

# Rebuilding Futures

## Memory, Hope, and Education after Disaster

April 15th (Tue)

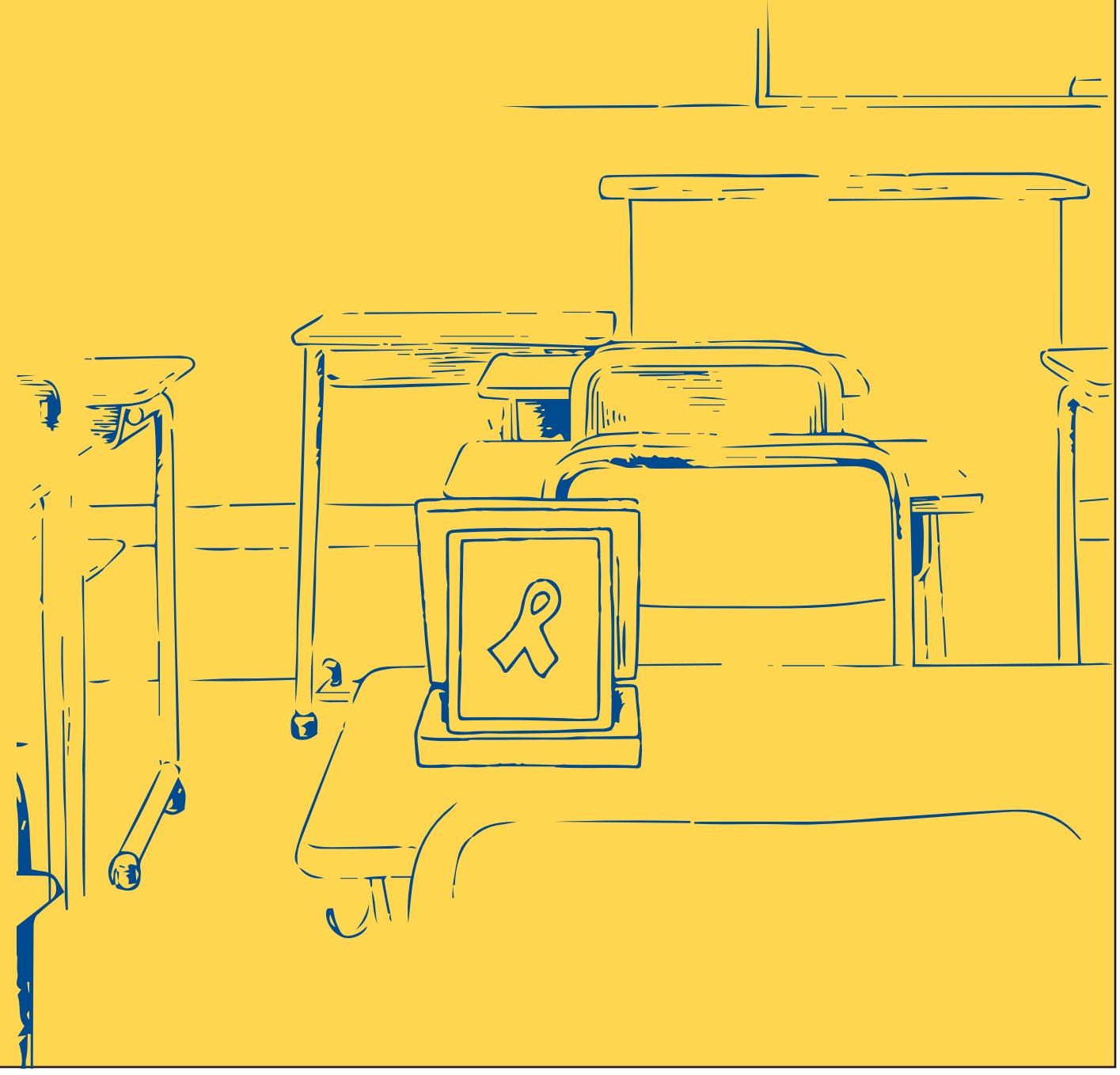
08:50	Opening Remarks & Introduction of Organizers	Registration	April Hall in Memory Center
09:00	Opening Ceremony and Introduction to Conference	Moderator, Congratulatory Message Videos	April Hall in Memory Center
09:30	Danwon High School 4.16 Memory Classroom Tour	4.16 Memory Archives Committee Members (bereaved families)	April Hall in Memory Center
10:30	Move the location	Memory Hall → Future Hope Center	Future Hope Center
10:50	Presentation 1	<b>Jiseong Lee</b> (Director of 4.16 Memory Archives; Head of Memory Classroom Operations, Gyeonggi Office of Education 4.16 Institute for Life and Safety Education)	Future Hope Center
11:20	Presentation 2	<b>Roslyn Russell</b> (Chair of UNESCO Australian Memory of the World Committee, Board Member of International Center for Documentary Heritage)	Future Hope Center
12:10	Lunch		Future Hope Center
13:10	Presentation 3	<b>Ian Byrne</b> (Member of Parliament for Liverpool West Derby, UK, and Hillsborough Disaster Survivor)	Future Hope Center
14:00	Break and Networking		Future Hope Center
14:30	Panel Discussion (Moderator: Wonyong Park)	<b>Wonyong Park</b> (Associate Professor at University of Southampton, UK) <b>Cheolin Yu</b> (Professor Emeritus at Jeju National University, Committee Member of the UNESCO MAB) <b>Nagomi Nakamaru</b> (Research Fellow at Center for Disaster Information Research, University of Tokyo, Japan) <b>Dae-Kwang Shin</b> (Master Teacher at Shin-gil Middle School) <b>Ian Byrne</b> (Member of Parliament for Liverpool West Derby, UK, and Hillsborough Disaster Survivor) <b>Roslyn Russell</b> (Chair of UNESCO Australian Memory of the World Committee, Board member of International Center for Documentary Heritage)	Future Hope Center
16:00	Presentation 4	<b>Hyeon Jung Lee</b> (Professor at Seoul National University)	Future Hope Center
16:50	Closing Remarks & Group Photo	Closing Remarks & Group Photo	Future Hope Center
17:00	Dinner		TBA

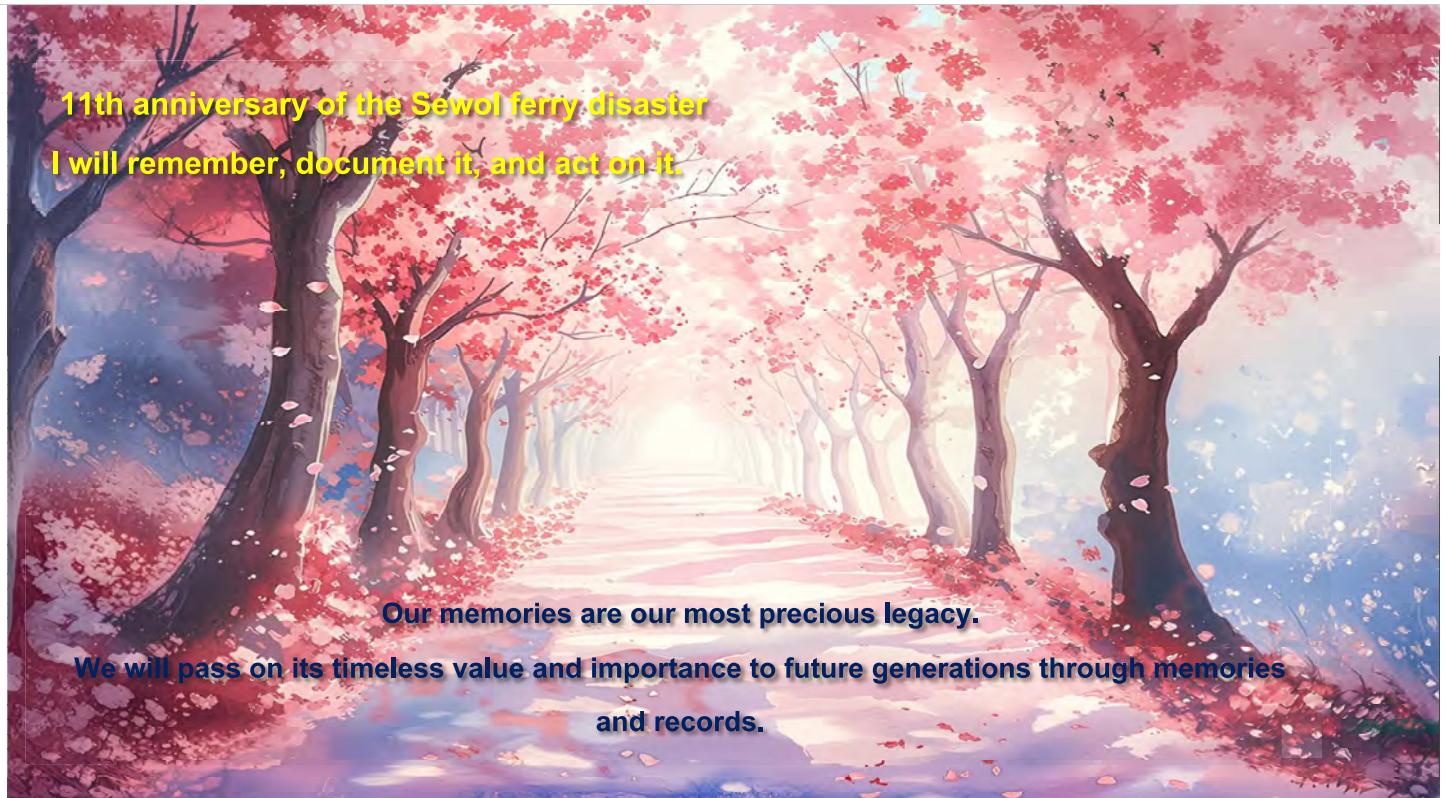
April 16th (Wed)

08:50	Registration & Gather	Ansan (hotel)
09:00	Move to Gyeonggi Marine Safety Experience Center (by Bus)	<b>Eunhwa Lee</b> (4.16 Institute for Life and Safety Education)
10:00	Gyeonggi Marine Safety Experience Center Tour	Gyeonggi Marine Safety Experience Center
11:30	Lunch	Daebudo Island
13:00	Return to 4.16 Institute for Life and Safety Education	KAIST Disaster Haggio Team
14:00	Path of Memory and Promise, etc.	4.16 Memory Archives Committee Members
		Danwon High School Memorial Sculpture, 4.16 Memory Exhibition Hall, etc.
15:00	4.16 Anniversary Memorial Ceremony	<b>Jiseoung Lee</b> (Director of 4.16 Memory Archives)
17:00	Closing	KAIST Disaster Haggio Team

Gyeonggi Office of Education  
4.16 Institute for Life and Safety Education  
4.16 Memory Archives  
Path of Memory and Promise, etc.(Ansan, South Korea)

2025.4.15 – 16





## **4.16 Memorial Classrooms Archives**

### **Memory of the World Value**

**Jisung Lee, Director of the 4.16 Memory Archives and a mom of Grade 2, Class 3,  
Kim Do-eon**

**Jisung Lee, Head of the Memorial Classroom Operation, 4.16 Institute for Life and  
Safety Education, Gyeonggi-do Office of Education**

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4.16 기억지장소

## Danwon High School 4.16 Memorial Classrooms Archives...1

On April 15, 2014, the Sewol ferry departed from Incheon Port for Jeju Island, South Korea, with a total of 475 people on board, including 325 second-grade students from Danwon High School and 14 teachers on a regular school trip. The next day, on April 16, at around 8:48 a.m., the Sewol ferry began to tilt as it got out the Mengol Channel, 1.8 miles north of Byeongpung Island, Jindo-gun, Jeollanam-do, South Korea. The onboard announcements of "Stay still" and "Danwon High School students stay on board" prevented the students from escaping, and 250 Danwon High School students, 11 teachers, and 34 people sank into the sea with the ferry as the entire nation watched. Immediately after the disaster, citizens, scholars, and experts voluntarily established organizations such as the "Citizen Records Committee," the "Citizen Network," and the "Memorial Archives Volunteer Group" to document the disaster and remember the victims. In July 2014, these groups merged into the "Family Countermeasure Committee" formed by the bereaved families, and in August 2014, the "4.16 Memory Archives" was established to collect and preserve the results of their activities in one place. The 4.16 Memory Archives built collections by collecting, classifying, preserving, and managing the records.

## Danwon High School 4.16 Memorial Classroom Archives...1

The 261 Danwon High School victims represent 86% of the total victims of the Sewol ferry disaster. The fact that 250 high school students were killed by adults and teachers ordering them to "stay still" has sparked global outrage, and Danwon High School has become a space filled with letters of remembrance and messages of condolence from around the world. Letters, gifts and messages of remembrance symbolized by yellow ribbons were on display, and thousands of people visited the memorial classrooms to share their grief, and it became a significant place for the families of the victims to remember and honor the place where their loved ones had their last class. Parents of the victims and citizens fought for years to preserve the school space where their children spent their daily lives, and on May 9, 2016, as part of a public consensus to normalize Danwon High School, the classrooms of the second graders who went on a school trip were relocated and preserved under the name "4.16 Memorial Classrooms."

## Danwon High School 4.16 Memorial Classrooms Archives...2

While <4.16 Memory Archives> is expanding the collection of related records, the bereaved families and archival research experts collected all records such as timetables, calendars, dreams, handwritten notes, attendance records in the office, and the school trip consent form, produced by the students themselves in the classrooms, which was the last classrooms of the students of Danwon High School. Not only for the desks, chairs, and blackboards, but also for all the artifacts that make up the classrooms, such as the classroom door frame, classroom door, ceiling texture, and electrical outlets were recorded. Based on the records, the 4.16 Memorial Classrooms were restored to its original form.

The Danwon High School 4.16 Memorial Classrooms Archive contains records of classrooms, records of the work of the school office, records of the victims and survivors, records of the fight to keep the classrooms, records of oral testimonies, and records of commemoration and support.

## Danwon High School 4.16 Memorial Classrooms Archives...2

Danwon High School 4.16 Memorial Classrooms Archives has a value as record of an important social event called a 4.16 disaster. It is significant as a record of the educational culture of the time and the collective memory surrounding the disaster. It reflects the social coping methods, memorialization methods, and memorial culture of the bereaved families surrounding the disaster, and is also meaningful in terms of student life history and student cultural history because it was produced by students themselves. It is highly useful in terms of social disaster archives, education history, and student life history, and has social and cultural value as an exemplary case of voluntary and active record collection, preservation, and utilization by disaster victims, as well as a place of consolation and memory for the people and the state responsibility for dealing with the 4.16 disaster.

This is a record that contains the Sewol ferry tragedy and the education process of Danwon High School victims. This is important for understanding the tragedy and calling for future educational transformation. While there have been many tragedies in which students have been killed around the world, the 4.16 Memorial classrooms is unique in preserving the spaces where the victims spent their daily lives and using them as a place of remembrance and educational transformation. This shows that the archive of the Danwon High School 4.16 Memorial Classrooms is an invaluable resource worldwide. As a spatial archive, the Memorial Classrooms is an open space for students of future generations and a large number of citizens to participate, recognizing the social and national issues caused by the tragedy that occurred during the school year, and discussing student human rights, life safety, justice, and peace.



## Progress toward Memory of the World...1

2021.12.27. Designated as National Designated Records No. 14

Records related to Danwon High School 4.16 memorial classrooms, 11 groups and 473 items

2022.8.14-8.22. KAIST Disaster Haggyo: Aiming to implement disaster research with a new approach, cooperation, and disaster justice for various disasters around the world for the benefits of the community. Presentation on the theme of the Danwon High School 4.16 Memorial Classrooms, introduced as a representative disaster site in South Korea and visited by overseas researchers

2022~2025 UNESCO Education for Sustainable Development (ESD) Official Project Certification: "Youth are Citizens" Curriculum

Programs are developed on the themes of the social meaning of the tragedy, democratic citizens, basic rights, discovering social problems, and political party activities. They are operated through on-site visit, educational programs that go to schools, and interactive online format.

## Progress toward Memory of the World...1

2023.01.06. Designated as National Designated Record No. 14-1

4.16 Memorial Classrooms records of victims, survivors, Danwon High School, Sewol ferry, 113 groups 410 items

2023.01.24-01.30. Attended and presented at Disaster Education for a Just and Resilient Future: An International Conference:

Presented on the preservation management of the "Danwon High School 4.16 Memorial Classrooms Archive" and the operation of educational programs

2023.04.08. Meetings to promote the inscription of UNESCO Memory of the World

A meeting was held to promote the registration of the records related to the Danwon High School 4.16 Memorial Classrooms as a UNESCO Memory of the World, to discuss their value and significance as a documentary heritage

## Progress toward Memory of the World...2

2023.07.21. Grenfell Tower Memorial Commission, UK

The Grenfell Tower bereaved families visited the Danwon High School 4.16 Memorial Classrooms and held a discussion after the visit. The final report of the Grenfell Tower disaster case study section includes an article related to the Danwon High School 4.16 Memorial Classrooms.

2023.08.01~08.08. Disaster Haggio: Ansan, Fukushima, Hiroshima

Observation and discussion of national disaster history in Japan and presented on the meaning of the preservation of the Danwon High School 4.16 Memorial Classrooms.

2024.01.12. Presented at the Education and Memorialization for Disaster Justice Webinar

Presentation about the Danwon High School 4.16 Memorial Classrooms at the online international conference, Southampton University, UK

## Progress toward Memory of the World...2

2024.04.12-04.13. International Conference <Creating Living Archives>

Communication and discussion of various perspectives from overseas scholars on the Danwon High School 4.16 Memorial Classrooms.

2024.04.12~04.17. KAIST Disaster Haggio: Ansan - Seoul - Ansan

[2024.12.03. Selected for the UNESCO International Forum on the Future of Education Institutional Visit Program](#)

Selected for the 'Sustainable Education through Life and Safety Education' section among 10 institutions to visit Gyeonggi education sites during the International Forum. Overseas participants [visited the Danwon High School 4.16 Memorial Classrooms](#)

[2024.12.18. Submission of an application for the UNESCO Memory of the World Asia-Pacific Register: Danwon High School 4.16 Memorial Classrooms Archives](#)

## Current Status of Danwon High School 4.16 Memorial Classrooms Archives

4.16 기억자료소

### 1) Records of the disaster site

- This is a record that was found during the process of salvage from Jindo coast in 2014, and clearing mud to recover the remains of the unaccounted passengers at Mokpo New Port after the salvage of the Sewol ferry hull in 2017. This record can indirectly prove the disaster situation. The belongings whose owners were confirmed were delivered to the bereaved families, and some of them were donated to the 4.16 Memory Archives by the bereaved families. In addition, some of the materials left behind at Mokpo New Port, where the salvaged Sewol ferry was moored, were sorted and collected by the bereaved families belonging to the 4.16 Memory Archives.



### 2) Records of victims' personal life history

This is a video recording produced by a project by using records donated by the bereaved families. To remember the victims, it includes a video recording of the victims' rooms, including records of their lives, and a birthday video of the victims' personal growth stories collected through interviews with their parents. Some of the bereaved families donated their children's personal records along with keepsakes from the disaster site to the 4.16 Memory Archives.



### 3) Survivor group camp records

- These are records left by the involved people and survivors in the process of operating a group camp program to overcome the psychological anxiety and wounds of the survivors. Of the 75 survivors who escaped from the Sewol ferry, 69 entered and stayed in the group stay program organized by the Gyeonggi-do Office of Education and Danwon High School from May 12 to June 25, 2014, after they had finished their hospital treatment. Various trauma healing programs, including psychological counseling, were operated to help the survivors overcome their psychological wounds and return to their daily lives. And they also took classes similar to those in school. The characteristics and importance of the records of the process of operating this group camp program are psychological healing programs, and the 4.16 Memory Archives collected them.



### 4) Danwon High School classrooms records

- These are the classrooms constituent records and class records used by Danwon High School students, and academic administration records of the teachers from 2013 to 2014. The 10 classrooms and the office of the second grade of Danwon High School became unable to conduct classes, and naturally came to be called the Danwon High School 4.16 Memorial Classrooms as a space for mourning and memorial after the disaster. In addition to structures, artifacts, and various messages, the school records in the office, including the handouts from Danwon High School, were also transferred. The archivists and volunteers at the 4.16 Memory Archives created a list and recorded the shapes, and proceeded with the process of transferring them to the 4.16 Memory Archives.



## 5) Activities to Preserve Danwon High School Classrooms

- This is a record of the activities of the bereaved families and citizens before and after the social consensus to relocate the Danwon High School 4.16 Memorial Classrooms in May 2016, and the record of the entire process of relocation, removal, and restoration until the official opening of the Danwon High School 4.16 Memorial Classrooms in 2021. The bereaved families and citizens held a petition drive and classrooms preservation campaign to keep the classrooms and teachers' office of Danwon High School, where classes were held until the day before the disaster, as a space of remembrance. On May 9, 2016, a social agreement was reached between seven organizations (Gyeonggi Province, the 4.16 Sewol Ferry Disaster Family Council, Gyeonggi Provincial Council, Gyeonggi Provincial Assembly, Ansan City, Ansan Office of Education, and Danwon High School) through the mediation of the Korean Conference of Religions for Peace (KCRP), and it was decided to restore the classrooms and offices to their original state. In the process, it was discovered that the academic status of the victim students had become expelled, so the bereaved families postponed the relocation of the classrooms, and the Gyeonggi Province Office of Education established the first honorary academic record book in Korea in November 2016 to allow the students who were died during the school year to graduate with honors instead of being expelled.

In 2021, the "Memory Hall" building was completed at the Gyeonggi Province Office of Education 4.16 Life Safety Education Center, and the Danwon High School 4.16 Memorial Classrooms were restored. All the processes were recorded by the 4.16 Memory Archive archivists and the bereaved families in photos and videos, and the process of preserving, relocating, demolishing, and restoring the classrooms was recorded.

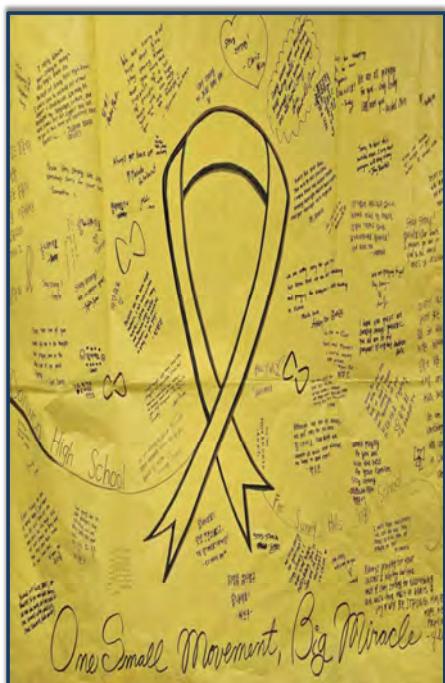


## 6) Oral History

- The project included oral testimonies from the parents of the victims and the victims' siblings from 2015 to 2018, books containing oral testimonies from survivors and those involved in the classrooms preservation activities. The oral history project for the bereaved families planned by the 4.16 Memory Archives was carried out over four years from August 2015. The oral testimony was produced as a video, and the content of the oral testimony was transcribed. In 2019, the book "4.16 Oral Testimony - Talking About That Day" was published as books in 100 volumes. Experts in related fields participated to record the personal memories and experiences of the victims. In addition to the families of the victims and the parents of the survivors, oral testimonies were also collected from divers and fishermen living in the same village, as well as the classrooms activities conducted by the Gyeonggi Provincial Office of Education 4.16 Life Safety Education Center.

## 7) Record of public commemoration and supports

- These are records of materials sent to the Memorial Classrooms by schools, organizations, groups, and individuals in Korea and abroad to remember the victims and their determination to never forget them, and the guest book records of visitors who visited the Danwon High School 4.16 Memorial Classrooms. A large number of messages of mourning and support for the Sewol ferry disaster were created from the very beginning of the accident. From 2014 to 2016, messages of condolences and support sent to bereaved families from home and abroad were donated to the 4.16 Memory Archive, and are organized into categories such as those sent by domestic students, ordinary citizens, and those sent from overseas. Under the direction of the 4.16 Memory Archive's archivists, bereaved families and volunteers have been involved in the organization.



## Oral statement Video



## Highlights of 4.16 Memorial Classrooms Archives

4.16 기억저장소

### 1. Originality and safety

"The Danwon High School 4.16 Memorial Class Archive" was collected and built through organized and professional activities by citizens and experts immediately after the disaster. The collection consists of items donated by bereaved families, items donated directly from organizations and individuals who participated in voluntary archiving activities, and the results of projects carried out by the 4.16 Memory Archive. It retains the original nature of the records and does not include records that were created illegally or obtained unethically.

<4.16 Memory Archives> is managed according to systematic procedures such as donation agreements and receipt, cataloguing, description, arrangement, preservation, and posting on the website, and it is operated by establishing modern preservation facilities and security equipment. In addition, records that are severely damaged are preserved through consultation with experts and professional companies, paying particular attention to physical protection and maintaining integrity.

All processes of the 4.16 Memory Archives are carried out with the participation of bereaved families and volunteers who have completed practical training under the direction of professional archivists, and the expertise and transparency of the record management and preservation work are guaranteed through the case-by-case consultation of external experts.

### 2. Historical significance

The risk of social disasters, including maritime accidents, is not only lurking in Korea but also around the world. The risk of social disasters is even greater in societies that are in the midst of development and growth or are immersed in themselves, such as in the social, economic, and educational environments. "Danwon High School 4.16 Memory Classrooms Archive" not only represents the victims' perspective on remembering the social disaster, but also captures the social shock and public empathy, and records the disaster and the lives of its victims, which has a very important meaning in promoting a new awareness of the social structural problems behind the disaster and practical changes for the future society. In that respect, it is a model case of a social disaster archive and has a great deal to suggest to the human community beyond the boundaries of a nation.

### 3. Formats and forms

The records are records produced or collected in the Sewol ferry disaster in 2014, including documents, books/publications, video materials, photographic materials, and oral records in all formats.

The records of the victims' personal life stories include birth certificates, infant notebooks, elementary school newsletters, and adolescent diaries, which show how their lives were in the 2000s. They also include exchange diaries with school friends, secret notes, and birthday greeting cards. Although email was popular at the time, there are records of letters exchanged with friends and a glimpse of the youth fandom culture. The records of memorials and support sent from not only Korea but also from all over the world are very diverse in format, ranging from memos expressing personal thoughts to postcards, letters, and A0-sized rolling paper containing the thoughts of the memorial class or organization. There are also handouts issued by Danwon High School and administrative documents for the group training and education of the surviving students.

A signature campaign was launched in solidarity with the bereaved families and other citizens to preserve the Danwon High School classrooms, and the materials signed by more than 28,500 people and the picket signs used in the protest to preserve the Danwon High School 4.16 Memory Classrooms are preserved. And after the relocation of the Danwon High School classrooms was confirmed, the entire process leading up to the creation of the current Danwon High School 4.16 Memorial Classrooms was recorded and preserved as audio-visual materials.

The project video recording was produced by the 4.16 Memory Archives as a form of remembering a social disaster, so that the records of the victims, which were produced voluntarily, and the records could serve as a medium for the bereaved families to remember their children and remember the short but beautiful lives of the victims.

The records of the Danwon High School 4.16 Memorial Classrooms, including the attendance register and class diary used by teachers in 2014, are displayed in one space with the text records and artifacts to intensively show the records of the Danwon High School classrooms.

### 4. Social community or spiritual meaning

On April 16, 2014, the entire nation witnessed the sinking of the Sewol ferry live. The shock and pain caused by this incident were recorded in photos and videos of the families of the passengers who flocked to the disaster site at Jindo Port and the national memorial service sites, and spread throughout the nation through the particularly developed online media of the Korean society. Shock, anger, sadness, and sympathy for the bereaved spread throughout the nation, and their consistent lamentation turned into a kind of debt consciousness for the victims with the short but strong promise of "I/we will remember." The promise of remembrance has not ended at the individual level, but has created a new culture that encourages social action and practice and creates a practical space for education around life and safety.

"Danwon High School 4.16 Memory Classrooms Archive" has the following symbolic meaning.

First, it is historical information.

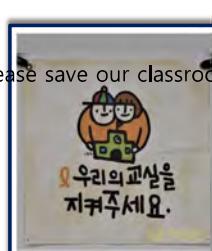
Second, it is a bond of empathy and solidarity.

Third, it is a lesson in life safety.

Fourth, it is an example of a democratic civil movement.

Fifth, it is a valuable precedent for social record culture.

"Please save our classrooms"



"Please join us!  
Preserving 416 Classrooms"

함께해주세요!  
416교실  
지키기

제40년 4월 16일 해월호 화재로 학생과 아이들이 교실을 떠나며 빛이 끝난다.  
그리고 그들이 힘들어 편안한 환경에서 대문 그늘을 찾으려 삶장을 찾고자 헤매는...  
단원하고 4년 고생은 아직도 바깥 속에 깊어지는 세월호 진영과 함께 살피는 가장 생생한 현장입니다.

마흔 학생에서 학부로 3000명이나 되었지만 학생들은 고생의 시련을 무릅쓰고 서로를 돋보이며 일정을 예상하고 고생하는 모습이다. 시민이 그동안 맨에서 서버난다니는 그동안 그대로 민족고생이다.

"기억해주세요"는 단원과 함께 학생들에게 묻는 그동안 그대로 민족고생이다.

다시 시민의 사랑으로 돌아온 학생들은 모든 학생들을 배려해 어렵고 고생하는 학생에게 사랑을 바꿔놓고 있다. 변화로 충만한 혹은 단련하고 충성으로 한 학생과 교육에서 사랑받을 수 있도록.

우리들은 99년 20년 고생을 낳고 떠나 일개 활용하는 학생을 찾았고 새마을(이)를.

같이의 영광인 단과에서 기관이 있는가 교육을 중심으로 학생들이 주체가 되어

꿈을 살피에게는 꿈 좋은 학교를 만들기까지는 구애적인 하나님이십니다.

그동네 학교나 다른 학교의 강의를 통해 듣기만 한다는

경기도교육청과 단체(여기) "교수는 학생에게 들려주어야 한다"는

원칙이 원칙을 내세우며 학생들을 배움을 지원하기 때문이다.

오는 2014년 1월 17일 출범식을 갖고 2014년 교육을 중심으로 학생들이 주체가 되어

꿈을 살피에게는 꿈 좋은 학교를 만들기까지는 꿈입니다.

다행하고 고생은 꿈이며 꿈입니다.

사랑 학생이라면 그동안 보고자리를 때 쌓은 존중의 교육원정이 될 것입니다.

역사의 흥망을 남기 학생의 고장을 찾고자 공장을 수고드록.

"416교실 지키기" 운동에 함께 해주세요.

여러분의 사랑으로 우리 사회는 한 걸음 더 앞으로 나아갈 수 있습니다.

416교실 카페 운영방법  
<http://www.416classroom>  
http://www.facebook.com/416classroom  
Tel. 010-4141-0041 / Fax. 010-4141-0041

## 5. "One and only" or rarity

"Danwon High School 4.16 Memory Classrooms Archive" is a record of the Sewol ferry sinking disaster in 2014, which is considered to be one of the most representative social disasters. Unlike the government's public records on the accident's resolution, investigation of the cause, and post-measures, this is a private record of the social impact and repercussions of the disaster on the victims, their families, and citizens.

Unlike existing disaster-related documentary heritage, citizens themselves recorded and preserved the disaster from the very beginning when the news of the disaster was known.

"Danwon High School 4.16 Memory Class Archive" contains a large amount of records of rescued survivors and the bereaved families of the victims.

## 6. Statement on its significance

The "Danwon High School 4.16 Memorial Classrooms Archive" has been evaluated as an important historical record heritage in that it is a pure private record of victims and witnesses of social disasters, such as the victims and bereaved families, and ordinary people who witnessed the disaster and the process of recovery. The survivors and the families of the victims who were rescued thanks to the perspective of the citizens' recording of the incident can also be recognized as serious victims of this social disaster.

There were arguments to continue preserving the classrooms of Danwon High School as spaces of memory, but conflicts erupted at first, with arguments against the claim that it would interfere with the school's operation. "Korean Conference of Religions for Peace (KCRP)" As announced by the government, both parties agreed to make it an "open memory space that is a space of memory for our entire society and a site for safety education that anyone can freely use" (March 24, 2016), and each party has decided to preserve and open the Danwon High School 4.16 Memorial Classrooms to the public through democratic discussion and social consensus.

"Danwon High School 4.16 Memorial Classrooms Archive" contains the development of national consciousness, starting with public sympathy for the victims of the shocking disaster and mourning, and ending with the recognition of the rights of citizens and the values of a future society.

## 7. Gender equality

"Danwon High School 4.16 Memorial Classrooms Archive" do not show any traces that violate the principles of a gender-equal and discrimination-free society. The oral histories of the bereaved families were equally participated by 47 mothers and 41 fathers, and the recording of not only the victims but also the survivors was carried out together.

From the beginning of the tragedy to today, the activities of the 4.16 Memorial Archives have relied on the dedicated efforts of many bereaved mothers and volunteers. They are the people who donated records of their children, and they have also taken on the difficult task of removing contaminants from the recovered records covered in mud.

The bereaved mother, who was appointed as the director of the 4.16 Memory Archives, was unable to leave the keepsakes of her kid, who died in the Sewol ferry disaster, as they were. She found a professional company to clean and preserve the keepsakes, which led her to think about dechlorination and preservation of the keepsakes of the victims. After that, the 4.16 Memory Archives created and applied a preservation management process for the donated mementos and carried out the first restoration.

The bereaved families, especially the mothers, play a very important role in all areas of maintaining and making the "Danwon High School 4.16 Memorial Classrooms Archives" more valuable, such as guiding visitors to the Danwon High School 4.16 Memorial Classrooms and telling them the story of life safety while showing them the artifacts on display.



## 8. Preservation status and plans to manage access

4.16 기억자장소

### 1) Preservation Status

The Danwon High School 4.16 Memorial Classrooms Archive is jointly managed and preserved by 4.16 Memory Archives and the Gyeonggi Provincial Office of Education 4.16 Life Safety Education Center and is managed in an environment equipped with a thermo-hygrometer and anti-theft facilities. The records are well preserved as they are managed through regular monitoring of the condition of the records, preservation treatment, maintenance, and quarantine of the records. The “Danwon High School 4.16 Memorial Classrooms Archive,” designated as National Record No. 14 and No. 14-1, is subject to an on-site inspection of its preservation status at least once every two years in accordance with Article 83 of the Enforcement Decree of the Act on the Management of Public Records (Management of National Record).

### 2) Management Plans for Preservation and Access

Photocopies and facsimiles are made to permanently preserve the original records, which are then placed in the Memorial Classrooms, while the originals are kept in a library where the temperature and humidity are maintained.

The condition of the records is monitored twice a year, and the environment of the records is managed (including quarantine of the records and air quality surveys). Maintenance and scientific preservation treatments are also carried out according to the condition of the records.

People can access to digitized materials for records set to be open to the public through the 4.16 Memory Archives website (<http://www.416memory.org/record/all>), and digitizing is still underway with volunteers.

## 8. Preservation status and plans to manage access

4.16 기억자장소

### 3) Stakeholder Negotiation

To preserve and operate the “Danwon High School 4.16 Memorial Classrooms Archive,” the “4.16 Memory Archives” and the “Gyeonggi Provincial Office of Education 4.16 Life Safety Education Center” have signed an agreement to jointly manage and preserve the archive from 2021, and the “Danwon High School 4.16 Memorial Classrooms” and related records are operated in an open exhibition format that is open to all. All records other than the classrooms archives are the records of the 4.16 Memory Archives, and the donation and collection procedures are being carried out in accordance with the record management process.

## Future Tasks

- The Danwon High School 4.16 Memorial Classrooms Archive requires ongoing de-salting and restoration of records that have not been preserved among the records of the 4.16 Memory Archives.
- People can access to digitized materials for records set to be open to the public through the 4.16 Memory Archives website (<http://www.416memory.org/record/all>). The content of the digitized materials is in Korean and needs to be translated into foreign languages.
- There is a need to expand the use of the materials as educational materials by developing materials linked to the curriculum and providing content linked to the school curriculum (student rights, civic education, respect for life, social justice, etc.) and to provide educational opportunities in a relatively contextualized manner in connection with international examples and international memory culture.
- The Danwon High School 4.16 Memorial Classrooms Archive should actively promote its archival value both domestically and internationally through the development of content and the exhibition of records, and it is necessary to deepen research both domestically and internationally by actively securing academic approaches to further promote its importance to the general public and facilitate research.

We create hope through memory and open up the future through education.



우리가  
잊지 말아야  
할 날

We will never forget

## DISASTER and MEMORY

Rebuilding Futures: Memory, Hope, and Education After Disaster

4.16 Institute for Life and Safety Education, Ansan, Korea

Roslyn Russell, PhD

Chair, UNESCO Australian Memory of the World Committee

## Eruption of Vesuvius and Pompeii 79 AD

- ▶ ‘For Westerners, that explosion is probably the paradigmatic natural disaster. When we think of the worst thing Mother Nature could do to us, we are likely to think of Vesuvius.’  
Joan Acocella, ‘The Terror and the Fascination of Pompeii’, *New Yorker*, 10 February 2020



Recreation  
of the  
eruption of  
Mount  
Vesuvius,  
image  
courtesy of  
Gedeon  
Projects

## Eyewitness to disaster - Pliny the Younger

Only one eyewitness account of the eruption of Mount Vesuvius survives, in the form of two letters sent by a young man named Gaius Plinius Caecilius Secundus, better known to history as Pliny the Younger, to the Roman historian Tacitus.

The first letter describes the journey of his uncle Pliny the Elder during which he perished. The second one describes Pliny's own observations from a town across the bay. These letters are probably the very first detailed description of a volcanic eruption. The eruption column with its umbrella-shaped cloud that is also found at other volcanoes was named after him (Plinian eruption column).



## Recovering the memory of Pompeii and Herculaneum

The eruption buried the vibrant Roman cities of Pompeii and Herculaneum under a relentless downpour of ash and pumice, pausing their stories in time. Their existence was forgotten until the late 16th century. Archaeological excavation began in 1748, revealing the bodies of the dead and the belongings of those who fled. Mosaics and other decorations survive, and exhibitions and recreations give us a view of life in a first-century Roman town.



Images courtesy of Gedeon Projects

# Documenting disasters

*We know that in the wake of disasters people need documents ... We archivists need to get ready to preserve the records of our civilizations.*      Trudy Huskamp Peterson

Disasters require responses, so that recovery can occur. The disaster event itself, the response and the recovery, all create documents that must be preserved.

These documents are themselves keys to how communities and nations have dealt with these catastrophic events.

They can provide valuable information as to how to deal with disasters in the future, as well as recording the actions of those who have responded to them.

## Types of disaster

- ▶ Natural – earthquakes, hurricanes, typhoons and tropical cyclones, volcanic eruptions, floods, and wildfires
- ▶ Man-made – human-generated explosions; maritime, air and train disasters; oil spills, industrial and mining disasters; environmental impact resulting from human agency and climate change
- ▶ Medical disasters - pandemics, such as the Black Death in 14th century Europe, the Spanish Influenza pandemic of 1918-1919, and the Covid-19 pandemic.



## Stages of a disaster

Disasters can be divided into three distinct stages:

- ▶ The event
- ▶ The response
- ▶ The recovery

All the stages of a disaster must be documented for a complete historical record.

Only then can policy makers access all the records that will allow them to project scenarios and make contingency plans for future disasters, and educationalists prepare lessons and case studies that tell the full story of a disaster.

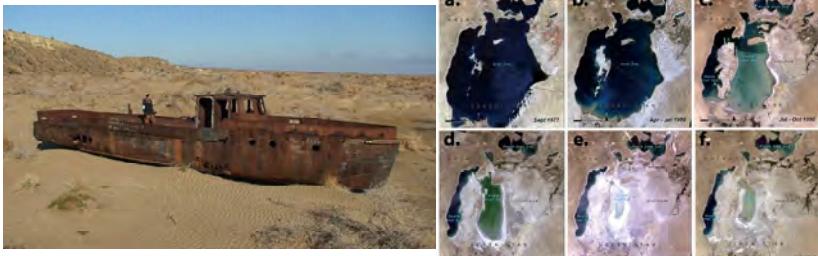
## Disaster-related records on the UNESCO Memory of the World Register

Records of disasters inscribed on the UNESCO Memory of the World Register document the impacts of both man-made and natural disasters. They are:

- ▶ **Aral Sea Fonds 1973-2009** – documents relating to a long-term ecological disaster in which the Aral Sea in Kazakhstan dried up, creating one of the world's largest man-made disasters to the environment of Central Asia
- ▶ **Chernobyl Nuclear Reactor Explosion 26 April 1986** – the catastrophic explosion of the nuclear reactor in the Ukraine that devastated the immediate region and sent a radioactive cloud over much of Europe
- ▶ **Indian Ocean Tsunami 26 December 2004** – a tidal wave that impacted the shores of Bangladesh, Indonesia, India, Malaysia, Sri Lanka, Thailand and 12 other countries, causing over 310,000 deaths and causing significant social, cultural and economic damage to the affected countries.

## Aral Sea Disaster 1973-2009 (Kazakhstan)

- The fall in the level of the Aral Sea in Kazakhstan and its gradual disappearance created by intensive irrigation for cotton and rice cultivation, coupled with sudden climatic changes in the region, led to one of the world's largest man-made ecological catastrophes. The inscribed documents contain multiple aspects of information relating to the causes and consequences of the Aral Sea tragedy – notably its impact on the livelihoods of fishermen and the local food supply, sea transportation and the isolation of the population in the desert. The documents are the sole research source for guiding the implementation of activities to revive the ecological, social and economic development of the region.



## Documentary Heritage Related to accident at Chernobyl, 1986-2000s (Ukraine)

The explosion took place on 26 April 1986, in the 4th unit of Chernobyl Nuclear Power Plant, and affected numerous countries. The archives related to the accident, created in the Soviet Union and now declassified by Ukraine, are crucial for the understanding of its nature and its socio-political impact. The archive covers many aspects of the Chernobyl NPP such as its building and development, and the accident's initial handling and aftermath. It documents the evacuation of the population, attempts to minimise the effects of radiation, the names of people who gave their lives to fight the initial effects of the radioactive blast, and enables assessment of whether decisions taken at the time were effective or not. The collection is housed in the State Archives of Ukraine and is made available to the public.



## Indian Ocean Tsunami Archives 2004-2006 (Indonesia)

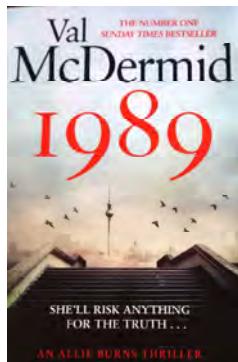
The Archives cover the period from the catastrophic event of 26 December 2004, when waves of over 30 metres in height devastated the coastal areas of 18 countries in the Indian Ocean, to the rehabilitation and reconstruction of disaster sites by the end of 2006. They document the enormous international relief effort and the involvement of thousands of volunteers, and donations from individuals, corporations and governments around the world to assist the relief effort. A lasting impact of the Indian Ocean Tsunami has been the development of the Indian Ocean Tsunami Warning System, which now provides alerts through three regional watch centres in India, Indonesia and Australia, and a network of 26 national tsunami information centres.



## Other ways to remember disasters

On a sunny spring afternoon in April 1989, a crush developed at the Hillsborough stadium in Sheffield resulting in the deaths of 97 Liverpool fans attending the club's FA Cup semi-final against Nottingham Forest. It remains the UK's worst sporting disaster.

Crime fiction novelist Val McDermid worked as an investigative reporter in the north of England until 1991. Her account, in her novel 1989, of a journalist covering the Hillsborough Stadium disaster of that year, represents another form of reinforcing memory, in a vivid fictional recreation of the scene.



## Learning from disasters

### Galveston hurricane 1900

The destruction caused by a hurricane that flattened Galveston, Texas, in 1900 was a key factor in developing the modern idea of a nonpartisan government that could efficiently provide relief after a disaster and help in the process of rebuilding.



### San Francisco earthquake 1905

Despite the devastation caused by the earthquake, San Francisco's residents worked tirelessly to rebuild their city, resulting in a remarkable transformation. The earthquake prompted advancements in building codes and disaster preparedness, lessons that continue to shape urban planning today.



## Commemorating disasters

Cyclone Tracy obliterated Darwin, the capital city of Australia's Northern Territory on Christmas Eve 1974. The cyclone completely destroyed Darwin, leading to the largest evacuation and relief effort in Australian history.

The Museum and Art Gallery of the Northern Territory was also destroyed that night. Since then, it has become the home of the Cyclone Tracy story through its much-loved exhibition, which has been redeveloped for the 50th commemoration of the disaster, on Christmas Eve, 2024.



# How to preserve the memories of disasters

Without conscious and concerted efforts, memories fade.

There are times when it is politically advantageous to encourage forgetting.

To ensure that future generations continue to understand the full story of a disaster, actions to preserve and sustain memory must be taken in the present.

We must

- ▶ Preserve the documents relating to a disaster
- ▶ Interview survivors and others such as responders, caregivers, government officials and family members to capture their memories of the impact of the disaster on their lives
- ▶ Create exhibitions and commemorative spaces
- ▶ Institute a special day to commemorate the disaster.

By these means, the memory of a disaster, and the courage and fortitude of those involved, will not be forgotten.

Thank you for your attention.

## Introduction

I am an elected Member of Parliament in the UK.

I have represented the constituency (area) of Liverpool West Derby since 2019.

I am also a survivor of the Hillsborough disaster.



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## Remembering Hillsborough



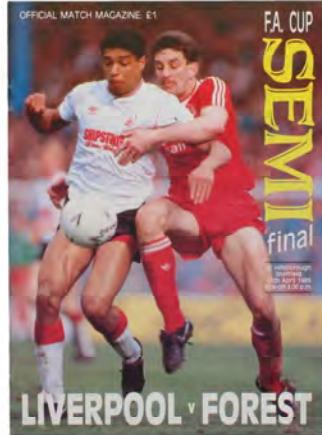
### What is 'Hillsborough'?

Ninety-seven (97) children, women and men were unlawfully killed as a result of the Hillsborough disaster, which occurred at the Hillsborough football stadium in Sheffield on 15<sup>th</sup> April 1989.

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## Remembering Hillsborough



15<sup>th</sup> April 1989

FA Cup Semi-Final  
Liverpool v Nottingham Forest  
Hillsborough Stadium, Sheffield

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## What happened at Hillsborough?

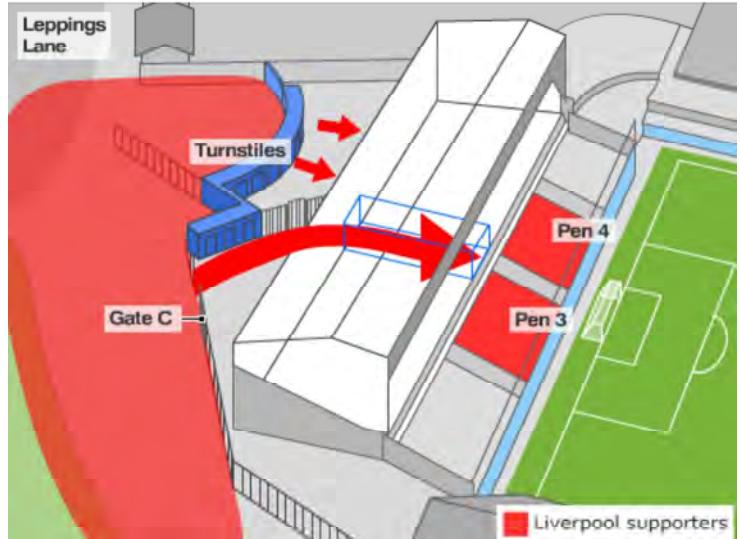
Outside the stadium fans were crushed because the turnstiles were slow or not working properly.



## What happened at Hillsborough?

The police opened a gate which drove Liverpool fans down a tunnel into the central pens, which were already dangerously full.

This led to a serious crush in the pens.



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## What happened at Hillsborough?

Surrounded by fences and trapped, some fans were pulled up into the stand above.

Others climbed the fence to escape.



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## What happened at Hillsborough?

Fans carried friends and others on advertising boards around the pitch to try to get them medical help.

**Hundreds of fans were injured and 97 died as a result.**



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## The lies & cover up

Even as fans were dying and being rescued by their fellow fans, the police officer in charge told officials and the media that:

- Liverpool fans arrived late
- Many were drunk
- Many were without tickets
- Some of them had forced open the gate, causing the crush.



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## The lies & cover up

These were lies and some newspapers published these lies about the fans.

This was a crucial element of the state cover-up in the most widely read and influential newspaper of the time

Sadly, some people still believe these lies even today.

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## The long fight for justice

At the original Inquest into the deaths, the jury, guided by the Coroner, returned a verdict of 'accidental death'.

Many families of those who died refused to accept this verdict, believing that their loved ones had been 'unlawfully killed'.

Bereaved families and survivors began what would become a very long campaign for truth and justice.



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## The long fight for justice

Finally, in 2012, **23 years after the disaster**, an Independent Panel into Hillsborough found the main cause of the disaster was a failure in police control and that other organisations had failed to keep fans safe.

The Panel also found that the Liverpool fans were not in any way to blame.



## State apology for the cover-up

In 2012, then Prime Minister David Cameron tells Parliament he is “profoundly sorry” on behalf of the state for the “double injustice” of officials trying to blame Liverpool fans for Hillsborough.

**This is a huge moment for the families and survivors of Hillsborough. For the first time since the disaster, the British Government has finally acknowledged the cover-up.**

Fresh inquests into the deaths of the 96 people who died are now also opened.



## New inquest verdicts

In 2016, the jury of the fresh inquests found that all who died had been ‘unlawfully killed’.

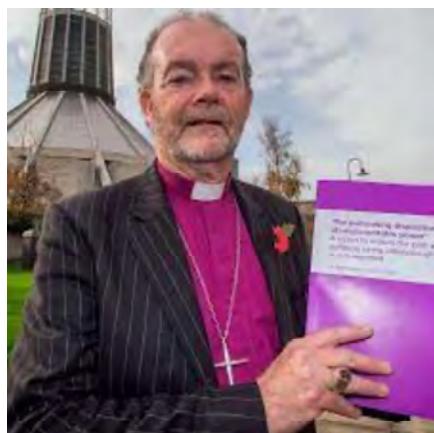
They found that the police were mainly responsible, but so too were the owners of the stadium, the architects and safety engineers, the ambulance service and the local authority.

The jury found that fans were not to blame and had not caused the dangerous situation at the turnstiles.



## 2017 Bishop James Jones report on Hillsborough

In his 2017 report, Bishop James Jones produced 25 ‘points of learning’ that were principally aimed at preventing future cover-ups by police and public authorities and ensuring better conduct towards bereaved people - **“to ensure the pain and suffering of the Hillsborough families is not repeated.”**



## 2017 Bishop James Jones report on Hillsborough

**Deborah Coles of Inquest, a UK charity providing legal expertise on state related deaths, said:**

*"It is vital the Government acts on these recommendations to support recently bereaved families in accessing trust, justice and accountability; not least those affected by the Grenfell fire.*

*"The legacy of Hillsborough should be improvements across the inquest system to benefit families who are still coming up against many of the same hurdles that the Hillsborough families had to battle against."*

**INQUEST**

Unlocking the truth for 40 years

INQUEST is the only charity providing expertise on state related deaths and their investigation.

## 2017 – First attempt to introduce a ‘Hillsborough Law’ to Parliament

A proposed ‘Hillsborough Law’ that would legally require police forces and public authorities to be truthful in legal proceedings – including about their own failures – was first introduced to the UK Parliament in 2017 by Andy Burnham, formerly a Member of Parliament and currently the Mayor of Greater Manchester.



*"A Hillsborough Law would fundamentally rebalance the legal system in favour of ordinary people... Until that happens, the true lesson of Hillsborough will not have been learned."*

*- Andy Burnham*



## 2022 – Hillsborough Law Now campaign launch

I was immensely proud to launch the Hillsborough Law Now Campaign in Parliament on Tuesday 19 July 2022, supported by Greater Manchester Mayor Andy Burnham, Liverpool City Region Mayor Steve Rotheram and Liverpool Garston and Halewood MP Maria Eagle.



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## 2022 – Hillsborough Law Now campaign launch

I chaired the first Parliamentary meeting of the Hillsborough Law Now Campaign.

Representatives from several campaigns took part, including from Hillsborough, Grenfell, Blood Contamination, Covid-19 Bereavement, Nuclear Test veterans, in addition to fellow MPs and legal experts.



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## Hillsborough Law – A legacy of Hillsborough

Victims of disasters still, to this day, suffer the same injustices and failures that forced bereaved Hillsborough families to campaign against lies and injustice for so long.

**It is time for a law that makes it illegal for those in authority to lie to the British public and to support those fighting for the truth.**

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## Hillsborough Law – A legacy of Hillsborough

### Many injustices, one struggle

The Hillsborough Law Now Campaign unites people fighting the state in every corner of Britain. It is a broad coalition of families, campaigners and everyday people who want justice, including:

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## Hillsborough Law – A legacy of Hillsborough

### A Hillsborough Law would:

Create a new **legal duty of candour** on public authorities and officials to tell the truth and to co-operate with official investigations and inquiries.

This would bring an end to the depressingly familiar pattern of cover-ups and concealment.

*"If Hillsborough Law was in place in 1989, it would be impossible for the truth to have been hidden, because those hiding the truth would have known they would be found out, and quickly prosecuted... This is a sophisticated bill with a laser guided purpose."*

— Pete Weatherby KC  
(legal expert on Hillsborough and other UK state-related deaths)

## Hillsborough Law – A legacy of Hillsborough

### A Hillsborough Law would also:

Ensure victims of disasters or state-related deaths are entitled to **parity of legal representation during inquests and inquiries**.

This would mean that bereaved families receive public funding for their legal costs, just as public money is used to support Government and public authority lawyers.

**This would be a game-changer in terms of taking on the state in a legal battle and having the necessary resources available to win.**

## Hillsborough Law – A legacy of Hillsborough

I am sure you would agree it is shocking that we need a law to ensure that public servants are honest, but history shows that we do.

In the case of many tragedies, including but not limited to Hillsborough, Contaminated Blood, Nuclear Test Veterans, Grenfell, Manchester Arena Bombing and the Horizon Post Office scandal, Government and public bodies all too often must be forced and shamed into revealing the truth.

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## Hillsborough Law – A legacy of Hillsborough

### Closer look: Infected Blood Scandal

A "criminal cover-up on an industrial scale" took place over the use of NHS contaminated blood products in the 1970s and 1980s, former Health Secretary Andy Burnham claimed.

More than 2,000 deaths have been linked to the scandal in which haemophiliacs and others were infected with hepatitis C and HIV from imported blood products. Civil servants lied to Andy over the scandal when he was Health Secretary.



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## Hillsborough Law – A legacy of Hillsborough

### Closer look: Infected Blood Scandal

Following a public enquiry into the UK's Infected Blood Scandal, in 2024, Andy Burnham, a former minister for Health, said:

***"How can Government line up behind a lie for four decades? How can that be allowed to happen in a country like ours? How can Parliament ignore an injustice on this scale for all those years?"***

***"A criminal cover-up on an industrial scale. That is what infected blood is, and that is why there needs to be full redress on every level. "***



## Hillsborough Law – A legacy of Hillsborough

### Closer look: Infected Blood Scandal

The British Government has set aside £11.8 billion to compensate victims of the infected blood scandal, after a public inquiry found that the authorities had covered up the scale of the problem.



More than 30,000 people in the UK were infected with Hepatitis C and HIV after receiving contaminated blood products in the 1970s and 1980s.



## Hillsborough Law – A legacy of Hillsborough

Access to justice should never depend on wealth or influence.

Access to justice should be the same for a hospital cleaner as it is for a Premier League footballer.

This is precisely what a fully implemented Hillsborough Law aims to achieve: [the rewiring of justice in the UK, from unfairness to equality for all.](#)



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## Hillsborough Law – A legacy of Hillsborough

**April 2025:** I am cautiously optimistic that, this year, finally, we will see the 'Hillsborough Law' legislation passed in the UK Parliament and that bereaved families and survivors may finally have a fitting legacy from Hillsborough.



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## The Real Truth Legacy Project – A legacy of Hillsborough

Another legacy of Hillsborough is the need for education.

Lies and smears about Liverpool fans told by the police, media and politicians following Hillsborough were so far-reaching that they are still believed and repeated by people today.

When I became a Member of Parliament, I decided it was time to do something about this.

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## The Real Truth Legacy Project – A legacy of Hillsborough

As we have already covered, many survivors and families of the 97 fans who lost their lives due to the Hillsborough disaster have been involved in a three-decade campaign for justice.

I work with some of them on an education initiative called **The Real Truth Legacy Project** - to educate all generations of people about the injustice and Establishment cover-up of Hillsborough.

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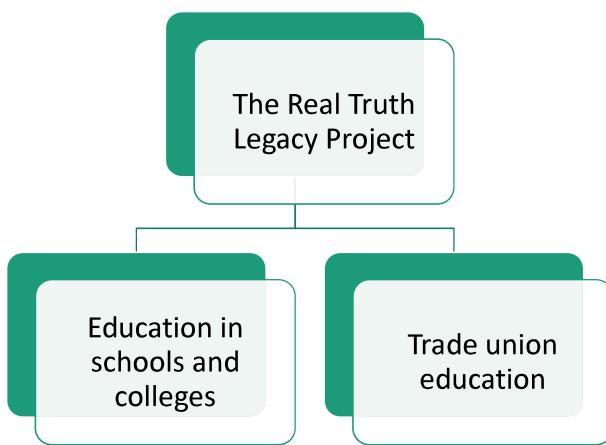
## The Real Truth Legacy Project – A legacy of Hillsborough

It is too long to show here today, but you can watch the **Real Truth Legacy Project introduction video** to gain a deeper understanding of why this work is so desperately needed, and why it matters, so much, to the bereaved families and survivors of Hillsborough.



To view the video visit: [www.ianbyrne.org/the-real-truth](http://www.ianbyrne.org/the-real-truth)

## The Real Truth Legacy Project – A legacy of Hillsborough



**The Real Truth Legacy Project consists of two key elements:**

- 1. Education in schools and colleges**
- 2. Trade union education**

## The Real Truth Legacy Project – A legacy of Hillsborough

**Education in schools** Working with stakeholders we have developed an education toolkit on Hillsborough for use in schools.

**Regional focus:** The aim is for all schoolchildren in the Liverpool region to be taught about Hillsborough, the cover-up and fight for justice.



## The Real Truth Legacy Project – A legacy of Hillsborough

**Regional focus:**  
Thousands of local school children are now also being taught about Hillsborough in workshops delivered by the LFC

**Foundation at Anfield, the stadium of LFC**, as part of our Real Truth Legacy Project.



## The Real Truth Legacy Project – A legacy of Hillsborough

**Regional focus:**  
The first schools' education workshop was held at Anfield in November 2023 followed by several more sessions since then.



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## The Real Truth Legacy Project – A legacy of Hillsborough

### National focus

Alongside the regional education work in schools, The Real Truth Legacy Project is also working with the UK Government to secure a full national rollout of education about Hillsborough.

I am leading on this work in Parliament.

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## The Real Truth Legacy Project – A legacy of Hillsborough

### Trade union education

The second element of The Real Truth Legacy Project is the development of a political education toolkit for use by trade unions and other organisations who wish to learn about Hillsborough.

**A specialist toolkit has been produced with the support of the political education team at the Communication Workers Union (CWU) in the UK.**

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## Poem for Hillsborough

Carol Ann Duffy, 2012

The Cathedral bell, tolled, could never tell;  
nor the Liver Birds, mute in their stone spell;  
or the Mersey, though seagulls wailed, cursed, overhead,  
in no language for the slandered dead...  
Not the raw, red throat of the Kop, keening,  
or the cops' words, censored of meaning;  
not the clock, slow handclapping the coroner's deadline,  
or the memo to Thatcher, or the tabloid headline...  
But fathers told of their daughters; the names of sons  
on the lips of their mothers like prayers; lost ones  
honoured for bitter years by orphan, cousin, wife,  
not a matter of football, but of life.  
Over this great city, light after long dark;  
truth, the sweet silver song of the lark.

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Thank you for listening.

Today you learned about  
Hillsborough & Hillsborough  
Law in conjunction with The  
Real Truth Legacy Project and  
the Hillsborough Law Now  
Campaign.

To find out more about this  
work please visit:  
[www.ianbyrne.org](http://www.ianbyrne.org)

## The Real Truth Legacy Project

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[www.ianbyrne.org/the-real-truth](http://www.ianbyrne.org/the-real-truth)

# The Grenfell Curriculum Project: Co-creating the future of education with the disaster-affected community

**Wonyong Park**  
University of Southampton

15 April 2025

Rebuilding Futures: Memory, Hope and Education after Disaster  
Slide credits: Nigel Fancourt & Hanan Wahabi



Research  
England



Economic  
and Social  
Research Council

Science & Education  
<https://doi.org/10.1007/s11191-024-00540-0>

Si: DISASTER EDUCATION

'We Often Forget It Was a Disaster': Cross-Curricular Teacher Collaboration to Develop a Curriculum Unit on the Titanic Disaster

Wonyong Park<sup>1</sup> • Neta Shaby<sup>1</sup> • Rachele Newman<sup>1</sup>

JOURNAL OF CURRICULUM STUDIES  
2023, VOL. 55, NO. 5, 580–597  
<https://doi.org/10.1080/00220227.2023.2239887>



OPEN ACCESS

"Safety" and "Integration": examining the introduction of disaster into the science curriculum in South Korea

Wonyong Park<sup>1,2\*</sup>, Hyunju Lee<sup>3</sup>, Yeonjoo Ko<sup>4</sup> and Hyunok Lee<sup>5</sup>

<sup>1</sup>Southampton Education School, University of Southampton, Southampton, UK; <sup>2</sup>Department of Science Education, Ewha Womans University, Seoul, South Korea; <sup>3</sup>Research Center for Hazard Literacy Education, Ewha Womans University; <sup>4</sup>Division of Liberal Studies, Kangwon National University, Chuncheon, South Korea

Home < BEIRI Blog

Blog post

How South Koreans remember tragedy through education

Wonyong Park, Lecture in Science Education at University of Southampton  
Suryoung Lee, Educational researcher at 4.16 Institute of Democratic Citizenship Education, Republic of Korea  
Eunmi Lee, Team Leader and Archivist at 4.16 Institute of Democratic Citizenship Education, Republic of Korea  
Jaejong Lee, Director of 4.16 Memory Archives and Team Leader at 4.16 Institute of Democratic Citizenship Education, Republic of Korea  
21 Jul 2023

Cultural Studies of Science Education  
<https://doi.org/10.1007/s11422-024-10225-3>

ORIGINAL PAPER

Exploring the intersection of disasters and science education with preservice science teachers through a disaster case study

Wonyong Park<sup>1</sup> • Insook Lim<sup>2</sup> • Jinwoong Song<sup>3</sup>



Reimagining Justice-Oriented Science Education through Disaster Memories: Evidence from the Buffalo Blizzard of 2022

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Home > DRR Community Voices

19 April 2024

Disasters in the classroom: Lessons on talking to students about extreme climate events

Author(s): Wonyong Park, Lorenzo Miani, Olivia Levini

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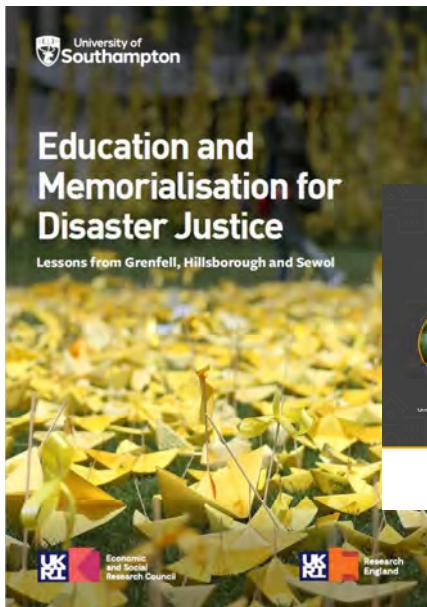
What is the role of education in recovering from disasters and preventing future disasters?

What should be taught about disasters, and how?

From whose perspective should we teach about disasters?

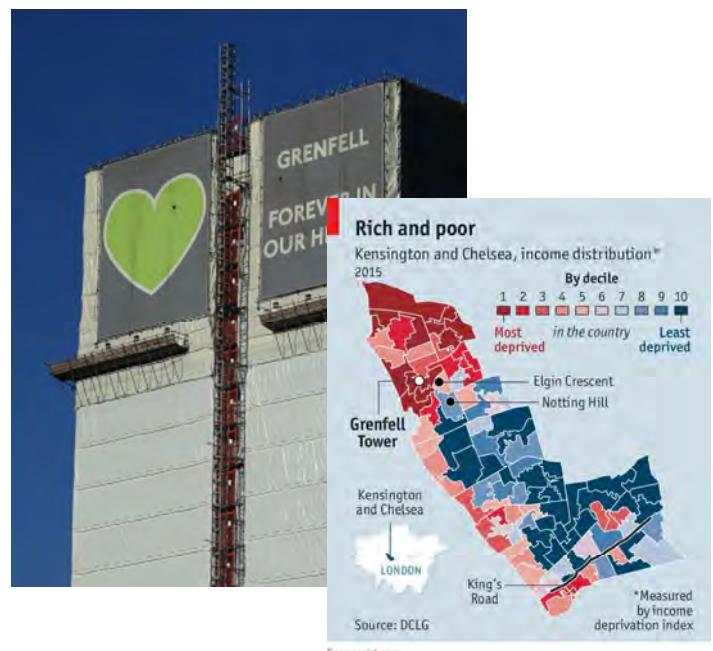
How can teaching about disasters help us make a more just and resilient society?

# Learning Across Disasters



## Grenfell Tower facts

- 72 Innocent souls died as a result of the Inferno, the oldest being Sheila 84 years old
- 18 being children, the youngest being Logan Gomes 0 (stillborn)
- 41% of those that passed were disabled
- 35 different languages spoken in the tower
- 85% of the 72 people who died in the fire were from black and minority ethnic backgrounds
- The Tower was on fire for over 60 hours



# Grenfell report blames decades of government failure and 'systematic dishonesty' of companies

Verdict of seven-year inquiry into disaster that killed 72 people apportions responsibility widely

- Explainer: key players named in the Grenfell report
- Read the report



Grenfell deaths were avoidable, says inquiry chair – video

## Explainer

The three Grenfell Tower companies still denying all wrongdoing

What the official inquiry found about Arconic, Kingspan and Celotex - and their unapologetic response

Justice for Grenfell deaths may not come this decade, warns former chief prosecutor

## 'You've been let down': Keir Starmer apologises to Grenfell families – video



The UK prime minister told the families of the Grenfell Tower victims that they had been failed by the British state, more than seven years after a fire in the building killed 72 people. Keir Starmer said: 'It should never have happened. The country failed to discharge its most fundamental duty, to protect you and your loved ones, the people that we are here to serve, and I am deeply sorry'

## Grenfell victims face three-year wait for possible convictions

Met says inquiry report 'reaches clear conclusions', but that any prosecutions are not expected until 2027

- Grenfell report blames decades of government failure and 'systematic dishonesty' of companies



People hold up photos of their loved ones, victims of the Grenfell fire. It will take 12-18 months for detectives to send full files of evidence to the CPS. Photograph: Gareth Fuller/AP

## BUSINESS | BUSINESS NEWS

Ministers unveil 2029 cladding deadline amid pleas to prevent 'another Grenfell'

The Government announced the Remediation Acceleration Plan whilst acknowledging work has been too slow.



THE GRENFELL MEMORIAL WALL IN WEST LONDON (LUCY NORTH/PA)

PA WIRE

Grenfell Tower Memorial design team selection process launched



## The story of Grenfell involves ...

active listening

what it is to be a good  
neighbour

accountability

capitalism

how the victims were  
treated

change and justice

how it was avoidable

social cleansing

state violence

loss and  
remembrance

how the community  
stood with each other  
without the support of  
the government

how to deal with  
loss

people's stories

how Britain works  
(or how it doesn't)

corporate manslaughter

engineering ethics



# The Grenfell Curriculum project

Surface the community's experiences, views, emotions and hopes related to Grenfell

Develop a set of priorities and approaches for disaster justice education in the context of Grenfell

Produce actionable policy recommendations for disaster justice education in the context of Grenfell

Grenfell Tower  
Memorial Commission

THE GRENFELL FOUNDATION



UNIVERSITY OF OXFORD

UKRI Research England

UKRI Economic and Social Research Council

## Project team



**Wonyong Park**

Associate Professor of Science Education  
University of Southampton



**Hanan Wahabi**

Community Representative  
Grenfell Tower Memorial Commission



**Nigel Fancourt**

Associate Professor of Education & Values  
University of Oxford



**Ruaa Al Rubaye**

Undergraduate Project Intern  
University of Southampton



**Arzhia Habibi**

Postdoctoral Researcher  
University of Oxford



**Harry Russell**

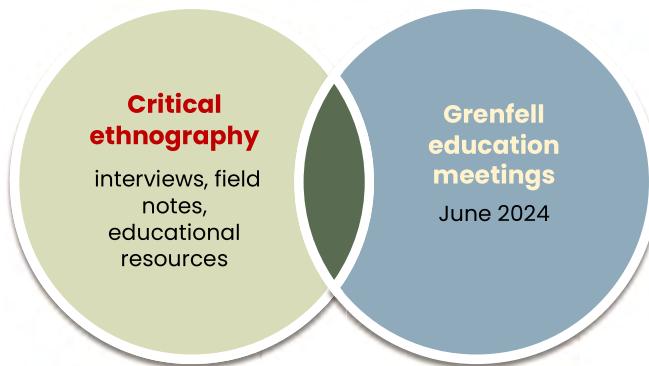
Research Assistant  
University of Southampton

# Community-engaged educational research

- Engaged scholarship is 'done **with**, rather than **for** or **on**, a community' (Furco, 2005).
- Engaged scholarship enables bringing together different kinds of expertise about the issue, leading to equitable knowledge production and action.
- Epistemic justice**
  - It is primarily the interests of capital and the ruling class that are served by disaster preparation and recovery (Klein, 2008).
  - Decisions about disaster preparation and recovery are "left to historically powerful actors rather than the likely beneficiaries of such actions" (Rumbach & Nemeth, 2018)



## Project activities



	Young people (16-20)	Children (11-15)	Bereaved & Survivors	Teachers
<b>Attendees</b>	8	6	16	10
<b>Duration</b>	2h30m	2h	2h30m	2h30m
<b>Activities</b>	Project introduction Group Brainstorming Quote Reflection Future Learning Capsule	Project introduction Group Brainstorming Future Learning Capsule	Project introduction Group Brainstorming Quote Reflection Teaching Resources Review Quote Reflection	Project introduction Group Brainstorming Teaching Resources Review Quote Reflection

**WHAT SHOULD STUDENTS LEARN ABOUT GRENFELL?**  
*Get your voice heard!*

**WHO ARE WE?**  
We are a team of researchers who want to help UK schools and educators to teach about Grenfell, so that young people understand and remember it.

**TEAM:** Wonyong Park (University of Southampton), Nigel Fincham, Arizha Habibi (University of Oxford), Hanan Wahabi (Grenfell Survivor and Bersaved)

**WHAT IS THE PROJECT?**  
We are listening to the Grenfell community's voices. Hopes and dreams about education. What should students learn about Grenfell? How should Grenfell be remembered? How can education help with justice after Grenfell?

**WHAT WILL HAPPEN?**  
What we learn from the Grenfell community will be shared with schools, teachers and teacher educators across the UK. We will also send it to education policy makers.

**HOW CAN I HELP?**  
Sign up for one of our Grenfell Education Meetings!

**YOUNG ADULTS (16 TO 20)**  
5TH JUNE | 6PM TO 8.30PM  
@MUSEUM OF BRAHMIN\*

**CHILDREN (11 TO 15)**  
6TH JUNE | 5PM TO 8.30PM  
@MUSEUM OF BRAHMIN

**BEREAVED & SURVIVORS**  
7TH JUNE | 6PM TO 8.30PM  
@MUSEUM OF BRAHMIN

**TEACHERS**  
7TH JUNE | 6PM TO 8.30PM  
@MUSEUM OF BRAHMIN

\*111-117 Lancaster Rd, W21 1QT

Food and refreshments will be provided.

**Scan QR code, or visit**  
[linktr.ee/teachgrenfell](http://linktr.ee/teachgrenfell)

**ANY QUESTIONS?**  
[teachgrenfell@gmail.com](mailto:teachgrenfell@gmail.com)

# Grenfell Education Meetings

**GROUP BRAINSTORM**  
(25 minutes)

learn about  
remembered?  
mean to you?

**FUTURE LEARNING CAPSULE**  
(40 minutes)

A Future Learning Capsule includes items and ideas that symbolise the key lessons and values we want future students to learn from Grenfell.

## Feedback from community

“

I thought the meeting was very helpful and comforting as we were heard and able to express our thoughts, views and feelings on this sensitive topic. I am extremely grateful to work alongside the team and looking forward to continue working together and making further change.

A young survivor

“

This meeting was great as we had a chance to hear directly from survivors and bereaved about their views and thoughts on what should be included in the curriculum as well as having the views of the teachers and the North Kensington community. This is part of the Grenfell legacy that we want our children to learn about when they grow up.

A bereaved family member

”

# Disaster's temporality: Grenfell as slow disaster

## The experiences of time for the survivors and bereaved

“ I agree ... when time goes on, time heals you, because there is no other choice. Before I could not speak about it at all. I'd try to change subjects or whatever, but now I speak fine, and a lot of people are getting to that stage, and some people aren't, which is okay. And everyone thinks differently - because people start to accept it, because it's very hard to swallow. (Young Survivor) ”

## Unfinished business

“ I think there is a risk of teachers not feeling equipped enough to be able to deliver a social justice teaching element of it when there is still so much unfinished ... You can create curriculum, but actually can a teacher fully and adequately equip themselves to be able to facilitate a discussion when there are still so many unknowns? (Educational Services Professional) ”

# Disaster's temporality: Grenfell in our living memory



“

We looked at the Great Fire of London ... like experiencing history lessons ... and there is a similar structure in which we were taught stuff, [which] I think is more acceptable for like ancient history. But with modern history ... because it's got a clear message that this affected our life (and I think you should be very educated when you present this type of modern history) ... You have to have a clear objective on why you are teaching it.

(Adult Survivor)

”

# Centring the community

“ However, for us, students should learn about the actual individuals like survivors, bereaved people, and the local community, not just from the news. To keep their memory alive, it is important to do that, and having someone who is bereaved speaking about them and their spirit in the classroom is how students should learn rather than just from the news and discussing the individual. (An adult bereaved & survivor) ”

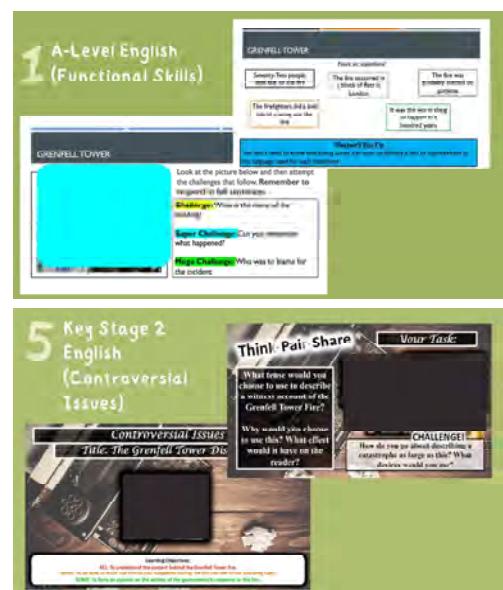
“ We should be the resource because we are not represented in the media; they change the narrative and don't put the full story in the media. (An adult bereaved & survivor) ”

“ We talked about how might teachers feel about delivering something like that, and the response they going to get and able to response to the reaction of young people and they might not have the facts in central London they don't know enough it would be respectful if you have a team went to school and school to deliver this which it feel more respectful way. (A local teacher) ”

## Graphic pedagogy: Unethical or essential?

“ This year, I realised, ‘I need to start using some pictures of the night’. The audience doesn't know or remember, and often words aren't enough. **Before**, I felt like I couldn't do it; it was just too raw to discuss something so personal. **But now**, I think it's necessary because **they** don't understand anymore. So, yes, I'm going to need some pictures and other visuals. (A bereaved family & teacher) ”

“ If I told them about a block on fire from a person in Scotland, they wouldn't understand, but if I showed them, they would appreciate it. Same as going to the Middle East, I showed them the pictures so they would understand (An adult survivor) ”



## Lessons learned

- The possibility of '**disaster education**' as a field of enquiry and a social justice movement, with implications for
  - Inclusion of Grenfell across the curriculum
  - Memorials, museums, artistic/media reproductions
  - How Britain will remember Grenfell
- **The knowledge of disaster-affected communities** as a foundation for education for disaster justice
- **Timescapes and temporality** as lenses for describing disaster victims' experiences and guiding pedagogy for disaster justice



## Next step: Teacher CPD for disaster education

- A research-informed online CPD course on disaster education using the Grenfell Tower fire as an example, which can be applied to other disasters
  - Featuring bereaved/survivors' stories and voices
  - Approaches to disaster education in different subjects
  - Age-appropriate and trauma-informed pedagogy
  - Lesson and activity examples
- Funding from ESRC Impact Acceleration Account & The Grenfell Foundation



# Thank you!

## Contact

w.park@soton.ac.uk

## More about the project

<https://www.wonyongpark.com/projects/grenfell/>





# Lessons from 'Revealing Truth: Jeju 4·3 Archives'

Yoo, Chul-In

Professor Emeritus of Anthropology, Jeju National University

4.16 Institute for Life and Safety Education, April 15, 2025



## ■ Back to the basics

The Memory of the World Programme aims to:

- Facilitate preservation of the world's documentary heritage, particularly in areas affected by conflict and/or natural disaster
- Enable universal access to documentary heritage worldwide
- Enhance public awareness about the significant [significance] of documentary heritage among the wider public

<https://www.unesco.org/en/memory-world>  
(Accessed on March 14, 2025)

- Back to the basics

## General Guidelines of the Memory of the World (MoW) Programme (2021)

- 3.1.1. A **document** is an object comprising analogue or digital informational **content** and the **carrier** on which it resides. [...] The content may comprise signs or codes (such as text), images (still or moving) and sounds, which can be copied or migrated. The carrier may have important aesthetic, cultural or technical qualities. The relationship between content and carrier may range from incidental to integral.

3

- Back to the basics

## General Guidelines of the Memory of the World (MoW) Programme (2021)

- 8.1.1. [...] in administering the International MoW Register, the concern of the MoW Programme is with the preservation and accessibility of primary sources, **not with their interpretation or the resolution of historical disputes**.

4

- Understanding of the nomination form \*

### 8.3. Criteria for inscription (General Guidelines, 2021)

- 8.3.2. Assessment is **comparative and relative**.
- 8.3.3. Authenticity and integrity
- 8.3.5. **World significance**: Primary criteria
  - 8.3.5.1.1. **Historical significance**
  - 8.3.5.1.2. Form and style significance
  - 8.3.5.1.3. **Social, community or spiritual significance**
- 8.3.6. **World significance**: Comparative criteria
  - 8.3.6.1.1. Uniqueness or rarity
  - 8.3.6.1.2. **Condition**

\* Memory of the World Register Companion (2018 - )

5

- Cataloging for significance

- Jeju 4·3 Archives: Catalogue

Kind of collection	Quantity
Prisoners sentenced by the court martials during Jeju 4·3	27
Testimonies of the victims and the bereaved	14,601
Civil movements for truth and reconciliation	42
State investigation into truth	3
Total	14,673

6



Postcards from prison  
(1949-1950)

- For many prisoners, these postcards became the final unexpected memento sent to their families.
- The majority of Jeju people in prisons on the mainland went missing, due to killing of prisoners as pre-emptive measures in the aftermath of the outbreak of the Korean War in 1950.

7

#### 4·3 피해 신고서

일련번호:		제주도의회					
성명	한글: 李 慶 勝	성·별	생년월일				
민자:	病 仁 生		당시나이				
피해시적	부동산 피해 666	당지역					
당주소	장동	당지점	동				
관계	성명	나이	직업	관계	성명	나이	직업
가족							
피해상황	● 나중 근처 아스팔트로 인해 끊어진 고개로 떨어져서 ● 삼면수 속에서 물에 빠져 숨졌다. 1994년 4월 16일						
(6학년치 에 의거 기재)							
신	성명	한글: 李 慶 勝	주민등록 번호	261-2-4 - 1958614			
본적	부동산	666	피해자와 의 관계	77(33)			
고주소	장	동	전화번호	64-2186			
요망사항 (기타)							

상기 기재사항은 사실과 상위없음을 신고합니다.

1994년 4월 19일 신고인: 李 慶 勝

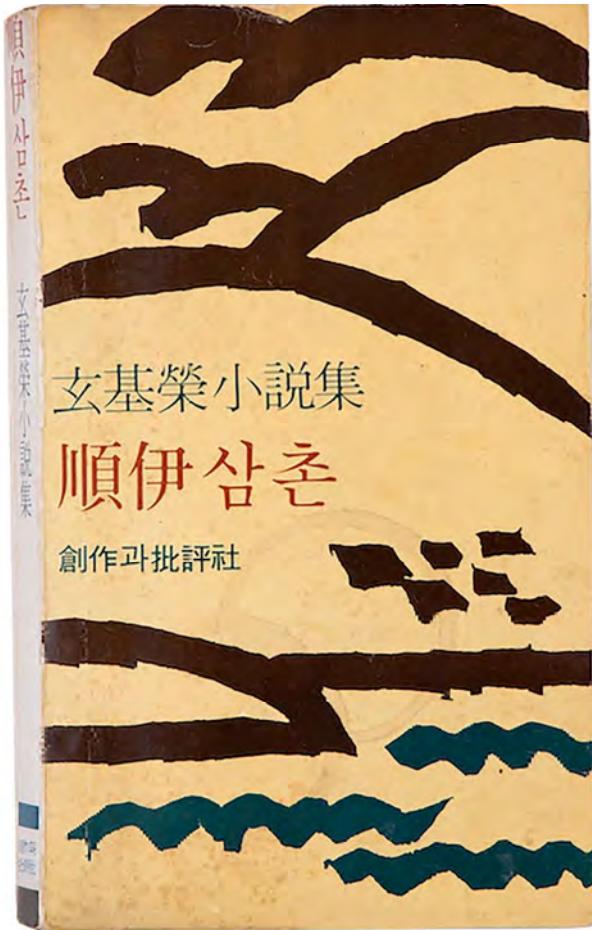
※ 신고방법  
○ 신고자는 1인에 대하여 1장의 환경확인서 주시기 바랍니다.  
○ 징수처: 제주도의회 4·3 피해 신고실로 나오시거나 우편으로 충분하여 주십시오.  
- 징수처: 제주시 연동 311-45 제주도의회 4·3 피해 신고실 · 우편번호 690-170  
- 휴지: 주소: 제주시 연동 311-45 제주도의회 4·3 피해 신고실 41-2343-50 문화하여 주시기 바랍니다.



#### A victim report submitted to the Jeju Provincial Council

- The Special Committee for 4·3 of the Jeju Provincial Council, which was established in 1993 as an independent initiative to investigate Jeju 4·3, solicited reports from the victims and the bereaved in order to assess the number of victims.
- The majority of victim reports were submitted from February 1994 to April 1995.

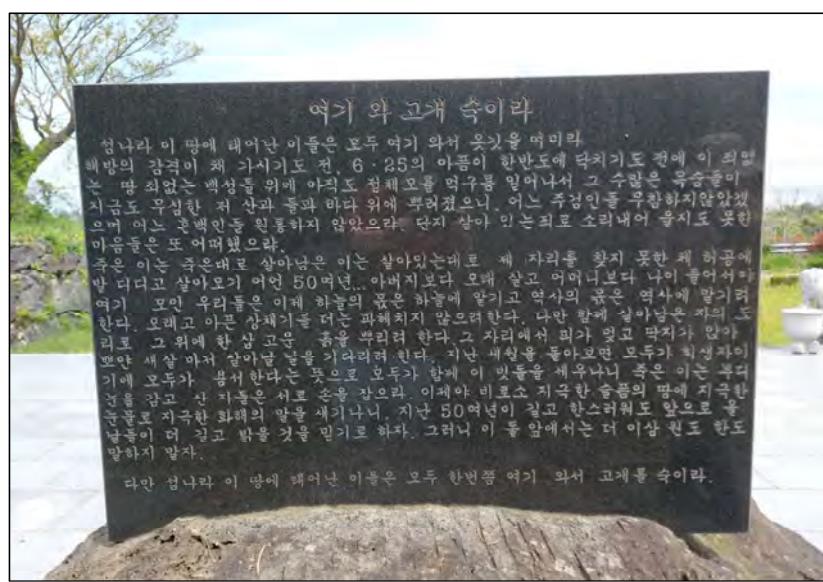
8



### Novel 'Aunt Suni' by Hyun Ki-young

- Aunt Suni has stood as a seminal work that unveiled the hitherto untold history of Jeju 4·3.

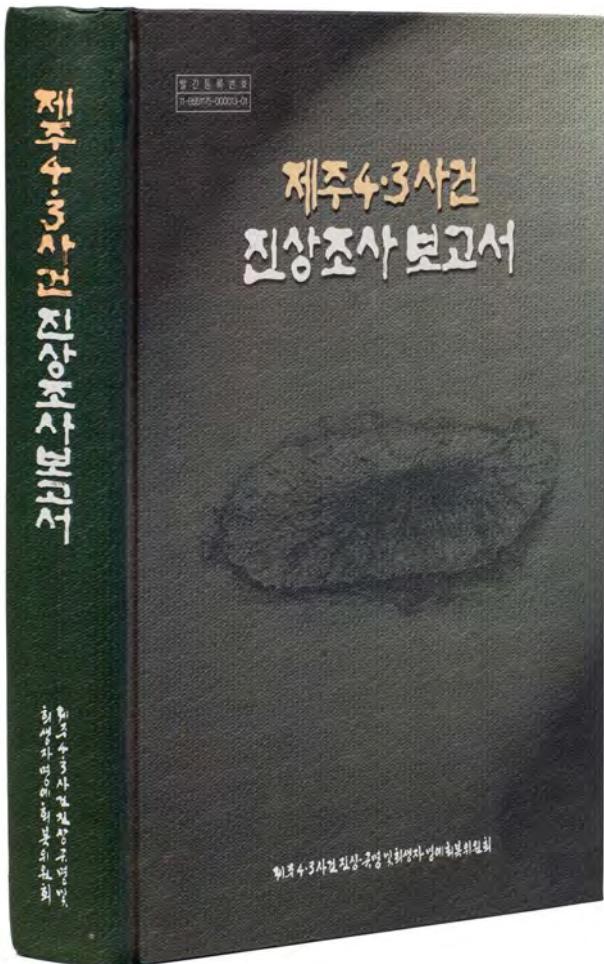
9



### The epigraph for 4·3 victims in the *Hagwi-ri* village memorial altar

- The best example to show how Jeju people have advanced gradually towards reconciliation
- The epigraph says, "Because all the dead are victims in those days, they should forgive each other. All survivors should hold hands together."

10



### Jeju April 3 Incident Investigation Report

- Jeju April 3 Incident Investigation Report serves as the government's official account of Jeju 4-3.

11

## ■ Historic significance of Jeju 4·3 Archives

### The Jeju 4·3 Archives

- show how grassroots movements for truth campaigns and the processes of reconciliation with the spirit of 'living together' addressed the complexities of historical readjustment and charted a new path for resolving the historical past of violence.

### The testimonies from survivors and the bereaved

- revealed the details of intimate histories of the 4·3 violence
- gave dynamic force to the civil movements for truth and reconciliation
- formed a body of evidence that underlined the need for government investigation.

12

- Historic significance of Jeju 4·3 Archives

The civil movements and the truth campaigns for Jeju 4·3

- emerged spontaneously with South Korea's democratisation movement in the late 1980s and during the era of 'transitional justice' around the world
- exemplify history from below and the global value of human rights

13

- Social significance of Jeju 4·3 Archives

The trajectory of resolving Jeju 4·3

- Towards a sense of community restoration and living together by forging reconciliation



Declaration of reconciliation in 2013

- Between the Association for the Bereaved Families of Jeju 4·3 Victims and Jeju Police Veterans Association, which can be thought as two bodies of the perpetrators and the victims with the most contrasting views on Jeju 4·3

14

- Gender issues regarding Jeju 4·3 Archives

The testimonies of the victims and the bereaved

- Women's experiences of Jeju 4·3 are different from men's ones
- document how women transcended patriarchal social norms by supporting their families and participating in the reconstruction of their communities in the absence of men

15

- The history of the world related to Jeju 4·3 Archives

The Jeju 4·3 Archives

- show that the proper resolution of the past should rely on grassroots democracy such as the initiatives of the victims and survivors, rather than directives from the state
- By contrast, in many countries including South Africa and several Latin American countries, documents of historical readjustment are collected mainly on the initiative of the respective national commission or other governmental entities

16

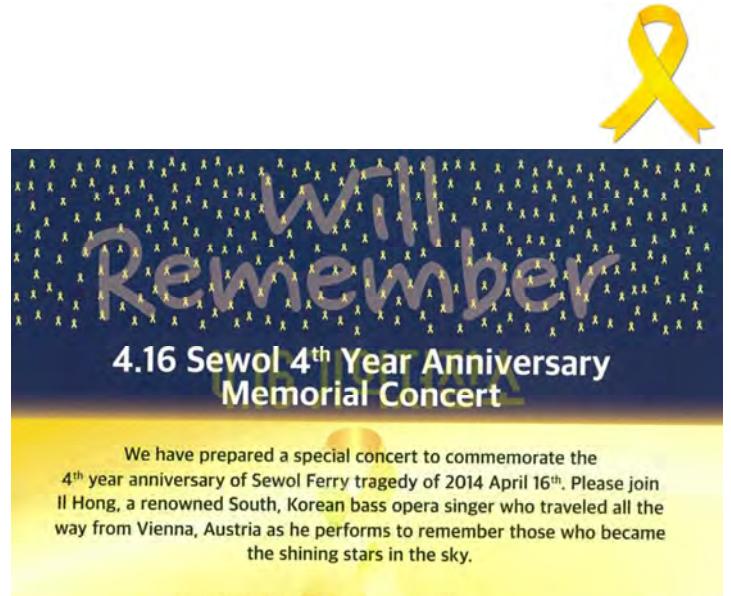
- The name of documentary heritage

- Inscribed on the Memory of the World International Register in 2025  
Revealing Truth: Jeju 4·3 Archives
- Nomination form to National Committee  
Jeju 4·3 Archives
- Korean translation of inscribed documentary heritage ?

17



Thank you for your attention!



[http://www.416memory.org/archives\\_festival/view/24690?page=1](http://www.416memory.org/archives_festival/view/24690?page=1)

18



# What is the role of national governments in the transmission of memory through education?

## - From the case of Japan

01.

Nagomi NAKAMARU

(The Great East Japan Earthquake and Nuclear Disaster Memorial Museum / University of Tokyo)

## Introduction



### Nagomi Nakamaru

- Researcher in The Great East Japan Earthquake and Nuclear Disaster Memorial Museum
- Researcher in University of Tokyo



### My major

education, particularly in educational administration

- educational policy after disasters

-a doctoral thesis project about the case of the Fukushima Daiichi Nuclear Power Station Accident

02.



# The Great East Japan Earthquake and Nuclear Disaster Memorial Museum



- a prefectural facility in Futaba Town, Fukushima Prefecture which opened on September 20, 2020.
- The exhibitions about the Great East Japan Earthquake and the nuclear power plant accident.
- storytelling lectures are given four times a day by residents who experienced the disaster first hand.

03.

"About us" , The Great East Japan Earthquake and Nuclear Disaster Memorial Museum, <https://www.fipo.or.jp/lore/about>

# The Great East Japan Earthquake and Nuclear Disaster Memorial Museum



- March 31, 2015  
the government ordered the establishment of a research association to examine the creation of an archive base in Fukushima Prefecture.
- The operation of this museum is part of The Fukushima Innovation Coast Framework.
- The Fukushima Innovation Coast Framework is a national project.
- It is said that the national government effectively covered all project costs, including collection expenses.

03.

"About us" , The Great East Japan Earthquake and Nuclear Disaster Memorial Museum, <https://www.fipo.or.jp/lore/about>  
"About the Framework" , The Fukushima Innovation Coast Framework, <https://www.fipo.or.jp/en/framework>

# Criticism of the Museum



- Media reports stated that storytellers (kataribe) working in the museum are asked not to criticize specific organizations.
- These "specific organizations" are said to include the national government and Tokyo Electric Power Company (TEPCO).
- "It's wrong that we, as victims, are not permitted to criticize TEPCO or the state — even if we avoid defamation."

03.

「国や東電の批判NG？伝承館語り部に要求、原稿添削も」朝日新聞デジタル、2020年9月22日  
[https://digital.asahi.com/articles/ASN9Q63FQN9CUGTB00H.html?iref=subscribe\\_done](https://digital.asahi.com/articles/ASN9Q63FQN9CUGTB00H.html?iref=subscribe_done)

## The establishment of memory preservation facilities by citizens



- In Fukushima, there are also citizen-led efforts to preserve and pass on disaster memories.



03.

## The establishment of memory preservation facilities by citizens

- The person who established the facility stated, “I thought I had to build it myself because there was nothing like it in this town.”

**The creation of remembrance facilities can be seen as an important form of governmental responsibility?**

03.

## Visiting the Memorial Museum as part of an educational trip

- In Japan, various forms of “disaster education” have been implemented since the Great Hanshin-Awaji Earthquake ( 1995 ).
- The Memorial Museum is now widely used as an educational resource to learn about the Great East Japan Earthquake and the Fukushima nuclear accident.

03.

# The transmission of disaster memory through school education using textbooks

- In the Japanese education system, disasters are taught through both textbooks and complementary reading materials.
- In Japan, all textbooks must be approved by the national government.
- There are national curriculum set by the Ministry of Education.
- The content that should be conveyed may be minimized or downplayed within the curriculum or teaching materials.

03.

## Raising Questions

These points highlight the challenges and tensions that arise when a state becomes involved in the transmission of collective memory. But Wouldn't it be too irresponsible for the government to do nothing at all? Particularly in the context of the Fukushima nuclear accident, the question must be asked: How can the government appropriately engage with both its responsibility for responding to the disaster and the preservation of its memory?

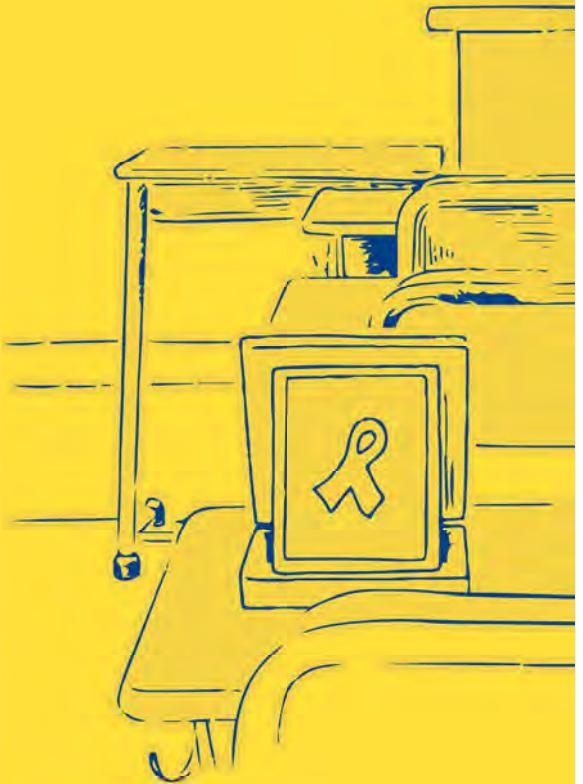
09.



# Thank you

# 416, Children To Be Remembered

신대광  
(신길중학교)



## Table of Contents

1. April 16<sup>th</sup>, 2024, the day
2. Friends of children who became stars
3. And their brothers and sisters

## 1. April 16th, the day



Newsflash  
Ansan Danwon High School “338 students, all saved”



Newsflash  
“Sewol Ferry, Disappeared from Eyesight”

The day of tragic event,  
Did not know what to do  
Just looking at news  
And spent a day struck by sadness



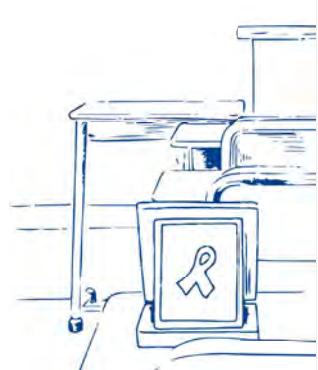
## 1. April 16<sup>th</sup>, 2014, that day



At that time, Ansan city was in big grief.

The streets were deserted, the lights in the shops extinguished, and the atmosphere was eerie.

A wave of mourning then swept through the city.



## 1. April 16<sup>th</sup>, 2014, that day

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When it was almost a month after the disaster,  
I thought it shouldn't be like this,  
so I decided to get together  
with some people who share common  
thoughts  
and organized the 'Citizen Records Committee'  
to record what's going on.



## 2. Friends of children who became stars

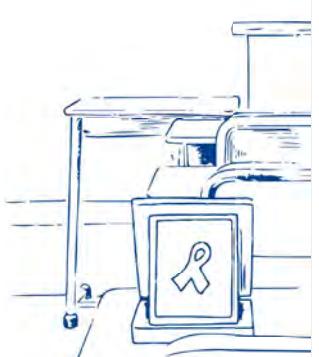
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1) More than 40 out of 48 Wonil Middle School graduates who enrolled in Danwon High School became victims

2) Students who studied together in middle school,  
students who were in history club together

3) Friends of the victims who went to the funeral together.....

At the time, it was middle of exam period for high schools, so many of their friends  
were unable to attend the funerals because they were not allowed to go to the  
funeral from school or home.



## 2. Friends of children who became stars

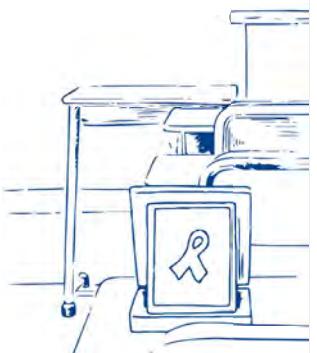


The student in the yellow circle is Ha-Young.

She had many friends, popular with her many talents. In March 2015, the first year after the tragedy, many friends came to visit her on her birthday.

Friends from the middle school, friends from clubs, friends from church, etc.

The friends of the children who became stars don't talk about it easily, even though they too have lost friends. "I'm sad as well," they say, "but it would be nothing compared to parents' sadness due to the loss of child." . . . . .



## 2. Friends of children who became stars



Hayoung's friends gathered together at the middle school graduation ceremony and took a picture.

Later, Hayoung's friends went to a photo studio on her birthday and took a photo together with her memorial photo to remember her.

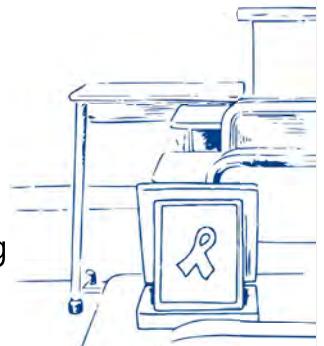


## 2. Friends of children who became stars

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A picture sent from Hayoung's friends, after recently visiting to meet Hayoung



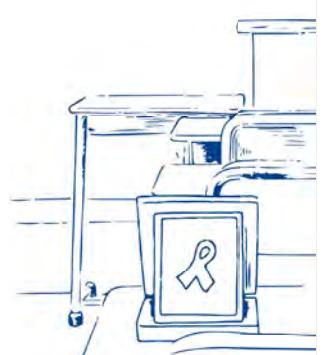
## 3. And their brothers and sisters

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### Situation of middle schools nearby Danwon high school at the time of 416 disaster

Danwon middle school, Won-il middle school, Wa-dong middle school, etc.

- O Provision of social workers (temporary) in schools (after the tragedy ~ 2014)
- O Setting up separate rooms in schools
- O Students unable to attend classes
- O Learning gaps for students
- O Care gaps at home
- O Community support (medical and psychological support)



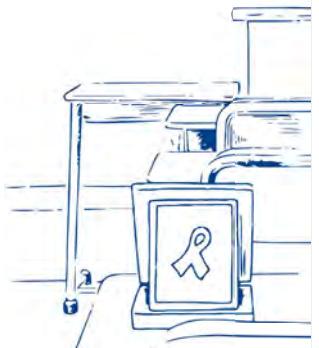
### 3. And their brothers and sisters

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1) There were a lot of younger brothers and sisters at school at that time, so the pain was magnified

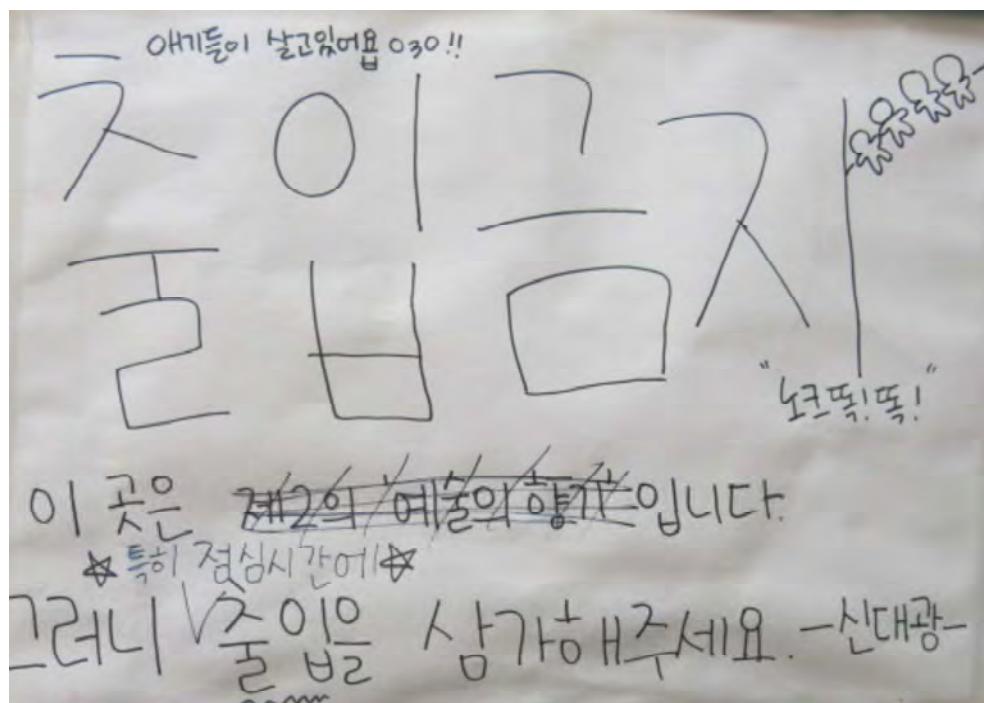
2) Stories of sisters and brothers ...

3) Before and after returning to classes



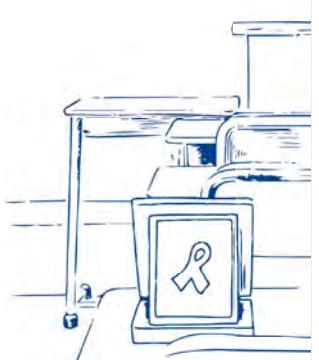
### 3. And their brothers and sisters

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A sign posted by children outside the head teacher's office in 2015.

They wrote that people should never enter during lunchtime because this is where they eat



### 3. And their brothers and sisters

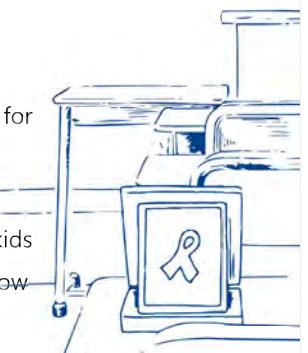
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(Left-top) After lunch in the head teacher's office (one of the characteristics of children is that they never show their faces)

(Right-top) The school meals the children received for lunch

(Left-bottom) The toothpaste and toothbrush the kids brushed their teeth with after lunch. I still can't throw them away and keep them.



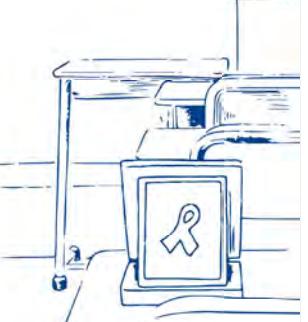
### 3. And their brothers and sisters

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On their siblings' graduation day

(Students who are covering their faces are the siblings, and they didn't end up showing their faces)

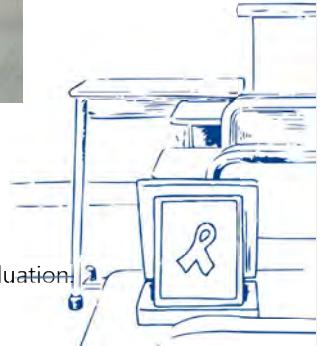


### 3. And their brothers and sisters



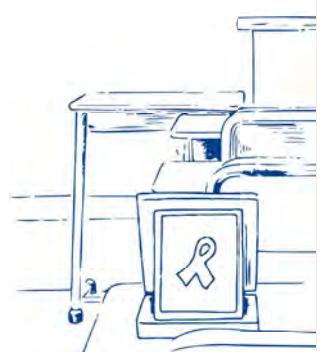
Youngran's youngest sister, Park Hye-kyung, at her graduation from Wonil Middle School  
(she is now in her second year of college in 2025)

She didn't speak about it for three years after entering school, but finally spoke up and took a picture at graduation.



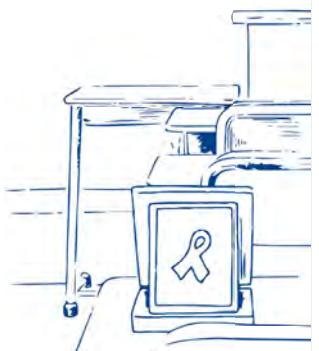
### Children that we should remember

Other children  
That we should  
Remember and record  
Their friends, brothers and sisters



# 감사합니다

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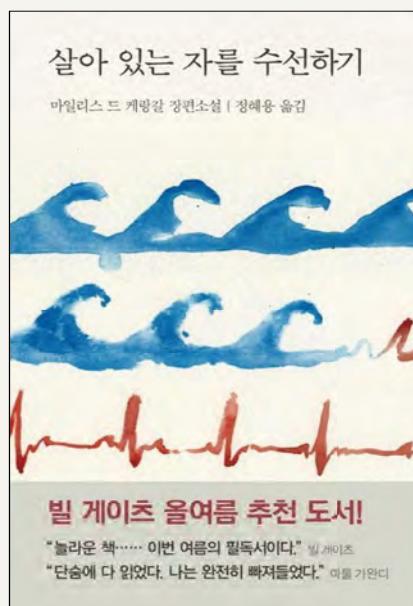
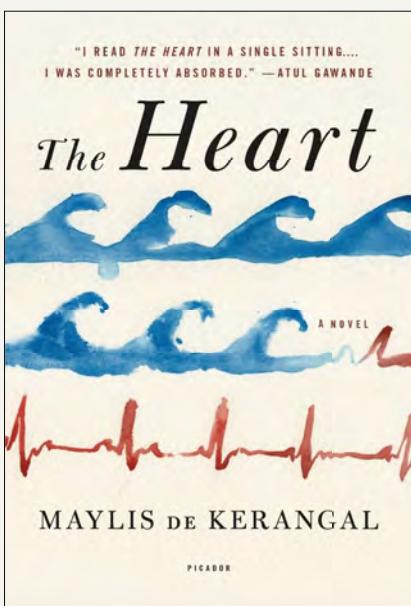


# Archiving Hearts: The 4.16 Memory Archive and the Bereaved Mothers' Journey

Hyeon Jung Lee

(Seoul National University, Member of the Executive Board of the 4.16 Memory Archive)

*The Heart*, by Maylis de Kerangal (2014)



# *The Heart, by Maylis de Kerangal*

*The Heart* (살아있는 자를 수선하기) is a realistic and medical fiction novel by the French author Maylis de Kerangal. In particular, this book covers the process of transplanting the heart of 19-year-old Simon, who became brain dead after a sudden car accident, to another person. Faced with her son's sudden death, Simon's mother remembers her son's life, from his childhood to the present, one by one. In this way, her son's life is engraved on her heart. She also hopes that her son's death is not the end, but a continuation of life, as his heart will live in someone else's body.

*Death is not the end, but it can be a continuation of life.*

After the death of the children, their hearts beat in the mothers' bodies. And their hearts will continue to beat in someone else's bodies in memories, in records, and in actions.

# Purpose and Contents

The purpose of today's presentation is to briefly look at the activities of the bereaved mothers who have been directly managing the 4.16 Memory Archive since 2016, and to understand why they have continued these activities for nine years.

Section 1: Activities of the 4.16 Memory Archive Mothers

Section 2: Mothers' Archiving Hearts

Kyung Bin: Collection and Use of the Disaster Records

Do Eon: Memories of Children's Lives and Dreams

Jae Kang: Sharing Grief and Consolation

Go Un: Education for Future Generation

Section 3: Remaining Tasks

## *Section 1*

# Activities of the 4.16 Memory Archive Mothers

# 1) Operating 4.16 Memory Archive



4.16 Memory Archive (When established)



4.16 Memorial Exhibition Hall

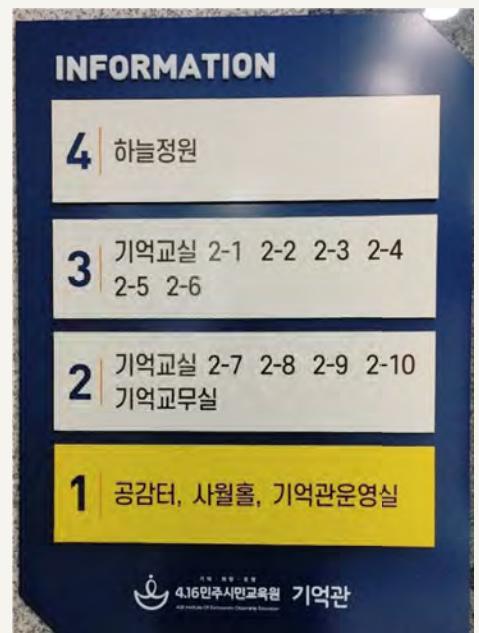


Collection, Registration, Preservation, and Use of Records





The classrooms of Danwon High School, which were saved through the process of moving and fighting three times in 2016, 2018, and 2020 after being evicted from Danwon High School two years after the disaster.



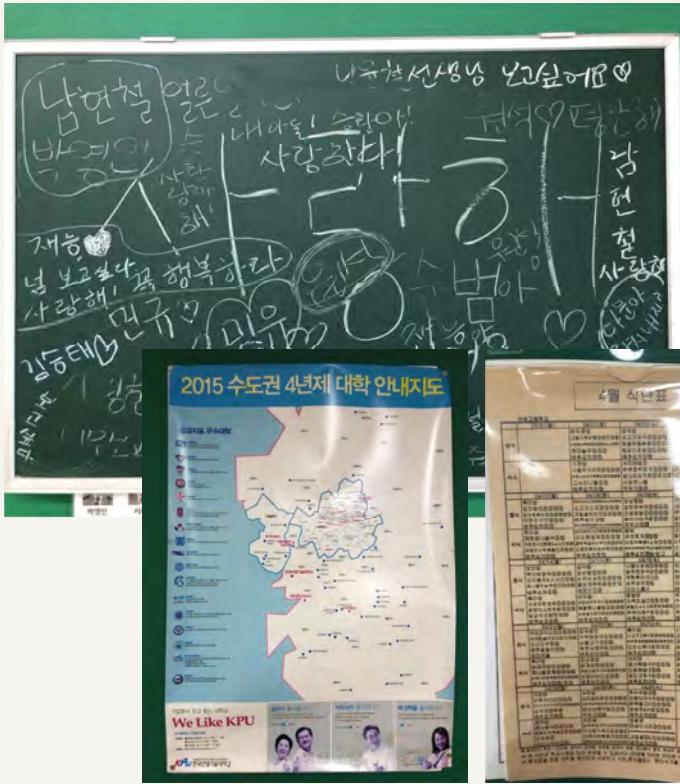
Danwon High School  
4.16 Memorial Classrooms

## 2) Collecting and Documenting Memories

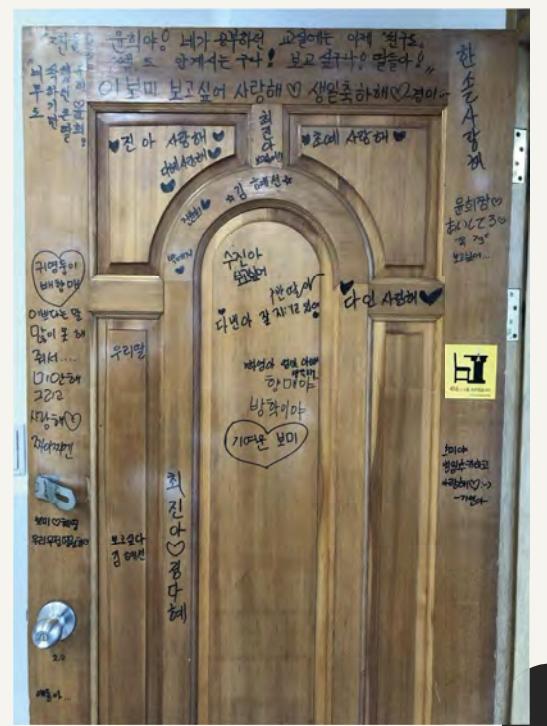
1. Personal belongings and lost articles of the students victims-clothing, books and stationery, diaries, and personal items etc.
2. Danwon High School school records-classrooms, artifacts, and various documents etc.
3. Activities of the bereaved families-walking, signing, and classroom preservation struggle etc.
4. Citizen memorial records-ribbons, memos, letters, and diaries on April 16 every year etc.
5. Oral testimonies of victims-bereaved parents, divers, and fishermen and women etc.



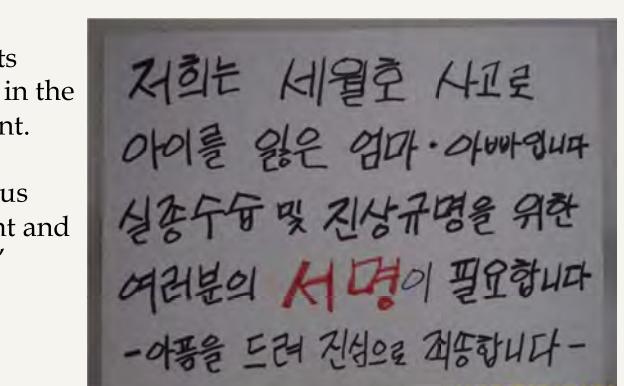
Personal belongings and lost articles of the student victims



Artifacts and documents in Danwon High School classrooms

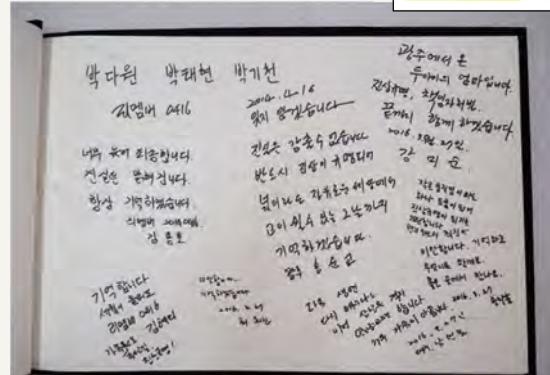
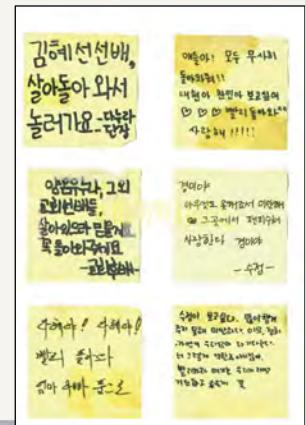


"We are the parents who lost our child in the Sewol ferry accident. We need your signatures to help us resolve the accident and find out the truth."





The bereaved mothers of 4.16 Memory Archive are sorting through the countless yellow paper boats that were piled up at the incense altar. Memorial gifts sent by a citizen, post-it messages from the school, and guestbooks at Paengmok port.



Since 2015, researchers have begun to record the oral testimonies of the victims, and as a result, the 100-volume oral testimony book *Telling the Day* was published in 2019 and 2020, with 50 volumes each.

### 3) Hosting Exhibitions and Events



The Memory Exhibition Hall holds an annual exhibition to commemorate and remember. In addition, the museum collects diaries from the entire nation on April 16 every year.



#### 4) Educational Programs and Community Engagement



Since July 2014, the 4.16 Memory Archive has been conducting the "Path of Memory and Promise," a monthly pilgrimage to major memorial sites in Ansan city, and also operates a civic education program.

## *Section 2*

# Mothers' Archiving Hearts

## 1) Collection and Use of Disaster Records



"At first, we thought that the truth would be revealed within three to five years. Even when we set that goal, we said, "Isn't that too long? Don't say that." But it has passed. In the process, we got to know people who have been fighting for much longer than us. Gwangju May 18th, Jeju April 3rd, Gangjeong Village... I don't know how many there are. I'm really grateful for their solidarity. The Sewol ferry is a link for me. It connects me to Kyung Bin. The truth about the Sewol ferry disaster must be revealed, and only then will those responsible be punished, and only then will our people be able to live in a safe world." (from *SISA IN* interview, Jan 26<sup>th</sup>, 2024)

## 2) Memories of Children's Lives and Dreams



"The Memory Classrooms were the last place our children were in. The last place where they laughed, the last place where they had their last class, the last place where their last touch lingered, and the last place where they were excited and contacted their friends, mothers, fathers, and anyone else during class or recess. That's why I think the Memory Classrooms are the heart of the space. The heart of the space. I hope that each of our children's names and dreams will never be forgotten." (from *Telling the Day*)

## 3) Sharing Grief and Consolation



"I spend the most time guiding the memory classroom. When I first introduced it, I was so overcome with emotion that I was at a loss. Freshmen came to the classroom, and when I saw the male students, I couldn't help but think of my son Jae Kang, and I couldn't hold back my tears. So now I don't talk about my son much. I'm not always depressed these days. I can't just cry all the time when I'm guiding visitors. So I smile brightly. Then some people say that it hurts more because we smile. If someone is crying while looking around the classroom, I bring them a tissue and step out so that they can look around the classroom alone." (from *SISA IN* interview, Apr 3<sup>rd</sup>, 2024)

## 4) Education for Future Generation

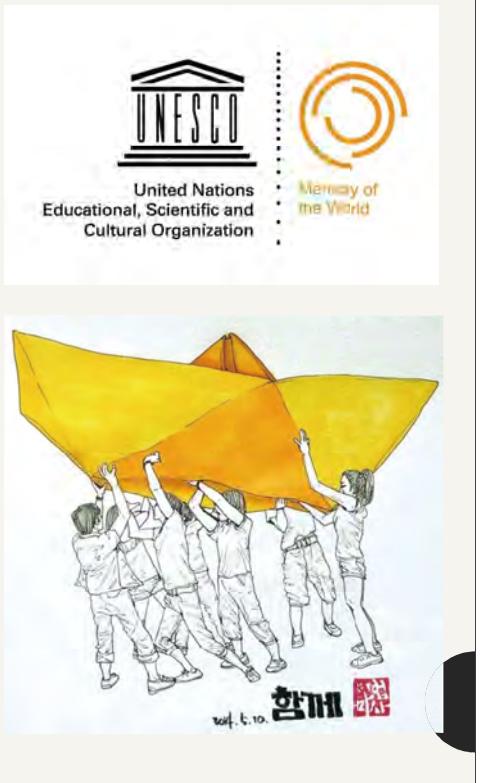


"Even for me, as a member of the storage facility steering committee, the disaster and the memories we had on April 16 are gradually being forgotten as time goes by, no matter how much I try to remember them. The reason we collect, record and preserve the belongings of our children and the records of the April 16 disaster is because if we don't do that, it will be forgotten in our memories, and if we don't do that, the disaster will not be remembered by anyone in the future, so we must leave it as a record. We must leave a record of the April 16 disaster in the history of the Republic of Korea." (from *Telling the Day*)

### *Section 3*

## Remaining Tasks

- 1) Sustainably preserving and managing records regardless of the domestic political environment: Efforts are underway to register as a UNESCO Memory of the World Asia-Pacific and a UNESCO Memory of the World.
- 2) Raising funds for the continued operation of the 4.16 Memory Archive and programs: Donations from citizens and government subsidies are gradually decreasing as time goes by.
- 3) Utilizing records and reproducing memories in more diverse and creative ways: Attention from experts and societies in various fields is required.



Thank you