Ethical Disaster Resilience for our Global Community

Tenth Youth Looking Beyond Disaster (LBD10) Training Workshop

13-15 April 2019, BETIM, Istanbul, Turkey

ABSTRACTS

ORGANIZATION COMMITTEE

Prof. Darryl Macer, President, American University of Sovereign Nations (AUSN), USA/New Zealand; Former UNESCO Regional Adviser for Asia and the Pacific.

Assoc. Prof. Hakan Ertin, Istanbul University, Istanbul Faculty of Medicine, Department of Medical History and Ethics; Director of Beşikçizade Center for Medical Humanities (BETIM), Istanbul, Turkey.

Asst. Prof. Tayyibe Bardakçı, Istinye University, Faculty of Medicine, Department of Deontology and Medical History; Beşikçizade Center for Medical Humanities (BETIM), Istanbul, Turkey.

Prof. Ananya Tritipthumrongchok, AUSN Professor of Fortune Telling and Leadership Development, Thailand.

Assoc. Prof. Elif Vatanoğlu-Lutz, Koç University School of Medicine (KUSOM), Department of Ethics and History of Medicine, Istanbul, Turkey.

PROGRAM

13 April 2019, Saturday, 09.00-18.00

Orientation and Introduction, Ice-breaking. Followed by a one day city tour and field work scheduled for the delegates from out of town. Discussions of action plan topics and networking.

14 April 2019, Sunday, 09.00-18.00

Welcome Speech

Hakan Ertin (Istanbul, Turkey)
Istanbul Faculty of Medicine, Istanbul University - Director of Beşikçizade Center for Medical Humanities (BETIM)

Self-introductions by all participants

Session 1   **Looking Beyond Disaster**

Darryl Macer (Christchurch, New Zealand)
Youth Looking Beyond Disaster: Origins, Achievements and Future

Kerem Kınık (Ankara, Turkey)
Humanitarian Efforts of Turkish Red Crescent Society

Marlon Lofredo (Quezon City, Philippines)
Disaster Ethics and Implementation of Action Plans from LBD4

Elif Vatanoğlu-Lutz (Istanbul, Turkey)

Session 2   **Medical Interventions in Disaster Resilience**

Ahmet Salduz (Istanbul, Turkey)
Doctors Worldwide Gaza Projects Example for Ethical Disaster Resilience

Hasan Erbay (Afyonkarahisar, Turkey)
Ethics of Triage in Emergency Medicine

Sukran Sevimli (Van, Turkey)
Growing Violence Against Healthcare Professionals in Turkey in Spite of the Existence of the White Code System: A Retrospective Cohort Study of Media Cases

Gamil A. Ali Saleh (Aden, Yemen)
Environmental Protection as an Ethical Requirement for Community Health

M. İhsan Karaman (Istanbul, Turkey)
Elective Medical Aid in a Proper Manner

Lunch

Workshop Session

Raquel Smith (Montana, USA)
Navigating the World of Mental Health Interventions and
Bioethics Following Community Disasters

Session 3 | **Psychological Interventions in Disaster Resilience**

Mukadder Gün (Ankara, Turkey)
Identification of Disaster Victims (DVI) Is a Moral
Responsibility

Ananya Tritipthumrongchok (Thailand)
Disasters and Fortune Telling

Mahta Barati Pour (Karaj, Iran)
How to Combat the Disasters Caused by Hackers and Cy
Bercrime

Session 4 | **Reports of Youth Looking Beyond Disaster and Youth
Peace Ambassador Action Plans**

Darryl Macer (Arizona, USA)
Basics of Preparing an Action Plan

Samson Adewale Dada (Abuja, Nigeria)
Towards Youth Engagement in Preventing Community
Fulani Herdmens Crisis in Kwara State, Nigeria

Nabiollah Masoumi (Sofia, Bulgaria)
Disasters and Dealing With the Concept of "Death"

Session 5 | **Environmental Management in Disaster Resilience**

Hishan S Sanil (Johor, Malaysia)
Corporate Social Responsibility (Csr) Role of Malaysian
Companies For Flood Mitigation

Angelica M Baylon (Bataan, Philippines)
Combatting Disasters by Addressing Graft and Corruption
in the Philippines

Eduardo Santos, Angelica Baylon (Bataan, Philippines)
Trends in Shaping the Future of Global Ports: Implications
to Disaster Resilience from Maritime Bioethicists
Perspectives

Chukwubueze James Onwuzulike (Nigeria)
Eradication of Land Disputes in a Rural Community in Abia State, Nigeria

15 April 2019, Monday, 09.00-17.00

Session 6	Social Systems, Resilience and Sustainability

Mehmet Güllüoğlu, (Ankara, Turkey)
Disaster Management and Sustainability

Charlotte Gapasin (Doha, Qatar)
Accessible Tourism as a Driver of Economic Growth, Environmental and Social Equity

Hari Wagle, Mr. Babu Bhandari, Som Bahadur Bamjan Lama (Nepal)
Disaster Risk Management Education and Disabled Children

Tahera Ahmed (Dhaka, Bangladesh)
Ethical Issues and Moral Dilemmas of Child Marriage in Bangladesh

Ismaila Drammeh (The Gambia)
Examples of Social Existence Provided in the Gambia

Anke Weisheit (Mbarara, Uganda)
Traditional Knowledge and Disaster Mitigation

Engelbert C. Pasag (Urdaneta City, Philippines)
Preparing for Disaster Risk Prevention and Prevention as an Extension Program of the Panpacific University

Session 7	Education for Disaster Resilience

Madelyn Menor (Quezon City, Philippines)
Education for Disaster Preparedness and Resilience

Enoma Madojemu (Abuja, Nigeria)
Pathway to Reducing Gender Based Disasters in Lagos State Secondary Schools, Nigeria

Chinedu John Obibueze (Nigeria)
Reducing the Incidence of Rape and Sexual Assaults Disasters in Senior Secondary Schools of Anambra State, Nigeria

Leonora Autus Geniston (Quezon City, Philippines)
Developing Disaster Resilience Through Science Education in St. Paul's University Quezon City

Ogbonna Syderah Uchechi (Nigeria)
Reducing Fire Outbreak and Building Collapse Disasters in
Owerri Secondary Schools, Imo State, Nigeria

Lunch

Session 8	**Bioethics and Sustainability and Global Public Health**

Tayyibe Bardakçı (Istanbul, Turkey)
Ethics of Humanitarian Technology

Dennis Alfaro (Quezon City, Philippines)
Role of Information and Communication Technology on
Disaster Preparedness and Management

Darryl Macer (Tsukuba Science City, Japan)
Bioethics and Sustainability

Session 9	**Presentations by All Participants of Action Plans and Feedback**

Facilitated by Darryl Macer. All participants will present their
edited proposed action plans, which will be developed
through the Workshop with advice of faculty and mentors.

Closing Session and Awarding Certificates

This will include adoption of a Istanbul Communiqué on
Looking Beyond Disasters in Global Solidarity with
Christchurch, the site of LBD1.

Languages

Workshop language is English.

Secretariat

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Cosponsors Include

Beşikçizade Center for Medical Humanities (BETIM)
Hayat Foundation for Health and Social Services
Eubios Ethics Institute
American University of Sovereign Nations (AUSN)
United Nations Academic Impact
International Peace and Development Ethics Centre
Youth Looking Beyond Disaster
Youth Peace Ambassadors International.

ABSTRACTS

Ethical Disaster Resilience for our Global Community

Tenth Youth Looking Beyond Disaster (LBD10) Training Workshop

13-15 April 2019, BETIM, Istanbul, Turkey

Join together to develop resilience to disasters before they occur. This can save lives.

For this Workshop individuals and representatives of countries and organizations will come from all faith communities and interests. People of all ages are welcome at the Summit if you are young at heart and enjoy to be with persons from different places in our global community.

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 16 Youth Peace Ambassador (YPA) and 9 Youth Looking Beyond Disaster (LBD) Training Workshops across the world with 900 youth from 50 countries.

14 April 2019, Sunday

Welcome Speech

Assoc. Prof. Hakan Ertin, Istanbul University, Istanbul Faculty of Medicine, Department of Medical History and Ethics; Director of Beşikçizade Center for Medical Humanities (BETİM), Istanbul, Turkey.

Session 1: Looking Beyond Disaster

Youth Looking Beyond Disaster: Origins, Achievements and Future
Prof. Darryl Macer, President, American University of Sovereign Nations, New Zealand
E-mail: darryl@eubios.info

Developing reslience to disasters before they occur can save lives. 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 16 Youth Peace Ambassador (YPA) and 9 Youth Looking Beyond Disaster (LBD) Training Workshops across the world with 900 youth from 50 countries. 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 over 500 action projects promoted at making a difference in their communities. Participants at the workshops, including this one, also present their LBD or YPA action plan developed with the mentoring of the facilitators at the Workshop during the event. In the presentation

of the action plan that each person develops they can join together with other persons. The proposed plans can change during the workshop, as people learn from the examples of previous action plans, and make new connections with people from other countries.

In order to improve the reslience of each nation the programs are also linked to graduate degrees offered from the American University of Sovereign Nations (AUSN) as Masters or PhD degrees, or Certificate courses (see http://www.ausn.info).

Designing and Implementing Ethical Environmental Disaster Mitigation and Management Projects through Integral Ecology Approach

Prof. Marlon Lofredo, Chair, LBD4 @ St. Paul's University Quezon City (SPUQC), the Philippines
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There are many projects and programs under implementation aimed at preventing the occurrence of disaster, minimizing or eliminating risks, responding to disaster, and managing disasters. Sometimes these projects and programs unintentionally violate some human rights, ethics principles and social sensitivities. Developing a program or project guided by ethics principles ensures the protection of the rights and dignity of the affected/victims and guarantees respect for their social, environmental, religious, and cultural conditions. The concept of integral ecology was explained by Esbjörn-Hargens & Zimmerman (2009) as a comprehensive framework for characterizing ecological dynamics and resolving environmental problems. Integral ecology studies the subjective and objective aspects of organisms in relation to their intersubjective and interoperative environments at all levels of depth and complexity. Following the four principles of integral ecology that should be consulted when attempting to understand and remedy environmental problems, one can design and implement programs and projects meant to prevent, reduce, respond or manage environmental disasters or problems that critically considers the terrains of experience, culture, behavior, and systems. In this paper we shall present these four irreducible perspectives of integral ecology and how these can help us create a more ethical projects and programs that are effective in responding to environmental disasters. Such approach will also help us design project and programs that recognizes and are sensitive to the five different ecologies affected when there is disaster: environment, economy, society, culture, and human ecologies.

Keywords: Integral ecology, disaster management, disaster ecologies, ethics of disaster

1999 Earthquake; Some Observations and Challenges

Assoc. Prof. Dr. Elif Vatanoğlu-Lutz, Koç University School of Medicine (KUSOM), Department of Ethics and History of Medicine, Istanbul, Turkey
E-mail: drvatanoglu@yahoo.com

The 1999 Marmara earthquake (also known as the Kocaeli or Gölcük earthquake) occurred on 17 August at 03:01:40 local time in northwestern Turkey. The shock had a moment magnitude of 7.6. The event lasted for 37 seconds, killing around 17,000 people and left approximately half a million people homeless. The nearby city of İzmit was severely damaged. The earthquake also caused a tsunami in the Sea of Marmara that was about 2.5 meters high. The tsunami caused the deaths of 155 people. A massive international response was mounted to assist in digging for survivors and assisting the wounded and homeless. Rescue teams were dispatched within 24–48 hours of the disaster, and the assistance to the survivors was channelled through NGOs and the Red Crescent and local search and rescue organizations. I graduated from İstanbul University Cerrahpaşa Medical Faculty in July 1999 and as a very young and unexperienced general practitioner, I also went to Kocaeli together with some classmates to help the victims. It was a life changing experience for all of us, and we had so many unanswered ethical questions on our minds because we did not have the information of ethics of triage, ethical aspects of applying first aid or when it is ethical to stop applying first aid... All these topics that we teach to our medical students in our medical ethics lectures nowadays were not included into our lectures those days. In this presentation, the importance of medical ethics lectures in medical faculties and awareness about ethical issues during disasters will be emphasized through some real cases.

Session 2: Medical Interventions in Disaster Resilience

Doctors Worldwide Gaza Projects Example for Ethical Disaster Resilience

Assoc. Prof. Ahmet Salduz, Doctors World Wide Turkey
E-mail: ahmetsalduz@gmail.com

It is impossible for all institutions and organizations to reach crisis regions when political crises reach serious levels. Examples of this have been encountered earlier in Syria, Central Africa and Gaza. In order to be prepared in the moments when a political crisis could come out and affect hundreds of thousands of people, making some strategic decisions has become very critical in bringing humanitarian aid to needy regions. In this sense, in order to provide assistance to the people who may need health services in Gaza, where the exits are difficult even in normal times, Doctors Worldwide have made some strategic decisions.

In 2014, equipment and operation support were provided to two physical therapy and rehabilitation centers in the northern Gaza region and Gaza with limited facilities. In 2015, a new physical therapy and rehabilitation center was established in the Khan Younis region in southern Gaza.

In 2017, the project (the Gaza Physical Therapy and Rehabilitation Program) provided health services by establishing mobile teams with 22 personnel. 4 physiotherapists provide physical therapy and rehabilitation services within the scope of Physical Therapy and Rehabilitation Service.

In 2017, 5 mobile teams and Khan Younis Physical Therapy and Rehabilitation Clinic, 12,711 physical therapy / rehabilitation and 1,036 psychosocial support sessions were given in the cities of Gaza (Refah, Khan Younis, Central Region, Gaza City, Northern Gaza).

Within the scope of the MHS project, 4 healthcare teams have been established in order to provide health rehabilitation services at home, including medical treatment, nursing, physiotherapy and psychological support.

On the other hand, the role of the Physiotherapy and Rehabilitation Center - PTR Project is to benefit the rehabilitation services needed in the center located in Khan Younis district. YYD Palestine Office continues to organize treatment sessions for MHS and PTR beneficiaries in Gaza Strip.

The number of cases increased after the Great Return events and critical injuries on 30 March. As a result, the project capacity has been increased from 1 May 2018, and the number of staff with 4 nurses and 2 doctors has been increased. In addition, 3 vehicles were hired to reach more casualties. Currently, 35 people are employed under the roof of YYD Gaza Office. Of these, 4 are physicians, 4 are physiotherapists, 3 are pharmacists, and 8 are nurses. In 2018, 1535 beneficiaries were reached.

To recapitulate, delivering necessary relief resources to effected regions during disaster times are very challenging. In this case, importance of constant presence cannot be emphasised enough because constant presence of YYD in Gaza has played a strategic role during times of crisis.

Ethics of Triage in Emergency Medicine

Prof. **Hasan Erbay,** Afyonkarahisar Health Sciences University, Turkey; AUSN Visiting Professor of Medical Ethics
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Triage is the selection and evaluation process performed on the field or emergency department in order to determine the priority of the treatment and the transfer in cases where the number of injured is high. Unlike educational conditions and sterile

environments, crime scene dynamics are affecting circulation practices. The basic approach to triage practices is summarized as more benefits for more people. This approach seems to be the most preferred approach in terms of healthcare providers and practitioners, together with the problematic side in itself. This approach is subject to criticism that it tends to appraise people and simplifies enforcement conditions. Moreover, seeking a global approach to triage practice is not a rational effort.

The practice of triage has a structure that health workers can be affected by subjective approaches. For this reason, special attention should be paid to the health professionals who are in the practice of triage as well as to both formal and in-service training. The main goal is to have emergency health professionals who have internalized the core professional philosophy and are aware of the ethical conflict areas of the profession. In order to reach this goal, it is necessary to give importance to education and to take the triage topic into consideration.

Providing a single triage approach in such trainings will narrow the scope. In emergency medical education processes, it is necessary to avoid presentation of any method as a certain and an undisputed method. It will be a valuable effort to define triage within the framework of institutional approach and to present a series of methods appropriate to the sociocultural characteristics of the country. Of course, it will take time for the sense of the process in which there is not enough consensus on it and the debates about it continue to be changed. Emergency health professionals with well-equipped in terms of professional knowledge and skills, and ethical sensitivity are required to provide effective and satisfactory health services in terms of not only medicine but also social, cultural, legal and humanity.

Growing Violence Against Healthcare Professionals in Turkey In Spite of the Existence of the White Code System: A Retrospective Cohort Study of Media Cases

Assist. Prof. Sukran Sevimli, Chair of Department of Medical History and Medical Ethics, Van Yüzüncü Yıl University Faculty of Medicine, Van, Turkey
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Objective: Healthcare professionals have faced high rates of violence, resulting in injuries and even fatalities, in the workplace. The aim of this study was to measure and understand the extent of workplace violence in the health sector in Turkey, with the goal of providing a basis for future research and recommending preventive policies.

Methods: This is a cohort retrospective study using a case-based approach to analyze the ethical and legal issues relating to incidents of violence against healthcare professionals as reported in Turkish newspapers from 2012-2019.

Results: The data examined for this study were derived from incidents occurring between 2012 and 2019, during which time 1,028 incidents against healthcare professionals were reported. The data indicated that the total number of cases of violence increased from year to year. As these cases showed, healthcare professionals faced verbal abuse, physical assault, bullying, and sexual harassment. The violence was carried out by the relatives of patients or by the patients themselves, as well as by other healthcare workers.

Conclusion: The cases reviewed herein indicated that violence at healthcare facilities has become common, sometimes resulting in life-threatening injuries for the victims. Three-fourths of healthcare professionals have experienced physical and/or verbal violence at work, the main reason being the role of healthcare policies and the new healthcare system in general; patients and their relatives view healthcare workers as responsible for many problems arising from the latter. For this reason, disruptions of any kind may potentially return to healthcare workers in the form of violence. In order to minimize this violence, it is thus necessary to get to the root of violence within society itself as well as resolve issues with the organization of the new healthcare system, to promote a more ethical work environment.

Keywords: Healthcare professional, Health service, Violence, Medical ethics, Health system

Environmental Protection as an Ethical Requirement for Community Health

Dr. Gamil Abdul-Rahim Ali Saleh, Faculty of Medicine and Health sciences, University of Aden, Aden, Yemen
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Environmental ethics and sustainable development are inexorably bound together as the decline of environmental conditions affect the population health resulting in increase the morbidity and mortality rates. The objective of this paper is to analyze the different factors contributing to environmental protection identifying the roles and responsibility of government, community and individuals.

The methodology used is a literature review and critical analysis that meets the stated objectives that were organized in different chapters. The results show the environmental factors affecting community health, the socioeconomic conditions and quality of life and the responsibilities for protection of the environment. The different strategies for environmental protection is outlined in this paper.

The study concluded that the main threats to the world health, to stability and even to mankind's existence itself comes from the synergetic interaction of the following three factors: poverty, population and environment. The study recommended the application

of some strategies for better environmental protection such as policy, changing organization behavior, education protection, promoting community educator and strengthen individual knowledge and skills.

Keywords: Ethical environmental issues, governmental responsibility, community responsibility, individual responsibility, governmental strategy

The Other Side of the Coin: "Elective Medical Aid in a Proper Manner"

Prof. Dr. M. İhsan Karaman, President, Federation of Islamic Medical Associations (FIMA); Founder, Doctors World Wide Turkey.
E-mail: mikaraman@hotmail.com

I strongly believe that, when practiced properly, elective medical aid contributes to welfare and well-being of needy people and improves the health status of the society. In this sense, it helps more than it hinders!

It is true that elective medical aid is –unfortunately- used as a method supporting the post graduation training practice of clinicians in the West, and as a mean of satisfying philanthropic feelings. However, the fact that something is used wrongly does not necessarily mean that it is wrong. This is the critical question: Regarding non-emergency medical aid how can we teach fishing? How can me make it helps more than it hinders? Let me give you some examples from our past experience with Doctors World Wide:

A surgical camp is conducted by a team of expert healthcare professionals for a specific disease (Obstetric fistula, cataract, cleft lip/palate hypospadias, prostate hypertrophy, urinary system stones, hernia, hydrocele...) with the participation of local doctors and nurses in a needy region/country. The preparation of the patient, important details of the operation and postoperative care are taught to the local healthcare staff. These case-specific surgical camps are repeated for a while. Hence, fishing is taught.

Some equipments (Phaco machine, computerized tomography, ultrasound, endoscopic prostate surgery equipment, endoscopic stone remover...) that are necessary for diagnosis and treatment are brought to relevant hospital in a needy region. The team stays for a short time to practice together with the local hospital personnel. When the equipment begins to be used effectively, the teaching medical team returns.

Professors/academicians with high level training skills are sent to local universities/medical schools at regular intervals or at least monthly and they give medical education or training (graduate education and postgraduate residency training) in needed specialties. Hence, elective medical aid transform into a permanent medical and humanitarian service.

In the scope of public health principles, clean water wells are dug or water purification systems are built to prevent epidemic diseases and healthy water is provided to the people in the region. This is also a kind of elective medical aid.

Doctors World Wide have done and are doing these kind of elective medical aid and educational activities in different parts of the World, especially in Africa.

As a conclusion, non-emergency medical aid helps more than it hinders when conducted by dedicated healthcare professionals who respect to the culture and tradition of the visited region or country, know thoroughly about the health problems and system in the target country, and are expert in their field and good at human relations.

Lunch

Workshop Session

Navigating the World of Mental Health Interventions and Bioethics Following Community Disasters

Prof. Raquel Smith, PhD, AUSN Professor of Clinical Psychology and Emergency Preparedness, USA
E-mail: raqrsmith@gmail.com

Community disasters seem to be in the increase. Worldwide risk from natural, health, environmental and terrorist hazards is increasing worldwide. In the wake of a catastrophic natural or human-caused disaster, ethical obligations can present community members and professionals with an enormous amount of uncertainty. Understanding the inherent ethical challenges of interventions becomes essential. A few models of assessing community disaster resiliency (CDR) have been developed. Recent analysis of these models indicates that operationalization of criteria must take into account the common trends as well as the individual differences of the communities we aim to support. Health care practitioners and responders have an opportunity to greatly reduce survivors' fear and anxiety through compassionate communication. Positive or negative intervention at this stage can affect the long-term grief process. Briefly, the ultimate goal of going beyond disasters, is that interventions maximize community resiliency.

During this interactive workshop we aim to:
- Review the basic concepts of bioethics as it pertains to post disaster intervention
- Provide a general baseline of universal human needs following disasters
- Present resources and literature to support present and future projects
- Allow time to reflect on bioethical principles and mental health in diverse communities (group activity)
- Provide format to set goals for the week Action Plan.

Session 3: Psychological Interventions in Disaster Resilience

Identification of Disaster Victims (DVI) Is a Moral Responsibility

Assist. Prof. Mukadder Gün, Ufuk University, School of Medicine, Department of Medical History and Ethics
E-mail: gunmukadder@yahoo.co.uk

Many undesirable events have occured on the earth from its existence to the present day. We can name some of these unwanted events as disasters and divide them in to two:

a) Natural disasters (earthquake, whichresulted in theinjuryanddeath of manypeople, avalanche, flood, landslide,etc.)

b) Mass disasters involving people (bombing as terrorism, industrial accidents, military operations, prison riots etc.)

Necessary precautions should be taken in line with the predictions before all disasters occur. Humanity generally aims to overcome the disaster with the least damage in the battle with natural disasters. A number of people are injured as a result of some major disasters, but death is not seen together. Bernard Knight asserts that it must be called as mass disaster large number of people (at least 12 people) lose their lives as a result of an event. The problem of identification of victims is emerging as a result of too many people die in mass disasters.

Features that allow there cognition, identification, and separating of a person from other people is called as identity, and this process is called as authentication. The process of determining whom the biological material found in a crime scene belongs to is called as personalization. For many reasons, personalization and identification are essential for living and death people. Especially after mass disasters, identifying of the disaster victims is difficult and morally important.Victim identification after disasters is a right, as a moral subject, that may be requested by the victim's relatives. Failure to perform this request is a direct intervention fundamental rights and freedoms of persons. This causes human dignity to be damaged. From the Kantian ethical point of view, the underlying demand for "identity" is not a content, but a requirement of the universal moral code, and it is based on intention.

In this presentation, briefly, at the country level (DVI) will be presented predominantly as a moral responsibility and the structure of the date of the identification of disaster victims will be mentioned.

Disasters and Fortune Telling
Prof. Ananya Tritipthumrongchok, PhD, General Manager, Eubios Ethics Institute, Thailand
E- mail: ananya@eubios.info

I have inspiration to talk about Disaster and fortune telling from the movie name "New Science Fiction Movies||Disaster Film English Movie Online||Best Sci Fi Movies" (New Film HD 2016) that is on youtube having 8,358,887 views. The scene is starting from Massive tsunami coming in Waikiki, Hawaii. Then the Evacuation Center in Barstow, California got a call from the President in Washington D.C about a volcano eruption at Sun Valley, Idaho. Later on, the news including Hoover dam being broken, and flooding in North America and an Earthquake in Las Vegas.

All these are about disasters, and how weather predictions don't just affect the outdoors, they also influence culture and the sense of community needed to overcome natural disasters. Scientific processes with divination methods can be compared to astrology and whether we can make holistic predictions that include the environmental, spiritual, and cultural influences in the impact of a disaster.

Can we forecast disasters through fortune telling? According to my research, fortune telling is a very old practice and there are over thirty methods of fortune telling. Very common ones include reading palms, consulting tarot cards, interpreting dreams, analyzing numerology and Feng shui in Chinese geomancy that learn about wind water - the art (or science if you prefer) of manipulating or judging the environment. Science also tells us that palm prints are associated to autism and other personality types.

Animism is a word from Latin (anima is breath, soul, live) and includes religion beliefs that things, places and animals are spiritual essences. It is also the belief that inanimate objects and the phenomena of nature are endowed with personal life or a living soul also, in an extended sense, the belief in the existence of soul or spirit apart from matter. So as the film said, "We divided geography; we will not be divided spiritually". My presentation will explore some of these issues.

How to Combat the Disasters Caused by Hackers and Cybercrime
Ms. Mahta Barati Pour, Iran
E-mail: maniyaa1998@gmail.com

By entering to the third millennia and by social network generalization, we enter the virtual era. The importance of cyber safety issues is increasingly highlighted. Cyber safety means informational systems protection against robbery or hardware or software information defects and harms. Annually, millions of people are the victims of hackers.

Although there is some activities of cyber policing, there isn't enough effort to prevent these kinds of attacks.

I am a student of computer science, and I was not taught about cybercrime at all during high school or undergraduate courses. Students only learn about cybercrimes during master's degree courses if they are studing software engineering or IT. There is no opportunity to learn how we can protect our information of hackers in schools.

I therefore propose an action plan and trial to increase students' awareness in order to get familiar to the importance of cyber safety and to prevent people from physical and moral damage that can result from cybercrime, by appropriate teaching in schools. Todays, students are constantly in a struggle with social networks in communication and through cellphone, lap tops and other electronics, which are in danger of attacks by hackers.

Virtual threads are things like social engineering, phishing, and viruses, and the most important of them to me is social engineering. Social engineering contains received personal information directly from victims to attack them and defend against the hardest defenses because the victims don't have enough information about the importance of thread. My proposed approaches to inform students include:

- Providing enough information for users to identify the psychological stimulus of conceiving and hackers' approach to getting necessary information and influence.
- Keeping the information personalized like computer IP and passwords.They should know that very few friends will be a friend forever, and they shouldn't make their personal information available to others.
- Informative document destruction and preventing theft from recycled materials.
- Password change over definite time intervals
- Using strong and unpredictable passwords (more than 8 letters, combination of small and capital letters, numbers and signs).

Another cyber thread is phishing. Phishing is a destructive way to access to bank accounts and monetary robbery. This can be done by deceptive e-mails which ask you to enter your bank information or in online shopping sites by pages with similar design in which by the moment of entering the account features, the information will be sent to the hacker automatically.

The best way to oppose phishing is paying attention to URL. Banks use https:// in their address name. The lock sign, beside the URL must be green… if it is red, it means that someone eavesdrops the informational coding path or the license time is finished. Trojans are the most destructive viruses. Trojans are a kind of bad ware which disturbs the goal of system privacy and it usually controls the victims at a far distance and/or robs the information without apparent signs (slowing the goal system, discipline and unitary

disturbance and so on). Effective ways for preventing Trojan pollution include:

- Anti-virus installation on your system and updating it.
- Preventing opening email appendices, searching in unauthorized sites and entering the unknown links.
- Operative files download just from authorized resources and uninstall the cracked file.
- Avoiding from using default settings and using the maximum safety setting (modem setting, uncheck the default auto-run Windows).
- Using virtual drives, coding the drives and programs.

We can decrease the cyber damages rate significantly in schools by cyber safety culture. As a person who has enough knowledge to provide basic lessons I can make the first steps to establishing cyber security culture with a group of friends by starting 2 hour classes in 3 schools in our home town. Already we have seen some disasters caused by cybercrime, and more will occur unless we educate everyone to lower the risks.

Session 4: Reports of Youth Looking Beyond Disaster (LBD) and Youth Peace Ambassador (YPA) Action Plans

Disasters and Dealing with the Concept of "Death"
Dr. Nabiollah Masoumi, Youth Peace Ambassador; Director, Parsa Investment Ltd, Sofia, Bulgaria
E-mail: gisnabi@gmail.com

Natural disasters, destroy people's properties and crops, ruins communities, and bankrupt businesses. But the financial loss is not the only impact of a disaster, the loss of many human lives, is something more complicated and truly disastrous for the survivors. When all is gone by a disaster, dealing with the reality of death, is unimaginably difficult. For a person who has lost a dear one, disaster is not only a loss in the material life, but it is a devastating emotional shock of losing a human. Death is something strange and unbearable for a child hit by the parent's death or even parents, dealing with the loss of children, spouses or friends. Loss of lives, raises philosophical dilemmas and confuses affected communities with serious existential questions. Indeed, further in life, this situation may break some of the survivors or leave them vulnerable for the rest of their lives. The question is how social helpers and responders should approach these people who lost their beloveds and how we should communicate with them when they are shaken by the realty of death.

Session 5: Environmental Management in Disaster Resilience

Corporate Social Responsibility (Csr) Role of Malaysian Companies for Flood Mitigation

Dr. Hishan S Sanil, Research Scholar, Azman Hashim International Business School, Universiti Teknologi Malaysia.
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Rapid industrialisation in developing countries has contributed to an increase in natural disasters. Rise in the losses due to disasters is an indicator of non-sustainable development. Although in Malaysia the natural forces have been mainly liable for the natural disasters in the past, in recent times human intervention in nature is worsening the flood hazards. As the world moves closer to the year 2020, the country is expected to face serious challenges in flood management. The recent flood situation is an example of the increase in the magnitude of the flood disaster. In this scenario, it is imperative to have a holistic plan to face this challenge. The role of the corporate social responsibility (CSR) in flood mitigation is one area which needed to be researched, as private sector can play a key role in flood mitigation.

This study aims to understand the role of Malaysian listed companies in flood mitigation through their CSR programs and involvement of other stakeholders in successful implementation of flood mitigation process. Finally, the study gave few recommendations to improve the CSR effort of companies in the process of flood mitigation.

The research employed a qualitative method and the data was collected using the semi-structured In-depth interview. The first stage of the research involves a content analysis of company websites and online published CSR related documents of the Malaysian listed companies. The second stage involves an in-depth interview with the companies CSR executives, NGO representatives, Individual volunteers, CSR advisors and the government representatives. Subsequently the data was analysed using qualitative content analysis.

The key findings of the study indicated the need for the companies, NGO and the government to understand the multifaceted meaning of CSR, to understand the need for flood mitigation, need for understanding stakeholder's roles and responsibility and the contribution of each stakeholder in the flood mitigation exercise. The findings also suggested the need to have collaboration among the stakeholders. Based on the findings, the research has presented a model in which the companies, NGO and the government need to share the responsibilities equally and develop a social contract that leads to the effective and successful implementation of flood mitigation exercise. Theoretically, the study proposed a model between stakeholders for flood mitigation in Malaysia. Practically, the results will provide good guidelines for the corporate sectors and the government to

cope up with the challenge of flood management and in building a resilient community which will be well equipped to handle the effect of such disasters. It will encourage the corporate to help the government in pre-disaster mitigation and preparedness instead of only contributing to the relief funds after the disaster. The budget announced by the Malaysian government for 2017, the Malaysian government plans to spend RM450 Million expenditure on the flood mitigation projects. Hence this research will help in efficiently managing the expenditure on the flood risk management initiatives by choosing the right collaboration for maximum business and societal outcomes. The research aligns with the government policy given in the 11th Malaysia plan.

Combatting Disasters by Addressing Graft and Corruption in the Philippines

Prof. Angelica M Baylon, MAAP External Relations Director, the Philippines; AUSN Visiting Professor in Chemistry, Maritime Science and Community Studies
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The paper aims to present the common types of corruption being practiced in the Philippines and its effect on politics, administration, institution, economy, environment, social and humanitarian and other areas like health, public safety, education, and trade. The paper also identifies the legal measures that the government employs and also the various government agencies created to address the problem of graft and corruption. The barriers on anti-graft and corruption efforts are also advanced Brief stimulate the audience to think ways and means to remove the barriers on anti-graft and corruption for good governance. Finally, the paper provides suggested solutions to fellow Filipino citizen on how we can contribute our share to address graft and corruption in the Philippines and ends with concluding remarks.

Trends in Shaping the Future of Global Ports: Implications to Disaster Resilience from Maritime Bioethicists Perspectives

Prof. Eduardo Santos, President, MAAP, the Philippines; AUSN Visiting Professor of Oceans and Maritime Affairs; and Prof. Angelica Baylon, MAAP

The information and data generated from various readings of the Philippine Port Authority (PPA) report, internet search, documentary analysis, observations from news et al. and interviews conducted, were analysed and categorized to Seven Super "S" trends or SSS-T for easy recall. The SSS-T that would shape the future of global ports is summarized into Seven Super "S "Trends or 7S-T namely: SIZE and SPECIALIZED SHIPS; STEMS and SKILLS; SPEED; SUSTAINABILITY; SMARTNESS; SAFETY and SECURITY and SCARCITY and SUPPLY. Each of this "S" Trend shall be explained based on the current

(2017-2018) initiatives, trends, best practices and port investments that are currently being initiated and implemented amidst constraints and challenges in the Philippines. With the 7ST comes the 19NR or nineteen new recommendations which may apply to global ports. Trends in ports are global issues and therefore the seven super trends or 7ST as well as the 19 new recommendations (19NR) namely: On SIZE Trend (1) NEW PLANS CREATED (2) NEW SPECIALISED SHIPS; on STEMS/SKILLS Trend (3) NEW LEVELS OF SPECIALIZED KNOWLEDGE and SKILLS; on SPEED trend (4) NEW NETWORK LAYOUTS (5) NEW EMERGING MARITIME TRANSPORTATION ROUTES (6) NEW ALLIANCES and MERGES (7) NEW MODES or SUBSTITUTION OF MODES; on SUSTAINABILTY trend (8) NEW INNOVATION IN ENVIRONMENTAL AWARENESS; on SMARTNESS Trend (9) NEW INNOVATION IN PORTS (10) NEW PORT COMMUNITY SYSTEMS (PCS); on SAFETY and SECURITY Trend (11) NEW RISK-AWARE CULTURE; (12) NEW VESSEL TRAFFIC SERVICES (VTS) and on SCARCITY and SUPPLY Trend (13) NEW EVOLUTION OF THE PORT (14) NEW POLICY ON PORT PRIVATIZATION (15) NEW INVESTMENTS IN PORTS (16) NEW PORT PERFORMANCE INDICATORS (17) NEW BETTER AND ADDITIONAL SERVICES PROVISION (18) NEW IMAGE OF THE BUREAU OF CUSTOMS and (19) NEW POLITICAL WILL AND STABILITY. The (19NR) are in response to 7ST, believed to be the same trends and recommendations that are observed by global port experts although it may come in different terminologies and interpretation. The paper ends with concluding remarks and recommended regional integration framework for Railways, Port and Terminal Infrastructure for port productivity and progress towards disaster resilience.

15 April 2019, Monday

Session 6: Social Systems, Resilience and Sustainability

Disaster Management and Sustainability
Dr. Mehmet Güllüoğlu, President, Disaster and Emergency Management Authority (AFAD) of Turkey

The concept of sustainability is one of the important concepts of today and emphasizes that human beings should realize all kinds of activities using the limited resources of our planet in harmony with nature by considering future generations. Global warming, environmental pollution, changing consumption habits, and the increase in the number of recent large-scale destructive disasters are destroying their habitats and pose a threat to the future of humanity.

Sustainability in disaster management; is defined as a management approach that can contribute to economic, social and environmental developments as well as the main objectives of preventing, mitigating existing dangers and risks, creating new safer and developed new life environments. From this point of view, avoiding catastrophic risks for nature and people and minimizing the devastating effects of disasters are vitally important in order to sustain the natural flow of life continuously in all areas.

In order to avoid the risks of disaster, it is necessary to understand the risk of disaster firstly. One of the four priorities of the Sendai Framework Document covering the 2015-2030 process is the understanding of disaster risks. After understanding the risks, disaster risk mitigation activities are started. These activities are also a cycle in itself; analyzing the hazards by taking into account the probable risks, analyzing the risks, prioritizing the risks analyzed and continuing the risk mitigation activities until the acceptable risk level and monitoring evaluation activities.

To avoid the risks of disaster and to reduce the destructive effects of disasters directly serve the concept of sustainability. In addition to preventing possible loss of life, minimizing the direct, indirect social, economic and environmental impacts related to disasters is one of the gains achieved. It is a fact that the investments to reduce the disaster risks require less economic resources than the investments required for the post-disaster restructuring. Reduced disaster risks encourage investments and entrepreneurship in the region and it is important in terms of reviving economic activities. Finally, physical structures and systems established to reduce disaster risks have secondary benefits for the public. Considering all the benefits mentioned, the answer to the question of why we should reduce the disaster risks is reached.

Accessible Tourism as a Driver of Economic Growth, Environmental and Social Equity

Charlotte Omayan Gapasin, AUSN MBGPH Student, Youth Peace Ambassador, Doha, Qatar.
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Tourism is a great form of recuperation and escape from the busy life we have between our workload, studies and errands; but can tourism be "for all"? What if you are not privileged and financially capable? Or someone with limited vacation time does traveling then will tourism be enjoyable or exhaustion? What if you are pregnant, old, a differently-abled person or a person with less mobility – will you be able to go to places where you will have limited access to? What if you're a citizen of war, a baby boomer and retiree without company to travel together with - is it safe to be elsewhere than your garden and bedroom? Although we can think about many what if's and conditions, what can be considered as tourism for all? Is there any place considered to be a tourist spot for all? Absolutely yes!

This paper is a consolidation of facts, ideas, examples and some case studies about Accessible Tourism or "Tourism for All". This will also highlight the impact of tourism on economic growth, environmental and social equity, a topic that is not very well publicized in places (countries, cities or provinces) where accessibility is not strictly implemented as part of urban and city development.

This paper will also illustrate the driver of economic growth, environmental and social equity through accessible tourism and how it differs from regular tourism. The goal at the end of this paper is to convince and encourage the reader to help spread awareness of inclusion and equality by implementing accessible tourism to cities especially those in third-world countries and countries ranked lowly on the happiness index.

Ethical Issues and Moral Dilemmas of Child Marriage in Bangladesh

Prof. Tahera Ahmed, North-South University, Bangladesh; Former Acting Chief, SRHR, UNFPA
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Childhood is a time to be enjoyed with family and friends. Any person under 18 is a child and needs basic rights to be fulfilled to grow up to be a mature and responsible citizen. Yet in most developing countries child marriage of girls is still an accepted norm as most girls are considered adults after puberty. Tradition, culture, mis- education, poverty, lack of security are some powerful drivers of child marriage.

The question this paper will try to address are the ethical and moral considerations related to child marriage as it transgresses the articles of the UN Convection of the Rights of the Child , Basic Human Rights and Reproductive Rights among others. The effect of child

marriage not only impacts on the girl but also on her family including her children leading to an emergence of increased gaps in different social classes. Significant impacts are on, health, education, financial situation and self-esteem, leading to poor quality of life.

Child marriage is prevalent in many Asian and African countries; programmes have been designed to address these through various interventions in different countries. Most of these are projects based on a geographical location. These have proved successful in some places but mainstreaming remains a problem. Resource poor countries have a dilemma dividing essential finances among priority issues. International NGOs have taken up interventions to provide the start up to different innovations which the governments can mainstream progressively.

This paper attempts to assess the situation, the consequences, various programmes and recommendations on the reduction of child marriage both in Bangladesh and other countries. The ethical considerations of child marriage have been discussed in relation to the total issue. This paper suggests that each country should set up its own midterm and long-term goals to bring about significant reduction in child marriages. A draft work plan is also submitted.

Keywords: Child marriage, ethical considerations, interventions, work plan

Preparing for Disaster Risk Prevention and Prevention as an extension program of the Panpacific University

Dr. Engelbert C. Pasag, International Linkages Office, Panpacific University, San Vicente, Urdaneta City, the Philippines
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With 6 months of rain, the entire Philippine archipelago is visited by around 20 typhoons every year. These rains bring floods, landslides and lost of lives. The province of Pangasinan is a both a costal and mountain area. Coastal area suffers from storm surge. Mountain area suffers from mudslides and landslides. Disaster resilience is very important but preparation and continuous education will help save lives, and properties.

Session 7: Education for Disaster Resilience

Reducing the Incidence of Rape and Sexual Assaults Disasters in Senior Secondary Schools of Anambra State, Nigeria
Mr. Chinedu John Obibueze, Nigeria
E-mail: obieze.john9090@gmail.com

In the era of #metoo, there is a growing demand for justice against sexual harassment and abuse around the globe and Africa is not excluded. This action plan looks for strategies for reducing the occurrence and reporting of sex offences in Abia State Secondary Schools in the Eastern part of Nigeria, which is expandable to Anambra State in Nigeria after successful implementation in the Schools, for the transformation of social norms, social and cultural issues, laws and policies regulating the acts of child sexual abuse and find positive solutions to gender based sexual harassment of Secondary School Girls for the Positive Development of the Society.

Reducing Fire Outbreak and Building Collapse Disasters in Owerri Secondary Schools, Imo State, Nigeria
Ms Ogbonna Syderah Uchechi, Nigeria

Across the international media in March 2019, the Ifako School Building Collapse is a major disaster among school pupils that needs urgent attention from all concerned stakeholders in Society. Building Collapse is a regular occurrence in Lagos State, due to the population explosion and scarcity of infrastructural facilities; combined with poor building designs and poor regulatory environment in Nigeria. This action plan looks beyond these disasters and try to strategies for a meaningful and lasting solution for all the concerned stakeholders and promoting a healthy society for all.

Lunch

Session 8: Bioethics and Sustainability and Global Public Health

Ethics of Humanitarian Technology

Asst. Prof. Tayyibe Bardakçı, Istinye University, Faculty of Medicine, Department of Deontology and Medical History
E-mail: tayyibe.b@gmail.com

When we consider new technologies, the negative aspects of these technologies are often emphasized. However, as rational human beings, we can also use these technologies in a humane way. Humanitarian technologies is a good example of this usage.

After the Web 2.0 technologies and social media platforms, a paradigm shift occurred in various areas of our lives as well as in disaster response and humanitarian aid. Following these technologies, the data has increased at a tremendous rate than ever before throughout history. It is widely accepted that access to data is as important as accessing the food or shelter during/after disasters. Although the lack of data is a serious problem in natural or man-made disasters, today overflow of data and information (a.k.a big data) is a more significant problem in such events. At this point digital humanitarians play an important role in obtaining accurate and reliable information. In addition to their efforts, various methods such as data mining, machine learning, etc. are also being used. However, using these digital technologies bring their own ethical challenges. Data bias and discrimination, data privacy, autonomy and the consent of the individuals are some non-negligible ethical issues of today's humanitarian technologies.

At the end of the talk, future robotic and human enhancement technologies will also be briefly mentioned for the disaster response and preparedness from the ethical perspective.

Role of Information and Communication Technology on Disaster Preparedness and Management

Dennis L. Alfaro, St. Paul University Quezon City
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The use of Information and Communication Technology has emerged in different industries like healthcare, finance, education, manufacturing, and in forecasting. ICT plays an important role in these industries to develop a sustainable and resistant infrastructure. Developing an early warning system can be a major role in disaster preparedness and response.

This paper explores the different ICT technology used in disaster preparedness and management and how it helps a certain country in mitigating the risk. It will also look

on the use of GIS (Geographic Information System) for data gathering, data analyzing and data management and how it works.

Keywords: Disaster, GIS, ict, forecasting, disaster preparedness

Bioethics and Sustainability

Prof. Darryl Macer, President, American University of Sovereign Nations.
E-mail: darryl@eubios.info

Sustainibility of our society means both ensuring the heritage of our environment and our society. We need to ensure resilience against both natural and human-made disasters. Bioethics includes disaster ethics, and is the love of life. To love something means wanting it to live, which demands infrastructure, education and actions to value life. The academic term "bioethics" was coined 90 years ago by Fritz Jahr (1927) in his paper, "The bioethical responsibilities of human beings to plants and animals". We see efforts throughout bioethics scholarship to emphasize the inclusion of other beings into bioethics, but in the United States almost all bioethics scholars and departments focus on medical ethics. Yet the term "bioethics" has often replaced the former term "medical ethics". We cannot simply blame the "bioethicists" for this however, since often those in the minority field of "environmental ethics" stress to emphasize that it is distinct from bioethics, as they try to mark their own turf.

I would argue that all human security and public health issues are bioethics issues, but those in the field of bioethics often focus on individuals rather than systems. However, work is needed to build bridges between all these and other related fields to promote a holistic understanding and approach to bioethics. Even more important than the name is the ideology we use, one of inclusion, and one that includes a comprehensive understanding that our individuality is a social construct. There is much to do in bioethics and public health, and bridge building through time, space, culture and discipline is essential to ensure we have solid research-policy linkages to build our bridges to the future. Through effective work of bioethicists we can bridge all the artificial boundaries that stifle the progress of our society, for the sake of all beings, our dear planet, for our heritage. Heritage includes the concepts of past, present and future in one word, Let us renew our efforts to make informed decisions so we can all make better choices in all realms of life. We thank all the scholars and our ancestors for what we have been given, and let us promote evidence-based policy as the message of bioethics for empowering individuals and our communities.

Facilitated by Darryl Macer. All participants will present their edited proposed action plans, which will be developed through the Workshop with advice of faculty and mentors.

This wil include adoption of a Istanbul Communiqué on Looking Beyond Disasters in Global Solidarity with Christchurch, the site of LBD1

Session 9: Presentations by All participants of Action Plans and Feedback

Facilitated by Darryl Macer. All participants will present their edited proposed action plans, which will be developed through the Workshop with advice of faculty and mentors.

Closing Session and Awarding Certificates (Ending 17:00)

This will include adoption of a Istanbul Communiqué on Looking Beyond Disasters in Global Solidarity with Christchurch, the site of LBD1.

Currently accepted participants not mentioned above include:

Abu Tweb Abu Ahmed (Dhaka, Bangladesh)

Naresh Rijal (Rastiya Aawas Company, Kathmandu, Nepal)

Shouyang Wu (China; San Paul's University Quezon City, the Philippines)

Isaac Martin Villaflores (San Paul's University Quezon City, the Philippines)

Krishna Mae M. Sorsogon (San Paul's University Quezon City, the Philippines)

Ashlyn Nicole S. Soriano (San Paul's University Quezon City, the Philippines)

Leigh Laurelle Marie E. Menor (San Paul's University Quezon City, the Philippines)

Gabriel Christopher S. Membrillo (San Paul's University Quezon City, the Philippines)

Jhon Romerhl Kyle F. Bayanay (San Paul's University Quezon City, the Philippines)

Ma. Khaila Isabelle A. Chua (San Paul's University Quezon City, the Philippines)

Marie Christine Ayesha Z. De Vera (San Paul's University Quezon City, the Philippines)

Marie Christine Sofiah Z. De Vera (San Paul's University Quezon City, the Philippines)

Kayester Kate D. San Lius (San Paul's University Quezon City, the Philippines)

Mary Glenn C. Altamarino (San Paul's University Quezon City, the Philippines)

Claudine A. Gregara (San Paul's University Quezon City, the Philippines)

Anj Guillan Baile (San Paul's University Quezon City, the Philippines)

Stephanie Bridges Acera Uy (San Paul's University Quezon City, the Philippines)

Joven Arman T. Reyes (San Paul's University Quezon City, the Philippines)

Darlene B. Chavez (San Paul's University Quezon City, the Philippines)

Dana Kristen Ogbac (San Paul's University Quezon City, the Philippines)

Foday Ceesay (Organization for Youth Empowerment, The Gambia)

Papa Krubally (Organization for Youth Empowerment, The Gambia)

Modou Jagana (Organization for Youth Empowerment, The Gambia)

Essa Bahaga (Organization for Youth Empowerment, The Gambia)

Ebrima Ceesay (Organization for Youth Empowerment, The Gambia)

Musa Darboe (Organization for Youth Empowerment, The Gambia)

Ali Jagana (Organization for Youth Empowerment, The Gambia)

Saddy Ceesay (Organization for Youth Empowerment, The Gambia)

APPENDIX I

Christchurch Communiqué
for Looking Beyond Disaster
12 December 2011

INTRODUCTION

Kia Ora,

Tenakoutou

Tenakoutou

Tenakoutou

Katou

We, the participants of the UNESCO Looking Beyond Disaster Youth Forum ("the Forum"), made up of 100 delegates from disaster affected areas, across 19 countries predominantly from the Asia Pacific Region, convened in Christchurch to make the following recommendations:

From floods in Asia and the Middle East, earthquakes in South America and devastating droughts in Africa, natural disasters strike at the very heart of the way we live and think about our place in the world. They devastate our communities, destroy the natural environment and cause pain and suffering that is often beyond the scope of human imagination.

We are guided by the scientific evidence that environmental degradation caused by human actions is increasing the frequency and impact of natural disasters. We urge local, national and international governments to acknowledge this fact, and take action through implementation of effective policy.

We are also guided by fundamental principles of justice, inclusion, accountability, transparency and respect for human rights in the way we respond to natural disasters.

We recognise that in a disaster, the challenges we face are great. We can be divided by how to best respond. However, we know that the impacts will be reduced if we start to develop strong plans now.

We understand that we must do more than draw up a list of issues, and we acknowledge that more needs to be done–and the sooner we begin, the better off we will be.

The issues we identified and discussed fell under five main themes. They are: PREVENTION + PREPARATION, EDUCATION, THE MEDIA, RESPONSE and RECOVERY. We would like to share these with you.

PLANNING AND PREPARATION

It is a responsibility of governments to have coordinated action plans that allow integrated and efficient use of all human, economic, social and technological resources in planning for disasters.

We recommend that governments establish a clear demarcation of the extent of government involvement, to allow NGOs and civil society to maximise their contributions.

We recommend the implementation of existing protocols and establishment of international standards for the roles and responsibilities of national governments and international bodies in disaster situations.

We recommend central Government develop National Standards and policies to address disaster preparation and response, which are accessible to the international community. An example may be a UNESCO supported database of links to relevant national, laws, documents and implementation policies.

We recommend the development of a standardised online ´Disaster Maps´ platform, available to the international community. This works as an online platform for international bodies and local bodies working in response to disasters in a particular country, to collaborate and share information and resources. One of the underlying principles of these disaster maps is creating infrastructure that effectively builds transparency into our policies from the beginning.

There are no official guidelines as to what those with accessibility needs should do during a natural disaster. It is impossible for a wheelchair user to follow the official advice of 'drop, cover and hold', in an earthquake.

We recommend that established disability focused institutions develop guidelines inclusive of these access needs, and We suggest that youth led organisations be used to roll out the implementation of these guidelines.

EDUCATION

We believe that education has a very important part to play in planning, responding and recovering from disasters. All sectors of society must take an active role in education and in the dissemination of information. We should utilise the skills of professionals, with their special knowledge and training.

We believe in learning from past experiences and sharing information as an international community whenever possible. An example of this is learning from the Japanese concepts of Gensai, the idea of accepting disaster to some degree, and Mensai, the idea of rejecting disaster; an action which is impossible. We must incorporate disasters into our lives in order to face adversity and be resilient in our respective communities.

We recommend that communities be educated and trained to respond appropriately

to early warning signals. This is to avoid situations such as what occurred in Sri Lanka in 2004 where local people walked into the receding ocean.

At a state level, we recommend the creation of fun and stimulating programs to be built into each country's state or national education curriculum. Specific examples include role-play programs, evacuation training and techniques to cope with the psychological impacts of disasters. We call upon UNESCO to share best practices.

We recommend that local communities learn the skills to create central points of information where disaster prevention or disaster skills can be taught or the resources found. An example, maybe a local library or community hall where this information can be provided in hard copy, or on a communications network.

ETHICAL STANDARDS FOR THE MEDIA

Mass media messages are one of the most efficient ways we can communicate in a disaster situation, to warn people and help to mitigate against further harm. The media has a huge responsibility during a disaster to enhance their transparency and link communities, authorities and action groups.

The media should contribute to the planning process and be engaged in education campaigns to aid preparation. Following natural events the media must alert everyone to possible future risks, help facilitate efforts to co-ordinate relief, and foster international cooperation. The media should avoid exploiting people's suffering to gain ratings.

We recommend additional funding for a consultation process for the development of Media Standards and training in Natural Disasters. These standards should be developed as a priority in particular to respond to the deaf community, understanding their vulnerability in the times of a disaster.

We believe that the media should clearly acknowledge that children need a different response to adults, and we need a response that is specific to and caters to these needs.

RESPONSE

We recognise that responding to disasters is a shared responsibility. All governments, businesses, not for profit organisations and individuals have human rights obligations. We must build lasting partnerships. By working in partnership with a spirit of volunteerism, building on our current strengths and capabilities, we can better face the challenges of rebuilding and recovering.

Our immediate actions following a disaster must, wherever possible, incorporate long term views leading to long term solutions. In our response transparency and accountability must underlie our policies. Emergency situations cannot be an excuse for any form of an abuse of power.

Authorities must give space and encourage a role for civil society to be included in the response to natural disasters. We recommend that governments, NGO's and private sector institutions support the establishment and expansion of successful youth disaster responses into more global youth led efforts.

We recognise that connecting with one another after a disaster is important for victims to share their stories and experiences in the immediate aftermath. We believe that youth are well placed to initiate such actions. An example is where social networking platforms are used to facilitate peer to peer counseling.

We encourage and call upon youth to mobilise and coordinate responses in the event of a disaster. These may be derived from models that already exist, such as the Canterbury Student Volunteer Army.

RECOVERY

For us, recovery is a process. It includes not only the physical rebuild, but also emotional and longer term psychological recovery of our communities. We want to emphasise the importance of a holistic approach to reconstruction of a community, inclusive of the social, environmental and economic impacts of every decision that is made. We acknowledge the important role of our indigenous communities in this process, and their contributions to the rebuild.

Affected communities must be directly involved in decision making and execution of interventions for recovery, because achievements will depend on their own capacities.

We call upon NGOs, government and international organisations to establish programs to empower individual's capacity to respond practically to address their own needs.

Showing immediate results is important to maintain hope and generate motivation in the affected community, but any level of intervention must take special care to create realistic expectations: hastiness of a response should be balanced against its long term sustainability.

Local capacity is the most important asset for recovery processes, which means that recovery actions must build communities and connect neighbours, local governments, grass roots organisations, small entrepreneurs, national authorities, and international bodies.

Funding for recovery programs must avoid assistance that implies dependency. We need to invest resources in a way that they will be transformed into social and material capital for the affected communities' own action.

Investment and resources provided for in the reconstruction process must promote local industry, and prioritise the participation of small and medium business.

We recommend the use and sharing of local knowledge and practices in the response to

disaster, in order to encourage participation and ownership of recovery efforts.

We encourage those communities hit by disasters to engage all their people, without discrimination, in all processes so that they feel included.

We need to provide channels for people to receive the appropriate emotional support that is suited to their needs. Sometimes telling people to 'be strong' isn't enough. It is part of our ongoing responsibility as individuals to support the people around us.

We need to recognise that the memories of victims of natural disasters become part of them – they may fade but they will never go away. In response to this we recommend the establishment of an International Day to Commemorate Victims and Survivors of natural disasters – this is part of our promise to remember, and put in place the lessons learnt.

Our response must be fast, cohesive, and efficient – but above all, it we must show compassion. For ultimately, what unites us is our common and shared humanity.

CONCLUSIONS

We thank, and applaud UNESCO for bringing us together, and we commit ourselves to implementing our action plans.

We would like to stress that the outcomes of this forum are just the beginning. We ask that UNESCO continue to support these crucial Youth Forums. They provide a unique platform for us to reflect on our own experiences, network and share ideas with people from around the world.

This is a living document. We would like the opportunity to develop our recommendations, hand in hand in a truly international forum, to expand above and beyond the Asia Pacific Region. This would take the form of incorporating best practice guidelines, in a Youth Declaration on Preparing, Responding and Recovering from Disasters.

It has taken many natural disasters to bring us all together, but now that we are all here, let's go forward together.

Thank you!

Note: Agreed by all participants at the First UNESCO Youth Forum: Looking Beyond Disasters was held in Christchurch from 9 – 12 December 2011, supported by the New Zealand National Commission for UNESCO, UNESCO Bangkok, UNESCO Apia, University of Canterbury, JCI, Rotary International and Eubios Ethics Institute.

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APPENDIX II

The Sendai Communiqué

Second UNESCO Youth Forum Looking Beyond Disaster (LBD2)[1]
Sendai City, Miyagi Prefecture, Japan
16-19 August 2012

Opening Statement

1. This is a call for action based on the reflections of 80 youth from 14 countries who have experienced natural disasters in their own communities. We have a vision of a unified and resilient global community who are proactive in their approach to disaster management. The following reflections and recommendations are proposed as further elaboration and implementation of internationally agreed instruments, such as the Hyogo Framework for Action 2005-2015, the Operational Guidelines and Field Manual on Human Rights Protection in Situations of Natural Disaster and the Guidelines for the Domestic Facilitation and Regulation of International Disaster Relief and Initial Recovery Assistance.[2]

Introduction

2. 9-12 December 2011 – Beginning to look beyond disaster: Delegates of the First UNESCO Youth Forum: "Looking Beyond Disaster" demonstrated the impact of youth initiative in disaster recovery. The Forum was held in Christchurch, New Zealand, whose "Student Volunteer Army" demonstrated this potential with a 9,000-strong youth group, established following a sequence of earthquakes that began in 2010. The aim of the Forum was to create a platform for young people to interact, share experience of disasters, contribute to workshops, and develop disaster-related action plans based on the most pressing issues for them. Over 100 people travelled from 20 countries across the Asia-Pacific region and participated by sharing their experiences and ideas. The participants were between 16 – 30 years of age and their 25 action plans developed at the Forum were presented to high level officials including Members of Parliament. In addition, the Christchurch Communiqué for Looking Beyond Disaster was adopted as an official statement of delegates' recommendations with the intention that it be a 'living document'.

3. 16-19 August 2012 - Developing international youth collaboration: The Second UNESCO Youth Forum: Looking Beyond Disaster strengthened the commitment from youth to collaborate in looking beyond disasters and, by being based in Sendai,

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1   http://www.eubios.info/youth_looking_beyond_disaster_lbd/lbd2_in_sendai_2012

2   Drafted by the United Nations International Strategy for Disaster Reduction, the Inter-Agency Standing Committee, and the International Federation of Red Cross and Red Crescent Societies, respectively.

Japan, developed a deeper understanding of natural disasters by learning from the Great East Japan Earthquake and Tsunami of 2011. Successes and lessons learnt from the First Forum's action plans were shared and a further 25 action plans were developed. Building on the Christchurch Communiqué for Looking Beyond Disaster as a 'living document' developed at the First Forum, this Sendai Communiqué for Looking Beyond Disaster is a testament of our deep and continuing desire to respond to the imperative of collective action on disasters and calls government and non-government organisations, UNESCO, volunteer groups, and the world's youth themselves to create change.

Youth Potential

4. The world's youth have significant and realistic potential to reduce the risks before, provide relief during, and aid recovery after a disaster. Delegates during the Forums agreed that in order to minimize the effects of natural disasters, proactive efforts to build holistic community resilience and to sustain best practice disaster management principles must be undertaken in collaboration with all stakeholder groups.

5. The proactive efforts ought to accommodate the needs of the diverse groups that make up communities, particularly those at risk, including, but not limited to: young people, the elderly, people living with disabilities, migrants, refugees, and people from linguistically and culturally diverse groups.

6. These efforts should be conducted in the spirit of social justice, social inclusion, transparency and accountability, respect for human rights, pursue of human security, inclusivity, solidarity, cross sectoral and international collaboration.

7. To ensure this is a more tangible and measureable call for action, we make the following recommendations in the Reduction, Relief, and Recovery phases of disasters, including how we can best use and collaborate with science, education, media and communication, culture, and different institutions; with a particular emphasis on the role of youth.

Disaster Reduction

8. We recognize the enormous human and developmental costs of natural disasters, and acknowledge the risk of the frequency and severity of these calamities increasing in the coming years. In this regard, we believe that individuals and communities should embrace effective disaster risk reduction education and other strategies as well as other forms of resilience building as necessary and integral to mitigate hazards and vulnerabilities and prepare against the wrath of natural disasters.

9. These reduction recommendations include preparation, planning and mitigation of disasters before they occur.

10.

Science

11. Research must be conducted into the natural and social processes that contribute to disasters and its impacts on various sectors of society developing partnerships between civil society, academia and the private sector, exploiting the opportunities made available by advances in Information and Communication Technologies (ICT), and integrating a comprehensive view involving all branches of human knowledge We must build a broad understanding of the science behind disasters in order to minimise their risks.

12. International links must be maintained to disseminate new scientific ideas. These links can be fostered through more coordinated scientific research and collaboration among different academic disciplines. Modern examples include social movements like www.ted.com that may be complimented with more traditional educational links through universities and international 'sibling cities'.

13. Early warning systems and innovative disaster mitigation technologies and infrastructure must be introduced, developed, improved using the best available science and supported sufficiently by public investment and international cooperation3. Measures must be taken to make these systems easily accessible domestically and internationally.

Education

14. Education plans must be developed to promote understanding of existing international law, protocols, standards and best practice approaches to disaster management.

15. Young people and youth led organisations must be involved locally in the creation and delivery of youth-specific education and support material for disaster management and community resilience.

16. All age levels in the community must have access to locally documented knowledge and history of disasters, including the traditional wisdom of indigenous peoples. This will ensure an increased awareness of local threats and minimize risk through an increased understanding of what has happened in the past and how to prepare and respond in the future. People can share experiences to minimize disaster risk, for example to. evacuate from a receding ocean line, which can indicate an approaching tsunami.

17. Community members, especially young people, must have access to professional and personal development, including teamwork and leadership programs and education in health, first aid, and home economics, for example. These should be during the reduction phase before a disaster occurs to build confidence and skills, help realise the potential of well-informed leaders, and ultimately build community

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3   Guidelines for the Domestic Facilitation and Regulation, part II.

resilience before the response and recovery phases. In this manner, young people may help lead a community to relative safety in whatever capacity, time, or location required if a disaster occurs.,

18. Locally relevant creative, fun and stimulating disaster education programs must be developed and delivered on a regular basis as part of a standardized national curriculum to raise awareness of disaster management arrangements and risk reduction strategies among children and young adults (eg: Shelterbox Game http://www.emergencyvolunteering.com.au/home/images/image004.jpg). Young people and youth led organisations must be involved locally in the creation and delivery of youth-specific education and support materials for disaster management and community resilience.

19. These materials and education programs must be developed to be accessible also for individuals from different linguistic backgrounds and people living with disabilities.

20. Central 'disaster information centres' should also be established in the community level and in partnership with local government units to teach disaster education and disseminate information and resources.

Communication and Media

21. Both private and state-run media must contribute to the reduction and planning process of disaster management and be regularly engaged in education campaigns that aid communities in their preparation for disaster threats. The media will play a key role in developing and fostering a culture of resilience.

22. Consideration of special needs, access issues and social/cultural inclusion must be taken into account when planning for disaster reduction, response and recovery[4].

23. New Information and Communication Technologies (ICT), including social media, should be used to improve and promote disaster and community resilience by increasing accuracy, access, speed and local relevance of information being communicated about natural disasters. Thanks to their experience and familiarity with these technologies young people should be engaged as the key drivers for such new practices.

24. New media usage must also contribute to the effective dissemination of accurate information, and as such may require standards or an awareness of data integrity needs within this media, as with more traditional forms. Youth has an important role to play in avoiding unintended harm deriving from information flows, and should be empowered to fulfil it.

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4   Guidelines for the Domestic Facilitation and Regulation, part I.

Government

25. During the disaster preparation and reduction phase, we urge local, national and international governments to:

    a. Consider disaster prevention as collectively converging with other themes of global cooperation – climate change, economic growth, sustainable human development, peace, and security. Disaster prevention must be geared towards building resilience in communities and nations.

    b. Join the discussion of scientific evidence for human-induced environmental degradation increasing the frequency and impact of some natural disasters.

    c. Proactively plan the integrated use of all available human, economic, social and technological resources in the event of a disaster. Plan roles and responsibilities of different agencies and community stakeholders involved in disaster management and community recovery to maximise efficiency and cross-agency collaboration.

    d. Support the implementation of existing frameworks for action, guidelines, standards and best practice approaches to disaster management in all countries across the world.

    e. Establish effective international systems to disseminate lessons from international disasters into disaster preparedness; specifically to avoid situations like Sri Lanka 2004, where citizens walked into the receding ocean, unaware of the historically known sign of an approaching tsunami.

    f. Implement policies to ensure emergency situations cannot be an excuse for any form of an abuse of power, or a chance to marginalise or discriminate against any individual or community.

    g. Support programs that empower individuals' capacity to respond practically to address their own needs.

    h. Recognise and maximise youth leadership networks as a valuable future resource. Youth have led many of the world's most innovative volunteer disaster responses (e.g. Student Volunteer Army, Christchurch, New Zealand; Architecture for Humanity, Brisbane, Australia), ultimately saving often scarce resources in response and relief work.

    i. Prioritise the development of Media Standards and training in relation to natural disasters. These standards should ensure the needs of people of all languages, including the deaf, are met.

    j. Engage the private sector and multinational corporations, fulfilling their role as lifeline of modern human societies as well as capitalizing on their corporate social responsibility (CSR) initiatives towards public-private partnerships for resilience building.

k. Commit to disaster prevention and risk mitigation as a pillar of effective governance especially in disaster prone communities, and sustain efforts not only in times of disasters but across changing political leaderships and political cycles.

Disaster Relief

26. Experiences shared by young delegates from various countries during the Looking Beyond Disaster forums demonstrate that the contexts of disasters vary, not only in terms of measurable damages sustained but also the characteristics of existing social structures, political systems and culture of people. Governments, civil society, and the international community must be sensitive to the emotional, social and economic/material well being of the people to ensure disaster relief is holistic and contextual.

27. We believe that decision-making when a disaster occurs must be based on and incorporate a long-term vision without compromising expediency and efficiency of disaster relief.

28. The following relief recommendations include immediate, short-term and medium-term response during a disaster, with consideration for the long-term impact and repercussions for community resilience:

Science

29. Scientists must utilise all appropriate mediums to disseminate the best available scientific information, help people make better and more informed decisions during a disaster, and maximize their personal safety and resilience.

30. Where appropriate and with respect for disaster victims, the natural and social impacts of disasters must be vigilantly observed and shared as they occur to capture relevant data including the scale, impact and human response and identify lessons to be learned for building community resilience.

Education

31. Sharing, recognising and documenting people's experiences of disasters is critical for encouraging recovery and for learning from such events. During the relief phase it is critical to record the lessons from disaster events and subsequent response and relief efforts. The capturing of relevant data surrounding scale, impact and the human response to disaster events is the key to further resilience building.

32. Education providers must be sensitive and flexible to the needs of their students post disasters, with allowances made for those who underperform as a result of disruption to their lives by disasters. Emotional support and access to professional counselling must be made available for both students and teachers, including those coping with both direct and indirect effects of being in a disaster affected community.

33. Public education for young people must be provided on critical thinking and understanding the media so they can develop the skills to source the accuracy and relevance of the large amounts of information and misinformation being shared during times of disasters. This will result in young people who are able to make better decisions and support their families, friends and communities through the transfer of more accurate information in times of crisis.

34. We also firmly believe that young people should be engaged by disaster management agencies and governments to rapidly share relevant information during and post disaster events. This could go a long way to preventing panic or individuals placing themselves at unnecessary risk because of incorrect information and would also promote long-term community resilience through encouraging stronger interconnectedness and partnerships between young people and disaster management and government agencies.

Communication and Media

35. To promote and achieve sustainable individual and community resilience, communication should be encouraged and facilitated among community members and stakeholders with the goal of opening up opportunities for volunteering activities and active involvement in the coping process. We believe that communication and dialogue will help promote social inclusion and community cohesions.

36. In this endeavour, a responsible media and the scientific community will play a pivotal role in catalyzing effective information sharing, guiding and coordinating the action of communities, authorities and various concerned groups.

37. Media reporting in times of natural disasters should be sensitive to the needs of special groups such as the deaf and minority people, with the aim of reaching to the widest possible audience, informing them about scientifically verified risks, and fostering collective action in disaster response. In addition, new technologies and social media are an important tool to help facilitate connections between affected communities and communities of practice.

38. During times of disaster recovery, we believe that the media, specifically news institutions, should always remember to uphold ethical practices of journalism and news coverage at all times. News institutions should be responsible and sensitive whenever broadcasting or publishing images of disaster recovery and should not sensationalize disastrous events in order to shock or scare the public beyond what is actually real and true. The media should be transparent about their sources of information, commit to ethical balanced reporting and avoid broadcasting information that spread fear or exploit people's suffering5.

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5   Guidelines for the Domestic Facilitation and Regulation, part II.

Government/International Community

39. During the immediate and medium term relief phase we urge local, national and international governments to:

    a. Encourage and facilitate community response through volunteering to ensure all members of the community are able to contribute, and utilise their own skills as appropriate or required. Civil Defence of Christchurch, New Zealand, are developing a best practice model of this based on successful community engagement by the 'Student Volunteer Army' and Federated Farmers 'Farmy Army', among others.

    b. Provide channels for all people to be engaged in the process of recovery planning regardless of class, gender and social differences.

40. International assistance in times of natural disasters should not encroach on national and local governments. Instead, it should lead towards capacitating local institutions not only to lead restoration efforts but also ensuring independence since foreign aid will eventually leave.

41. We emphasize the importance of respecting and observing international disaster and humanitarian legal frameworks, such as the Hyogo Framework for Action, the Operational Guidelines and Field Manual on Human Rights Protection in Situations of Natural Disaster and the Guidelines for the Domestic Facilitation and Regulation of International Disaster Relief and Initial Recovery Assistance6, in the response process. Combined with the conscious engagement with existing local institutions, this will give credibility and legitimacy to response actions and ultimately win the trust of the people affected by disasters.

42. Young people's efforts and actions have to be given space and included in responses to natural disasters. The energy of youth-led volunteerism is vital in the sustainability of interventions. We should allow young people to shape and decide about the future of their communities.

Disaster Recovery

43. The process of disaster recovery is a complex and long-term process that entails time, commitment and participation. We want to emphasize not only the reconstruction and restoration of the previous lives of disaster stricken areas but their improved ability to withstand, recover from, and respond positively to crisis or adversity in the future.

44. We believe that recovery is a multi-dimensional process. It will entail rebuilding physical infrastructures, restoring institutions and social relationships, and rethinking community systems (economic, political and social) that are more resilient to natural disasters. Towards this end, we recommend the following:

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6   See footnote 2.

Science and Education

45. Scientists must continue to utilize all appropriate mediums to disseminate the best available scientific information as a disaster moves to the recovery phase to help maintain trust in the science behind disasters, aid understanding of those affected, and alleviate some fear.

46. Regular consultation and community engagement process with youth should be undertaken to gauge and respond to any issues they are facing. Based on this consultation, education and support programs for longer-term recovery and resilience building need to be developed, ideally in partnership with the young people themselves.

47. Community education through the documentation and sharing of individual's stories is important for the long term recovery process of communities. Young people could play an important role in driving initiatives to assist individuals to express and document their stories and it is strongly believed that this will encourage peer-to-peer and intergenerational and communal learning and sharing of information, while reinforcing that education and preservation of experiences are extremely important tool of recovery.

48. A culture of personal resilience and self-efficacy is a key pillar of a resilient community. This makes recovery period a critical time to foster safety attitudes and create new cultural norms that foster disaster and community resilience. Therefore cultural change can be promoted through public education campaigns and information disseminated through the media, all of which need to be easily and widely accessible and sensitive to special needs as well as social, cultural and linguistic barriers.

49. The many effects of disasters include destroying the economic systems of communities and wiping out economic and development gains of countries. We believe that individuals, especially the youth, should be empowered and educated to engage in entrepreneurship and various economic activities that aim to restore their productivity and economic well-being.

50. Disasters also expose the inequalities and other vulnerabilities of communities, which can adversely and disproportionately affect poor families. Education should be geared towards empowering individuals and families, especially the poor, in regaining control and effectively managing the economic and financial shocks of natural disasters.

Media

51. The responsibility of the media, as we have elaborated in our recommendations in the relief phase, should continue to be upheld in the recovery phase of a disaster. This implies keeping attention during the long recovery process while avoiding stigmatization of affected populations.

52. Effective communication fostered by democratic channels also remains critical and crucial in the recovery process. Stakeholders should always be given a voice and be listened to by community leaders to ensure that their needs and priorities are synchronized in the rebuilding agenda.

Culture

53. Considerations of indigenous and traditional cultures must be taken into account during the recovery phase. Damage to the natural environment, culturally significant sites and locations of items can cause significant disruption to the continuation and survival of these cultures. Ongoing and participatory engagement with authoritative bodies must take place to empower to empower indigenous and traditional communities taking control of their recovery.

54. The culture of volunteering, especially those initiated by young people, should be continuously encouraged and facilitated throughout the recovery period and beyond. This can be done with the support of volunteer organisations like the International Association for Volunteer Effort, IAVE; international relief organisations such as the Red Cross/Red Crescent; and other volunteer bodies and through developing legislation and policies that are supportive of volunteer initiatives while reducing red tape. The safety and welfare of volunteers needs to be considered and planned for in any ongoing volunteer efforts during the recovery period. In addition, particular attention ought to be paid to how volunteer activities can be sustained and how to ensure volunteer activities are meeting the needs of communities in a sensitive and appropriate way.

55. The fostering of social inclusion and community cohesion is critical in the recovery phase for communities affected by disasters. Programs, activities and events that promote community members coming together and connecting through active participation and connecting over shared goals and values should be encouraged and supported wherever possible. Specific consideration and motivation should be given to those which have emerged from a grass roots level, as well as those who are marginalised or vulnerable. We believe this process will facilitate a culture of trust and safety in disaster affected communities.

56. A culture of cross sectoral collaboration needs to be maintained in the recovery period, building on the relationships and partnerships which had taken during the response period, in order to encourage long term community resilience through better connected networks of agencies, organisations, practitioners and individuals.

57. We believe that various efforts will only be effective if importance and primacy is given on a victim-centred response to disaster rebuilding and recovery. It is important for victims to have ownership in the coping process, prioritize their needs where possible, respect cultures and value systems, and put the interest of communities above anything else.

Youth Role (Culture)

58. Young culture is created and consumed by young people across the world, bringing a vibrancy and diversity to communities, which becomes at risk of being lost during the long process of recovering from natural disasters. Importantly, young people process their experiences and express their emotions, thoughts and ideas through their cultural and creative practices (such as music, dance, their use of social media, the way they interact with spaces and places in their environment etc.). This process of exploration, social interaction and self-expression makes up a significant learning experience to their personal and collective resilience and activities, therefore events and programs which foster and support youth culture are extremely important during the recovery period.

59. Young people have a unique contribution to make to communities in recovery who are interested in capturing and sharing the stories of individuals and of the wider community. There is great potential for programs to be developed in partnership with education bodies and youth organisations. These partnerships could also foster greater community resilience through intergenerational skills sharing and relationship building.

Government

60. During the recovery phase we urge local, national governments and international bodies to:

   a. Design recovery projects from an asset based approach, working with the strengths, capabilities and interests of individuals and communities, to ensure empowered and sustainable impacts on disaster affected communities.

   b. Put emphasis on the importance of a democratic, inclusive and consultative process in making decisions for community recovery, directly involving af-fected communities in decision making and in execution of interventions for recovery, recognising that achievements will depend on their own capacities.

   c. Encourage and support youth contributions to disaster-affected communities, ensuring the work they do is appropriate and sensitive to community needs.

Conclusion

61. This Sendai Communiqué for Looking Beyond Disaster calls both government and non-government organisations, UNESCO, volunteer groups, and youth themselves to action. If we are to build community resilience together by significantly reducing the risk before, providing better relief during, and recovering rapidly after a disaster, we must commit to these recommendations in all three phases. Our efforts and recommendations are interrelated and may overlap, reflecting and reinforcing our holistic approach in looking beyond disasters.

62. We, the delegates from the Second UNESCO Youth Forum: Looking Beyond Disaster in Sendai, Japan, request funding, collaboration, active support and appropriate policy from both government and non-governmental organisations if we are to look beyond disaster through youth-led action plans and significantly contribute to building community resilience.

63. We again thank and applaud UNESCO for bringing us together by encouraging previous and new participants to share their diverse contributions, and we ask UNESCO to support future Youth Forums Looking Beyond Disaster and our ongoing efforts in our action plans.

Closing Statement

64. We understand that there are many issues that surround disasters and their immense impact in our daily lives. We are also aware of the enormous tasks ahead, but disasters cannot wither our idealism and the spirit of our leadership. We are ready to act now, together.

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