1st UNESCO ASIAN YOUTH FORUM

“INTERCULTURAL AND INTERFAITH DIALOGUE TO ENSURE PEACE”

Report

Jeju Island, Republic of Korea, 25-29 June 2007
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I. THE BACKGROUND

A) Young People and the Dialogue among Civilizations, Cultures and Peoples

Fostering **dialogue among civilizations, cultures and peoples** in the service of peace has long been one of UNESCO’s objectives and has become ever more important in today’s world, where learning to live with diversity is no longer optional. UNESCO is convinced that today’s young generations, owing to their vision, commitment, imagination and needs, are particularly well placed to work towards ensuring meaningful dialogue for mutual understanding. Such dialogue must be based on openness towards others and on the willingness to shed misconceptions and stereotypes in order to generate confidence and trust across cultural, religious and national borders.

Young people dispose of an enormous potential to build bridges between society’s various stakeholders and can thus engage in practical action leading to tangible results. Therefore, the dialogue among civilizations, cultures and peoples needs the visions, ideas and commitment of young people!

B) The Recommendations of the 4th UNESCO Youth Forum

UNESCO’s commitment to empowering young people as major partners in the promotion of dialogue between civilizations became evident at the Youth Forum of the 33rd session of the UNESCO General Conference, held in October 2005 at UNESCO Headquarters in Paris. An integral part of the Organization’s highest decision-making body, it brought together 237 participants from 129 Member States (189 delegates and 48 observers from international youth networks, Governments and UNESCO National Commissions). The participants discussed ideas for action in education, the sciences, culture, communication and information, and most importantly, youth-led and youth-targeted action to promote dialogue.

The **Youth Forum Report**, adopted after three days of intense debate and introduced
at the Opening Plenary of the General Conference, outlined the young delegates’ recommendations and proposals for youth-driven action to encourage and support dialogue at all levels of society. The report strongly recommended that preparatory Regional UNESCO Youth Forums should take place in 2006 and 2007, on the theme of “Young People and the Dialogue among Civilizations, Cultures and Peoples” with a specific focus on ‘Education for Sustainable Development’ and ‘Intercultural and Interfaith Dialogue to Ensure Peace’.

C) Regional UNESCO Youth Forums in 2006 – 2007

In the immediate follow-up to the 4th UNESCO Youth Forum, UNESCO’s Section for Youth, Sport and Physical Education identified mechanisms and potential partnerships with a view to organizing a preparatory Youth Forum on the theme of ‘Young People and the Dialogue among Civilizations, Cultures and Peoples’ in six regions, prior to the 2007 UNESCO Youth Forum. This series of Regional Youth Forums, each following the model of the UNESCO Youth Forum, has been and will continue to be crucial for harnessing the immense potential of youth-driven initiatives for concrete action at all levels. The forums allow youth delegates to share experiences, to address regional issues and related recommendations for action by and for young people and to take steps towards designing their own concrete initiatives. The Regional Youth Forums also provide for the development and consolidation of partnerships and networks between young people, youth organizations, UNESCO and other partners.

Objectives of Regional Youth Forums

- To allow youth delegates to elaborate specific themes and related recommendations for action in favour of dialogue by and for young people
- To consolidate and encourage networks and partnerships between young people, youth organizations, UNESCO and other partners concerned with youth and dialogue in the region
- To define concrete youth-led follow up projects and initiatives in the region, which shall be supported with seed funding through a Regional Youth Project Fund
D) The 1st UNESCO Asian Youth Forum

The Youth Team of the Korean National Commission for UNESCO co-organized the 1st UNESCO Asian Youth Forum on “Intercultural and Interfaith Dialogue to Ensure Peace” (1st UAYF) in cooperation with the Section for Youth, Sports and Physical Education, UNESCO. It was held from the 25th to the 29th of June, 2007 at Cheju National University, Jeju Island. Sponsored by the Government Youth Commission of the Republic of Korea, Jeju Special Self-Governing Province and Goi Peace Foundation, the Forum was an exciting meeting of young minds from all over the Asian region.

Established in 1954, KNCU, during its history of over half a century, has made great achievements to strengthen the foundation for the future. The Youth Team, under the Division of Partnership Projects, has a 40-year history and substantive experience in organizing youth activities, camps, forums and seminars, to name but a few. It is owing to this hands-on expertise, that the KNCU Youth Team successfully hosted the Forum and once more showed its commitment to letting young people’s voices be heard and to encouraging networks and partnerships among young people in the region.
II. THE PREPARATORY PROCESS

A) The nomination of the Forum’s participants

Participants were nominated by both the National Commission for UNESCO and the National Youth Councils of the participating countries (or, in the absence of a National Youth Council, the most appropriate national youth structure).

This choice was made for two reasons:

- To bring in the National Youth Council’s expertise on youth issues and networking capacity
- To encourage cooperation between National Commissions and National Youth Councils in getting young people involved in such initiatives

In addition, the Organizers provided a series of basic selection criteria\(^1\) that were generally respected.

B) E-dialogue (listserv)

Based on the recommendation adopted during the 4\(^{th}\) UNESCO Youth Forum to promote “further interaction via a specific and permanent UNESCO Youth Forum website and discussion forum, where the youth can actively participate in debates and channel their input”\(^2\), the organizers established a listserv where subscribers posted ideas and proposals about the content of the Forum.

The main objective of the listserv was to encourage youth participation in defining the content of the Forum and to create an on-line space where subscribers could exchange ideas and contribute to the Forum’s agenda, prior to meeting each other in Jeju Island.

Young people subscribed by the Section for Youth were able to post messages and access the online discussions, reacting to pertinent questions and topics about the content

\(^1\) For the basic selection criteria for participants of the Forum, please see Annex I-1
\(^2\) To view the report, please visit [http://www.unescoyouthforum.org/index.en.html](http://www.unescoyouthforum.org/index.en.html)
of the Forum. These discussion questions\(^3\) served to kick off exchanges, with a new question posted each week for a period of six weeks. A summary of each week’s online discussion was sent to the National Commissions and National Youth Councils or similar structures of the participating countries.

Since its creation, the listserv has been a true e-space for youth dialogue and exchange of ideas. Subscribers came up with ideas, brought personal touches to the discussions and helped the organizers draw a more lucid blueprint of what to expect of the Forum.

The listserv functioned not only as a major component in shaping the content of the Forum, but also remains a key factor in maintaining networks and fostering exchange even after participants have returned home following the forum. They will continue their discussions for as long as they wish, as the listserv will be kept open.

C) The submission of case reports

Prior to the Forum, all participants were required to submit a youth project/activity case report related to intercultural, interfaith and/or peace issues. They were asked to select and describe one or two youth-initiated or youth-oriented project/activity cases aimed at ensuring peace or strengthening intercultural/interfaith understanding in their communities, countries or the region.

All case reports submitted to the organizers were put together in a reference book along with the daily schedule, speeches, supplementary documents etc. This reference book was handed out to all participants during registration, upon their arrival to the Forum. Case reports were incorporated and/or presented during the Working Group Session.

The case reports submitted by the participants of the 1\(^{st}\) UAYF - who already have substantial knowledge, competence and experience in intercultural and interfaith

\(^3\) For the questions posted on the listserv and summaries of the six-week-long e-discussions, please see Annex III.
dialogue and youth issues - were truly the cream of the crop of youth activities all around the Asian region. The wide range of described cases, regardless of whether they were successful in meeting their goals or not, gave us an opportunity to learn valuable lessons that enriched our discussions at the Forum.
III. THE FORUM ITSELF

A) The Format

The Forum lasted for five days, plus an extra day prior to the Forum for arrival, registration and a Pre-gathering Session. The Forum included four Plenary Sessions and five Working Group Discussions.

The Working Group Discussions and the Plenary Sessions were youth-led, with observers representing International Non-Governmental Organizations (INGOs) and regional networks, who were there to support the discussion and to share their opinions and experiences.

B) Participants of the Forum

In total, 59 people participated in the Forum:

The majority of the participants had prior experience and are active members of youth organizations and NGOs. They demonstrated great written and oral expression, synthesis and communication skills. Along with their substantial knowledge, competence and experience in intercultural and interfaith dialogue and youth issues, they were all very enthusiastic, open-minded, and clearly committed to the objectives of

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4 For the forum programme, please see Annex I-2
5 For the list of participants, see Annex I-3
the Forum. There were 18 female and 16 male participants, ensuring gender parity, and about half of them were between 25 and 29 years old.

![Chart: Gender Balance](image1)

![Chart: Participant’s age](image2)

Participants were representing 34 countries from the Asian region. The National Commission for UNESCO and the National Youth Councils were asked to select and nominate one participant from each body, after discussing the selection and nominating procedures. Coordinated efforts between the two bodies not only ensured gender parity at the Forum, but also provided a good opportunity to reinforce partnerships.

A total of 13 **Observers** represented the following organizations and networks: Asia-Europe Foundation (ASEF), Asian Students Association (ASA), Goi Peace Foundation, Network for Voluntary Development in Asia (NVDA), United Nations Development Programme (UNDP) ROK, Pheong-Chang National Youth Center, AIESEC Korea, Korea Student Christian Federation (KSCF), Korea Youth Service Center, Incheon Center for International Cooperation & Exchange, Citizen’s Coalition for Economic Justice, The Beautiful Foundation and Jeju Peace Institute. Observers were able to participate in all discussions and events, but were prevented from voting.

Dr. Melani BUDIANTA, the Head of Department of Literature, Faculty of Humanities of the University of Indonesia gave a **Keynote Lecture**. Ambassador CHO Won-il, Executive Director of Asia Europe Foundation (ASEF) was a **Special Speaker** for the Special Information Session. 2 resource persons represented the Section for Youth, Sports and Physical Education (YSPE), UNESCO. 4 persons represented the Youth Team, Korean National Commission for UNESCO and 4 volunteers who helped with the running of the Forum were recommended and selected by KNCU.

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6 For the list of observers, see Annex I-4
C) The Pre-gathering Session, Orientation, Preparatory Session and the Opening Ceremony

Upon their arrival at the venue of the Forum, participants got a chance to get acquainted with their peers through a series of fun activities held at the Pre-gathering Session. Participants randomly picked a piece of paper out of a box, which had different words or phrases written in languages by participants during the registration. The participants were then asked to look for the person who had written that phrase and/or knows the language. Later on, participants shared the pronunciation and meaning of the word they picked, along with providing an introduction of themselves to the group.

At the Orientation session, speakers Ms. Jacqueline GROTH and Ms. Kate SEARLE of UNESCO’s Section for Youth (YSPE) gave a presentation on UNESCO’s action with and for young people. They highlighted the objectives of UNESCO and its vision for youth, provided the background of UNESCO’s Regional Youth Forums and gave information on the running of the Forum, its format and procedures. Following the presentation by YSPE, Mr. LEE Sun-jae, the Head of Youth Team of KNUC, discussed the value of active Asian youth networking and youth participation in society, and outlined the logistics of the Asian Youth Forum.

The first part of the Preparatory Session served to collectively elect a Plenary Chairperson and a Rapporteur. A total of six participants from different countries were running as candidates for both positions. Following short speeches from each of the nominees, the floor agreed on a voting procedure which consisted of one voting for both positions; i.e. marking a ‘number’ (from 1 to 6) for Chairperson and an ‘alphabet’ (A to F) for Rapporteur on a same ballot. As a result, Mr. Mohammad REIZA (Indonesia) was elected as Chairperson and Ms. MIHARA Reiko (Japan) as Rapporteur of the Plenary Sessions. In the following, the participants were divided into each of their assigned Working Groups and went through an election similar to that of the Plenary
Session, electing a Chairperson and a Rapporteur for each of the three Working Groups. As a result, Mr. Sonam TSHEWANG (Bhutan), Ms. Siti Noor Malia PUTRI (Indonesia) and Ms. Marina MARKOVA (Russia) were elected as the Chairpersons of each Working Group; and Ms. CHOI Ji-hea (Republic of Korea), Ms. Fatema Akhter KHAN (Bangladesh), Mr. GAN Seng Boon (Singapore) and Ms. TSUCHIYA Eri (Japan) as Rapporteurs, with Group 3 deciding to have two rapporteurs.

The **Opening Ceremony** consisted of an Opening Address by Dr. Samuel LEE, Secretary-General of the Korean National Commission for UNESCO, a Welcome Address by Mr. YOO Duck-sang, Vice-Governor of Jeju Special Self-Governing Province, Congratulatory Remarks by Ms. Jacqueline GROTH and Ms. Kate SEARLE of YSPE, UNESCO and Participant’s Greetings by the new elected Chairperson of the Youth Forum, Mr. Mohammad REIZA. The speakers welcomed and encouraged the Forum’s young delegates and thanked the organizers and participants. The Chairperson called attention to the Forum’s potential, and encouraged fellow delegates to actively contribute to the discussions, reminding them of their capabilities and role in achieving the Forum’s objectives.

**D) Keynote Lecture and Special Information Session**

**Keynote lecturer** of the Forum was Dr. Melani BUDIANTA, who has been working closely with Indonesian women’s groups for gender equity, multiculturalism, and democratic reform. Under the title “*Reinforcing the Culture of Peace: Asian Youth and Intercultural/Interfaith Dialogue*” she emphasized that the “aim of intercultural and interfaith is to identify positive cultural energy” and also how “(one) has to understand the constraints as to why the positive energy has been stopped.” While mentioning the possibilities of intercultural and interfaith dialogue in the field of education, science, media etc, she claimed that it is with “youth” where changes start and it is the “youth” who can touch other youth.

Ambassador CHO Won-il opened the **Special Information Session** introducing the background and thematic areas of the Asia Europe Foundation (ASEF), of which he is
currently the Executive Director. He then emphasized how the importance of interfaith relations has seized the attention of leaders as well as of religious groups and different communities. Ambassador CHO passed the floor to ASEF’s expert on youth issues, Ms. Katerina RAGOSSI who outlined ASEF’s activities with and for young people. This presentation was followed by presentations by Observers from the Asian Students Association (ASA), the Goi Peace Foundation, the Network for Voluntary Development in Asia (NVDA) and the United Nations Development Programme (UNDP) ROK.

E) Plenary Sessions and Working Group Discussions

The elected Chairpersons of the Plenary Session and the Working Group Discussions ensured that the sessions run smoothly and determined the agenda for each session. Chairpersons stimulated a dynamic exchange of ideas and ensured all expressed opinions and ideas were taken into account. The Rapporteurs kept the minutes of the discussion accurately, objectively and precisely and presented a summary of discussions.

The first three out of a total of four Plenary Sessions were scheduled in the mornings and in between Working Group Discussions to maintain and update on the Forum’s progress, to pool ideas and to allow all participants to interact with each other. During the Final Plenary, held on the last day of the forum, participants and the Drafting Committee discussed and adopted the Forum Resolution (named the “Jeju Island Resolution7”).

During the Forum, participants were divided into three Working Groups, which convened for a total of five Working Group Sessions. Case Reports were incorporated and/or presented during these sessions and participants came up with ideas in order to more effectively pursue their discussions.

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7 See Annex II for the text of the “Jeju Island Resolution”
During the first three sessions, each Working Group had discussions on possible sub-themes for all three levels of dialogue; i.e. the community, (sub) regional and global level. Despite the fact that some of the sub-themes proposed by one Working Group differed from those of the other Working Groups, participants were able to agree on three common sub-themes during the second Plenary Session. The three sub themes were: 1) ‘Intercultural and Interfaith Education to ensure peace’, 2) ‘Combating Discrimination and Promoting Cultural Diversity’ and ‘The media’s Role to promote intercultural and interfaith dialogue and peace.’ Although topics such as advocating leisure activities and alleviating poverty were raised, these were not maintained in a general vote.

The three Working Groups tied any loose ends and dedicated the bulk of Working Group Session 4 to the drafting of concrete action plans. During the last Working Group Session, all groups wrapped up the discussions and compiled recommendations from all group sessions. They also prepared a presentation for Plenary Session III, which highlighted concrete and practical action plans regarding all three sub-themes and all three levels of dialogue.

Participants demonstrated their open-mindedness as well as passion and enthusiasm in addressing challenging and sometimes delicate issues. They displayed excellent skills in both oral and written English and a willingness to understand the other, despite English being a non-native language for almost all of the participants. Participants working together to hear the voices of all the other group members were one of the most impressive scenes of the Working Group Discussions.

F) Drafting Committee Meetings

The members of the Drafting Committee (a total of 9 people, composed of Chairpersons and Rapporteurs of the three Working Groups and Plenary) worked very hard every evening and often during the night in order to be prepared for the next day’s Plenary. They were indeed exceptional in collecting a wide range of points discussed in

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8 See Annex I-5 for the list of members of the Drafting Committee
the three Working Groups, in rephrasing and organizing them, and in presenting a (draft) resolution to the floor for amendments.

The outcomes of the first two sessions of the Drafting Committee were presented at the following morning’s Plenary Session. The draft resolution resulting from the next two Drafting Committee meetings were submitted at the Final Plenary. The Committee members were called on to take into consideration all opinions expressed, to sum up debates and to forge a platform for consensus. Once again, the members were greatly appreciated by the participants and the organizers for their commitment in the light of a tough working schedule.

**G) Final Plenary Session and the Adoption of the Resolution**

The final draft submitted by the Drafting Committee was a result of three days of brainstorming, active discussions and exchange thoughts and ideas. Once the Drafting Committee -at the start of the Final Plenary Session- presented the final draft, participants began to discuss amendments. Many of the amendments regarded specific wording, and similar points were merged after an active debate and a raise-of-hands vote. The Rapporteur made on-spot amendments, and Observers contributed greatly to the adoption of the final resolution by suggesting more specific terminologies and phrases.

The unanimous **Adoption of the Resolution** marked the conclusion of the five-day Forum and presented:

- A problem analysis on all three sub-themes
- Salient recommendations for action plans and follow-up (in the fields of education, then fight against discrimination and media) to be promoted to advocate, develop and elaborate capacity-building activities and other programmes by and for young people
- Call for support of relevant organizations and networks
H) Peace Campaign and Cultural Programmes

The **Peace Campaign** was certainly one of the most exciting programmes of the Forum. On the fourth day of the Forum –after three whole days of intense discussions- participants had an opportunity to work with local young people, on the streets of Jeju and Seogwipo City and at Jeju Airport. Participants and observers, joined by Seogwipo YWCA (Young Women’s Christian Association), were divided into four groups and went on a street campaign to increase awareness of peace. The Campaign, which was prepared and directed by Seogwipo YWCA, included many creative features such as an action skit, which imitated fugitives running away and concluded in advocating peace.

The Peace Campaign caught the eyes of hundreds of pedestrians, tourists, and shopkeepers. Besides, Jeju volcanic Island and Lava tubes were inscribed on UNESCO’s World Heritage List on 27 June, at Christchurch, New Zealand bringing great attention to UNESCO and its activities, and thus, leading to positive awareness towards our Peace Campaign. Later in the afternoon, all campaign groups met up at Topdong Park and wrapped up the event with kite flying. With the help of an expert from the Kite Association, participants – with their wishes written on their kites - flew kites high up in the clear blue skies of Jeju.

Other leisure and cultural activities taking place during the Forum include the following:

On the first day of the Forum, all participants were greeted with a **Welcoming Dinner**, which began with a **Cultural Performance**, featuring traditional Jeju folk songs with and without accompaniment of traditional percussion instruments. Participants were providing impromptu stage entries, dancing hand-in-hand with the performers and
humming along the melody; showing how the language barrier is not a “barrier” to communication after all.

After a long day of intense discussions, participants showed off their talents and creativity for the **Intercultural Evening in Asia**. Participants and Observers were assigned into groups based on their sub-regional identification.

They found means to express and show similarities and/or differences among the different cultures within the sub-region. The clever and creative skits, plays and songs brought big laughter as well as lessons, marking this programme as the most memorable and complimented.

Participants also had a chance to eat out on the shores of **Ham-deok Beach**, admiring the orange-glazing sun disappear behind the Jeju horizon. Many of the participants had their first-time experience with the raw fish dish, a specialty of Jeju Island. On the last night of the Forum during the **Farewell Night**, participants had an opportunity to appreciate each other’s active contribution and promised on-going networking and exchange. Following a few words from the Chairpersons and Rapporteurs, the youngest participant of the Forum – in line with a long tradition of the KNCU Youth Team - gave a toast ensuring that ‘today’ is not the last day but the beginning of our youth network.
IV. WHAT’S NEXT?

A) Jeju Island Resolution

The most significant outcome of the Forum, the “Jeju Island Resolution”, was adopted unanimously on the last day of the Forum. It includes 43 concrete recommendations for youth-led action in relation to the three sub themes of the Forum.

The Action Plans of the “Jeju Island Resolution” emphasize the commitment to:

- Analyzing the current situation with regards to the promotion of dialogue and knowledge-sharing (e.g. by introducing intercultural and interfaith dialogue as a theme of ‘World Peace Day’)
- Advocating, developing and/or encouraging Intercultural and interfaith dialogue (ICIF) programmes, events, campaigns etc.
- Rallying support of relevant networks and building partnerships with NGOs, policy-makers (Governments), civil society, institutes, researchers, experts and teachers, UNESCO field offices, media, etc. in order to achieve its goals
- Most importantly, “calling for action” and encouraging young people, youth groups, partners and network of the Asian region to work hand in hand

B) The UNESCO Asian Youth Forum Network

The participants of the Forum, in line with the 3rd sub-theme: “The Media’s Role in the Promotion of Intercultural and Interfaith Dialogue and Peace”, promised to “establish a UNESCO Asian Youth Forum Alumni Network by keeping the ‘listserv’ open so that participants can continue to interact, exchange ideas and share effective practices.”

During the following weeks and months, participants and observers will have the opportunity to continue discussions and interaction through the Listserv. They will thus actively and dynamically sustain the dynamics of the priceless network they have
established throughout the Forum.

C) The Next UNESCO Asian Youth Forums and the Asian Youth Fund

The Youth Team at the Korean National Commission for UNESCO envisages sustaining its commitment by organizing an annual UNESCO Asian Youth Forum. Considering this year’s Forum as the first chapter to its youth forum project, KNCU hopes to add many more brilliant characters and stories with the chapters to come. During his presentation at the Orientation session, Mr. LEE Sun-jae, the Head of the Youth Team suggested the Asia Youth Fund and received much support from the youth participants. Participants of the Forum agreed that despite the geographical, economical, cultural and political differences within the Asian region, a common mechanism for seed funding allocated to youth-led projects would bring us a step closer to implementing the Forum’s recommendations.
V. THE UNESCO ASIAN YOUTH FORUM IN RETROSPECT

A) The Forum’s Uniqueness

This year’s Forum, being the first Asian Youth Forum co-organized by the Youth Team, KNCU and the Section for Youth, Sport and Physical Education of UNESCO, provided a unique learning opportunity for the organizers.

While maintaining a format similar to that of the UNESCO General Conference Youth Forum, and the Euro-Mediterranean Forum, the 1st UNESCO Asian Youth Forum was unique in the sense that it did not hesitate to include new ideas and approaches.

Most importantly, the Asian Youth Forum was definitely and wholly a youth-led space. Being the captain, co-captain, fishermen, and a sailor of a ship all at the same time, participants occasionally faced difficulties controlling the sail by beating the bushes, or prolonging the discussion on procedures. However, with the help of the wind (Observers), teamwork and leadership performed by many of the participants, the Forum’s participants were able to anchor the ship safely and successfully.

Another innovative feature was the emphasis put on strengthening “networks” and on enhancing the quality of the Forum’s discussions. The Pre-gathering Session, Welcoming Dinner, Intercultural Evening in Asia, Dinner on Hamdeok Beach, Peace Campaign, and Farewell Night all provided an opportunity to make friends and build networks. In addition, organizers provided ground for ‘Informal Gathering’ by setting up tables with snacks and drinks outdoors, following the extensive discussions and meetings that took place during the day, While the Drafting Committee was in session, the rest of the participants put this time to good use by exchanging ideas, introducing their cultures or by simply enjoying the stars and the breeze of Jeju Island. It was the organizers’ belief that the “friendship” among participants should be made strong and firm during the Forum in order for it to be carried on in the future.
Another positive element of this Forum to highlight was the qualities and expertise of participants, which was mainly a result of the innovative selection procedure. The National Youth Councils and structures were directly implicated in the nomination of delegates, allowing them to bring in their experience on youth issues. At the same time, the cooperation between National Commissions and National Youth Councils and structures that was generated by this process created a good precedent and basis for similar future activities. In addition to this, the selection criteria for delegates corresponded to the nature and objectives of the Forum and prevented random nominations. This ensured that all the delegates were competent, interested and highly motivated young people.

Another good practice for the organizers to retain is the engagement of young people in the preparation of the Forum's agenda through online discussions and case reports. The merit of this process lies in the fact that it allows the organizers to grasp the feelings, fears, demands and points of view of the young people. This process permits young people to participate as equal partners in the preparation of their Forum and not to be treated simply as a target group. The online listserv received positive feedback from the Asian Youth Forum participants as it did at the Euro-Med Forum held in November 2006 in Cyprus.

Last but not least, the organizers were able to provide travel assistance for participants in need, from Asian Developing countries including LDCs, (Least Developed Countries) thanks to our generous sponsors (Government Youth Commission of Republic of Korea, Jeju Special Self-Governing Province and Goi Peace Foundation). This lifted the burden of high travel expenses for many participants, and ensured diversity among the participants and the expression of voices from every corner of the region.

B) The Participants Speak Up

Feedback from delegates and observers is the key to be able to do better next time. Here are some diagrams of what the participants had to say about the Forum.
Did the Forum meet your expectations?

- Excellent: 26%
- Good: 28%
- Very Good: 41%
- Fair: 5%
- Poor: 0%

Were the background documents provided by organizers useful?

- Excellent: 34%
- Good: 21%
- Very Good: 33%
- Fair: 12%
- Poor: 0%

Did you have an opportunity to learn other cultures of the region?

- Excellent: 35%
- Very Good: 37%
- Good: 28%
- Fair: 0%
- Poor: 0%

Did you have a chance to network with other participants?

- Excellent: 33%
- Very Good: 41%
- Good: 26%
- Fair: 0%
- Poor: 0%

Are you satisfied with the quality of the Forum result?

- Excellent: 16%
- Good: 35%
- Very Good: 35%
- Fair: 9%
- Poor: 5%

How were the staff members?

- Excellent: 72%
- Very Good: 19%
- Good: 9%
- Fair: 0%
- Poor: 0%
Annex I

1. Basic Selection Criteria for Participants

- Age: 18-30
- Gender parity (one young woman and one young man from each country)
- Membership in a youth organization, and active participation
- Substantial knowledge, competence and experience in intercultural and interfaith dialogue and youth issues
- Ability to communicate a large range of opinions from his/her country’s youth
- An open mind and an interest in promoting the initiatives and recommendations adopted at the 1st UNESCO Asian Youth Forum
## 2. Forum Programme

<table>
<thead>
<tr>
<th>Time</th>
<th>24 (Sat)</th>
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### 3. List of Participants

<table>
<thead>
<tr>
<th>Country</th>
<th>Participant's Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bangladesh</td>
<td>Ms. Fatema Akhter KHAN</td>
<td>University of Dhaka</td>
</tr>
<tr>
<td></td>
<td>Md. Shahidur Rahman ROBI</td>
<td>University of Dhaka</td>
</tr>
<tr>
<td>2. Bhutan</td>
<td>Mr. Sonam TSHEWANG</td>
<td>Lungtenzampa MSS, Ministry of Education</td>
</tr>
<tr>
<td></td>
<td>Ms. Pema SEDEN</td>
<td>Department of Youth and Sports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>3. Cambodia</td>
<td>Mr. TRY Soeu</td>
<td>Youth Department,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ministry of Education Youth and Sport</td>
</tr>
<tr>
<td></td>
<td>Mr. SOK Sibone</td>
<td>Youth Council of Cambodia</td>
</tr>
<tr>
<td>4. China</td>
<td>Ms. XIA Ziyi</td>
<td>Renmin University of China</td>
</tr>
<tr>
<td></td>
<td>Mr. XIU Lin</td>
<td>All China Youth Federation</td>
</tr>
<tr>
<td>5. India</td>
<td>Ms. Shriangi PATEL</td>
<td>Young Experimenters Group</td>
</tr>
<tr>
<td>6. Indonesia</td>
<td>Ms. Siti Noor Malia PUTRI</td>
<td>Padjadjaran University</td>
</tr>
<tr>
<td></td>
<td>Mr. Mohammad REIZA</td>
<td>President University</td>
</tr>
<tr>
<td>7. Japan</td>
<td>Ms. TSUCHIYA Eri</td>
<td>Asia/Pacific Cultural Center for UNESCO</td>
</tr>
<tr>
<td></td>
<td>Ms. MIHARA Reiko</td>
<td>Hitotsubashi University</td>
</tr>
<tr>
<td>8. Laos</td>
<td>Mr. Phoutthasinh PHIMMACHANH</td>
<td>Swiss Association for International Cooperation</td>
</tr>
<tr>
<td>9. Malaysia</td>
<td>Ms. Liza Imelia M. SULANAH</td>
<td>Ministry of Youth and Sports</td>
</tr>
<tr>
<td></td>
<td>Mr. Daniel Alexander</td>
<td>Malaysian Youth Council</td>
</tr>
<tr>
<td>10. Maldives</td>
<td>Ms. Aishath Noora MOHAMED</td>
<td>American Red Cross</td>
</tr>
<tr>
<td>11. Mongolia</td>
<td>Ms. Khukhuu OYUTSETSEG</td>
<td>Mongolian National commission for UNESCO</td>
</tr>
<tr>
<td></td>
<td>Mr. Dashdoorov MUNKHTULGA</td>
<td>Mongolian Youth Federation</td>
</tr>
<tr>
<td>12. Nepal</td>
<td>Mr. Santosh POUYDAL</td>
<td>Nepal National Commission for UNESCO</td>
</tr>
<tr>
<td></td>
<td>Mr. Kabindra BURLAKOTI</td>
<td>Association of Youth Organizations Nepal (AYON)</td>
</tr>
<tr>
<td>13. Philippines</td>
<td>Mr. Mario III GARCIA</td>
<td>San Beda College, Manila</td>
</tr>
<tr>
<td></td>
<td>Mr. Mohammad Hanny CAMID</td>
<td>National Youth Commission</td>
</tr>
<tr>
<td>14. Republic of Korea</td>
<td>Ms. CHOI Ji-Hea</td>
<td>National YWCA of Korea</td>
</tr>
<tr>
<td></td>
<td>Ms. KIM Min Jung</td>
<td>MIZY Center (Seoul Youth Center for Cultural Exchange)</td>
</tr>
<tr>
<td>15. Russian Federation</td>
<td>Ms. Marina MARKOVA</td>
<td>Regional Studies</td>
</tr>
<tr>
<td>16. Singapore</td>
<td>Mr. GAN Seng Boon</td>
<td>Reed Exhibitions Pte Ltd</td>
</tr>
<tr>
<td></td>
<td>Ms. Hanisah Bte ABDULLAH SANI</td>
<td>National University of Singapore</td>
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<tr>
<td>18. Thailand</td>
<td>Mr. Songwoot WATTANAPAN</td>
<td>Trafs Youth and English Language Camp</td>
</tr>
<tr>
<td></td>
<td>Ms. Duanne PUNPIPUTT</td>
<td>Planned Parenthood Association of Thailand</td>
</tr>
<tr>
<td>19. Timor-Leste</td>
<td>Mr. Paulo QUEFI</td>
<td>Kor Timor</td>
</tr>
<tr>
<td>20. Vietnam</td>
<td>Ms. THI THU PHUONG Pham</td>
<td>Doan Thi Diem Primary School</td>
</tr>
<tr>
<td></td>
<td>Ms. HUONG Bui Diem</td>
<td>Vietnam Youth Federation</td>
</tr>
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</table>

### 4. List of Observers

<table>
<thead>
<tr>
<th>Observer’s Name</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Ms. Aikaterini RAGOUSSI</td>
<td>Asia-Europe Foundation (ASEF)</td>
</tr>
<tr>
<td>Mr. OMURA Jiro</td>
<td>Goi Peace Foundation</td>
</tr>
<tr>
<td>Mr. Rabi Prasad ARYAL</td>
<td>Asian Students Association (ASA)</td>
</tr>
<tr>
<td>Ms. Ismi Novia SETYANINGRUM</td>
<td>Network for Voluntary Development in Asia (NVDA)</td>
</tr>
<tr>
<td>Mr. David APPLETON</td>
<td>United Nations Development Programme (UNDP) ROK</td>
</tr>
<tr>
<td>Ms. Kim Min-jung</td>
<td>Jeju Peace Institute</td>
</tr>
<tr>
<td>Mr. LEE Hyeon-Cheol</td>
<td>Pyeong-Chang National Youth Center</td>
</tr>
<tr>
<td>Ms. KIM Bo Kyung</td>
<td>AIESEC Korea</td>
</tr>
<tr>
<td>Ms. YANG Young Mi</td>
<td>Korea Student Christian Federation</td>
</tr>
<tr>
<td>Ms. KWON Young Mi</td>
<td>Korea Youth Service Center</td>
</tr>
<tr>
<td>Ms. SUNG Myoung-Eun</td>
<td>Incheon Center for International Cooperation &amp; Exchange</td>
</tr>
<tr>
<td>Ms. KIM Dohye</td>
<td>Citizens’ Coalition for Economic Justice</td>
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<tr>
<td>Ms. JUN Hyunkyoung</td>
<td>The Beautiful Foundation</td>
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## 5. Members of the Drafting Committee

<table>
<thead>
<tr>
<th>Plenary Session</th>
<th>Chairperson</th>
<th>Mr. Mohammad REIZA (Indonesia)</th>
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<tr>
<td></td>
<td>Rapporteur</td>
<td>Ms. MIHARA Reiko (Japan)</td>
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<tr>
<td>Working Group 1</td>
<td>Chairperson</td>
<td>Mr. Sonam TSHEWANG (Bhutan)</td>
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<td>Ms. CHOI Ji-hea (Republic of Korea)</td>
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<tr>
<td>Working Group 2</td>
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<td>Ms. Siti Noor Malia PUTRI (Indonesia)</td>
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<td>Ms. Fatema Akhter KHAN (Bangladesh)</td>
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<td>Working Group 3</td>
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<td>Ms. Marina MARKOVA (Russian Federation)</td>
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<td>Ms. TSHUCHIYA Eri (Japan)</td>
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Annex II

Jeju Island Resolution
1st UNESCO Asian Youth Forum
Intercultural and Interfaith Dialogue to Ensure Peace
Jeju Island, Republic of Korea, 25-29 June 2007

Introduction
Young people came together from all over the Asian region for the 1st UNESCO Asian Youth Forum. A total of 34 participants from 20 countries and 13 observers were in attendance. The 1st UNESCO Asian Youth Forum evaluated and strongly emphasised the needs of youth in participating countries, and recommended Action Plans that could be implemented within respective countries and throughout the Asian region. We are the embodiment of the Forum’s theme: 'Intercultural and Interfaith Dialogue to Ensure Peace.'

The Jeju Island Resolution contains the Forum's sub-themes and action plans. We, the participants of the 1st UNESCO Asian Youth Forum, have decided to work towards putting into practice the following actions. This Resolution, however, cannot be implemented and achieved without the support of relevant networks.

The following action plans of each sub-themes should be promoted and implemented to advocate, develop and elaborate capacity-building activities and other programmes aimed at reaching our main theme “Intercultural and Interfaith Dialogue to Ensure Peace” at all levels.

SUB-THEME I. INTERCULTURAL AND INTERFAITH EDUCATION TO ENSURE PEACE

1. Advocate and develop capacity-building programmes among policy-makers, researchers, teachers and youth for intercultural and interfaith dialogue to ensure peace.
2. Collaborate with partners, youth groups and networks to promote intercultural
exchange programmes and activities.

3. Analyse the cultural diversity of each country to gain a better understanding of the situation and to promote intercultural and interfaith dialogue among its people.

4. Build partnerships with educational and training institutions to mobilize resources to fund fellowships, scholarships and grants for ‘cultural exposure’ programmes.

5. Involve UNESCO field offices in the Asian region to educate and train young people in utilising ICT tools and platforms so as to foster intercultural and interfaith dialogue.

6. Disseminate knowledge about intercultural and interfaith dialogue through various media channels.

7. Organise youth leadership training programmes on intercultural and interfaith discussion.

8. Incite exchange among academics, experts and leaders to encourage support for and commitment to the development of basic guidelines for intercultural and interfaith dialogue.

9. Introduce intercultural and interfaith dialogue as a theme of ‘World Peace Day.’

10. Explore avenues for proposing to youth-related Ministries the incorporation of intercultural and interfaith studies in school curricula.

11. Encourage all educational establishments to upgrade or expand information on cultural diversity in their cultural collections (i.e., books, CDs and DVDs).

12. Advocate for the provision of additional amenities for students (i.e., internet facilities, etc.) to enable interaction with other international students.

13. Encourage teachers to equip themselves with awareness, knowledge and skills on intercultural and interfaith issues.

14. Propose to youth organisations that they cooperate with UNESCO National Commissions in organising educational sessions with parents and teachers on the promotion of intercultural and interfaith dialogue.

15. Suggest the establishment of literacy/training centres for young people so as to incorporate intercultural and interfaith studies and/or training into their school curricula.

16. Create National Discovery Programmes that provide opportunities for participants to discover their country’s cultural diversity.

17. Encourage existing youth exchange programmes to incorporate intercultural and interfaith issues.
18. Organise sub-regional youth forums on intercultural and interfaith issues focusing on the actual needs of youth in a particular region.

19. Organise socially-inclusive events that promote intercultural and interfaith dialogue in local communities and at educational institutions.

**SUB-THEME II. COMBATING DISCRIMINATION AND PROMOTING CULTURAL DIVERSITY**

1. Use official forms that exclude race, gender, religion and age categories.
2. Agree to guarantee equal opportunities.
3. Promote cultural diversity in celebration and observance of ‘Intercultural and Interfaith Day’ through performances, public forums, immersion programmes, etc.
4. Gather youth leaders of diverse backgrounds to share, understand and agree upon commonalities, and to take up the role of peer educators.
5. Encourage and promote celebrations of cultural diversity (i.e., cultural performances).
6. Organise an awareness-raising campaign on cultural diversity among youth.
7. Promote and conduct various intercultural and interfaith youth exchange programmes such as festivals, exhibitions, studying competitions, etc.
8. Encourage youth leaders to work together toward accentuating diversity within their communities.
9. Ensure the freedom to practice one’s own religion among young people.
10. Set up intercultural and interfaith study centres in each country.
11. Promote indigenous cultures via the exchange of experiences at folk villages.

**SUB-THEME III. THE MEDIA’S ROLE IN THE PROMOTION OF INTERCULTURAL AND INTERFAITH DIALOGUE AND PEACE**

1. Develop programmes and activities to encourage a more socially responsible media with regard to intercultural and interfaith issues.
2. Work in partnership with the organisers of existing media awards to include an ‘Intercultural and Interfaith Award’ category for those who display exemplary media social responsibility.
3. Encourage the media to promote events related to intercultural and interfaith issues.
4. Establish partnerships between youth organisations and the media in organising a ‘Youth & Media Week’ to promote intercultural and interfaith dialogue; the programme should include exhibitions, cultural performances, live interactive talk shows and workshops.

5. Conduct exchange programmes for young reporters that focus on the promotion of peace through responsible media coverage.

6. Establish a network linking university newsletters.

7. Promote peace by training young journalists in intercultural and interfaith sensitivity.

8. Maximise use of free electronic media to publicise the message of intercultural and interfaith dialogue.

9. Encourage young people to create interactive blogs and online forums, and involve diverse stakeholders to provide them with the necessary support.

10. Organise campaigns to promote the dissemination of intercultural and interfaith information through the media.

11. Encourage young people to deliver intercultural and interfaith messages via postcards (e.g., through pen-pal project initiatives).

12. Cooperate with relevant organisations and networks (e.g., the UNESCO Associated Schools Project Network (ASPnet) and the AEC-NET of the Asia-Europe Foundation) on integrating media-relations into school curricula.

13. Establish a UNESCO Asian Youth Forum alumni network by keeping the ‘listserv’ open so that participants can continue to interact, exchange ideas, and share effective practices.

Plenary Chair
Mr Mohammad Reiza (Indonesia)

General Rapporteur
Ms Reiko Mihara (Japan)

Drafting Committee:
Ms Fatma Akhter Khan (Bangladesh)
Ms Ji-Hea Choi (Republic of Korea)
Ms Siti Noor Malia Putri (Indonesia)
Ms Marina Markova (Russian Federation)
Mr Gan Seng Boon (Singapore)
Mr. Sonam Tshewang (Bhutan)
Ms Eri Tsuchiya (Japan)
**Annex III**

Questions posted on the UNESCO listserv for the preparation of the Forum sub-themes and weekly summaries of the discussion

<table>
<thead>
<tr>
<th>Week</th>
<th>Listserv Questions</th>
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<tr>
<td>1&lt;sup&gt;ST&lt;/sup&gt;</td>
<td>Do you think that your culture and/or your faith influences who you are? If so, how?</td>
</tr>
<tr>
<td>2&lt;sup&gt;ND&lt;/sup&gt;</td>
<td>During the 1st week of e-dialogue, we were pleased to see your openness towards other faiths and cultures. However, differences are cited by some people as being a source of conflict. What do you think about this? How do you feel?</td>
</tr>
<tr>
<td>3&lt;sup&gt;RD&lt;/sup&gt;</td>
<td>What is the connection between intercultural and interfaith dialogue and stereotypes? How can we use intercultural and interfaith dialogue to counter the negative aspects of stereotyping?</td>
</tr>
<tr>
<td>4&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>Can you give any examples of how we could ensure the adequate representation of different values systems/cultural identities in dialogue at all levels today? Where do universal values come into the discussion?</td>
</tr>
<tr>
<td>5&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>What are the fields in which the promotion of dialogue is the most important and why? What concrete actions (and in which fields) would you, as young people, undertake in order to foster intercultural and interfaith dialogue?</td>
</tr>
<tr>
<td>6&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>What are your expectations in terms of new insights, networking and concrete action for the 1st Asian UNESCO Youth Forum?</td>
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</table>
Week 1

“Do you think that your culture and/or faith influences who you are? If so, how?”

The results of the 1st week of the e-consultation process were very promising indeed! A very encouraging response was received, and the young subscribers demonstrated their ability for considered reflection. Hopefully this will be maintained throughout the six weeks, and will result in a very productive e-dialogue!

The first week’s question was:

“Do you think that your culture and/or faith influences who you are? If so, how?”

The subscribers’ feedback consisted of two main elements- considerations of the precise nature of ‘culture’ and ‘faith’, and more advanced reflections as to the relationships between the two, and ultimately, the relationship between culture, faith and identity. Most responses were from a personal point of view, which gave a lot of credibility to the deliberations.

The general consensus was that culture “is a plurality of influences including one’s ethnicity, one’s nationality…traditions, language, customs, habits…historical memories, religion, values” and that a person’s culture is determined by his or her environment, the culture he or she grew up in. Culture and identity are, according to most of the responses, inextricably linked, and some participants went to on reflect on whether a person influences their culture, or vice versa, and in what way the different elements of a person’s culture affect each person’s unique identity.

Most subscribers expressed their idea of faith as a invariable constant, something interior and internal that can influence behaviour and guide daily life, something
individual and personal.

Throughout the various responses to the question, a distinction became apparent between faith on a personal level and religion as part of a system of concepts that shape the notion of culture. This is particularly relevant with regards to national identity, as in many countries, religious traditions and codes permeate norms of behaviour and conduct.

Openness to different cultures and faiths was frequently brought up, and several responses cited personal experiences of other cultures as an important step in learning about one’s own culture and identity, and as key to discovering common ground; learning about these similarities leads directly to acceptance of other peoples, faiths, societies and cultures. “I feel though the people in the earth are different in race, religion, customs, culture etc, they have similarities to some extent.” “I learned about Buddhism, Hinduism, Islam etc…I was amazed at how similar their basic teachings are to my own Catholic faith.” “To know who I am, I need to understand my social culture or faith. For example, after I entered my university I realised that my social belief and my own values system are very Korean. When I went to the Czech Republic as an exchange student, I had problems getting along with others due to differences in culture and sense of values.”

Globalisation was mentioned by four participants as a reflection on how young people’s cultural influences are changing, and the role of culture and/or faith in determining a person’s moral code, or ethical conduct, was pointed out.

   Summary of the second week’s discussions of the online consultation process

Week 2
“Differences are cited by some people as being a source of conflict. What do you think about this? How do you feel?”

During the second week of the e-consultation process, the young subscribers continued their measured consideration of intercultural and interfaith dialogue, this week from the point of view of the relationship between differences and conflict.

Responses showed two main outlooks- that difference is indeed a source of conflict,
and vice-versa. All replies included a reflection as to why difference can be a source of conflict or not, and many agreed on dialogue as a solution.

Those who answered that cultural and/or religious differences can be a source of conflict gave various reasons for this- lack of education, sensitivity to difference, personal responsibility, lack of experience of other cultures/faiths. Some were quite emphatic as to the role of difference in conflict: “Of course we cannot deny the fact that differences can be a source of conflict.” “The miseries we create for ourselves are solely because of our poor attitude to accept each other.”

“Money, power, status, authority, pride and control” were referred to as alternative sources of conflict, as well as “wealth…economy, finance”, giving economic and political reasons a bigger role in the causes of conflict. Religion can also be used as a justification for conflict: “I think the enemy is not countries or religious groups or people, and religions can be used as an excuse of one group to attack the other party.”

As far as solutions are concerned, young subscribers mentioned: “Promotion of more communication and rational dialogues; role of education and social norms; practices of respecting human rights and rule of law” “[we must] make an effort to understand each other and we can do this only through dialogue” “people should communicate more.”

Globalisation was also brought up, as a provider of opportunities as well as extra challenges for young people with regards to dialogue as well as in a wider context.

The preservation of diversity was mentioned as one positive result of intercultural dialogue.

**Week 3**

“What is the connection between intercultural and interfaith dialogue and stereotypes? How can we use intercultural and interfaith dialogue to counter the negative aspects of stereotyping?”

During the third week of on-line discussions, the listserv subscribers really debated and questioned the notions of stereotyping and dialogue, and particularly the consequences/potential influence of both concepts. They drew references from a number of different sources, including their own personal experience.
The third week’s question was:

“What is the connection between intercultural and interfaith dialogue and stereotypes? How can we use intercultural and interfaith dialogue to counter the negative aspects of stereotyping?”

Several responses included a brief analysis of the nature of stereotyping, and its origins and causes. “Stereotyping is a complex form of categorisation that […] guides your behaviour [as] human beings have a psychological need to categorise and classify.”

Most classified stereotyping as a negative phenomenon: “Wars and terrorism [are] products of stereotyping”. One or two respondents highlighted the potential positive aspects: “Stereotyping could be a helpful form of identification and cognitive categorization.” Some thought that stereotypes are formed from negative perceptions only: “It is normal that we develop certain impressions with groups of people or with countries based on the first impression or in most cases the negative one”, while one subscriber put forward the view that stereotypes are based on “historical memories and created images, and those connected to socio-economical or political matters.” This particular viewpoint led to a discussion of the ideology behind stereotyping, and to a consideration of the exploitation of the concept and its power to influence.

The vast majority declared intercultural and interfaith dialogue as a useful, even essential, tool for countering the negative aspects of stereotyping, as it can “provide us with first-hand exposure to different cultures…eliminate misunderstandings and misconceptions.” “The more we meet people from different backgrounds, the fewer stereotypes are left in our global world.” “Intercultural dialogues are of great significance to a stable [world] and further development between countries.”

Some other points of interest that were mentioned were:

- Learning other languages as a tool for breaking down cultural barriers.
- A desire to discuss further and “delineate parameters” of stereotyping.
- The importance of the promotion of dialogue (to break down stereotypes) on all levels.
“Can you give any examples of how we could ensure the adequate representation of different values systems/cultural identities in dialogue at all levels today? Where do universal values come into the discussion?”

The fourth question posted on the listerv elicited a less substantial response than in previous weeks. The question reflected the subscribers’ past discussions that had centred around values, and the relationship between different value systems.

The fourth week’s question was:

“Can you give any examples of how we could ensure the adequate representation of different values systems/ cultural identities in dialogue at all levels today? Where do universal values come into the discussion?”

A brief résumé of one detailed response to the question is as follows:

The answer began with the hypothesis that there is a tangible imbalance of cultures and therefore the question is certainly of adequate rather than equal representation. The respondent identified a system whereby cultures can be categorised as core, semi-peripheral or peripheral, core being defined as mainstream, powerful and omnipresent cultures, upheld by a small group of states.

The same respondent theorised that peaceful coexistence of cultures could be achieved through the “cultivation” of respect for different cultures, and posed the hypothetical question: “How could we ensure the adequate representation of culture A if we consider it as inferior and marginal?”

Proposed means of putting this into practice included increasing UNESCO’s presence in every country in order to broaden the Organisation’s influence and promote its mandate. The subscriber recommended that UNESCO cooperate with Ministries of Education and Cultural Affairs to promote intercultural and interfaith dialogue and indigenous marginalized cultures.

A second proposal was that ‘Commissions of Communication’ be established to
“promote intellectual discussions and workshops and facilitate exchanges between and among people from different cultural backgrounds, especially young people”.

The response included a certain resistance to the concept of universal values, as the subscriber felt that this concept could contribute to the marginalisation of cultures/value systems.

Other important points that were raised during the week included:

- The idea that the responsibility of ensuring adequate cultural representation in discussions at all levels lies with those whose culture is being represented.

- A couple of brief references to human rights as a potential universal value.

- One subscriber’s thoughts on the need to impress the importance of accepting difference upon dialogue participants (accompanied by an account of a simple exercise “with no right or wrong answers” that could be used to highlight different viewpoints).

- A response that comprised the subscriber’s opinion as to the importance of universal values and the theory that they exist alongside culturally-specific values. Proposals for concepts that comprise universal values included: “kindness, desire to help the needy, dedication, sociable disposition, sense of humour, respect to elders, care of family, love of kids, and loyalty to national traditions”.

- The suggestion that proportional representation would be one way to ensure adequate representation of different cultures in dialogue (this would also require categorisation and qualification of cultures, quotas and consideration of “professional qualifications and personal traits”).

**Week 5**

“What are the fields in which the promotion of dialogue is the most important and why? What concrete actions (and in which fields) would you, as young people, undertake in order to foster intercultural and interfaith dialogue?”
The fifth question posted on the listerv was asked specifically so that the subscribers would start thinking in terms of concrete action - the previous weeks’ discussions had all been very interesting, but had remained in the realms of theory and concept, so it was time to focus on young people and their role in the promotion of the dialogue they had been discussing. Identifying the fields in which they regarded the promotion of intercultural and interfaith dialogue as being important would provide a clear path to the subscribers’ priorities for action.

The fifth week’s question was:

“What are the fields in which the promotion of dialogue is the most important and why? What concrete actions (and in which fields) would you, as young people, undertake in order to foster intercultural and interfaith dialogue?”

One recurring priority in the eyes of the young subscribers was education. Education For All, cultural exchange within educational frameworks (i.e. student exchanges), formal, non-formal and informal education, peace education, early childhood care education, adult education and inclusive education were all mentioned.

One of the underlying ideas was that dialogue is most effective when undertaken by young people, and young people, their organizations, schools, colleges and universities should take the lead in promoting dialogue. “As young people are more open and vigorous, we could act as leading people to promote dialogues, and through our daily attitudes and behaviours, we may influence others as well.”

Exchange was brought up several times, and again from personal experience, and in various contexts (as well as in an educational setting). Suggestions included visits to youth-led projects on indigenous cultures, and giving young people the opportunity to “visit multi-ethnic/multi-religious or post-conflict areas where intercultural and interfaith dialogue is just going to take place, and meet and talk with people living there on what makes the area difficult for ensuring peace to realize the importance of intercultural and interfaith dialogue through a real experience.” The same subscriber suggested that such young people could undertake such visits “as interns of the UN or volunteers of NGOs/NPOs.”
Science was also mentioned several times as a field in which dialogue should be promoted; one specific reference was made to the increase in research opportunities that would be gained from collaboration between scientists from different countries.

One subscriber mentioned intercultural dialogue as key to solving environmental problems, particularly in Asia, where dialogue can smooth over variations in economic capacities between countries.

With regards to the arts, subscribers suggested intercultural “music or cinema festivals” and the broadcasting of television programmes from different countries to encourage intercultural and interfaith understanding.

Health, social security, equal opportunities, sustainable and equitable development and public diplomacy were also highlighted as fields in which dialogue has an important role to play.

**Week 6**

“What are your expectations for the 1st Asian UNESCO Youth Forum in terms of new insights, networking and concrete action, particularly in terms of follow-up?”

The sixth listserv question gave the listserv subscribers the opportunity to share their thoughts on what the forum should produce. This is a key question, as the forum’s success is ultimately down to them, as the delegates and observers whose discussions, cooperation, work and sincerity will shape the forum’s outcome and follow-up.

The sixth question was:

“What are your expectations for the 1st Asian UNESCO Youth Forum in terms of new insights, networking and concrete action, particularly in terms of follow-up?”

The opportunity to network, i.e. establish relationships for future cooperation, and share best practices, ideas, experiences and lessons learned came up again and again in the answers to this question. Also recurrent was the need to establish plans for follow-up action during the forum itself, to ensure that the forum produces concrete action. This
often came from thoughts about how the delegates could stay in touch after they have
left Jeju- the suggestion to keep the listserv on-line came from more than one
subscriber, and this idea produced the insistence on the need to decide on joint follow-
up activities during the forum itself, as the delegates have numerous responsibilities
and may not have time to continue discussing the forum’s sub-themes and potential
action.

One subscriber proposed that the Forum’s participants should leave the Jeju with
information on working methods, in particular on collaboration, and what UNESCO can
offer in the field of youth.

Themes to be considered included peace, poverty, human rights, the environment and
“ethical values”.

Subscribers highlighted their expectation to get to know other delegates, particularly
those with social and cultural backgrounds different from their own. A greater
understanding of Asian values and culture was the aim for one respondent, and many
expressed their wish to deepen their understanding of intercultural and interfaith issues,
particularly dialogue, and to discuss Asian perspectives of the themes.

Several other key points:

- The key role “observers” will play at the forum to “keep discussions on track”
  and stimulate debate
- The need to keep the forum active, and not limited to “talk/discussions”.
- Case studies should be properly contextualised in order to maximise their
  usefulness

Proposals for follow-up projects included:

- Biannual meetings for the forum’s participants, to share experiences and
  problems in their follow-up activities
- The creation of a curriculum for interfaith education in the Asian region
- Cross-cultural awareness programmes (exchanges)