



*Disasters and the Aftermath:
Building Life Skills for Health and Education*

Country Consultations Summary Report

Bangkok, Thailand



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YOUNG PEOPLE'S FORUM

Disasters and the Aftermath:

Building Young People's Life Skills for Health and Education

Country Consultations Summary Report

BANGKOK, THAILAND

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Disasters and the Aftermath:

Building Young People's Life Skills for Health and Education

Country Consultations

Summary Report

BACKGROUND

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. While many countries throughout the region have suffered, Indonesia, Pakistan and Thailand have been particularly affected by such events.

In order to engage young people from these three countries as active participants in dealing with future disasters, as well as other relevant issues, a regional forum on *Disasters and the Aftermath* has been convened in Bangkok, Thailand for the week of April 30 – May 5, 2007. The forum provides a context for participants to exchange perspectives, as well as provides 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 disasters and other stressful situations. In addition, forum participants will develop action plans to guide follow-on activities in their respective countries. These activities – which will serve to extend the impact of the regional forum – will focus on assisting young people and their families, as well as supporting and strengthening local systems such as schools and community-based organizations.

The forum involves young people who have been recruited from established youth programs in each of the participating countries, and who have expressed interest in being involved in young people-led initiatives. One important aim of the forum is to provide these young people an opportunity to share their thoughts regarding those issues of importance to young people today. In addition to asking participants to share their views, a series of country consultations with other young people have been conducted in each country. The purpose of conducting these consultations was to expand the degree of input of young people from each country regarding the challenges they face and the various ways in which they deal with each. This document provides a regional summary of the overall consultation results as well as county-by-country summaries of each consultation process and findings.

In reviewing the consultation results, it was interesting to see the degree to which the ideas the young people presented are not necessary new. Many of their comments are in fact the same points one would find in a review of recommended strategy and approaches for addressing such issues. What is noteworthy is that not only did the young people who participated in the consultations intuitively focus on activities that have been shown to be effective; they also have expressed their willingness to play a role moving forward efforts to put these measures in place. In doing so, they will not only provide valuable support for other young people but for their families and entire communities as well.

Section One

Regional Summary of Country Consultations



INTRODUCTION

In reviewing the information that was compiled in the country consultations with young people, two points are evident. The first is that there is a great deal of similarity regarding young people's perspectives. These similarities pertain to both the major issues affecting their lives as well as the nature and effectiveness of current responses within the region. In addition, there is a general sense of consensus on the kinds of activities and program initiatives that should be undertaken to support young people and others in dealing with future disasters, as well as other relevant issues which affect each of their communities.

The second key point that has emerged is that the young people we spoke with are more than willing to play an active role in addressing the issues of concern for their respective communities. Further, they are quite willing to undertake this role in partnership with trusted adults; in fact, in many instances they indicated that the degree to which their efforts would be successful relied heavily on having appropriate adult guidance and support.

Adults can receive the information presented in this report in a number of ways. One reaction could be to dismiss it as the sincere, yet uninformed opinions of young people. A second would be to embark on an effort to conform all program approaches to the advice provided. Yet as is often the case, the best response is perhaps somewhere in the middle. The perspectives of young people are invaluable but should be balanced with our collective understanding of what well-designed programs have demonstrated as effective practices.

As stated previous, much of the information the young people have provided in these consultations does in fact reflect the same good practice that is currently promoted for dealing with disasters and other social issues. This being the case, it is reasonable to assume that a number of the suggested activities they have poised can be undertaken with confidence that these efforts will contribute to improved capacity to support young people and their communities. As a result of such an undertaking, a number of key benefits will be accrued.

First, it will benefit the young people themselves. On the one hand, simply having the opportunity to support rebuilding efforts is the best therapy that we can offer in terms of dealing with the feelings of helplessness that ensue when disasters occur. In addition, through the development of new programs, young people will benefit from an increase in services that will be designed and implemented based on a clear understanding of their needs and concerns. Secondly, the involvement of young people will benefit the entire community in that they will bring a great deal of energy and commitment to bear on this situation by playing a role in support of all aspects of recovery activities and social development. Finally, and most importantly, their involvement will ensure the longer-term development of support systems that will benefit affected areas in years to come. The young people of today are the community leaders and professionals of tomorrow. By actively involving them in current efforts, we will develop a cadre of individuals who will provide the leadership and human capacity to continue to build systems of support for young people, families and their communities for years to come.

The following four sections summarize young people's views on the important issues currently facing young people; indicated responses; the role of schools in supporting such responses; and the ways in which young people can play a direct role in developing programs and activities designed to support themselves, their families and other community members.

IDENTIFYING KEY ISSUES

The following exhibit provides an overview of the key issues identified by the young people who participated in the country consultations. *Section Two: Summary of Country Consultations* presents a full summary of the results of each country's consultation discussion on these key issues as well as additional information on all the key topics discussed throughout Section One.

EXHIBIT ONE (1 of 3)

Summary of Issues Identified by Young People

Key Area	Indonesia	Pakistan	Thailand
Disasters	<p>The tsunami has left many young people profoundly sad about the losses they experienced</p> <p>Many are hopeless regarding the future</p> <p>Some young people have stopped going to school</p> <p>Young people are fearful that a disaster will strike again</p> <p>Others feel this is a lesson from God and noted that after the disaster many returned to the Mosques to pray</p>	<p>Many have died, been injured, lost loved ones and have been left homeless</p> <p>In addition to physical damage, the psychological damage has been great</p> <p>Added stress has led to conflicts in families and violence in communities</p> <p>Unemployment has increased</p> <p>Disasters create opportunities for people to exploit the situation and compound suffering</p> <p>Many children (especially those who were orphaned) had to suspend education</p>	<p>Homes and equipment for earning income were washed away by tsunami</p> <p>Environment changes such as decreased fishing lead to decreased incomes</p> <p>Water supplies were compromised</p> <p>Only limited information was given regarding how to prepare for -- and deal with -- future disasters</p> <p>The sense of unity in the community is less than before the tsunami and people tend to think about their personal benefit rather than the community</p>
Health	<p>Young people are concerned with high levels of drug use</p> <p>They also fear that HIV/AIDS is spreading throughout Indonesia</p> <p>Many have experienced loss and feel a great sense of sadness and stress</p>	<p>Need for adequate hospitals & health care in rural areas</p> <p>Need to keep local villages hygienically clean</p> <p>Increased use of drugs and tobacco products as a result of lack of government efforts to curb the use of each</p> <p>Lack of adequate supplies of drinking water in rural areas</p>	<p>Drug use was mentioned as a problem among youth (15 years old and above) with the age of first use decreasing</p> <p>Young people in some communities mentioned that violence was on the rise in form of fights which involved boys versus boys as well girls versus girls</p>

EXHIBIT ONE
(2 of 3)

Summary of Issues Identified by Young People

Key Area	Indonesia	Pakistan	Thailand
Education	<p>Parents feel religion is more important than education but young people see religion and education equally important</p> <p>Young people are worried they will not have enough resources to finish their education</p> <p>Some teachers push students too hard and can be psychologically and physically abusive</p>	<p>Absence of good basic education in many areas</p> <p>Lack of strong administrators and teachers in many schools</p> <p>Need for more extra curricula activities</p> <p>Need for greater access to higher education (for girls as well as boys)</p>	<p>Many young people would like to pursue higher education, but the most important factor to determine this will be the financial situation of their families</p> <p>Opportunities for higher education are limited</p> <p>Girls tend to pursue higher education as opposed to boys who tend to work with their families</p>
Family	<p>Young people feel that their families don't treat them fairly and that communication is poor</p> <p>Young people are exposed to domestic violence and fear the impact it has on their families</p> <p>Parents can be over-protective since the tsunami and earthquake</p> <p>Parents don't take the views of young people seriously and doubt their ability to contribute to addressing important issues</p>	<p>Domestic violence is a problem as is poor communication</p> <p>There is a growing generation gap between parents and young people</p> <p>Lack of parent supervision leads young people to poorly manage time and engage in bad behaviors</p> <p>Parents are not doing a good job of passing along religious values</p>	<p>Some families support their children to go to school but the children don't want to go while in others children want to go to school, but parents don't support them</p> <p>Young people would like to pursue higher education, but the most important factor for them will be the financial situation of their families</p> <p>Young people just follow the occupation of their parents because they don't have opportunities to learn new skills that would help them improve jobs and income</p>

**EXHIBIT ONE
(3 of 3)**

Summary of Issues Identified by Young People

Key Area	Indonesia	Pakistan	Thailand
Peers	<p>Many peers engage in unhealthy behaviors such as drugs, gambling and premarital sex</p> <p>Some young people are turning away from their religion</p> <p>Other young people engage in crime due to poor economic conditions</p> <p>Increased availability of pornography</p> <p>Many young people carry on relationships with the opposite sex in secret fearing parental and community disapproval</p>	<p>Young people should focus more on their studies</p> <p>Upon completion of school young people find it difficult to get adequate employment</p> <p>Many of the better employment positions are reserved for people who come from upper class families so middle and lower class young people cannot break the cycle</p> <p>Young people who cannot get decent jobs turn to crime and violence</p> <p>Media has a bad influence on young people</p>	<p>Boys who tend to have more free time gather together and drive motorbikes around communities</p> <p>Some boys participate in motorbike racing with other groups of young people as well</p> <p>For younger adolescents -- in particular those at the age from 12 to 14 years old -- many of them tend to play games (on the Internet), particularly during school semester breaks</p>
Society/ Community	<p>Young people are worried about prospects for future employment</p> <p>They are concerned about overall security</p> <p>Poor transportation compromises all aspects of daily life</p>	<p>Unemployment and poverty are big issues</p> <p>Need for a greater sense of discipline and civil society</p> <p>Need to end corruption</p> <p>Need to find ways to share resources among all members of society</p> <p>Gender disparity affects education, employment and social relationships</p>	<p>Employment options are limited</p> <p>Many young people go to work with their families to earn extra money for school and then continue in their parents occupation as they grow older</p> <p>Limited opportunities to learn additional skills that will help improve their occupation and income</p>

DEVELOPING EFFECTIVE RESPONSES

In examining ways in which these and other relevant issues could be addressed, the young people who participated in the consultation process advanced recommendations in a number of important areas. Again, it should be noted that many of young people we spoke with expressed their interest in playing a role in helping to provide the services suggested in this section. Some of the ways in which they felt they could play a supportive role were as peer educators and counselors, advocates, fund raisers, community volunteers and by sharing their experiences with other young people. More of their specific suggestions on young people's roles will be discussed in a subsequent section.

Services for Young People

The first set of recommended actions was with regards to providing direct services to young people. For example, a number of participants suggested it would be important to provide young people with information regarding the ways in which they can prepare for disasters as well as how to cope with the aftermath of such an event. This information could range from strategies regarding what to do during an emergency to offering courses on emergency response and basic first aid.

In addition to providing information specifically related to disasters, the young people also suggested that information should be made available on a variety of other health and social issues affecting their lives including drugs, tobacco use, sexual relationships, HIV/AIDS, suicide prevention and dealing with stress. It was also suggested that while providing this information would be an important first step, it would also be necessary to provide opportunities for young people to learn and practice life skills (such as critical thinking, communications skills and decision making) that will equip them to better cope with disasters and other threats to their health and well-being.

It was also suggested that it would be important to provide young people with extra curricula activities to augment their classroom instructions as well as help them manage their free time in a productive manner. For example, it was suggested that extracurricular activities could be offered in schools and communities that focused on sports, arts, crafts, computer training, English classes and how to establish self-employment opportunities.

Another area of focus was the opportunity to support young people in conducting advocacy activities with the media, government officials and general public. Many felt the consultation process was a first good step in that it provided an opportunity for young people to voice their concerns; but they also suggested that this process should be repeated on a periodic basis and that the information gathered should then be used to support ongoing advocacy efforts on the part of young people.

In addition, a number of young people mentioned their interest in seeing how programs could be developed in both school and community settings to help improve communications between parents and young people. It was also suggested that parents need to play a more supportive (and supervisory) role in their children's lives by ensuring that they manage their time effectively, associate with desirable friends and engage in appropriate behaviors.

Vocational Issues

A number of young people spoke about vocational issues. Some mentioned the need to link education more closely with vocational goals and provide information in schools about vocational opportunities. Others felt it would be important to establish vocational skills centers – especially for girls who are unable to attend schools and need to develop ways to support themselves through self-employment. Finally, it was mentioned that in addition to skill develop training, it would be important to provide additional employment opportunities since simply providing training does not ensure that an appropriate job would be available.

Developing Healthy Communities

In addition to identifying programs and services that directly target young people, participants advanced a number of recommendations regarding community health issues. It was a general feeling across the region that there was a need for more hospitals and health clinics to provide support in affected areas (especially in the aftermath of disasters when the facilities that do exist are overwhelmed). It was also mentioned that in addition to increased services, it would be important to make medical coverage available regardless of ability to pay since many individuals in affected areas have lost the means for generating income. It was also suggested that hospitals and health clinics be prepared to treat both physical and psychological issues, taking care to develop special facility of psychological support children experience post-disaster trauma.

In addition to providing medical services, it was recommended that communities (with government and donor support) establish healthy environments that provide clean drinking water, hygienic conditions, safe transportation and personal security. It was also suggested that provisions be made for the growing of fresh fruits and vegetables which can sold in local markets. Finally, some young people mentioned the importance of establishing proper drainage system as well a reforestation programs that would prevent future land erosion as well as increase air quality.

Role of Key Institutions

Young people took note of the important role that the government must play in addressing issues associated with disasters as well as other educational/social issues. For example, it was suggested that government must take the lead role in recovery efforts including financial assistance, rebuilding, providing household goods, improving transportation services, strengthening the educational system and providing free access to education. It was also suggested that governments must address issues of corruption in order to assure that the resources that are allocated do in fact reach those individuals in need.

In addition to discussing the role of government, young people also mentioned the important role of religious institutions. One young person suggested that people should seek solace in the recitation of the Holy Quran and emphasis should be put on inculcating religious feelings and motivating others to offer regular prayers. It was also suggested by a number of young people that it is important to seek moral counseling from religious leaders in time of crisis and that it is important to follow such guidance and practices of religion.

Finally, many participants discussed the very important role that local schools can play. The following section provides a detail summary of their thoughts in this regard.

HIGHLIGHTING THE ROLE OF SCHOOLS

In each country consultation participants felt that schools would need to play a central role in supporting the needs of young people in a variety of key areas. For example, it was suggested that teachers should be prepared to address a number of critical issues ranging from dealing with disasters to social and health issues (see previous section). In addition, it was also suggested that teachers have an opportunity to serve as role models for healthy living. For example one young person suggested it would be good if teachers did not smoke at school and another suggested that teachers could serve as models for general hygiene. Other felt that teachers should also consider ways to promote religious principles by providing mandatory classes on religion to ensure proper behavior and teaching religion side-by-side with other subjects.

It was also suggested that schools could invite disaster experts to make classroom presentations to young people on preparedness and coping with the aftermath of a disaster. In addition to relying on teachers and experts to support such efforts, it was also suggested that schools come to regard young people as partners in supporting disaster preparedness by developing peer education and counseling programs to provide information and support services to other young people.

Another area that was discussed was the opportunity for schools to develop safe and healthy environments for young people. This could be done by providing clean water, well-ventilated classrooms, and establishing a secure facility. In addition, it was suggested that schools should provide alternative extra-curricula programs (for girls and boys) including: sports, arts and crafts such as stitching, handicrafts, driving, music computers, dramas, and seminars on different social issues.

It was also suggested that schools should be more sensitive to the psychological needs of students and offer counseling services and support as well as classroom education. In this regard, it was noted that it would be important to identify counselors who were properly trained, sensitive to the needs of young people and respectful of the need for confidentiality. In addition, such staff could also take on the role of promoting improved parent-child communications.

Young people also spoke of the need for schools to develop specialized centers to support educational development. Some of these centers should focus on teacher preparation with the goal of developing well-rounded staff that not only teach content effectively but also support social development and work to establish a friendly school atmosphere. For young people, it was suggested that centers be developed for the teaching of specific skill areas such science and computers. It was also recommended that more resources be devoted to creating libraries which house books not only on content subjects but also books that address the various health and social issues that are important to young people.

Finally, a great deal was mentioned regarding the issue of access to education. In this regard, schools were encouraged to support free education for poorer students as well as financial assistance for students interested in pursuing higher education. In addition, young people suggested that it would be important for schools to consider how to meet the needs of a number of special populations including out-of-school youth, special needs students, girls with parents who do not allow them to attend school and young people in rural settings.

INVOLVING YOUNG PEOPLE

It is clear from the consultation discussions that young people are quite willing to play a role in addressing the issues that have been discussed throughout this report. It was further suggested that in order to be successful in such endeavors, two key factors would need to be considered. The first is establishing a context for moving forward and the second would be to secure the support of trusted adults. With regards to a context for future activities, it was suggested that it would also be important to identify a program center where young people could meet to have periodic discussions like those held during the consultations. They felt that having such a context would afford them ongoing opportunities to share thoughts and exchange information. In addition these meetings could also be used to plan specific activities that could be undertaken by young people in their local schools and community.

In addition to establishing a structural context for moving forward, it was also suggested that it would be important for these efforts to be supported by trusted adults who would not only provide guidance but also serve to advocate for the role that young people can play. The role of adult advocacy was cited as key, since many young people believe that a majority of adults don't listen to them, or listen but take no action on what they have said. That prevailing feeling acknowledged, young people nonetheless believed that with proper support they could in fact play a role in the following key areas.

Dealing with Disasters

The first area identified by young people was dealing with disasters as well as other important social issues. With regard to disasters, they felt – with proper training and support – they could provide basic first aid information and other information on how to deal with an emergency situation. This information could be provided to other young people in school settings as well as to broader audiences within their community.

They also felt that in addition to making presentations they could develop educational materials on this topic. These materials could include brochures, posters, classroom materials and magazine-style publications for local distribution.

It was also suggested that young people could engage in community service projects related to preparedness and recovery. Such projects could include helping post escape route signs, distributing preparedness emergency kits and supporting school evacuation during an emergency situation.

In addition to issues directly related to disaster relief, consultation participants also expressed their interest in addressing a range of other issues affecting the lives of young people including general hygiene, safety, drug and tobacco use, sexual relationships and HIV/AIDS. In addition, they suggested that young people could provide each other opportunities to meet periodically in peer-led groups and discuss whatever issues they feel are important at a given time and to seek ways in which they could collectively address each.

Improve School Capacity and Effectiveness

In addition to advancing a number of recommendations regarding the role of schools in supporting young people (see previous section), consultation participants also offered a wide variety of ways in which they could play a supportive role of school-based efforts. For example, as previously mentioned young people would welcome the opportunity to form peer

education programs designed to provide information and skill building lessons in school settings. In addition, young people would also be interested in working with schools to help develop support services for students that provide opportunities for young people to meet and discuss the various issues they are coping with in their specific situations.

Another key area where young people feel they could play a role is in supporting the establishment of special programs and centers to enhance their educational development as well as address specific issues such as disaster preparedness, dealing with social issues and ensuring healthy development. Specifically such initiatives could address: disaster preparedness and emergency response; improved teaching practices; equal access to education for girls; clean and safe environments; promoting self-esteem; home economics and other related skills; science and computer competence; and vocational training.

It was also recommended that young people could actively support the development of school and community libraries by preserving used books in schools as well as distributing these books on a loaned basis to other students who cannot afford to purchase them. In addition, it was suggested that young people could expand existing libraries by collecting a variety of books to be placed them in a library room that would be accessible not only by students but by community members as well.

Young people also expressed their desire to organize art exhibitions of student work to both give recognition to their efforts as well as bring enjoyment to those who view these exhibits. In addition to sponsoring art shows, young people suggested arranging debates in which prizes could be awarded for outstanding performances. Such events could be judged by learned people and scholars who would be invited to the schools to see the degree to which the young people are taking their education seriously as well as provide guidance on how students can achieve the same of level of education their adult guests have be able to attain.

Other young people spoke to the role they could assume in improving school and community relations. Specifically it was suggested that a committee could be formed (involving young people) at the school level that would discuss various issues facing young people and their communities so that these issues can be addressed locally, as well as be subsequently taken up with the higher echelons of the government for redress. In addition, the young people also felt the establishment of such committees could serve to increase support for education by promoting the need for clean and safe schools; promoting access to free basic education for all; promoting the rights of girls and young women regarding education and employment outside the home; providing education and other needed services to orphans; and assisting in identifying funding sources to support opportunities for higher education for young people.

Community Activities

It was also recommended that a number of service projects could be undertaken at the community level. One area that was mentioned by a number of young people was the role they could play promoting and supporting a clean and safe environment by advocating for the development of local parks and playgrounds, as well as sphere heading community clean-up drives to keep these and other public areas clean. On a related note, it was also suggested that young people could play a role in supporting campaigns to discourage environmental pollution, especially by addressing this issue in educational settings. Finally, young people expressed their interests in developing campaigns to help poor and disadvantaged members of their communities by providing direct support for the physically challenged and homeless.

Religious

It was not surprising to see the degree to which young people expressed a willingness to take on roles in support of religious activities in their schools and communities. It was suggested that young people could play a role in supporting religious leaders through the formation of religious study groups. In addition, consultation participants suggested that they could set examples by offering prayers so that others are encouraged to abide by religious practices.

The young people also suggested that they could organize activities in the Mosque designed to get others to be faithful to their religion to prevent negative behavior. Finally, they expressed their interest in playing a role in supporting the construction of religious Madrassahs and Mosques in society, so that community members could continue religious studies alongside worldly teachings and practices.

Advocacy

Another key role identified by young people was advocacy. Young people felt, that by working with the support of appropriate organizational partners, they could serve as very effective advocates for addressing those issues that most affecting them, their peers and their families. Such advocacy efforts could include collecting and publicizing information on local conditions, making presentations at meetings and mounting petition drives with local residents.

With regards to those advocacy issues they would most want to address, education was most commonly mentioned. Specifically young people felt that their efforts in this area could be focused primarily on promoting the benefits of acquiring education, the importance of promoting access to education for all (especially girls) and the need to support schools in building the necessary capacity to meet students' needs. Other key areas to address would be awareness of environmental pollution and its contributory factors caused by humans which pollute the country, developing safe and healthy communities, cleanliness in the home and hygiene in the village.

In addition to advocating for key educational, social and environmental issues, it was also suggested that advocacy could also be conducted which targeted younger children at the community level. In such instances older young people could advocate for healthy lifestyles as well as appropriate social behavior with their younger peers. Finally one young person stated that by engaging in such activities they could not only advocate for needed resources and services locally but also serve to uplift their country's image through their good efforts.

Fund Raising

Young people felt they could play a strong role in the area of fund raising. Some suggested they could work with existing organizations to collect money from parents and other community members to support school and community development work, as well as help provide free education for needy and deserving children. In addition, they felt they could organize fund raising activities such as charity football matches, book sales and in-school fund raising events such as science and arts exhibits. The funds generated by such events would then be used to support the general welfare of disaster affected children, orphans and other needy youth. Others suggested that young people could contribute from their pocket money, whatever little they can afford, to support any number of worthy causes.

Section Two

Individual Summaries of Country Consultations

Indonesia

Pakistan

Thailand

Indonesia



Summary of Consultation Sessions with Young People in Indonesia

Participants: In Aceh, 75 participants (40 females, 35 males), age range from 14 - 24 years old. Participants came from various government and religious schools in Banda Aceh & surrounding areas as well as from relief camps. In Klaten, 66 participants (36 females, 30 males) age range from 13 - 24 years old. Participants came from various schools in Klaten area. In addition, 10 out-of-school youth participated. The consultations took place from April 3 - April 8, 2007.

Summary of Young People's Responses:

What issues are important to you and other young people?

Health

- ❖ In Aceh the biggest issue is drug use especially marijuana because we produced it here
- ❖ Youth usually have drugs parties and this is a big issue for youth
- ❖ Sometimes, youth are the dealers for marijuana in Aceh
- ❖ I'm concern about drug abuse among youth & our friends
- ❖ I don't know how to say no to drugs
- ❖ Young people do not know how to distinguish between drug-users and those who do not use
- ❖ I'm worry about HIV/AIDS because I heard its already in Solo (2 hours from Klaten)

Education

- ❖ In Aceh, many bright young people cannot go to college, because they don't have money
- ❖ I'm worry about my education and other youth's education because education very much give influence to someone's behavior and future
- ❖ I think many young people worry about their family economy condition and they worry someday they got dropped out from school
- ❖ Sometimes youth have a hard time to choose what major they want to take in college
- ❖ Youth often got confused because government keeps changing the curriculum and exams
- ❖ I feel I have too much homework from school - everyday we have 3 different homework assignments
- ❖ My teacher pushed and intimidated some of my friends to hard, sometimes they even cried (facilitator's note: teacher intimidate by teasing them about mistakes student made in the past and always look down to them)
- ❖ I have a friend and one day he forgot to do his homework and my teacher hit him 5 times in the back - we have been scared since then
- ❖ I think teachers hit us for our own good
- ❖ Sometimes my teacher ask me to do things I shouldn't do as a student such as he often told me to pick up his kids from school
- ❖ Sometimes teacher doesn't respond to violence cases between students

Family

- ❖ Many youth in Aceh live in Banda Aceh alone or with their relatives rather than parents and as a result these young people lack attention and supervision
- ❖ Our parents usually think that religion is more important than education and they are scared if we go to ordinary school we will sinned - we think that education and religion are equally important
- ❖ Domestic violence puts youth in places we don't want to be - we often see our father beat our mother or hear screaming among our parents
- ❖ Many youth are discriminated against, often because one of their family members got caught during the conflict and as a result he society will treat them differently, such as not allowing their children to play with them
- ❖ Often, our family sees us as children - we even have to lie to them if we want to go somewhere with our friends so we tell them we're going to study groups
- ❖ I feel sad and feel treated unfairly because my brother can go anywhere he wants and I have to stay at home - he even can spend a night at his friend's house
- ❖ My parents are over-protective of me after the earthquake and they worry too much about their children (facilitator's note: The parents never allow them to play with their friends, always checking their children wherever they go)
- ❖ Can you teach me how to talk with my father since my father gets angry very easily

Peers

- ❖ I think the economy is a problem for many youth in Aceh as some of my friends want to buy stationary to support their study in school, but they can't afford it
- ❖ Sometimes I feel embarrassed because I cannot buy food when I hang out with my friends because I have no money
- ❖ Many of Acehnesse youth have economic problem. As they come from a poor background - this caused youth crime such as stealing and robbing
- ❖ I think one of the biggest issue in youth is "free sex" (facilitator's note: free sex is a term that commonly used among Indonesian to describe pre-marital sex)
- ❖ I think sex issues among Acehnesse youth are lower than other area because in Aceh we have Syairat Islam (facilitator's note: Syairat Islam is Islamic Law)
- ❖ Pornographic movies are easy to get in here and youth often have them in their mobile phones
- ❖ I think porn movies are easier to buy in city areas (Banda Aceh) rather in villages (outside Banda Aceh) so we do not have this problem in the villages - also there are many Mosque and *pengajian* (religious study groups) in the villages that discourage such things
- ❖ I think I don't know how to talk with boys and how to have a healthy relationship
- ❖ I like someone but I don't know how to say it to her
- ❖ I'm worry that romantic relationship will lead us away from religion values & norms
- ❖ Dating with girls/boys could influence your school grades
- ❖ My family doesn't allow me to date, because they already choose a boy to be a husband for me. I feel sad because I want to choose my own boyfriend, but my father is very strict
- ❖ My family doesn't allow me to have a boyfriend too as they feel I'm still a child, so I'm having a "back street" relationship.
- ❖ I want to know about sex, but I think I'm not old enough to know it
- ❖ I think that youth problems often result from their misunderstanding of being cool

- ❖ Nowadays boys and girls are equal but many people still think that a girl should deal with only 3 things: kitchens, beds and wells
- ❖ Gambling is a problem for youth and many of my friends owe their friends money
- ❖ Acehness youth are now influenced by western culture as they eat hamburgers and sit in the coffee shops - they have forgotten who they really are and have forgotten Allah

Society/Community

- ❖ We are worried about our future especially because we have to have a job to earn money for a living after school
- ❖ In Aceh, the chance of getting a job is very low and we all worry about that
- ❖ I don't know what I will become in the future
- ❖ I'm worry about my future and I don't know if I will get a good job or not
- ❖ I'm worry that one day my family will not be able to support my education anymore
- ❖ The transportation in Indonesia is not safe and I'm scared every time I get in a train or car
- ❖ Many people in Aceh have left religion and Allah
- ❖ There are many parties that came to Aceh to do Christianization and many young people fear this will cause a decrease of morality in youth
- ❖ I think Wilyatul Hisbah (The Syariat Police that have the duty to enforced Islamic laws) is also an issue for youth in Aceh since many of us are scared of them
- ❖ I feel angry when I watch TV sometimes, because transportation accidents usually caused by human error, not natural disaster
- ❖ I feel angry when I hear about corruption in TV

We have seen how disasters can affect the lives of all the people in our communities. How do these events particularly affect young people?

- ❖ I'm still having the trauma of tsunami, especially if I hear the sound of ocean wave
- ❖ I stopped going to college after tsunami - I just didn't want to do anything because I was still sad because my grandparents died
- ❖ Since the tsunami, I feel like I have no one to rely on because my family is gone
- ❖ After the tsunami, I felt there was emptiness inside me - It was just empty and its like I'm not going to have a future anymore
- ❖ I'm concern about natural disasters happening in Indonesia but we can't do anything about it as we're just teenagers
- ❖ I saw that after the tsunami, many NGOs came to Aceh, and every time they do activity, they gave money which affected Aceh youth thinking pattern - now, they don't want to do anything without being paid
- ❖ Especially after the conflict, we can't trust anybody - we always suspect stranger that offers helps as the trauma of the conflict is still there...
- ❖ I had an experience during the conflict when one day, I was going to school and I wasn't dressed neatly and this party called me and hit me several times - until now I'm still scared if I see men with uniforms and I think all the Acehness youth feel the same way
- ❖ During the conflict, youth often acted as spy and we were confused and scared because we were usually threaten by both parties
- ❖ Many youth still have the urge for revenge

- ❖ After the tsunami, I can't sleep alone
- ❖ I lived in a camp for 6 month and I didn't have privacy cause I lived with six of the members of my family in a 3x4m room
- ❖ One day, I got home from school, and the freedom Aceh movement caught me, blind folded my eyes and said that I should pray because I will die in 15 minutes - they just let me go, but I still have that trauma and sometimes I imagine that incident and I cry
- ❖ Usually when the fighters came, we borrowed some boys from our neighbors so we can lie that we already married, so they will not rape us
- ❖ During the conflict, we could not go to school and we could not play outside with our friends - we would run everywhere we would go because we were scared of being shot
- ❖ I think the tsunami and conflict has brought one positive effect since after the tsunami, the Mosques were filled with people who prayed and turned themselves to Allah
- ❖ During the conflict, you could not go out at night and this prevented negative behaviors
- ❖ My family have been more overly protective since the earthquake
- ❖ I'm afraid there will be another earthquake soon because there are lots of natural disaster in Indonesia right now
- ❖ In Klaten, after the earthquake, there were gossips about tsunami coming from Yogyakarta and many people panicked because we did not know what to do
- ❖ I still have trauma from the earthquake
- ❖ Sometimes I can't sleep alone because when the earthquake happened, I was alone in my room
- ❖ I think God is trying to teach us something, to trust him and that's why he made the earthquake and other natural disasters
- ❖ Several weeks after the earthquake, I was really depressed because I'm a person that likes to be alone in my room but after the earthquake we have to stay at the camp and I don't have any room
- ❖ I was okay because I think the earthquake was a unique experience for me

<p>What needs to be done to support young people in dealing with the issues you have identified?</p>

- ❖ If it's possible, do not broadcast any sex scene on the TV
- ❖ Sex education is one way to prevent free sex
- ❖ Only religious leader can give sex education because the young people do not have the capacity to give sex education
- ❖ We should educate youth to be a peer educators
- ❖ I think with religious sessions all problems we have identified can be solved
- ❖ We need skills and vocational training so we can work and earn money
- ❖ Many young people have skills like in painting or making *parang* (Aceh traditional weapon) but they need someone to market the product or teach them about marketing so they can improve their economy condition
- ❖ After the tsunami, there are many chance for youth to develop themselves because a lot of NGO provide trainings like English and computer trainings, but the problem is many youth are too shy and do not have the motivation and they need someone to actively come to them and support them to join the trainings

- ❖ We need capacity building such as computer and English but NGOs should do it because we don't trust the government since the government conducted 6 month computer trainings, but the result were only the limited skills
- ❖ I think someone needs to facilitate youth communication with their parents because many of us can't speak with our parents
- ❖ Parents should control their children for example, a 2 years old girl should wear a *jilbab* (head scarf), and at age 4 they should go to *daiah* (Islamic school) and so on
- ❖ We need facilities, such as racing circuit to prevent *wild racing* (the term they used to describe racing in the street)
- ❖ I want the government to stop the corruption for earthquake aid because we need the money
- ❖ I want other people to guide us on how to do something about the issues we're facing
- ❖ Youth need information about drugs
- ❖ I need information about sex
- ❖ I need to know how to protect myself from natural disasters
- ❖ I think we need education about these kinds of issues like for example how we can talk with our parents, how we can say no to drugs.
- ❖ Youth need older people that we can talk to
- ❖ Youth need older friends
- ❖ School can facilitate events where school alumni share their experiences

<p>What are the specific ways schools could develop additional programs to support young people in addressing these issues?</p>
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- ❖ I think school can coordinate with university and give the university names of who should get scholarships
- ❖ School can have drug and sex education
- ❖ I don't think school can do anything unless it's a private school because public schools are supported by the government and the government is corrupt
- ❖ School should accommodate and support student's interest since not every student can learn math and some of them are very good in football - in America, youth get college scholarship from playing football so why can't we have that here
- ❖ Obligatory sessions on religion to prevent negative behavior
- ❖ Sex and drugs education program
- ❖ Scholarship for students with good grades and those who cannot afford education
- ❖ Information about what to do if an earthquake or other disasters comes again and how to identify earthquake (facilitator's note: Klaten is very close with Merapi Mountain. One of the active volcano in Indonesia)
- ❖ In school we need a counseling teacher so we can talk with that teacher about problems at home but we would be scared he will report to our parents
- ❖ Maybe the school can stop homework during school exam month, so we can study
- ❖ I like the idea to have someone from the school to facilitate the communication between us and our parents

What specific service projects could young people develop to provide to their schools and communities in order to help others be better prepared to deal with the issues that affect us all?

- ❖ Young people can teach other young people in religious study groups because strengthening youth's faith (in religion) is the only way
- ❖ I think youth needs a place to do activities so they can avoid all the negative thoughts
- ❖ I think youth need more discussions like this so we can share our thoughts and exchange information about things
- ❖ Youth can be peer educators and educate other people about sex and drugs
- ❖ Young people can help to disseminate information on how to protect themselves from earthquake, tsunami or other natural disaster but for conflict I don't know if we can protect ourselves from a bullet or not
- ❖ There should be a sharing/support group so we can support each other in dealing with this issues
- ❖ We can make youth organizations where we help other youth
- ❖ We should prioritize religion rather than school and we should teach other young people about Islam and not about math or biology
- ❖ We should fully support Wilyatul Hisbah (The Syariat Police that have the duty to enforced Islamic laws) because they can eliminate all the negative behaviors
- ❖ Conduct demonstrations for the local government to explain what we need
- ❖ If we already know how to protect ourselves, we can go to Karang Taruna (young people local organizations which-exist in every village) and teach our friends too
- ❖ Youth can help others earthquake victims by collecting donations in the street
- ❖ We can do some activities in the Mosque and get other young people to be faithful to their religion to prevent negative behavior
- ❖ We need a place to discuss these kind of issues, just like this meeting
- ❖ Young people can make organization to help other young people but we need support because the society looks at youth as children and do not know anything
- ❖ We can show youth's concern and our willing to help by our actions
- ❖ We want have discussion like this, but would like to conduct them outside of schools because we feel safer.
- ❖ We can collect people's signature to support us and go to the government to let them know what we need and how they can better serve our needs
- ❖ We can do some book sale & help the youth victim of earthquake

Compiled by: *Rico Gustav, Yuanita Marina, Sheilla Zaitun Nagib, Indah and Mia*

Pakistan



Summary of Consultation Sessions with Young People in Pakistan

Participants: Eleven consultation meetings were conducted with 198 young people with the overwhelming majority of participants represented grades 7 through 10. The consultations involved 98 girls and 100 boys representing a range of government schools in the Bhara Kau Sector of Islamabad (3 boys' schools and 4 girls' schools); students from two private schools located in Rawalpindi; Hilkot community and residents of Jaba Camp; and the Bagh School District. The consultation meeting took place from 14 September 2006 to 12 April 2007.

Summary of Young People's Responses:

What issues are important to you and other young people?

Health

- ❖ A need to increase awareness for hygiene and to keep a villages clean
- ❖ Adequate health centers and hospitals in remote areas required with 24 hour services
- ❖ Shortages/non-availability of clean drinking water in rural & semi-urban areas
- ❖ Growing habit of smoking and indulgence into drugs usage by the youth owing to absence of drug controlling measures by the state
- ❖ Lack of checks and education against drugs at home and country
- ❖ Suicide due to poverty
- ❖ Lack of drainage systems in the village, which causes diseases (malaria, diarrhea, etc.)
- ❖ Pollution which badly affects our health
- ❖ The garbage in our city of Bagh is not stored in proper places which affects the health of everyone especially children
- ❖ Lack of clean drinking water

Education

- ❖ Deteriorating level of administration in public schools, shortage of teachers and irregularity on their part to hold regular classes
- ❖ High cost of education (secondary, college and university level) which the poor can ill afford to provide to their children and as a result their children indulge into bad practices
- ❖ Absence of quality free basic education
- ❖ Absence of religious teachings in the school/classroom environment
- ❖ The syllabi around the country should be standardized, thus should not vary from private schools to public schools or schools to schools
- ❖ Freedom for the youth to opt for their favorite subjects while acquiring education
- ❖ Lack of open discussions on controversial topics in order to resolve issues
- ❖ Lack of extra-curricular activities for the students apart from just studies/education
- ❖ Schools should have modern and hygienically clean canteens with access to clean water
- ❖ Availability of college in village to avoid remote travel
- ❖ Separate college for girls needed for convenience in pursuing education
- ❖ A centre for educating girls in handicrafts, stitching and allied skills is required

- ❖ Quality education needs to be provided which helps in getting jobs on merit especially higher education in science and technology
- ❖ The government should provide free education to illiterate individuals and should also help other poverty-stricken youth in fulfilling their dreams for education and a future
- ❖ Certain schools lack good teachers, to prevent children from indulging in bad habits
- ❖ Number of schools to be increased in our village to help education reach common man
- ❖ Need good teachers for English and imparting knowledge in English for various subjects
- ❖ We need education to respect elders and to develop character and good conduct
- ❖ Science and arts sections need to be separated
- ❖ Shortage of schools and teachers need to be made up
- ❖ Schools to have playgrounds and perimeter walls to prevent animals' entry
- ❖ Certain people in village create obstacles in pursuing education
- ❖ Separate centre for educating the illiterate (adult education)
- ❖ Teachers do not have sufficient technical trainings
- ❖ Internet is the biggest factor responsible for drifting the youth away from education
- ❖ House hold works hamper female education
- ❖ Kandla Village has no girl's school & high school, no college nearby
- ❖ Frequent absenteeism of teachers
- ❖ Lack of furniture in schools
- ❖ Lack of library in our home towns is a problem
- ❖ Lack of awareness about the importance of education
- ❖ No protective speed-breakers at the nearby roads to schools
- ❖ Lack of arrangements of upper classes college level at the far-flung rural areas and therefore students stop their education after matriculation
- ❖ Permanent structures for school as the tents does not work when it is raining

Families

- ❖ All parents dream and struggle to get their children educated and have a desire them to succeed in life but lack of employment opportunities adversely affects their lives
- ❖ Domestic violence as a means to show of masculinity and or chauvinistic trends
- ❖ Broadening generation gap is damaging for the new generation of youth
- ❖ Parents have lost interest in providing religious knowledge to their children
- ❖ Indifferent or careless attitude of parents in ensuring proper division of the time of their children vis-à-vis education and entertainment
- ❖ Irresponsibility on part of parents when it comes to preventing their young children from being in a bad company
- ❖ Parents' lack of interaction with their children and insensitivity to their problems and as a result, children keep their problems to themselves

Peers

- ❖ Youth should focus on their studies however once they have completed their education, they have to sit idle for want to jobs and their dreams are shattered
- ❖ Lack of skills training centers, provision of which could give an edge to youth in finding decent and reasonable employments
- ❖ The absence of employment opportunities renders youth heartbroken so they indulge in bad practices like theft, drug use, and smoking. - as a result, when they get have children, they too are deprived of basic education, and the vicious circle continues

- ❖ The kind of movies/films that youth have access to is another factor that molds their personality as they are impressed with whatever they see on the screen and as a result they drift away from religion and its values
- ❖ Children flee from schools, as there are opportunities available to work and earn money, and then they get involved in drugs and smoking, even girls were involved in some cases
- ❖ Early marriages particularly of girl children as their parents feel sense of insecurity for their daughters in the aftermath of earthquake particularly those families who are still living in tents and in the IDPs camps
- ❖ Cultural practices/norms of restrictions on girls going out side of their homes for education, jobs, shopping etc.
- ❖ Gender disparities with respect to girls/boys in all walk of life i.e. education

Society/Community

- ❖ Unemployment is a huge issue and there is no dearth of intelligent youth; however, influence - rather than merit - plays a critical role in getting the desired jobs
- ❖ Poverty and or lack of finances make it impossible for our youth to acquire quality education at par with their wealthy peers
- ❖ Disregard of the laws of the country
- ❖ Society to provide greater security to females
- ❖ Absence of a system of equal distribution of funds to address the issue of poverty
- ❖ Absence of the element of discipline and the significance of time
- ❖ No direction has been provided to youth to help them understand their role in society
- ❖ Better opportunities are not provided to youth to ensure a bright future
- ❖ Mounting corruption in the country
- ❖ Lack of opportunities for young people coming from lower and middle class as these are taken up by the youth of influential class, especially in larger organizations
- ❖ Rampant element of bribe prevalent in the society to grab good jobs, thus depriving those who lack influence and are unable to pull the strings
- ❖ Prevalent practice of using undue influence and nepotism for obtaining admissions in education institutions and seeking employment
- ❖ Social and economic justice is needed for all
- ❖ Nepotism obstructs job opportunities for educated youth and admission in schools
- ❖ Joblessness in youth opens doors for bad habits and crime
- ❖ Inadequate transport facilities
- ❖ Development of skills to operate agricultural machinery and other apparatuses
- ❖ Usurpation of the rights of the poor and the under-privileged class
- ❖ Obscenity in society is becoming common
- ❖ Good neighborly relations with ones neighbors
- ❖ A pleasant and healthy society to live in
- ❖ The ill effects of bribery in country
- ❖ Rampant pornography for the youth courtesy cable television and Internet
- ❖ Adequate electric supply needed
- ❖ Population is increasing
- ❖ Lack of entertainment centre
- ❖ Lack of inadequate utility services like electricity, market etc.
- ❖ Problem of dowry
- ❖ Early age marriages
- ❖ Lack of permission to work for girls

- ❖ Inflation and making two ends meet is difficult
- ❖ Rich and poor to have equal rights
- ❖ Need for neat and clean public parks
- ❖ Practice the three principles of unity, faith and discipline given by M. A. Jinnah
- ❖ Need to have discipline and tolerance as well as ponder the solution for terrorism
- ❖ Insecurity to citizens and noise pollution
- ❖ Lack of civic education to masses
- ❖ Shelter provided after earthquake is scant, cannot accommodate all
- ❖ Houses as we have been living in tents for the last more than one and half years and as tents are hot in summer and cold in winter
- ❖ No proper water supply at Jaba Camp and scant and unclean water supply at Hilkot
- ❖ A lack of electricity which affects studies
- ❖ Tents are not a proper and secure place to live and cannot protect people against extreme weather
- ❖ Deforestation is an issue as one tree provides oxygen to many children's
- ❖ For those living at Jaba Camp, there is no place to live in their places of origin
- ❖ No proper masjid, as the existing one is badly damaged yet prayers are conducted in it
- ❖ Lack of a proper playground in the village
- ❖ Lack of amusement/ recreational parks/ facilities

We have seen how disasters can affect the lives of all the people in our communities. How do these events particularly affect young people?

- ❖ People affected by the earthquake of October 8, 2005 have been rendered homeless and as a result of this horrendous calamity, educational institutions have been razed to the ground - this situation has forced students to discontinue their education
- ❖ Hundreds of people were crippled as their limbs were crushed under tons of concrete while many others lost their parents forever as the earthquake indiscriminately killed women, children, and young and old people
- ❖ We believe that the wrath of God was a result of our deviation from the path of righteousness and indulgence in bad deeds
- ❖ Most of the orphaned children are forced to discontinue their education
- ❖ Psychological damage is inflicted on young people targeted by natural disasters - they become patients and vulnerable to bad practices such as drugs finding solace from the trauma that they have undergone
- ❖ Quarrels, domestic conflicts, enmities and violence etc. lead the youth to emulate the same and become like their elders and take pride in such acts
- ❖ Land acquisition is the major source of violence among powerful groups and leads to murder and family feuds and when elders of the family lead a violent gang, they take their children along to form a formidable force - this results in criminally harming the education of the youth especially in the rural or semi-urban settings
- ❖ Certain groups in the society take advantage of such situations (disasters) and serve their own vested interests by misusing the traumatized people and some may also use these orphaned youth for their benefit - such as obtaining cheap labor and or getting them involved into criminal activities

- ❖ Suicidal tendencies among youth as a result of fatal losses in their respective families
- ❖ Disaster-hit people are deprived of their homes and valuables and become vulnerable to psychological imbalances
- ❖ Violence adversely affects societies and young people in particular and the effect passes on from one generation to the next because of a history of violence and enmities
- ❖ Youngsters get addicted to drugs and destroy peace of their homes
- ❖ A home becomes a place of stress, anxiety and discord, affecting the minds of the children adversely
- ❖ Habit of smoking is acquired to relief mental agony
- ❖ Land and property distribution disputed led to murders among families, even women and children are not spared, Islam does not teach the same
- ❖ Most family disputes in our homes stem from unemployment
- ❖ Unemployment leads to murder and thefts
- ❖ Earthquakes have destroyed our educational institutions and homes
- ❖ Government needs to rebuild schools on top priority
- ❖ Family disputes adversely affect the girls' future lives
- ❖ Someone to re-establish our village and society - we see no help forth coming.
- ❖ Youngsters leave homes due to internal home disputes
- ❖ Children cannot concentrate on education due to family disputes
- ❖ Rebuild and rehabilitation centers be established in village to train local youngsters to rebuild and rehabilitate the areas, to a level where outside help is bare minimum
- ❖ Survivors to help each other affected at all levels with whatever possible
- ❖ Human greed and weak character caused thefts - we need to uplift character & conduct
- ❖ Unemployment stems home disputes, in elders, which then travels to the children
- ❖ The girls who want to educate themselves are married at an early age
- ❖ Absence of head of a house encourages finger pointing
- ❖ Fruit and vegetable crops have diminished as a result
- ❖ Floods prevent girls from remote areas to attend school and render many of us homeless
- ❖ Muslims have forgotten their teachings and practices causing social and economic injustices in our society, specially manifested at such times of calamities
- ❖ Our young generation comes out courageously with all they had and with all they could do to help however it requires organized systems and approach to harness such efforts
- ❖ Israel attacked Lebanon unjustly and took many prisoners where as Muslims philosophy is based on peace and brotherhood
- ❖ Elders fight in villages on children's disputes
- ❖ Scenes of unity, brotherhood, cohesion were seen during earth quake calamity, spirit of sacrifice for others was at its peak
- ❖ Medical students, in fact youth from all walks of life came up to the expectations and this gave great strength to all who saw such spirit in young and old alike
- ❖ Our country needs to control bad practices of bribery, crime and drugs
- ❖ Children are greatly affected psychologically due to family disturbances, particularly the rows between parents
- ❖ Combined and collective efforts should be exercised on humanitarian and compassionate grounds to assist the effected
- ❖ The biggest problem in the country is ethnic and religious violence since patience and tolerance is absent, it greatly involves the youth in its wake
- ❖ Disaster and natural calamities render a large number of people homeless
- ❖ Gangsterism attracts the youth and hence absolutely damages their lives
- ❖ Disasters result in growing incidents of thefts

- ❖ As a result of mental pressures on becoming shelterless and losing the loved ones in disasters, survivors/youth tend to resort to commit suicides
- ❖ Joblessness, financial factors and hunger tempt youth to indulge in illegal acts
- ❖ Earthquake shook the entire building of the school, damaged it, now the children feel scared to go to schools -tents were provided but the watchman keeps grass in it and the teachers either don't come or come very late so there can be no check
- ❖ Most of the youth are under great mental stress - their minds are distorted and they can't concentrate and accumulate what is taught to them
- ❖ The shocking trauma resulted in loss of memory in some cases
- ❖ Many grown ups are also very scared and some have become mentally imbalanced and this further scares and depresses the youth
- ❖ People are constantly saddened as the wounds of the injured are not healing properly
- ❖ There is an immense increase in laziness as people have become too much dependent on relief goods and funds
- ❖ There are increased cases of taking bribes.(exploitation of poor and needy)
- ❖ There have been cases of kidnappings for ransom even, as a result of social insecurity,
- ❖ In shelters, the CGI sheets are blown off by the strong winds and can injure people
- ❖ Before earthquake people were regular in offering prayers but now they are not
- ❖ Children and adolescents are traumatized and feel fear the most
- ❖ Disruption from education due to damaged building, books, death of teachers etc.
- ❖ Children and young become orphans, handicapped and separated
- ❖ Young people have become victims of violence
- ❖ Sense of security among parents and girls are not permitted to go to school
- ❖ Recreational activities are damaged
- ❖ Teachers/parents also get traumatized and due to that give more corporal punishment

<p>What needs to be done to support young people in dealing with the issues you have identified?</p>

- ❖ Youth should work together in order to find solutions to tackle such disasters in future
- ❖ Youth of a nation is like a wheel of a vehicle hence, the government should seek their input on issues that affect them
- ❖ The government should establish a network of educational institutions in all villages and towns across the country and these institutions should have teachers of high caliber
- ❖ Although we have many schools today, what is important is the quality of education - good teachers should be inducted as teachers who are merely matrix pass (grade 10) only dampen the future of the children
- ❖ The government should provide young people with quality education and facilities so that they can become good citizens and play a role in development of the country
- ❖ Just like a tree cannot stand without its roots firmly settled in the soil, so too can a nation not progress without the participation of its youth
- ❖ Provision of first aid trainings and services
- ❖ The state should establish separate educational institutions for affected youth and provide financial assistance and relief packages
- ❖ State to provide trainings to young people and adults to tackle natural disasters
- ❖ Special treatment (affectionate expression, affable disposition, and helpfulness) should be extended to the traumatized people surviving such natural calamities
- ❖ Young people who have lost their parents should be admitted to orphanage sanctuaries

- ❖ Reconstruction of their demolished houses and free admissions for continuation of the education of children, youth, and adults
- ❖ Provision of household items so that they can once again live a comfortable life
- ❖ Regular supply of medicines and other basic necessities - food, shelter, clothing
- ❖ Provide shelter to families of the affected areas in our homes to help allay miseries
- ❖ Provision of free treatment in hospitals by establishing special departments/sections
- ❖ Organization of sports activities to divert their attention to healthy deeds
- ❖ Priority one is to promote literacy to the youth and curb drugs
- ❖ Promote scientific knowledge in all fields
- ❖ Promote and provide healthy environment and take up good company in friends
- ❖ We should learn from our mistakes in past
- ❖ Villages must provide good schools and colleges, both for boys and girls
- ❖ Police to act as custodians of citizens and their property and ensure safeguard of rights
- ❖ Unemployment in our villages prevents girls and others from getting jobs
- ❖ Youth should be provided with places and opportunities for sports and entertainment to relief them of life's stress and strains
- ❖ Girls should get their due rights and government to help in process
- ❖ Markets should be constructed in villages to avoid long travels for everyday items of use
- ❖ Parental support is vital for solving and facilitating the resolution of day to day life issues - parents must have greater faith in their children
- ❖ School libraries should be equipped with historical and other information books
- ❖ Dispensaries and trauma centers be constructed in proximity of schools
- ❖ Presence of fake doctors in villages causes disease aggravations
- ❖ School to have English medium of instruction
- ❖ We should be made to realize the benefits of peaceful co-existence through love & unity
- ❖ We need training centers for youth which educate us in problem solving techniques and leaving skills for being useful citizen
- ❖ Employments and selections based on merit alone - bribery obstructs merit selections
- ❖ Women education to aim at improving the future generation - education is vital for employment, bread earning & women and men to have equal rights and duties
- ❖ Rich people to build schools and colleges in villages
- ❖ Proper educational programs be designed aimed at improving our lives
- ❖ , Very few from youth follow the principles of religion
- ❖ Better transportation facilities should be provided to facilitate parents' permission for education and separate buses should be run for women
- ❖ Elders should not interfere in our actions
- ❖ Schools need resource centers which equip us with valuable resources and awareness
- ❖ Hospital and health care facilities should be provided in villages to include paramedical staffs and paramedical training canters
- ❖ A healthy environment should be provided that gives us security
- ❖ Clean drinking water plus sufficient supply is needed
- ❖ Rescue centers should be provided for immediate help in case of accidents and calamities to be self sufficient
- ❖ Youth be trained in civil defense and inducted in the army
- ❖ Protection of life, property and human rights and develop civic sense in lives
- ❖ Mutual help, encouragement is vital amongst youth and people to address issues like depression, hopelessness and other mental disturbances and burdens
- ❖ Youth needs a lot of support from the government as well as from their families
- ❖ Media campaigns should be conducted to seek help from larger groups of people
- ❖ Free education should be provided to the survivors of disasters in affected areas

- ❖ These people who have undergone such immense nature of trauma need special physical presence for support
- ❖ Survivors possessing skills and technical distinctions should be provided with opportunities for resettlement and employment on a priority basis
- ❖ Provide shelter and financial help to homeless by individuals with strong financial status
- ❖ Care centers should be established to provide financial aids to people in disaster areas
- ❖ Either establish a fresh fruits and vegetables market or provide people with seeds and other resources so that they can sow them and get fresh things
- ❖ In case of children involved in smoking, use of drugs and fleeing from schools, young people should take the lead to first discuss the issue with the child himself/herself and if he/she doesn't respond then they should talk to the parents.
- ❖ Schools should be established in the near vicinity so that parents/guardians can keep a check and stop fleeing from school
- ❖ Hospital should provide special facility of psychological support to the children in trauma or who are mentally disturbed and children forums should identify such children and bring them to special support programs for healing
- ❖ Arrange accommodation for doctors so they are available in the hospital even at night
- ❖ Government should move forward in providing an alternative city for Balakot, so as to relieve the people at least in some aspect - also establish a local high school there
- ❖ Metalled road should be there and it will solve multi fold problems
- ❖ Proper drainage system should be developed in the village with the community participation and UNICEF support
- ❖ Arrange activities like stitching, knitting, cutting and sewing classes so as to make the girls pass their time effectively
- ❖ People should seek solace in the recitation of the Holy Quran and emphasis should be put on inculcating religious feelings in them and motivating them to offer regular prayers
- ❖ Moral counseling of the students should be done
- ❖ Free access to school and education facilities for all community members
- ❖ Their houses should be reconstructed
- ❖ Play areas to be build for young as well as small/early children
- ❖ Library and computer skills labs are established
- ❖ Vocational skills centers/education for those girls who are unable to attend schools/colleges due to a variety of reasons, so that they are enabled to engage in self-employment
- ❖ Skills like poultry and kitchen gardening
- ❖ Establishment of Park /Child friendly schools
- ❖ Projects which can unite youngsters to advocate with the media and legislature
- ❖ Self employments for widows so that they can support their children and youngsters in getting education, health etc.
- ❖ Youngsters should collect from their pocket money to support the poor & orphans
- ❖ Free books and free admissions for orphan's children
- ❖ Free, food should be provided to orphan
- ❖ Schools and hostel facilities for orphan's children
- ❖ Provision of scholarships for poor and orphan children

What are the specific ways schools could develop additional programs to support young people in addressing these issues?

- ❖ Different kinds of competitions should be organized in schools as these could help in learning gains of our youth
- ❖ Sports program that encourage the spirit of competition among youth should be televised or organized in schools
- ❖ Poor youth are unable to pay school fees and e to bear additional expenses so young people who can afford should provide money out of their pockets to the poor youth
- ❖ The government should establish a fund to cater to the educational needs of our youth so that more and more young people are educated
- ❖ The government should provide rebated/discounted travel fares for youth and every school should have its own transportation facilities for students
- ❖ Provision of skills trainings to youth alongside regular formal educational instructions
- ❖ Running documentary films of natural disasters to youth and general public to inculcate the spirit of voluntary help for the effected people
- ❖ Formation of groups in schools and colleges who should be provided first aid trainings so that they can serve to operate in disaster-stricken areas on a voluntary basis
- ❖ Provide first aid services in the schools and establish separate medical treatment clinics
- ❖ Programs should be arranged to invite individuals with special skills in disaster preparedness to provide trainings and information to general public and students/youth
- ❖ Arrange special classes on skills trainings for youth who do not acquire formal education
- ❖ Emphasis should be placed on providing religious teachings in the educational institutions in tandem with formal education
- ❖ Schools should extend life skills trainings to the youth as a regular feature
- ❖ Greater emphasis should be given to extra-curricular activities and be made part of the regular formal education in schools
- ❖ School managements should prefer to induct qualified teaching staff from within the respective communities thus providing employment opportunities for the youth
- ❖ Arrange for stipends to be awarded to students/young people
- ❖ Non-smoking campaigns should be held at the schools to promote the serious damage caused to health and he teachers should refrain from smoking in the school premises
- ❖ Best treatment for special children in the schools so that they do not feel left out
- ❖ Special sports events should be arranged by the school for special children for their mental and physical health
- ❖ House-to-house fund generation campaigns should be arranged to encourage them to join hands in this sacred cause of helping the weaker
- ❖ A better education system with adequate transport facility for its students
- ❖ Establish centers to teach stitching, handicrafts, driving, music and computers
- ❖ Schools to have specific centers which produces competent teachers for all subjects including all aspects of social life and a friendly atmosphere
- ❖ School to have well equipped library where all information is available
- ❖ Availability of good playgrounds, for sports competitions
- ❖ Schools to impart complete civic and hygiene living practices in our lives
- ❖ Schools to have such government supported centers which provide full educational stipends to those who cannot afford these expenses
- ❖ Academies should be formed to provide extra coaching for producing better results

- ❖ Religious teachings should be imparted along side worldly teaching
- ❖ Females feel insecure when outside their homes, a secure environment be provided and women to have separate buses for transportation
- ❖ Schools to have girl guides who can train children
- ❖ Teach sanitation and hygiene to villagers
- ❖ School should provide equality of rights teachings to ensure proper treatment of all
- ❖ Government to run programs to make people useful in society and fight unemployment and solve problems
- ❖ Bright students should be provided opportunities for higher education, while dropouts be given skill training through skill centers
- ❖ Jobs to be given on merit
- ❖ Youth problems should be addressed through programs
- ❖ Schools to send teams to the homes of girls whose parents do not permit education
- ❖ Children should be encouraged in decision making
- ❖ Society should be made to preserve forests and greenery
- ❖ Ill effects of intensive TV watching should be conveyed
- ❖ Schools should run campaigns for provision of adequate and clean water supply
- ❖ Schools to have attractive and well equipped canteens
- ❖ Educational institutions could maintain accounts of funds to help the victims of disasters
- ❖ Activities such as speech competitions should be conducted to raise money for needy
- ❖ Appeals should be made to general public for help through advertisements and by establishing information centers in the affected areas
- ❖ Establishing dispensaries in the disaster hit areas to accommodate the ailing and injured
- ❖ Extra and co curricular activities should be designed ensuring the participation of boys and girls alike, to capture the interest of teachers and students
- ❖ Sports equipments and playgrounds should be provided for quality of life and education
- ❖ Libraries with relevant books should be set up in schools for young people and the facility for use in free time to gain knowledge and be better able to cope with life
- ❖ Teacher's accommodation be arranged to check absenteeism
- ❖ Permanent school buildings be provided so that students can go to school willfully without being scared
- ❖ Latrines as well as dust bins be provided in schools to ensure cleanliness
- ❖ Science and Computer labs should be established in schools for advanced knowledge and to keep the youth of those areas at par with the modern world
- ❖ Fans and heaters can be arranged to brave the extreme weather conditions
- ❖ Stationary items should be provided free of cost
- ❖ Organize workshop on disaster preparedness
- ❖ Organize workshop and role plays on different issues and motivate youth
- ❖ Provide free schooling to the most poorest and vulnerable children
- ❖ Arrange extra curricular activities, dramas, seminars on different social issues that relate to youth particularly early marriages, out of school children etc.
- ❖ Boys Scout/Girls guide programs could be arranged by them
- ❖ Mobilize and sensitize segments of societies on the issues of youth
- ❖ Help in providing education facilities at the rural areas

What specific service projects could young people develop to provide to their schools and communities in order to help others be better prepared to deal with the issues that affect us all?

- ❖ A cleanliness campaign could be launched to promote the habit of living in hygienic conditions and to keep the environment and surroundings clean
- ❖ Charity football matches should be organized in schools and the proceeds thus generated could be spent on general welfare of the needy youth
- ❖ Plantation campaigns should be introduced in our educational institutions as a step to control environmental pollution
- ❖ Students could contribute from their pocket money, whatever little they can afford, to have added facilities in their schools
- ❖ Offering prayers should be made a practice in educational institutions so that others are also tempted to abide by this religious injunction
- ❖ Arrange art exhibitions of work prepared by youth/students and to make them realize the significance of their input for the cause & recognition of their skill
- ❖ Hold weekly in-school fund-raising events/programs to donate the proceeds to assist the disaster affected children
- ❖ Hold regular discussions to generate ideas to resolve issues and to help the needy youth
- ❖ Debates could be arranged and prizes awarded
- ❖ Learned people/scholars could be invited into the schools so that they share their experiences with the youth and help them address different issues faced by them
- ❖ A committee/group with young people representation should be formed at the school level that discusses various issues of the youth and their communities so that these can subsequently be taken up with the higher echelons of the government for redress
- ❖ Religious leaders could be called invited to preach the teachings of Islam and to educate on regularity of prayers
- ❖ Different kinds of events should be arranged for the youth to participate in them so as to widen their visions and exposure to the fast developing world
- ❖ Young people of the school should arrange to collect a variety of good books and place them in a library room so that other members of the community could access these
- ❖ A campaign should be run by the students to stop drug usage by young people
- ❖ A spearhead group of youngsters can be formed in schools to work to support younger students by promoting the benefits of acquiring education, discouraging bad behaviors and uplifting our country's image
- ❖ Promoting hygiene, sanitation and civic sense in schools through programs and personal examples of senior student
- ❖ Our religious teachings by Holy Prophet Mohammad (SAAW) declare cleanliness as having acquired 50% Faith (Eeman) - hence young people can promote the same to be implemented through programs at homes, villages, schools and the whole country
- ❖ Once a week a day to be earmarked to tell children stories and let them draw drawings
- ❖ Tutor centers staffed by older students should be established to prepare for exams
- ❖ Bright students of senior classes can help teach junior classes
- ❖ Develop sports promotion programs will help participation in healthy activities, which will indirectly help in school education.
- ❖ Develop centers and arrange meetings to convince parents to permit girls to study
- ❖ We need to develop service projects for our educational institutions as well as our society which utilizes our youth in the national reconstruction projects in active roles

- ❖ Youth to identify service projects which help the poor and down trodden of society to become useful to them and society as a whole
- ❖ Youth to help in developing and construction of rescue centers in each school
- ❖ Youth should be part of constructing religious Madrassahs/Mosques in society, so that we could continue in our religious practices alongside the worldly teachings and practices and help in developing ethical and moral values
- ❖ Youth to help develop and construct rescue centers in each school
- ❖ Develop student-led programs to promote self esteem of students
- ❖ Youth to help develop in developing Public Parks and Play grounds for all
- ❖ Promote awareness of environmental pollution as caused by humans
- ❖ Promote tree plantation and greenery and their benefits to environment & human health
- ❖ With government support develop youth-led initiatives to curb use of drugs and narcotics by youth, control HIV and Aids and promote suicide prevention
- ❖ Young people can participate in community watch teams
- ❖ Civic projects for advocating that the government to provide clean water and gas energy in our villages as well as make and repair our roads for easy access to schools and linking various areas for development projects
- ❖ Service projects for preserving used books in schools for distribution to fresh and promoted juniors, especially for those who cannot afford to purchase
- ❖ Projects for youths training in dealing with emergencies and calamities through well prepared and well equipped resources for the same
- ❖ Youth projects to help establish home day care centers and home tutoring programs in those cases where girls are not allowed to go out for education and work
- ❖ Campaigns should be run to help the injured, disabled and homeless people
- ❖ Science and Arts exhibitions could be held to generate funds for victims of disasters
- ❖ Young people can provide first aid information and trainings to people of the area so that they can handle emergency situations
- ❖ Special books could be developed for people on handling such disastrous situations
- ❖ Students could prepare a magazine in their educational institutions providing helpful and factual information to the masses
- ❖ Young people need to go home to home to raise the awareness of the parents as well as the students about the importance of education
- ❖ Collect money from parents and community to utilize for school development and other developmental work, and help provide free education for the poor and deserving children
- ❖ Befriend the children who are indulged in smoking, use of snuff and other such moral illnesses, and make them see the harms and hazards of these harmful things
- ❖ Projects for rehabilitation services for handicapped
- ❖ Projects for informal education canters for out school children
- ❖ Young people can advocate for establishment of a community conference hall as well as establishment of children forums and libraries at schools and community levels
- ❖ Young people can advocate for the development of science and computer laboratories at
- ❖ Promote the establishment of vocational centers, home economics institutes and classes in home economics at every girl's schools/colleges
- ❖ Develop livelihood programs for other young people like poultry forming, gardening etc.
- ❖ Young people can promote awareness on personal, domestic, and environmental hygiene
- ❖ Schooling till university level should free for orphans
- ❖ Fund raising for orphans

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Thailand



Summary of Consultation Sessions with Young People in Thailand

Participants: In Thailand, a series of consultations were conducted with 93 participants (42 males, 51 females), age range from 11 - 19 years old. Participants came from school and community settings and were recruited by The Young Muslim Association of Thailand (YMAT). The consultations took place in four sites. In **Krabi**, 20 participants (5 males, 15 females); in **Pang-nga**, 29 participants (11 males, 18 females); in **Phuket**, 18 participants (9 males, 9 females); and in **Ranong**, 26 participants (17 males, 9 females). The consultations took place from April 3-6 - April 9, 2007.

Summary of Young People's Responses:

What issues are important to you and other young people?

Health

- ❖ Drug use mentioned as a problem among older youth (15 years old and above)
- ❖ Age of first age when using drug among young people was decreasing
- ❖ Young people in some communities mentioned that an emerging problem occurred was violence in the form of fighting among young people between each community and that the fighting was involved boys versus boys as well girls versus girls

Education

- ❖ When asking about their education future plan, most of young people mentioned that they would like to go to high schools or vocational schools but when asking about subjects/majors, most of them couldn't identify any exact area
- ❖ The young people also said that to attend school until grade 9 was not difficult but a lot of children didn't want to study - however, it was quite difficult to get higher education because of various reasons such as they didn't have proper information on how and where to go or some families didn't have enough income to support their children
- ❖ Opportunities for higher education are limited
- ❖ Girls tended to pursue for higher education a lot more than boys
- ❖ For young people who would like to pursue their education and had aims about their careers, they didn't have a clear idea of paths and areas of study that they should take in order to achieve their expectation

Family

- ❖ Some families support their children to go school but the children don't want to go while in others, children do want to continue their education, but parents don't support them
- ❖ Young people would like to pursue a higher education, but the most important factor in determining if they can will be the financial situation of their families
- ❖ Young people just follow the occupation of their parents because they don't have opportunities to learn new skills that would help them improve jobs and income

Peers

- ❖ One girl said that the young people tended to listen to their peers rather than the parents in particular boys
- ❖ One group of young people mentioned that peer influence was very high in particular among boys - for example, in her community, if most of their friends in the same group stopped going to schools after lower high schools, other would stop as well
- ❖ Young people tended to do the same thing as their peers - if some of their friends stopped learning and could earn quite good income per month they would do the same so as a result this was a reason for some boys to not continue their education
- ❖ Boys who have more free time tend to gather together as well as drive motorbikes around communities, moreover, some of them participated in the motorbikes racing with other groups of young people as well
- ❖ For younger adolescents - in particular those at the age from 12 to 14 years old - most of them tended to play Internet games very frequent in particular during school breaks
- ❖ Activities in leisure time for young people were very minimal with the most popular and the only available activity for them being football for boys and playing volleyball for girls - however, the girls also said that the playground was mainly full with boys and they didn't really have chance to play so they tended to help their family house work instead
- ❖ Some of them said that they worried about their future as it pertains to what they should do with their own lives as they become adults

Society/Community

- ❖ As of most of the young people didn't pursue to their higher education, this caused them getting married at an early age
- ❖ Boys and girls tended to help their parents in their family work in order to gain additional income and then use this income for their education
- ❖ Some of young people tried to create their own small occupation such as selling food in communities but they said that it was not easy right now because people had less income and tended not to buy things because they would like to save their money
- ❖ Choices or options of employment were limited

We have seen how disasters can affect the lives of all the people in our communities. How do these events particularly affect young people?

- ❖ As all equipment for earning income and even entire households were swept away by the tsunami, this made their parents worry about the future so families had nothing left and didn't have money and equipment to earn their living
- ❖ When their parents were in above situation, this made them felt stressful and worried as well, however, this situation seemed to be improved after all agencies provided assistance to their communities
- ❖ Young people also said that when their families lost income, this also affected their ability to give them money to go to school - they also lost of educational materials

- ❖ After the tsunami, there were a lot of projects operating in their communities including projects mainly related to occupations for adults, income generating projects for house wife groups, scholarship for students who families affected by the tsunami and other school projects - but none of these projects worked for long term development with young people for both promoting livelihood and providing information and skills related to HIV/AIDS and drug use issues,
- ❖ One program that did work with young people were The Young Muslim Youth Association (YMAT) supported by UNICEF - mentioned by young people in several communities
- ❖ Environmental changes such as lesser fishes in the sea and caused their families got less income and this would directly affect families who had a lot of children
- ❖ The situation of natural water supply in community was changed and now families have to buy clean water to drink
- ❖ In several communities, some conflicts occurred among community members because they were fighting for all materials distributed by aid agencies, however, this situation disappeared after the termination of those aid agencies
- ❖ Community environment seemed to be better as new houses were built but the living and income that was related to fishing and raising fishes was worse than before the tsunami
- ❖ After the tsunami, the community became more urbanization (individualistic) and the sense of unity in the community was weaken
- ❖ Increasing of problems related to right to the land that people in communities have been used to earn for their living for long time or more than one generation - right now there is a conflict about the ownership of the lands with the richer tending to claim the ownership of those lands and the community members are unable to stop them
- ❖ Sometimes the rich bought the land from community members, and the community members didn't have capacity to think and anticipate the consequences after they had sale the lands
- ❖ Only one community in Ranong province reported that they were trained in the disaster preparedness activities and a boy from this community mentioned that right now his family has prepared a small bag that contained all necessary documents and important things to use during the evacuation - however, this activity was limited to households located near the seaside and not applied for the whole communities
- ❖ Other communities hadn't gone through this type of training yet so when asked what you will do if the tsunami happens again, they said "run" to the evacuation sites
- ❖ Most of the communities hadn't had any exercise on what they should do after had heard the tsunami sirens
- ❖ When asking about education sessions in schools related to the tsunami, they said that they have learned only once after December 2005
- ❖ One common activity in all communities after the tsunami besides all recovery programs was collecting garbage in communities and along the seaside however, this activity was created by adults and the young people were asked to participate
- ❖ Some NGOs such as CARE - RakThai Foundation, and Population and Development Association are still functioning in these communities and manage revolving fund for families, growing vegetables for school lunch projects, etc.
- ❖ One young people mentioned that she joined in a radio community project supported by CARE - RakThai Foundation and she participated as a DJ in this project
- ❖ In one community young people said that they just attended a one day training session organized by CARE - RakThai Foundation on drug use, HIV/AIDS and environment issues
- ❖ There was an agency using the community theater approach to disseminate information related to the tsunami - this agency also organized youth leaders in their target schools

- ❖ Some community theater focused on consequence of the tsunami and in particular those faced with loss and grieves
- ❖ One young person had participated in a training session focused on psychosocial support for young people and children affected by the tsunami
- ❖ Schools tend to organize events related to drug use and HIV/AIDS prevention on occasional basis - such as once a year on the world AIDS day but the HIV/AIDS issues were taught in schools by only providing basic information as opposed to what to do
- ❖ All of them feel less worry about the tsunami right now, but they would feel very worried when have heard any earthquake in nearby areas and said they would not want to face with it again
- ❖ A girl who almost lost her mother still cried when she talked about the tsunami
- ❖ When asking about first aid training, young people in one community said that they had attended a first aid training in the schools but this was a general first aid session, not a specific first aid for disaster affected communities

<p>What needs to be done to support young people in dealing with the issues you have identified?</p>

- ❖ Provide additional opportunities for young people to learn and get additional information and training sessions related to their occupation and education
- ❖ One young people who finished schools said that he would like to continue his study but right now he didn't know how to start
- ❖ Expand education level -grades of the school in this community, so they didn't need to travel too far
- ❖ Organize activities for young people to participate - this should reduce number of the boys in driving the motorbikes around all days and allow them to participate in more useful activities instead
- ❖ Provide scholarships so they can pursue their education
- ❖ Organized activities to change attitude of parents towards higher education for their children
- ❖ Create new occupations for young people in the communities as most of the young people would do the same things as their parents since they feel they have no alternatives
- ❖ Organize additional vocational skill training sessions for young people so they could complete with others when they had to find jobs
- ❖ Organize or coordinate income generation activities during the semester break and on weekends for so they could have additional income to support their education
- ❖ A lot of young people who already finished schools would like to learn and get more skills to gain additional income for their families
- ❖ Organize training sessions on drug use prevention more frequently
- ❖ To involve young people in activities is not easy as the adolescents had short interest and attention so to deal with this situation, the activities for young people should have short term outcomes and benefits that could be used as encouragement for their longer participation
- ❖ Each community has certain groups of young people that like to participate in activities for their communities, but others wouldn't, so start with ones that were interested first and then the results obtained from this first group could be used to motivate others in the same communities

- ❖ Provide opportunities for young people to gather in groups in order to develop their skills such as set up youth councils at community levels in order to make their voices heard
- ❖ Support young people to gather in groups and help them to be able to work and carry out activities for their communities
- ❖ Adults could support and work with adults in their communities in order for them to make their voice to be heard and create opportunities for them to work for their communities
- ❖ Give opportunities for young people to be involved in the revolving fund as in the past, only adults would get it - this type of opportunity should be provided to young people in conjunction with training support to build their capacities
- ❖ Provide good quality computers for schools so that the young people and students could obtain wider information
- ❖ Improve libraries and sports equipment so the young people could have activities to do during their free time
- ❖ Expand sport playgrounds so the girls could have opportunities to use them as well

What specific service projects could young people develop to provide to their schools and communities in order to help others be better prepared to deal with the issues that affect us all?

- ❖ Train community members to know how to deal with the tsunami and other disasters in advance
- ❖ The young people can help support those who suffer or feel grieve
- ❖ Help provide basic first aid to other community members
- ❖ If they were trained on the tsunami, they could help disseminate this information to others in their communities as well as organize groups to help one another during the tsunami
- ❖ Young people could help or participate in disaster preparedness in their community
- ❖ Young people could help develop project to build a community radio system and support young people to work as DJs
- ❖ Young people could participate in environmental projects such as growing and maintaining mangrove forests in order to reduce the problems occurred by the environment devastation, forest conservation, etc. - this would contribute to protecting their primary occupation which is fishing
- ❖ Young people could encourage their friends who like to race motorbikes in the road to participate in the motorbike racing sport instead
- ❖ In organizing youth groups, members should compose older young people and younger ones as the younger ones couldn't talk or disseminate information to the older ones
- ❖ Young people could be a catalyst in revitalizing unity in their own communities
- ❖ Organize training sessions for young people so that they could advocate for their needs and their activities with adults
- ❖ Some young people didn't get support from their parents to participate in youth group activities so the young people could help reach their peers' parents and explain what they were doing
- ❖ Promote developing plans to balance between time of participation in youth activities and time that they could help their parents to earn money

- ❖ In one particular community there is a youth group (above 20 years old) that was quite strong, and they organized training sessions on ethical issues every year for children and young people in the community - to do this they developed a strong system for identifying new young people to be trained to work as youth leaders in the future, as well as provided them with ongoing support
- ❖ All young people from every community said that they thought that they could do something for their peers and their communities, but adults didn't really listen to them, or listened but took no action on what they had said
- ❖ They also stated they needed support and training from adults in order for them to have opportunities to practice and be able to do things by themselves in the future

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*Disasters and the Aftermath:
Building Life Skills for Health and Education*

