- Group discussions (1)
- I learnt how to patiently listen to help solve others’ problems (1)

**Thailand**
- Pakistan cultural performance (11)
- Information on the disaster preparedness (6)
- Participate and work in group (1)
- Presentation of each small group [of each province] (2)
- Exchange experience, thought and idea among participants (4)
- Environment that encourage the participation of young people, but not force (1)
- Develop IEC materials based on community information (2)
- Feel good to receive opportunities and understanding from organizers (1)

What did you like least?

**Indonesia**
- Language barriers (2)
- Lack of mixed countries group discussion (3)
- Lack of opportunity to ask (1)
- Information given was not clear (5)
- The discussions went on for too long (2)
- Boring (1)
Pakistan

- Everything was really good (5)
- Breaking of our group into several other groups (2)
- Activities got stretched (1)
- Boredom owing to length of activities (1)
- Lack of seriousness in the group’s members (1)

Thailand

- Translation – didn’t have enough translators (3)
- Difficult to understand in mixed country groups (5)
- Working in the large group (4)
- Didn’t like small group work that had to talk, think and share. But understood that the facilitators would like us to learn and think (1)
- The whole session for this day was too long (1)
- Couldn’t hear when some speakers spoke (1)
- Presentation’s time was too short (3)
- Less time for discussion (2)
Day Three – Helping Others Cope with Stress and Loss

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<tr>
<td>Opportunity for questions/discussion</td>
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<td>4</td>
<td>5</td>
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<tr>
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<td>27</td>
<td>25</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

What did you like most about this session?

**Indonesia**
- Being able to help other people (3)
- Receiving lesson on effective communication (1)
- Cultural visit (8)
- I was able to present Indonesian culture (3)
- I was able to give a presentation (1)

**Pakistan**
- Cultural dances (1)
- Learnt a lot from Indonesia’s welcome program (1)
- We polished our skill to listen to others (1)
- The activity to help others made us learn this art (1)
- Dances from Indonesia team (3)
- Indonesian game played with us (1)
- I was able to gather new information (1)
- I learnt new techniques of effective communication and learning skills (2)
- Welcome program by Indonesia (2)
- The activity to improve listening skills (1)
- Learnt the art of helping others in distress (1)
- Indonesian gift dance (1)
- The role-play session (1)
- I learnt that body language plays a vital role in sending positive signal to others (1)

**Thailand**
- Indonesia cultural performance (6)
- Learn idea of others in the mixed group (1)
- Learn about active listening (1)
- Learn how to help others and how to deal with disasters (5)
- Cultural visit (10)
- Good explanation and support from facilitators – it was not too stress (1)
- Feel great when adults provided us opportunities to present and say what we want (1)
- Sharing among and working with other participants (3)
- Today had more interesting content (1)

What did you like least?

**Indonesia**
- Sharing my problems (2)
- Language barriers (1)
- Lack of mixed country group discussions (2)
- Difficulty in looking into other people’s eyes and hearts (2)
- The group discussion went on for too long (3)
- Planning the workshop (2)
- Break time was too short (1)
- Session was unclear (2)
Pakistan

- The formation of country groups (1)
- All activities should have been in mixed groups (1)
- Language barriers (4)
- Lack of seriousness among few participants in the Pakistan team (1)

Thailand

- Didn’t really understand the practice of communication skills held today (5)
- Less time and didn’t get enough information during the cultural visit (1)
- Presentation to the large group (1)
- Did not understand some presentations (1)
- Role play (3)
- Too soft voices of representatives of some groups (1)
- Some topics/content for discussion was too complex (1)
- Language barriers (1)
- Would like to learn English (1)
Day Four – Advocacy, Collaboration and Action Plans

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What did you like most about this session?

**Indonesia**
- Understanding advocacy (7)
- Learning how to make an action plan (4)
- When I gave my presentation (3)
- Sharing my thoughts (1)
- Thailand's cultural performance (1)

**Pakistan**
- Song, dance and games (1)
- Thailand’s cultural performance (6)
- Thailand’s country presentation (2)
- I learnt how to train others (2)
- I learnt why and how to do something to help others (1)
- Understanding advocacy and knowing the problems at hand (1)
- Sharing information with young people from other countries (2)
- Preparing action plans (1)
- Visit to the Grand Palace (1)
- Interest, group work and planning of Thailand and Indonesian teams (1)

**Thailand**
- All facilitators were friendly (1)
- Thailand cultural performance (14)
- Learn how to develop a community project (2)
- Felt glad to have opportunities to present ideas about activities that adults agreed and supported (2)
- Support from facilitators in doing group work (1)
- Got more detailed content and information on today’s topic (1)
- Participants seemed to be able to discuss more complex issues (1)
- Environment that encourage participation of participants (1)
- Sharing among participants (1)
- Learn how to work together and learning how to develop the project (2)

What did you like least?

**Indonesia**
- Small group discussions (1)
- Language barriers (1)
- Lack of mixed countries group discussions (2)
- The group discussion went on for too long (2)
- Lack of involvement from the participants (3)
- Designing the action plan (3)
- Planning the workshop (1)
- The method of presentation was not interesting (1)
- Boring (1)
Pakistan
- There was no fun activity (1)
- I was unable to enthusiastically play a role during some part of the day as I was unwell (1)
- The games we played (1)
- We did not get the chance to deliver our presentation to all the participants (1)

Thailand
- Too much information – felt stressful (1)
- Time for small group discussion was too short (1)
- Sessions using analytical, and critical skills were quite difficult (2)
- Issues related to resource and capital were difficult to understand (2)
- Didn’t have adequate information for group work (1)
- Presenting to the large group (7)
- Didn’t understand some points in the presentation and some presenters talked in a very soft voice (1)
- Some questions were too difficult to understand (1)
- Would like to learn English (1)

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What did you like most about this session?

**Indonesia**
- Sharing action plans (3)
- Being able to comment on the workshop (1)
- Indonesia gave a good presentation (3)
- Chance to present (1)
- Hear action plan from other countries (2)
- Knowing what we can do (1)
- Going home (1)
- Receiving certificate (1)

**Pakistan**
- Presentation of Pakistan for its colorfulness and points identified (3)
- Action plan that we prepared for implementation when we go back to our country (1)
- Reflection session of what we learnt during the forum days (1)
- The thought that we will now implement the action plan in our country (1)
- Presentation from Thailand team (1)
- Thailand team’s idea to form a character and use it through media (1)
- Sharing action plans (1)
- Knowing what to do in the case of disasters (1)
- The style of presentation from Thailand (2)
- Sharing of action plans and I learnt a lot about their thoughts (1)
- I learnt information on life skills (1)
- Giving presentation to others (1)
- When the seniors/adults shared their views (1)
- Presentation of Indonesia (1)
- Action plans of other countries was very informative (1)

**Thailand**
- Country presentations and sharing (15)
- Learning about disaster preparedness from other countries (4)
- Have opportunities to express ideas and thought (1)
- Presentation of provincial plans (2)
- Receiving certificate (1)
- Facilitators and all foreigners and were very nice (1)
- Thank you for every thing (1)

What did you like least?

**Indonesia**
- Language barriers (2)
- Saying good-bye (6)
- Difficulties in finding words for presentation (1)
- The adult speeches were confusing (3)
Pakistan
- Nothing could be disliked as everything was very well performed (2)
- The fact that the forum was over and it is the last day (1)

Thailand
- Time was too short for country presentations and sharing (3)
- Still had some unclear information from country presentations – need more time (2)
- Sitting and listening to lecture (4)
- Speakers spoke too fast and it was difficult for translators to capture all points (1)
- Translators were not adequate (1)
- Too little time for farewell among young people (1)
OVERALL SATISFACTION WITH THE FIVE-DAY SEMINAR

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Participant rating for each category shown below:

28  13  

What were the most helpful features of the five-day forum?

**Indonesia**
- I can share my experiences (5)
- I can learn new things (3)
- I can practice my presentation skills (5)
- I could help other young people (1)
- I learned how to protect myself (1)
- I can learn English (1)
- Introduction (1)

**Pakistan**
- I learnt the means to guide others on how to prevent damage to lives and property in the case of disaster (6)
- I prepared an action plan and now work on it in my area (1)
- I learnt different ways to run our program in my country (2)
- I learnt about preparing an emergency kit (2)
- Learnt the efficacy of participatory learning by becoming part of all activities (2)
- It was a unique experience (1)
- Presentation skills (4)
- I learnt so much that I had not known before this forum (1)
- Information sharing with other participants (2)
- Style of introduction was very attractive (1)
- Country presentations (1)

**Thailand**
- Group work was a good way to learn from one another and work in groups was important (3)
- Exchange in mixed country group (1)
- Learning about disasters could lead to ways to deal with them (3)
- Gain knowledge provided in the forum (2)
- Learn how to develop projects that could be implemented in communities and by young people (2)
- Gain more information and learn how to develop projects that will be useful for the provinces (7)
- Steps to help develop projects and planning (4)
- Practice critical, listening and thinking skills (1)
What were the least helpful features of the five-day forum?

**Indonesia**
- Language barriers (2)
- Nothing (2)
- Saying good bye to colleagues from other country (6)
- Lack of participants involvement in the sessions (1)
- The sessions on how to design a workshop (1)

**Pakistan**
- I couldn’t find anything that was less helpful (6)
- More forums of similar nature should be conducted for further learning and experience sharing (1)
- Language barrier (1)

**Thailand**
- Translator were not adequate (2)
- Country mixed group (2)
- Performance of each country (2)
- Sometime –I paid less attention (2)

Please write any additional comments or suggestions that you might have to improve the quality of the forum.

**Indonesia**
- Please make another forum (1)
- More mix country group discussions (7)
- More time (1)
- The closing ceremony to be more intimate (1)
- More clarity in giving information (1)

**Pakistan**
- The young people should form an organization which should help spread information (1)
- It would be more helpful if we could mix all the three country teams and then share our thoughts during the activities (1)
- We could learn more with mixed groups instead of country groups (1)
- Cooperation of parents would help a lot (3)
- Cooperation of teachers (2)
- Thorough information about my area where I would want to implement my action plan (1)
- We need to create a list of topics so every participant gets the chance to express his/her thoughts (1)
- Every participant should be given an opportunity to come on the stage to talk to everyone and introduce him or herself (2)
- Forum rules should be laid down prior to its initiation so that there are less interruptions (1)

**Thailand**
- Would like to get all information of discussion points (1)
- Increase number of translators (1)
- Organize sessions with parents to increase understand between parents and adolescents (1)
- Increase number of days for the forum (2)
- Organize this type of session again as it was a very good lessons learned (6)
- Reduce some difficult topics (1)
- Increase participation of all young people participants (2)
- Develop internal/international network (1)
What additional information/assistance would be useful as you move forward the action plans you have developed at the forum?

Indonesia
- I need to learn English (1)
- I need support for public speaking skills (11)
- Team work in our area (1)
- Support from USAID, UNICEF & Red Cross (2)
- Information about donors in our area (2)
- Support in conducting the workshop we are going to make in our area (1)

Pakistan
- Support from community to conduct our workshop in our country/areas (3)
- We need the support of our parents (5)
- Encouragement from the community (6)
- Cooperation of different government institutions (2)
- Cooperation of NGOs (3)
- Interest of the general public in the cause (2)
- Participations of teachers (2)

Thailand
- Increase support of adults toward young people (1)
- Funding (1)
- We didn’t have adequate knowledge (1)
- Support from agencies and adults in implementing projects (6)
- Development of IEC materials, tools and kits (4)
- Provide additional information and content related to tsunami (2)
- Follow up after the forum to provide additional information (3)
Appendix Three

Evaluation Tally by Country
### Country Team Tally

#### Indonesia

**Day One: Presentations of Country Profiles**

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**Day Two – Providing Information to Others**

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**Day Three – Helping Others Cope with Stress and Loss**

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Participant rating for each category shown below:

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Country Team Tally

Pakistan

Day One: Presentations of Country Profiles

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Day Three – Helping Others Cope with Stress and Loss

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**OVERALL SATISFACTION WITH THE FIVE-DAY SEMINAR**

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Participant rating for each category shown below:

| 10 | 1   |   |   |   |
Country Team Tally

Thailand

### Day One: Presentations of Country Profiles

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### Day Two – Providing Information to Others

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### Day Three – Helping Others Cope with Stress and Loss

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### Day Five – Sharing Action Plans, Identifying Resources, Final Recommendations and Closing

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Participant rating for each category shown below:

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