

## 2023 Global Youth Forum

Information for group work: please see below for the eight (8) areas of interest, with background information and topic samples for each of the areas

- **Select areas of interest:** Applicants can select up to four (4) areas of interest. The forum secretariat will form eight (8) groups each with approximately nine (9) participants with similar areas of interest.
- **Work as a group:** During the pre-forum sessions, each group will select a topic within its area of interest and explore the topic. Each group will then create a video clip or PowerPoint (PPT) presentation (no longer than 10 minutes) based on their findings.
- **Get feedback:** Each group will have an expert in the area of its interest to advise on the group work. These experts will support the group in deciding their topic and when working on the video or PPT.
- **Present your work:** During the afternoon session of the first day of the forum (July 27th), all the groups will be given 30 minutes to present their work and answer questions from the audience.

Before you select your areas of interest, please read the background information and topic samples for each area.

Areas of interest	Background & Topic Samples
War, Peace, and Education	<p>Although school facilities were damaged significantly during the Korean War, UNESCO and UNKRA (the UN Korean Reconstruction Group) contributed greatly to the reconstruction of education in South Korea after the war, as did the valiant efforts of teachers and students themselves. As military tensions continued after the Korean War, authoritarian and military elements of national security and national defense-oriented education continued for a long time. However, South Korea’s economic development and shift to democracy has led to a greater educational focus on universal principles such as human dignity, equality, and mutual respect, rather than political and economic concerns. Interest in peace education, education for sustainable development (ESD), and global citizenship education (GCED) continues to grow, with an emphasis on building peace through moral solidarity.</p> <p>[Topic samples]  <u>The role of education in reconstructing a country post-war</u>                      → Let’s look at the role of education in the rapid development of the Republic of Korea after the Korean War. There could be cross-over discussions with the ‘International Organizations’ area group on the role that UNESCO and UNKRA (theUN Korean Reconstruction Group) played in connection with this.  <u>How education can contribute to sustainable peace</u>                      → Does the absence of war mean peace? For sustainable and active peace, we need an understanding that we are all global citizens and an attitude geared to solving global problems together. Group discussions might cover UNESCO’s ESD and GCED concepts, and could be held together with the ‘International Organizations’ group. Joint discussions could also be held with the ‘Media Information Literacy’ (MIL) group on the importance of MIL education.</p>

## Annex II. Sample Topics

<p>War, Peace, and <b>Culture</b></p>	<p>War can constrain creation and expression and greatly weaken investment in culture. Memories of previous wars are reflected differently according to the times in cultural fields such as movies and music.</p> <p>Armed conflicts can also lead to the intentional destruction of cultural heritage or heritage in crisis, such as in Afghanistan, Iraq and Syria, and more recently in the Ukraine. In the past, there have also been many cases where cultural property was taken to abroad as a result of illicit trafficking of cultural property during wartime.</p> <p>[Topic samples]  <u>How wars and conflicts affect culture</u>          → Let's look at cases of popular culture (music, movies, literary works, etc.) influenced by the Korean War and other wars. Overseas participants can introduce cases from their own country.  <u>Destruction and protection of heritage in times of armed conflict</u>          → Let's find and discuss examples of cultural heritage destruction during the Korean War, ISIS's destruction of Iraq and Syria's World Heritage sites, and the destruction of cultural heritage by Afghanistan's ruling power. What international efforts have been made to prevent this (e.g., the Hague Convention signed in 1954)?</p>
<p>War, Peace, and <b>Media and Information Literacy (MIL)</b></p>	<p>There is a saying, "The first victim of war is the truth." In wartime, fake news and propaganda about the causes and progress of the war are everywhere.</p> <p>The recent Russia-Ukraine war is no exception. An "information war" conducted online and through the media has confused the true situation. It is at such times that media literacy is desperately needed to help people critically examine and interpret baseless discrimination and hate messages circulating online and offline.</p> <p>[Topic samples]  <u>Propaganda and fake news during the Korean War</u>          → Was there fake news during the Korean War? If there was, what intention lay behind its use and how did it affect the war?  <u>How fake news affects wars/conflicts and the need for MIL competence in building peace</u>          → Let's take a look at examples of the "information war" such as fake news circulating during the Russia-Ukraine war. What MIL capabilities should young people have to avoid the pitfalls of fake news and help build a sustainable peace?</p>

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<p>War, Peace, and Environmental Destruction · Climate Change</p>	<p>War has a huge influence on the environment. Indiscriminate bombing of infrastructure and chemical factory areas led to more environmental damage after the Korean War than during the war. Such destruction can lead, among other things, to contamination of the soil, water, and air. Biochemical weapons that affect the environment during and after military conflicts can result in species loss and reduced biodiversity.</p> <p>Conversely, climate change and environmental disasters lead to conflict as a result of food instability, famine, lack of residential land, and lack of access to drinking water, all of which can deepen discrimination such as existing xenophobia, or worsen existing political and religious tensions. As such, the environment is both another victim of war, and a potential trigger for war, since peace is closely related to environmental conditions.</p> <p>[Topic samples]  <u>Environmental damage during war and how it affects people</u>          → What kind of environmental disasters occurred during the Korean War? What kind of damage did Koreans suffer from these environmental disasters? How will war and defense industries affect nature and climate change worldwide?  <u>How climate change causes or worsens conflict</u>          → Let's look at examples of worsening conflicts due to climate change (e.g., the Syrian civil war, ISIS invasion, and South Sudan conflict). Are countries that have experienced war/conflict more vulnerable to climate change? What role can young people play in overcoming the climate crisis?</p>
<p>War, Peace, and Science &amp; technology</p>	<p>Science &amp; technology can change the game of war. War is a contest in which advanced technologies of the time are showcased. In World War I, airplanes, chemical weapons, and tanks emerged as the heroes of technology at the time, and in World War II rockets, jets, radar, field emergency kits, and computers were developed and deployed for wartime use. The experience of war greatly affects national scientific and educational policies so that a country's science &amp; technology can serve the goal of national prosperity and military power.</p> <p>On the other hand, some argue that science &amp; technology contribute to the alleviation of ideological, religious, and racial conflicts, and the prevention of all-out war. In the era of artificial intelligence (AI) where reconnaissance drones operate across international borders, coexistence of humans and scientific technologies has emerged as a challenge of the times. More attention to and consideration of the relationship between science &amp; technology and peace are needed.</p> <p>[Topic samples]  <u>How science and technology are used during wartime</u>          → In the Korean War, jet fighters and helicopters started being put into action and a new weapon system emerged. Advanced scientific <u>technologies</u> of the time were mobilized, and a huge amount of weapons were deployed. <u>Science &amp; technology</u> contribute to the development of mankind, but at the same time, when they are used in war, many casualties occur. Can humans and <u>Science &amp; technology</u> coexist peacefully?  <u>Wars and conflicts in the era of Artificial Intelligence (AI)</u>          → Let's imagine a future war using AI. Can AI prevent war? How should AI be used for everyone's prosperity and peace?</p>

## Annex II. Sample Topics

<p>War, Peace, and the Role of International Organizations</p>	<p>The Korean War was the first time that the United Nations took on the role of preventing war and maintaining peace after its establishment following World War II. The UN and UNESCO helped restore the Republic of Korea after the war, contributing to the foundation for the country's remarkable progress in political, economic, social, and international standing. However, international organizations' multilateral approach to conflict resolution and peace is showing limitations as time goes by. Therefore, new roles and new ways of working need to be found for international organizations to allow them to work effectively to prevent war/disputes, help post-war reconstruction, and contribute to the resolution of transnational issues such as climate change.</p> <p>[Topic samples]  <u>The role of the United Nations (UN) in the Korean War</u>          → Let's take a look at the reasons that the UN entered the Korean War and how it participated in the war. After the war ended, what role have the UN peacekeeping forces (PKO) played and what role should they play in the future?  <u>How international organizations help in the reconstruction of countries after wars</u>          → Let's look at examples of how international organizations support the reconstruction of countries following war, for example the Republic of Korea after the Korean War. Joint discussions could be held with the 'Education' group on the help given by UNESCO and UNKRA (the UN Korea Reconstruction Group) to assist the reconstruction of education in the Republic of Korea following the Korean War.</p>
<p>War, Peace, and People</p>	<p>Wars cause countless numbers of people terrible pain and hardship. In addition to the military and police forces participating in the war, civilian casualties are often enormous. In the case of the Korean War, more bombs were used than in the Pacific War, causing enormous civilian damage. Some women became victims of sexual violence and others faced difficult lives as widows after the war. Many families became separated in the chaos, and often were never able to reunite, with some members ending up in North Korea, and others in South Korea. Those who failed to evacuate in time were pressed into military service. Prisoners of war faced various human rights abuses, and in some cases, were unable to return to their own countries even after the ceasefire.</p> <p>[Topic samples]  <u>Massive killing and collateral damage in wars and conflicts</u>          → How many civilian casualties occurred during the Korean War? Let's look at examples of human right abuses and other suffering that occurs during wars and conflicts. Let's talk from the perspective of young people about what efforts are needed to protect human rights during wars and conflicts.  <u>War and gender</u>          → Are there any gender issues that arise during war? Let's look at examples of abuses of women's human rights during wars/conflicts and talk about what efforts will be needed to prevent them from happening again.</p>

## Annex II. Sample Topics

<p>War, Peace, and <b>Militarism</b></p>	<p>In 2021, global military spending exceeded USD 2 trillion (about KRW 2500 trillion) a year for the first time, with many European countries increasing military spending in the face of the ongoing war in Ukraine. Countries in Asia-Pacific region such as China, Japan and Australia have also entered the arms race. This USD 2 trillion in global military spending in 2021 was equivalent to the total costs (at an average \$3.69 per person) of feeding the entire global human population of 7.9 billion people for 73 days.</p> <p>Men get the first experience as members of social organization in their life from the military service as a result of the systems of compulsory conscription operating in numerous countries, including the Republic of Korea. This is likely to increase the spread of militaristic and male-centered culture throughout society.</p> <p>[Topic samples] <u>Exploring the world order and militarism before and after the Korean War</u> → How did global politics cause the Korean War? How have international politics and militarism changed since the armistice of the Korean War? How can the Ukraine-Russia War be brought to an end? <u>Militarism and mandatory military service in the 21st century</u> → What does militarism look like these days? What countries have mandatory military service and how are they different? How does militarism and conscription affect youth?</p>
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