

(YOUTH AS) AGENTS OF BEHAVIOURAL CHANGE
National Training of Peer Educators (ToPE)
Indonesian Red Cross/Palang Merah Indonesia (PMI)

Report by
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Semarang (Indonesia), 25-30 October, 2016.



Background

A national (Youth as) Agents of Behavioural Change ((Y)ABC) peer educator training (ToPE) was designed and proposed to 24 Volunteers and Staff members of the Indonesian Red Cross/Palang Merah Indonesia (PMI). The training was organized from the 25th to 30th of October in Semarang Indonesia, as a joint venture of PMI, Canadian Red Cross, IFRC Asia Pacific Regional Office in Kuala Lumpur and the IFRC Inclusion, Protection and Engagement Unit in Geneva.

The ToPE aimed at building PMI staff and volunteers' capacity to use the (Y)ABC toolkit and integrate the initiative within existing programmes to further promote a culture of non-violence and peace amongst their peers and communities. Thanks to this event facilitated by (Y)ABC trainers from the Pakistan and Malaysian Red Crescent Societies, participants engaged in a self-reflection and self-transformation process, which resulted in their enhanced confidence, commitment and ability to act as ethical leaders in favour of respect for diversity, gender equality, intercultural dialogue, social inclusion and peace.

Specific objectives

- Enhance PMI staff and volunteers' awareness and understanding of issues related to the promotion of a culture of non-violence and peace, as well as of the Fundamental Principles and humanitarian values of the International Red Cross and Red Crescent Movement;
- Equip participants with skills such as active listening, empathy, critical thinking, dropping-bias, non-judgement, non-violent communication, mediation and inner peace, to enable them to disseminate and act upon them on a daily basis, and especially, in the face of discrimination, exclusion and/or violence, to:
 - (re-)act positively and constructively to prevent or mitigate it
 - enhance their personal resilience, manage their stress and emotions, and be attentive/re-active to those of others
 - role-model a positive change of mind-set, attitude and behaviour towards respect for diversity, social inclusion and peace, and thereby inspire others to follow;
- Bring to participants peer education knowledge and techniques and familiarise them with the affective and experiential learning approach and materials of the (Y)ABC toolkit to enable them to use it in different settings, for various purposes and with diverse target audiences (e.g. Red Cross Red Crescent staff and volunteers, local authorities and other relevant stakeholders, community leaders and members, minority groups, family, friends, etc.);
- Support PMI staff and volunteers with the development of community engagement tools (e.g. music, theatre, dance, sports and visual arts) to reach out to, sensitize and mobilize their peers and community members to engage in the building of a peaceful and inclusive society.

Expected outcomes for participants

- Enhanced understanding and ability to describe and promote the main lines of thinking of the IFRC regarding humanitarian principles and values as well as the promotion of a culture of non-violence and peace, especially non-discrimination and respect for diversity, intercultural dialogue, social inclusion, gender, as well as violence prevention, mitigation and response;
- Capacity to use confidently and adapt the methodology and materials of the (Y)ABC toolkit to their context and target audience, while respecting the global coherence of the initiative;
- Deepened knowledge of the fundamental notions related to youth and adult learning, and more specifically peer education techniques, to be able to take them into account and put them into practice when conducting sessions related to the (Y)ABC initiative in their National Society and/or respective communities;

- Acquisition and application of life skills (i.e. active listening, empathy, critical thinking, dropping bias, non-judgement, non-violent communication, collaborative negotiation, and mediation) and techniques to strengthen their personal resilience and operate from inner peace¹ (e.g. Qi-Gong) in their daily life and Red Cross Red Crescent work.

Target audience and methodology

Target audience: PMI staff and volunteers. **24** participants from **7** provincial branches and the national headquarters (15 female and 9 male, aged between 17 and 30 years' old - see list of participants attached as annex III).

Methodology: participant-centred, experiential and affective learning approach combining individual and group exercises, as well as role-plays and simulations (drawing from the non-cognitive methodology and materials of the (Y)ABC toolkit), with plenary and small group discussions. Participants themselves delivered almost 50% of the course, allowing them to practice their peer education skills while familiarizing themselves with the contents of the (Y)ABC initiative and its related toolkit. Participants and facilitators had daily Qi Gong practice and life skills' development (relaxing, centring, regenerating and expanding energy) as part of the module on inner peace.

Facilitation team: Jaryll Ong (Malaysian Red Crescent Society) and Muhammad Farhan Sohail (Pakistan Red Crescent Society).

Expectations, overall outcomes and evaluations

Participants' expectations

What participants wanted to share	What participants wanted to receive
<i>Motivations, Knowledge, Youth-related activities, Sentiments of today's youth, Current PMI teaching methods, Interests, Youth development, Friendship, Fun, Exploration.</i>	<i>(Y)ABC Knowledge, New Teaching methods, Role of Peer educators, Skills, Confidence, Practical information, Communication skills, Implementation of (Y)ABC, New ways to interact with youth, Skills to be smarter</i>

Overall outcomes

The following points reflect the assessment and outcomes of both the training sessions and toolkit, representing a majority of the replies to the individual evaluation form filled in by each participant at the end of the course.

1. Participants' **ability to engage in peer education** on (Y)ABC had been effectively developed, especially thanks to the daily 'theoretical' sessions such as those focused on peer education, facilitation and communication, during which key concepts, tips and techniques were provided. The practical sessions, as well as the feedback and counselling provided to them in this framework, were seen as very useful in this regard;
2. Participants' **knowledge of the (Y)ABC initiative** (concept, spirit, methodology, Fundamental Principles- and humanitarian values-based framework and related contents) **and acquisition of interpersonal skills** (including awareness of their importance and key ingredients) had been

¹ Operating from inner peace, is one of the skills-based pillars, as outlined on page 9, which ABC seeks to transmit to peer educators. It starts from the findings that inner change towards peace needs to take place before reaching out effectively to the community. In a non-RCRC expert meeting held in Geneva on 3rd October 2008, breathing, yoga, Qi Gong, sports and arts activities were identified as techniques conducive to promoting behavioural change. In the first ABC gathering held in Mali, participants explored breathing as an entry point and, later on, Yoga. The Qi Gong manual developed by the consultant Alexandre Malet summarizes the essence of this model as follows: "The process of evolving towards inner peace, stabilizing into your being, requires integrity. You must have the ability to acknowledge your limitations with a calm and neutral attitude. This is the beginning. Discovering the feeling of love and compassion involves, first of all, being able to recognize its opposite within yourself".

- enhanced, especially through the combination of peer education with the active use of the affective and experiential methodology and materials of the (Y)ABC toolkit;
- Participants gained significantly in **self-confidence, self-esteem** and **motivation**, and strengthened their **personal values** (mutual respect and trust, open-mindedness, cooperation, teamwork, ethical leadership, mindfulness, etc.). The overall learning process behind the training agenda and the ‘theoretical’ session on skills and personal development had significantly contributed to this achievement;
 - Participants had been equipped with **concrete tools to enhance their personal resilience, further their self-awareness, and better manage tensions, past traumas, stress and emotions in their daily lives**, in particular thanks to the sessions related to personal empowerment, one-to-one interactions (psychosocial support) and the daily morning Qi-Gong practice (inner peace);
 - Participants had highly benefited and gained lots of practical learnings from the simple fact of **meeting each other and of sharing and working together for a week**. It strengthened the collaboration and relationships between people from different branches and increased their sense of connection and belonging to their National Society and the Movement;
 - From the whole process, participants developed the insight that a **critical self-analysis or self-questioning attitude, as well as a commitment to continuous learning and self-improvement** were at the basis for becoming a successful Agent of Behavioural Change and an effective peer educator;
 - Participants had developed a greater understanding of **how to engage peers and communities** - through **role-modelling** and **creative platforms** - to actively take part in their initiatives for a culture of non-violence and peace.

Most interesting course elements

- The (Y)ABC **toolkit materials** (i.e. activities, role-plays, creative platforms, energizers, meditation, Qi-Gong, etc.), as practical, transferable and interactive tools that can be easily related to daily life, nicely induce important and influential learning experiences, and foster the living and practical application of the **Fundamental Principles** through the development of personal skills and the deepening of the understanding of thematic issues related to the **promotion of a culture of non-violence and peace**;
- The **spirit, objectives** and **contents** of the (Y)ABC initiative as a relevant and powerful programme to build individual’s capacity to engage in a process of inner change and then inspire a positive transformation of mind-sets, attitudes and behaviours amongst their peers;
- The **pedagogical approach** (“*learning by doing*”, peer education) and the **non-cognitive methodology** (“*from heart to mind*”, experiential and affective learning), as an innovative and effective way to actively engage participants in practical (self-)reflections, rich discussions and useful action points on the tackled issues;
- The **theoretical sessions** (especially peer education, facilitation and communication) combined with **practical sessions** during which participants were given the opportunity to further familiarize themselves with the (Y)ABC toolkit and practice their peer educators’ abilities while receiving **specific guidance and constructive feedback** from experienced trainers;
- The provided **conducive learning environment** to work together in groups and to freely express opinions and feelings, share ideas, knowledge and experiences on a level of equality, and therefore explore others’ way of thinking and start self-reflection.

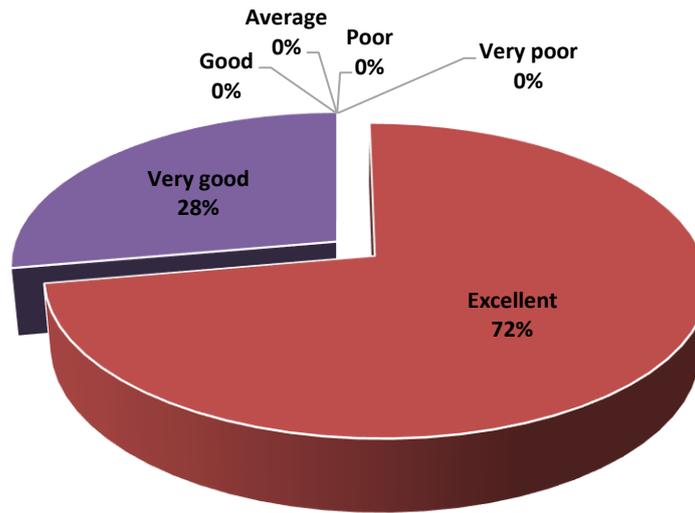
Statistical evaluation

100% of the participants would recommend such training to others as it provided them with very rich and interesting information about (Y)ABC, enabled them to experience the power of the non-cognitive methodology (i.e. collaborative learning through feelings, action and sharing), and gave them the opportunity to find out and reflect on the impact of their perceptions on their acts. Participants also highlighted that they

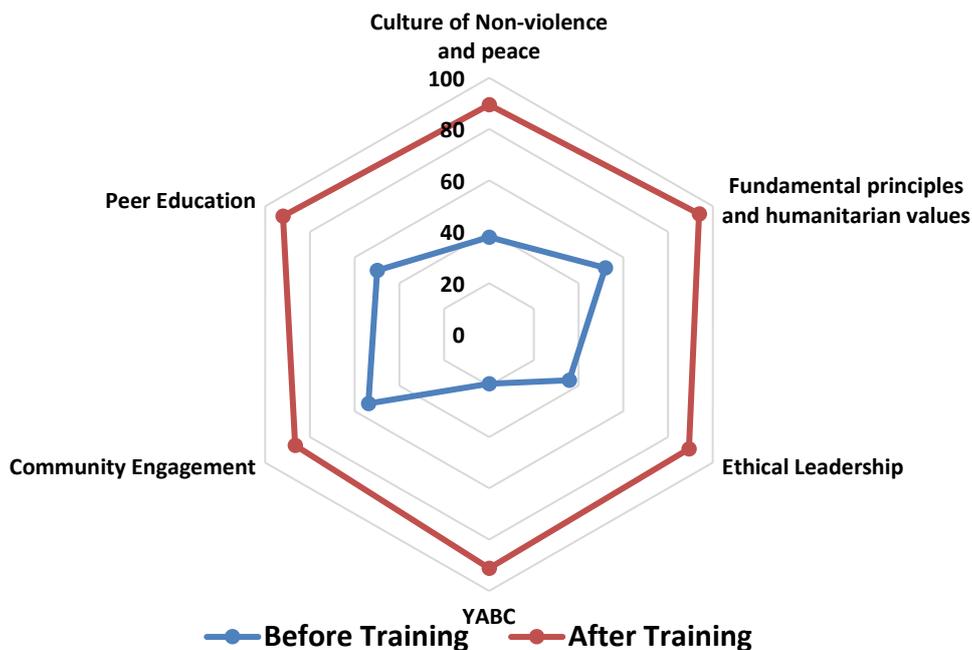
gained important knowledge and developed essential intra and interpersonal skills (i.e. know-how) which they can apply in their daily lives. Finally, they defined the (Y)ABC learning experience as one of the most relevant and effective in life: it brought many positive changes in themselves, equipped them with concrete tools to take up their responsibility as ethical leaders and motivated them to act as role-models and positive thinkers in their communities towards building a culture of non-violence and peace.

The following charts are based on statistical data gathered from the 24 individual assessments.

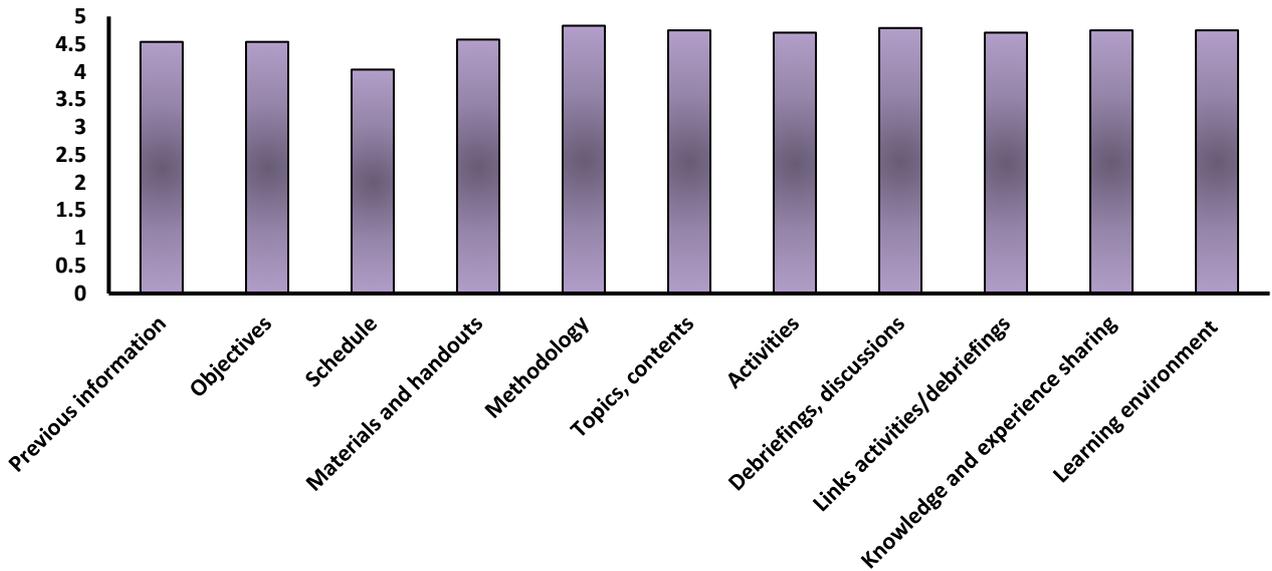
Global course quality (ranked from 0 (not at all satisfactory) to 5 (highly satisfactory)):



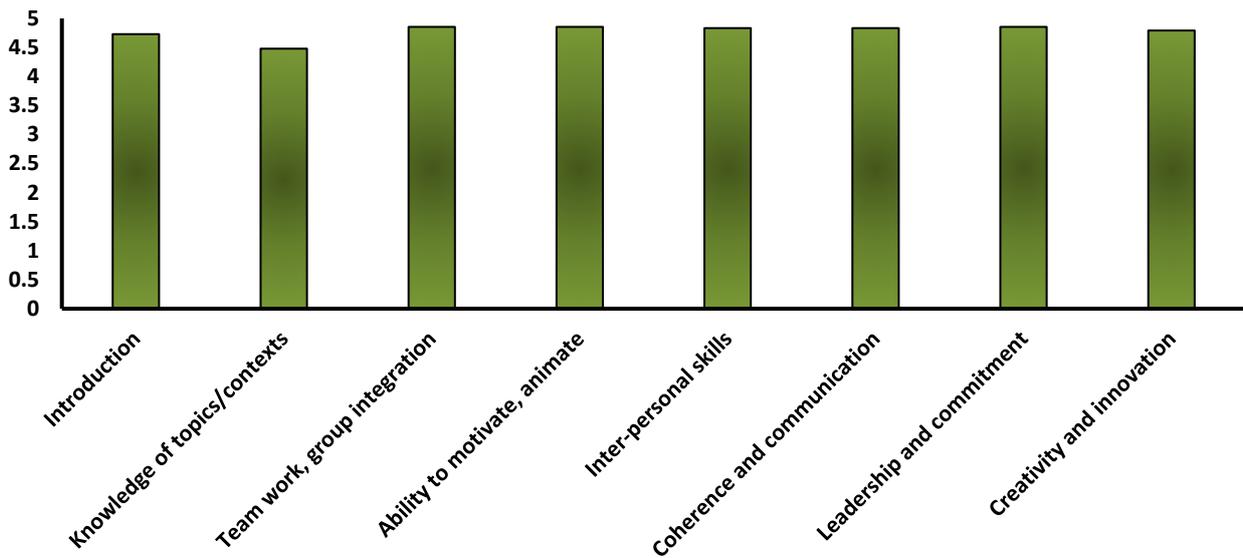
Level of knowledge (self-assessment, rated between 0% (nothing) to 100% (everything)):



Training components (ranked from 0 (not at all satisfactory) to 5 (highly satisfactory)):



Facilitation team (ranked from 0 (not at all satisfactory) to 5 (highly satisfactory)):



Participants' voices	
<p><i>"YABC has opened my mind about diversity and also developed our interpersonal skills to interact and live together peacefully."</i></p>	<p><i>"I feel so glad to be in the training as I received many things in the training. One of them is how to guide people towards having a positive mindset."</i></p>
<p><i>"With YABC I became more aware that my strength and weakness is my asset so we must respect our own self more, open our mind and change attitude before we can change others."</i></p>	<p><i>"Knowing YABC approach and methods changed my mindset and way of conducting training in Youth Red Cross."</i></p>
<p><i>"YABC has opened my mind not only about behavioural change but also taught me how to communicate by using our skills which we shared during training."</i></p>	<p><i>"YABC methods are very interesting for me as a volunteer as we can explore our experience to influence people in PMI and know our strength and weakness. This was a good opportunity to know, learn and implement for ourselves."</i></p>

<p><i>“YABC has taught me how to help teenagers’ behaviours using good communication, being non-judgemental and understanding others.”</i></p> <p><i>“In YABC, I get much new information that has application in real life. Language was a problem for me but with the help of my friends I pushed myself to take part in activities and discussions. I wish this kind of training can be held in future.”</i></p> <p><i>“In the first time, it was really hard to understand the material, but facilitators and participants supported me which was really important for me. Also, before we try to change others, we should start from ourselves .”</i></p>	<p><i>“YABC training taught me an experience of how to get interpersonal skills by doing activities. After this training, I came to know that we can do something and can inspire others.”</i></p> <p><i>“In YABC training, I know how really I am. I often forget how to understand and respect others. I feel a little change in our behaviours to make good things in our environment.”</i></p> <p><i>“I know how to change myself to become a good person and inspire others with positive thinking. Also, I understood how to value the 7 FPs of the RCRC Movement.”</i></p>
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Implementation and integration at National Society level

The following points reflect participants’ **action plans developed** (see annex IV) during the session entitled *Plan of action and community participation* held on the last day of the training in which the newly trained peer educators committed to:

- **Introduce (Y)ABC concepts in everyday work and conduct (Y)ABC workshops** in all the provinces to challenge norms and influence a positive change in colleagues (senior management, staff, volunteers, etc.) and communities especially, sensitizing them on issues related to social inclusion, respect for diversity, gender equality and developing their personal skills (active listening, empathy, personal resilience, critical thinking, non-judgement, collaborative negotiation) to address these issues and become ethical leaders themselves, inspiring others to follow suit;
- **Conduct awareness-raising activities** focused on non-discrimination and respect for diversity, targeting external audiences;
- **Apply the acquired knowledge and social mobilization techniques** to mobilise members and volunteers to disseminate, along with the seven Fundamental Principles and related humanitarian values, the (Y)ABC messages, **and work with relevant stakeholders to implement (Y)ABC advocacy and action plan.**
- **Integrate the (Y)ABC methodology, materials, thematic issues and skills into existing programmes** including disaster risk reduction, health and hygiene promotion and use them with diverse target audiences (i.e. youth in schools and colleges, young humanitarian networks outside the Red Cross Red Crescent).

Recommendations for the future

- **Schedule:** increase the number of days allotted to the training (7 instead of 5) in order to lower its emotional, intellectual and ‘physical’ intensity and allow more time for breaks, in-depth study, assimilation and practise of each topic.
- **Translation:** A proper simultaneous translation in future will be much appreciated.
- **Venue:** hold the training in a large, open hall, with more variety of food. Also, include more outdoor visits.
- **Previous information:** provide to all participants and well in advance some key reference documents about the initiative (e.g. the (Y)ABC leaflet) to advertise the course better among non-youth audiences, together with a brief note for participants to prepare themselves for this emotionally intense journey.

Conclusion

Overall, the training was successful as reflected by the positive feedback of participants with regards to the immediate impact and relevance of the (Y)ABC peer educator training. The IFRC plans to follow-up with Canadian Red Cross and PMI on the outcomes of the training in order to assess the short-, mid- and long-term impact of the training, especially regarding participants' commitment, motivation and ability to implement the initiative and use the acquired knowledge and skills in their daily lives and work, also focusing on its integration into other PMI programmes. The implementation and/or establishment of an annual (Y)ABC peer educator training for PMI staff and volunteers (delivered together with PMI (Y)ABC peer educators that are ready to be coached as (Y)ABC trainers) will also be explored in 2018.



Annex I. Agenda

AGENDA FOR A NATIONAL YABC PEER EDUCATOR TRAINING - INDONESIA RED CROSS YOUTH / PALANG MERAH REMAJA, OCTOBER 2017						
Hours	Day 1 - Wednesday 26	Day 2 - Thursday 28	Day 3 - Friday 27	Day 4 - Saturday 28	Day 5 - Sunday 29	Day 6 - Monday 30
7:00-7:30		Developing our personal resilience and inner peace Technique to handle stress and emotions (outdoor)	Developing our personal resilience and inner peace Technique to handle stress and emotions (outdoor)	Developing our personal resilience and inner peace Technique to handle stress and emotions (outdoor)	Developing our personal resilience and inner peace Technique to handle stress and emotions (outdoor)	Developing our personal resilience and inner peace Technique to handle stress and emotions (outdoor)
7:30-8:15		Awakening breakfast	Awakening breakfast	Awakening breakfast	Awakening breakfast	Awakening breakfast
8:15-8:30	OPENING CEREMONY WELCOME! Setting up the scene	Review of day 1 evaluation My tree in the forest	Review of day 2 evaluation My tree in the forest	Review of day 3 evaluation My tree in the forest	Review of day 4 evaluation My tree in the forest	Review of day 5 evaluation My tree in the forest
8:30-9:30		Developing our knowledge Peer education	Developing our knowledge Facilitation	Developing our knowledge Communication	Developing our knowledge Motivation and learning	Developing our knowledge Skills and personal development
8:30-8:45	Refreshing break	Refreshing break	Refreshing break	Refreshing break	Refreshing break	Refreshing break
9:45-10:45	Developing our knowledge The YABC initiative	Your turn, Round 1 Explanations and preparation	Your turn, Round 1 Developing our interpersonal skills Critical thinking, dropping bias, and non-judgement (Group 5)	Your turn, Round 2 Preparation	Your turn, Round 2 - Developing our awareness and understanding of societal issues Violence prevention, mitigation and response (Group 5)	Envisioning the future Development of action plans
10:45-11:45			Your turn, Round 1 Developing our interpersonal skills Critical thinking, dropping bias, and non-judgement (Group 5)		Your turn, Round 2 Developing our interpersonal skills Mediation (Group 6)	
11:45-12:00			Joint theoretical recap 3 Critical thinking, dropping bias, and non-judgement		Joint theoretical recap 7 Mediation	
12:00-13:30	Relaxing lunch	Relaxing lunch	Relaxing lunch	Relaxing lunch	Relaxing lunch	Relaxing lunch
13:30-14:30	Developing our knowledge Principles, values and skills	Your turn, Round 1 Developing our interpersonal skills Empathy (Group 1)	Your turn, Round 1 - Developing our awareness and understanding of societal issues Social inclusion (Group 7)	Your turn, Round 2 - Developing our awareness and understanding of societal issues Gender (Group 1)	Your turn, Round 2 - Developing our awareness and understanding of societal issues Violence prevention, mitigation and response (Group 7)	Envisioning the future Development of action plans
14:30-15:30		Your turn, Round 1 Developing our interpersonal skills Empathy (Group 2)	Your turn, Round 1 - Developing our awareness and understanding of societal issues Non-discrimination and respect for diversity (Group 8)	Your turn, Round 2 Developing our interpersonal skills Non-violent communication (Group 2)	Your turn, Round 2 - Developing our awareness and understanding of societal issues Violence prevention, mitigation and response / Gender (Group 8)	
15:30-15:45		Joint theoretical recap 1 Empathy	Joint theoretical recap 4 Social inclusion Non-discrimination and respect for diversity	Joint theoretical recap 5 Gender Non-violent communication	Joint theoretical recap 8 Violence prevention, mitigation and response	
16:45-18:00	Energizing break	Energizing break	Energizing break	Energizing break	Energizing break	Energizing break
16:00-17:00	Developing our interpersonal skills Active listening	Your turn, Round 1 Developing our interpersonal skills Personal resilience (Group 3)	Joint methodological recap Lessons learned and advices for the future	Your turn, Round 2 Developing our interpersonal skills Collaborative negotiation (Group 3)	Creative platforms for awareness-raising and community engagement***** Music, Dance, Theatre, Visual arts, Sports	Final evaluation Me the tree
17:00-18:00	Creative platforms for awareness-raising and community engagement What, Why, How Music, Dance, Theatre, Visual arts, Sports	Your turn, Round 1 Developing our interpersonal skills Personal resilience (Group 4)	Creative platforms for awareness-raising and community engagement***** Music, Dance, Theatre, Visual arts, Sports	Your turn, Round 2 - Developing our awareness and understanding of societal issues Intercultural dialogue (Group 4)		
18:00-18:15	Daily evaluation Me the tree	Joint theoretical recap 2 Personal resilience	Joint theoretical recap 6 Collaborative negotiation Intercultural dialogue	Joint theoretical recap 6 Collaborative negotiation Intercultural dialogue	Creative platforms for awareness-raising and community engagement***** Music, Dance, Theatre, Visual arts, Sports	CLOSING CEREMONY Artistic performances, certification and goodbyes
18:15-18:30	Daily evaluation Me the tree	Daily evaluation Me the tree	Daily evaluation Me the tree	Daily evaluation Me the tree		
18:30-20:00	Connecting dinner	Connecting dinner	Connecting dinner	Connecting dinner	Connecting dinner	Connecting dinner
20:00-20:30	Free time	Free time	Evening relaxation	Free time	Free time	Free time

Annex II. Background information on the (Y)ABC programme

(Youth as) Agents of Behavioural Change ((Y)ABC) is the IFRC's flagship initiative on the promotion of a culture of non-violence and peace (CNV+P). Created in 2008, it seeks to empower people to take up an ethical leadership role in inspiring a positive transformation of mindsets, attitudes and behaviours in their community. It is built on three pillars: **empowerment, operating from inner peace, and reaching out to the community.**

(Y)ABC starts from the premise that a prior commitment to **inner change** and being the living example of the Movement's seven Fundamental Principles and underpinning humanitarian values is the best way to promote a CNV+P, enabling individuals to walk their talk and model the change they want to see in the world. This initiative is rooted in a participant-centred, experiential learning approach. It also relies on a **non-cognitive or 'from the heart to the mind' methodology**, meaning that through games, role-plays, simulation and visualization exercises, storytelling and internal arts, individuals raise their awareness and understanding of issues related to a CNV+P, and develop skills to interact and live together peacefully.

Coordinated by the IFRC Principles and Values (P&V) department in close collaboration with the IFRC Youth Commission and the IFRC Youth Action and Volunteering Development department, a (Y)ABC toolkit has been developed by Red Cross and Red Crescent youth. This toolkit is partly based on or inspired from existing Red Cross and Red Crescent materials, and contains:

- 1. Module on Fundamental Principles and humanitarian values (draft):** (i) Humanity, (ii) Impartiality, (iii) Neutrality, (iv) Independence, (v) Voluntary Service, (vi) Unity, (vii) Universality
- 2. Module on thematic issues:** (i) non-discrimination and respect for diversity (e.g. elderly, disabled, migrants, PLHIV), (ii) intercultural dialogue, (iii) social inclusion, (iv) gender, (v) violence prevention, mitigation and response, (vi) international humanitarian law
- 3. Module on interpersonal skills:** (i) active listening, (ii) empathy, (iii) critical thinking, dropping bias, and non-judgement, (iv) non-violent communication, (v) collaborative negotiation and mediation, (vi) personal resilience (e.g. resisting peer pressure, self-empowerment), (vii) inner peace (e.g. internal arts like Qi-Gong, breathing and relaxation techniques, meditation, for the management of stress and emotions)
- 4. Peer educator manual**
- 5. Guidelines for peer educators working in community engagement** (including creative platforms for social mobilisation: (i) visual arts, (ii) theatre, (iii) music, (iv) dance, (v) sports)
- 6. Psychosocial support guidelines for toolkit users**

The (Y)ABC toolkit was officially launched at the 31st International Conference of the Red Cross and Red Crescent Movement in November 2011. Since the toolkit's pilot test at the 3rd World Youth Meeting in June 2009, the worldwide (Y)ABC network of peer educators and trainers continuously expand thanks to national, regional and/or international gatherings, such as the recent 5-days peer educator training for staff and volunteers from the Ukrainian Red Cross Society.

Annex III. Participants' list

Province	Name	Sex	Position in PMI	Email	No. Contact +62
Banten	1 RIRIN HERMALIYANI	F	Staff Bidang PMR dan Sukarelawan - PMI Provinsi Banten	hermaliyani.ririn@gmail.com	087772702621
	2 IKHSAN KAMIL, S.Pd.	M	Facilitator PMR - PMI Kabupaten Serang	etniscomiel@gmail.com	081511162157
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Jakarta	4 TITI NAZLY DAULAY	F	Facilitator PMR - Jakarta Timur	titidaulay75@gmail.com	081218333159
	5 APRIAN KHOLID	M	Facilitator PMR/PMI - Jakarta Timur	aprian.kholid@gmail.com	082258991112
	6 MITA DWI PUTRI, S.Pd.	F	Staff/Facilitator	mitadwiputri@gmail.com	081287797082
West Java	7 GIFA ROKHIMAH ANGGREYANI	F	Facilitator PMR	erlan.maruta@gmail.com	081220676844
	8 ATIKAH, S.Pd	F	Staff/Facilitator	atikahmisdi17@yahoo.co.id	08992555887
	9 SITI MARYAM, S.Pd. M.Pd	F	Pengurus/Facilitator	maryamimunawar16@gmail.com	081224787894
Yogyakarta	10 DIANA DWI LESTARI	F	Staff PMI Kabupaten Gunung Kidul	diana.tomatoma@gmail.com	085743385339
	11 YUNITA SURYARINI, S.S.	F	Facilitator PMR Kota Yogyakarta	nita.sasing@gmail.com	081328299506
	12 ARIF NUR FITRIYANTI, S.Pd.	F	Facilitator PMR Kabupaten Sleman	arifnurfritri@gmail.com	085326631473
Central Java	13 AGUSTINUS PRISDEA UQI RATNA	M	Facilitator PMR Kabupaten Semarang	agustinus.prisdea@gmail.com	085641456625
	14 AISYATUS SA'ADAH	F	Facilitator PMR Kabupaten Demak	aisyah92.as@gmail.com	085647092610
	15 MARTINA EKA FITRIYANI	F	Facilitator PMR Karanganyar	martina.ekkaf@gmail.com	085728840441
	16 DINA HARSAKTI RAHMAWATI	F	PMI Provinsi Jawa Tengah	pmi@pmi-jateng.or.id	024-76746733
East Java	17 JULIUS ARIANUS MBUSU	M	Staff/Facilitator PMR	j.mbusu@gmail.com	081331247347
	18 RINA KARTIKA. SS. M.pd	F	Teacher/Facilitator	kartikakar25@yahoo.com	082113986899
	19 AHMAD HOIRON ANWAR	M	Staff/Facilitator PMR PMI Kota Probolinggo	ironahmad90@yahoo.co.id	085234991661
Bali	20 I PUTU AGUS MAHENDRA	M	Staff PMI Kota Denpasar	agusbagus016@gmail.com	082236279014
	21 I KOMANG ARYA WIRA SURYAWAN, S.Pd.	M	Facilitator PMR Kota Denpasar	agusbagus016@gmail.com	085737269003
	22 PUTU PANDE PUTRA NIRARTA, S.Pd.	M	Facilitator PMR Kabupaten Badung	putraspd82@gmail.com	081933093566
NHQ	23 SAFIRA NAFISAH, S.Pd.	F	Health Services Department	safira.nafisah@gmail.com	081219172324
	24 WAHYU NURWASI ROFIAH SAKTI	F	Youth Facilitators	gek.rofi@gmail.com	0818521775

Annex IV. PMI(Y)ABC action plan 2018-2019

Area/ Province	Goals	Objectives & Outputs	Beneficiaries/Target s	Methodology	Activities	Duration	Budget
Banten Province	Increasing School Risk Reduction	<ol style="list-style-type: none"> 1. Increasing Youth awareness of the importance of implementing clean and healthy life behavior 2. Disaster Risk reduction in school environment 3. Healthy and clean and healthy life 4. To create of healthy and clean in environment 	<ol style="list-style-type: none"> 1. School Teacher: 50 2. Parents: 70 3. Youth member: 75 4. Stakeholder in district: Ministry of education, Ministry of health <p>Partners</p> <p>Local NGO, INGO, Mystery of youth and sport, Ministry, Ministry of education</p>	YABC Mythology	<ol style="list-style-type: none"> 1. YABC PE Facilitators conducts advocate the YABC method to PMI Province and Branches, Stakeholder, target schools 2. The facilitator conducts YABC training in each school in 3 (three) districts that have become targeted schools with 25 participants in 1 (one) school participant. 3. Participants who have been trained to make things from unused goods using creative platform 4. Health and promotion campaign during car free day with any method: singing, dancing, standup and theatre 5. Declaration 	<p>1 Year in 2018</p> <ol style="list-style-type: none"> 1. Advocacy and socialization: Jan - feb 2. Training: March - may 3. trash bin creations Contest: June - August 4. Youth on the move long-march/campaign: Sep - Dec 	TBD (to be decided further)
DKI Jakarta Province	Disaster preparedness in school	<ol style="list-style-type: none"> 1. Moslem School-Disaster preparedness in central and east Jakarta 2. Increase awareness of school community against threats, disaster vulnerabilities 	<ol style="list-style-type: none"> 1. School Community Teachers: 5 School Chairman: 1 School Staff 5 Student: 30 2. School Committee Parents: 5 Local government: 2 3. Youth RC Facilitators: 20 	YABC approach (active listening, empathy, critical thinking, personal resilience, non-discrimination, mitigation and response)	<ol style="list-style-type: none"> 1. Preparation in Target School (Central Jakarta and East Jakarta) 2. Advocacy and socialization to Ministry of Religion in Province and School Chairman 3. Training and refreshing training for Disaster Preparedness Trainer 4. Socialization and simulation to School Community and Committee 5. Campaign during Disaster preparedness national day 6. Monitoring, evaluation and reporting 	<p>1 Year in 2018</p> <ol style="list-style-type: none"> 1. Preparation in January 2. Advocacy and socialization in February 3. Training in March to April 4. Socialization and simulation in school March to April 5. Campaign April 6. Simulation and Promotion activities in schools and community July - November 	TBD (to be decided further)



						7. Monev and reporting every activities	
West java Province	a safe environment with non-violent communication	<ol style="list-style-type: none"> 1. Reducing risk of conflict in the community 2. Creating an Effective Communication Climate 3. Creativity promotion for non-violence communication 	<ol style="list-style-type: none"> 1. School Teacher 2. RC Youth member 3. Student as model 	YABC Methodology Non-discrimination and respect diversity, Intercultural dialogue, Social inclusion, Gender	<ol style="list-style-type: none"> 1. Advocacy and socialization to PMI Province, PMI Branches, Stakeholder, and related NGO/INGO 2. The facilitator conducts modified YABC training in 3 (three) districts school participant. 3. Implemented (creative promotion, contest, campaign) 4. Monitoring and Reporting 	<ol style="list-style-type: none"> 1 Year in 2018 1. Advocacy and socialization in January 2. Conducted Training in February 3. Integrated YABC Approach to regular training/curriculum: March - May 4. Implemented (creative promotion, contest, campaign) June - Oct 2018 5. Monitoring and reporting: Nov - Dec 	TBD (to be decided further)
DI Yogyakarta Province	Youth Behaviour of Change approaches to reducing youth violence in Yogyakarta	<ol style="list-style-type: none"> 1. Improving the knowledge, skills and attitude of the PMI Facilitator in terms of behavior change. 2. Increasing teacher awareness in their role as an important part in efforts to reduce violence rate in DI. Yogyakarta. 3. Increase awareness of parents in their role as an important part in efforts to suppress the violence in DI. Yogyakarta. 4. Increasing the awareness of adolescents in their role as an important part in efforts to reduce the number of violence in DI. Yogyakarta. 	<ol style="list-style-type: none"> 1. PMI facilitators:25 2. RC Volunteers:50 3. Teachers:50 4. Parents:100 5. Youth Member:250 	<u>Thematic Issue</u> Non-judgement, Non-violence communication, Non-discrimination, Gender Inter Intrapersonal Skill Empathy Understanding, Active listening, Critical thinking, Sharing, Personal resilience	<ol style="list-style-type: none"> 1. Advocation and Socialization to PMI Board Member and Staff 2. Modification YABC Method to regular Training 3. Networking to related Stakeholder 4. Integrated POA to Yearly PMI Province POA 5. Socialization Non-violence approach to Schools 6. Evaluation and reporting 	<p>Advocation 2017</p> <p>Modification, networking, integrated PMI province POA January to December 2018</p> <p>Reporting and evaluation December 2018</p>	TBD (to be decided further)



East Java Province	community has Awareness about Health and clean	<ol style="list-style-type: none"> To Increase youth awareness Health and clean behavior at home To Increase of awareness Health and clean behavior in School To Increase of awareness Health and clean behavior in Community 	<ol style="list-style-type: none"> 38 Youth Facilitators Recruiting 38 Youth Facilitator will implement the method in their Regular Training 	YABC Methodology	<ol style="list-style-type: none"> Socialization YABC Method for Youth Trainer - Branches representative Workshop to dev Technical guideline about Adopted YABC Method in Health Promotion curriculum Health Promotion Implemented in 2 Branches 	<p>3 Month</p> <ol style="list-style-type: none"> Socialization IN Province Office: January 2018 Implementation PMI Probolinggo Branches: February 3rd week Implementation PMI Banyuwangi Branches: March 3rd Week 	TBD (to be decided further)
Central Java Province	Youth Red Cross Character and Awareness about Disaster Preparedness Increaser	<ol style="list-style-type: none"> Youth redcross has a role and be peer educators about school Youth redcross can improvement to facilitate and promote about disaster risk reduction 	<ol style="list-style-type: none"> 90 Youth Facilitators Recruiting from 3 Schools 90 Youth Facilitator will implement the method in their Regular Training 30 School Teacher recruiting as a local PE <p>Partners /Local</p> <ul style="list-style-type: none"> - Ministry of Heal - Ministry of Education - National Disaster Response Agency - Ministry of Social affair - School Committee 	YABC approach (active listening, empathy, critical thinking, personal resilience, non-discrimination, mitigation and response)	<p>Preparation</p> <ol style="list-style-type: none"> Start Up meeting in Provincial level Youth and Volunteer Forum meeting to discuss about School Safety Strategy Socialization and advocation to stakeholder <p>Capacity Development</p> <ol style="list-style-type: none"> Group discussion about Disaster Risk reduction to student, Teacher and School Committee Planning and Training for Promotion based from DRR Strategy above Advocation to Ministry of education; how to integrate School Safety Standard to in school Curriculum Quarterly meeting for follow up and evaluation REPORTING 	<p>In 2018</p> <p>Capacity Development February to May (Socialization and training)</p> <p>Implemented August to November (Promotion, Campaign, Integrated Curriculum WS)</p> <p>Evaluation and reporting Nov to Dec.</p>	TBD (to be decided further)

