



UNESCO Youth Peace Ambassador (YPA) Programme

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What future do we have?





**What are the expectations
required for a good life?**

**Differ between South and
North**

**Differ between East and West
Differences being reduced due
to global media**



*Love as a starting point for
a common philosophy*

**To love a thing means
wanting it to live.**

- Confucius



Love is the strongest force the world possesses and yet it is the humblest imaginable. The more efficient a force is, the more silent and subtle it is. Love is the subtlest force in the world.

- **Mahatma Gandhi (India, 1927)**



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'
- d) 'freedom from hazard impacts'.



Asian-Arab Philosophical Dialogues on War and Peace





Dialogue is a Source of Wisdom and a Process that starts upon Peaceful Gathering



our common goal...
Human security



Hunting of animals has a tradition, war...



Task during your excursions into London over the next 3 days – how many monuments to peace vs. to war. Messages in remembrance?



Hiroshima –first use of atomic bomb in war (6 August 1945)

- **United Nations Educational, Scientific and Cultural Organization (UNESCO) was founded on 16 November 1945**
- **It established at the end of the Second World War in order to try and ensure that another world war does not happen again.**
- **To build peace in the minds of people.**



**Bioethics is a
bridge
Fritz Jahr
(1927); V.R.
Potter (1970)
- to the
future**



International Standards for Bioethics

**UNESCO General Conference 1997 and the
UN General Assembly 1998**

**Universal Declaration on the Human Genome and
Human Rights**

UNESCO General Conference 2003

International Declaration on Human Genetic Data

UNESCO General Conference 2005

Universal Declaration on Bioethics and Human Rights

Universal Declaration on Bioethics and Human Rights

Preamble

General provisions

aims

scope

Principles



Application of the principles

Promotion of the declaration

Final provisions

1. *Human dignity and human rights*
2. *Benefit and harm*
3. *Autonomy and individual responsibility*
4. *Consent*
5. *Persons without the capacity to consent*
6. *Respect for human vulnerability and personal integrity*
7. *Privacy and confidentiality*
8. *Equality, justice and equity*
9. *Non-discrimination and non-stigmatization*
10. *Respect for cultural diversity and pluralism*
11. *Solidarity and cooperation*
12. *Social responsibility and health*
13. *Sharing of benefits*
14. *Protecting future generations*
15. *Protection of the environment, the biosphere and biodiversity*



Protecting the dignity of people is a universally agreed goal of the United Nations.

How do we balance human rights of persons today with responsibilities, environmental ethics, and rights of future generations?

1.4 billion people lack access to electricity.



Universal Declaration on Bioethics and Human Rights

Article 14 – Social Responsibility and Health

a) The promotion of health and social development for their people is a central purpose of governments, that all sectors of society share.

b) Taking into account that the enjoyment of the highest standard of health care is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition, progress in science and technology should advance:

(i) access to quality health care and essential medicines, including especially for the health of women and children, because health is essential to life itself and must be considered as a social and human good;

(ii) access to adequate nutrition and water;

(iii) improvement of living conditions and the environment;

(iv) elimination of the marginalization and the exclusion of persons on the basis of any grounds; and

(v) reduction of poverty and illiteracy.



Love of life is a
common ethic
across different
cultures...

What can we do to
promote peace?





Two programmes of **Youth-led social innovation**

UNESCO Youth Peace Ambassadors

- Holding 2 main UNESCO Youth Peace Ambassador Training Workshops per year – Fifth in Thailand Nov 2012
- 120 action plans from youth currently being implemented
- Supporting national networks to strengthen
- Global interest

UNESCO Youth Forums Looking Beyond Disaster

- Holding 1-2 Youth Forums per year
- First in Christchurch, New Zealand in December 2011
- 25 action plans (under evaluation now)
- Second in Sendai, Japan on 16-19 August 2012

The first group of UNESCO Youth Peace Ambassadors in Hiroshima 2010



9-13 October

Participants: 40+
Action plans: 17



Second group of UNESCO Youth Peace Ambassadors in Phnom Penh 2011



28 March-1 April

Participants: 60+
Action plans: 21

The third group of UNESCO Youth Peace Ambassadors in Penang 2011



3rd Training Workshop
USM, Penang, Malaysia
20111128 - 20111201

**28 November-
1 December**

**Participants: 100+
Action plans: 40**

UNESCO Youth Peace Ambassadors in Hiroshima 2012



24-31 March

Participants: 100+
Action plans: 44

The fifth group of UNESCO Youth Peace Ambassadors in Thailand 2012



6-14 Nov 2012

Participants: 100
Action plans: 50



170 YPA action plans by theme

- Environment
- Animal Protection
- Events
- Concerts
- Peace Education
- Sports
- Inspirational/ Motivational
- Student Peace Clubs
- International exchange of ideas
- Film
- Radio
- Poetry/ Art
- Social Problems
- Woman's Rights/ Gender
- Poverty eradication
- Human rights and refugees
- Help with challenged communities
- HIV
- Nuclear weapons/ issues
- Toward National Groups of YPAs



Environment

Mr. Bunsroeun Srun (Cambodia) "Conflict-free Angkor Wat temple's surrounding area"

Ms. Chin Kimheang and Ms. Eng Samphors (Cambodia) "Children as Peace of the World"

Ms. In Lina and Ms. In Sophearun (Cambodia) "Peace with Nature"

Ms. Josephine Barbi M. Balilia (Philippines) "Bridging Cultural Differences through Environmental Preservation"

Ms. Choy Kim Lee (Malaysia) "Smile-Green-Action"

Mr. Jannatul Habib, Mr. Imran Hasnat and Ms. Nowrin Nehon (Bangladesh) "Waste management in Jahangirnagar University: Make it habit"

Ms. Lim Jye Min (Malaysia) "An Outreach Program: Implementing Education for Sustainable Development as A Compulsory Syllabus in Higher Education in Malaysia"

Ms. Muhammad Mirza Mustaqim and Mr. Urfan Ridha (Indonesia) "Speaking for the Voiceless: Coral Reef Conservation"

Ms. Mai Thi Nguyet Anh (Vietnam) "Earth and Me"

Mr. Randymax Bulaquat (Philippines) and Mr. Lim Peng Hooi (Malaysia) "Cultural Exchange Program for Sustainable Development"

Mr. Ratha Chan (Cambodia) "Youth Dialogue on Religion, Environment and Peace"

Tayebeh Kharestani (Iran) "Green office"

Benju M. Evardone, Philip Evardone, Pearl Evardone & Sofia (Philippines) Save our Samar - SOS

Akane Hayashidani, Momoka Heya, Honoka Yoshina, Shiho Miyagawa & Mai Osato (Yasuda Junior High School, Japan) "Clean Environment Action Plan in Hiroshima"

Yawee Butrkrawee, Wipavee Silpitaksakul, Natcha Rangsinond & Thanit Herabat (Thailand) "Peace with Green Community in National park"



Animal Protection

Ms. Maria Carmina Valdes (Philippines) and Mr. Andres Adhitra (Indonesia) “It’s not a dog-eat-dog world: Raising Animal Cruelty Awareness in Modern Society”

Mr. Uli Muslihudin Sharbinie (Indonesia) “Initiating constructive dialogue: a case study of Taiji crises”

Mr. Uli M. Sharbinie (Indonesia) “Peace building over Taiji’s dolphin dispute”

Mr. Sharan Raj, Mr. Muhammad Haekel, Mr. Muhammad Haiz and Ms. Choy Kim Lee (Malaysia) “Animal Media Rebel”

Mr. Surya Bahadur Karki (Nepal) “It is possible through agriculture: in the Karnali zone of Nepal”



Fifth UNESCO Youth Peace Ambassadors Training Workshop in Thailand November 2012



**Participants
planted trees at
the founding of
an international
peace garden
and
International
Peace and
Development
Ethics Centre.**



UNESCO Youth Looking Beyond Disaster Forums

- 1. Christchurch (9-12 Dec 2011)***
- 2. Sendai, Japan (16-19 August
2012)***
- 3. Philippines and/or Indonesia
(2013)***

***Action Plans to rebuild
communities after disaster.***



**Workshop Participants -
youth from around the world
who are motivated to work
for Peace in their own
institutions and
communities, committed
themselves to developing and
implementing action plans.**



Expected Outcomes of Meetings

- Add new members to the youth peace ambassador network of young people as a forum for the exchange of ideas and good practices for effecting social change for peace.
- Consultations in the design of peace curriculum.
- Expand the integration of security and peace activities into policy making, with special relevance to young persons.
- Each participant to develop their own activity plan for follow-up (as an individual or in a small group), and to make SMART goals for their activities in their community.
- Learn lessons about each country (mutual learning) while having fun



What Youth Can Do to Save the World ...

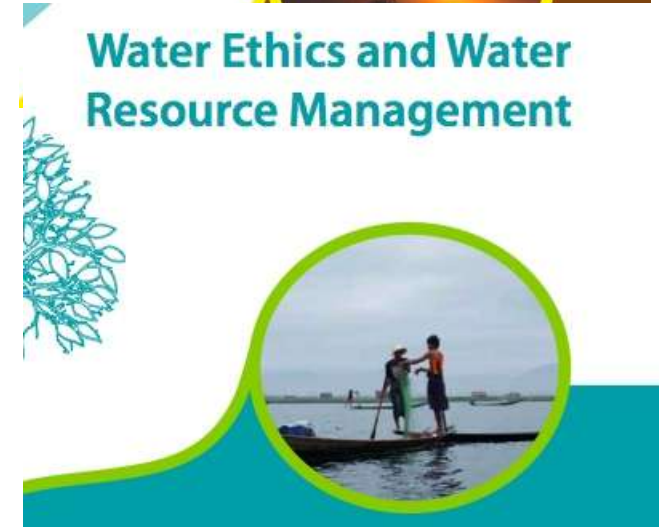
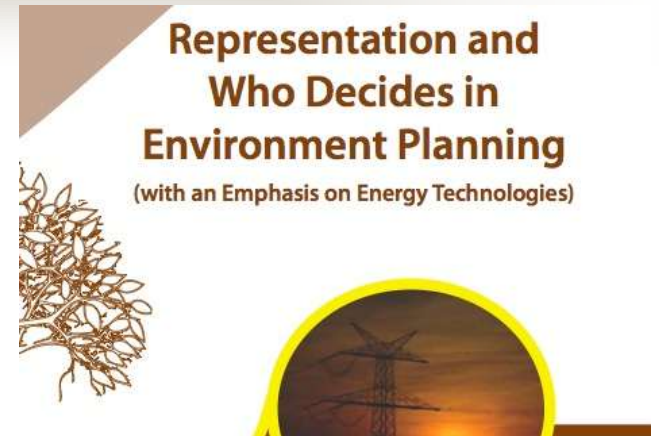
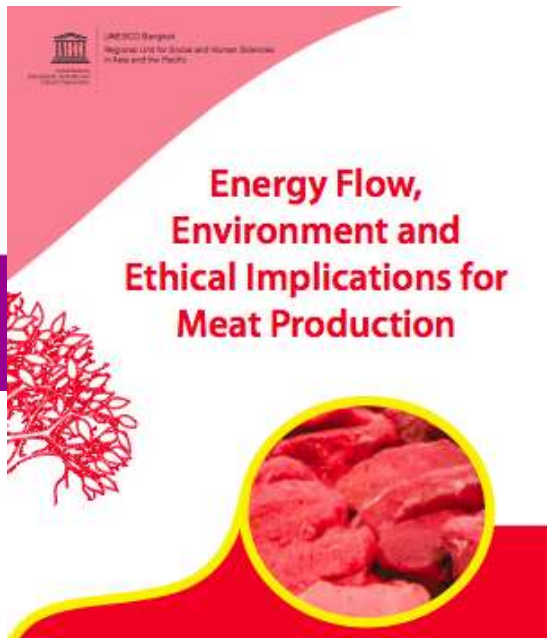
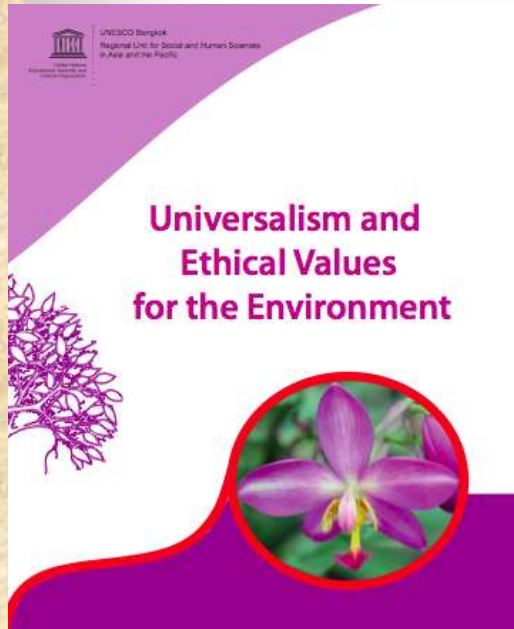
***So many
opportunities***



**Study hard and
acquire skills to
make important
changes in the world**



**Work together with
other persons to
build a multitasking
and multiskilled team**



Open peer review of reports and drafts on
<http://www.unescobkk.org/rushsap/energyethics/>



Self evaluation on the success of the programmes and lessons to learn for future action plans



United Nations Educational,
Scientific and Cultural Organization

Social and Human
Sciences

RUSHSAP

**Educate others by
peer education in our
community**



The goals of philosophy education include:

a) Understanding and a search for wisdom.

To this end it encourages:

- **Development of trans-disciplinary knowledge**
- **Clarification of concepts**
- **Enhancement of the ability to integrate knowledge, principles and argumentation in rational discussion**
- **Understanding the power of questions**
- **Broadening intellectual horizons**
- **Knowledge of cultural values in different communities**
- **Search for meanings**
- **Living a better life**



The goals of philosophy education include:

b) Development of capacities for:

- Quality thinking and reflective processes
- Wise judgment and decision making skills
- Formulating appropriate questions
- Creative thinking
- Foresight
- Reasoned choice
- Interpretation, construction and communication of knowledge
- Respect for reasons and evidence
- Better understanding of reality



The goals of philosophy education include:

c) Development of a disposition to:

- Use knowledge and skills for good
- Increasing respect for all forms of life
- Take into account the interests of others and the environment in the spirit of solidarity
- Have empathy and compassion
- Be tolerant, inclusive, and reasonable
- Understand better the diversity of views of different persons (listen to others)
- Respect different points of view, people and culture, and their values
- Reflect upon values
- Consider alternative possibilities and world-views
- Build and improve other virtues



International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights:

All peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.



UNESCO Bangkok website

<http://www.unescobkk.org/rushsap>

Teaching resources

Youth Forums on Peace and

Looking Beyond Disasters

Philosophical dialogues

Ethics of Energy Technologies Project

Facebook: DarrylMacer

Groups for UNESCO Youth Peace Ambassadors

Group for UNESCO Youth Forum Looking

Beyond Disaster