The Turning Point Summit 2022
Hosted by The World House Project - Youth Working Group & The Dais
Celebrating the International Day of Non-Violence & Gandhi Jayanti

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Stanford | The World House Project
Center on Democracy, Development
and the Rule of Law

The DAIS

Youth Co-Creation Session

From Chaos to Community

Presented by Raahat Verma, Rahul Sethia

Thematic focus: We recognise that at the core of violence is the conditioned predisposition of humankind towards division. Divisions situationally are weaponized against particular identities. We appreciate that identity lies at the core of current human civilization, however these identities are incomplete without association. Our concentrated effort will be towards an education of the human collective consciousness to encourage the world community towards a path of introspection and reflection of the concept of identity.

Vision: We wish to create a world house i.e., a community of people who are cognizant of the value of equality and take conscious action to reduce and ultimately end divisions marked by identities.

Objectives from our main strategy:

- To create a world community actively engaged in the elimination of the current discriminating constructs in society.
- To implant the concept of associative identities of people in order to encourage the appreciation of society as a whole and as an interdependent entity.
- To help individuals conduct an enquiry into the self and encourage them to seek perspectives outside of their immediate environment
- To inspire individuals and communities to confront conflicts of the past and present
- To understand the futility of discrimination as an exercise.
- To assert the morality of non-violence as the only value system that holds the
- principle of the primacy all human life

Outcomes:

1. Aware individuals who are compassionate.

2. Civil movement that holds the moral value system of non-violence as supreme in society.
3. Communities that cherish the value of association over division and focussed on building a world community.
4. Individuals who use their skill and knowledge to advance togetherness to achieve world association that goes beyond identity or limited purpose.
5. The inculcation of equality as a value and process in society which will enhance the sense of belongingness for the whole of humanity.

Strategy:

1. Creation of a repository of human interest stories along two verticals of direct violence and structural violence. Encouraging a society's confrontation with past and present violence is necessary to add to its collective consciousness. The stories will be spread via social media. 50% of the stories will have no identifiers thus encouraging introspection within individuals to trace similarities in their own human experience. It will also accord a level of protection to individuals who may be targeted for speaking the truth.
2. Systemic workshops across ages to introduce individuals to the process of self inquiry and imbibe the value system of non-violence through an individual towards the collective.
3. Organization of Interfaith dialogues and Inter-culture festivals under the umbrella of exchange. The events will work under the directive principle of encouraging individuals to find commonalities with religions and cultures other than their own.
4. Coordination of simulation exercises for children and young adults in the realm of political affairs to bring about an awareness of violence and non-violence through a myriad of perspectives to motivate creative associations and problem solving from early on.
5. Encouraging research by academics into past conflicts and the formation of divisive identities and their roles in violent structures.
6. Setting up of youth action groups in colleges and universities focussed on the intersections of society that are victims of structural violence to inspire new policies and working stratagems to tackle poverty, institutionalised racism, sexism etc.

Education & Non Violence
Presented by Ganga Koyiloth

Thematic focus– Reducing violence should be the first step. Elimination is not impossible but challenging to achieve within a definite time frame. The reduction of violence should be primarily focused on schools. It is very important to teach children about non-violence at a very early age so that students not only learn the facts but understand the significance of eliminating violence.

Vision– Enhance knowledge and provide insight into the basic concepts of peace and non-violence throughout many regions and countries globally.

Objectives from our main strategy:-
● To identify the intersectionality of violence by teaching the values of civic democracy: non-violence and respect.
● Shifting power towards people by addressing threats to democratic order such as racism, xenophobia, religious functionalism, and discrimination on the basis of identity and sexual orientation
● Understanding and evaluating the language used to condone violence

6 Outcomes from the workshop:
● More people will hopefully have the desire to foster humanity and develop 'a thirst for non-violence'. People would be able to reflect from the teachings of the workshop and put that into action.
● The ability to identify and know to recognise and accept the fact that differences exists in people.
● There will be more people who are able to recognise the importance of learning about non-violence and peace.
● The ability to establish constructive and non-oppressive relationship with others and to resolve conflit in a non-violent manner.
● Construct a environment around schools that promotes a culture of peace and violence which will help children understand 'a pen is mightier than a sword'
● These workshops, I believe, should provide a definite change that would actually impact the way people and law-makers think. I hope this would start the trend of people believing in non-violence and actually putting the messages into action in protests, campaigns and decision-making situations as well.

Strategy compiled for each objective:-

● Educational workshops: Organising a workshop based on educating school children as early as year 1/grade 1 about non-violence and peace. Conducting these workshops will enhance the future children's language as well as their understanding about the power of non-violence.

● Using Social Media to our advantage: News in social media spreads faster than the human mouth because light (mobile phones) travels faster than sound (mouth). It is imperative that we utilize the fast-paced technology of social media. Awareness about certain human rights violations can be addressed immediately if it is met with the public's eyes as soon as possible and I believe social media can help us in that aspect. Although it is as important for us to not abuse this power and cause more harm than already inflicted.

● Giving voice to the people: I think there should be an additional voting system where the citizens of that country can choose or vote certain strategies that they think would help promote peace and non-violence. I think the voting system should enable people to vote for ideas not 'leaders' who say they will implement these ideas.

- Anti-bullying committee: We need strong willed individuals who can go against students who engage in violence needlessly. Schools and other educational institutions should adopt anti-bullying committees where students have to be taught and teach others that aggression of any kind will not be tolerated. In this way, students will be primed at a early age to recognise that there will no room for condoning violence.

- Ban liquor shops/selling of addictive drugs & alcohols: It is found that offenders were under the influence of alcohol in 47% of all violent incidents and 58% of stranger incidents (1). I believe violence is an irrational emotion welded upon a person because their cognition has been disrupted. Banning liquor/drugs will not only improve health but it will also reduce violation or eliminate any irrational decisions taken.

Citations:-- (1)- https://webarchive.nationalarchives.gov.uk/ukgwa/20110218135935/http://rds.homeoff ice.gov.uk/rds/pdfs04/r214.pdf

Sources of Research - https://unesdoc.unesco.org/ark:/48223/pf0000127218

Environment and sustainability
Presented by Neda Jamal

Thematic focus

To understand the interlinkages between peace and environment in the contemporary landscape.The focus is to reorient our relationship with the environment.

Vision

To empower people to make informed decisions and make a shift towards a sustainable lifestyle.To device accountability and ownership in our actions and develop healthy relationships with our environment.

Objectives

- To ensure quality education to ensure holistic development of human beings.Emphasis on learning by doing and learning outside the classroom. This is not restricted to only formal education.
- Reducing gaps within genders specially with respect to Job/Workplace and Health. The emphasis is on inclusion and representation of all members of society in decision making.
- Mitigation of risk and Adaptation to resilient infrastructure,smart cities and innovative technology.

Outcomes and impact of the strategy

- Individuals will have practical knowledge about the world.This kind of education will produce individuals who can think for themselves and their situation in a novel way.
- Individuals will have understanding and awareness of their biases in their perception and will quickly learn from these biases.Individuals will have a climate consciousness and will be emotionally intelligent.
- State develops inclusive policy for the concerned matter and draw consultation from different stakeholders.
- Sensitivity towards women,people with mental illness and chronic illness at workplace, universities and society in general. To provide support infrastructure.
- More opportunities for growth and development of different members of the society.
- Resources mobilised to achieve better solutions and meet the gaps created by climate change through investment in technology.
- To develop preparedness in different areas of our life from any risk that arises out of climate disaster.

Actions

- Education: start from yourself then move to your family. Workshops at primary school level, high school level, college level, amplified by social media campaigns and dialogue.
- Developing a comprehensive curriculum for school that have module for climate,emotional intelligence,rational thinking,logic,cooperation and collaboration,how to use and invest your money,negotiation etc.
- Platform for youth to contribute their own learnings at schools via activities.
- Developing social policy that motivates progress and betterment of all.

- Representation through public campaigning and utilising various tools at hand.
- Empowering marginalised communities through dialogue & communication.Mobilising people through peaceful protests.
- Promoting storytelling in targeted communities – indigenous communities, people of colour, directly affected individuals.
- Research into disruptive technologies and resilient infrastructure.
- Rethinking better ways to house, use energy and produce food.
- Equipping people with tools and knowledge to actually use these technologies.

Envisioning the implementation process for each action point including roles of youth

- Youth needs to take leadership for the education they want to receive; this can mean identifying gaps in their knowledge.
- Analysing social policy and proposing changes to incorporate well being of all.Utilise social media,legal system,peaceful movement to hold decision makers accountable.
- Spearheading and learning these technologies to provide solutions.

Prescribing a time frame for implementation and monitoring of each of the action steps
- 9 Months

Showcasing a tangible project idea elucidating the strategy towards action

Inclusion of indigenous communities to lead the initiative towards stopping soil depletion/erosion by giving them chairs at the proverbial climate table + Stopping soil depletion/erosion by decreasing carbon footprint and, through promotion of renewable resources over non-renewable resources.

- Formation of team + Concept Note (1 month)
- Make a list of areas and regions affected by different types of climate change (Identify smaller areas and focusing on practicality (Make a list, do a survey - 1 month)
- Sending teams to these regions to hear the stories of these individuals (as per their choice – written, video, audios) + helping out these communities through donations/funds collection (3 months)
- Forming Partnerships, networking, Showcasing (3 months)
- Mapping the results, looking at a broader area (Monitoring) (1 month)