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As stated in the UNESCO preamble, “Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.” In line with this thrust, Asia-Pacific Centre for Education of International Understanding (APCEIU) under the auspices of UN ESCO believes that empowering the minds of the people to “Learning to Live Together” is the first step towards attaining a Culture of Peace.

Without action, peace cannot be realized and the achievement of it would not be feasible. A concrete action will be of greatly high importance in pursuing our goal of promoting a Culture of Peace in Asia and the Pacific Region. An empowered mind without action will be useless.

When an empowered mind is accompanied by actions, the attainment of a peaceful society will be possible and the realization of a peaceful world would be within our reach. Building peace in the minds of men and putting it into actions would be a great leap in achieving a peaceful world.

Since its creation in 2000, APCEIU has been promoting Education for International Understanding (EIU) to ensure that the next generation will have an environment of a Culture of Peace and perspectives of Learning to Live Together. And APCEIU believes that youth is a vital partner of today and tomorrow in achieving this goal. APCEIU Young Peace Messenger Forum was one of APCEIU’s attempts to foster partnership with youth to promote a Culture of Peace in Asia and the Pacific region. Participants of the forum are called APCEIU Peace Messengers in order to conceptualize and appreciate the practice of a Culture of Peace in daily life. In line with this, the report of APCEIU Young Peace Messenger Forum is titled as “Peace in Mind, Action for Peace, and Peace for All.”

Each chapter of the report is titled as Peace in Mind, Action for Peace, Peace for All. To deliver the actions of APCEIU Peace Messengers beyond five days of the forum, the report tries to provide many visual images of the activities and avoid traditional way of reporting. Peace in Mind pictures main activities of the forum to provide information on how the forum was organized. Action for Peace is an introduction of APCEIU Peace Messengers on their activities and future plans as peace advocates in the region. Peace for All is a promise of APCEIU Peace Messengers for their future cooperation and for their commitment to promote a Culture of Peace in the region.

APCEIU is pleased to carry on its partnership with 14 APCEIU Peace Messengers from different countries in the region. This is just a start and soon we will harvest the fruits of our labor. In pursuing these goals, let us commit to initiate the first steps and dedicate ourselves wholeheartedly.
Young Peace Messenger Forum was held from 23 to 27 August 2005 in Republic of Korea, organized by APCEIU. 14 participants from 9 countries - Afghanistan, Cambodia, Myanmar, Nepal, Philippines, Republic of Korea, Sri Lanka, Thailand and Timor Leste were invited to the forum. The forum was designed to promote a Culture of Peace among youths by fostering Peace Messengers in Asia and the Pacific region. To achieve this goal, APCEIU sought to endow with a forum for participants to respond peace by means of Education for International Understanding and to promote the practice of a Culture of Peace in daily life.

The participants of the forum were recommended by UNESCO National Commissions, universities, peace institutions, and N.G.O.s from the region. Interest on EIU with minimum of two years of practical experience in the field of five major themes of APCEIU’s focus on EIU (Globalization, Cultural Diversity, Peace and Equity, Sustainability and Human Rights) and capacity to build up a network in regional and sub-regional organization were requested as participant’s criteria. All the applications were carefully reviewed by the organizer with an aim to promote cultural diversity and celebrate gender equity.

The basic principle of the inaugural forum was at sharing and learning by doing. For this purpose, the forum was designed to create learning environment for leadership development, youth empowerment and networking in the region. Under the EIU framework of “Learning to Live Together”, participants had an opportunity to conceptualize and appreciate the practice of peace in daily life. Moreover, understanding of Peace in its various manifestations provided a new platform for promoting a Culture of Peace in one’s own community.

Upon arrival in Seoul on 23 August, participants were welcomed by APCEIU staff and were provided with an orientation on the forum schedule and programme details. The first workshop, “Learning to Live Together”, led by Ms. LEE Ji-Hyang, was an orientation on five major themes of APCEIU’s focus on EIU. Mr. SURENdra introduced the basic principles of EIU and led participatory activities on five major themes. He emphasized the critical and holistic approaches of EIU and the importance of abolishing the root causes of structural violence to promote a Culture of Peace.

Mr. Lawrence KANG emphasized the role of the youth in promoting a Culture of Peace and the importance of fostering Peace Messengers in building solidarity among the youths. He concluded his remarks with a dream to perceive APCEIU Young Peace Messengers as a stable and accomplished human network in Asia and the Pacific region capable of implementing the Action Plans for a Culture of Peace even under difficult circumstances. He encouraged participants by saying “The road ahead maybe rough and bumpy and the realization of it can be complicated. But I strongly believe that all your efforts and contribution as an APCEIU Peace Messenger will undeniably play a decisive role in shaping the Centre’s future strategies while promoting the Culture of Peace in the region.”

The Workshop 2, led by Mr. Lawrence SURENdra, was an orientation on five major themes of APCEIU’s focus on EIU. Mr. SURENdra introduced the basic principles of EIU and led participatory activities on five major themes. He emphasized the critical and holistic approaches of EIU and the importance of abolishing the root causes of structural violence to promote a Culture of Peace.

To evaluate daily programmes and obtain feedbacks among participants, questions for reflection were given to participants at the beginning of each day. The questionnaires were collected and summarized along with each programme. The following questions were asked on the participants:

• How much was your learning and understanding of a Culture of Peace from the programme? W as it appropriate according to the theme of the program?
• What sorts of interactions did you have with other participants during the day? How was your understanding of a Culture of Peace different from the rest of the participants?
• As an APCEIU Peace Messenger, what were your major achievements today?

In line with the significance of understanding EIU, the forum included field activities in the Republic of Korea to show how EIU perspective can be applied to solve conflicts in different local settings.

Field Workshops were deliberately chosen to initiate cooperative networking among APCEIU Peace Messengers and to raise awareness of cultural diversity and mutual understanding.

Participants visited Ansan Migrant Shelter during the Field Workshop 1 on 24 August, and Demilitarized Zone (DMZ) in Ganghwa-do (Island) during the Field Workshop 2 on 25 August. The focus of the Field Workshop 1 was on the promotion of “Cultural Diversity in a Community.” Field Workshop 2 focused on the “Role of Civil
Society to Promote a Culture of Peace in Conflict and Post-conflict Areas. In both Field Workshops, participants actively raised questions on vital issues and participated in discussions to share ideas based on their conflict resolution and community building experiences.

On 26 August, participants made case presentations on one of the five major themes of APCEIU’s focus on EIU reflecting the background of their own context in the perspective of promoting a Culture of Peace in the region. Diverse topics were chosen based on their own experiences and local settings. Each participant was given 20 minutes presentation followed by 10 minutes question and answer portion. However, participants were eager to understand each other’s activity and enthusiastic to learn different approaches to promote a Culture of Peace in their local settings. They agreed to provide unlimited time for each case presentation and it lasted for six hours. The case presentations were based on the experiences and interests of participants and were utilized as the primary source of discussion for the Action Plans. The endless endeavor resulted in formulating common Action Plans on how to foster APCEIU Peace Messengers in the region and what protocols are needed to sustain the program. Participants focused on making the Action Plans plausible and relevant to daily lives of each of them and to local needs. They encouraged each other to respect cultural diversity, to reflect on the local issues and to share practical skills for the programme organizing, resource management, networking and education for peace. All participants collaboratively contributed to the Action Plans and the Workshop 3: Making Action Plans was finalized in the midnight.

The APCEIU Peace Messengers Action Plans was delivered at the Session IV of the International Symposium on a Culture of Peace organized by APCEIU on 27 August. During the closing of the symposium, 14 participants were certified as APCEIU Peace Messengers. They agreed to double the number of APCEIU Peace Messengers in year 2006 and promised to continue their action to promote a Culture of Peace and actively network among themselves.

The group Email peacemessenger@list.apceiu.org was created to facilitate discussion and information sharing of APCEIU Peace Messengers. The Web Forum will be launched in January 2006. APCEIU Peace Messengers are reporting on their follow up local activities after the forum. APCEIU will further coordinate discussions of the Messengers and fulfill its mandate as a partner and resource centre. APCEIU wishes the forum to be a landmark of its kind and will be persistent for the sustainable gatherings of Peace Messengers in the region from time to time. In this regard, APCEIU will put its effort through various networks and activities to build up sub-regional focal points and to follow up Action Plans of Peace Messengers for a Culture of Peace in the region.
Workshop 1: Learning to Live Together

by Ms. LEE Ji-Hyang (Programma Specialist, APCEIU)

The first activity of the APCEIU Young Peace Messenger Forum was designed to enable the participants know each others background, thoughts, feelings and ideas. For the first 10 minutes, they were asked to write down something about themselves on a paper - their names and things that can be associated with them - using their own language. 'Who am I' as the title of the activity suggests, aims to reflect and reveal the person’s individuality and personality.

'Who you are' activity followed. 30 minutes were given to share 'Who am I' with others. Participants were also asked to find a person that they have something in common and take a photo of the person using Polaroid camera. Each participant made presentation on ‘Who am I’. In this way, the participants can realize that although they are unique in their own way and came from different countries, they can also find similarity and something to share with each other. This activity also brought good camaraderie among participants.

Lastly, ‘Who are we’ activity followed. Participants were asked to find words that best represent themselves as a group. Although the participants came from different nationality and background, most of them associated themselves with family, culture and nature. And they found words such as share, bond, link, communication, help, and courage are basic elements to build peaceful relationship with others. Finally, they were able to find common words such as culture, unity, freedom, respect, outreach, peace, community, and society in their presentations. By sharing their cultural backgrounds and thought on themselves, they became aware of their interest and commitment on a Culture of Peace and close attachment to the region. They further talked about their expectations of the forum and emphasized the importance of Learning to Live Together in practicing a Culture of Peace in daily life.
Peace is in our smiling faces when you are smiling, problems disappear

Peace means understanding others

Workshop 2: Orientation on five major themes of APCEIU’s focus on EU

by Mr. Lawrence SURENDRRA (Regional Advisor, APCEIU)

Following the two World Wars that had brought untold levels of misery and brutality never before witnessed by human society, the United Nations was founded in 1945. The UN charter sets forth as its mission the enabling of all human beings on earth to live together in peace and in societies based on tolerance and harmony.

To carry out the UN mission in the fields of education, science and culture, UNESCO was established on 16 November 1945. The Founding Charter of UNESCO declared, “Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.” Wars are caused by ignorance, distrust and suspicion, the Charter declared; thus the only way to establish world peace and human prosperity is to teach mutual understanding, respect freedom, justice, peace and the value of human dignity. From its very founding UNESCO has therefore placed high priority on Education for International Understanding and cooperative projects to build a peaceful world.

As the decade of the 1990s unfolded, many people had expected that the end of the Cold War would usher in an era of peace. However, the ending of the ideological conflict of the Cold War period brought neither a new peace nor the much promised peace dividend, but was rather followed by new inter-regional, inter-racial, inter-cultural and inter-religious conflicts and confrontations. In the Asia and the Pacific region where more than 60% of the world’s population has the broadest diversity of cultures, traditions and religions, greater demands for EIU in responding to these urgent new challenges were called upon. As a result, the Government of the Republic of Korea proposed the establishment of the Asia-Pacific Centre of Education for International Understanding as the first regional organization of its kind, and this proposal was adopted by UNESCO at its 30th General Conference, in November 1999.

The twin processes of democratization and globalization which have influenced the history of countries in Asia and the Pacific region have equally played a significant role in setting up APCEIU. During the feasibility study in 1998, globalization has invariably surfaced as a motivation factor for the establishment of a regional centre. The consultants considered it essential that proponents stimulate...
a process of dialogue on this theme of globalization, since it is acknowledged worldwide among educators and advocated that a holistic EIU should not be constrained or motivated by narrow economic-centered perspectives on globalization but to be fully guided by global principles of peace, justice, sustainability, cultural harmony and nonviolence.

Cognizant of the existing and evolving regional initiatives in such field as education for a Culture of Peace, Human Rights, Values, Intercultural Harmony and Sustainable Development and to facilitate the building of theory and practice in Education for International Understanding relevant to Asia-Pacific realities, the following themes were selected and constantly modified through APCEIU’s Teacher Training Workshops and EIU Expert Meetings as constituent dimensions of EIU.

Workshop 2 started with a brief introduction on five major themes of APCEIU’s focus on EIU. Participants participated in a participatory activity to share “Thoughts on Globalization.” They were asked to fill out individual thoughts on globalization and grouped it into negative and positive effects. They shared how globalization has been influencing their individual life, nation and the region. After the activity, they were also asked to share their ideas about EIU based on their local activities.

The participants believed that learning should come along with practicing. The workshop allowed them to better understand mutual recognition, protection and cooperation. They understood better what is really happening in the region. The reflection time allowed them to synthesize the learning.
Field Workshop 1 to Ansan Migrant Shelter

by Mr. CHOI Young-il (General Secretary, Ansan Migrant Shelter)

On 24 August, participants visited Ansan Migrant Shelter in Ansan (city). The focus of the Field Workshop 1 was on the promotion of “Cultural Diversity in a Community.” The participants were briefly oriented on its activities and human rights issues of migrant workers. After the briefing, they were able to meet migrant workers and refugees who mainly from Asia. The participants were elated to learn about the meaning and experiences of building an international community called “A Town without Borders.” The Ansan Migrant Shelter was established by the Presbyterian Church of Korea in 1994. Supporting human rights and providing legal and social reform for migrant workers is the main mission of the shelter. It has a vision to build a truly international community by providing enhanced welfare benefits and opening up languages and cultural awareness programmes.

The feelings and thoughts of the participants on the workshop were reflected on the evaluation that they filled-up. This was briefly summarized at the following Voice of Participants.

I. Ideas on EIU

- to learn the other country’s culture, religion, different community and ideology
- builds up good understanding of each other, living together and sharing with each other
- understanding the difference despite cultural diversity
- providing good education with the message of peace, equality and justice to the people to develop international understanding
- makes people feel to live and learn the word peace, equality and justice to lead a harmonious life
- to establish peace by means of education at international level
- to be aware of international relations related issues and its solution by means of understanding
- cultural and global situation understanding
- language training and peace studies
- learning and understanding people and culture in order to live in harmony
- education in human rights, peace and democracy
- sharing different problems and issues of other country
- using education as a tool to promote understanding and cooperation in order to recognize that despite differences in culture, traditions and religions everyone are the same and are living in one planet
Voice of Participants

They thought this experience was an example of the concept of “Learning to Live Together.” The Field Workshop made them understand more about the social situations and became aware of the current realities. They learned how to understand people from different cultures.

While visiting the shelter, most of the participants felt sorry for the victims and was amazed by the helpers. It touched their hearts since everyone is taking care of one another. This made them realize that people from different cultures could live together. They started to learn and gained deeper understanding of a Culture of Peace.

They realized that one can still find peace in every situation. This activity also made them understand the condition of migrant workers as well as the cooperation in the discussion of EIU on globalization and human rights. It provided them an opportunity to share each other’s ideas and listen to one another’s views. They also learned the virtue of patience in society.

In terms of interactions, participants enjoyed traveling despite the tight schedule and found it interesting to chat with each other on the road. Sharing their culture and traditions with each other outside the classroom setting and encountering real life situation of a Korean community made them understand that culture is more dynamic than they learned. They shared the same idea of a Culture of Peace - loving, caring and understanding. Furthermore, they believed a Culture of Peace is a society of solidarity with no human rights violations. Through interaction with each other, they learned to understand their problems and differences.

Field Workshop 2: DMZ in Ganghwado (island)

Field Workshop 2 focused on the “Role of Civil Society to Promote a Culture of Peace in Conflict and Post-conflict Areas.” The wounds of war, caused by colonialism, war, poverty and racial discrimination are deepening structural violence in society thus influencing the life of individuals. Therefore, it is the role of civil society to find out the root causes of structural violence that is limiting the imagination of a Culture of Peace and educate people to take actions for peace.

In order to fully understand this concept, the participants visited the Demilitarized Zone (DMZ) in Ganghwado (island), the borderline between North and South Korea. The borderline was created at the end of Korean War in 1953. It was used as a buffer zone to prevent hostilities of two Koreas. Participants visited Aekibong observation post where Kaesongsi (city) of North Korea and Han River Estuary is observed. Looking at the map, Mr. LEE explained that according to the Korean War Truce Agreement, “The waters of the Han River Estuary should be open to civil shipping of both sides wherever one bank is controlled by one side and the other bank is controlled by the other side. Civil shipping of each side shall have unrestricted access to the land under the military control of that side.”

Mr. LEE Si-Woo explaining DMZ to the participants

“Building peace in community and country is not impossible as long as you use your experience and expertise. No matter what problems you have, you have to face it.”
However, no civil shipping has been allowed for 50 years under civilian control line. He further explained on the “Sending Peace Boat to Han River Estuary” project held on 27 July 2005 by coalition of peace groups supported by Kimpo (city), Ganghwado (island) and various civil society. The idea was to motor up and down the Han River along the border between North and South Korea as a concrete way of manifesting people’s deep desire for peace.

They wanted to change it from being one of the most militarized and dangerous borders in the world to one of openness and trust. 400 civilians joined the historical sailing and hoped for the reunification of families and broken relationships left over from the past 50 years of hostilities. After visiting Aekibong observation post they visited Oepori (village) where the Peace Boat has been sent. Although they could not get on the boat, participants were able to send Peace Boats using reed and sent it to individual countries in the hope to promote a Culture of Peace in the region.

Participants thought the trip to DMZ enlightened their mind regarding the peace issues between the North and South Korea. They realized the negative effects of differences in ideology leading to misunderstandings and resulting in a divided country. They also saw the admirable efforts of the Korean people in trying to get along with each other and the efforts enabled them to recognize that nothing is impossible in attaining peace. Moreover, such actions by the North and South Koreans signified serious and comprehensive attempt to achieve peace. To quote one participant, “World peace might be a very grand ambition but it is possible if all the little steps we make are done towards world peace. It builds up a critical mass and eventually, everything will be in its right place.”

To signify their intention and hope for a peaceful world, the participants were given a chance to send Peace Boats made of reed. The sending of Peace Boats also gave them an impression how much the people strive to attain peace.

At the end of the day, the participants realized more about their respective mission as Peace Messengers. They started to reflect and think what significant contributions they can impart to attain a peaceful world. The realization of working together and pooling their resources to produce a tangible result becomes the significant contribution of this exposure.

Voice of Participants

Evaluation questionnaires made by Mr, SUBEDI Thakur Prasad
Summary made by Ms, Ma, Johanna C, ENCABO
In order to gain deeper understanding of one’s own culture, the participants were given a chance to share and present their own local issues related to EIU. The topics ranged from human rights, peace education, peace museum, situation of women, indigenous people and peace efforts. The presentations gave insights and background of their own contextual peace related issues regarding one’s own country. The sharing of each own personal experience allowed the participants to empathize with the speaker. The diverse working background and experiences of the participants made each presentation distinct and unique. Each presentation was followed by a question and answer portion wherein all the participants eagerly participated that resulted in lively interaction.

The brief summary of the participant’s presentation was presented here with their permission.

**By the Name of God**

**(Mr. Mohammad SHAFIQUE, Afghanistan)**

Human rights in Islam mean that these rights have been granted by God not by any king or any legislative assembly. Every man or woman, whether he or she is a believer or unbeliever and whatever place he is living, he has the basic human rights because he is a human being and it is his duty to fulfill this obligation.

The past Islamic government of Taliban showcased very poor conditions of human rights. The violence against women and even children existed. There were several incidents that of summary executions, displacements of civilian people and mass killings. Unfortunately, there has been no investigation by the Taliban of these widely publicized allegations?

The aftermath of the September 11 attack brought about the establishment of new government. The change in government resulted in many positive changes. There was an increased in students going to school, Afghan refugees coming back home, and even a Parliament election was held. With these positive changes, peace will soon be attained in the country.
The Situation of Women in Cambodia
(Ms. Ravikun KY, Cambodia)

The Cambodian Constitution that was adopted after the election emphasizes the protection of the rights of all Cambodian citizens, including women. But in reality, the implementation of the law and the situation of the women in society are quite different. The inequality can be seen in education, law on marriage and family, and labor law.

Gender disparities in education prevailed as evident in the illiteracy rate which is 45%. The traditional gender concept that education is not important for girls since they will eventually end up housewives still exist in the country. 90% of marriages in Cambodia are not legally registered which cause serious problems for women since they have no protection during marriage. The labor law which guarantees equal payment for equal work and special protection for pregnant women is usually not being followed. These circumstances and realities often gave limited choices and opportunities to women in Cambodia.

Ancestral Domain Implication on Peace and Sustainable Development Understanding Mindanao and its People
(Mr. Erwin MARTE, Philippines)

Mindanao, the “Land of Promise”, in the southernmost major island of the Philippines has always been beset by countless wars and armed conflicts and the indigenous people’s losses of political, economic, social power, and resources that started since colonial times prevailed even up to the present times. However, despite the tensions of inequality and injustice, there is peace and harmony that exists between and among its inhabitants in Mindanao through “Tampuda hu Balagun” or Peace Treaty Agreement among indigenous peoples and the bangsamoro peoples in Mindanao. But still, the peace treaty was threatened by the intrusion, invasion, corruption and exploitation of wealthy politicians, governments, multi-national corporations and organizations that refused to respect and recognize the share of the indigenous people.

The indigenous peoples used the “common sense approach” towards peace. This approach, which is based on indigenous concepts, philosophies, and ideas, is the utilization of common sense as tool for identifying, recognizing, analyzing, evaluating, and protecting indigenous cultural heritage in relation with the impact of modernization and external concepts of development.

Building Bridges of Understanding and Peace: A Twinning Project Between Miriam College and Rajah Muda High School
(Ms. Jaymelyn Nikkie UY, Philippines)

In February 2003, massive military operation was launched in Pikit, Cotabato, Maguindanao. Hundreds of thousands of civilians were displaced. Miriam College (MC) initiated a twinning project for peace education through Balay Rehabilitation Center in partnership with Rajah Muda High School (RMHS). The twinning project aims to build a mutually beneficial relationship between the two schools.

Several projects and programs were conducted. These include: Penfriendships between RMHS students and MC seventh grade students and Pax Christi members from the MC High School; Mindanao Week of Peace 2004 “Lugawan Para sa Mindanao”; joint seminar between MC faculty and RMHS faculty in Midsayap, Cotabato; and “Training Workshop on Youth Peace Building”. On April 2005, Pag-asa, a newsletter publication by both schools was published.

The Twinning Project between the two schools has a long-term goal to work towards being a “school for peace” in their area. This undertaking also enables the Miriam College students to gain better knowledge about Muslims. It is hoped that the project would break down barriers of prejudice that have long been present between Muslims and Christian groups.
Peace Education Programme in Sri Lanka
(Mr. Jayantha UDAYA KUMARA and Ms. Kirthiyayani MANICAVASAGAR, Sri Lanka)

In Sri Lanka, the educational system consists of state education and private sector education. The National Colleges of Education and the Teacher Training Colleges are responsible for the teacher’s educational process. The National Colleges of Education initiated a peace programme which integrated the peace activities in the curriculum and conducted various "peace events". The peace education program allowed them to share experiences and gain better international understanding.

The war in Vanni brought about the destruction in infrastructure, health, and education. After the ceasefire agreement in 2001, there was an attempt to re-establish the educational development. This includes conducting evening classes with free food programme and street dramas. So far, the country has developed the concept of peace, uplift the standard of education, understand and respect other cultures and lead a harmonious life.

Peace and Equity: Seeds of Hope
(Mr. Premsak SURIWONGYAI, Thailand)

The changing society nowadays brought different perspectives in life. To many, making money, owning the latest technology and wearing the latest trends in fashion are the only important goals in their lives. This kind of notion is taking the people away from their own culture and family.

Today's Thai youth can be characterized as: fashion obsessive, technology reliant, despondent, egotistical and nonconformist. These problems can be solved by understanding morals, peace and equity; information dissemination of the effects of vices; media control; strengthening family ties; and conducting various youth activities.

The Changmai-Korea YMCA Youth Camp 2005 is a good example how to help the youth change their way of thinking. The letters given by the Work Camp helpers showed that the camp really gave them a positive point of view. According to them, it was a good chance for the students to share their minds, languages and culture which made them to understand each other. The trust that they develop

A Definition of Peace and Peace Education
(Ms. KIM Hye-Ok, Republic of Korea)

Peace education is influenced by the structural social situation. At present, practicing peace education becomes complex and complicated in a society where competition prevailed and taking examination is overemphasized. Peace education centered just on textbook will only resulted in simple knowledge transmission and the essence of it will vanish. Peace education requires consciousness of a teacher and a change of way of life of a student through interaction of learning and practicing.

It should begin with oneself and it is necessary to evaluate various people, organizations, and societies accompanied with a critical way of thinking and action. A continuous evaluation and reflection of oneself is needed. Peace education that relies only in theory without practice is useless. It should be the education that recognizes structure of the real world and discovers peace in truth.

New Peace Museum Campaign in South Korea
(Ms. LEE Soo-Hyo, Republic of Korea)

The peace museum campaign in South Korea was a product of the popular peace movement campaign for the Vietnamese people by the South Korean troops who fought in Vietnam on the side of the US forces. One of the outcomes of the first popular reconciliation campaign in South Korea concerning the Vietnam War, the Truth of the Vietnam War Campaign - 'We Apologize to You, Vietnam' of the 1990's, was to "learn and remember better the true face of war and on-going reflection of people over it.

This campaign is an integration of peace movement, peace education and museum construction that stands for social endeavour to re-think the familiar messages that the established war memorials wished to convey, a significant historical conjunction from the Cold War mentality in South Korea.

The peace museums can also contribute to the local peace capacity building. This will serve not only as a venue to reflect war and peace issues but can also be a focal point for various community events and peace issues.

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from each other allowed them to be united and work together like they belong to the same family. If there are many groups working for their society, then, the seeds of hope planted in every individual will eventually bring peace in the world.

Peace, Dignity, and Equity
(Mr. Ronald GUTERRES, East Timor)

When God created man, He already put the man’s mind to live in peace. Every human being was given the right to live in peace, dignity and equity. Most of the young people didn’t know the meaning of peace, dignity and equity. For me, in order to have peace, we must control ourselves first. Peace usually should start within ourselves, how we control our emotions. Equity between man and woman should exist and equal opportunity should be provided.

The country of East Timor suffered from colonialism for four hundred years from Portuguese and twenty-four years from the Indonesia. During those years, people lived in poverty and education was not given any attention. The struggle for an independent country resulted in the loss of lives of many people. On 20 May 2002, the new government was established and the country attained its independence. However, the government is now facing many problems such as poverty, high unemployment rate and high illiteracy rate. There are also the veteran’s problems because most of them cannot get their contribution.

The people of East Timor are still searching for peace. Majority of the youth doesn’t even understand the meaning of peace. The government should seriously find solutions to all the problems.

Peace in Action : Who are APCEU Peace Messengers?
I am interested in Asian culture and Afghan History. Afghan culture is a very unique culture in Asia. There are so many customs that we have in our culture but people are not aware of it or cannot access to information. As a student of Language and Literature Department of University of Nangarhar, Jalalabad City, Afghanistan, I want to be a peace journalist to solve the problems of my nation. I am interested to see and get information about my culture and customs. Also I am working as journalist in Afghanistan and as director and technical advisor of Tasmin Computer Centre. Every week, I am making a special report about our customs, about how to bring peace in Afghanistan, how to be sustainable, and how we can promote our culture and strengthen the capacity of education in Afghanistan. I am talking to different people in order to find the solution of their problems and how we can solve this problem. The first thing to do is that we shouldn’t complain everything to the government. We should solve most of our problems. I find my work very enjoyable and interesting. Every week I run a program on various peace issues. My first program at Novoice Journalism Training Program was about our language “Pashto”. We discussed on why English is acting as dominant speaking language in Afghanistan despite our language “Pashto.” This program was very interesting to Afghan people. My second program dealt with the poverty issues in Afghanistan. What should we do for beggars in the bazaar? When this program was broadcast by the youth...
Voice Radio, the people became interested and even the government provided them technical and handicrafts Centers. Now the beggars are working and receiving money from them.

This week, I want to make a program about the Parliament candidates who lost in the election. There are about 5800 candidates, what are they going to do after that? Either they will help the people or become enemies with the people. What are they going to do for the country because a lot of them are warlord, criminal people?

There is no English publication and newspaper in Nangarhar province and students are so poor to buy them from Pakistan or Kabul. After participating the APCEIU Young Peace Messenger Forum, I brought Sangsaeng Magazine published by APCEIU and they were so happy. I appriciate that APCEIU agreed to send more magazine and English publications to students in the future.

As a Peace Messenger, I want to bring peace in the war field and especially my country, Afghanistan. It is very important because Afghanistan is in the heart of Asia. If the heart is in trouble, other parts of the body will also face trouble.

In fostering peace in Asia, I formed a small group of student Peace Messengers. But since we are new, we cannot work easily here in Afghanistan, we cannot show directly to someone that we are Peace Messengers. If we tell people that we are Peace Messengers, they will laugh at us and say that “you are jobless, go find another job for yourself”. This is a new thing in our society. I am trying to work hard for this purpose and to find more Peace Messengers.

Maung ZAW is currently attending classes at the postgraduate Department of NGO studies of Sung Kong Hoe University and at the same time works as an intern at the Citizens’ Action Network, one of the leading civic organizations in Seoul. He is also determined to develop his Korean language skills that made him attend classes at Yonsei University’s Korean Language Institute.

Although he is in Korea, he still dreams of helping the Burmese people. To pursue his dream, he sets up an organization called Assistant Program for Education of Burmese Children in 2003. The organization’s funds came from donations of South Koreans and Burmese migrant workers. On the average, the migrant workers send between 3,000 won and 5,000 won (US$3~5) on a regular basis.

He hopes to return back to his country if Burma becomes a democratic country. If not, he will stay in Korea and work with one of the Korean civic organizations.

Students participating Novoice Journalism Training Program

Students sharing Sangsaeng Magazine
At present, I am pursuing my Master’s degree in NGO Studies at Ajou University, Republic of Korea. Right after the accomplishment of my first M.A. degree in English, I adopted teaching profession in rural areas of my country. Being a part of the rustic life for several years, I grasped the secret on harmonious living by means of multicultural understanding. However, due to my personal attachment to social welfare, my first occupation could not last longer. I was so happy to sacrifice the job for the sake of getting involved in an NGO working for the welfare of the children. I served there as an assistant program officer and devoted myself in the field of protection and rehabilitation of child labors.

Since I had already made up my mind to trace my feet on the way of becoming a professional welfare activist, I decided to have University education in related field. From the academic institution, I expect to have a sound theoretical knowledge that I can make use of later in my life for further enhancement. As my eyes were accustomed to witness the worst impact of conflict in my country, as a professional activist, my first choice would be to look for the best way in resolving the present clash.

The on-going hostility between the government and the Maoist rebels is pushing the country further in the darkness. The war does not seem to be stopping; not even a single ray of hope can be observed at present. In this situation, I should devote myself to find a better solution in

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After participating the APCEIU Young Peace Messenger Forum, I tried to include Peace and Moral Ethics in my Personal Growth and Development class at Pannasastra University. I gave 39 students a list of paper with the question: “How do you define the word PEACE? What comes to your mind when you hear this word PEACE?” I collected all the papers back and asked 4 students to read them loudly so that everyone can hear the explanation. Almost all the students mentioned about:
- Living without war, conflict, fighting, killings, and quarrels
- No violence, no criminals, no corruption, respect of Human Rights, freedom, happiness, stability, development, friendship, get along with each other, love each other, safety, security, good cooperation, and calm mind
- Liberation. No one mentioned about starvation.

This generation never experienced civil war. They might have faced only internal political conflicts in 1997-1998. They never faced any hunger. Most of them come from good living standard families. Most of them are city kids and starvation is not in their mind at all. However, they mentioned about development. Only one girl mentioned about corruption and I asked why she said corruption disturbs Peace. Unfortunately, we didn’t have much time to share all students thoughts. It was really interesting session for my students and with this, we will try to build up good personality of our students at our University. I am going to do the Peace survey with my second term students and make a report so we can see how students in Cambodia expressed their understanding about peace.
establishing Peace making in most of my entire competency by all means.

Albeit history articulates some of the conflicts initiated by women and despite having a few criticisms on its universality, I strongly believe on UNESCO watchword “Since wars begin in the minds of men, it is the minds of men that the defenses of Peace must be constructed”. As an APCEIU Peace Messenger, my responsibility will not be limited to spreading the messages but also to find a possible solution for the existing conflicts. My contribution as a Peace Activist will not only be confined within my motherland but also it will be heard throughout the region in no time. As a Messenger of Peace, I should pass through the region in order to build networks and make links among the peace lovers. In order to make my dream come true, I have to reach out into every dark corner where nobody sheds the light of Peace. Once I become successful in constructing a strong network and empowering the youth to become the spokespersons of Peace, I can be proud of myself as an authentic Peace Messenger of Asia and the Pacific region.

Making presentation on “Maoist Conflict in Nepal: Impact and Challenges” at the 6th Annual conference on EIU, 19-20 November 2005

I am Erwin A. Marte, a tribal youth working on policy advocacy of indigenous people’s rights. I belong to the Talaandig tribe in Bukidnon, Philippines. For the past two years, I have been working as a volunteer of PANATAGBO-MINDANAO (United Indigenous Nation of Mindanao) with focus on policy advocacy on indigenous peoples rights for the protection of ancestral domain/lands and the sustainable cultural development of indigenous communities in the Island of Mindanao. Presently, the area where I devote my time is policy advocacy of indigenous peoples rights for peace and security was in Bukidnon. As a concrete strategy, we initiate “IPRA” watch to monitor the implementation of Republic Act No. 8371 otherwise known as Indigenous Peoples Rights Act and document the programs and activities that has obstructed, prevented and violated the implementation of IPRA law and Free, Prior and Informed Consent (FPIC).

It is my vision to transform the indigenous cultural communities and indigenous peoples into a productive and accountable in building sanctuaries of peace in Southern/Northern Mindanao. I believed this can be done by conducting indigenous youth cultural leadership formation through indigenous people’s exchange of understanding for a Culture of Peace; forging partnership and gathering of indigenous youth towards building sanctuaries of peace; building up networks and focal persons among indigenous youth; gathering of indigenous people’s support groups for building indigenous sanctuaries of peace; and lastly, strengthening of indigenous customary governance for peace building in Southern/Northern Mindanao.
I am Jaymelyn Nikkie T. Uy and I am working as a Program Assistant at the Center for Peace Education in Miriam College, Quezon City, Philippines. I finished my bachelor’s degree in International Studies and am currently doing my master’s in International Studies in the same College. My work in the Center for Peace Education exposes me to the different peace initiatives here in the Philippines. Our Center offers training workshops on peace education and conflict management, among many others. Our audiences range from teachers and students to lieutenant colonels in the Philippine Army. We also do advocacy work and raise the students’ awareness on peace issues in and out of the country.

During my free time, I either spend it with my family at home and play with my pet dog or go out to dine and watch a movie. I love reading books and watching movies, as well as traveling to various places. I also love baking although at present, I don’t have much time for it.

As a Peace Messenger, I would like to continue with my work in the Center for Peace Education where I could help in spreading the Culture of Peace through the various workshops and seminars we give to the different sectors of society. I would also like to be a part of any upcoming Peace Messenger activity that the APCEIU or my co-Peace Messengers would organize.

List of activities:

- September 19-23, 2005 - Peace Week celebration in Miriam College
- September 21, 2005 - Peace Booth at the Quezon Memorial Circle during the International Day of Peace Celebration
- September 30, 2005 - “Challenging Bullying in the Classroom” workshop given to Miriam High School teachers with CPE Associate Director, Dr. Jasmin Nario-Galace
- October 10, 2005 - Peer Mediation and Conflict Management Training Workshop - given to Miriam College student council officers
- October 29, 2005 - Talk on Conflict and Anger Management - will be delivered at the First Isabela Youth Peace Festival in Ilagan, Isabela, Philippines
My name is SHIN Beom-jin, a student from College of Management and International Relations of Kyunghee University in Republic of Korea. I am interested in becoming an officer and working for UNESCO. I participated in an International Youth Camp organized by the Korean National Commission for UNESCO with young people from 30 different countries to promote international understanding.

I believed that now is the time to talk about peace on the Korean peninsula. Considering the division between the two Koreas, it is the suitable environment for discussing peace.

For me, I think talking about peace sometimes sounds very ideal. But we can start with small acts such as smiling and participating in NGOs. As a peace messenger, I plan to do that. Even after the forum, we can still stay connected through the internet and discuss peace and share ideas and eventually find solutions.

After attending this forum, I am traveling to London as a volunteer. This will allow me to keep the spirit of peace with other volunteers from different backgrounds.

Peace is in our smiling faces, I believed. When you are smiling, the problems will disappear. The most important thing is smiling, peaceful smiling.

I am majoring in peace education at the Ritsumeikan University Graduate School of Sociology in Japan. As a Doctoral student, I am interested in developing peace education practice programs. My main focus of study is on how to stimulate the development of practice methodology for peace education among educators and civil society. Right now, I am studying on the comparative study of the development of peace education between the Republic of Korea and Japan focusing on the practice methodology of peace education in school curriculum.

As a peace activist I am involved in coordinating exchanges among civil society in the Republic of Korea and Japan. I will be the coordinator of Korea-Japan peace activists meeting for peaceful coexistence of East Asia and solidarity to be held 28-31 October 2005 in Hiroshima and Osaka, Japan.

Also I am helping Japanese activists to participate in the World Peace Forum to be held on 23 June 2006 at Vancouver, Canada. In the near future, I hope to organize my own activity where I can apply what I learned in my research and the APCEIU Young Peace Messenger Forum.

As a Peace Messenger, I want to conduct information exchanges on content analysis about peace and violence. Moreover, I would like to participate in various peace activities as Peace Messenger in Asia to research on different peace movement in the region.
My first name Ji Hye means “wisdom” in Korean. That’s why I use Sophia as my alias. I studied French literature. After achieving my master’s degree in Seoul, I went to Geneva, Switzerland. I got post-doctoral degree about Culture and Literature at Geneva University on 2003. I have worked for international cultural festivals and performing art as freelancer or intern from 2004 to present in Seoul. My interests are cultural exchange, performing arts and travel.

I think that it’s very important to know other cultures in order to make the world peaceful. That’s why my topic is always about culture. First of all, we have to know correctly our culture, after that, we have to understand the different points of view from other countries cultures or backgrounds. I want to work for cultural exchange and cultural awareness through international cultural festivals. As a Peace Messenger, I would like to be involved in the preparation and coordinating of international cultural festivals for young peoples.

I am Mr. M.A. Jayantha UDAYA KUMARA, a lecturer of English Language at Ruwanpura National College of Education, Kahawatte, Rathapura. At present, I am responsible for the teacher training programme of Primary Education, Information Technology and Social Studies. I teach English Language to the aforementioned courses as a second language.

I was also a participant in the preparation of the English textbook for the teacher trainees of Primary Education in the National Colleges of Education in collaboration with the National Institute of Education supported by the G.T.Z. (German Technical Cooperation). The concept of “Peace” was introduced among the teacher trainees in the National Colleges of Education in 2000. Peace was considered a vital issue since there had been a war in Sri Lanka in the Northern part of the island between the L.T.T.E. organization and the government of Sri Lanka. Moreover, providing equal rights has always been integrated in the training programs.

The experienced that I had in APCEIU Young Peace Messenger Forum inspired me to promote and integrates peace in the training programmes.
My name is Ms. Karthiyayani MANICAVASAGAR, a teacher trainer from Zonal Educational Department of Kilinochchi, Sri Lanka.

I am also working on a project by one of the NGOs, GTZ (The Deutsche Gesellschaft Technische Zusammenarbeit), to enhance the standard of English in Sri Lanka. I was nominated by the NGO to attend the forum since the project I was involved with was relevant to the forum’s topic, peace. In the educational manuals for primary teachers, we try to integrate English teaching with peace education.

We also have workshops like this in my country, sending peace messengers to teachers and youths. Workshops like this gave us many ideas for teaching peace to the younger generations and using the concept of peace in the classrooms.

I believed peace means understanding others. I often imagine myself in somebody else’s shoes. Through that, I can truly understand the other persons’ point of view and problems, thus reaching for peace. I hope to apply in my country all the lessons that I learned from this forum.

My name is Premsak SURIWONGYAI. You can call me "Yo" for short. I’m from Thailand.

As a Peace Messenger, first, I want to bring peace to the people and share it all over the world. I also want to see the youth in Thailand to unite and work together on peace issues. Working with the teenagers to bring peace to people is a good idea. That means we have to plant the seeds and take care of them so that it will grow up to be useful and helpful in our society. Right now, I am trying to work with the youth which I believe is the seed of hope. I tried to share and taught them how to help and share the people in our society.

Regarding the activities that we have implemented, it was a study camp for the tribal student which is also included in the peace program. On the peace program, we asked them to think about what happened in their society and the effects of it. Furthermore, we also asked them what they can contribute in our society.

After learning how to bring peace to the people from this program, I will try to use my experience and share it with the Thai youth. We will try to work on peace issues by looking at the local situation first. It will be great that we can work, share, and learn together to know the problems in our region and then work for it.

When I visited the Ansan Migrant Shelter I thought about what I can do for Thai female workers who are staying at the Shelter. I left my CD with Thai music as many of them hoped to listen to more music from Thai. As a Peace Messenger this will be my first activity to link my network in the Republic of Korea.
Peace in Mind:
APCEIU Young Peace Messenger Forum

Peace for All: APCEIU Peace Messengers Action Plans

※ We were not able to get E-mail response from them.

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APCEIU Peace Messenger Action Plans
to promote a Culture of Peace in the Asia-Pacific region

We are APCEIU Peace Messengers working to promote a Culture of Peace under following frameworks:
1. Advocating peace in one’s own community, country, and the world
2. Awareness-building on a Culture of Peace for marginalized people (women, children and youth, indigenous people)
3. Respecting cultural diversity
4. Sharing of resources to minimize poverty in our community
5. Empowering community by building networks
6. Promoting peace education among educators

To sustain the APCEIU Peace Messenger programme:
1. We will work for the promotion of a Culture of Peace in our own communities through our own activities.
2. We will strengthen our friendships and sustain our communication by sharing information on a Culture of Peace and our activities via the following:
   - website;
   - letter-writing;
   - creating a directory of peace groups including international organizations, communities, individuals, NGOs, etc.; and
   - APCEIU Peace Messenger Newsletter
3. As a sign of our dedication to this program, we will serve as an organizing committee for the next APCEIU Peace Messenger program.
4. We will serve as resource persons for the next APCEIU Peace Messenger program.

Therefore we urge following supports:
1. Strong foundations on a Culture of Peace from communities
2. Partnerships with local authorities
3. Additional financial support from International Organizations such as UN and APCEIU and NGOs such as Amnesty International, etc.
4. Mobilization of resource persons and/or peace experts for advancing a Culture of Peace
5. Media