



**Ninth International Youth Peace  
Ambassador Training Workshop (YPA9)**  
Scottsdale, Phoenix, Arizona, USA  
21-28 August 2014

American University of Sovereign Nations (AUSN) &  
Salt River Pima-Maricopa Indian Community (SRPMIC)

## Agenda

## Thursday 8.21

Registration & Check-In @ *Holiday Inn Express North Scottsdale*

## Friday 8.22

8:45 **Opening Session @ *Holiday Inn Express North Scottsdale***

Welcome by Prof. Darryl Macer (Director, Institute of Indigenous Peoples and Global Studies; Provost, AUSN)

Self Introduction by all Participants

*Transport to Salt River High School (SRHS)*

10:30 **Mutual Sharing of Youth Empowerment, Community Service & Education @ *Lecture Theater, SRHS***

Welcome

Ms. Victoria Corlett (Principal, SRHS): **How Education at the Salt River High School Helps Meet the Challenges Facing Youth**

Prof. Darryl Macer (Director, Institute of Indigenous Peoples and Global Studies; Provost, AUSN; Former UNESCO Regional Adviser for Asia and the Pacific): **World Peace, The United Nations and Youth Peace Ambassadors Program**

SRHS Student Council: **Examples of Community Service Opportunities and Experiences**

Prof. Govindan Parayil (Director, AUSN Institute of Sustainability Science and Wisdom Traditions; former Vice-Rector, United Nations University): **The United Nations and World Peace**

YPA Participants: **Examples of YPA Action Plans from different countries**

Ms. Margaret Fisher (Health Center, SRPMIC): **Youth Diabetes Awareness**

12:00 **Lunch @ *SRHS with High School Students***

*Transport to SRPMIC Museum*

13:00 **Salt River Pima-Maricopa Indian Community (SRPMIC) Museum**

Museum Staff: **Guided Tour**

*Transport to SRPMIC Community Hall*

14:00 **Youth Can Change the World: Education, Awakening & Empowerment @ *SRPMIC Community Hall***

Prof. Darryl Macer, Lian D'Avignon and Laura Brodie-Ballentyne: **Discussion of Potential Conference Statement**

Mrs. Linda McCabe (Youth Services, SRPMIC): **Challenges and Opportunities for Native American Youth**

Mr. Rimesh Khanal (Youth's UNESCO Club, Nepal): **Youth and the Olympic Truce**  
Mr. Rogie Nichole M. Aquino (the Philippines): **Indigenous Youth Empowerment through Nation Building**

Ms. Jazmie Jamaludin (Malaysia): **Youth Empowerment: Volunteer, Volunteering and Volunteerism in Malaysia**

Mr. Mohd Hisyam Jahimi (Malaysia): **Education for Underprivileged Students and How Youths (Students) Can Contribute**

Ms. Margaret Fisher and Ms. Roberta Johnson (Health Center, SRPMIC): **Diabetes Program and Youth Community Members**

Ms. Martha Martinez (Ms. Salt River 2013): **Reflections from my time as Ms. Salt River**

Participants: **Examples of YPA Action Plans from different countries**

17:00 **Hand Game with SRPMIC Youth Council; & Networking**

*Transport to SRPMIC Museum*

18:00 **Welcome Dinner & Cultural Evening**

**Traditional Meal** Prepared by the SRPMIC Youth Council & Youth Services  
**InterCultural Evening** with Dances from Pima "Akimel O'Odham" (River People) and the Maricopa "Xalychidom Piipaash" (People whole live toward the water) tribes, hand games and songs from different cultures.

## Saturday 8.23 @ Holiday Inn Express

8:00 **Medicine, Health and Peace**

Prof. Thomas Gionis (President, AUSN; Chairman of Fulbright Academy of Law, Peace and Public Health): **Medicine and Health for Indigenous Peoples**

Mr. Leroy Johnson (Executive Director, Liberian Students Network For Capacity Building, LIS-NECAB, Liberia): **Issues and the Status of the Ebola Outbreak in Liberia**

Prof. Nia Symriotis (Chairwoman, Department of Integrative and Regenerative Medicine, AUSN): **Integrated Medicine and Peace**

Dr. Carolyn Conti (Senior Research Fellow, AUSN): **Global Peace Index and Public Health**

Mr. John LaMuth (Visiting Professor in Peace Studies and Conflict Resolution, AUSN): **Peace and the Brain: Moral Choices and Neuroanatomy**

12:00 **Lunch**

13:00 **Environment, Sustainability and Peace**

Prof. Govindan Parayil (Director, AUSN Institute of Sustainability Science and Wisdom Traditions; former Vice-Rector, United Nations University): **Sustainability Science and Peace**

Ms. Lian D'Avignon (Navajo Nation and San Carlos Apache; SRPMIC Afterschool Program Youth Services Supervisor): **Inherent Identity**

Ms. Stefy Listiani Santoso (YPA Ambassador): **Parahyangan Green Challenge**

Mr. Monjur A. Morshed (Northumbria University, UK): **Building Peace by Creating Awareness on Arsenic Contamination**

Vice Admiral Eduardo Ma. R. Santos, AFP (ret.) (President MAAP; Executive Vice President, AMOSUP) (Presented by Angelica M. Baylon): **MAAP Corporate Social Responsibility: Participatory and Partnership Approach on Environmental Protection through Management and Extension**

Ms. Rika Maya Sari Harahap (General Secretary of Indonesian Youth Green Coalition Regional North Sumatra, Indonesia): **Indonesian Youth Green Coalition Regional North Sumatra**

Ms. Dolma Lama, Ms. Bijavata Maharian, Mr. Bibek Adhikari, and Mr. Rimesh Khanal (Youth's UNESCO Group, Nepal): **Green Revolution**

Dr. Dylan Sloan (Vice President, Native Youth Unite): **It's Our Choice Over Traditional and Modern Clothes**

Ms. Devika Malik (India): **Gond Tribe of Chhattisgarh: Culture, Traditions, Challenges and the Way Forward for Gond Youth**

15:45 **Tea Break**

16:00 **Action Plan Evaluation and Making**

Prof. Darryl Macer (Director, Institute of Indigenous Peoples and Global Studies; Provost, AUSN): **Highlights of the Action Plans of the First 500 YPA Trainees**

Prof. Angelica M. Baylon (President, PAEPI; External Relations Director, MAAP; Visiting Professor in Chemistry, Maritime Science and Community Studies, AUSN): **PAEPI Advocacy Initiatives Towards Accomplishment of MDGs and ASEAN 2015 Integration: Development Intervention in Terms of Applied Research and Extension Services Delivery**

**Workshop** led by Prof. Darryl Macer and YPA Facilitators

18:00 **Dinner**

## Sunday 8.24 @ Holiday Inn Express

8:00 **Youth Empowerment, Culture & Identity**

Mr. Bibek Adhikari, Ms. Dolma Lama, Ms. Bijavata Maharjan, and Mr. Rimesh Khanal (Youth's UNESCO Group, Nepal): **Nepal Looking Beyond Seventh Youth Peace Ambassador Training Workshop**

Mr. Makaius Marks (Navajo Ambassador, Flagstaff; Native Youth Unite): **Is an Act of a Hero's Path a Character, a Destiny, or a Way of Life?**

Ms. Ananya Tritipthumrongchok (General Manager, Eubios Ethics Institute, Thailand): **Peace Through Fortune Telling?**

Ms. Endreya McCabe (Sovereign Nations Scholar, AUSN): **Gay and Lesbian Culture / Two Spirits Among Native American Indian Tribes**

Dr. Martha Marcela Rodriguez Alanis (General Director, Institute for Investigation of Bioethics, Monterrey, Mexico; Visiting Professor in Bioethics and Dermatology, AUSN): **Development of Moral Values in Young People**

Ms. Wided Lahmar (Tunisia): **Human Rights Education for Primary School**

Mr. Jatwinder Grewa (India): **Reasons for the Increase of Sexual Assaults and Rapes in India**

Mr. Mohammad Haroon Shafiqi (Afghanistan): **Culture and identity in Afghanistan: the dilemma of Peace**

12:00 **Lunch**

13:00 **Rebuilding From Disasters**

Ms. Laura Ballantyne-Brodie (Australia): **Building from the Youth Looking Beyond Disaster (LBD) Forum Communiqué**

Ms. Krishna Chaitanya (India): **My LBD1 Action Plan**

Prof. Ryo Takahashi, (Institute of Gerontology; Tokyo University of Social Welfare, Japan): **The FEMA and CERT: Training, Guidance, and Managements: An Analysis on Cross-Cultural Perspectives**

Dr. Raquel R. Smith (Montana): **Listening to the Voices of Our Ancestors: The consciousness Behind Community Youth Response Teams**

Prof. Rowena Fajardo Zoilo (Bicol University, Legazi City, Philippines): **Educating to Build Resilient Communities**

15:45 **Tea Break**

16:00 **Progress in Background of a Conference Statement**

*Facilitated by Prof. Darryl Macer, Lian D'Avignon and Laura Brodie-Ballentyne*

17:00 **Action Plan Development**

*Facilitated by Prof. Darryl Macer and YPA Facilitators including Plenary and Small Group Work. Development towards everyone drafting their own action plans (groups and individuals) with training sessions by faculty including funding bid and proposal writing, lobbying leaders for actions, project management and implementation, team building, recruiting volunteers and support for project delivery.*

18:00 **Dinner**

## Monday 8.25

5:30 **Depart for Field Trip**

*Field trip to the **Grand Canyon** (South Rim, National Park Visitors Center, Lookouts) and the **Navajo Indian Nation at Tonalea** where participants will meet members of Indian Communities from Northern Arizona, see cultural displays and learn the culture. **Breakfast** will be provided on the bus and **Lunch** will be provided by the Navajo Indian Community at Tonalea.*

## Tuesday 8.26 @ Holiday Inn Express

9:00 **Action Plan Development & Presentations**

*Draft presentations, revision and formal final presentations of **action plans**. All participants will be expected to prepare a written action plan for follow-up with*

*linkage to their communities. There will also be a presentation of the **Draft Conference Statement**. Lunch and Dinner will be provided.*

## Wednesday 8.27 @ Holiday Inn Express

9:00 **Preparation for Final Presentations of Action Plans**

*Closing Sessions, Keynote Speeches, Networking and Certificates. Formal presentations from all participants of their formal action plans. Lunch and Dinner will be provided.*

## Thursday 8.28

8:00 **Depart for Field Trip**

*Check-out of hotel if going to Los Angeles or not returning to hotel. Field trip to San Carlos Apache Reservation for activities with the San Carlos Apache Indian Nation Community. Visit the San Carlos Memorial of the former Native American Internment Site, participate in blessings and tree planting.*

Cr. Wendsler Nosie, Sr. (former Chair of San Carlos Apache Nation): **The San Carlos Apache**

Ms. Naelyn Pike (President, Native Youth Unite): **Global Peace Must Also Apply at Home: The United Nations Treatment of Native Americans**

Ms. Laura Ballantyne-Brodie (Australia): **Reflections from Pro-Bono Legal Cases for Members of the Stolen Generation in Australia**

**Talks by** the Visiting Youth

All Participants: **Interfaith Prayer on Oak Flats for a Peaceful World and Closing**

# Abstracts

## Friday, 22 August 2014

### 8:45 Opening Session @ Holiday Inn Express North Scottsdale

**Welcome** by Prof. Darryl Macer (Director, Institute of Indigenous Peoples and Global Studies; Provost, AUSN)

Self Introduction by all Participants

*Transport to Salt River High School (SRHS)*

Since 2010, Eubios Ethics Institute in cooperation with partner institutions including American University of Sovereign Nations (AUSN), UNESCO, Hiroshima Peace Culture Foundation and others have organized seven Youth Peace Ambassador Training Workshops across the Asia-Pacific region with 520 youth from 50 countries, and one YPA Olympic Truce Workshop in London during the 2012 Olympics. No matter what your circumstances or age you are welcome to join. Together, the participants identify issues that can promote a culture of peace. So far they have developed 220 action projects promoted at making a difference in their communities.<sup>1</sup> People and NGOs will come from all faith communities and interests.

There will be a particular theme in YPA9 on empowerment of indigenous Peoples. YPA9 is organized by **American University of Sovereign Nations (AUSN)** and **Eubios Ethics Institute**, with the cooperation of **Native Youth Unite**, the **Salt River Pima-Maricopa Indian Community (SRPMIC) Youth Council**. Indigenous populations are communities that live within, or are attached to, geographically distinct traditional habitats or ancestral territories, and who identify themselves as being part of a distinct cultural group, descended from groups present in the area *before modern states were created and current borders defined*. They generally maintain cultural and social identities, and social, economic, cultural and political institutions, separate from the mainstream or dominant society or culture. There are 370 million indigenous people in 70 countries, and 566 federally recognized tribes in the United States.

How can we educate citizens in different countries and institutions to promote a culture of peace and peace building? The youth peace ambassadors trained in this workshop will leave with draft action plans for follow-up, to work with others in a range of communities to transform policies and practices to those which best develop the culture of peace.

How should communities go forward and build upon the progress made during the United Nations International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) and the United Nations International Year of Youth: Dialogue and Mutual Understanding (12 August 2010 to 2011)? The basis of the Year of Youth was, "Considering that it is necessary to disseminate among young people the ideals of peace,

<sup>1</sup> The action plans are on the Eubios Ethics Institute website [http://eubios.info/youth\\_peace\\_ambassadors\\_international](http://eubios.info/youth_peace_ambassadors_international)

respect for human rights and fundamental freedoms, solidarity and dedication to the objectives of progress and development."

During the last decade, human security has become a central concern to many countries, with institutions and social actors searching for innovative ways and means of tackling the many non-military threats to peace and security. Today, in an increasingly globalized world, the evolution of threats involve ethnic confrontations, terrorism, forced displacement, extreme poverty, economic disparity, discrimination, environmental degradation, national disasters, and deadly infectious diseases which threaten the lives and security of millions. The world's future depends upon a growing need for human security and a better understanding of all the risks and threats that affect populations and individuals. We will not enjoy security without peace, peace without security.

While there is no agreement among scientists and policy makers on a joint definition of human security, four conceptual pillars of human security have evolved in the scientific and political debate: a) 'freedom from fear', b) 'freedom from want', c) 'freedom to live in dignity' and d) 'freedom from hazard impacts'.

The workshop will reflect on statements to consider a guiding declaration for youth activities in the peace program, as well as assisting persons to develop their action plans for individual follow-up. The Oxford English Dictionary defines peace as, "*freedom from civil unrest or disorder; public order and security*". We can consider positive and negative images of peace:

*Positive Peace: inclusive, equitable structures in society to promote harmony, respect for human rights, and proper stewardship of our natural resources*

*Negative Peace: absence of direct violence such as civil war or other conflict*

The United Nations gives a **definition of peace** in their Declaration on a Culture of Peace (A/53/243), "*Peace not only is the absence of conflict, but also requires a positive, dynamic participatory process where dialogue is encouraged and conflicts are solved in a spirit of mutual understanding and cooperation*".

The concept of peace, in its general acceptance, is a long-term process involving many stakeholders and every layer of the society. The United Nations was founded in 1945 with the goal of bringing about a "world at peace," thus peace is a vital term throughout the UN.<sup>2</sup>

The UNHCHR **Discrimination** Convention (1960) defines discrimination as "Any distinction, exclusion or preference made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin, which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation."<sup>3</sup>

UNESCO's '**Universal Declaration on Bioethics and Human Rights**' outlines the UN's stance on ethics and can be applied to the whole spectrum of the UN's activities. In all instances the individual's dignity and human rights must be fully respected and their welfare should take priority over the interest of science or society. The declaration also states that individuals and groups of "special vulnerability" be protected and have their integrity respected.<sup>4</sup> As long as these conditions are met the individual must be provided with the adequate relevant information and be given the option for withdrawal at any point without any "disadvantage or prejudice."<sup>5</sup> Ethics must be considered when undertaking any

<sup>2</sup> Matsuura, K., 2002. *UNESCO Mainstreaming: The Culture of Peace*. [http://www3.unesco.org/iycp/uk/uk\\_sum\\_cp.htm](http://www3.unesco.org/iycp/uk/uk_sum_cp.htm)

<sup>3</sup> United Nations Office of the High Commissioner for Human Rights., 1960. *Discrimination (Employment and Occupation) Convention (NO. 111)*. Adopted 25<sup>th</sup> June 1958, Entry into force 15<sup>th</sup> June 1960. Downloaded from [http://www.unhchr.ch/html/menu3/b/d\\_ilo111.htm\\_on](http://www.unhchr.ch/html/menu3/b/d_ilo111.htm_on) 1/12/2008.

<sup>4</sup> UNESCO., 2006. *Universal Declaration on Bioethics and Human Rights*. 33<sup>rd</sup> session of the General Conference of UNESCO. 19<sup>th</sup> October 2005. Article 8.

<sup>5</sup> UNESCO., 2006. *Declaration on Bioethics*. Article 6.

activity concerning peace and human security. In many instances practices to promote human security may have secondary effects that are damaging to a third party. To mount a successful campaign for peace and human security these ethical implications must be considered at all times.

The **Global Peace Index (GPI)**, the first ever study to rank the nations of the world by their peacefulness and to identify potential drivers of peace. Started in 2008, the Index ranks 149 nations according to their 'absence of violence'. The GPI is composed of qualitative and quantitative indicators from highly respected sources, which combine factors internal to a country and external to it.<sup>6</sup> The 2010 report, for example, lists all the countries, from New Zealand (ranked most peaceful; Japan, 3<sup>rd</sup>, Cambodia, 111<sup>th</sup>, Thailand, 124<sup>th</sup>, the Philippines, 130<sup>th</sup>).

The major challenges facing humanity today are global – climate change, lack of fresh water, ever-decreasing bio-diversity and overpopulation. These challenges are now well documented and supported by thousands of scientists, academics and leading institutions. It is impossible to accurately portray the devastating effects that these problems will have on all nations, unless unified global action is taken.<sup>7</sup> Peace is the essential prerequisite because without peace we will be unable to achieve the levels of cooperation, inclusiveness and social equity necessary to solve these problems, let alone empower the international institutions needed to regulate the challenges. The notion of peace and its value are poorly understood. There are competing definitions of peace, and most research into what peace is, in fact, the study of violent conflict.

What future do we want? The pursuit of a good life is a goal that all persons can hope for. A good life has many meanings, some of which will be developed in this paper. A good life should be understood in a holistic sense, and is clearly more than just a contented life, free of want and fear. At the international level this is what the United Nations was established to help provide. This is also the duty of all governments to provide to their citizens, and those with the abilities to provide to those in need. A good life also implies that our moral choices will also be "good", and that depends on every one of us responding to the circumstances into which we fall.

From the past years of research across many countries I will argue that "love" is a fruitful language for debate in ethics, despite its ambiguity. We can consider the four imperatives of love for ethics, as self-love, love of others, loving life and loving good (Macer, 1998). I have argued that love is not only a universally recognised goal of ethical action, but is also the foundation of normative principles of ethics. These fundamental principles of ethics may not have changed over time, but the emphasis placed on them has shifted. There was more importance placed on loving good – beneficence- a century ago but now there has been more precedence given to self-love. The self-love includes both pursuit of each individual to find their own given talents and skills, and place in the universe, and also self-rule, autonomy.

The importance of loving others, justice, and loving life - non-maleficence – are also central to our debates in bioethics. How can we ensure we all have a Secure Life. The universality of love cannot to be questioned, as we can see this in all major religions of the world as we try to consider global ethics, and also among philosophers. Confucius said that "to love a thing means wanting it to live". J.S. Mill also considered utilitarianism as the perfect expression of love (agape).

**Ethics** is a concept balancing benefits and risks of choices and decisions. The underlying heritage of ethics can be seen in all cultures, religions, and in ancient writings from around the world. We in fact cannot trace the origin of bioethics back to their beginning, as the relationships between human beings within their society, with nature and God, are formed at an earlier stage than our history would tell us.

Ethics is learning how to balance different benefits, risks and duties. In recent decades renewed impetus has been given to ethics through its application to consider the challenges of new technologies in life sciences and medicine. Bioethics includes ethical issues related to all branches of knowledge, including the environment, life sciences, and medicine and associated technologies. Concepts of bioethics can be seen in literature, art, music, culture, philosophy, and religion, throughout history.

There are at least three ways to view ethics:

1. Descriptive ethics is the way people view life, their moral interactions and responsibilities with others in their life.
2. Prescriptive ethics is to tell others what is ethically good or bad, or what principles are most important in making such decisions. It may also be to say something or someone has rights, and others have duties to them. It is related to policy making and law.
3. Interactive ethics is discussion and debate between people, groups within society, and communities, about descriptive and prescriptive ethics.

There was a long heritage of examining these issues found in all cultures, with a range of anthropocentric, biocentric, and ecocentric views. Asian and Pacific cultures are more bio-centric than many modern Western cultures. Bio-centric means to consider an ethical dilemma from the perspective of a living organism, for example, a dog, a tree, or a human being as a living organism. Eco-centric means to view an ethical issue from the perspective of an ecosystem, for example, a rainforest, wetland or a park in the city. One of the keys to Asian ways of thinking of the world is embedded in relationships between members of the living world.

A love of nature suggests not just a hierarchical domination of humankind over non-humans, but love between partners. The principle of stewardship is not limited to one region of the world or one religion. Stewardship can be balanced with support for the creativity of humanity to find new technology. Although some have said that industrialization was a force that led to the destruction of nature in Asia, historical studies suggest that despite the animism and Buddhist views of the oneness of nature, forests were converted into farmland over the past hundreds of years. In South Asia, however, we do find sacred groves where nature was preserved over human needs, and the trees and plants in these groves were not cut down and destroyed despite human need. Research into these areas of the philosophy of nature would be very opportune given our common environmental crisis. We can see our identity has become anthropocentric rather than ecocentric.

If we simply apply ethical principles to the question of technology we would see that we need to balance the different imperatives. The ethical principle of loving good, beneficence, supports the development of science and technology that might cure sick persons or feed hungry people. It is found in all religions and demands us to work for a culture of peace together with all others, helpfully and generously. Respect for the ethical principle of self-love, autonomy, supports empowerment of people so they can make choices, live their lives, access technology according to their values. We respect families and communities. The ethical principle of loving life, do no harm, warns us to avoid conflict. We must assess all options, current and new, to provide the best alternative for the local situation now. New options may do less harm to environment or to people's health, and thus need to be considered if they will promote the future peace and solidarity of the world. The ethical principle of loving others, justice, makes us consider the risks for future generations, and for all to share in the fruits of our endeavor and good fortune. There is an existing basis for developing ethics in all regions of the world to overcome conflict.

The broad concepts of bioethics as taken by the Universal Declaration on Bioethics and Human Rights in article 14 on social responsibility includes recognition of the right to food, water and minimum standards of living. These are some indication of a "good life". We need to provide more practical reality to expressions of love of others, if we will be judged

<sup>6</sup> The Global Peace Index (<http://www.visionofhumanity.org/>)

<sup>7</sup> (<http://www.economicsandpeace.org/>)

to have lived a good life. The ultimate judge of our living a good life is not ourselves, but others, and those in the future of our generation will judge us.

#### References

Eubios Ethics Institute <[eubios.info/index.htm](http://eubios.info/index.htm)>

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UNESCO. 2000. *Declaration on a culture of peace* (A/53/243)

<http://www.unesco.org/cpp/uk/declarations/2000.htm>, (Accessed 15 February, 2011)

United Nations. *Declaration on the Elimination of Violence against Women*. General Assembly resolution 48/104 of 20 December 1993.

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### 10:30 **Mutual Sharing of Youth Empowerment, Community Service**

#### **& Education @ *Lecture Theater, SRHS***

Welcome

Ms. Victoria Corlett (Principal, SRHS): **How Education at the Salt River High School Helps Meet the Challenges Facing Youth**

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Mr. Rimesh Khanal (Youth's UNESCO Club, Nepal): **Youth and the Olympic Truce**

Mr. Rogie Nichole M. Aquino (the Philippines): **Indigenous Youth Empowerment through Nation Building**

In the Philippines, the youth are also referred as the "Pag-asa ng Bayan" or the Agents of a Positive Change in the country. Being a student leader in my country, I have realized and seen a lot of situations on how the power of the youth can eventually make a lasting impact not just in my country but in the entire world. Starting with the youth sector can fasten the rate of improvement in one's nation or state. Through adequate training and education, even the indigenous tribes living in the different areas in the world would be aware of the numerous technological and economic changes happening in the world around us. Nation building is a well-known process, of which aims to unify the people and also to give them the heart and mind to serve their own home for a bright future ahead of them. It will definitely be an effective method in promoting growth and maturity to the minds of the youth. Moreover, it is also the responsibility of the government to facilitate and to be involved in this programs. Effecting, Empowering and Ethical leadership must be implemented to be able to successfully motivate the people especially the youth sector in this continuous process of building lives. In the Philippines, a Republic Act No. 8804, also known as the Youth in Nation Building Act, was implemented to fully develop the youth as the future agents of change in the country. With this, a National Youth Commission was established, focusing on the encouragement of youth involvement in character-building and development activities for civic efficiency, stewardship of natural resources, agricultural and industrial productivity, and an understanding of world economic commitments on tariffs and trade and participation in structures of policy-making and program implementation to reduce the incidence of poverty and accelerate socio-economic development. Being part of the youth sector, it is also my responsibility to ignite the fire within my fellow youth, especially the indigenous people, to act and to be responsible citizens of our country and of the world.

#### Mr. Mohd Hisyam Jahimi (Malaysia): **Education for Underprivileged Students and How Youths (Students) Can Contribute**

One out of every 8 students in Standard One does not meet the targeted literacy levels in Malaysia. Some of the students do not know how to read simple sentences or count basic numbers at the age of 13. Something should be done immediately. The gap between highly educated students and less educated students is getting bigger every single day. Some of us are aware of this problem but do not know how to contribute to solve this problem.

Project WCLT (We CARE LOVE and TEACH) was introduced as a platform for university students to tackle this problem from the ground. This project is focusing on bringing education for underprivileged students, mostly orphans because we believe everyone, no matter what your background is or how poor you are, deserves to succeed. Additionally, we are also targeting university students in Malaysia to be our volunteers and spare one day every week to do the tutoring for this project. Most of the university students do not know their true potentials as a student. We want them to unlock themselves from the library, step out from the lecture halls and explore new things around them. These are the things that will define them as a human. Life is more than just getting a job, settle down and get married. We want them to be compassion, selfless, empathy, sympathy and above all, start to find the true definition of being a human again because right now we are losing it.

Ms. Margaret Fisher and Ms. Roberta Johnson (Health Center, SRPMIC): **Diabetes Program and Youth Community Members**

Ms. Martha Martinez (Ms. Salt River 2013): **Reflections from my time as Ms. Salt River**

Participants: **Examples of YPA Action Plans from different countries**

17:00 **Hand Game with SRPMIC Youth Council; & Networking**

*Transport to SRPMIC Museum*

18:00 **Welcome Dinner & Cultural Evening**

**Traditional Meal** Prepared by the SRPMIC Youth Council & Youth Services

**InterCultural Evening** with Dances from Pima "Akimel O'Odham" (River People) and the Maricopa "Xalychidom Piipaash" (People whole live toward the water) tribes, hand games and songs from different cultures. There will be songs from different people.

PEACE SONG BY ANANYA MURALI

Life is a rainbow full of colors  
Do not distinguish between just two colors  
With other people the will to share  
Shows how much we love and care.

Fight hatred with love and peace  
Fight with your words not with your fist  
Outshine the star, outgrow the selfishness  
Love is the key to the problems of the world.

O' Martin Luther King we praise you  
In all we say and in all we do  
You were so humble always true  
You cared for people all over the world.

O'powerful man of peace  
No wonder you got a Nobel prize  
Your words were full of wisdom  
You fought for people's equal rights.

Montgomery bus boycott  
Was your first movement  
Long live your words and long live your memories  
This day we are here to honor you.

Sooner or later the world will be  
Free of hatred and full of love  
This day we are here to honor you  
O'powerful man of peace.

Mahatma Gandhi's favorite song:

Ragupati ragava rajaram  
Patheeta pavana seeta ram  
Seeta ram jaya seeta ram  
Seeta ram jaya seeta ram  
Rama rama jaya raja ram  
Rama rama jaya seeta ram  
Rama rama jaya raja ram  
Rama rama jaya seeta ram (sooner)

**Saturday, 23 August 2014** (All day Conference at Hotel)

8:00 **Medicine, Health and Peace**

Prof. Thomas Gionis (President, AUSN; Chairman of Fulbright Academy of Law, Peace and Public Health): **Medicine and Health for Indigenous Peoples**

Mr. Leroy Johnson (Executive Director, Liberian Students Network For Capacity Building, LIS-NECAB, Liberia): **Issues and the Status of the Ebola Outbreak in Liberia**

Prof. Nia Symriotis (Chairwoman, Department of Integrative and Regenerative Medicine, AUSN): **Integrated Medicine and Peace**

Dr. Carolyn Conti (Senior Research Fellow, AUSN): **Global Peace Index and Public Health**

The Peace and Public Health presentation will draw on information from two recent reports, the United Nations commissioned Happiness Report and the Institute for Economics and Peace Global Peace Index, demonstrating that there is a strong correlation between peace and happiness. The role of Public Health in working to bring about a more peaceful world will be presented as well as a focus on the responsibility of each individual to work to transform the pervasive Culture of Violence to a Culture of Peace.

Mr. John LaMuth (Visiting Professor in Peace Studies and Conflict Resolution, AUSN): **Peace and the Brain: Moral Choices and Neuroanatomy**

Announcing the introduction of the first Periodic Table for the Human Forebrain; which enjoys similar advantages to the dramatic influence the Periodic Table of the Elements has enjoyed with respect to Chemistry/Physics. The cerebral cortex represents the most logical initiation point for such an innovation, celebrated as the crowning culmination of human forebrain evolution. This radical expansion of the neocortex is observed to occur in a discrete pattern suggestively termed cortical growth rings. The stepwise repetition of these processes over the course of mammalian evolution ultimately accounts for the six sequential age levels of cortical evolution. The two fundamental variables defining forebrain evolution are the parameters of phylogenetic age and input specificity. Sanides (1972) proposed that the human cortex evolved as a sequence of five concentric growth rings comprising a medio-lateral hemisphere gradient. Furthermore, the interoceptive, exteroceptive and proprioceptive input categories each project to their own four-part complex of cortical bands that (when taken collectively) define an antero-posterior hemisphere gradient. The para-coronal variable of phylogenetic age is plotted as the ordinate and the para-sagittal parameter of input specificity charted as the abscissa in a Cartesian coordinate system. Each cortical area described by Brodmann and von Economo corresponds to schematically unique age/input parameter coordinates. Furthermore, each affiliated thalamic nucleus of specific age and input coordinates projects principally to that cortical area comprising identical pair-coordinate values, implying that the evolution of both the dorsal thalamus and the cortex are similarly defined in terms of the specifics for the dual parameter grid.

12:00 **Lunch**

13:00 **Environment, Sustainability and Peace**

Prof. Govindan Parayil (Director, AUSN Institute of Sustainability Science and Wisdom Traditions; former Vice-Rector, United Nations University): **Sustainability Science and Peace**

Ms. Lian D'Avignon (Navajo Nation and San Carlos Apache; SRPMIC Afterschool Program Youth Services Supervisor): **Inherent Identity**

I will discuss the importance of our young Native people knowing their identity. I will begin with my personal experiences and a brief history of our people. Then I will focus on some current issues facing our Native communities and the threats to our cultural identity. Then I will talk about how we are now coming full circle in finding our true identity. Our young people are now choosing to exercise their inherent identity and rights to religious freedom back in our sacred homelands, without the permits the United States government's permits.

Ms. Stefy Listiani Santoso (YPA Ambassador): **Parahyangan Green Challenge**

The lack of public awareness of garbage disposal causes pollution and a wide range effects on health. Almost every place in Indonesia especially in Bandung, West Java (no exception the school/college), garbage disposal system is done by dumping without any further management. Such disposal system needs a wide area of land and also causes pollution in air, soil, and water also the land could be breeding grounds of infectious disease.

From some environmental cases that occurred in Bandung, at least the students as the future generation must aware of it. Because the students is an agent of change in society. To overcome these environmental problems, students can perform acts of environmental awareness both inside and outside the campus/ school. Students is also the stakeholders who facilitate and become an engine in society to make a better life change. Actions of environmental awareness can be started from the smallest things of which dispose the waste in place, sorting the waste, reduced use of paper and plastic, the development of bike and walking paths as an effort to save fuel which is not renewable, TOGA planting, environmental education for the students, and increase the green plants in areas of high air pollution. By seeing all this aspects the students of Parahyangan Catholic University, with Ms. Stefy Listiani Santoso as a chairman have came up with Parahyangan Green Challenge (PGC) 2014 in an active role to foster a sense of caring for the environment, enhancing creativity in utilizing waste and creating entrepreneurial spirit in relation to the environment. Results provided by PGC is that the participants can find out about the use of waste and the treatment, participants can implement the knowledge of garbage and entrepreneurship that has been given, participants can make a real action for the environment in their area of origin.

Parahyangan Green Challenge (PGC) is a national event organized by the student of Parahyangan Catholic University. Parahyangan Green *Challenge* 2014 themed Ecopreneurship, which is entrepreneurial behavior that considers the environmental aspects. Garbage chosen as a means to build the entrepreneurial spirit, because students can also help people in their surrounding to manage their garbage into goods that can be resale in order to alleviate social problems. In April 2014 we had

100 talkshow audience and we invite 100 selected university students across Indonesia to Bandung to share and make real action together. For three days, through 7 speakers and activities that we made, we give a new insight to the 100 students in creating garbage into a useful matter. Eco-preneurship is the main aim of holding PGC in the year of 2014. We are confident, with a small step from the 100 delegates can contribute for Indonesia to save the surrounding environment. We also provide a challenge about what they can do to the environment after they return home, where the progress will we review two months after the challenge began. For the winners we also have prepared a cash prize of millions of Rupiah.

Official Website : [www.pgcunpar.com](http://www.pgcunpar.com) Facebook : Parahyangan Green Challenge 2014 Twitter : @PGCUnpar

Mr. Monjur A. Morshed (Northumbria University, UK): **Building Peace by Creating Awareness on Arsenic Contamination**

**Bangladesh** is facing grave environmental disorders from the over exploitation of ground water. The water pouring out of the millions of tube wells is highly contaminated with arsenic. Tube wells no longer remain safe sources of water and as a result pose serious health hazards, affecting nearly one-third of the population.

This Action plan aimed at creating awareness among the people about the causes of arsenic contamination in ground water. Initiatives were taken by organizing workshops, counseling the local people and doing fieldworks with volunteers. The action plan was implemented in some of the most arsenic affected areas of Bangladesh which are **Munshigonj**, **Comilla** and **Feni**. The workshop for Munshigonj started on 15<sup>th</sup> January, Comilla on 20th January and Feni on 27<sup>th</sup> January of 2013.

Two days long workshops were held in each district focusing on, reaching out to people, generate awareness about the adverse effects of usage and consumption of arsenic contaminated water and methods to avoid the problems connected to the issue. This was achieved by counseling people against the use of arsenic contaminated water along with simultaneous field work involving the youth. The educational institutions involved in the workshops were, Holodia High School, Munshigonj ; Laksham College, Comilla ;Feni College, Feni and Zia Mohila College, Feni. Students were selected from these institutions and were trained to assist in conducting the workshops first-hand.

The organizing team with the volunteers surveyed the areas logging, number of tube-wells and collected other information. A tour was conducted in the entire town/ village and the volunteers helped paint the tube wells after the specialist's inspection with "**Hach Arsenic Detection Kit**" in order to distinguish the safe and unsafe ones. Arsenic contaminated wells were painted "Red" and the safe wells were painted "Green".

15 students were in the organizing team, 33 college/ senior students were trained volunteers and 450 school students from Munshigonj, Comilla and Feni districts were the participants. The biggest water pump supplier company of Bangladesh "**Pedrollo**" supported the event in various ways and both the print and electronic media's of Bangladesh publicized the event.

An OASIS DP Duo BW 75 Arsenic Filter made by Atlas Filtri, Italy with a PKM 60 motor and "Easy Pressure smart system" was donated to Holodia High School,Louhajong,Munshigonj by Monjur A Morshed, Head of the Organizing team for this Action plan.



Vice Admiral Eduardo Ma. R. Santos, AFP (ret.) (President MAAP; Executive Vice President, AMOSUP) (Presented by Angelica M. Baylon): **MAAP Corporate Social Responsibility: Participatory and Partnership Approach on Environmental Protection through Management and Extension**

This paper shares and articulates the MAAP Philosophy on Environmental Protection and Management including but not limited to MAAP first initiatives, background and rationale of the various extension services initiatives, experiences and best practices of MAAP in coastal environmental protection and management and more. MAAP has been actively involved in consultative meetings on environmental concerns in the Province of Bataan. To address concerns in the coastal areas, the Maritime Academy of Asia and the Pacific (MAAP), an active member of the Bataan Coastal Care Foundation (BCCF) with social corporate responsibility of taking care of the coastal environment and as an institution of higher learning with a three-fold function in education, research and extension services, has initiated a proposal for the establishment of Artificial Reef Project. Said project with a community organizing component has also established and organized a fisherfolk association or SAMAMABA who will be responsible in managing and securing the coastal area for their fishing activities. This proposal took the interest of MAAP extension service partners namely: the Total Philippines Corporation and Liguigaz Philippines Corporation. Hence, Artificial Reef Project, which is, near the ports of MAAP, TOTAL and Liguigaz was launched in 2007 at Sitio Marina, Brgy. Alas-asin, Mariveles, Bataan. This project has been realized, not only with the collaboration among MAAP, Total, and Liguigaz but also in partnership with concerned government and non-government organizations (NGOs) through a participatory and partnership approach to ensure success of the AR project beneficial to the coastal environment and fishing community. In 2008, series of trainings were conducted at MAAP for this fisherfolk association (SAMAMABA). The AR project hopes to address not only the livelihood and health concerns of the people but more so the safety and security of the community brought about by the rampant dynamite fishing in the area. MAAP with collaborative partners extend mutual support and assistance and undertake collaborative activities to continuously ensure effective management and protection of AR in the area under MAAP Environmental and Sanitation Program. Other various extension services activities are also presented under: Health and Nutrition Program; Livelihood Assistance Program; Education, Training and Values Education Program and other community outreach programs which this paper presents.

Ms. Rika Maya Sari Harahap (General Secretary of Indonesian Youth Green Coalition Regional North Sumatra, Indonesia): **Indonesian Youth Green Coalition Regional North Sumatra**

Ms. Dolma Lama, Ms. Bijavata Maharian, Mr. Bibek Adhikari, and Mr. Rimesh Khanal (Youth's UNESCO Group, Nepal): **Green Revolution**

Dr. Dylan Sloan (President, Native Insights): **It's Our Choice Over Traditional and Modern Clothes**

Ms. Devika Malik, India: **Gond Tribe of Chhattisgarh: Culture, Traditions, Challenges and the Way Forward for Gond Youth**

Indigenous tribes contribute 8.6% of India's population. They contribute to India's diversity and also play a key role in preserving the rich flora & fauna of the nation. With most tribes following a matriarchal system, they also have a much

higher female to male sex ratio than the national average – Gonds-990 females per 1000 males.

Chhattisgarh, a state in Central India has 33% tribal population. Bastar district in Chhattisgarh consists of 70% tribal population, a tribe known as Gonds. Gonds have attracted the attention of sociologists and researchers worldwide, owing to their unique customs & traditions. As the state of Chhattisgarh is rich in iron ore, metal handicrafts made by the Gonds is an interesting cottage industry. Apart from metal handicrafts and Gond paintings, their mainstay occupation still remains shifting agriculture, hunting & gathering.

It is abysmal that this jewel in the crown of India's diversity today suffers from poverty, lack of basic amenities & challenges to access in education. However, the Ministry of Tribal Affairs set up by the Government of India and many non – profit NGOs realize the need to preserve this community and efforts are continuously being directed towards this goal.

In addition to vocational skills like metal crafting and painting, tribal youth today are seeking opportunities in mainstream careers; and non – profit organizations like *Aglakadam Aajeevika Academy* are assisting them in achieving this goal. AAA has provided vocational training facilities & job opportunities to 7500 tribal youth, one amongst the many initiatives of this organization to help Gond youth assimilate with the mainstream.

The importance and integral nature of tribal communities is paramount in sustainable development of a nation.

## 15:45 Tea Break

## 16:00 Action Plan Evaluation and Making

Prof. Darryl Macer (Director, Institute of Indigenous Peoples and Global Studies; Provost, AUSN): **Highlights of the Action Plans of the First 500 YPA Trainees**

Prof. Angelica M. Baylon (President, PAEPI; External Relations Director, MAAP; Visiting Professor in Chemistry, Maritime Science and Community Studies, AUSN): **PAEPI Advocacy Initiatives Towards Accomplishment of MDGs and ASEAN 2015 Integration: Development Intervention in Terms of Applied Research and Extension Services Delivery**

PAEPI webpage [www.maap.edu.ph/paepi2010conference/index.html](http://www.maap.edu.ph/paepi2010conference/index.html)

This paper presents a case study about the good governance of the Philippine Association of Extension Program Implementers or **PAEPI**, a non-government organization (NGO) in monitoring United Nations (UN) Millennium Development Goals (**MDGs**) focused service delivery, which are being conducted by its members thru advocacy initiatives and development interventions both at macro and micro levels. This also resulted in coming up with the policy guidelines and criteria on PAEPI awards for its members who contributed to **MDGs** accomplishments in terms of their individual or collective actual implementation of extension services delivery on the ground. This paper highlights best approaches on applied research and extension by the PAEPI thru successful partnerships involving various sectors which successfully targets the indigenous people, the poorest of the poor or the most marginalized. The MDGs are integrated in the PAEPI Extension Programs AY 2009-2010 based on the needs of the community and based on any of the following areas of developmental concerns namely: Socio-Welfare Development, Socio-Economic Development,

Infrastructure Development and Environmental Development. These are conducted by the **PAEPI** members through training; technical assistance and advisory services; communication and information services; and community outreach activities, that have impact on the institution, region and national development and productivity of the society with social benefits through the accomplishments of the **MDGs**. This paper also shares information about Extension: its legal mandate, its Association (**PAEPI**), its definition, its program preparation and enrichment. The paper also presents how PAEPI monitors and evaluates the accomplishment of **MDGs**. The **PAEPI** members and their respective institutional extension services and linkages program shall be duly recognized during the 4<sup>th</sup> **PAEPI** Biennial Convention and General Assembly to be hosted by University of Pasig on December 1-3, 2014. The paper ends with relevant concluding remarks and recommendation specifically for the **youth participation** and the expedient implementation of **MDG Number 8** by **PAEPI**. The powerpoint presentation is photodocumentation proofs that shows various community outreach activities by 86 universities/colleges in addressing the **MDGs towards ASEAN 2015 integration**.

**Workshop** led by Prof. Darryl Macer and YPA Facilitators

18:00 **Dinner**

**Sunday, 24 August 2014** (All day Conference at Hotel)

8:00 **Youth Empowerment, Culture & Identity**

Mr. Bibek Adhikari, Ms. Dolma Lama, Ms. Bijayata Maharjan, and Mr. Rimesh Khanal (Youth's UNESCO Group, Nepal): **Nepal Looking Beyond Seventh Youth Peace Ambassador Training Workshop**

Mr. Makaius Marks (Navajo Ambassador, Flagstaff, Vice President, Native Insights): **Is an Act of a Hero's Path a Character, a Destiny, or a Way of Life?**

Ms. Ananya Tritipthumrongchok (General Manager, Eubios Ethics Institute, Thailand): **Peace Through Fortune Telling?**

In Thailand, fortune tellers are popular. People experiencing an ethical dilemma prefer to consult with fortune tellers rather than a psychiatrist. The reason why people don't want to go to the hospital to consult with a psychiatrist is to avoid being seen by people, and be suspected that they are a person with serious mental disorders. Hence, the profession of psychiatrists in Thailand is less popular compared with fortune tellers. It is interesting to note that in Thailand, Public Health and Nursing, receive more support from the public social service compared to the Mental Health Counselors.

Fortune-telling is the practice of predicting information about a person's life. The scope of fortune-telling is similar to the practice of divination. The difference is that divination is the term used for predictions considered to be part of a religious ritual, invoking spirits, while the term fortune-telling implies a less serious or formal setting, even one of popular culture, where belief in occult workings behind the prediction is less prominent than the concept of suggestion, spiritual or practical advisory or affirmation. This paper also considers questions such as How does one use fortune-telling to make peace? Can fortune telling be a philosophy; a science; an art or just a supernatural experience or occurrence? The paper ends with concluding remarks.

Ms. Endreya McCabe (Sovereign Nations Scholar, AUSN): **Gay and Lesbian Culture / Two Spirits Among Native American Indian Tribes**

Dr. Martha Marcela Rodriguez Alanis (General Director, Institute for Investigation of Bioethics, Monterrey, Mexico; Visiting Professor in Bioethics and Dermatology, AUSN): **Development of Moral Values in Young People**

Ms. Wided Lahmar (Tunisia): **Human Rights Education for Primary School**

Human rights education is essential in every country for the sustainable development, and basic schooling in Tunisia is open to all Tunisians regardless of gender, race, or religion and now compulsory and free for the first 9 years, but Tunisian schooling is devoid of human rights education, so most of citizens do not know their rights and duties as human beings.

AssociaMed Tunisia, IFMSA Tunisia (International Federation of Medical Student's Associations) have a lot of committees, one of those committees is SCORP: Standing committee of human rights and peace, being part of SCORP, we lead a project to reform this gap.

SCORP superactive volunteers prepared a great program to raise awareness among their colleagues of violated and threatened children rights all around the globe, and motivate them to take action.

So, plenty of sessions took part in classes in some primary schools with motivated HR educators volunteers, who used different tools such as paintings, games and even energizers... in order to make the children discover the world of children human rights, to make them ask the good questions to get the right answers about this subject, because it concerns them as much as it concerns adults. We used also a Manual of Human Rights that we made, in an easy way, in order to give children a trace of Human Rights.

Mr. Jatwinder Grewal (India): **Reasons for the Increase of Sexual Assaults and Rapes in India**

Mr. Mohammad Haroon Shafiqi (Afghanistan): **Culture and identity in Afghanistan: the dilemma of Peace**

The culture and way of life in Afghanistan is varied, more than varied, it is so diverse there is no single way to define it. There are many more differences than there are similarities in the country and few defining characteristics are all inclusive. Almost all of the people are Muslim and this is probably the greatest similarity among the people. Next, comes a loyalty to the people's local tribe, but even this is not true among all people. Many people in Afghanistan, or their ancestors, made their way to Afghanistan as a safe haven from political organizations or wars. The country made a good home due to the mountains and near isolation from mountain valley to mountain valley. This near isolation led to a dependence on local ties, family, friends, neighbors, and community or tribe. In fact, not even the people in the country are unified in terms of ethnicity or language so these local ties have always been the most important aspect of safety and identity. Additionally, this isolation has led to a bit of mistrust to outsiders, including national-level offices like the government, encouraging closer ties to the local community. Today less than a quarter of the Afghan people are urbanized and over three quarters make a living in agriculture. The way of life is still reliant on the land and on community. But this has changed during the recent years after the US intervention in 2001. However still for many of these farmers life revolves around the sunlight, weather, seasons, and also religion, which holds an important place in the lives of most people. The weekly and daily

schedule is often dictated by the above mentioned items and there is little discretionary income to take time off of work, to travel, or to spend money on wants.

12:00 **Lunch**

13:00 **Rebuilding From Disasters**

Ms. Laura Ballantyne-Brodie (Australia): **Building from the Youth Looking Beyond Disaster (LBD) Forum Communiqué**

Ms. Krishna Chaitanya (India): **My LBD1 Action Plan**

Prof. Ryo Takahashi, (Institute of Gerontology; Tokyo University of Social Welfare, Japan): **The FEMA and CERT: Training, Guidance, and Managements: An Analysis on Cross-Cultural Perspectives**

***"We are better prepared today than we were yesterday, and we will be better prepare tomorrow than we are today."*: Aims of CERT**

This paper introduces FEMA (Federal Emergency Management Agency) and CERT(Community Emergency Response Team, a voluntary system of emergency management program , developed to meet the complex needs of the United States in the late 1900s), which are the ongoing development of community-based disaster response programs around the world. It has been introduced to focus into: CERT general idea and historical background; Professional aspect as fire fighters towards CERT training program and needs; CERT program importance for teachers and students, and Community networking through CERT training program and Family preparedness. Besides the paper also includes Development, Effectiveness, and Adaptation of CERT programme to New Contexts. Its development was informed by researching the best community-based disaster response programs in other contexts also, like , the Community Based Response Team asset in Disaster Situations in family / home environment ,School / Education setting , benefits of Preparing Teachers in building up a CERT Program and Network in the Community , from grass root level , which involves Identify Needs, Community Partnerships & Permission, Community Awareness ,Identify Resources, Recruit Community Members, Train CERT Instructors. and to begin Classes. Besides all these points needs to be fitted among each culture background. Especially elaborating the KIGATSUKU SOUL" - an inner spirit to act without being told what to do ." SOUL can be grown by See, Observe,Understand, and Listen to learn each other which is central philosophy of disaster management. The aim is set for ready of disaster management human resource and action system by 2020 time of Tokyo Olympics(July24-Aug9) and Paralympic(Aug25-Sep6) in Japan and putting poverty in museum by 2030 as Professor Muhammad Yunus stated in his vision. In order to achieve such vision it has to going back to fundamental roots of human beings.

Dr. Raquel R. Smith (Montana): **Listening to the Voices of Our Ancestors: The consciousness Behind Community Youth Response Teams**

Community based emergency team helps train people to be better prepared to respond to emergency situations in their communities. When emergencies happen, members can give critical support to first responders, provide immediate assistance to victims, and organize spontaneous volunteers at a disaster site.

Emergency preparedness goes back to ancient times. It is not a new concept. It involves an active act of leadership, listening, and self-reliance. Instructors, in a variety of forms and shapes, are teachers, shamans, counselors. They are

trusted among their peers and by their communities and hence, serve as a resource for various types of information, programs and school or community activities.

The opportunities provided by a community emergency program allow for group thinking and consensual decision making. In times of crisis or disaster, children and adolescents watch adult reactions and receive cues on how to confront adversity.

Ensuring youth and their families know what to do in an emergency and that the unique needs and assets of youth are included in disaster preparedness, prevention, response, and recovery efforts is critical. Youth-serving agencies can play an important role educating youth about disasters and teaching them coping mechanisms. Involving them in prevention, preparedness, recovery, and response efforts can help to ensure that youth, families, and communities are prepared and able to respond when faced with disasters.

Fay Lea Patria M. Lauraya, PhD, Leilani Diaz-Pavilando PhD, Rowena F. Zoilo MPA (Bicol University, Legazi City, Philippines): **Educating to Build Resilient Communities**

The Philippines, as a tropical archipelago, is a country at risk to climate change impacts brought about by extreme weather events, sea level rise, greenhouse gas emission, freshwater supply problems, flooding, among others. It is a developing country composed of more than 7000 small islands that is highly vulnerable to climate-related hazards. Bicol Region is one of the high risk areas that is vulnerable to all these natural and even man-made hazards. Thus, it is often dubbed as a "Disaster Laboratory".

The marginalized poor are the most vulnerable sector to the impacts of climate change. Bicol, as the fourth poorest Region in the country, would in most part be due to the vulnerability of the area to disasters. In fact, the economy of the Region which is largely dependent on agriculture contributes much to the declining productivity, and thus to the poor living condition of its constituents. The key to mitigating vulnerabilities calls for science-based decision-making, subsequent degree of national preparedness, realistic program, political will, economic resources and organization that will involve concerted efforts of the government, private and non-government organizations, and the community.

Bicol University as an academic institution, with its three mandates: Instruction, Research and Extension embraced the theme "Educating to Build Resilient Communities" in response to the challenge of climate change impacts and disasters. Research focuses on generating knowledge and technologies that would promote science based solution to climate change and disaster issues. Instruction is focused on mainstreaming disaster risk reduction and management in the curriculum and youths active involvement in volunteer works and community activities through the National Service Training Program (NSTP) and in support of Extension which focuses on developing and promoting models and approaches to community development that would lead to the attainment of a holistic strategy towards building disaster resilient communities along the competencies of each human resources. The University's engagement in support of the theme aims to promote resilience to address the role disasters play in perpetuating the cycle of poverty and in undermining development which is increasingly being recognized as a major global challenge that demands attention.

15:45 **Tea Break**

## 16:00 Progress in Background of a Conference Statement

Facilitated by Prof. Darryl Macer, Lian D'Avignon and Laura Brodie-Ballentyne

## 17:00 Action Plan Development

Facilitated by Prof. Darryl Macer and YPA Facilitators including Plenary and Small Group Work. Development towards everyone drafting their own action plans (groups and individuals) with training sessions by faculty including funding bid and proposal writing, lobbying leaders for actions, project management and implementation, team building, recruiting volunteers and support for project delivery.

YPA Action Plans from previous Workshops are on the Eubios Ethics Institute website [http://eubios.info/youth\\_peace\\_ambassadors\\_international](http://eubios.info/youth_peace_ambassadors_international) You can get some ideas for your own action plan from the website. As examples see these:

### Profiles of participants and action plans developed at YPA7:

#### Education

Mr. Bikash Thapa, Ms. Bijayata Maharjan, Nepal – [Educating High School Students on Exploring the "Self"](#)

Mr. Nidjad Khamedov, Uzbekistan – [Promotion of Peace through Education](#)

Ms. Sabina Grace Mugford, Norway - [Summer Sail Camp 2014](#)

Mr. Khmira Kais, Tunisia – [The protection of youth from drugs in Tunisia](#)

Mr. Raju Khatri, Nepal – [Stop street Children using Drugs and provide health education](#)

Mr. Diwas Chaulagain, Mr. Lenin Khanal, Mr. Aditya Nepal – [Kids in Crisis](#)

#### Empowerment

Ms. Binita K.C, Nepal – [Promoting women entrepreneurs](#)

Ms. Hayuk Permatasari, Ms. Henita Aditya, Mr. Mudhofar Susanto, Ms. Ika Istikasari, Indonesia – [Saving sharks from hunting](#)

#### Human rights

Mr. Prashanna Ghimire, Mr. Rahjendra Adhikiry, Mr. Dibakar Babu Bhattarai, Nepal– [Sexual harassment issues](#)

Ms. Anggraini Charisma, Mr. Hari Novar, Mr. Rinaldi Hermansyah, Ms. Titin Annisa, Indonesia – [Charity for children with artificial legs](#)

Mr. Vivek Maharjan, Nepal – [Support for an Orphanage Mitrata Child Home](#)

Ms. Dolma Lama and Mr. Bikash Thapa, Nepal– [Violence Against Women](#)

#### Environment

Mr. Ari Fakhrus Sanny, and Mr. Ahmad Aqsy Jabarti, Indonesia – [Mangrove Tourism on Karimunjawa Islands](#)

Ms. Feby Basco-Luang, the Philippines, Mr. Bishal Thakali, Nepal, Ms. Bhidya Sen Thapa, Nepal – [Youth Environmental Campaign](#)

Mr. Md. Robiul Islam, Bangladesh – ["March for Sundarban" \(The largest mangrove forest in the world: Bangladesh\)](#)

#### Culture

Mr. Sugiono, Mr. Dwiko Batubara and Mr. Robin, Indonesia – [Action for Indonesia and Malaysia in Peaceful Life](#)

Mr. Tri Susilo, Ms. Stefy Listiani Santosa, Mr. Pahman Habidi, Indonesia – [Youth Cultural Preservation Ambassador 2014 "Proud to be Indonesian"](#)

Mr. Rachaphum Panichsombat, Thailand – [Peace Tourism in ASEAN](#)

Mr. Pradip Kumar Limbu, Mr. Diwakar Babu Bhattarai, Mr. Gaurav Chaulagain, Mr.

Prashanna Ghimire, Nepal - [Cultural Conservation Program](#)

#### Policy

Mr. Kiran Adhikari – [Stop the Colonization of Space](#)

Mr. Diwas Chaulagain, Mr. Lenin Khanal, Mr. Aditya Nepal, Mr. Diwakar Babu Bhattarai, Nepal – [Youth Pressure for Development of the Constitution](#)

#### Olympic Truce YPA

Mr. Rimesh Khanal, Mr. Bibek Adhikari, Nepal – [Olympic Truce Peace Campaign Network in Nepal](#)

### Profiles of Trainees and Action Plans developed at YPA6:

#### Events

Amir Syafiq B. Abd Aziz (Malaysia) - [Malaysia Youth Peace Festival: From Youth to Youth](#)  
Binu Gurung, Manju Gurung, Rimesh Khanal, Dibakar Babu Bhattarai, Bibek Adhikari, Diwas Chaulagain, Dolma Lama, Raeesha Shrestha (Nepal) - [YPA 7](#)  
Tsuyoshi Sotoya (Japan) and Henry Jiang (Canada) - [Youth Workshop on Bioethics for Peace](#)

#### Cultural Preservation

Annamhel Monique Roa (Philippines) - [Reiterate \(Reform through the ITERation of Art as a Totalizing Enricher\)](#)

Marcella Suwandhi (Indonesia) - [ASEAN Youth Connectivity: An Action Plan for Peace](#)  
Samrach Chum (Cambodia) - [Cyclo for Peace](#)

Wahyu Ibnu Nur Huda, Rizqie Oktanti Triandari, Harun, Ardita Markhatus Solekhah, Lathifah Al Hakimi, Gurnito Dwidagdo (Indonesia) - [Laskar Nusantara \(Speak Up: Children for Peace, Promoting Awareness of the Indonesian Archipelago\)](#)

#### Education

Angelyne Fong, Mohd Norsadiq B Mohd Yusof, Amir Syafiq B. Abd Aziz, Farah Yasmin binti Abd Radzak (Malaysia) - [Let Parents and Children Learn Together](#)

Dada Samson Adewale (Nigeria) - [Born to Shine Teens Outreach](#)

Kresna Lintang Pradidina, Agnia Nabila Risto, Hafiah Leste Distincta, Radina Qisma Jabar Sasmita (Indonesia) - [Education Action Plan: Buku Keliling \(Mobile Library\) for Children](#)

Mochammad Bakhtiar Rifai (Indonesia) - [Education for Save Street Child Malang](#)

Morenike Ayomide Olufon, Nigeria - [Peace and Love Educational Association PLEA](#)

Nabiollah Masoumi (Iran) - [Teaching Mathematics and English to Youths](#)

#### Community Building

Annamhel Monique Roa (The Philippines) - [Propelling Our Inherited Nation Through our Youth \(POINTY\): a campaign for the Filipino youth to be more responsible, productive and well informed members of the society.](#)

Faidh Husnan (Indonesia) - [Forgotten Treasure: Untold Stories from Elderly Persons](#)

Grant Mejorada Amoncio, Maria Lourdes S. Chiquito, Gail Therese Padayhag, Annamhel Monique Roa (Philippines) - [Propelling Our Inherited Nation through Our Youth \(POINTY\) : A campaign for the Filipino youth to be more responsible, productive and well-informed members of the society.](#)

#### Environment

Andromeda, Faidh Husnan, Radita Ikapratiwi (Indonesia) - [Culture for Nature: Let us Simply the Concept of Green Living](#)

Vania Santoso (Indonesia) - [Green SocEnt for Peace](#)

**Political Involvement**

Muhammad Fajar Nugraha, Indonesia) - Multiplying Pendidikan Politik Muda (Youth Political Education)

Mas Muhammad Gibran Sesunan, Indonesia, Art and Education (Artducation) for Anti Corruption

Sandria Fery (Indonesia) - Flourishing the Future through fadFAM

Theerawee Guradetphop, Parkpob Sanidvong Na Ayudhaya (Thailand), Samrach Chum (Cambodia) - Cambodia - Thailand Student Peace Symposium<sup>11</sup>

**Health**

Marcella Suwandhi, Gloria Marcella Morgen Wiria (Indonesia) - Sunflower for Cihanjuang Rahayu Village: Maternal Health Action Plan

Xiao Chun Ling (Taiwan) - Healthcare & Peace Education 2.0

**Human Rights**

Farah Yasmin binti Abd Radzak, Mohd Norsadiq B Mohd Yusof, Amir Syafiq B. Abd Aziz (Malaysia) - Improving Human Rights in Malaysia: the Challenges of Child Beggars

**Youth Violence**

Akhmad Muawal Hasan, Ihwanul Hakim, Hafian Fuad, Rizqa Devi Anazifa, Frank Aligarh (Indonesia) - Yogyakarta Youth Peace Camp

**Volunterism**

Ranap Katili Parulian Sidabutar (Indonesia) - Bina Antarbudaya, American Field Service (AFS) Club, Medan

**Exercise and Sports**

Marco Mai (China) - Indoor Exercise for Low Income Children

**Skills and training**

Amboqe Samson (Nigeria) - Youth Empowerment in Nigeria

Chioma Cynthia Okoye (Nigeria) - Youth Empowerment for peace in Nigeria

18:00 **Dinner**

**Monday, 25 August 2014** (All day field trip)**5:30 Depart for Field Trip**

*Field trip to the **Grand Canyon** (South Rim, National Park Visitors Center, Lookouts) and the **Navajo Indian Nation at Tonalea** where participants will meet members of Indian Communities from Northern Arizona, see cultural displays and learn the culture. **Breakfast** will be provided on the bus and **Lunch** will be provided by the Navajo Indian Community at Tonalea.*

TONALEA MULTI-GENERATIONAL AND INTERNATIONAL SUMMIT  
SENIOR CENTERS OF TONALEA, TUBA CITY, CAMERON  
WHEN: AUGUST 25, 2014 at 1:00 pm - 5:00 pm DST  
WHERE: TONALEA/ RED LAKE CHAPTER COMPLEX PARKING LOT

MC	Darrell Marks, Youth Liaison Tonalea Chapter
Post of color	Tonalea Veterans Organization
Invocation	Maebelle Francis, SAC President Tonalea Senior Center
Welcome Address	Darryl Jim, Supervisor Tonalea Senior Center
Words from the Community	Joe Dayzie, Elder/Community Leader
Education of Our Youth	Joseph Secody, Youth Leader and Traditional
Dancer	
Song N Dance	Cowsprings Travelers 4 song - Two Step
Dance Demonstration	Joseph Secody
Traditional Wedding	Tonalea Senior Center Group
Traditional Cake Mix	Cameron Senior Center Group
Traditional Sheep Butchering	Tuba City Senior Center Group
Song N Dance	Cowsprings Travelers
Lunch	Elder - Senior Center Youth - Chapter Tent
Booth set up for different events in area.	Arts and Crafts sale
Song n Dance	Cowsprings Travelers 2 songs - Two Step 2 song - Skip Dance
Traditional Rug Weaving	Tuba City Senior Center Group
Traditional Hair Tie	Cameron Senior Center Group
Traditional Mush	Tonalea Senior Center Group
Song n Dance	Cowsprings Travelers
Benediction	Sarah McCabe-Begay, Supervisor Tonalea Senior Center

## Tuesday, 26 August 2014 (All day Conference at Hotel)

### 9:00-18:00 Action Plan Development & Presentations

*Draft presentations, revision and formal final presentations of **action plans**. All participants will be expected to prepare a written action plan for follow-up with linkage to their communities. There will also be a presentation of the **Draft Conference Statement**. Lunch and Dinner will be provided.*

## Wednesday, 27 August 2014 (All day Conference at Hotel)

### 9:00-18:00 Preparation for Final Presentations of Action Plans

*Closing Sessions, Keynote Speeches, Networking and Certificates. Formal presentations from all participants of their formal action plans. Lunch and Dinner will be provided.*

## Thursday, 28 August 2014

### 8:00 Depart for Field Trip

*Check-out of hotel if going to Los Angeles or not returning to hotel. Field trip to San Carlos Apache Reservation for activities with the San Carlos Apache Indian Nation Community. Visit the San Carlos Memorial of the former Native American Internment Site, participate in blessings and tree planting.*

Cr. Wendsler Nosie, Sr. (former Chair of San Carlos Apache Nation): **The San Carlos Apache**

Ms. Naelyn Pike (President, Native Youth Unite): **Global Peace Must Also Apply at Home: The United Nations Treatment of Native Americans**

Ms. Laura Ballantyne-Brodie (Australia): **Reflections from Pro-Bono Legal Cases for Members of the Stolen Generation in Australia**

The "Stolen Generations" is the name given to at least 100,000 Aboriginal children who were forcibly removed or taken under duress from their families by Australian police or welfare officers between 1910 and 1970. The policy was justified on the grounds of welfare, but it has since been demonstrated that the policy was racially motivated (and discriminatory). This talk will discuss some of the key issues (both legal and practical) of attempts by members of the stolen generation (and their families) when commencing legal proceedings for compensation against the Government departments responsible for the forcible removal of Aboriginal children. This talk will reflect on my experiences as a legal practitioner, and my personal experience, of the systemic failure of the legal system for members of the Stolen Generations to obtain legal justice. The talk will discuss how despite good will attempts by many members of the Australian legal profession and legal agencies, systemic issues impede Stolen Generations from obtaining compensation for their forcible removal from their families under the White Australia policy.

Talks by the Visiting Youth

All Participants: **Interfaith Prayer on Oak Flats for a Peaceful World and Closing**

## Your Notes