

Education, Peace, Sustainable Development and Process of Designation of Jeju 4.3 Victim Records as UNESCO World Program of Memory

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Abstract

This paper is based on the presentation I made for the online conference as part of Peace Talks series in Paris, June 10, 2021 and as a follow up to the 2021 World Peace Island Forum: 6+1 Culture Forum in Jeju. A blending conference on Education, Peace, Sustainable Development and process of designation of Jeju 4.3 Victim Records as UNESCO World Program of Memory MoW.

This is constructed from my perspective as Doctor in anglophone studies and gender and development studies, main IFBPW representative to UNESCO, member of the NGO-UNESCO Liaison Committee and the CCNGO-Education2030 coordination group, UNESCO key mechanism for reflection, dialogue and partnerships for the implementation of SDG4.

Key words :

UNESCO, Peace building, Education, SDG4, Sustainable Development, Cultural Heritage, Intercultural and Intergenerational Dialogue, Memory, Women divers, Haeneyo community.

The POWER of EDUCATION to MAKE a POSITIVE CHANGE to OUR WORLD

“Education has the power like none else to nurture empowered, reflective, engaged and skilled citizens who can chart the way towards a safer, greener and fairer planet for all.”

(Irina Bokova, UNESCO Director-General, 2015).

In 1945, the Governments of the States Parties to the Convention establishing a United Nations Educational, Scientific and Cultural Organization in 1945, on behalf of their peoples, declared:

That, since wars begin in the minds of men (and women), it is in the minds of men (and women) that the defenses of peace must be built; That the mutual incomprehension of peoples has always been, throughout history, the source of suspicion and mistrust between nations, whereby their disagreements have too often degenerated into war;

That, the dignity of man requiring the dissemination of culture and the education of all for justice, freedom and peace, there are, for all nations, sacred duties to be fulfilled in a spirit of mutual assistance Accordingly, they hereby establish the United Nations Educational, Scientific and Cultural Organization in order to achieve gradually, through the cooperation of the nations of the world in the fields of education, science and culture, the goals of international peace and common prosperity of mankind for which the United Nations was established, and which its Charter proclaims.

Thus was created UNESCO, ‘the Soft power Agency’ as the former UNESCO DG, Irina Bokova, referred to the Organisation in her address to the 39th Session of UNESCO General Conference (Bokova, I, 2017, *The Soft Power of a New Humanism*). Education is at the heart of UNESCO’s mission to build peace, eradicate poverty and drive sustainable development. UNESCO believes that education is a human right for all throughout life and is a transformative tool of empowerment at the individual level and for society at large.

In 2015, The Incheon Declaration and Framework For Action reaffirmed the role of UNESCO: “...as the specialized UN agency for education”, (...) and mandated UNESCO to lead and coordinate the

SDG4–Education 2030 agenda” (...)functioning as a focal point for education within the overall 2030 Agenda for Sustainable Development coordination structure” and “convened a multi-stakeholder SDG–Education 2030 Steering Committee (SDG–Education 2030 SC), working within the wider 2030 Agenda for Sustainable Development architecture”. This was adopted at the 38th session of the UNESCO General Conference in November 2015

In line with the Incheon Declaration and the Education 2030 Framework for Action, a new Global Cooperation Mechanism has been co-created since and endorsed by the July 2021 Global Education Meeting, with a remodelled SDG4–Education 2030 High-Level Steering Committee (SDG4 HLSC); the SDG4 HLSC will be serving as the global education apex body, in lieu of the current Steering Committee and will comprise a ‘Leadership Group’ (with a membership of twenty eight Ministers, Heads of Agency, and equivalent top organisational leaders) and a corresponding ‘Sherpa Group’ of senior technical representatives. CCNGO Education2030, UNESCO’s key collective mechanism for dialogue, reflection and partnerships with NGOs for the implementation of the SDG4–Education 2030 will be represented as well as Youth/Students in this new global Education structure.

Among the targets of SDG 4, Target 7 is of particular interest to achieve peace and sustainable development– it is about learning to live together in a sustainable way– “By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development, including through education for sustainable development and lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and the contribution of culture to sustainable development”.

Education empowers people, enables critical thinking, fosters tolerance and intercultural dialogue for sustainable development and peace. New generations should know the past to live the present and plan for the future. The role that memory plays in coexistence and peace building, from an active citizenship committed to values of peace and human rights is about exploring how to

develop strategies that allow to move from a culture of violence to a culture of peace.

NGOs in official partnership with UNESCO have been instrumental in promoting peace and intercultural dialogue by contributing to the celebrations of the International Day of Peace and organising international forums under the aegis of the NGO–UNESCO Liaison Committee in close cooperation with the Secretariat. The third international NGO–UNESCO forum took place in Sozopol in 2014 and addressed the Role of Youth in the Safeguarding of Intangible and Tangible Cultural Heritage.

Following the 28th BPW International Congress and the encounter with the President of BPW Korea Jeju, Dr Im AeDuck, and presentation of the Haenyeo Community's cultural activities, BPW jeju was invited to the international NGO–UNESCO forum in Sozopol to speak on the key issue of the role of the youth to safeguard the Haenyeo Women Divers' cultural heritage and make them visible to the participants of the Forum.

The fifth international NGO–UNESCO forum on “The Rapprochement of Cultures: One Humanity Beyond Diversities” in Beijing, China, 2016 was yet another opportunity for BPW Korea Jeju to contribute to the forum and promote the education programme for sustainability of Jeju Haenyeo Culture & Marine Ecology and Global Peace Bultuk Assembly of the Peace Island Leadership School opened by the World Association for Island Studies (WAIS).

The Culture of Jeju Haenyeo women divers was finally inscribed on the Representative List of the Intangible Cultural Heritage of Humanity the very same year, in December¹.

UNESCO's priorities on Education to Sustainable Development and the Youth, Cultural Heritage and Intercultural and Intergenerational Dialogue are common values shared by the WAIS, the Jeju Haenyeo Community, BPW Korea and BPW International, gathering us for this online seminar. UN General Assembly Resolution 72/22214

recognized Education for Sustainable Development (ESD) as ‘an integral element of SDG 4 on education and a key enabler of all the other SDGs; it was followed by the “ESD A roadmap for Action” (UNESCO, 2020) and the Berlin Conference (17–19 May 2021) and Declaration on Education to Sustainable Development which says in the preamble (paragraph 4): “We are confident that Education for Sustainable Development (ESD), anchored in SDG 4.7 and as an enabler for all 17 SDGs, is the foundation for the required transformation, providing everyone with the knowledge, skills, values and attitudes to become change agents for sustainable development. ESD enables learners to develop their cognitive and non-cognitive skills, such as critical thinking and competences for collaboration, problem solving, coping with complexity and risk, building resilience, thinking systemically and creatively, and empowering them to take responsible action as citizens, fulfilling their right to quality education as defined in SDG 4 –Education 2030. We believe that ESD must be based on and promote respect for nature, as well as human rights, democracy, the rule of law, non-discrimination, equity and gender equality. In addition, it should promote intercultural understanding, cultural diversity, a culture of peace and non-violence, inclusion and the notion of responsible and active global citizenship².

In 1995, in recognition of UNESCO Goodwill Ambassador Madanjeet Singh's lifelong devotion to the cause of communal harmony and peace, the UNESCO Executive Board unanimously created the biennial “UNESCO–Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence”. In the year 2000, Madanjeet Singh, created the South Asia Foundation (SAF) to promote sustainable cultural, educational and economic development throughout the region.

Madanjeet Singh had been imprisoned during the Quit India Movement and had to leave Pakistan where he was born, lived and studied to be a refugee in India ; that trauma persisted all his life and that's why he funded the UNESCO Madanjeet

1) <https://ich.unesco.org/en/RL/culture-of-jeju-haenyeo-women-divers-01068>

2) <https://en.unesco.org/events/ESDfor2030>

Singh prize for the promotion of tolerance and non-violence which is still going on after all these years. The South Asia Foundation was also created by him to bring together youth from the 8 SAARC countries through education and to abolish hatred barriers constructing a better future in the region. Ms France Marquet, the Trustee of the SAF and to whom I express my deep gratitude, has shared the inspiring story and achievement of Madanjeet Singh for peace and education, as a beautiful example and contribution to UNESCO's raison d'être, which is to build peace in the minds of men and women.

Establishing a culture of peace and sustainable development are at the heart of UNESCO's mandate.

The educational connection sounds obvious in the quest for designation of Jeju 4.3 Victim List as one of UNESCO World of Memory program.

As Professor Douglas Yates wrote in the background note for the online conference "Peace education is a marvelous new development in the field of conflict resolution.

Developed in the discipline of peace studies out of the work of Johan Galtung (1930) who first conceptualized peacebuilding by calling for systems that would create sustainable peace, peace education is one of the peacebuilding structures needed to address the structural 'root' causes of conflict and support local capacity for conflict resolution."

The Memory of the World Programme (<https://en.unesco.org/programme/mow>) recognises that "History is an unending dialogue between the present and the past" or, in other words, the interaction between primary sources and their ongoing interpretation.

To help prevent the irrevocable loss of collective memory, UNESCO set up the MoW Programme in 1992 with the objectives of safeguarding the documentary heritage, facilitating access to it and disseminating it, and raising public awareness of its significance and the need to preserve it.

The MoW Programme is guided by various UNESCO standard-setting instruments, most recently the

2015 Recommendation concerning the preservation of, and access to, documentary heritage including in digital form (hereafter referred to as "the 2015 Recommendation").

The International Advisory Committee's statutes is to contribute to the mission of UNESCO by emphasizing the importance of documentary heritage as the primary means of knowledge creation, expression and communication, in order to promote sharing knowledge for greater understanding and dialogue, while striving always to promote peace.

There are three objectives of the MoW registers

- To assist universal access to documentary heritage. This may be done by encouraging institutions and individuals holding documentary heritage to make it accessible as widely and equitably as possible, in analogue and/or digital form,
- To facilitate preservation, by the most appropriate techniques, of the world's past, present and future documentary heritage
- To increase awareness worldwide of the existence and significance of documentary heritage and thereby foster dialogue and mutual understanding between people and cultures. This may be done by developing the MoW registers, the media, promotional and informational publications, prizes, awards, educational programmes and use of the MoW logo.

The collecting of the documentary evidence related to "the Jeju 4.3 incident" and the quest for the designation of Jeju 4.3 Victim Records as UNESCO World Program of Memory MoW' as well as education to peace and sustainable development are certainly of significance in the process of healing the trauma of the past and preparing the youth to a peaceful future.

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