

Voice of Youth

on History Textbooks and Shared Memories

FINAL REPORT

**4th International Youth Forum
on Historical Reconciliation**

9 – 13 August 2015

Sookmyung Women's University, Seoul, Korea



United Nations
Educational, Scientific and
Cultural Organization

유네스코한국위원회

Korean National Commission for UNESCO

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4th International Youth Forum on Historical Reconciliation was supported
by the Ministry of Education of the Republic of Korea.

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I. Overview

General Information

List of Participants & Working Groups

Programme Overview

Daily Schedule

Secretariat

1. General Information

Background

We live in an era that is witness to ongoing tensions and conflicts among countries over historical issues, which tend to be amplified by each country's domestic politics. This is a time for us to work together to settle historical discord and create an agreed view of history. As part of these efforts, the Korean National Commission for UNESCO (KNCU), in cooperation with Sookmyung Women's University, organized the 4th International Youth Forum on Historical Reconciliation in August 2015.

KNCU has committed itself to working towards a shared understanding of East Asia's historical past for many years, beginning with the International Forum on History Textbooks in the 21st century, organized jointly with Germany in 1997. From 2007 to 2011, KNCU addressed, and made efforts to help solve, the historical conflicts among East Asian countries by holding an annual expert forum, the International Forum on Historical Reconciliation in East Asia, with the participation of renowned historians from China, Japan, Vietnam, Thailand, and Korea. Since 2012, KNCU has successfully organized the International Youth Forum on Historical Reconciliation, with the aim of facilitating youth engagement on this issue, thereby contributing further to peace-building in East Asia.

In 2015, the 4th International Youth Forum on Historical Reconciliation discussed the ways in which we can overcome nationalistic or state-centric views of history, and the important roles that youth can play in countries' cooperation and positive interactions in relation to common history. Youth, students and young activists were all encouraged to participate in this opportunity to work towards sustainable peace through historical dialogue.

Objectives

- To promote dialogue among youth in relation to World War II and the postwar order through the sharing of their different viewpoints
- To encourage youth to share ideas on how to accomplish historical reconciliation

via history textbooks

- To enable youth to mutually understand each other's viewpoints and collaborate to promote peace at the global, regional, and national levels

Date & Venue

- 9-13 August 2015 / Sookmyung Women's University, Seoul, Korea

Participants

- 43 individuals between the ages of 18 and 30
- Priority was given to individuals directly involved in historical reconciliation activities in their respective countries, with sufficient proficiency in English to give presentations and partake in discussions.

Co-organizers

- The Korean National Commission for UNESCO (KNCU)
- Sookmyung Women's University

Main Theme

- History Textbooks and Shared Memories: World War II and the 70 Years After World War II
 - Sub-theme 1: Descriptions about World War II in Textbooks Worldwide
 - Sub-theme 2: Formation and Publication of History Textbooks
 - Sub-theme 3: The Role of Youth in the Creation of Joint History Textbooks and Shared Memories

Lectures

- Open lectures were provided by the experts below, to give participants and the general public a basic outline of the themes:
 - Samsung Lee (Professor of Hallym University)

- Yoonsoon Shin (Representative of the organization “Families of the Victims of Forced Conscription to Sakhalin”, Republic of Korea)
- Uta Gerlant (Advisor to the Board of Directors of the Foundation “Remembrance, Responsibility, and Future”)

Languages

- 10 August: Interpretation provided simultaneously in Korean and English.
- 9, 11-13 August: English only

Field Trip

- National Museum of Korean Contemporary History

2. List of Participants

No.	Name	Gender	University/College/School	Nationality
1	Xuwen Gong	F	Bellerbys College Brighton (UK)	Chinese
2	Chirag Jain	M	Seoul National University	Indian
3	Dhiraj Santdasani	M	CEPT University	Indian
4	Jay Patel	M	Gujarat Technological University	Indian
5	Dimitria Intan Prasraya Duhita	F	Gadjah Mada University	Indonesian
6	Nishrin Qowamuna	F	University of Indonesia	Indonesian
7	Yogi Iskandar	M	Universitas Mathla'ul Anwar Banten	Indonesian
8	Ayano Sato	F	Japan Women's University	Japanese
9	Hajime Makino	M	Osaka University	Japanese
10	Sunmin Lee	F	Yonsei University	Korean
11	Gyeongjoo Suk	F	Jeju National University	Korean
12	Eunhee Heo	F	Dankook University	Korean
13	Hansl Chang	F	Kyung Hee University	Korean
14	Minhyeong Ki	F	Boston College	Korean
15	Kiyoun Kim	F	Seoul Women's University	Korean
16	Eunkyung Son	F	Sogang University	Korean
17	Yiseul Lee	F	Hankuk University of Foreign Studies	Korean
18	Areum Park	F	Dongguk University	Korean
19	Hyunmin Kim	F	Kyung Hee University	Korean
20	Chaerin Park	F	Kalamazoo College	Korean
21	Jiwoo Kim	F	Hongik University	Korean

No.	Name	Gender	University/College/School	Nationality
22	Jihyun Lee	F	University of Chicago	Korean
23	Haein Koh	F	Sookmyung Women's University	Korean
24	Jun Jegal	M	Korea University Sejong Campus	Korean
25	Youngchan Park	M	Handong University	Korean
26	Soonho Lee	M	Sungkyunkwan University	Korean
27	Daewoong Joo	M	The University of Queensland	Korean
28	Hyunchan Jung	M	Kyung Hee University	Korean
29	Gyunbae Joe	M	Sogang University	Korean
30	Sehwa Yoo	M	Chung-Ang University	Korean
31	Hyunwook Yoo	M	Yonsei University	Korean
32	Youjun Choi	M	King's College London	Korean
33	Jinmo Yang	M	Sogang University	Korean
34	Jeen vern Liew	F	Yonsei University	Malaysian
35	Uyanga Sukhbat	F	National University of Mongolia	Mongolia
36	Sarah Teo	F	National Heritage Board	Singaporean
37	Li An Huang	M	National Chengchi University	Taiwanese
38	Thanapa Ukaranun	F	Chiang Mai University	Thai
39	Keereepak Raksajjatham	M	International College, Bangkok University	Thai
40	Nulu Nabunya	F	Seoul National University, Language Centre	Ugandan
41	Tedson Twesigye	M	Soongsil University	Ugandan
42	Elbek Saidov	M	National Commission of Uzbekistan for UNESCO	Uzbekistan
43	Thihoa Duy	F	Sungkyunkwan University	Vietnamese

List of Working Groups

Team	Name	Nationality	Team	Name	Nationality
A	Jay Patel	Indian	B	Hajime Makino	Japanese
	Xuewen Gong	Chinese		Chirag Jain	Indian
	Nulu Nabunya	Ugandan		Li An Huang	Chinese
	Sun Min Lee	Korean		Youngchan Park	Korean
	Jun Jegal	Korean		Soonho Lee	Korean
	Gyeongjoo Suk	Korean		Daewoong Joo	Korean
	Eunhee Heo	Korean		Hansl Chang	Korean
C	Nishrin Qowamuna	Indonesian	D	Ayano Sato	Japanese
	Keereepak Raksajjatham	Thai		Dimitria Intan Prasraya Duhita	Indonesian
	Sarah Teo	Singaporean		Thihoa Duy	Vietnamese
	Jeen vern Liew	Malaysian		Eunkyung Son	Korean
	Minhyeong Ki	Korean		Sehwa Yoo	Korean
	Hyunchan Jung	Korean		Yiseul Lee	Korean
	Kiyoun Kim	Korean		Hyunwook Yoo	Korean
	Gyunbae Joe	Korean			
E	Dhiraj Santdasani	Indian	F	Tedson Twesigye	Ugandan
	Uyanga Sukhbat	Mongolian		Yogi Iskandar	Indonesian
	Thanapa Ukaranun	Thai		Elbek Saidov	Uzbek
	Jinmo Yang	Korean		Chaerin Park	Korean
	Areum Park	Korean		Jiwoo Kim	Korean
	Hyunmin Kim	Korean		Jihyun Lee	Korean
	Youjun Choi	Korean		Haein Koh	Korean

3. Programme Overview

	Time	Content
09 Aug. (Sun)	-14:00	Arrival & Registration
	15:00-16:00	Orientation
	16:00-18:00	Group Discussion
	18:00-19:00	Dinner
	19:00-21:00	Ice Breaking
10 Aug. (Mon)	08:00-09:00	Breakfast
	09:30-10:00	Registration
	10:00-10:30	Opening Ceremony
	10:30-12:00	Panel Discussion Session: History, Youth and Peace
	12:00-13:30	Lunch
	13:30-15:00	Lecture 1: Prof. Samsung Lee
	15:00-15:50	Special Lecture: Yoonsoon Shin
	16:00-17:30	Lecture 2: Uta Gerlant
	17:30-19:00	Dinner
19:00-21:30	Group Discussion	
11 Aug. (Tue)	08:00-09:00	Breakfast
	09:00-14:30	Field Trip
	15:00-18:00	Dinner
	18:00-19:00	Preparation for History Textbook Exhibition/ Campaign
	19:00-21:30	Group Discussion

	Time	Content
12 Aug. (Wed)	08:00-09:00	Breakfast
	09:00-12:00	Group Discussion
	12:00-13:00	Lunch
	13:00-15:00	Preparation for History Textbook Exhibition/ Campaign
	15:00-16:30	Moving to the Exhibition/ Campaign Venue
	16:30-18:30	History Textbook Exhibition/ Campaign Session
	18:30-20:00	Dinner (Outside)
	20:30-22:00	Final Discussion and Presentation Preparation
13 Aug. (Thu)	08:00-09:00	Breakfast
	09:00-11:30	Presentation
	11:30-12:30	Closing Ceremony
	12:30-14:00	Luncheon

4. Daily Schedule

09 August (Sunday)	
-14:00	Arrivals and Registration Registration
15:00-16:00	Orientation Announcement of general information (programme, schedule, regulations & guidelines) of the forum
16:00-18:00	Group Discussion
18:00-19:00	Welcoming Dinner Han Sang Eun Lounge
19:00-21:00	Ice-Breaking
10 August (Monday)	
08:00-09:00	Breakfast Myung-Jae Hall cafeteria / Sook-In Hall cafeteria
09:30-10:00	Public Registration
10:00-10:30	Opening Ceremony – Opening Speech: Mr. Dongseok Min (Secretary-General, KNCU) – Welcoming Speech: Dr. Sunhye Hwang (President, Sookmyung Women's University)
10:30-12:00	Panel Discussion Session • Moderator: Dr. Jaejeong Chung (Former Director, Northeast Asian History Foundation) • Panel Members: – Dr. Hosaka Yuji (Professor, Sejong University) – Ms. Uta Gerlant (Advisor, EVZ Foundation) – Ms. Haein Koh (Participant Representative)

12:00-13:30	Lunch Cafeteria
13:30-15:00	Lecture 1 Dr. Samsung Lee (Professor, Hallym University) – The Postwar World and the East Asian International Order: the Structure of Confrontation and Tension, and Peace
15:00-15:50	Special Lecture Ms. Yoonsoon Shin (Representative, “Families of the Victims of Forced Conscription to Sakhalin”) – Retrospection and testimony
16:00-17:30	Lecture 2 Ms. Uta Gerlant (Advisor, EVZ Foundation) – Shared memories and cultures
17:30-19:00	Dinner Cafeteria
19:00-21:30	Group Discussion Descriptions about World War II in Textbooks Worldwide

11 August (Tuesday)

07:30-08:30	Breakfast Myung-Jae Hall cafeteria / Sook-In Hall cafeteria
08:45-13:30	Field Trip National Museum of Korean Contemporary History
15:00-18:00	Group Discussion Formation and Publication of History Textbooks
18:00-19:00	Dinner Cafeteria
19:00-21:00	Preparing Exhibition and Campaign Preparation for history textbook exhibition and related campaign

12 August (Wednesday)	
08:00-09:00	Breakfast Myung-Jae Hall cafeteria / Sook-In Hall cafeteria
09:00-12:00	Group Discussion The Role of Youth in the Creation of Joint History Textbooks and Shared Memories
12:00-13:00	Lunch Cafeteria
13:00-15:00	Preparing Exhibition Exhibition and Campaign Preparation
15:00-16:30	Preparing Exhibition Moving to Exhibition/Campaign venue
16:30-18:30	Exhibition & Campaign Exhibition & Campaign Session
18:30-20:00	Dinner Dinner with group members
20:30-22:00	Final Discussion Preparing final report of group results & presentation

13 August (Thursday)	
08:00-09:00	Breakfast Myung-Jae Hall cafeteria / Sook-In Hall cafeteria
09:00-11:30	Presentation Group results, report from Daily Journalists, Exhibition and Campaign results
11:30-12:30	Closing Ceremony Closing and Awards Ceremony
12:30-14:00	Farewell Luncheon Han Sang Eun Lounge

5. Secretariat

Korean National Commission for UNESCO

- Mr. Sangyoo Kang (Director, Division of Sciences)
- Ms. Cindy Siyeon Rim (Senior Programme Specialist, Division of Sciences)
- Ms. Claire Sujung An (Programme Assistant, Division of Sciences)
- Mr. Minsung Kim (Forum Staff, Division of Sciences)
- Ms. Chaerin Song (Forum Staff, Division of Sciences)
- Mr. Taedong Kim (Forum Staff, UNESCO Global Citizenship School)

II. Programme Details

Orientation & Ice-breaking

Group Presentations

Opening Ceremony

Open Lectures

Group Discussion on Forum Themes

Field Trip

Exhibition/Campaign

Final Presentations

Closing Ceremony

1. Orientation & Ice-breaking Session



The Forum Secretariat provided information about the forum's overall background, purpose, and details of the programme before the main forum. The coordinator further elaborated on the significance of youth action regarding the issue of historical reconciliation, as well as the aim of the Korean National Commission for UNESCO in organizing the Fourth International Youth Forum on Historical Reconciliation. After the formal commencement of the forum, the participants took time to get to know each other. There were various activities in the ice-breaking session, which allowed participants to learn more about their fellow participants and share details about themselves and their motivations for participating in the forum in a fun and relaxed manner.

2. Group Presentations



Participants were divided into six groups and given two hours to give individual presentations on the essays that they had each submitted prior to the forum on the three sub-themes of the forum, and to discuss the contents of the essays. The participants in each group also elected a leader and a vice leader for their group, and outlined the goals that their group hoped to achieve through the forum.

Group A (Leader: Jane Gong) agreed that the differences in textbooks can be attributed to socio-political economic motivations. They also emphasized the importance of having an independent 3rd party setting up a platform for people to exchange ideas on historical reconciliation. The group aimed to understand each other better, be objective, unbiased, and come up with an idea relating to the forum's theme that will be of substantial benefit to their local communities.

Group B (Leader: Daewoong Joo) centered their discussion on India & Pakistan's complex relations, and they aimed to devise a practical action plan that will benefit youth and future generations. Meanwhile, **Group C** (Leader: Minhyung Ki) came up with a multi-faceted goal, which they encapsulated in 5Cs - Curious, Critical, Cooperative, Creative and Crazy. 'Curious' stood for always asking questions; 'Critical' for making decisions based on careful judgment; 'Cooperative' for establishing good rapport and supporting each other throughout the forum; 'Creative' for their intention to find engaging ways to draw others' attention to their project; and 'Crazy' as a reminder not to forget to fully enjoy themselves as they learn.

Group D (Leader: Eunkyung Son) targeted the steps and methods necessary for universally acceptable textbooks, while **Group E** (Leader: Jinmo Yang) placed their focus on emphasizing the differences between textbooks, the 70th anniversary of WWII, the meaning of peace and what it means to be a global entity.

Group F (Leader: Elbek Saidov) stressed the importance and feasibility of using art to promote historical reconciliation. They argued that art can be a viable means to display interesting but sensitive forms of history because art, on the whole, is less politicized and contains more of the element of respect. Additionally, they held a discussion pertaining to the history textbooks of Korea, China and Japan, focusing on what has been done to overcome regional conflicts, the challenges these 3 nations are currently facing, and strategies to deal with these problems.

3. Opening Ceremony



The Opening Ceremony began with a commencement speech by the KNCU Secretary General, Dongseok Min, followed by congratulatory remarks given by the President of Sookmyung Women’s University, Sunhye Hwang. Both speakers emphasized the importance of historical reconciliation, and the role of youth in this. They also conveyed their enthusiasm about, and full support for, the 2015 International Youth Forum, and the attendant expansion of youth involvement in the matter of historical reconciliation, and specifically history textbooks and shared memories.

4. Panel Discussion Session



The forum began with a panel discussion session on the major issues surrounding the theme of the role of youth in historical reconciliation, conducted by three renowned experts and one student from Sookmyung Women's University. The session was moderated by Dr. Jaejeong Chung, former Director of the Northeast Asian History Foundation, and the panel members were Dr. Hosaka Yuji, Professor at Sejong University, Ms. Uta Gerlant, Advisor at the EVZ Foundation, and Ms. Haein Koh, a student of Sookmyung Women's University acting as representative of the participants. The panel discussion session was followed by a series of three lectures that were open to the general public.

5. Open Lectures



The open lecture sessions were conducted by three renowned experts who presented on major issues relating to the forum's theme of History Textbooks and Shared Memories: World War II and the 70 Years After World War II.

Professor Samsung Lee (Hallym University), presented on the topic of 'the Postwar World and East Asian International Order', outlining the background to the postwar world and current East Asian international order, in order to explain the current conflicts and tensions in East Asia. Professor Lee also offered his vision for a lasting peace in East Asia.

Ms. Yoonsoon Shin, a representative from the organization Families of the Victims of Forced Conscripted to Sakhalin, then gave a special lecture about her experience of

losing her father when he was sent by the Japanese to Sakhalin as a forced laborer during World War II. She indicated that wars do not end for the families of those who have disappeared until their loved ones return home, and urged the younger generation to remember the sorrowful history and brutality of war in order that it not be repeated.

Finally Ms. Uta Gerlant delivered a lecture entitled 'Coming to terms with the injustice of National Socialism in Germany', describing the ways in which Germany has been dealing with the past atrocities of the Nazi regime. She pointed out that reconciliation takes time but is not impossible; dealing with the past is an open-ended process with no particular 'end' in sight.

6. Group Discussion on Forum Themes



Participants were divided into six groups for in-depth discussions on the forum's topic. First, participants gave individual presentations on the essays that they had prepared and submitted before the start of the forum, presenting their interpretation and ideas on the forum's sub-themes. While exchanging opinions with each other, the participants began to find common ground, allowing them to set their team's direction and group goals. Their discussions also directed their campaign planning and their final report.

7. Field Trip



On the third day of the forum, participants visited the National Museum of Korean Contemporary History, where they were able to learn about Korea's recent history of colonialism, war, poverty and rapid industrialization. The participants then proceeded to Insa-dong where they had the opportunity to experience traditional Korean culture through its products and foods.

8. Exhibition/Campaign



On the fourth day, the participants in the forum conducted a special street exhibition/campaign to raise awareness of the differences in descriptions of history found in textbooks from various countries. The participants had been divided into three teams,

each made up of two groups, on the first day of the forum and since then they had been working hard to prepare for the street exhibition/campaign. They were very excited to share the outcome of their discussions during the forum with the public on the street. Groups A & B's campaign was held on Yonsei-ro in Shinchon, while Groups B & C went to Insa-dong, and Groups E & F's campaign was held in Hongdae.

9. Final Presentations



On the last day, before the closing ceremony, each group prepared to give a final presentation on the themes of the forum. First of all, each of the group leaders presented the final version of their group's 'Final Report', a report on the theme of the forum, from the perspective of youth. Following this, the campaign team leaders and journalist group each gave a presentation about what they had achieved during the forum.

10. Closing Ceremony

The Closing Ceremony was held after the final presentations. Dr. Lim Hyun-Mook (an Assistant Secretary General at KNCU) gave a speech congratulating the participants on the success of the forum, and awarded certificates to all participants. Following this, the ceremony was brought to a happy close with a slideshow of photos showing the highlights of the week.



III. Presentations

Group Presentations

Final Reports

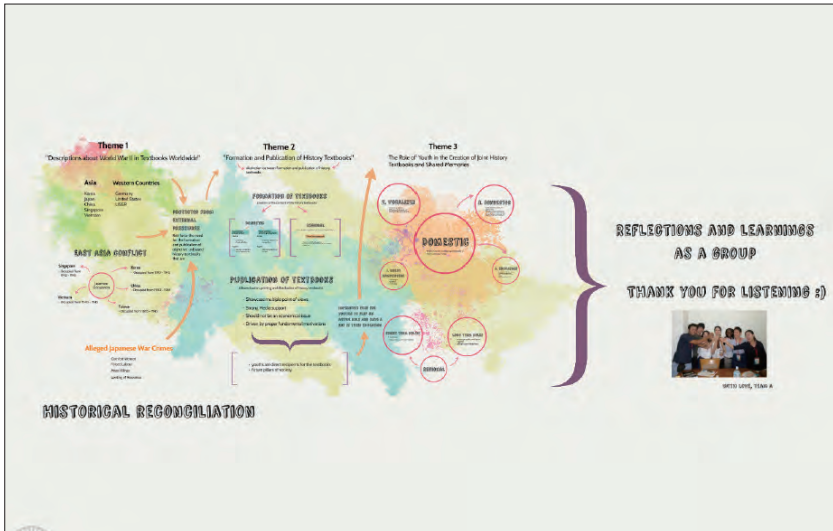
Exhibition/Campaign

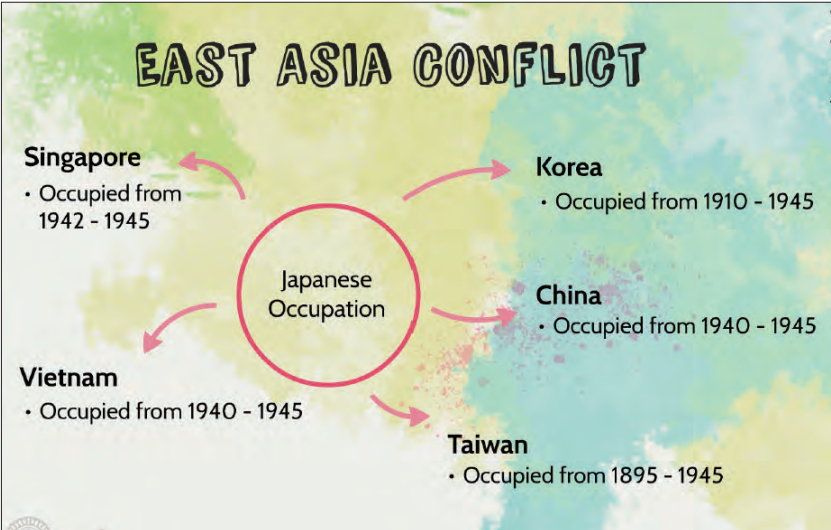
Journal

III. Presentations

1. Group Presentations

GROUP A





Alleged Japanese War Crimes

- Comfort Women
- Forced Labour
- Mass Killings
- Looting of Resources



**PROTECTED FROM
EXTERNAL
PRESSURES**

Reinforce the need
for the formation
and publication of
objective, unbiased
history textbooks
that are



Theme 2

"Formation and Publication of History Textbooks"

distinction between formation and publication of history textbooks

FORMATION OF TEXTBOOKS

(creation of the content of the history textbooks)



FORMATION OF TEXTBOOKS

(creation of the content of the history textbooks)

DOMESTIC

One Government produced textbook

Positive

- coherence
- standardization

Negative

- narrow-mindedness
- lack of perspectives

Several publishing companies produced books

Positive

- improved quality from competition

Negative

- subjected to biasness of company

REGIONAL

Achieved through historical reconciliation and formation of joint history textbooks

Three Step Approach

1. Government Acknowledgement
2. Formation of Independent Third Party Committee
3. Adherence



DOMESTIC

One Government produced textbook

Positive

- coherence
- standardization

Negative

- narrow-mindedness
- lack of perspectives

Several publishing companies produced books

Positive

- improved quality from competition

Negative

- subjected to biasness of company



REGIONAL

Achieved through historical reconciliation and formation of joint history textbooks

Three Step Approach

1. Government Acknowledgement
2. Formation of Independent Third Party Committee
3. Adherence



standardization
 competition
 1. Government Acknowledgement
 2. Formation of Independent Third Party Committee
 3. Adherence

Negative
 • narrow-mindedness
 • lack of perspectives

Negative
 • subjected to biasness of company

PUBLICATION OF TEXTBOOKS

(dissemination, printing and distribution of history textbooks)

- Showcase multiple point of views
- Strong Media support
- Should not be an economical issue
- Driven by proper fundamental motivations

IMPERATIV
 YOUTHS T
 ACTIVE RO
 SAY IN TH

Prezi

• Driven by proper fundamental motivations

SAY IN

- youths are direct recipients for the textbooks
- future pillars of society

Prezi

IMPERATIVE NEED FOR YOUTHS TO PLAY AN ACTIVE ROLE AND HAVE A SAY IN THEIR EDUCATION



Theme 3

The Role of Youth in the Creation of Joint History
Textbooks and Shared Memories

2. VOCALIZER

- international support
- utilizing media to broadcast
- social networks and mass media



3. CONNECTOR

- buffer between youths and
governments
- encourage youth-led projects
- create depth of understanding
- greater insights and feedback



2. VOCALIZER

- international support
- utilizing media to broadcast
- social network and mass media



3. CONNECTOR

- buffer between youths and government
- encourage youth led projects
- create depth of understanding
- greater insights and feedback



4. EDUCATORS

- mutual growth between youths as they learn from one another
- increase more youth's interest in history
- guide youths to take action





LONG TERM ROLES

- encourage youth participation in politics
- cultivate open mindedness



**REFLECTIONS AND LEARNINGS
AS A GROUP**

THANK YOU FOR LISTENING :)

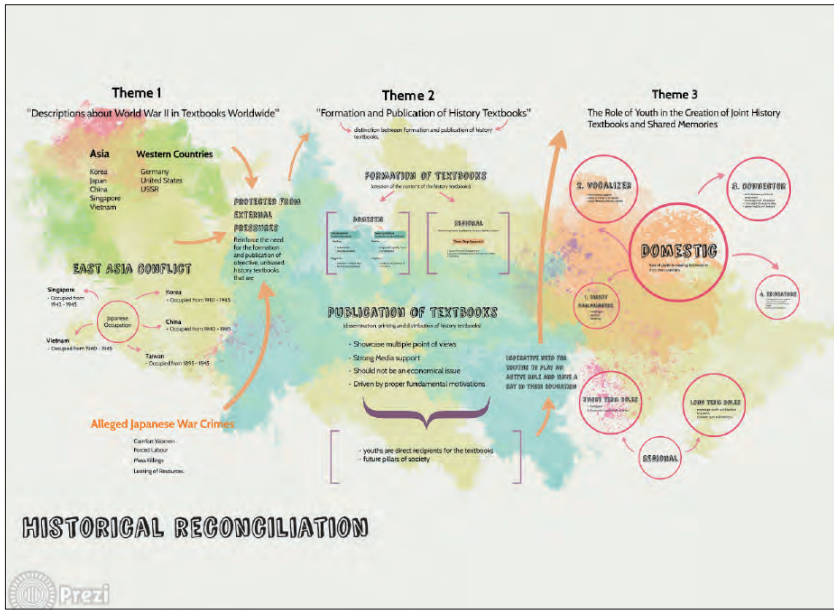


AS A GROUP

THANK YOU FOR LISTENING :)



WITH LOVE, TEAM A



One small step to Historical Reconciliation

by group B

Hajime Makino, Chirag Jain, Li An Huang, Young Chan Park, Soonho Lee, Hansi Chang, Jimmy Joo

GROUP DISCUSSION

Question1. Description about World War II in Textbooks Worldwide



Not event but
story



Aggression towards Japan



Didn't consider Nazi as super evil

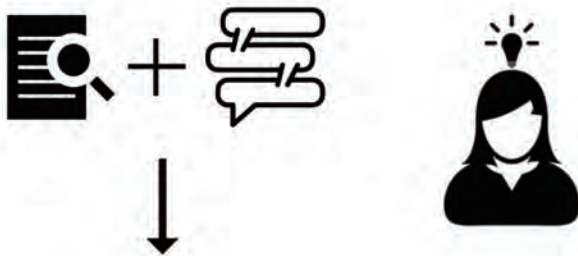


Try to tell the truth



Focus on the damage we've got

Question 1 to Question 2



The formation and publication of History textbook

GROUP DISCUSSION

Question2. Formation and Publication of History Textbooks



III Board prescribes textbooks from European perspectives instead of a Global one

To fix issues of publishing and forming textbooks in a way they want, young people have a critical responsibility in terms of awaring truths and needs of correct education.

GROUP DISCUSSION

Question2. Formation and Publication of History Textbooks

In india, government has a control over the syllabus and the formation of history textbook.

But any radical change in the history description should pass through the parliament



GROUP DISCUSSION

Question2. Formation and Publication of History Textbooks

In japan, government is trying to focus more on the peace education.

However, that can be regarded as not caring about the destruction during the war to the victims.



GROUP DISCUSSION

Question2. Formation and Publication of History Textbooks



Germans have tried hard to publish 'joint history textbook'. They established "Georg-Eckert Institut for international textbook" in 1951.

As I think, reconciliation between Korea and Japan can be made only under the condition of the post nationalism. In this respect, 'German model' is a good example for them.

GROUP DISCUSSION

Question2. Formation and Publication of History Textbooks

Countries should still have their own interpretation of history, but the history education should be in peaceful purpose of understanding instead of spreading hatred.



GROUP DISCUSSION

Question2. Formation and Publication of History Textbooks

Differences of education, youth have another opinion compared with older generation.



Question 2 to Question 3



GROUP DISCUSSION

Question 3. *The Role of Youth in the Creation of Joint History Textbooks and Shared Memories*



- Limited control of creation for joint history textbook.
- Still have a path to go through
- Using power of the youth

GROUP DISCUSSION

Question 3. *The Role of Youth in the Creation of Joint History Textbooks and Shared Memories*



contaminated information
on-line



no knowledge about
historical fact



GROUP DISCUSSION

Question 3. *The Role of Youth in the Creation of Joint History Textbooks and Shared Memories*



Obstacles toward
reconciliation

GROUP DISCUSSION

Question 3. *The Role of Youth in the Creation of Joint History Textbooks and Shared Memories*



Idea for implementation on this subjects

참고문헌

GROUP IDEA *What is your group's idea for implementation on this subject?*

Make a database of international history books (in English) so people from different countries can access alternative perspective to historical events.

Idea for implementation on this subjects

참고문헌

GROUP IDEA *What is your group's idea for implementation on this subject?*

Translate or acquire documentaries on historical events made by regional producers and upload them on youtube. This would allow easy accessibility to information about alternative interpretation of history.



Idea for implementation on this subjects

참고문헌

GROUP IDEA *What is your group's idea for implementation on this subject?*

- Make a group of people who would regularly spread awareness about the issue on the internet and facebook.
- Make events such as international friendship day to boost the friendship between countries.



Idea for implementation on this subjects

참고문헌

GROUP IDEA *What is your group's idea for implementation on this subject?*

To boost handicraft and traditional art of the partners country, people in one country can set up handicraft stores in their country and sell handicraft from the other partners country.

Conclusion

The future is tougher

***Like we have done
for the past four nights***

GROUP C

★ 4th IYF ★

GROUP C

Final Presentation

C is for...



C is for...

1

Curious

2

Critical

3

Cooperative

4

Creative

5

Crazy!!!

So... What Are We Going to C Today?

- ◆ Stuff about textbooks (obviously) and what they say about World War II
- ◆ Where do textbooks come from?
- ◆ It's not just about textbooks, it's also about you!

WWII in History Textbooks Worldwide

Indonesia	Malaysia	Singapore	South Korea	Thailand
<p>◆ Focus: Japanese Occupation in Indonesia and struggle to achieve independence</p> <p>◆ Promotes nationalism, patriotism and spirit of unity and diversity</p>				

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SIMILARITIES



DIFFERENCES



Indonesia
Malaysia
Singapore

+

South Korea

-

DIFFERENCES

The Dress in Question

A photograph of a dress on Tumblr prompted an Internet discussion: What color is it?

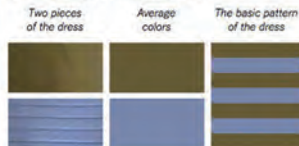
Some people see a white and gold dress in dark shadow.

Some people see a blue and black dress washed out in bright light.

Some people see one interpretation and then switch to the other.

Let's Take Some Averages

The striped dress takes up most of the frame in this photo. If we take two pieces of the dress and average the colors in Photoshop, we get a flat pattern of color:



WWII in History Textbooks Worldwide

- ◆ Differences in ideology influence the description of textbooks from different countries
- ◆ Should promote INTERNATIONALISM besides national integration
- ◆ Need to eradicate the notion that history can only be learnt through history textbooks

CRA(Z)YONS!!!



We are a box of crayons, each of us is unique. But when we get together, the picture is complete.

Who's Behind the Textbooks???

Curiosity

Indonesia	Malaysia	Singapore	South Korea	Thailand
<ul style="list-style-type: none"> Commercial publishers send drafts to the Ministry of Education 	<ul style="list-style-type: none"> Curriculum with over-emphasis on the Malay race 	<ul style="list-style-type: none"> Government with 'nation-building' agenda 	<ul style="list-style-type: none"> Mandatory Korean history - focus on modern era, Japanese colonization, independence, ideologies of two Koreas 	<ul style="list-style-type: none"> Authoritarian regime, unstable government, so curriculum changes almost yearly

Why Are There Discrepancies?

Critical Thinking

- ◆ See the bigger picture!
- ◆ Discrepancies in memory

"Is it the purpose of history textbooks to foster the nation-building process or to rouse an interest in the past and respect for it?"

(Gita Bajpal, History Textbook Writing)

Understand Others!

Nathan's ABC Principles of Inclusion...



Anti-
Colonialism



Basic
Human Values



Cultural
Equality

Ways to Make History...

Creativity



"To give meaning and value to our history we must understand it, feel it, and think about it carefully."

(Viroli)

Ways to Make History...

Creativity



"The biggest mistake for human beings is that we believe that a little shard of mirror can reflect the whole."

(Appiah)

Ways to Make History...

Creativity

"Conversation doesn't have to lead to consensus about anything, especially not values; it's enough that it helps people get used to one another."


(Apoah)

Enthusiasm & Enjoyment!!!

Be CRAZY!!!

- ✓ Go talk to strangers
- ✓ "I wouldn't be so sure about that!!!"
- ✓ Do what others don't (dare to) do
- ✓ MAKE A HISTORY!

So... What's the Role of Youth?



"Read widely, and without apology. Read what you want to read, not what someone tells you you should read."

(Joyce Carol Oates)

Connecting With Others!



JOIN THE CONVERSATION ON FACEBOOK Like! Nade Chai, Will Long Follow humansofnewyork Follow @humansofny

HUMANS OF NEW YORK IRAN ABOUT PHOTOGRAPHER ARCHIVE

PREORDER NOW! **HUMANS OF NEW YORK Series** **AVAILABLE 10/1**

I'm studying cardiac regeneration to help repair damaged hearts. It was widely believed that heart cells could not be replenished, but we've used carbon dating to discover cells in the heart that are younger than the heart itself! So I believe it is possible.
(Lahore, Pakistan)

My brother works in a camera factory. Yesterday he brought home something that projects monsters on my bedroom wall.
(Lahore, Pakistan)

I was never educated because I began working when I was a child. I was always envious of the boys who got to wear uniforms and go to school. This is for the first month of school. She comes home and talks me exactly what happened, everyday. I love it. If I'm not home for a few days, she'll save up all her stories, then tell them all at once.
(Lahore, Pakistan)

Connecting With Others!

Tips from Yeriel:

- ❖ First, recognize that my perception is limited
- ❖ Then, find out how people of other backgrounds view things
- ❖ Grab opportunities to meet other people!
- ❖ Start discussing issues
- ❖ To acknowledge and embrace different points of view

Taking Part in Others' Lives



Meeting of Minds, if not Bodies



Making Something Beautiful!



kintsukuroi: to repair with gold

ACTION PLAN!!!

- 1 Utilizing PLATFORMS
- 2 Deepening REAL-LIFE connections
- 3 Making opportunities to MEET!

Group D
final presentation

'Historipedia'

Son Eun-Kyung | Dimitria Intan | Ayano Sato
Yoo Se-hwa | Lee Yi-seul | Yoo Hyun-wook | Thihoa Duy

SUB-THEME 1

"Description about World War II in Textbooks Worldwide"

- It's about numbers and no longer an expression of tragedy (for example: Japan's bomb dropping)
- The descriptions based on the winner of WWII.
- Biased history textbooks.



SUB-THEME 2

"Formation and Publication of History Textbooks"

- Formation without political intentions.
- Objective description without adjustment.
- The idea of co-exist textbooks.



SUB-THEME 3

"The Role of Youth in the Creation of Joint History Textbooks and Shared Memories"

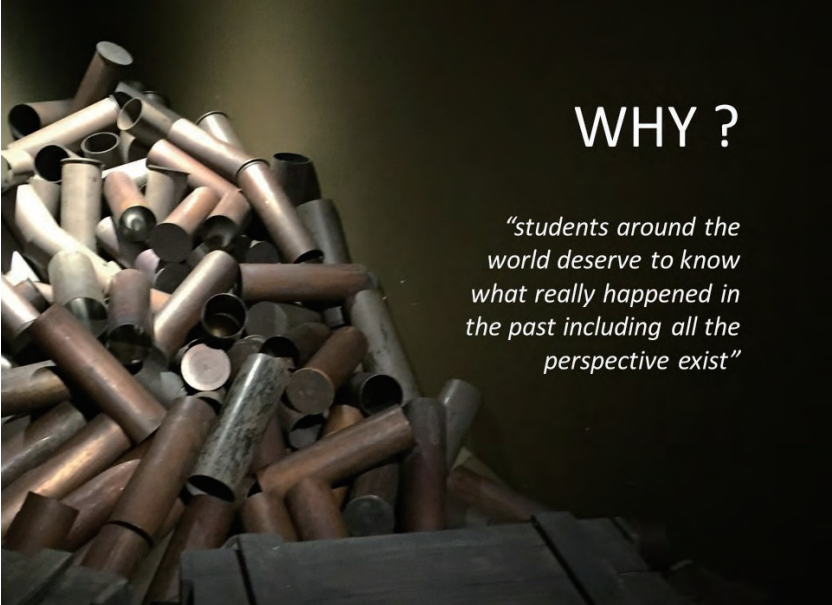
- *Joint history textbook is needed to build peace around the world and Youth is the key.*





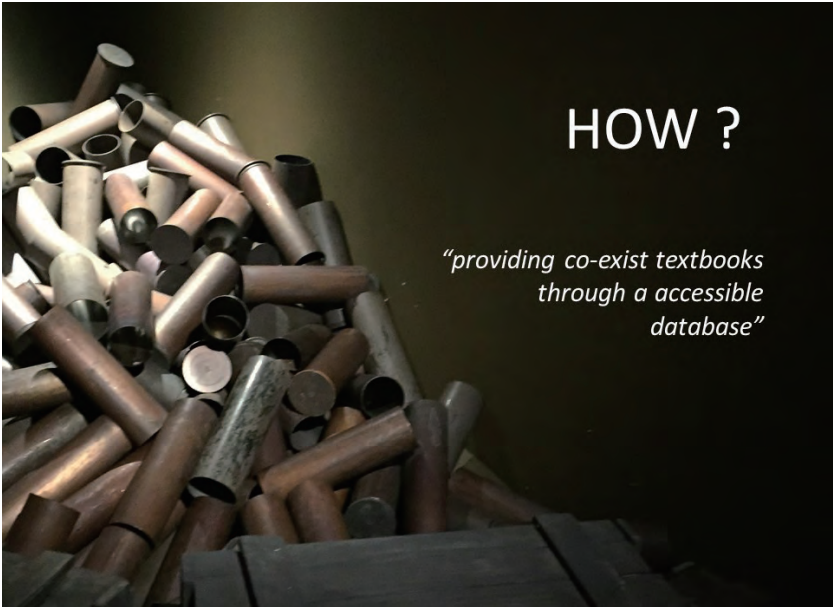
TEAM GOAL

Steps and ways we need to take to accomplish the settlement of making 'universally' history textbooks.



WHY ?

"students around the world deserve to know what really happened in the past including all the perspective exist"



HOW ?

*“providing co-exist textbooks
through a accessible
database”*



“Respecting the Diversity”



Justification

<wikipedia>



F A wounded African American Soldier being carried away, 1968

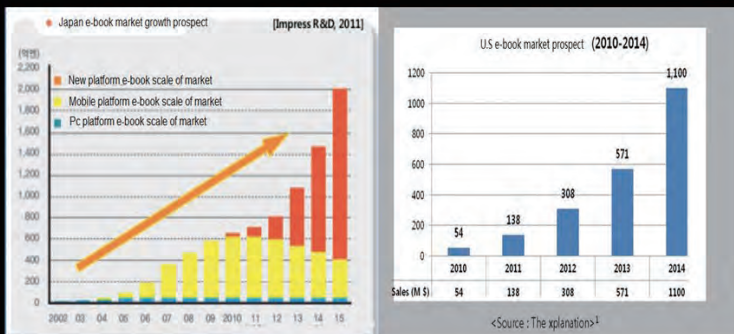
<Vietnam museum>



A soldier injuring himself in the foot for being terrified at the holocaust by his criminal partners

method

Increasing 'e-book' market



collection.

- Scanning history textbooks
- Getting pdf piles of history textbooks from education organization or ministry



?

Language (translation)

Agreement for first description

Way to Promote



language.

- *Translations by the users*
- *Evaluation system*
- *Spontaneous participation of the users*
- *un-biased explanations*



agreement

- *First description approved by neural party or organization (For example UNESCO or NGO)*
- *Second descriptions from respect countries about the same keyword*
- *Adding other descriptions from other countries*



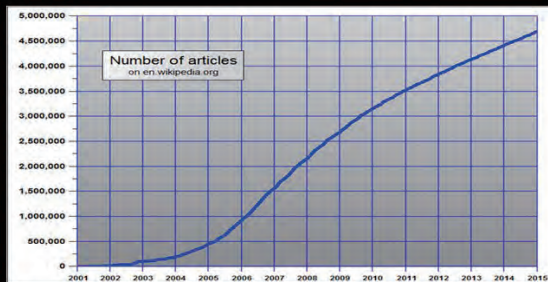
way to promote

- Using Social media
- Providing 'Certificate of contribution'
- Held a briefing session of 'Historipedia'
(example : promoting events of the application 'Line' in Vietnam)



expectation

(benchmarking the success of wikipedia)



Neutrality + Spontaneous participation

HI.STOR.I.PEDIA

<http://ayadimitria.wix.com/historipedia>



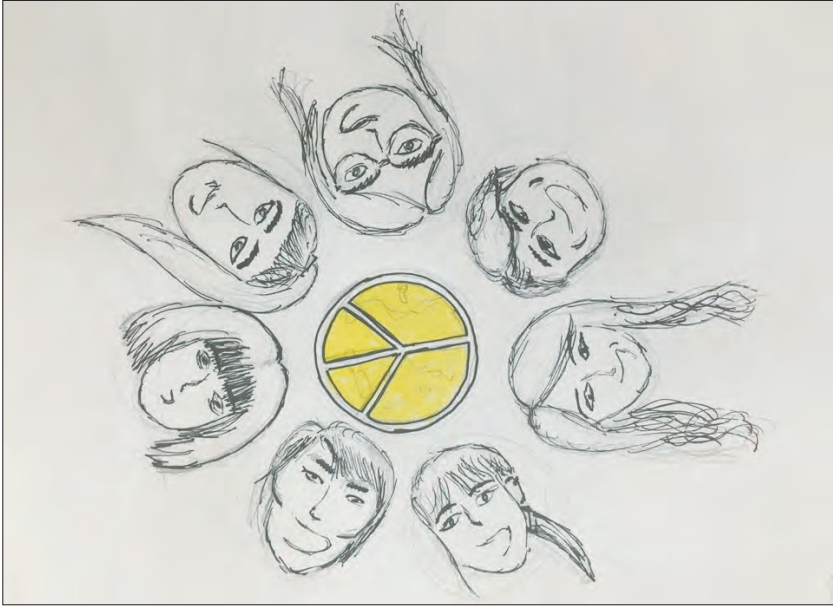
our conclusion

Making 'universally history textbook

Respecting the diversity

Formation of 'Historipedia'

see you!



GROUP E

CELEBRATING THE 70TH ANNIVERSARY OF WW2: FROM HOSTILITY TO SOLIDARITY

GROUP E

DHIRAJ
UYANGA
JINMO
AREUM
HYUNMIN
HARRY
PA

CONTENTS

1. INTRODUCTION
2. SUB-THEME 1: Descriptions on World War II in Textbooks
3. SUB-THEME 1: Nationalistic approach in history textbook
4. SUB-THEME 2: Formation and Publication of History Textbooks
5. SUB-THEME 3: Youth's role in the publication of joint
history textbook and shared memories
6. CONCLUSION
7. Q&A

GROUP GOAL: FROM HOSTILITY TO GLOBAL IDENTITY



DESCRIPTIONS ON WORLD WAR II IN TEXTBOOKS



Korea

Chronologically
divided colonial era
Unilateral Approach
: Japan vs Korea



Mongolia

Not involved directly
: international aspect



DESCRIPTIONS ON WORLD WAR II IN TEXTBOOKS



The U.K.



Thailand

Middle man perspective:
no blame on any party



DESCRIPTIONS ON WORLD WAR II IN TEXTBOOKS



India

How got
independence
Kashmir issue
(India vs Pakistan)



NATIONALISTIC APPROACH IN HISTORY TEXTBOOK



Degree of
nationalism in
history textbook



length of
colonization

FORMATION AND PUBLICATION OF HISTORY TEXTBOOKS

1 Lassiez faire or government-led approach

Example: Germany vs Japan



2 Same liberal process, but different psychology

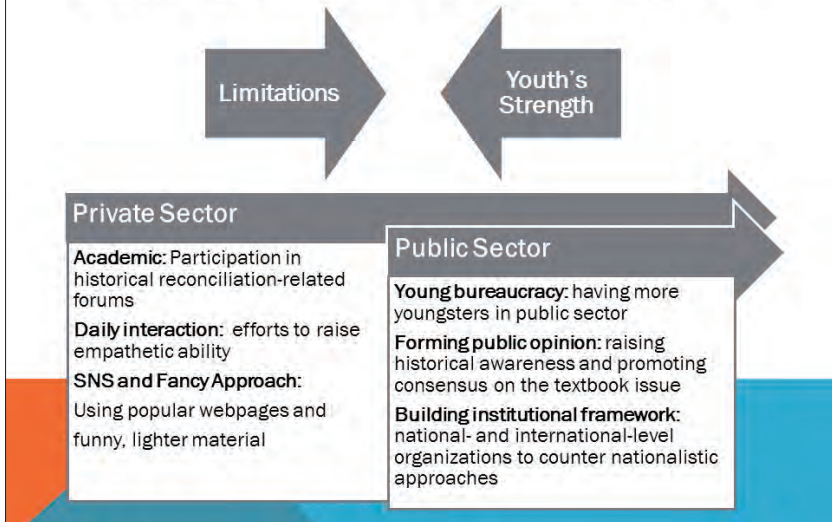
Example: Korea and Germany



3 Problem of Selectivity: historians' research bias

Example: Thailand, concealing the history of World War II

YOUTH'S ROLE IN THE SHARED MEMORIES



CONCLUSION AND SUGGESTION

1. Reducing nationalistic approach
 - with the virtue of patience; it takes time!
 - Amplifying international communication
2. Fostering critical understanding over history
3. Distinguishing patriotism and nationalism
4. Need for International publication institution



Q&A

Please raise your hand

if you have any questions regarding our presentation!



Thank you for your
attention



*Forum in a forum -
forumception*

Group F

**Descriptions of WWII in
textbooks**

▶ **Existing** descriptions

▶ problems

▶ **Suggestions**

Problems

- ▶ Distorted, glorified, exaggerated
- ▶ Teachers approach

Suggestions - things to consider/ mindset

- ▶ 'Why do we study history?'
- ▶ Reconciliation as a LONG process
- ▶ Respect



Ask: Why do we study history?

Fascinating

Identity

History as art

To understand people and societies

Moral contemplation

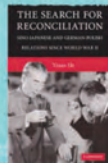
To learn from mistakes

Develop skills

Recognizing reconciliation as long and complex process



There is by no means an easy, straightforward path
Multiple actors, multilateral agreements, leadership



Winners and Losers? The Big picture

48,231,700

Source: <http://warchronicle.com/numbers/WWII/deaths.htm>

RESPECT - phrasing the question right

- ▶ Why did **48, 231, 700** people have to die? How can we prevent such catastrophe from repeating itself?
- ▶ PHRASING our question:
 - ▶ **Whose fault was it?** VS What were the key combination of factors that culminated to a bloody war?
 - ▶ Study of CAUSES

Group F's own textbook?

- ▶ Suggestions on **CONTENT**
- ▶ Descriptions of **WHAT?**

EMPHASIS 1: Main events, turning points, various CAUSES



Compilation and chance to analyze key but multiple actors, key **CAUSES** that interplayed to start and escalate WWII

EMPHASIS 2: Past cases of accepting responsibility



Description of how past actors/countries took responsibility of their actions

Not a sign of weakness, but of **strength and capacity** to acknowledge past mistakes and focus on building a better future

EMPHASIS 3: Role of Leaders



Thinking about how we can influence our leaders and about our role as citizens of a nation

EMPHASIS 4: Discussion section

Opportunity to consider alternate perspectives
Reference points



How students learn

4 Look at the photograph, and then answer the questions which follow.



A photograph of an armaments factory at Essen, Germany. It was taken in the early years of the twentieth century.

- (a) Describe the arms race in the early part of the twentieth century. [3]
- (b) Why did events in Bosnia-Herzegovina in 1908 increase tension between the Great Powers? [2]
- (c) 'It was the Alliance System that caused the First World War.' How far do you agree with this statement? Explain your answer. [5]

(c) 'It was the Alliance System that caused the First World War.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence identified or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'War was caused by some countries being stronger than others.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Colonial rivalry was a cause of war.'

'The arms race was responsible.'

'The Balkan crisis was the main cause of the war.'

'Germany's aggressive attitude was responsible for war.'

'The growth of Serbia was responsible.'

'The alliance system was the cause.'

'The assassination of Archduke Franz Ferdinand brought war.'

'The invasion of Belgium by Germany was a cause of war.'

Level 3 Explanation of Alliance System being responsible OR other reasons [3-4]

e.g. 'The Alliance System was a major cause of war as it created two armed camps, the Triple Alliance and the Triple Entente. A dispute between one of the members of each camp could well involve other members. After the assassination of the Archduke, Germany supported Austria against the Serbs, while Russia supported the Serbs.'

OR

e.g. 'Germany entered the arms race building up a navy to challenge British supremacy. There was a race to see who could build the largest battleships. Germany's army was already powerful and Britain feared German world domination if it had the strongest navy.'

Level 4 Explanation of Alliance System being responsible AND other reasons [3-7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [5]

Source: <http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-history-0470/past-papers/>

How students learn (cont.)

Encouraging students to consider position of multiple nations

Room for independent thinking

MULTIPLE causes, reasons

- 2 -

N123/1HISTX/HP2/ENG/TZ0/XX

Topic 1 Causes, practices and effects of wars

1. "The role of the peace treaties from 1919 to 1920 in causing the Second World War has been greatly exaggerated." To what extent do you agree with this statement?
2. For what reasons, and in what ways was guerrilla warfare a decisive factor in the outcome of two twentieth century wars?
3. Compare and contrast the role of economic factors in the outbreak of two twentieth century wars, each chosen from a different region.
4. Assess the contribution of foreign intervention to the outcome of either the Spanish Civil War (1936-1939) or the Nigerian Civil War (1967-1970).
5. Analyse the long-term and short-term causes of either the Nicaraguan Revolution (1976-1979) or the Iran-Iraq War (1980-1988).
6. In what ways, and for what reasons did technological developments in air and naval warfare contribute to victory in two twentieth century wars?

Source: <http://share.nanling-school.com/dphistory/past-papers-and-mark-schemes/>

Key Features

- There is no one correct answer
 - multiple causes, multiple actors, combination of factors
- Prompts understanding of WHY differences in viewpoints exist
- Changing **attitudes** of resentment, bitterness into one which seeks to understand more **rationality**
 - backbone of future experts and negotiators involved in textbook writing and publication

Intermission

Proposals on methods of Publication & Formation (sub-theme 2)

- ▶ **Part I: UNESCO**
- ▶ **Part II: Curriculum Designing**

Ideas for facilitating joint collaboration



reference:
<http://www.unesco.org/new/en/themes/dialogue/general-and-regional-histories/>

- History of Humanity
- General History of Africa
- History of Civilizations of Central Asia
- General History of Latin America
- The Different Aspects of Islamic Culture
- General History of the Caribbean

Ideas for facilitating joint collaboration



CURRICULUM DESIGNING

ONE VS MULTIPLE

textbook(s)

One as a basis?

CURRICULUM DESIGNING (cont.)

▶ CAPACITY PROGRAMS FOR TEACHERS

- ▶ encouraging teachers to think seriously about history & implications of teaching history
- ▶ Target: both **NEW** and **EXISTING** teachers



Sub-theme 3: The Role of Youth in the Creation of Joint History Textbooks and Shared Memories

Open-minded

Passionate



Adventurous

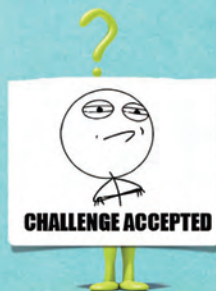
Well Travelled/international

Liberal

Innovative

Widening participation

- ▶ **TEAM GOAL: How to engage all types of youth?**
- ▶ The very young
- ▶ Less interested
- ▶ Less active/motivated



Let's be INNOVATIVE

▶ INCENTIVES

- ▶ Key element of our suggested projects/actions



BRAINSTORM: Innovative PROJECTS

- ▶ Arts exhibition - collaboration with a famous artist/performer to convey and highlight the shared elements of our histories and culture
 - ▶ Overcomes the barrier of language
 - ▶ Emotions delivered
 - ▶ Accessibility of Art - enjoyable
 - ▶ For children: CARTOON



(Cont.)

▶ **Community outreach projects**

▶ **Giving away textbooks to orphanage or learning centers in need of materials**

▶ **a well thought out system of carefully selecting textbooks to be distributed**

Making REAL use of the online platform

▶ **Platform emphasizing sustainability and continuity**

1. 'What we are doing now' page to show any campus initiatives participants organize after the forum

• **incentive:** promoting participant's own university, and their successes, recognition by UNESCO

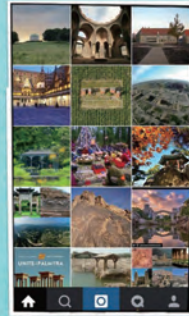
2. Essay/Opinion submission competition

• **incentive:** prizes sponsored by UNESCO

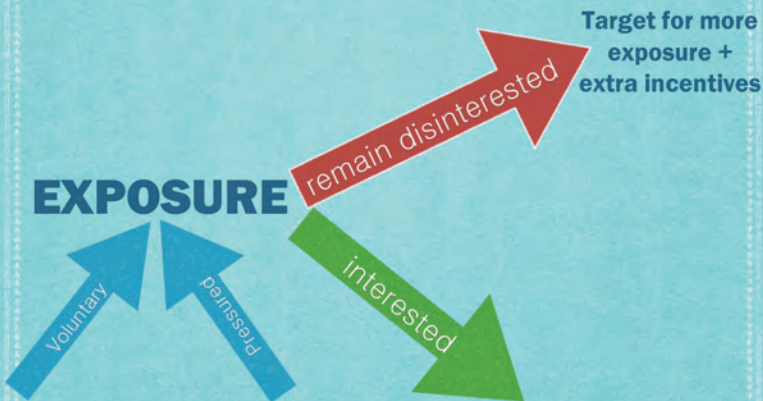
(Cont.) - SNS: we still need incentives

1. Linking with Instagram - using hashtags (#) for people to upload pictures that they think are worthy/needed to be included in textbooks

- **incentive: current popularity of Instagram**, being part of UNESCO campaign, UNESCO brand



Superficial?



Can we bring **REAL** change?

~~Expertise~~

~~Political power~~

~~Money~~

~~Connections/Networking~~

Our status as **STUDENTS**



A special status acknowledged and respected by the public and politicians

But of course, we cannot do this alone

For effective change in diplomatic relations, what we need:

- ▶ connecting the youth with experts and professionals via
 - ▶ internships (for involving youth directly in decision-making processes)
 - ▶ university curriculum
 - ▶ forums/conferences (such as UNESCO forum)
 - ▶ more interactive approach where students listen to experts AND VICE VERSA


▶ Doubling the legitimacy and urgency of need to pursue historical reconciliation

Future course of action

▶ Joint textbooks

- ▶ involving both STUDENTS and EXPERTS
- ▶ students and teachers organizing campus/inter-regional forums
 - ▶ show that there is DEMAND for reconstruction of textbooks
- ▶ **Government-sponsored training program for historians and aspiring historians in universities**
 - ▶ Offering opportunity/making mandatory collaboration with experts from other countries





Thank you for your attention

2. Final Reports

Final Report

4th International Youth Forum on Historical Reconciliation

Adopted on 13th August 2015

< Final Report of Group A >

Voice of Youth on History Textbooks and Shared Memories

Members:

Jay Patel (Indian), Information Collector

Jane Gong (Chinese), Group Leader

Nulu Nabunya (Ugandan), Assistant to the Leader

Sunmin Lee (Korean), Negotiator with Group B

Jun Jegal (Korean), Assistant to the Leader

Gyeongjoo Seok (Korean), Negotiator with Group B

Eunhee Heo (Korean), Coordinator of the Final Report

<Table of contents >

I. Introduction

1. Who are we?
2. The role of each team members for one goal

II. Body

1. summary of Group Discussion
2. Field Trip: sharing memories
3. Group Campaign

III. Conclusion: What this forum left to us

I. Introduction

1. Who Are We?

It is one group, but more important thing is that there are different people from different environment. The seven members came from Korea, India, Singapore (also from China and UK), and Uganda. We were very excited about our time to share each one's ideas on world history and the roles of youths on historical reconciliation and joint history textbook.



A Group Picture on August 10th, 2015

2. The Role of Each Team Members for One Goal

The start of creating joint history textbook will be recognizing each individual as a potential partner to make a change in the world and each one's place.

As a leader, Jane was appointed. She had experiences on diverse countries: born in China, grew in Singapore, studying in UK, so was good at communicating beyond the diverse countries. As a vice- leader, Eunhee was selected because she loved expressing what is happening by writing. So, she chose what she liked. And other team members found their role.

The others made each divided group to build our project such as working on report, making presentation materials, preparing for campaign, and giving a presentation.

Through this divided work, we realized cooperating is very essential to make a common plan. And each member has to know what other members are doing.

We learned it is very important for each member to share what is going on our project and the same goal to make the world better. And the process should be very democratic when we have conversation by giving each member enough chance to speak out one's idea. And we should keep in mind to find middle ground to move to practical action.

II. Body

1. Summary of Group Discussions

1) Sub-theme 1: Descriptions about World War II in Textbooks Worldwide

This is the result of what our group shared. World War II left many unsolved issues to many nations that were directly and indirectly involved in the event. The issues are still going on even though 70 years passed, so World War II is still in the present. That is why youth are important for historical reconciliation. While sharing our experience of learning history when we were teenagers, we realized some common issues of Korea, Singapore and other Asian nations are sharing. They were under Japan's political rule and the period left the issue of forced labors, comfort women, mass killing, and looting the resources of the colonized nations.

Each member realized that each county's history textbook is describing on this issue with different context. That is because each government wants to justify the existence of it in the nation's history. And the extents are different depending on its formation and publishing. Youth need to know more about this issue because history textbook functions as giving first impression on history. Then, we decided to move to Theme 2 on it.

2) Sub-theme 2: Formation and Publication of History Textbooks

Generally there are two kinds of history textbooks. The one is a government designated textbooks, and the other is a private published or authorized companies.

The advantage of first way is that the learners can learn a nation's history with only one standardized textbook. On the other hand, it might teach only single viewpoint about the history.

The main advantage of private publication is that students can have chance to think critically because various ideas could be shared by different textbooks. However, if the publication companies think a publication as a economical measure, the quality of its contents cannot be guaranteed. Our team agreed with those publication procedures for history textbooks must not become economical issues.

We believe main motivation of textbook should be educating students and youth to develop critical thinking skills. According to us, the first and most challenging step would be that government should not just admit the historical discrepancies of the current history textbooks from diverse countries, but also recognize that their descriptions are not perfect.

Each Government's admittance to these historical discrepancies is the most impactful and direct way to kick start the dialogue to hopefully reach new consensus on these shared memories

The second step would be the creation of an independent and neutral organization with international historical professors, scholars, and historians, who are capable to conduct a research and dialogue. The international cooperation can contribute to the reconciliation of the shared history.

The last step is to ensure the adherence and accountability of nations to the outcome of the joint textbooks. It means other countries should force a certain country which would refuse the join history textbook to accept.

Not only the formation but also distributions of joint history textbook are important. It will be useless if not many people don't know about the existence about the joint textbook. So we have to distribute as various as history textbooks by holding regular textbook exhibition in public. Finally, we compromised that it should be necessary for every his courses to have a joint textbook as a reference book, so that student can compare diverse descriptions by themselves.

3) Sub-theme 3: The Role of Youth in the Creation of Joint History Textbooks and Shared Memories

We gathered every idea based on the reflections on our last discussions. The activity was the most exciting to us because it was talking about future starting from now. This is the results of our premises on the steps for youth to be involved in historical reconciliation. First, as the role of youth, we should set up the whole process starting from local movement to global one. Second, we build the culture of trust and grassroots in our community.

There is the exact action plan to make a notable change in difficult historical situations step by step.

First, we youth become collectors who answer on the question by ourselves: "Does each nation's public education system encourage students to have discussion on history?"

Second, we youth become vocalizers by utilizing SNS and mass media to share our ideas on the situation of history education al system and societies from different nations. In fact, youth are good at using social media with the public, and social media is very good mechanism for everybody to participate in sharing information. So, we actively need to utilize it.

Third, we youth becomes connectors between younger and older generations. We youth need to take action to encourage every youth to know about the importance of historical education. It can be done by creating new media or campaigns as we did on august 12.

Lastly, we youth become Educators by doing some projects with teenagers to help them to have insight into one nation and the world's history.

2. Field Trip: Sharing Memories

We visited the Museum of Korea's Contemporary History to share each one's reflection on the contents of the exhibitions. Each one has different learning experiences of learning history in one's country and we felt the need to share them via some cases. The museum became the cases that could lead the all international members to think of their feedback on one country's description on its modern history. Let's jump into their inner mind.



Field Trip on August 11th, 2015

1) Eunhee Heo

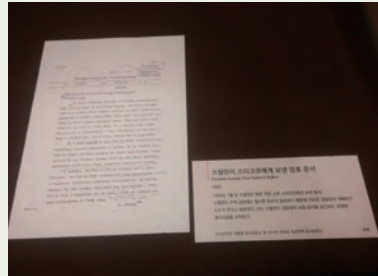
As Korean, the flow of our history is kind of acceptable, but I thought it may not be neutral to our international visitors. Korea's history was usually focusing on justifying the existence of Korea's government. It also needs to cover not just its accomplishments, but also mistakes, so that people can independently reflect on Korea's history and the relationship with other countries.



The Old Flyer, Welcoming UN Committee for Founding South Korea

2) Gyeongjoo Suk

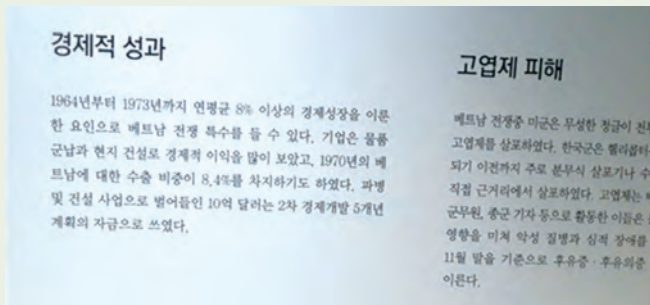
I think the content of the exhibition was described only with South Korea's position. For example, the museum was strengthening that the North Koreans were the main cause of Korean War. I suggest it also needs to cover North Korea's position at that time by giving some documental evidence on it, so that people can think on it with diverse perspectives.



*Document that Prove the Invasion
by North Korean Military*

3) Jegal Jun

I am interested in Korean soldiers' participants Vietnam War and studying about it with my Vietnamese friends. When I watched the part of the museum's description on Vietnam War, it was always focusing on Korea's economical benefit from the participation and Koreans' injuries. On the other hand, it does not cover the situations and influences of the Vietnamese victims during the Vietnam War.



Description on Vietnam War in The Museum

4) Sunmin Lee

Activities for visitors in a museum are very important to understand on the history better, such as trying to be sitting on the Korean president's seat, learning each country's symbol of its governments. On the other hand, on the issue of South and North Korea and unification in the future, the exhibition

was not fully covering on that issue. The part is very crucial because it is very important for youths to recognize the remains of the Korean War into a present meaning.



Learning Each Nation's Governmental Symbol

5) Nulu Nabunya



Sunmin and Lulu at the Ssamji-gil, Insadong

Korea's Education system was improving a lot, especially on arrangement in the classrooms. Fewer students in one classroom, better quality on healthy historical education.

6) Jane Gong

One thing that surprised me very much during the field trip was the Korea's first president, Seungman Rhee(이승만)'s leadership. Representing democracy and freedom I was shocked when I found out that he rigged his third and fourth election results to continue being president. It made me think about how individual interests can also affect governmental interests, and this is something that I have never really considered about before.



Jane and Eunhee, Holding International Postcards

7) Jay Patel

I think the museum gave me the lots of information about the history of Korea and how the evolution happened in Korea. Because of this visit to the museum, I felt the need to know about the meaning of Korean flag.



Group Photo at the Museum

3. Campaign by Group A and B

Why did we meet the chance to have this campaign and exhibition? We finally realized the meaning of this forum by conducting it on the day for it. The Korean National Commission for UNESCO (KNCU) launched this program to encourage youth to experience some experimental work because this forum's ultimate goal is helping youth to recognize of their importance on the historical reconciliation. By discovering not just a right but also realistic way through our compact programs, we can make a stepping stone to grow as global citizens.



Group A & B After Conducting their Campaign in Shinchon, on August 12th, 2015

What were our campaign's main topics?

The Group A and B first discussed in each group and we shared each team's idea to reach a compromised plan. Most of big picture was drawn by each team's leader Daewoong and Jane because other team members were focusing on making their final reports or presentations. Therefore, the limit in this process was that everyone's idea could not be shared in a united group meeting. Finally, we reached a shared compromise.

The Group B used the case of Japanese ruling's remains in its ex-colonized Asian countries. The one of the main system for Japan to realize its imperialism in Asia was The, which meant the Japanese military secret police. The created a broad network of informers around its colonized nations, including the Singapore Island and Korea, to help them identify those who resisted. Jane discovered the issue the informers in Singapore Island after World War II in her history textbook. And group A's Korean members also could find the similar issue on Korea's government designated history textbook published in 2008.



Kempeitai, Japanese military secret police



Arrested Korean informers After Korea's Independence

The group A realized that each nation who was related with Japanese control was facing similar issue in different situation. For example, Singapore was a small country and there was some period without a legal political power, so it made it possible for the local people to kill most of the informers as betrayers. On the other hand, in Korea after World War II, the US dominated the south part of Korea, and the first president was elected directly, with establishing Korean constitution. Therefore, there was no enough time for Koreans to judge the Korean informers who worked with Japan, and

the informers just was melted into Korean society. These were the differences on a similar historical issue between two countries. This is why we have to make a Joint History Textbook in the world as the start for historical reconciliation.

The team B used the case of Japanese tilted description on the post world war II. According to a Japanese history textbook, it was mainly focusing on explaining about Japanese victims by Hiroshima bomb in 1945, which was an alarming of finishing World War II. If the history textbook's writers felt responsible for Japan's ruling in Asian countries, they had to cover on Japan's historical faults and urge its Japanese students to know about what their ancestors did. We realized that history does not always tell everything young people should know.

What were our campaigns main goals?

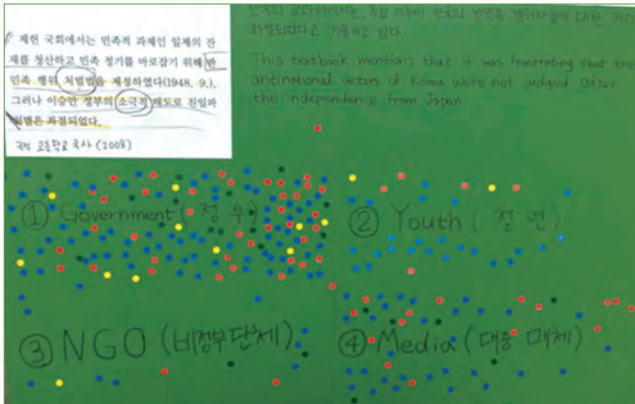
Our untied group's first goal of this campaign was asking passengers which one should become the main actor to resolve the conflict on Japan's Korean informers in Korea: government, youths, NGOs, or Media.

Another goal was to ask people which way will be the most necessary to solve nations' distorted history textbook description and make historical reconciliation among countries: first, encouraging an international platform, such as United Nations Educational, Scientific, and Cultural Organization (UNESCO). Second was activating the international youth to experience global interaction and mutual understanding via multinational volunteering program. Third way was to make government to share each nation's education system and initiating a creation of joint world history textbook. The fourth option was to establish continuous forum like our forum or owning a homepage to make it easy to compare each country's history textbook.

How did we conduct our campaign?

Our campaign site designated was Yeonsei-ro, in Seol. We set up our table from around 3:30 p.m. and stated our campaign. One Korean and foreign youth became partners and supported each other to meet diverse passengers. During our campaign, we realized that there were a lot of teenagers, and foreigners who were interested in learning history. We invited each passenger to come close to our exhibition and

gave a simple introduction on historical conflicts caused by each nation's diverse description in each one's history textbooks.



The Result of the Campaign 1

	Option	Teenagers	Twenties	Over Thirties	Total
1	Government	38	92	10	140(1 st)
2	Youth	6	24	2	32(3 rd)
3	NGOs	3	12	1	16(4 th)
4	Media	16	36	1	53(2 nd)
Total		63(2 nd)	164(1 st)	14(3 rd)	241

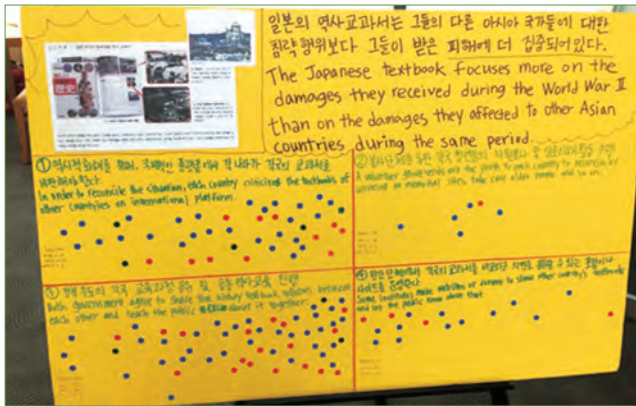
The Result of the Survey 1

Q: Who should become the main actor to resolve the conflict on Japan's Korean informers in Korea?

A: Government > Media > Youth > NGOs

The surveyed people tend to say that the government and media are not taking their right role as representative of national people, and left room for youth's role as the alternative toward domestic and global peace.





The Result of the Campaign 2

	Option	Teenagers	Twenties	Over Thirties	Total
1	Inter-platform	17	26	2	45(2 nd)
2	Youth programs	1	5	1	7(4 th)
3	Gov-led Joint History	17	40	5	62(1 st)
4	NGOs- led programs	4	12	0	53(2 nd)
Total		39(2 st)	83(1 st)	8(3 rd)	130

The Result of the Survey 2

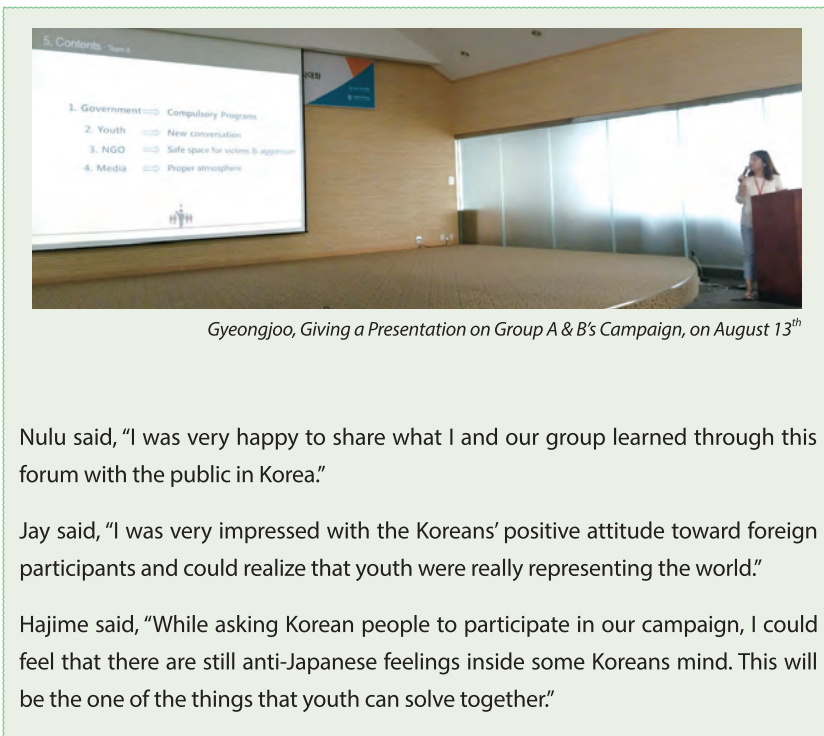
Q: What way will be the most necessary to solve nations' distorted history textbook description and make historical reconciliation among countries?

A: Gov-led Joint History > Inter-platform > NGOs-led programs > Youth programs

With this result, we could figure out that making joint history textbook is very important, so we youth can joint it activating the movement.

The only limit was that each team's discussion on youth role for joint history textbook and shared memories was not fully done before, so the options and explanation were unclear.

Actually, the three international members of our team shared their reflections after participating in our campaign.



Gyeongjoo, Giving a Presentation on Group A & B's Campaign, on August 13th

Nulu said, "I was very happy to share what I and our group learned through this forum with the public in Korea."

Jay said, "I was very impressed with the Koreans' positive attitude toward foreign participants and could realize that youth were really representing the world."

Hajime said, "While asking Korean people to participate in our campaign, I could feel that there are still anti-Japanese feelings inside some Koreans mind. This will be the one of the things that youth can solve together."

III. Conclusion: What this Forum Left to Each One of Us

We realized that the most important thing for youth to make a historical reconciliation was having a shared goal for the better future and taking actions step by step in the international environment. Each one must build a capacity to network with diverse citizens in this complicated and globalized world peacefully. At least, our group had chance to make reconciliation individually among us through this forum. We are now ready to go forward to our brighter future!



Final Report of Group B

These are the overall comments from the group A members.

Jane said she “could learn about other countries historical issues and find connections with her home country.”

Gyeongjoo mentioned she “learned that she needs to make more effort to find out what she knows and what she does not know.”

Sunmin mentioned that she “could think about diverse relationship with different people.”

Jay said “Korean youth were very pleased with meeting foreign ones.”

June reviewed that he “could learn how to work on serious issues like our forum’s main them with international coworkers.”

Nulu highlighted “the importance of having consistent supports, forgiveness, and respect toward to our partners even if some conflicts can be happened among us.”

Finally, Eunhee asked the others to understand her personal character by saying like this,

“Please understand me whenever you thought I seemed unhappy. I was trying to forgive myself first, and find solutions to rightly deal with each member. I think the leader’s essential role is to become a good listener and coordinator. ”

< Final Report of Group B >

The Beginning of Awareness of Historical Reconciliation

Members:

Hajime Makino (Japanese) **Chirag Jain** (Indian) **Li An Huang** (Chinese)
Youngchan Park (Korean) **Soonho Lee** (Korean) **Daewoong Joo** (Korean)
Hansl Chang (Korean)

We have discussed descriptions about sub-themes in this forum by looking at history textbooks that Group B's each participant brought.

Sub-theme 1. Descriptions about World War II in Textbooks Worldwide

First of all, the case of India: India was not that influenced by World War II. So, there is no direct description about World War II. Actually, to get rid of British, India tried to shake the hands of Germany. India regarded Nazi as a potential helper of its independence.

Secondly, we treated the case of England. In England, World War II is being taught as a form of story. It means let students to choose which one was right or wrong. In Germany also, students can have a chance to think about World War II on their own.

Thirdly, in case of Korea, many Koreans were taught to be aggressive to Japan, not only by textbooks but also by the way of teaching. In Japan, image about Korea is usually made by parents, in textbook explanations about bad behavior that Japan caused is not that much, but usually focus on damages that Japan got.

Sub-theme 2. Formation and Publication of History Textbooks

IB Board prescribes textbooks from a British perspective instead of a Global one.

In India, government has a control over the syllabus and the formation of history textbook, but any radical change in the description of history should pass through the parliament first.

In Germany, experts come together and write and describe it as gray, not black and white. This facilitates critical thinking about historical issues.

-> Due to differences of education, youth have different opinions compared with older generations. Also, history textbooks can be made or influenced by certain parties or certain groups.

Sub-theme 3. The Role of Youth in the Creation of Joint History Textbooks and Shared Memories

Nowadays there is much information about history on the internet, and it has a great effect on the youth. However, there is not only positive or correct information on the internet, but also the information that people who do not really have correct perspective of universal values. According to that, Group B has agreed that the youth should utilize what they have as ability. Therefore, what we have generated as an idea is that the youth can make videos about history and a textbook database so the public can make an exchange of history textbooks. It can give people different point of view. For specific, we can translate or acquire documentaries on historical events made by regional producers and upload them on youtube. This would allow easy accessibility to information about alternative interpretation of history.

Also, we can make a group of people who would regularly spread awareness about the issue on the internet and SNS. They also make events such as international friendship day to boost the friendship between countries too. For example, in this event to boost handicraft and traditional art of the victim country, the aggressive country can set up handicraft stores in their country and sell handicraft from the victim country.

Our purpose was....

By discussing those themes and conducting a campaign, we'd found out what is the obstacle to reconcile and were looking for ways of reconciliation, and were spreading not only the necessity of reconciliation but also these of making joint history textbooks respectively. Those activities did not make a big difference of historical reconciliation internationally. However, we are sure this will be the beginning of awareness of historical reconciliation to the public.

< Final Report of Group C >

International Youth Forum on Historical Reconciliation

Members:

Nishrin Qowamuna (Indonesian)

Keereepak Raksajjatham (Thai)

Sarah Teo (Singaporean)

Jeen vern Liew (Malaysian)

Minhyeong Ki (Korean)

Hyunchan Jung (Korean)

Kiyoun Kim (Korean)

Gyunbae Joe (Korean)

1. Curiosity, and Critical Thinking

Curiosity brought us together. None of us were sitting in the building thinking that we were the experts in historical reconciliation. We were curious about everything; curious about each other, curious about one's countries, and curious about one's history. One's history was the word that we needed to start to question from. How can one possess history? Can it even be expressed in this grammatical rule of possessive like apostrophe s? Opening lectures and group discussions have led us to question more about historical reconciliation rather than to answer the questions. Ironically, curiosity was born out from curiosity. We can say that, however, we have found one answer; the question would never end.

Through several group discussions, we have discovered that the conversation is truly not to agree with an idea but to get closer to each other, and to get used to each other. The first step to get used to each other, was to share our personal histories. The Second World War, even though it sounds like the past, which not directly related to our lives, we have discovered that most of our family actually have experienced the war and still are living in the war. Then we could ask each other questions; what about your country?

Questions grew out of curiosity became critical questions towards the future historical reconciliation. I hope sharing our stories from the group discussions would

help to make people question again, and struggle to answer the question or to even ask more questions.

Sub-theme 1. Descriptions about World War II in Textbooks Worldwide

The first group discussion on description of the Second World War in each country's textbook helped us to get to understand not only each other's political and historical backgrounds, but also each other's personal stories on history education. Our group approached Sub-theme 1: "Descriptions about World War II in Textbooks Worldwide" through comparative analyses of countries that we have done our research on. Research was conducted through various means, such as interviews, theses and books, and of course the Internet and et cetera. Considering how we see it as a norm to utilize various sources for research before deciding on a conclusion, it is surprising that most of us do not do the same when it comes to history, but usually rely on a single source. Evidently, many do not instantaneously relate history to the word 'research' on their first prompt, but tend to view it as something objective and of absolute truth due to the subject's factuality. Fortunately, through this forum we had the chance of having our beliefs completely overturned, and we realized the importance of maintaining criticalness when examining history. Our group also defined another component of our main goal: 'curiosity' as the habit of constantly questioning, and see it as an attribute highly intertwined with 'criticalness'. These 2 components were realized in subtheme 1 when we discussed the main reasons WWII happened and discovered that different textbooks from various countries offered discrepant explanations and descriptions. Ultimately, we realized the need to be skeptical of the agendas of all media sources, and to avoid blindly believing a single source of information when it comes to examining history.

The following is what we have shared during the discussion on the Second World War in each country's textbook.

1) America

- Hero-narratives
- Freely makes the history textbook.

- Rather than focusing on historical incidents, names or years, they focus on critical thinking skills
- Soft power centered: image of democracy and liberalism in description on World War II.
- No description or short description on nuclear bomb in Japan.

2) England

- Only written about Hitler as the one who is responsible for the World War II.

3) French, Austria, and Germany

- European Integration, and reconciliation process through multi-lateral perspectives.
- Flexible history curriculum.
- Anti-colonialism

4) Malaysia

- Everything about World War II is summarized in three pages.

5) Singapore

- Japanese invasion of Singapore
- Dropping of the atomic bomb

6) Germany

- Revised textbook for demanding.
- Completely rebuild the Nazism at the end of World War II.

7) Indonesia

- Unification Process
- Struggles to get independence from Japanese, Dutch and English
- Japanese Occupation: forced laborers.

8) Ukraine and Russia

- Ukraine: reject the Soviet Union: identify themselves just as Ukrainian (national self-identification)

- Russia: maintain the legacy of Soviet Union → Russian self-national identification becomes identical with the territory of Soviet Union

9) Thailand

- What really happened in Thailand is not what happened in the war.
- During the WWII (Thailand): started as a neutral. → Japan invaded Dec, 1941. Fought against Japan, bombed Bangkok; two governments agreed to a treaty (“didn’t have any choice”). Evade conflicts.
- Passage to the other countries in Southeast Asia
- During the war; two sides → Agreed with the government (Japan), anti-Japan. Guerrillas fought against the government. → Atomic Bomb in Hiroshima and Nagasaki
- Conflict didn’t stop: the communist government → protest started from the WWII. → conflict within the country.

10) Israel [Nili Keren, *Internationale Schulbuchforschung*, 2000]

- Textbooks tended to focus more on those who had shown heroic resistance rather than on the victims of World War II. The wars in 1976 and 1973 represented a turning point, and had a long-lasting and shattering effect on Israeli self-confidence.
- In 1980, a law was passed making lessons on the Holocaust compulsory at senior high school level.
- Victims and evil-doers narratives

11) Norway [Bente Aamotsbakken, *Internationale Schulbuchforschung*, 2008]

- The newest textbook examined presents a more nuanced, balanced and less Euro-centric view on African culture than the previous ones.
- The textbook allows room for African cultural trends and development to a higher extent than the textbooks referred to previously (before 1980s), and by doing so, a broader basis for critical reflections is created.

12) Turkey [Carter Uguz, *Internationale Schulbuchforschung*, 2006]

- Turkish textbooks in general contain highly idealized accounts of an artificially purified struggle of the Turkish people, the curriculum of this period most strongly emphasizes the tendency.

- National Honor

13) Italy [Luigi Cajani, 2013]

- Highlight the diplomatic context and the debates in Italy on colonialism and its economic aspects. Does not really conceptualize the issue of war crimes in Libya and Ethiopia as a feature of Italian colonialism.
- References to war crimes are often too vague, without the necessary details that give a concrete idea of what happened and make the information really meaningful for the reader.
- Denouncing the myth of the civilizing mission.
- Only one of the countries (Libya / Ethiopia) is emphasized.
- Still Eurocentric, the experience of colonized peoples at the time of European domination and their perception of these events today are missing.

Sub-theme 2. Formation and Publication of History Textbooks

The second group discussion on formation and publication of history textbooks provided more specific insight towards how the memory is commemorated and created through political process. Although shared memory seems to be very individual, we found out that it is actually very institutionally created and perceived. There is no one truly objective history. Therefore, we all agreed upon on the fact that there should be no one truly objective history. We also all agreed that all written history contains some truth, and through acknowledging the difference and understanding where does the difference come from, we could get a whole vision for the world.

The following is what we have shared during the discussion on formation and publication of history textbook.

1) Korea

- 6-3-3; Mandatory Education up to Middle school is mandatory
- University entrance exam: With the score from the test
- Students 5thgrade: history
- Middle school: world history (The title of the textbook is called “History”)
- High school: 1stgrade : Korean history (mandatory), 2nd, 3rd year : East Asian

- History (unique subject, which only exists in Korea) and World History (optional)
- East Asian History: Korea, Japan, China, Vietnam
- Focus mainly on contemporary and modern era, Japanese colonization, independent movement, cover ideologies (how the Koreans were divided) → Grand Division of East Asia

2) Malaysia

- Education System in Malaysia: British GCE A-Level.
- Academic Stress of Students (not to understand history but to get an A in history)
- Centralized Education System (Central Government): Pro-Meritocracy → Admission, Promotion, Hiring, teachers, and developing Educational curriculum as well as textbook.
- One Textbook per Subject
- Education system (in particular, history education) = politicized propaganda
- History education started from the 3rd grade (no exam)
- History education emphasizes Islam Religion and Malay land and sovereignty.
- Those who are opposed to the Malay sovereignty assert people sovereignty but they are ignored and uninvited.
- Preserve the loyalty at all cost; ensure the Malay as the only official language and special status of Islam
- History Education and Malay Sovereignty:
 - Lower Secondary: Malay Land and Malay Sovereignty with Islamic history with more specific historical facts.
 - Upper Secondary: More information on Nation-State building, Leadership, Politics, and International Relationships, in the end, Malay Sovereignty and Islam.
 - Over emphasize the role of Malay → Few information on non-Malay indigenous people and Minority races
- Importance of History (in academic admission process)
- Criticisms: Too pro-Malay, Islam, Northern parts; wrong facts (poorly done, biased) history.

Reinforce deeper to Malay Sovereignty and Sharia law rather than open history up to the public.

- The main agenda is to install nationalism, pride in students. Don't care that the students don't know much about the world.

3) Indonesia

- Does not really cover much of world history.
- Started learning history from primary school 6
- Various commercial publishers in Indonesia who send drafts to the ministry of education in Indonesia.

4) Singapore

- Purpose for nation-building

5) Thailand

- Education system focuses on learning to respect and obey the elders; thinking differently from the elders would cause a person a trouble.
- Authoritarian regime (unstable government)
- Curriculum changes almost every year, reflection of the political issues in Thailand.
- Focused on what happened in Thailand, not so much what happened in the world.
- High School : only world history (broad, starting from stone age): not in details.

6) Japan

- Similar to Korean education system.
- Students start to learn history from the 5th grade.
- Middle school history textbook: "History" including World History however very Japan-centered.
- High school: Japanese history, World history (optional)
- Difference from Korea: Japanese History A, B and World History A, B
- Japanese history is de facto mandatory in order to go to college

7) China

- As one of the social science subject, history is taught in People's School from the 5th grade (public school system)
- Title of the history subject: "Social Study"
- Middle School: "Chinese history" and "World history"
- From middle school to high school: separate admission process (like Japan)
- Chinese High school is quite different from Japanese and Korean: Textbook system

is divided into Chinese history and World History à Chinese History: there are four different types of history textbooks divided into four different topics (history of war, history of Chinese people's lives)/ World History: mainly focused on modern/ contemporary history of the world.

- The common characteristic of Korea, Japan, China
 - Importance of modern/contemporary history
 - Close relationship to the college admission process: history is regarded as a "subject to memorize."

8) Vietnam

- People are less interested in history in Vietnam because of the economic situation of the country.
- Education in Vietnam is divided into five levels: pre-school, primary school (6-11), secondary school (11-15), high school and higher education (15-18).
- In order to proceed to high school, Secondary School Graduation Examination in the 9th grade and High School entrance exam should be taken. The level of difficulty varies by schools.
- History Education: Started from Primary School (1st-3rd grade : Social Studies and Nature, 4th-5th grade : History and Geography).
 - Middle School (6th Grade) ~ High School : More information on the basic chronological history from the beginning (Primary School)
- Constitution of History Textbook: World History (1st semester) and Vietnam History (2nd semester).
 - Same Time Allocation: More Vietnam history focused. (1:3)
 - From the ancient period to modern and contemporary period in chronological order.
 - World History: Europe, Middle East, Asia (China and Japan): Modern and Contemporary History mainly focus on European colonization of Asia and Japanese occupation of Asia: More on Independent movement from Europe than on Japanese occupation of Southeast Asia.
 - Composition: Cause, Process, Effect, Lesson.
 - Nation-building of Vietnam: based on the colonial history of Southeast Asia
- History Textbook of Vietnam

- Only one textbook per subject.
- Textbook monopoly: Ministry of Education and Training
- New Textbook Publication Process: History Textbook Authorities are consisted of History teachers and scholars à The second editorial board is consisted of different teachers and scholars, who have not participated in the first board of authorities à Screening process by Prime Minister à Publication
- Individual Publishers are free to publish separate supplementary texts.
 - Limited to the information in the national textbook.
 - Including questions for academic admissions.

A lot of textbooks from different countries tend to present a one-sided perspective, which does not provide students with information that can help them understand the conflict better. Furthermore, history textbook becomes students' main resource in learning about history. It is also one of the most enduring tools for students. However, textbook can also be political, factually inaccurate, biased, and not provide detailed explanation.

A wide variety of perspectives on WWII shall be presented in a history textbook, so that the war is open to different perspectives. This is important to invoke analytical and critical engagement of students. However, different perspectives shall be clearly defined and students shall acknowledge the need to assess and evaluate the perspectives. Teachers shall be creative in using different tools in history learning-teaching process in order to provide students with more information, so that they will gain broader picture and perspective. Both teachers and students can use any means available such as the internet, newspaper, and other mass media as well as conducting interview with the witness of the WWII to collect more information. In understanding the World War II, history textbooks shall emphasize the cooperative learning experience, which can improve students' involvement in the classroom. Students can discuss their opposing views regarding the conflict.

Sharing our ideas and research on the difference, and taking a critical look at our own history textbooks has helped us to cooperate and create specific actions plans for the future as the youth.

We first asked ourselves why we should discuss history in a national boundary. Sarah, from Singapore argued that what textbook should teach us is the thing about who we should be as a human being in a very basic level. All of us nodded. History should



not be the ideological tool to promote a certain belief system or to legitimize a political order, as professor Wang and many lecturers have argued. A country cannot own history, therefore it cannot be used by a country. With the understanding of each other, we moved on to the next step: cooperation and creativity.

2. Cooperation and Creativity

We have achieved cooperative movement through preparing for final presentation and exhibition. Of course there were different opinions, compromised ideas have soon proposed so that everyone could agree upon. Before suggesting an idea or criticizing someone's idea, we started with a praising phrase such as "I really like your idea," or "I think that is such a perfect idea." After we proposed an idea we explained from what context the idea came and emphasized that the idea is just a personal opinion, which can sometimes be corrected or criticized for better ideas.

Sub-theme 3. The Role of Youth in the Creation of Joint History Textbooks and Shared Memories

The cooperation led to creative solutions for youth to have for the future historical reconciliation process. The only solution that the youth from all over the world continuously keep in touch is social media. Through brain storming without criticizing and through the cooperative process in sharing one's idea, we could come up with creative ideas as the followings.

1) Social Media

Through social media, relationship or networking process will be sustained.

- Humans of the World
 - Members from each country will conduct an activity booth called "Tell me your story," and interview random people to collect their personal history and share it through the social media to show that "history" can be different from one another.
- Add-on Games
 - Like All Americans Reject Dirty Little Secrets, make a simple activity for a person to act out his or her favorite scene from the history or share his or her critical

thoughts, or secrets on his/her history textbook. Each story will make up a greater story, and will become a trend throughout the social media.

– Your Challenge

→ A challenge through social media that a person would have one hour talking or asking random questions to strangers every week and talk about what happened.

– All the activities through social media would be published as a book in various languages through monitoring process of annual meeting.

2) Real Life

Although social media would play a basic role as keeping the relationship, face-to-face relationship should be prioritized because there is nothing more important than the real life experience. Therefore, through building up a student body from each country leading by each participant from the group, annual meeting besides the annual UNESCO forum will be held in various countries so that participants can actually participate in regional history. We hope to get funding through each university or non-governmental organizations.

There were also proposals for annual party for students and sports activities to get people's interests and sponsors for funding. Although the feasibility of the idea should be reconsidered, all of us thought that the idea would be so creative and fun if this can be realized. We never criticized each other's idea because we were crazy. We knew that crazy ideas could be realized. We also knew that crazy ideas completely change the world.

3. Crazyness

By crazy, we mean nothing negative about it. Being crazy means to go and to talk to strangers, ask questions, listen to them, and see how different they are from us. Being crazy also means to have courage to shout out that we do not believe what our country believes or majority believes, and to dare to say "I would not be that sure about that" when everyone else thinks he or she knows everything for sure. Lastly, being crazy means making a history. Those who have contributed their talents in human history were criticized for being crazy or even weird in their lives. True. Only

crazy ones can see the world in different perspectives, and to design the world in a different way, mostly, in a good way. They are the ones who are not afraid of acknowledging their ignorance. The crazy are the ones who do not hesitate to accept the different idea from theirs. We, therefore, suggest that we should all be crazy.

< Final Report of Group D >

Final Report

Members:

Ayano Sato (Japanese)

Dimitria Intan Prasraya Duhita (Indonesian)

Thihoa Duy (Vietnamese)

Eunkyung Son (Korean)

Sehwa Yoo (Korean)

Yiseul Lee (Korean)

Hyunwook Yoo (Korean)

Our team goal is to make 'universally' acceptable textbooks and find ways and steps that we need to take to accomplish this textbooks. After a discussion about sub theme 1 and 2, we came up with same perception that history textbooks should contain truth without any exaggeration or reduction and that students all around the world deserve to know what really happened in the past, of course without any discredit of any party (country). Since we all agreed that one textbooks for students all around the world is not realistic regarding high possibilities of miss translation, we suggest to provide one 'database'. In terms of 'database', it can be physical database or the network connection. In there, we can store the history textbooks around the world which can be easily accessed by students around the world. It will contain one basic description approved ay neutral party or organization and then explanations of textbooks around the world. Therefore we thought of 'Historipedia' to emphasize the 'respect of diversity'.

To make 'Historipeida' few steps is needed to be taken. First justification. Historipedia is needed as it can provide people with diverse perspectives with just one click. Second, method. Historipedia will be realized in the form of internet page as textbooks are not being used in schools gradually. Third, collection. We will collect scanned textbook pages and change it into image or pdf files. Also we can get pdf files from education organization form countries respectively.

Sub-theme 1: Descriptions about World War II in Textbooks Worldwide

For the sub-theme 1, which is about the description of WW2 in the textbooks

around the world, our group has three conclusions. First, history textbooks are often described with 'numbers' and no longer an expression of tragedy. For example, it is said that the reason US dropped the bomb to Japan instead of Germany or Italy is because of the 'yellow skin' discrimination (according to Japan's textbooks). Second, There were 3 roles in WW2. Axis, Allies, and the third world countries. The descriptions about WW2 is often based on whose the winner of World War 2 and forget to highlight the victims regardless of where they are from. Lastly, history textbooks still remains biased. There is always explanation blaming someone and it focuses on putting a title-which one is the winner and which one is the defeated.

Sub-theme 2. Formation and Publication of History Textbooks

For the sub-theme 2, formation and publication of history textbooks, we also concluded 3 points. First, formations of history textbooks should avoid putting political intentions especially regarding the content. Second, in any case when some party is the one who decide the content of the history textbooks, at least it should be written descriptively not only one or two sentences. For instance, in Japan the textbooks do not mention about the dark sides of the history in detail. Finally, we agree that joint history textbooks is a great idea. However we insist that co-exist textbooks should come up since through that way students can understand the other countries' perspectives of the past events more easily and accurately.

Sub-theme 3. The Role of Youth in the Creation of Joint History Textbooks and Shared Memories

For the sub-theme 3, the role of Youth in the Creation of Joint history textbooks and shared memories, we concluded that as future leaders, youth hold the power to create a better society through mutual understanding between countries. This can be achieved through having an open-mind, which is fostered by holding international dialogues and cultural exchanges. Youth are the bridge that connects everyone internationally, and it is through the sharing of memories and acceptance of diversity that builds a common experience and desire for peace among all nations. The creation of a joint history textbook and sharing of memories is the first step towards the building of peace.

< Final Report of Group E >

Brief Summary of Group E's Discussions

Members:

Dhiraj Santdasani (Indian)

Uyanga Sukhbat (Mongolian)

Thanapa Ukaranun (Thai)

Jinmo Yang (Korean)

Areum Park (Korean)

Hyunmin Kim (Korean)

Youjun Choi (Korean)

Discussing the sub themes amongst the members had provided a fruitful and insightful time. We believe that comparing our personal ideas regarding historical reconciliation and furthermore how historical memories should be shared greatly helped us to discover a wide range of approaches. This report aims to summarise the content of our discussions in a chronological order. In addition, it will also provide a brief description of our group's opinions that represent their national backgrounds.

Sub-theme 1: Descriptions about World War II in Textbooks Worldwide

The main focus of our discussions was on the historical memories of Japan and South Korea. We found that international incidents or events have been over shadowed by domestic politics and that Korean textbooks often over emphasise the colonial era whilst Japanese textbooks overlook this point.

Next, we also looked at the case of India and Pakistan. The British rule in India provided further insight into the descriptions of colonialism in textbooks worldwide. An exemplary case that helped us to think critically about this case was the conflict of the two Nation-states over Kashmir.

We also discussed how nationalism is a reoccurring concept in many historical textbooks. We all supported the idea that Nationalism as a theme is hugely detrimental to effective bridge building and ultimately, setting up a joint textbook.

Sub-theme 2. Formation and Publication of Historical Textbooks

In discussing how the formation and publication of textbooks should be carried out, one of our primary concerns were related to the extent of governmental control over the content of textbooks. It was found that the South Korean government had an authoritarian grasp on what was being published. As a group, we came up with the idea that forming an international publication institution could be an answer to counter-balance nationalistic governmental agendas.

In addition, another concern that was brought up was the problem with selectivity. This “researcher bias” can be rooted in an individual’s psychological framework; meaning that the information he/she selects can be detrimental to the validity of the content used. This would entail that certain historical atrocities could be omitted or disregarded, while insignificant events can be over-emphasised.

Sub-theme 3. The Role of Youth in the Creation of Joint History Textbooks and Shared Memories

We all thought that this question was the most difficult out of the three sub-themes. Realistically, the role of youth can be limited to certain extents, as we do not have the decision-making abilities that bureaucrats possess.

However, one member brought up the case of India where public examinations take place every year in order to elect young officials as regional administrative directors. These examinations (although difficult) offer creative, young individuals to hold the position of the executioner. In application, if these practices were more common, creating joint textbooks may become easier to achieve.

We also discussed the fact that the mentality of individuals can act as a key factor in developing our empathy towards other nation’s historical memories. Therefore, flexibility of mindset is essential; this is where our group claimed that the youth were at their strongest, as we weren’t primary victims of conflict.

Another reoccurring theme was the idea of using Social Networking Services in order to distribute historical information. This idea had distinct pros and cons, as SNS could be the best method to distribute large amounts of information in a cheap, efficient

manner. But the material/information could be distorted as the anonymity of the Internet increases chance of bias. In addition, the information can create a false sense of reality; that we are actually helping a certain situation when all we are actually doing is clicking a button.

For our group, the ultimate concept that arose from discussing these sub-themes was that a proper balance between the receptive youth (who possess the ability to think on their feet) with wholesome support from experienced bureaucrats is the essential recipe for successful historical reconciliation.



< Final Report of Group F >

Voice of Youth on History Textbooks and Shared Memories

Members:

Tedson Twesigye (Ugandan)

Yogi Iskandar (Indonesian)

Elbek Saidov (Uzbek)

Chaerin Park (Korean)

Jiwoo Kim (Korean)

Jihyun Lee (Korean)

Haein Koh (Korean)

Sub-theme 1: Descriptions about World War II in Textbooks

Worldwide (DESCRIPTIONS)

■ **Team Goal: Reaching Out to All Types of Youth**

Let us explain the purpose behind the format of our final presentation (forum in a forum)

– BROAD AND DIVERSE engagement*.

They are the most extreme types of people you could meet in a conference, with the most radical views... we wanted to remind you guys the kind of hurdles we still need to overcome, and the kind of attitude we need to talk with when we face these kinds of people.

So in the simulation of a forum (different from a UNESCO one), let's say a larger scale 1000 people one with more diverse people, there will be a nationalist, less educated (hence less interested) and a young child.

Ignorant: What's wrong with the current history textbooks? It's everything we need to know about our country. I don't want!

■ **We have two interpretations of 'description'**

Existing Descriptions

[PROBLEMS]

1) distorted, exaggerated, glorified - Indonesia propaganda e.g. + Discussion of

the American decision to drop the atomic bomb is not enough, I believe. Its aftereffects often appear to be understated as well

- 2) in addition to the problems within the textbook itself, sharing of history can be further governed by the way teachers approach the descriptions (e.g. placing emphasis certain events, perspectives OR focusing too much on exam material)

After identifying problems, we should naturally seek solutions/suggestions in tandem

[SUGGESTIONS]

Things we need to consider/the mindset we need before exploring solutions

- 1) 'Why do we study history' — an important question that can leads us to thinking about what kind of things/issues our new history textbooks need to address
 - Though in context of significant efforts on historical reconciliation and dialogue between states, mistrust and historical resentment still persists in international relations, with a number of frozen and emerging conflicts
 - lesson to be learnt from past programs, economic and political joint plans that can serve example, lesson for us today*
 - are countries STILL MAKING THE SAME MISTAKES THEY WERE MAKING 70 years ago
 - study of who we are we are, identity
 - stepping stone for future, repair through peaceful conversation, discourse
 - if this become fixed now, it will be passed on to the next generations
- 2) That reconciliation is a long, complex, continuous process—even for Germany, reconciliation is still going on
- 3) developing respect towards others, understanding there were victims ALL AROUND the globe as a result of the two World Wars. Even though some countries were much more of a victim than others, each country lost precious human lives
- 4) remember the focus is on finding a SOLUTION, and not for who is right or wrong, nor who is superior or inferior

■ What kind of things should be included in the textbook

(DECIDING CONTENT)

If Group F were to make our own history textbook today, here are the elements we really would like to include

- 1) Main events, turning points, and the various CAUSES that culminated to World War II
 - different actors, taking about both role of men and women, youth and old, leaders and public (all those dichotomous)
 - learn about different PARTS of the society - what kind of impact has had on various countries
- 2) Showing that it is possible that past leaders have repented and acknowledged their mistakes
 - Willy Brandt
- 3) Discussion section, opportunity to think in other perspectives
 - Nationalist : Can you tell me why I need to learn about less powerful countries? They are just inferior!
 - -> the labelling of inferiority and superiority itself is always influenced by prejudice. One same country could be considered both superior and inferior by two different people. ... (transition)

[SCRIPT]

If you remember (reminder - problems: teaching way), so in order to seriously think about solution... we should encourage students to think independently.

- Nationalist: Why do we have to care

The answer could be found by looking at examples of existing IB and Cambridge formats.

MIDBREAK - LADIES AND GENTLEMEN, PLEASE WELCOME OUR VERY SPECIAL GUEST WHO WILL SHARE WITH US HIS EXPERTISE WITH WATER AND MIXING

Sub-theme 2: Formation and Publication of History Textbooks

Sub-theme 2, improvement PUBLICATION & FORMATION Of joint-history textbooks

UNESCO - * Child: What is UNESCO

- recalling UNESCO's past records of publishing/researching UNESCO Collection of History of Civilizations of Central Asia, we can create means for countries to bring any issue to international table, even though it may be inciting more conflict.

reference: <http://www.unesco.org/new/en/culture/themes/dialogue/general-and-regional-histories/>

some examples: (they have active in this field) BLANK

- History of Humanity
- General History of Africa
- History of Civilizations of Central Asia
- General History of Latin America
- The Different Aspects of Islamic Culture
- General History of the Caribbean

(these days we have a lot of online publication already, and it's a really important element that we can further take advantage to make these new informations easily accessible to a broad range of people...)*

The most elementary and most urgent step needed to be taken by an international organization like UNESCO is filling this gap. If there is no precedent, everything is made harder because more people believe the task is impossible, too burdening, etc.

What we suggest afterwards, of course is something that will only be possible in 20 years, or maybe even 50 years, but it's something UNESCO or any impartial organization should keep at the back of their minds. It's a sort of a certification system

- UNESCO certified (legitimacy and consistency)
- pros and cons (our group have acknowledged these complexities - but we are nevertheless optimistic)
- CONS: POLITICAL, potential domination by one country in the examination or assessment process
- PROS: like UNESCO heritage sites, often means to bring to attention to international community
- carrying the conflict to higher levels?
- creating a separate/objective project, gathering professionals, and experts + people outside who are interested (ensuring unbiased of research/examination of textbook)

■ Curriculum Designing

- should we have ONE textbook? or have MULTIPLE textbooks *Child Q: What are differences?
- SHARE SNS RESULT SOME

- one textbook would be ideal for reasons such as time constraint, consistency throughout different secondary schools, (realistically, can't look at all)
- we could only do
- capacity program for teacher - encouraging teachers to think seriously about history and the implications of teaching history
 - * Nationalist : Tell me, why should we spend our money to re-educate people? It's a waste of money.
- both new and existing teachers!
- existing teachers already are appreciative of using joint textbooks & open perspectives

Sub-theme 3: The Role of Youth in the Creation of Joint History Textbooks and Shared Memories (PRACTICAL)

Less edu: why are you putting the responsibility on us?

Me: Let me tell you why the youth can be so important to bringing the changes we just talked about.

Characteristics of youth widely acknowledged

- Campaigning together (collaboration of youth) - large scale
- Using SNS to reach to the public
- Traveling a lot... meet foreigners in outside countries
- emotional intimacy and personal connection which allows easy sharing of ideas and information
- common problems and issues shared by youth (common themes of economic crisis, culture)
- Open-minded attitude
 - We have the time to change our future

Ignorant/Less-educated: Oh that's not me-

Of course, it is undeniable truth that not all youths are all like what I just mentioned; there are youths who are less interested, and less passionate—so what are some CONCRETE plans that can help engage ALL TYPES OF YOUTH?

[IDEAS FOR PLANS]

Let's think INCENTIVES. Our purpose here is not exactly a pessimistic perspective, but rather a realist and pragmatist

- 1) Artworks, exhibitions - overcome barrier of language : COLLABORATION with famous artist to convey and highlight the shared elements of our histories and culture.
 - some kind of emotion delivered
 - Cartoon for children
- 2) Giving away textbook to orphanage (general ideas of community outreach)
- 3) Sponsoring/Encouraging researches (by students in non-history field/major) on joint history textbook
 - Essay competition?
- 4) Using online platform EFFECTIVELY, and sustainably
 - providing INCENTIVES for both already interested and disinterested students to CONTINUE using a certain online network/platform
 - Brand names, awards (essay competition), building up their own experience/resume

FINAL ENDING QUESTION are all these methods simply superficial?

- they may be, but it's a necessary method to ensure as many youths, as TYPES of youths are exposed to the very issue itself.

3. Exhibition/Campaign

GROUPS A&B



Exhibition Report

4th UNESCO International Youth Forum On Historical Reconciliation

Team A
&
Team B

Index

1. Introduction of Team members (A & B)
2. Objective of Exhibition
3. Method
4. When, Where, and to Whom
5. Contents of Exhibition _ Post War Disposition, Historical Distortion
6. Conclusion
7. Reflection



1. Introduction of Team members A & B



Team A and Team B



2. Goal

Reconciliation

Multinational
Conflicts
(Team B)

Japan vs Korea

National
Conflicts
(Team A)

Inside of Korea



3. Method

Reconciliation

Multinational
Conflicts
(Team B)



National
Conflicts
(Team A)



4. Where, When, To Whom



Yonsei-Ro (In front of Yonsei University)



4. Where, When, To Whom



Yonsei-Ro (In front of Yonsei University)



12th, August, 2015 / 16:00 ~ 18:00



4. Where, When, To Whom



Yonsei-Ro (In front of Yonsei University)



12th, August, 2015 / 16:00 ~ 18:00



Youth walking on the street



4. Contents

Team A



5. Contents – Team A



Who can make movement towards reconciliation in Korea , between the Korean victims and the anti-national aggressors?

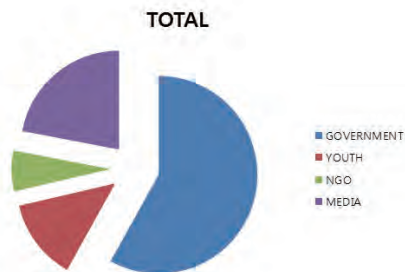


5. Contents – Team A

1. Government \Rightarrow Compulsory Programs
2. Youth \Rightarrow New conversation
3. NGO \Rightarrow Safe space for victims & aggressors
4. Media \Rightarrow Proper atmosphere



5. Contents – Result



“Government”



5. Contents

Team B



5. Contents – Team B

The different emphasis of history textbooks



Focus on damages
that they received



Focus on
criticizing Japan



5. Contents – Team B

The different emphasis of history textbooks



An atomic bomb explosion in Hiroshima



Korean textbook criticizing crime of Japan



5. Contents – Team B



What is the most desirable way to make an unbiased textbook?



5. Contents – Team B

1. In order to reconcile the situation, each country criticizes the textbooks of other countries on international platform.
2. A volunteer group sends out the youth to each country to reconcile by working at memorial sites, taking care of older people and so on.
3. Both governments agree to share the history textbook syllabus between each other and teach the public about it together.
4. Some institutes make websites or forums to show other country's textbooks and let the public know about that.

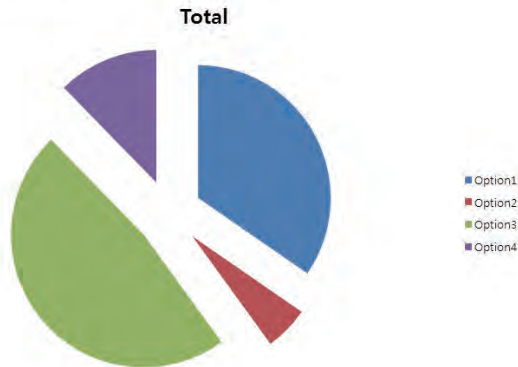


5. Contents – Team B

1. In order to reconcile the situation, each country criticizes the textbooks of other countries on international platform.
2. A volunteer group sends out the youth to each country to reconcile by working at memorial sites, taking care of older people and so on.
3. Both governments agree to share the history textbook syllabus between each other and teach the public about it together.
4. Some institutes make websites or forums to show other country's textbooks and let the public know about that.



5. Contents – Team B



4. Contents

1. In order to reconcile the situation, each country criticizes the textbooks of other countries on international platform.
2. A volunteer group sends out the youth to each country to reconcile by working at memorial sites, taking care of older people and so on.
- 3. Both governments agree to share the history textbook syllabus between each other and teach the public about it together.**
4. Some institutes make websites or forums to show other country's textbooks and let the public know about that.



5. Contents – Team B

1. In order to reconcile the situation, each country criticizes the textbooks of other countries on international platform.
2. A volunteer group sends out the youth to each country to reconcile by working at memorial sites, taking care of older people and so on.
3. Both governments agree to share the history textbook syllabus between each other and teach the public about it together.
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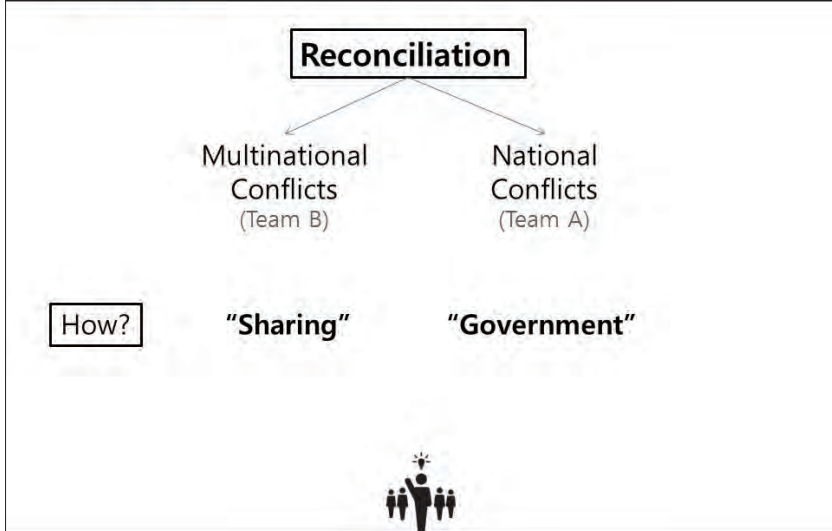


6. Conclusion

Team A
+
Team B



6. Conclusion



Group A
Jay Patel
Nulu Nabunya
Sunmin Lee
Jun Jegal
Gyeongjoo Suk
Eunhee Heo
Sarah Teo

Group B
Hajime Makino
Chirag Jain
Li An Huang
Young Chan Park
Soonho Lee
Daewoong Joo
Hansl Chang



Thank you

GROUP EXHIBITION

Group C And D

PREPARATION



PREPARATION



INSADONG



INSADONG



INSADONG



INSADONG



INSADONG



INSADONG



INSADONG



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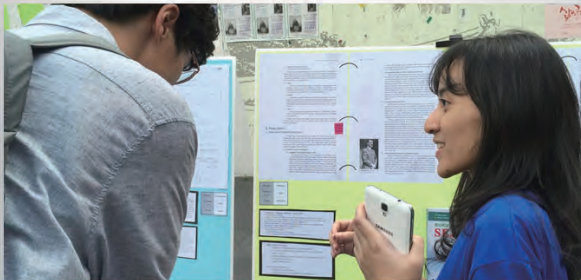
INSADONG



INSADONG



INSADONG





Do you want peace?

Make Love, Not War

Group E & F

Purpose:

- Reminding the public about the tragedies of WWII.
- Describing the current situation and how some history textbooks may differ from others.
- Advocating the need for joint textbooks.
- Responsibility of the youth : "You can make a change!"



Our Theme

- **Red:** The blood of the soldiers who sacrificed themselves.
- **White:** Post-conflict peace-building.



We will remember them.

For the Fallen

They shall grow not old, as we
that are left grow old.

Age shall not weary them, nor the
years condemn.

At the going down of the sun and
in the morning,

We will remember them.

Where? Who with? Why?

- Hongik University District: AKA Hong-dae
- One of the biggest hangouts in Seoul for youth.



Saying Hello ☺



And of course..
Some Bromance



But some of us were a bit
shy...

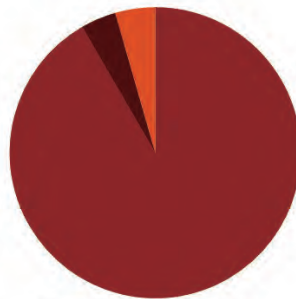




What did we exhibit?



Public participation



■ Yes ■ No ■ Don't Know

The role of Youth: SNS

<What is your IDEA?>

The 4th IYF is receiving answers from YOU about the perception of WW2 and the value of history textbooks. More conversations about this issue would be required for reconciliation of history.

Please tell us your own answer.

- 1) Have you at any point, looked at your History textbooks, to later find out that the information was incomplete or inaccurate?
- 2) If so, what do you think young people can do in order to set this straight?
- 3) Do you prefer studying multiple textbooks laying out different opinions OR one 'holistic' textbook that seeks to summarize history?

Conclusion:

- Overall, the campaign yielded successful results in terms of :
 - 1) Involvement from participants.
 - 2) Advocating the need to create joint textbooks
 - 3) Commemorating the 70th anniversary of cease-fire and its significance.
- Self critique: Some participants questioned whether if the exemplary case of Franco-German textbooks were proven successful in historical reconciliation between the two countries.

Thank you!



4. Journal

Journalists:

Ayano Sato

Hyunchan Steve Jung

Min Hyeong Teresa Ki

Eun Hee Honey Heo

Ki Youn Yeriell Kim

Sarah Joo Teo

GeunBae Nathan Joe

Liew Jeen Vern

Sehwa Worldpeace Yoo

Aug 5, 2015

Step 1: Interview Process

On June 27th 2015, Korea's UN-UNESCO Korea Center organized a training which stands as follows. Seoul to have an interview to become one of the participants in the UNESCO's 4th historical reconciliation Youth Forum.

Interviewees were asked to what said their names were called, to be called to the interview room. Although the waiting time was full of awkwardness, the selected interviewees participated in the rest of the event. However, when the start of their names were called, the interview went up fairly with confidence, starting on the hallway to the interview room to be held prepared for the 4th Youth Forum. Inside the interview room there were two interviewers.

Ms. Kang and Ms. Lee kindly opened the interview with the event. After being asked, the first interview question for all the interviewees was the question: "What do you think about the historical reconciliation?"

The interviewees had different backgrounds of schools, careers, experiences, but one thing that was obvious was that all the interviewees had a true enthusiasm for the historical reconciliation. After introducing themselves, following questions were in various orders, such as "The historical reconciliation is not only war or two countries, but many countries as East Asia, how are you going to handle it?", "what is your opinion on 'Nationalism and History'?", "The interviewees were also asked additional questions such as "Are you confident in taking a leader position in the Forum when you have to take the great responsibility?"

The interview went on for 20 minutes, and after the interview interviewees seemed very happy to become the next Participants of the Youth Forum on Historical Reconciliation (YFOR). Besides when they are American candidates who are reading this article right now! Congratulations, and hope you all have a great time in the reconciliation period for the active participants.

What Does Our Forum Do?

The 4th International Youth Forum on Historical Reconciliation will be held in Soekhyung Women's University from August 9th till August 13th.

After the end of the Second World War, people in the world have strived to create the peaceful atmosphere, and not to be entangled in another form of conflicts, warlike, etc. One of the chronic impediments to the harmonious era is ethnic or placed upon historical discord, which should be settled through multilateral conversation and agreement.

The youth involvement in international problems has been gradually emphasized in the sense that they are the key to leading the future in the right direction. Under these circumstances, the Korean National Commission for UNESCO (KNCLU) is organizing the 4th International Youth Forum on Historical Reconciliation.

Since 2012, the International Youth Forum on Historical Reconciliation has taken place the purpose of which revolves around promoting sustainable peace through the debate about remaining historical conflicts. This forum will enable the youth from various kinds of countries to share their ideas about how to achieve historical reconciliation and analyze the history textbooks of each nation, thereby engendering the mutual and better understanding of history among the youth.

In 2015, the 4th International Youth Forum on Historical Reconciliation will mainly discuss the role of the youth regarding historical reconciliation, different historical perspectives with regard to World War II and the post-war order, and the way to bring about peace at the global, regional, and national levels. (Hyunchan Jung)



Eun Hee Huh

The Preparatory Workshop

A Preparatory Workshop for Korean participants of the 4th International Youth Forum on Historical Reconciliation was held on July 17th, 2015 at office of Korean National Commission for UNESCO (KNCU).

The first thing to be noticed is that KNCU has renamed the word, "East Asia" from the official name of the forum. This change suggests that the issue of historical conflict does not just include East Asia, but incorporate the whole world. This year, with the topics of "History Textbook and share of memory", participants from all over the world would be engaged in an active discussion for historical reconciliation.

In order to broaden Korean participants' understanding of the issue, KNCU held a preparatory workshop for Korean participants of the 4th International Youth Forum on July 17th. The workshop started with a welcoming remark from Yun Hyunsook, the executive director of policy project. Then Professor Ju-Black Shin from Yonsei University gave a lecture on

international historical conflicts and joint history textbooks. The professor emphasized that considering the past is a important concept from the future or the present it is not the right way to deal with the past. In this globalized world, history should be regarded as a continuous motions of the time.

After the lecture and a brief introducing of KNCU and the 4th Forum, participants were divided into six different groups and had a short discussion about three shared subjects, about the place to visit as a field trip during the forum, and about ideas for history textbook presentation and campaign. The workshop ended with a presentation of each group. One of participants emphasized the importance of overcoming the ignorance towards history. Another participant introduced his goal for the forum to form a consensus through a research on ideological conflicts surrounding each of national history.

The forum is expected to be fruitful with an active participation from all over the world. The forum has already started. Participants' passion and their capacity would write a constructive story for the actual forum.



Min Hyeong Ki

The Group Meeting

Korean Participants of the Forum Gathered Together to Study, Discuss about, and Plan out the Actual Forum.

In order to make the actual forum, which will be held from August 9th till August 13th more meaningful and more fruitful, Korean participants have met in Seoul after the preparatory meeting to study and discuss about specific topics of the forum, and to plan out the administrative works for the forum.

As they were already assigned groups, group meeting was actively held in various places under various topics. Group C had a meeting in Lotte World to share the information about different history textbooks they had researched. They discussed about history textbooks from Korea, Japan, China, Taiwan, Russia, Canada, U.S.A, Malaysia, Vietnam, Cambodia, Philippines, Israel, India, Singapore, Spain, Italy, Norway and Sweden. They have mutually concluded that different history textbooks share several similar issues: politicization of history and history education, history

education purposely focusing on enhancing nationalism or national pride, and minimized or even explained historical events.

Group A and B gathered to discuss about the history textbook presentation and campaign, which is planned on Wednesday of 12th. They brainstormed the idea about the campaign for more effective conversation with the global participants during the actual forum. They also discussed about the field trip, where they think would be the best place to go with participants from all around the world. Furthermore, they exchanged opinions about creating joint history textbooks, which would bring the concept of regional history. Amy Jo, a leader of the campaign, stated, "We hope that the forum and the campaign would provide precious opportunity for the start of historical reconciliation. Thus, we have set the topic of the campaign into three words: Understanding, Appreciating, and Reconciliation."

Group meetings, which keep going on until the actual forum will provide thoughtful insights to Korean participants and make the forum more productive.

Journalists In Need!

Korean National Commission for UNESCO is NOW Looking for People who are EXCITED to Share their Stories in the Forum!

7 thousand 300 history books published in 2014, but only 1000 titles were shared through the actual forum through translation. We need more a. Facebook group, b. Twitter, c. blog, and annual daily journal.

And we are looking for people who are excited to share their stories in the forum with us!

We can learn a lot about our world from sharing primary materials representing people's culture and contribute to the historical reconciliation.

Those who are willing to become a journalist, please contact with Min Hyeong Ki (mjpk75@naver.com).

International Youth Forum on Historical Reconciliation 2015

Aug 10, 2015

UNESCO
International Youth Forum On Historical Reconciliation

Journal by Journal Team

The Forum has Started!

4th International Youth on Historical Reconciliation has started. Participants from all over the world have arrived, and enjoyed the first day of the forum.

Participants have set their overall goal for the rest of the forum, and of course, we should not forget to mention about socializing with an awesome ice-breaking event.

Let's Dig into What Is It All About!

The first day of the UNESCO's 4th Youth Historical Reconciliation Forum began on the 9th of August in Soekarno-Hatta International Airport. After being greeted by the international group members and had their time to introduce each other in a delightful manner. After introducing each other, Mr. Lim gave a brief speech on the Forum's schedule, and introduced the facilitators, and staff who are going to help the participants to proceed their dialogue without any impediments. Participants then were asked to go to a separate room to do their presentation they have prepared. It was a precious time to share what we, the Youth from all around the world think, about the WWII and what the process of the historical reconciliation should be. After getting to know each other well through the presentations, the participants had time to set their group goals that are mostly thoughtful and creative.

After the Group Discussion, the Participants came back to the seminar room to find out that a delicious buffet was ready to be served. It was the moment when all the participants found the happiest time of their life. After satisfying a hunger, the introduction program were followed by the last program, the ice-breaking, led by a participant called "The Ice Breaker" who is a professional in ice-breaking. The ice-breaking program included two games, the first one was to draw a portrait of oneself, and to draw it to the first stage, then after the portraits were mixed, were picked up by the participants, then they had to search for the portrayed on the paper. Those who could not find the person, had to sing songs from their country in front of the other participants. The second game was a classic hangman game. After the successful ice-breaking,

UNESCO IYF AUG 10 2015

Group Discussion

Participants of the International Youth Forum were divided into 6 groups and given 2 hours to discuss what they have submitted for their essays and also do an individual presentation based on the 3 members of this forum. Simultaneously, participants were required to elect a leader and vice leader for their group, and outline their group goals by consensus.

Group A
According to Group A's leader, their group agreed that the differences in textbooks can be attributed to socio-political-economic motivations. They also emphasized on the importance of having an independent 3rd party set up a platform for the exchange of history revision ideas. The group aims to understand each other better, be objective, unbiased, and come up with an idea that will be of substantial output to their local communities.

Group B, D & E
Group B's discussion centered on India & Pakistan's complex relations and drawing inspiration from their facilitator, they aim to devise a practical action plan that will benefit the youth and also our future generations. Meanwhile, Group D argued the steps and ways we should take to make universally acceptable textbooks. On the other hand, Group E placed their focus on consolidating the differences of textbooks, the 70th anniversary of WWII, the meaning of peace and what it means to be a global citizen.

Group C
Like with the group's name, Group C came up with a multi-faceted, which they encapsulated in IC + Curious, Critical, Cooperative, and Cautious - always asking questions; critical, so they'll decide on something based on careful judgment; cooperative - to bring good support and support each other throughout the forum; active - to find engaging ways to grab others' attention towards their topic; and, not forgetting to fully enjoy themselves as they try.

Group F
Group F stressed on the importance and feasibility of using art to promote history reconciliation. They argued that art can be a viable tool to display interesting but sensitive forms of history because art, in its whole is less politicized and contains more of the element of peace. Additionally, they held a discussion pertaining to the history textbooks of Korea, China and Japan, with regard to what have been done to overcome regional conflicts, what challenges these 3 nations currently face, and whether or not it is likely to be resolved.

UNESCO IYF AUG 10 2015

Letters from International Participants.

My motivation for attending the forum is to encourage myself to discuss with new people about historical matters and make new friends. As an art historian, I am very interested in learning something new about history to broaden my knowledge, and also, I think it would be a great experience to talk about the sensitive topic for international youth. This turned out to be more than just a great experience when I attended the very first day to have discussion at the forum. I learned some information on the World War II through the discussion session, and now I am ready for the following lectures and history textbook exhibition! - Ayano Sata (Noro) [Japan]

"I want to learn more about the history from others and make new friends in this forum. It is my motivation to attend the forum," Sarah "Also, it is how I celebrate my country, Singapore." August "I was the Independent for Singapore, and this year marks its 50th anniversary. Although she could not attend ceremony in her own country, she would be to share memories and opinions about her country's history in the forum. "It would be stories and not just stories from the past." It with a bright smile. As she told me that even though history is something in the past and youth that we were not born during the war, remember the differences, get to know each and understand each other more. She is will listen to others and learn from them. - Sana [Singapore]

Our Daily Mission

Each day, the journal will contain our daily mission in the very back page of it.

Each day, at the very back of the journal, there will be a daily mission presented to Participants, who have completed a daily mission please send the file to: mission7@unescovyf.com

UNESCO IYF AUG 10 2015

Ice Breaking, Getting to Know Each Other!

What will be the easiest way to become familiar with a stranger from another country? It will be by playing some games! Games make everyone active and cooperative. After a great dinner, all the participants gathered for the last official program of the day. The youths from different countries traveled to Korea to meet new friends with the common interest of historical reconciliation. Each group had the first discussion time to share each one's motivation for coming to the forum.

Now, it was time for getting to know every member from every team because we were in a same hotel toward our peaceful world. Daewong Joo, a member of group B, and other two members, prepared two main games for everyone. First one's rule was to draw one's portrait with some specific traits, write it, and draw it on the stage. Then, each participant randomly picks up any one of the crumpled papers, and finds the person who is drawn on the paper. It seemed like showing the scene of globalization when everyone was around every table, looked at each other, found the right person, and sit together. To learn and to find the answer, we should move independently and actively.

"Second game was called as 'Aah Bing!', there were some prepared questions to know personally about other people, such as 'Have you ever been interviewed on famous TV channels?' and 'have you ever felt in love at first sight?'. The participants encountered almost everyone to ask each other a question, and wrote their names on their bingo tables. By checking the name of a person's name in the table, they could recall the story of the person. The winner of the bingo actually called some of the persons on the list and made them share their personal story with others.

Having Curiosity, and Questioning

There are a lot of common questions and answers; however, each individual has unique stories and experiences. That is why we gathered in one place. History reconciliation starts from having curiosity, and questioning.

(Eun Hee Hoo)

Aug 11, 2015

UNESCO International Youth Forum on Historical Reconciliation




The second day of the Forum has finally come. The second day is largely continued to open lectures. Participants from all over the world, youth share and learn various themes in regards with historical conflicts and peace making process through historical reconciliation.

Opening Ceremony

Yong-Seok Min Secretary-General of Korea National Commission for UNESCO and Sun-Hye Hoang President of Soukyoung Women's University who held this international forum as well as all participants, Yong-Seok Min Secretary-General reminded in his opening speech that a historical problem does not exist only between Korea and Japan but around the world. He pointed out that "historical problem is closely tied to the political problem so it cannot be easily solved," and also said his forum represents an effort that two young generations gather together to enhance the understanding of the historical problem and find their own solutions."

It is a special year. It is the 65th anniversary of Korea's independence on August and the 70th anniversary of the end of the War. It is historically important year, discussing the historical problem throughout a world with the youth from 15 countries truly means a big deal. Min Secretary-General mentioned at the opening of this forum, we not just discuss and courage, objective attitude, calmness and progressive time to reach historical reconciliation.

The welcoming speech of Sun-Hye Hoang President of Soukyoung Women's University, she hoped our youth generation who are living in event to sketch a future of reconciliation and participate actively to have the advance of harmonized and world peace by connecting with us because many historical conflicts we are facing are hard to be solved by political discussion. Like her words, "I hope this international forum goes good finish on the basis of 'Respect and Love'."



(Yon Kye Min)

"I Hope This International Forum Bears Good Fruit on The Basis of Leadership of Respect and Love."

What's Going On

- 1 Commemorative Ceremony
- 2 Panel Discussion and Review Event Attendance
- 3 Special Lecture: Syntactic Link, Youth, Peace, Hope, and Us, United
- 4 Group Discussion
- 5 Mission Plans, Exhibition

Panel Discussion

Panel discussion at conference was a useful way to exchange perspectives among experts. The moderator of this argument was Jun-jung Chung. He met with giving his opinion on the way to manage historical conflict, explaining his insight that the historical conflict looks like disease, he explained giving 3 viable ways to cure historical conflict with environmental aspect from low level such as youth, communications, and adolescents to level such as government and international societies. Finally he pointed to have a more advanced international relationship when forwarding interaction continues.

The second lecture was Professor Hwangja Yei, who had earned his master's nationality 12 years ago. With his experience and insight as a nurse in Korea, he offered with balanced opinions on D-Day/Tabularia in intertemporal issues on 'national period', and even the World War II, particularly emphasized that students are highly encouraged to do a search on this subject.

The third panel was Ms. Uta Gerlach from EVZ foundation, Germany. She had to find history competition for school pupils in Russia, so that youth can share the importance of preserving historical facts and stories. She also shared European for peace, through several past-top youth from Germany and Ukraine. Li An Huang, a participant from Seoul was very impressed by her speech, and suggested that there was no other from China.

At the end of the first panel, a representative from student participants Hwang Koh emphasized role of youth with an example of Mahan, and the importance of closely connecting to historical facts. The encouraged youth to take an role enthusiastically. (Sehwa Yoo)

Invited to Meet Different Youth from the Other Country

13 Participants of the 1st Forum

There was a special visitor like the doctor, Min Kyung Chae, who was a member of the witness team in last year's forum came not only as a facilitator for group A, but also as an advisor. I asked some questions to get help for our team project.

Ms. Could you discover any changes in your life after your participation in this youth forum?

Min Kyung Chae: Yes, I learned diverse perspectives from different countries, such as Poland, Mongolia, and Somalia. We could share some activities here in Canada and common understanding of the issues.

Ms. How you find any difficulties when you were talking about some sensitive issues on history, and if you did, how could you deal with the situation?

Min Kyung Chae: Yes, we did. Whenever we found out some hard topics, we tried to get some common ground or shared a similar topic to continue our conversation. This kind of shared history was very effective.

Ms. How could you become the witness team of the 2nd forum?

Min Kyung Chae: We focused on giving up with some practical action plans, to remind our other background groups to have their own historical experiences, and make a film on our shared memories on history. (Hye Won Han)

Interview Continues to...

21 Three Panel History Discussion

The last part of the historical conflicts from diverse countries, there were three panels who were talking about Vietnamese conflicts, there are also Korea's part, and last day. They are meeting in tomorrow's country in Seoul, preparing a duration. I've arranged after World, the three groups are ready. They talk about how they were able to achieve history together but each of the next is individual history. I feel very happy to see the youth who are interested in history. I hope that they will be able to share their experiences with the world. (Min Hyeon)

The UNESCO International Youth Forum on Historical Reconciliation officially started on August 10th and the 1st day started with the public awareness event in this venue. First, there were plenty of panel discussions where youth from all over the world, including participants from various countries, shared their views and experiences on historical conflicts and peace. (Min Hyeon)

Lecture Series: Our Job in History

Historical discourse needs comprehensive understanding of the current discussion. The "Our Job in History" is presented in the International World and Asia (Asia Internationalism) Africa, the "Our Job in History" is a lecture series of "Our Job in History" series. The 1st lecture was given by the President of National Commission for UNESCO and Secretary-General of Korea National Commission for UNESCO, Mr. Yong-Seok Min.

Plant War East Asia: What is Wrong and What's Right?

Dr. Sun-jung Lee outlined the former world and East Asian international order to explain the current conflicts and tensions covering East Asia, and further suggested his vision for proposal peace of East Asia. He began by examining the Empire system ruled before the 20th century and UN-Japan Imperial Coalition during the period. After the collapse of the East Asian Empire system, the systems of Grand Division has appeared. Since independence relation during the Cold War, only not as background, and the role of China had grown, the key relationship in East Asia during the Cold War, because the US-China relationship, not the US-Russia relationship. Under the Grand Division system, East Asia had continuously embrace their historical and psychological suffering.

Dr. Lee warned that we should be careful of the systematic danger in the value-based system. Therefore, the dilemma about history issue in East Asia under the name of the interdependent Japan should be explained not in a moral or political sense but in a geopolitical sense. He finally proposed an establishment of East Asian Research Committee for Historical Truth and Reconciliation where all people can participate, only with the capacity of individual human beings, and act as a representative of particular interest group.

Peace cannot be only reached by international dialogue when people trust each other, and to a position must be the other person. (Min Hyeon, SI)

Family Should Never Be Deported Again

The Second World War seems to be what ended a long time ago to the youth, because it just remains in the form of some sentences through history textbooks. By the same token, it is just the past to those who do not experience it. However, there are the people who still live in the past, the victims of the World War II. Ms. Yoon-soon Shin is the representative of Sabhalin Forced Labor Victims' Surviving Families, whose family was put together with his father taken to Sabhalin in the forced labor. As the living proof of the forced labor, she gave the lesson-remembering lecture to the youth in the 4th International Youth Forum on Historical Reconciliation. While recalling the relevant memories in her childhood, she sounded like having a heavy in her heart. She has wanted to find her father for a long period of time and shed light on the magnificent history of the forced labor during the Japan's occupation. After liberated from the Japan's colonization, Korea was divided into the two, North Korea and South Korea. This war ended Korea War initiated the Cold War, the core of which boils down to the ideological conflict. Under these circumstances, there was no any relation between Russia and South Korea. Stalin also prevented the Korean forced laborers in Sabhalin from returning back to Korea, and it entirely hindered her family's effort to find him. Since the end of the Cold War, the governmental endeavor to bring the Korean forced laborer in Russia back to Korea had not really unfolded. Her 90-year-old mother has been still waiting for her husband, since he was sent to Russia when she was only 17 years old. Likewise, the war the Indians was left behind is so deep ideological under the name of history it still ongoing. (Hyuncheol Jung)



"We will not be united until a soldier, a father of children, comes back home." (Jung Hee)

(Continued from p. 2)

True Meaning of Reconciliation

"Reconciliation means doing to build a road together that others can tread after it..."

The International Youth Forum participants were honored to have Ms. Uta Gerlach, Advisor to the Board of Directors of the EVZ - Remembrance, Responsibility, and Future Foundation, come all the way from Germany to share her wealth of knowledge and experience with us. The EVZ Foundation was created to make compensation payments to those who had been forced laborers deported to Germany in the Second World War, and its second mission was to fund projects that promote international understanding.

Talked "Coming to terms with the injustice of National Socialism in Germany," Ms Gerlach's lecture highlighted the many steps "bridges" and reconciliations "probation" involved in the process of Germany's coming to terms with the horrors it had inflicted on other peoples in the Second World War. Despite the difficulties, Ms Gerlach emphasized that it is still important and not impossible to achieve reconciliation. This journey is something, worth taking, and we must make the effort to do it.

Some of the issues highlighted were:

- 1 Dealing with the past takes a long time; it is a process that can continue for generations. Ms Gerlach highlighted that it was decades after the Second World War that Germany began to move "past" to being willing to admit its wrongdoings, and confronting its past.
- 2 The past never ends, dealing with the past is an open-ended process with no "end" in sight. Different groups of victims have been acknowledged in various ways and there are still work done in identifying and reaching out to groups of victims (for instance, women who were forced to work as prostitutes have only recently been considered).
- 3 There are gaps in dealing with the past and it is not realistic to expect comprehensive coverage in all that we seek to do. While this is so, each country must do its own to ensure that the past wrongs are not repeated.

These are also some practical measures shared, in terms of how we may go about dealing with the past: This is through the goals of justice and truth. For justice, there is both the prosecution of perpetrators, and the restoration of dignity for the victims. There must also be efforts made to promote the truth (e.g. uncovering research into history, enabling access to archives, etc.).

Reconciliation is not a mechanical process with steps to take, but it is really about the reformation of relationships, both within our society and on a global level. This necessitates changing the way we think and just about other people, but also about ourselves, our identities.

The key takeaway from the lecture was that the secret to reconciliation is 'emancipation' – to free up the truth in the past, so that our hearts and minds are free to live in the present and look forward to the future. Let us be brave and face up to truths we neither know painful they will be! (Seahw Yoo)



Group Discussion II: On Sub-Themes I and II

Image A

Group A today mainly focused on talking on the ways of campaign, and decided to find some symbolic cases that they can show the different interpretations on some historical topics to the public youths. Then, they shared their preselected ideas we set them related to the lessons of the open forum. They decided to create some small projects starting from us for historical reconciliation. (Eun Hyeon)

Image B

A lot of countries make formations and publishing of history textbooks as a tool for their own governments or political parties. Discussing on the issue, Group B concluded that we should completely transfer the definition of and our motivation towards history education. (Jinmyeong Joo)

Image C

Group C went through history education system of all around the world, and how each country portrays World War II in its textbook. We also planned out for the final presentation and reached out to a conclusion that one should question to everything and should listen to others. (Min Hyeon Ki)

Image D

We all agreed that every country have their own perspectives so it might be hard to make a united history textbook. As a resolution, we thought of a sub-history textbook while each country will publish its own national history textbooks, the sub-history textbook will include facts without any adjustment with contents that every country can agree with. (Sehwa Yoo)

Image E

1st sub-theme: Brief descriptions about a country's textbooks their, pros and cons features. 2nd sub-theme: what is the idealistic publication form of a textbook? Liberal approach from government should be prececed. However, revealing too much might be detrimental. There were also opinions about creative approach (concrete etc) to get students involved in history education. (Jinmyeong Joo)

Image F

Group F's discussion today was focused on hearing everyone's interpretation of the first two sub-themes. Finally reaching a consensus on the best way to break down and understand the various mutually reinforcing elements of history textbooks and reconciliation. We will continue to think more about how we can present our conclusions in ways that embody our key emphasis on respect. (Ji Hyun Lee)



UNESCO International Youth Forum Aug. 11, 2014

Today's Mission!

Thank you all for submitting yesterday's mission!
Your Photos will be exposed on next page, and our staff members will decide which team would be a winner!

Here's today's mission for all of you!
Please write a short thank you letter for our staff members of this forum.
If you can't, please take a photo with the staff or with the mission, so that we can share your photos!

You are working for your time,
However you will be rewarded with some of our staff members' Qi



[Journalists]

Ayano Sato
Eun Hee Honey Hee
GrenBar Nathan Joe
Hyeonchan Steve Jung
Ki Yoon Yetail Kim
Liew Juen Vera
Min Hyeonng Trenna Ki
Sangh Joo Teo
Sehwa Workshop Yoo

MISSION PHOTO EXHIBITION



A/B Cids: Historical Reconciliation Is Understanding Reflected Each Other!

Group E: Historical Reconciliation Is Stepping in Someone Else's Shoes!

Group C: Historical Reconciliation Is Evolutionary History Itself!

Group F: Historical Reconciliation Is Peace For All!

Aug 12, 2015

UNESCO International Youth Forum Issue #4, Aug. 12, 2015

Free At Last, Free At Last!

After having a educational time at the contemporary Museum. Participants moved to Insa-Dong to have a wonderful Korean style lunch time at the experience restaurant. There the participants had to take off their shoes, which is the classic Korean traditional style restaurant to experience Korean vegetable soup.

The Participants had a great time trying the Korean food while talking about their forum issues, becoming even much closer to each others. Although it was not a typical Korean food such as Bulgug or Bibimbab, the participants enjoyed the Korean style, many with a little bit of spice, but still delicious.

After Lunch Time, the Participants had a short break time. They had time to look for Korean traditional souvenirs in the various stores that

each of the stores has its characteristics. Some of the Participants brought some nice presents for their family with happy smile. Unfortunately, due to the limited amount of time, the participants had to leave the Insa-Dong and to come back to Soekyang University. After arriving at school, the participants were given 90 minutes of free time, some of them took a nap in their dormitory, to have some refreshing moments. The others had time to enjoy Korean Bulgug, which is a popular food with some nice fruit toppings. Every participant had enjoyed their class talking to each other about the subjects of the forum. After the free time, participants continued on the discussion.

(Gyeon the Aah)



After the lunch, participants could finally enjoy their free time for one and a half hour.

Let's have some snacks on their free time

On Our Way For Discussion

We are already in the middle of our five days of UNESCO forum. UNESCO started from this main sentence of its constitution; "Since wars begin in the minds of men, it is in the mind of men that the defence of peace must be constructed." Why do you think about this sentence? Today, I could fully understand on this through the communications with other members, and want to share my personal reflections with you all friends. This forum is giving more lessons than I expected. I so excited now!

(Jin Hyeon Lee)

Continued on page 5



A Participant Looking at a Book
Pursuing His Her On Sub-Theme

UNESCO International Youth Forum Issue #4, Aug. 12, 2015



Exhibition Group Discussion: Way to The True Reconciliation

I once aware that team projects will be the death of me. Having had my fair share of negative group assignment experiences in university, it was devastating to find out that as large part of the forum requires team effort. But I am glad that my worries were proven unnecessary.

Today I have witnessed a fair amount of disagreement and bickering, but on a more positive note, I also saw leadership, cooperation and communication values we usually read in books being realized. I was very thankful to be given the opportunity to become closer with my group mates through our childish but hilarious jokes, and had a surprisingly good time during the discussion.

As clichéd as it may be, I would also like to use the chance to express my sincerest gratitude and respect for my team leader/roommate/leader/Team, and also the forum's staffs who worked tirelessly to ensure the smoothness of the discussion. (Special shout out to the staff, who basically turned into our busy postmother and helped fulfilled all my team's never-ending stream of requests!)

I wish all the participants the best of luck in their remaining preparation and hope for a good weather on Thursday for a smooth exhibition campaign. ☺ (Liew Jen Vert)



UNESCO International Youth Forum Issue #4, Aug. 12, 2015

Group Discussion

The Group A's members participated in 10 high intensity, when they discussed on the significance on the dissemination and publication of Group members' opinion.

However, they realized to push conversations to learn more about each other.

Campaign Planner with group B was done with everyone's direction and reliance. (Eun Hyeon Shim)

Group B talked about sub-theme two and three. We have acknowledged the fact that any country could down the history while it is formulating its own textbooks in its way. On the sub-theme three, we discussed that it is very difficult to suggest a perfect plan for governmental policy or its system. However there will still be ways to spreading information through on-line media and through more flexible thinking. We all agreed upon that purifying on-line information should be prioritized. (Jinyoung An)

Group C mostly discussed about sub-theme three: the role of youth. We came out with a specific action plan through social media and annual international meeting with various events. We have discussed various ways of advertising the issue in regards with textbook. All of the members have agreed that the goal of the forum should not be for making joint history textbook, but should be acknowledgment of the difference. (Min Hyeon K)

Group D mostly emphasized the possibility of international relationship without considering political interest. Therefore, youth can be expected as a facilitator for the future peaceful international relationship. (Sihwa Yoo)

We youths can contribute in forming a shared historical memories in both private and public sector. Privately, we can develop an opened and international mentality with the creative mindset of the youth through engagement international opportunities. Alternatively, we will be able to contribute to public sector by reflecting fresh ideas in the political decision system, which forms our textbooks and eventually our historical memory. (Jin Mo Yang)

Our group analyzed publication as a process that requires the participation of experts, scholars, and politicians and how we, the forum participants are currently playing our part, even if the result may not be immediately observable. To make sure our group plays a part too, we briefly discussed the best way to present our group's opinion on the final day of this forum. (Il Hyeon Lee)






UNESCO International Youth Forum Issue #4, Aug. 12, 2015

Today's Mission:

Thank you all for your participation in daily mission!

I hope you have interacted with our staff members and showed your appreciation :)

Now, let's get closer to each other with a special game, Mashe!

Mashe is like a secret Santa, but in this case, we are just at the middle of the summer! You will pick a name of someone, and you should be his or her secret friend for 2 weeks without letting him or her know that you are his/her secret friend!

We Are The World.
We Are The Friends.

Be A Friend, Be Awesome!

[[journalists]]

Ayano Sato
Eun Jee Hwang Hyeon Joo
Geunhee Nathan Joo
Hyeonhui Steve Jung
Ki Youn Yereul Kim
Liew Jen Vert
Min Hyeon/Treasa Ki
Seahk Joo Teo

UNESCO International Youth Forum
Issue #5, Aug. 24, 2015

UNESCO INTERNATIONAL YOUTH FORUM ON HISTORICAL RECONCILIATION

UNESCO International Youth Forum on Historical Reconciliation has come to an end. After a week of activities and final presentations by each group have passed, the grand finale of the forum, *What We Have Learned*, is the last day of the forum. We will have a bonus page for members, provided!

ISSUE 5, Aug. 24, 2015

Contents

- 01 Textbook Exhibitions have been held by each group in various places in Seoul!
- 02 Our stories to be told by each final presentation!
- 03 A Closing Ceremony has attended the grand finale of the forum, and each participant shared printing materials to each other.
- 04 Final Remarks from Journalists.



Our Stories to Be Told

On August 12th, all groups gathered from the morning to prepare for the own exhibition of history textbooks from all over the world. Participant have discussed with creative ideas for effective exhibition and campaign to the public. While groups of participants were once again divided by the teams: group A and B as one team, group C and D as another, and Group E and F as the other.

Group A and B went to Suwon, close enough to several universities, beautifully attended secondary students as well as teachers with their own ideas. Group C and D, as Incheon, where people can buy various traditional goods, aroused interests from mostly foreign tourists with no agendas and purposes. Group E and F overhauled the youth in Incheon, another famous place for Korean youth and university students with various activities they have prepared for the exhibition.

Not only would the public be able to see what students from other countries learn about the World War II, they also break their stereotypes towards historical propaganda, so as the participants who actually led the exhibit.

What We Have Learned?

Throughout the forum, we have learned the importance of historical events, international cooperation and cooperation, and how we can overcome our own differences and go on to work together. And that is what we have learned.

UNESCO International Youth Forum
Issue #5, Aug. 24, 2015

What We Have Learned?

The Final Presentation Day and Closing Ceremony!

Saying "Together is always hard." However, what we have learned throughout the forum would remain forever and also remembering the world.



There is an expression: "Finding is another word for beginning." The five-days scheduled Forum met the last day on August 11, 2015. Every Korean and international participants gathered in Haeinsa Temple where we usually spend time for discussions.

The Group E's main theme was "From Hatred to Solidarity" and the presenter was Pa I karpen from Thailand, and she highlighted the importance of youth as connectors between nations. The Group F did an experiment to show how pure the youth are in the world by blending different liquids. Elina Saldou from Lithuania was a first speaker and the other Korean members took the second part of their presentations. In brief, the campaign by their and F teams, as the participants who will share the match with public using SNS.

The Group B was impressive because its presentation covered its every member's opinion, showing their pictures and a short review film. The Group A's presenter was Jane Greig who had diverse nationalities, which were China, Singapore, and UK. She said Panel program to show her team's connected ideas regarding whole three sub-themes. In the closing presentation, Oyeonogo Seok from Korea showed the result of analyzing the results of surveys conducted during their campaigns in Facebook. It implied that people tend to say that the government and media are taking their right role as representative of national people, and it left the room for youth's role as the alternative toward domestic and global peace.

The Group C was noticed because the team was good at comparing diverse countries' history textbook by showing some simple charts on display. The Group D made people surprised by symbolizing a realistic action plan, by showing a homepage, named "HISTORY FIELDS", created by one of the team's member. The contents of the site consisted of the different countries diverse description in their history textbook on the same event. The two teams



showed their strong teamwork and cooperation spirit by sharing various field photos and the result of the member's reflections.

What lessons did this 4th international youth forum leave.

UNESCO International Youth Forum
Issue #5, Aug. 24, 2015

Continued

to each one of us?

These are the overall reviews from the Group A members.

Jane (Chinese and Singaporean) said she "could learn about other countries' historical issues and find connections with her home country."

Gyeongjoo (Korean) mentioned she "learned that she needs to make more effort to find out what she knows and what she does not know."

Samin (Korean) mentioned that she "could think about diverse relationship with different people."

Jay (Indian) said "Korean youth were very pleased with meeting foreign ones."

Jane (Korean) revealed that he "could learn how to work on serious issues like our forum's main theme with international coworkers."

Nah (Ugandan) highlighted "the importance of having consistent supports, forgiveness, and respect toward to our partners even if some conflicts can be happened among us."

Finally, **Eunhee (Korean)** asked the others to understand her personal character by saying like this,

"Please understand me whenever you thought I acted indifferently. I was trying to forgive myself first, and find solutions to rightly deal with each member. I think the leader's essential role is to become a good listener and coordinator."

We realized that the most important thing for youth is to make a historical reconciliation.



UNESCO International Youth Forum
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Final Remarks From Journalists

Ayane Sato

"Throughout this historical forum, I could be a witness for the Second World War with a non-prejudiced and critical view point. This experience made me think deeper and read my textbooks and historical books again and I felt it is a part of my mission in my life that I should share more with my friends and generations. Being a journalist was great kick-off to share this opportunity by listening and talking to most people."

Ember Heo

I was so excited to explore new diverse people's view that I could keep long hours about other participants. I tried to talk with many participants, staff, and audience. I found that youth can publish their journal by themselves with UNESCO's support to change the world with information. I will continue to become a journalist in my duty life.

Ki-Yoon Kim

The passion of youth from 13 countries was more than I expected. Youth from all around the world got together and think about historical problems and try to find solutions of the problems. It was my expectation before the beginning of the forum and it happened actively at forum. Especially, I could feel the passion of youth strongly by working as a Journalist.

Gyun Rae Ae

Being a journalist in the 4th Youth Forum on Historical Reconciliation UNESCO was a great experience, it was a valuable experience. Although we had to fight through the time limits and any other hardship during the Forum as a journalist, the results, which were the journals, encouraged me to work harder. I think it won't be easy to proceed as a journalist after the forum ended, however I decided to do so because I know it is a perfect opportunity to have myself developed in the next step in my dream.






Final Remarks From Journalists

**Hyuncheol Jung**

It was such a great honor for me to be a journalist during the forum. To write an article, I focused on almost all of the proceedings as much as possible. If I had not done so, the extent that I actually did as a journalist, I would not have written any for the ground. On top of that, I felt really privileged seeing the participants look through the printed journals. Even if every single one writes an article in the middle of the forum, it was extremely rewarding, in this respect.

Liew Jee Yen

I applied to be a journalist because I wanted to be part of the team that disseminates the best of moments of the International Youth Forum! ☺ I hope that in Toronto, we will see what worked tirelessly and bravely sleep throughout the whole forum, and the whole journalist team did their best work!

**Sarah Toy**

Being a journalist was meaningful as the work we did helped to connect and capture important moments and lessons from the forum. As an editor I also got to look through everyone's work and I could find a great sense of genuine through the journalists' work. The fact that many stayed up late to write was even more impressive! It's hard work, but it's worth it. ☺

**Min Hyung Ki**

During your encounter with someone in a part of socialization process since it is the first time you build a relationship with the others, I volunteered because I just liked to write. Writing is a way of expressing and introducing myself to the others. Through journalist activities, I could share my stories and my own views on the events with the others. No matter on what we have gone through, be creative on what we write, and, most importantly, enjoy the forum at its essence.

Thank you,
And
Good Bye

We loved Journal Days, different and fun times.
We have learned how to communicate better from
you.

We have learned that we can be different.
We have learned how to be a leader in our class.
We have learned that we can make a change.

Let's meet in our next gathering.
UNESCO International Youth

[Journalists]

ALL OF YOU!!

IV. Appendix

Photos

Contact Information

1. Photos

DAY 1

Orientation and Group Presentations







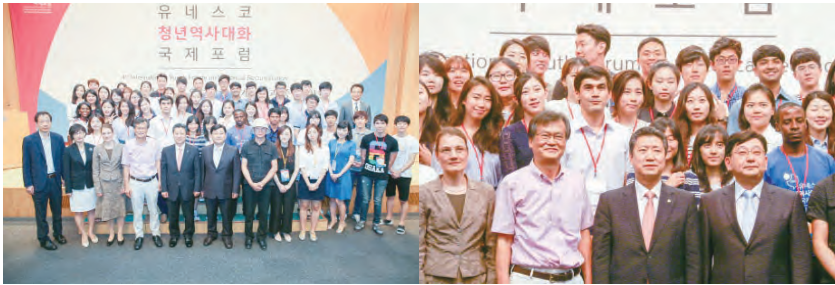


DAY 2

Opening Ceremony and Open Lectures









DAY 3

Field Trips







Group Discussion





DAY 4

Exhibition/Campaign











DAY 5

Final Presentations and Closing Ceremony







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Voice of Youth on History Textbooks and Shared Memories

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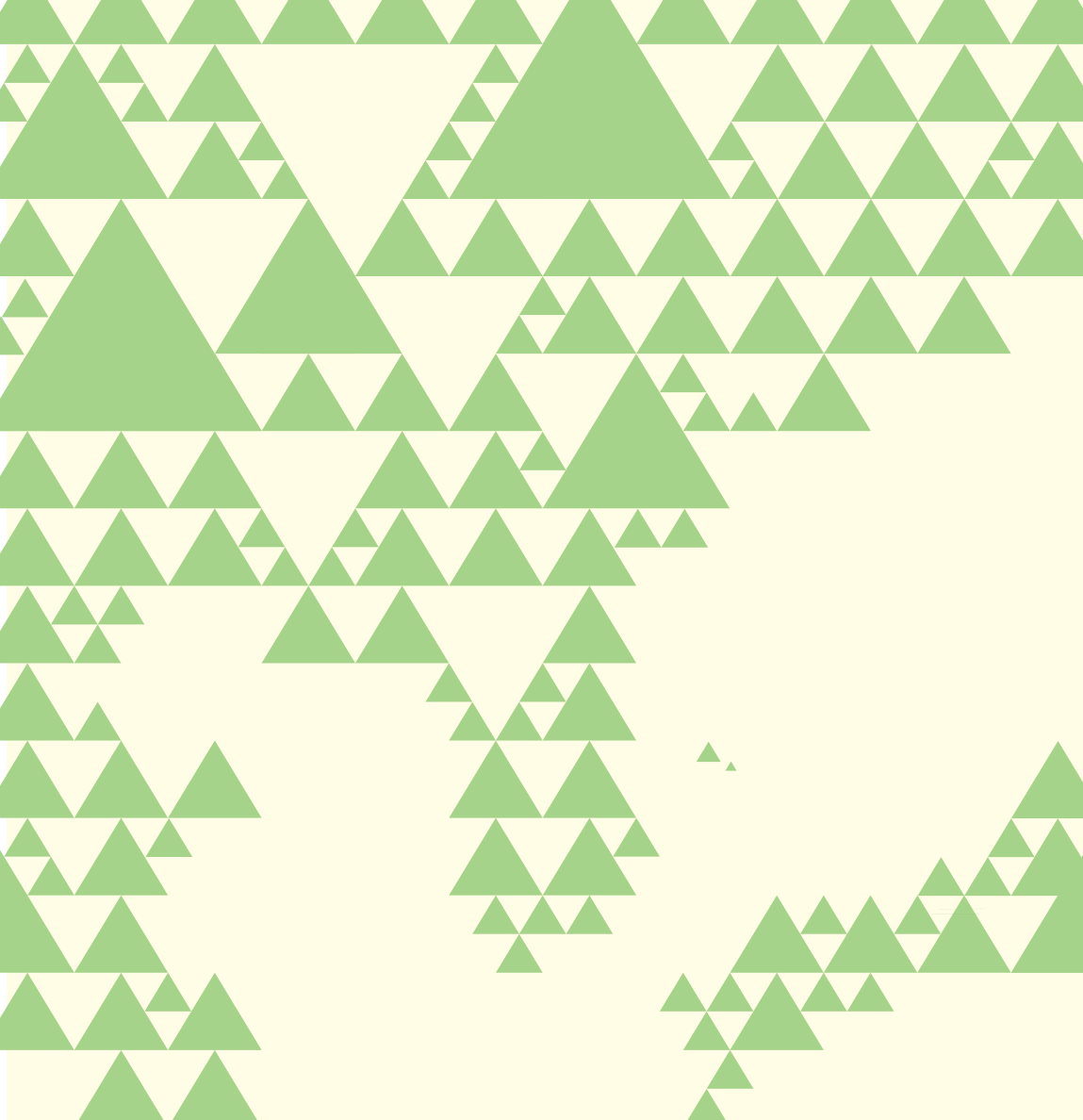
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