



HWPL Peace Education Journal

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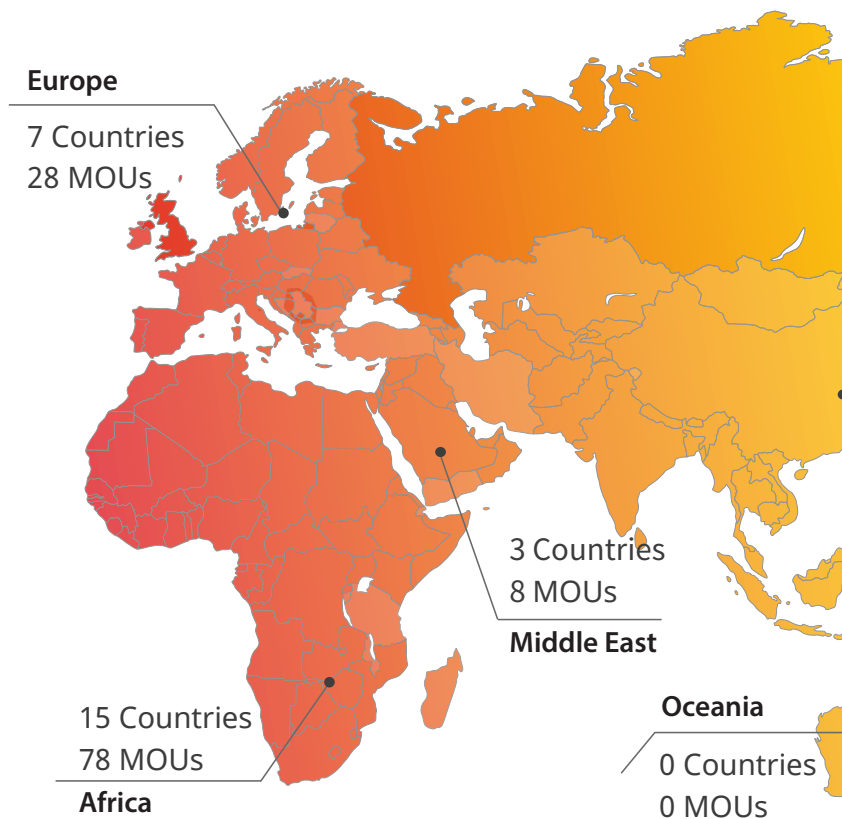
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CURRENT PEACE EDUCATION MOA, MOU STATUS

As of June 15, 2022

Total of 14 MOAs in 11 countries

Total of 261 MOUs in 43 countries



CIS 1

Armenia

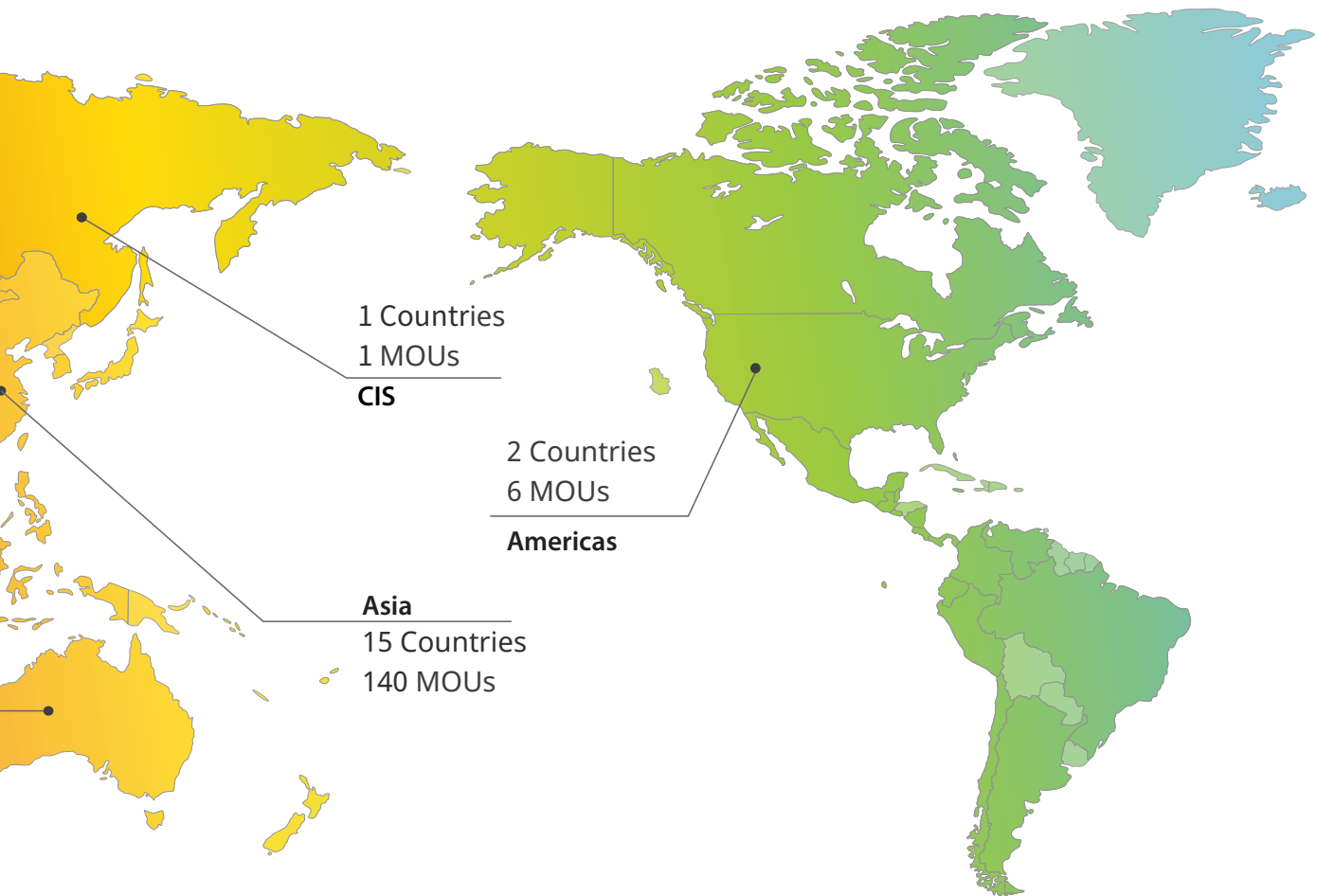
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01 Peace Education



Aurora-Simona Spirescu

Primary education teacher of Gymnasium school
“Ferdinand I”, Romania

HWPL Peace Classes in Romania

Dear teachers from all over the world,

I greet you with joy and a wide smile from Bucharest, Romania, as Mother Teresa beautifully said, "Peace begins with a smile"! I am a primary education teacher at the Ferdinand I School and I have been teaching with energy, enthusiasm and light in my soul and in my mind for 25 years. I put soul and passion into everything I do, and development opportunities do not cease to appear in my life! A wonderful and unique chance was my participation along with my students in the project run by HWPL Education for Peace in the 2021-2022. I am deeply grateful to the HWPL team for the invitation to be a messenger of peace in my class, in my school, in my family, in my country, but also around the world!

The beloved singer, John Lennon, said that "Peace is not something you would want. Peace is what you do, it's what you create, it's something you are, it's what you give". Following these words, I put them into action and together with my 7-8 years old students I carried out attractive activities, I realized the importance of peace on earth and I understood what are the most important values for maintaining peace and harmony between people.

Although my students are at an early age, they understood very well the message of each lesson and they managed to prove that they are children of peace, raised in love, understanding and harmony. The project consisted in presenting 12 peace lessons from the organization's textbook and drawing up a report at the end of each lesson. The offered lessons were a real support in the sense that there were debated issues related to the harmony of nature, the intervention of man in the deterioration of this harmony, gratitude, respect

for the elderly, appreciation of the effort of all members of the community, effective communication and restoration of peace, and last but not least understanding the importance of love in creating a world of peace and harmony. The activities were carefully thought out, especially since they were held in front of such young children, preparatory and first grade, but I realized how important it is to talk to them from now on about these valuable aspects, necessary for the smooth running of mankind / humanity!

I gladly relive every moment spent to facilitate the correct understanding of the message in the peace lesson's textbook to my students. I really enjoyed bringing in front of them games, experiments, images, examples of different people, works of art and especially stories! Stories have an overwhelming impact on children's minds and souls, and they are effective tools in introducing them to quite abstract concepts at this age.

I carefully observed my students during the presentations and I realized how important it is to talk to them about peace from an early age and what impact peace talks can have on a group. In just a few months, the children have become quieter, they treat each other with more respect, they take better care of the places where they learn and play, they are more attentive to the needs of others, they are empathetic and eager to help.

I know that nothing is accidental in this world, and everything happens to us to evolve to a new, good and beautiful world. The development of this project was not accidental either, because shortly after the completion of the 12 peace lessons, in our neighboring country, Ukraine, the war occurred, and in our school we received hundreds, thousands of Ukrainian refugees. My students and their parents, already sensitized and aware of the serious consequences of the war, participated and are still volunteering to help these people in need. They provided food, shelter, transportation, hygiene items, clothing, toys, etc. The fact that they did it with an open heart shows how great the impact of these lessons was and how valuable the stories were.

The parents of my students were also of real support because no activity is successful if we do not collaborate and support each other! We are fortunate to have a diversity of cultures in our classroom, such as Syrians, Turks, Greeks. This gives us multiple opportunities to learn interesting things about each other. This happened when the mother of a Syrian girl told the children about the war in Syria and how they had to leave their country, about the terrible effects brought by the war to her country. She presented the children images of her country before and after the war, and the children were left speechless seeing so much destruction. Whenever a conflict occurs in the classroom, there are children who bring up the serious consequences of a war, and they calm down much faster.

The things learned from going through the 12 lessons were multiple and extremely valuable! I learned about harmony in nature and how easily it can be destroyed, about the fact that each of us is valuable for what we do, for the way we appreciate and respect others. We then learned about forgiveness, about empathy, about respecting our family, our ancestors and the legacy they leave, about gratitude and sacrifice for the benefit of others, and about preserving our traditions and cultural heritage. Above all these teachings was the understanding that only love and kindness can save us and maintain peace on earth.

The words of Jimi Hendrix stay in my mind: "When the power of love overwhelms the

love of power, the world will know peace". Then I urge you, dear teachers, those who have in your classes the future of this world, to courageously approach the lessons about peace, for they will open a new chapter in the life of mankind! It is up to each of us to be light where we go! I will not stop spreading this light of love, truth, compassion, and humanity!

I am glad to be a teacher of PEACE!

WE ARE ONE!



Marina Kharitonashvili

Geography Teacher of Cervantes Gymnasium Aia-Gess, Georgia

HWPL Peace Classes in Georgia

Few months ago, I offered my students to participate in international project, which was organized by HWPL. During the project, we discussed 12 important and interesting topics which we divided into six weeks meetings. All discussed topics were beneficial for our society and community.

These 6 meetings have been extremely educational for us and we had an honor to get to take active part in this international project. These meetings have been very memorable and important to us personally too. We discussed many topics and learnt more about different issues.

Our first meeting was dedicated to "Peace Education". On this meeting we got to know to each other and showed a presentation about this topic, with joyful song at the beginning. We talked and discussed situations in different countries and how unlike or similar they are. We understood much more about peace education and the way it worked around the world.

Our second meeting was about "Human Rights". During the meeting, we watched various cognitive videos, did a general overview of the topic and talked about the needs to protect the human rights. All of us shared our opinions about this serious problem which sadly world faces nowadays. We learned how important it is for people to know and protect their rights at all costs. We summarized everything we could about "Human Rights".

Our third topic was "Child Convection". This meeting could not have gone without mentioning UNICEF. We reviewed a few articles from the Child Rights Code that we

clearly remembered and held a discussion. After we finished presenting and discussing, we summed up everything we said shortly; that children have exactly same rights as any other citizen and adult, they have every right to have free speech, will or choice.

For our fourth topic we decided to talk about "Bullying". As we all know, bullying is extremely massive and large-scale problem in any country, which has been popular in the past, as well still is very famous subject nowadays too. And of course, sadly for us, if this problem doesn't get attention it needs, it will continue to be hot topic of discussion in the future too. We talked about causes of bullying, statistics in different countries, how this problem can be solved or at least reduced, watched documentaries of people who went through this unfortunate events and they gave us advices about what to do if one day you will have to face these problems also.

Our fifth theme was "Freedom". Freedom is very large topic and we can talk about it for hours and hours but we don't want our conversations to be boring so we decided to divide this topic into different sub-topics: racial, general and LGBTQ+ community. We talked and discussed a lot about each of these topics and consequently we learned a lot about them too. We also saw documentaries, talking about victims of these problems. Then we mentioned one clear example of racism, talked about how wrong it is to divide people by races and how wrong it is to judge people depending on their skin color. And at last we summarized everything. Each of us expressed our thoughts on the subject.

Our final topic was "World Heritage". It was especially fun for us because we were able to present, our culture and Georgian heritage. First, we watched a short informative video that gave us a general understanding of what World Heritage meant. Of course, we also talked about UNESCO as it is the head of these World Heritage Sites. Finally, we introduced our Georgian heritage sites which included tangible and intangible heritage as: traditional dances, churches, places and food. At the end, of course as usual, we gave our feedback on this topic and we said our final goodbye to each other.



Goals and Conclusion

The main goal of this project was to raise awareness of the values of peace. Our team has earned the status of mentors and peace guide. The information that we discussed in the project in the form of conferences and cognitive meetings was shared with other students from our school. The problem of peace in the world is one of the most active topic and it should be solved and informed from childhood. In our opinion, we think that we have done our mission successfully in this project.



Marija Janković

English teacher at primary school Hugo Badalić, Croatia

HWPL Peace Classes in Croatia

Our Peace education adventure began about two years ago when I got in touch with very friendly and caring teachers from South Korea.

A great opportunity was introduced to me through an education program for teachers that was held online. Through each lesson, I was drawn deeper into this wonderful world of promoting peace and caring for each other. We learned about our differences, forgiveness, and the importance of sacrifice. I talked to teachers from other countries (Greece, Serbia, North Macedonia, etc.) who very quickly became my peace friends and by whom I learned that we are truly one and that we are united in peace.

After I successfully finished the educational program for the teachers, I was allowed to be a peace educator myself. With the support of our headmistress, my sixth graders started the peace education project.

I thought these 12 lessons for about five months, and I found that the most challenging thing was our English language, but also one of the important things that we got through these lessons – was we improved our language skills.

I received all the necessary lesson plans, and all other content needed for the Peace education I received from very cooperative and helpful Korean teachers who were always eager to help in all situations (although we have a big-time difference).

All the lessons were very educational, followed by the interesting opening story, very often a lively video and we learned a lot about topics such as love, peace, order, greed, tolerance, harmony, respect, empathy, and self-esteem, but the most important is that we learned about all these things throughout our examples and experiences.

When we talked about being helpful, students didn't realize that (in small steps) they already did it with their neighbors and loved ones, which was a great impact on students' self-esteem. Maybe doing small things to whom they were given means a lot to them.

Time passed, and we got better at understanding each other, at understanding peace and its importance. At the end of the lessons, we became small experts and used all knowledge we got from this education in our everyday lives. Even now, almost every day I hear students' examples of peace education that they implemented in their relationships with their family members or friends.

With the spring and the Sun, our confidence rises, and we (with the great idea of our Korean teacher) decided to do something good for our neighborhoods. In March 2022 we went for a walk in our town of Slavonski Brod and visited Brod Fortress, our Cultural Heritage. We decided to do what we can to make it more beautiful, we decided to clean

it. This was also one of the best parts of our Education, we helped, and we wanted nothing in return. We cleaned the environment so everyone can enjoy its beauty.

I must admit that the best adventure was yet to come. It was the last Zoom meeting and the Quiz game. Our Korean teachers and I prepared surprise certifications for completing the Peace Education, with presents from Korean teachers (pens, badges, and certificates for all students and the most valuable students).

The quiz game was interesting and not very difficult because the students were hardworking all the time. We enjoyed seeing each other, getting to know each other's culture and knowing that we are all here in this world together, maybe far apart, but with the same goal- Peace!

We are looking forward to new cooperation, and we strongly believe in the importance of peace and unity- WE ARE ONE!

02

'TeachingGoesOn' Campaign

**Md. Al-Amin**

Assistant Professor and Head, Department of English
Shamsul Hoque Khan School & College, Bangladesh

'TeachingGoesOn' in Bangladesh

"THERE IS NOTHING MORE DIVINE THAN EDUCATION. IT IS ONLY THROUGH EDUCATION THAT ONE TRULY BECOMES MAN," said PLATO. But education, the divine tool of making a real human being, gets stumbled for an invisible monster called COVID-19. This monster gripped the whole world like Octopus. The most endangered sector was education. It was almost on the verge of ruin. Students of almost all the countries of the world suffered untold sufferings physically, mentally and morally. For this COVID-19 Pandemic, students lost the regular rhythms of life like waking up in the wee hours, carrying school bags on their backs, attending the classes in person, making laughter with friends, coming back home in the afternoon after passing a hectic day in school and lastly starting preparing lessons for tomorrow's class in the evening. Some students got bulky for staying at home for a longer period of time, some got derailed and some dropped out. That was situation of education, that was the harsh reality. But in the midst of such a harsh reality, the PEACE EDUCATION DEPARTMENT of HWPL appeared with a light of Hope for the world's students. For the time bound initiative of the Peace EDUCATION Department of HWPL, students, guardians and teachers saw the ray of Hope at the end of the tunnel like introducing Online Teaching to revive the tradition of education on the whole. Receiving months-long training from the Peace Department of HWPL on different things, we, the teachers of Shamsul Hoque Khan School and College, Dhaka, Bangladesh implemented the taken peace training among our loving and adorable students to maintain the trend of education using online platform. Now, it is worth noting here that I am a peace educator, trained-up by the trainers' like Jisu Kim, Terry Song of the Peace Education Department,

HWPL and an Assistant Professor of English of Shamsul Hoque Khan School and College, Dhaka, Bangladesh. It is a famous institution in Bangladesh having more than 15000 students, 500 teachers and supporting staff. The name and fame of this institution has crossed the national border as it is ensuring the best results in all public examinations and has set an example in the realm of education. Besides academic education, it has earned worldwide reputation in co-curricular activities like Scouting, Debating, Camping, Hiking, Planting trees, organising or taking part in Science Fair, Cultural activities and so on.

Dr. Mahbubur Rahman Mollah is the Principal of this renowned institution. He is also a Peace Ambassador of HWP. He has been associated with HWPL since its Inception and taken part in almost all the Peace Summits held in South Korea and organised Peace Campaign, Peace Talks, Peace Walk, Peace Seminar, Peace Education Training every now and then in Bangladesh. Principal Dr Mahbubur Rahman Mollah was invited by different countries for his outstanding contribution on academic and co-curricular activities and visited countries like Australia, Japan, India, Malaysia, Thailand and Nepal and taken part in Scout Jambury. Anyway, for his dynamic and classical guidelines, we ensured education for all the students of our institution using online platform. We have taken a good number of audio, video and recorded classes decisively all the year round when the government of Bangladesh declared the closures of all institutions for sine die. We have ensured weekly, quarterly and monthly Tests using Google – Meet, Google – Form and so on to keep students in touch with education and teachers. We have got wholehearted support of the guardians in implementing the toughest time education. Students were also very enthusiastic to take part in the online classes. In this way, we took our education program forward in the midst of COVID-19 pandemic in our institution. Like academic teaching, we also conducted our Peace Education very successfully in our educational institution using Google—Meet. Apart from academic learning, students were taught how to be the messengers of peace, how to have fellow feelings for others. They learnt to avoid greed and destruction. They also learnt how to foster construction. Students earned knowledge how to preserve their ancestral belongings, to turn destructive weapons into constructive tools. Now, every single student has become the torchbearer of Love and Peace, Sympathy and Sacrifice, fraternity and Equity. It is said that a student is a learner for the time being but a teacher is a learner forever. Therefore, we have received a-two-month-long training on different things run by the Peace Education Department of HWPL using online platform in this Pandemic situation. Actually, teaching and learning were kept going on even in this odd condition.

I think, here will power, determination and courage to overcome the odd situation that comes rarely and unexpectedly are very important. Because if we all stopped teaching and learning in this period, we all were in a great loss. We have been recovered something of our education somehow for our incessant, strong will power and determination. Though we are still not fully free from the clutch of this invisible giant like COVID, we are still struggling to tackle the situation, we are hopeful for the better day to come, for the rising sun to shine brightly. We believe that we will again be able to attend the class in person as before. We pray that our beloved Peace Education Department

will be longer lasting in the realm of education and will keep its ongoing march of education more vigorously as it did in the Pandemic time. Long live HWPL, long live Peace Education Department, long live all the Messengers of Peace and the Members of the Peace Family.



Dr. Gamal Suleiman Abdul Rahman

Head of training department Institute for Studies and Culture of Peace, Sudan University of Science and Technology, Sudan

Peace education in Sudan - Between necessity and duty

In today's world, there are many new interpretations of the concept of peace education, where traditional definitions are no longer sufficient to understand the totality of internal threats to which countries and societies are exposed at the present time. On the one hand, action and influence in international relations are no longer confined to the nation-state, as there are international actors other than states such as regional and international organizations, governmental and non-governmental.

On the other hand, there has been a shift in the nature of the sources of threat to the state, which are no longer necessarily only military sources, but rather have gone beyond that so that there are other non-traditional sources, which the military power of the state alone cannot confront. It is also no longer possible to limit the effects of these threats within the borders of the state, but rather transcend the borders to negatively affect other countries.

Here is the modern Sudanese history that tells us about the multiplicity and increase of military coups to a remarkable and interesting extent for experts and observers of Sudanese political affairs, and Sudan is almost ranked on top of the Arab countries And the African producing these conflict patterns are unique in everything, for all these reasons combined, peace education has become an urgent necessity that we have to introduce to large sectors of the Sudanese people, so our choice to try this approach in peace education was an urgent necessity imposed by the lived reality.

Importance of the peace education course: This proposal seeks to train university students peace education programs. Studying the foundations of community peace and the necessity of peaceful coexistence among all the ethnic and racial components of the Sudanese people, from the perspective of Sudanese customs, traditions and customs. Reflecting the true concepts of good management of pluralism and diversity in Sudan

after the revolution and change, accompanied by the many challenges facing societies with privacy, tribal entities, administrative systems, races, customs, religions, and languages, as diverse and diverse as the case of Sudan. Taking into account the causes and causes of conflicts and the spread of violence, especially in cities, and the peripheral areas of them, and to what extent they are considered, along with other phenomena and causes, of threats to peaceful coexistence.

Objectives of the peace education course: This course aims to achieve the following: Piloting a new curriculum in peace education for university level students. Transferring the experience of South Korea in peace education through the introduction of the (HWPL) curriculum. Connecting university students with important additional sciences and knowledge that bridge the human concern to achieve peace through learning his knowledge. Searching for a Sudanese culture site that supports world peace in the cultures of other peoples.

So, the issue of peace education in Sudan between necessity and duty is nothing but an imperative imposed by reality that refuses to recognize the other, which generates more exclusion and therefore more violence.

03

UNESCO event on April 28



UNESCO EVENT SUMMARY

On April 28, 2022 at 5:00 p.m (GMT+2), HWPL, an international peace NGO registered with the UN Department of Global Communications (DGC) and in Special Consultative Status with the UN Economic and Social Council (ECOSOC), co-organized a webinar with the Permanent Delegation of the Republic of Mali to UNESCO on the topic of non-violence to spread a culture of peace. This forum brought together approximately 180 people with speakers from several countries in Europe, Africa and the America who highlighted the current issue of domestic and school violence that has emerged since the COVID-19 pandemic.

This event was welcomed by the ambassadors of the UNESCO delegations who opened the discussions with a message of congratulations recalling the importance of the topic addressed. H.E. Mr. Amadou Opa Thiam, ambassador of the permanent delegation of Mali to UNESCO and co-organizer of the forum, opened the event with the following words: "Allow me to greet and congratulate, very warmly, "HWPL France", which has understood that it is now high time to take action. This violence must stop. It has no place in the 21st century. Positive change is possible." The ambassadors of Ghana and Mozambique also spoke afterwards, followed by the secretary general of the Beninese national commission to UNESCO.

Then the speeches started, the theme was focused on 2 aspects: domestic violence and school violence. 3 speakers spoke on the subject of domestic violence. Mrs. Christine Maze, President of the Bordeaux Bar Association in France, began by highlighting the problem of violence against women in France and the solutions to be found, taking the Spanish model as an example.

Mrs. Minerva Kadar Afonso, Delegate of the Association Alma against gender violence in Spain then took the floor and also raised the issue of violence against children which is also prevalent in the same way as domestic violence: "children, because they are the future generations to come and if we don't protect them, if we don't really do everything so that they are out of this violence, they will reproduce it" she also encouraged the implementation of measures in the training of our professionals to accelerate the recognition of the violence.

Finally, Mr. Mohamed Diawara, Professor of ESC school in Mali, also pointed out the domestic violence in his country Mali and reminded the necessity to continue the battle for equality between men and women in order to make disappear in term this violence that women undergo and to prevent the sexist behaviors.

The second theme focused on school violence. 4 speakers took the floor during this session. First, Mr. Ali DAOU, in charge of the culture program at the UNESCO Office in Bamako, in Mali, shared some cooperation solutions established on the Malian territory: facilitating the mutual understanding of children through the discovery of their different cultures.

Ms. Bouchra Sirsalane, elected official and administrator of the CCAS of the city of Puteaux in France, addressed the problem of cyber harassment among youth and proposed to implement concrete actions such as more interventions in schools with trainers or professionals in personal development to raise awareness on this subject.

Following this, Dr. Maria Hadjielia Drotarova, Senior Lecturer at CTL Eurocollege, Limassol, Cyprus emphasized the crucial role of peace education and the need to disseminate this education through several channels to be delivered to a broader audience but emphasizing the role of students, peers, professors, academics, lecturers, teachers and other academic staff within higher education institutions.

Finally, Dr. Thomas Smith, a teacher at Martin Luther King Jr. High School in Atlanta, USA, the last speaker of the forum, also highlighted the necessity of peace education in the fight against bullying, concluding with these words: "We cannot turn a blind eye to the reality of violence, for it comes in all forms. But these tragic realities can be solved, through peace education, and no mother, no brother, no sister, no family will ever again suffer from violence committed by students against other students. We must teach our youth and future generations that peace begins with oneself."

The webinar was then concluded by a time of free discussion where the audience could actively participate by sharing their reactions, and experience.

Based on these discussions, HWPL plans to multiply exchanges through regular gatherings, aiming and addressing specific issues, sharing good practices and tools within a network of multidisciplinary actors working on the resolution of school and intra-family violence.





Dr. Thomas L. Smith

Educator at Martin Luther King High school, USA

Necessity of peace education in the fight against bullying

Hello, my name is Dr. Thomas L. Smith, educator at Martin Luther King High school and I am now an International Peace Educator from HWPL, Heavenly Culture World Peace and Restoration of Light. Thank you for giving me a chance to speak with a topic on the necessity of peace education and the importance of working towards solutions and preventing all forms of violence especially violence in schools.

I will speak from my experience as an educator and community leader; I want to express the necessity of peace education in our education systems. Peace Education does not only resolve violence that may occur in our daily lives, but it educates each person to peacefully resolve issues in nonviolent methods. This education can raise to great heights to encourage middle and high school students to become leaders as peace messengers and stand up for society as peaceful citizens in the global community.

I think being involved in a school that is named after one of the most influential advocates for non-violence and peace education, Dr. Martin Luther King jr. has also influenced my thoughts. He is well known for being a leader for civil rights and walked miles for the basic human rights here in America. Dr. Martin Luther King Jr. is one of the most historic, and prolific people promoting non-violence teachings to others from the previous generation but the steps he took and advocating for non-violence. He has touched the hearts and life of the future generation's today.

He spoke to thousands of people and spoke about non-violent methods and having the characteristics of peace and the importance of peace through one's actions while proclaiming the necessary steps for peace education training. HWPL peace education gave a deeper teaching, and a deeper platform for others to apply peace in their daily lives.

I have started to teach these values in my classes. Allowing students to learn these concepts and express the importance of peace during conflicts. Violence in general can come from many forms, not just a fist fight, many kinds, even though verbal, or even domestic violence that appears in homes or on the media, but through peace education I am starting to teach the students at school the importance of conflict resolution in all areas of their lives.

The goal for peace education in the classroom is to develop a cohort, a group of people with shared characteristic who value peace and dedicate their lives to live a life of nonviolence. Since this school year is ending, I have ambitious plans for the next school year. We will put in more efforts and develop this education thoroughly and expand

the audience through workshop materials and student engagement workshop and have lessons prepared for the different situations that may come. We are working on prioritizing the necessity for students to choose peace over violence and even have leaders in the classroom to advocate peace in the classroom.

The goal is to assist the culture in the classroom to be a peaceful one amongst the students and teachers, and express this actively, in the classroom by expanding this education more next year. We will mobilize and develop some type of leadership club in the school, that would center around living a life of nonviolence.

The work I do abroad in Tanzania, located in South Africa, correlates to the work of peace and nonviolence. There are many Women who suffer from gender-based violence, and I work to empower women through education, the schools I work with in Tanzania, help women receive scholarships to attend college and provide them a haven to attend the school safely, and are closely monitored to make sure that they are safe from any violent activity and that they are able to carry out their lives peacefully. I would aim to develop an idea of college, or develop an institute, with workshop leadership programs. It could consist of 3-4-day training for life skills, leadership development, and the whole concept of peace education through formal education in institutions. These women would learn conflict resolution and can be in harmony with friends, family, and coworkers around them. We can consider that a part of the college can be and institute for the study of leadership of peace and non-violence. There was a time the Vice President of the college I work with was talking about this and naming it after Dr. Martin Luther king Jr for peace leadership nonviolence, and then there we would be able to apply these principals. We can develop this in Africa, I really like the idea of leadership institutions of peace and non-violence or Women's leadership institute of Peace non-violence and entrepreneurial skills. These things are 3 things there is a big push for.

The work I do in Africa shows the importance and desperate need of rescuing girls from gender-based violence, and this is a form of violence, children being forced to marry against their will. There are basic human rights that need to be kept, and just how Dr. Martin Luther king Jr stood up and made a change, protecting these helpless children and women from violence is something that I believe is worth mentioning. In the efforts of peace, we need to recognize all violence and put an end to the actions of conflict, pain, and suffering.

This is why I am urging for an outcome this year; we need to make the efforts to develop a new education that teaches about becoming a person with the quality of peace. My goal and dream is that we can spread this education to people, and that they want to learn and incorporate the teachings in their daily lives. Thus, becoming a person who chooses to live a peaceful and nonviolent life and teach to others to do the same. For teenagers, at my school and the surrounding areas to choose and deescalate the issues that occur in school verbally or physically. There is another way of life, this is the way of peace, and this is the way our future generations must walk. They need to know what the escalation of violence is, and how to resolve the escalation through peaceful means. Students and teachers would have the proper tools and mindset cooperate, coexist, and live in harmony amongst one another.

Students should feel comfortable attending school, and bullying is a big topic in right now, With the Peace Education training, the methods that can be applied can fit very well, for resolving the issues of bullying. We are all aware of this current issue of bullying, and there is a big push in school to resolve this. Schools are searching for the solution, to resolve bullying.

Through Peace Education and non-violent education this can help students and teachers be fully equipped to resolve this issue. Students will know what to do in this situation, by receiving a more detailed teaching, through learning about how to become a citizen of peace. This can help minimize the bullying issue. Bullying is a type of violence.

This 5th grade student who was experiencing cyber bullying, committed suicide. There are many cases where students get a hold of weapons and there can be incidents with robbing or shootings, and these all are a form of violence. We cannot turn a blind eye to the realities of violence because it does come in all forms. But these tragic realities can be resolved, through peace education, and no longer will any mother, brother, sister, or family go through the pains of violence that stems from students to other students. We need to educate our youth and the future generations, that peace begins with me. Thank you.

04

Culture and Peace



Choi Euiheon

HQ General Director, HWPL Peace Education Department

Käthe Kollwitz's Anti-War Art and Culture of Peace

Käthe Schmidt Kollwitz (1867-1945) was a leading anti-war artist and printmaker during World Wars I and II. Her last work, *Seed-Corn Must Not be Ground* (1941), depicts a mother trying to protect her children from the ravages of war. "This, then, is my testament: Seed-corn must not be ground. ... This appeal in no yearning wish but a commandment. A demand." With the outbreak of the Russia-Ukraine war on 24 February 2022 and the global voice against war currently growing louder, we need to re-examine the work and life of Käthe Kollwitz.

Käthe Kollwitz was born in 1867 in Königsberg, Prussia (present-day Kaliningrad, Russia) and spent most of her life in Berlin. Kollwitz's father Karl Schmidt was a socialist and lived as a plasterer after ending his life as a judge. He had believed that upholding his convictions was more important than living a successful life as a government official. Similarly, Kollwitz's husband Karl Kollwitz was a doctor, but had great interest for the lower class and ran a free clinic to help them. With these influences, Käthe Kollwitz primarily published



Seed-Corn Must Not be Ground (1941)

works that realistically portrayed the poor working class and the impoverished during her early days.

When World War I broke out in 1914, Kollwitz's two sons served in the war. Among the two, her second son Peter died during the Battle of Flanders. "Your son was killed in action." Shocked by the sudden death of her son, Kollwitz was unable to work for a long time. The following year on 11 April 1915, Kollwitz expressed her longing for her son in her diary: "It is spring, my son." Kollwitz created the sculpture *The Grieving Parents* as a memorial to Peter, taking as many as 17 years to complete it in 1932. Kollwitz turned the grief of losing a child into a passion against war and for peace.



The Grieving Parents, a memorial to Kollwitz's son Peter (1932)

After the end of World War I, Käthe Kollwitz began printmaking the horrors of war and completed the woodcut series *War* in 1923. She also wrote a letter to Romain Rolland, author of *Jean-Christophe*, like the following: "These prints should be sent all over the world and give everybody the essence of what it was like – this is what we all went through during these unspeakably hard times." In addition, she raised her voice against war through a poster called *Never Again War* in 1924.

When Hitler came to power in Germany in 1933, left-wing artists were forced to either flee to other countries or stop working, and Käthe Kollwitz was expelled from the Prussian Academy of Arts. In 1936, Kollwitz's works were banned from being displayed by the Nazis. In 1938, her husband's medical practice was banned, and in 1940, her husband, whom she had loved and depended on, passed away. In 1942, her grandson Peter, named after her son Peter who died in World War I, was killed during World War II. Kollwitz suffered the two tragic losses of her son and grandson within the two world wars. In 1943, Kollwitz had to evacuate the Berlin apartment that she had lived in for 50 years after it was destroyed in an Allied bombing, and much of her work and family belongings were lost. While evacuated, Kollwitz quietly breathed her last on 22 April 1945. And 16 days after her death, World War II came to an end.



The Widow II, sheet five of the series War (1922)



Never Again War (1924)

At the time, many criticized Käthe Kollwitz's art as being politically colored instead of being pure art. To this, Kollwitz responded: "I have received a commission to make a poster against war. That is a task that makes me happy. Some may say a thousand times that this is not pure art... but as long as I can work, I want to be effective with my art." She also said, "Pacifism simply is not a matter of calm looking on; it is work, hard work."

Currently, there are about 40 schools named after Käthe Kollwitz in Germany, a Käthe Kollwitz street in every major German city, and Käthe Kollwitz museums in Cologne, Berlin, and Moritzburg. However, more precious than these is the culture of peace that she has passed on to us. Käthe Kollwitz firmly believed that the flowers of peace would bloom one day, if the seeds of a culture of peace were planted. "One day, a new ideal will arise, and there will be an end to all wars. I die convinced of this. It will need much hard work, but it will be achieved."



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The Universal Declaration of Human Rights and Peace

In the Declaration of Peace and Cessation of War, the DPCW, the Universal Declaration of Human Rights is mentioned twice. The following is part of the preamble and Article 10 of the DPCW where the Universal Declaration of Human Rights is mentioned.

- Preamble "Recalling the purposes and principles of the Charter of the United Nations and other international instruments, including the Universal Declaration of Human Rights..."
- Article 10(1) "States should recognize and engage with groups and organizations that seek to further the cause of peace as a global movement. States should facilitate such groups in their awareness-raising activities, including providing tuition in human rights and peace studies, as provided for, inter alia, in the Universal Declaration of Human Rights and the 1999 UN Declaration on a Culture of Peace."

The Universal Declaration of Human Rights, which served as a model for drafting the DPCW by the HWPL International Law Peace Committee, is a declaration that states the fundamental rights and freedoms for all. This Universal Declaration of Human Rights was established following the horrible events of World War II. In a situation where peace was most desired, the concept of human rights emerged signifying how peace and human rights are closely linked. The former United Nations High Commissioner for Human Rights, Zeid Ra'ad Al Hussein said, "Human rights are the fundamental basis for sustainable development and peace. They build strong and successful societies."

The Universal Declaration of Human Rights is not the first document in human history to call for human rights. In 539 BC, Cyrus II, the first king of Persia, wrote a document after conquering Babylon. This document, known as the Cyrus Cylinder, is a barrel-shaped cylinder of baked clay, around 23cm long and 11cm wide, inscribed in Babylonian cuneiform. Here, Cyrus the Great declared that all people had the right to choose their own religion, established racial equality, freed slaves, and allowed those who were deported to return home. By making such a decision, the Jewish people who had been held captive by Babylon for more than 50 years were able to return to Jerusalem. This is also recorded in the Bible. "I will raise up Cyrus in my righteousness: I will make all his ways straight. He will rebuild my city and set my exiles free, but not for a price or reward, says the LORD Almighty. (Isaiah 45:13, NIV)" In 1971, the Cyrus Cylinder was described

as the world's first charter of human rights, and it was translated into all six official U.N. languages for 132 UN Member States. English historian Charles Freeman mentioned Cyrus' achievements showing that Cyrus' choice to respect the human dignity brought stability to the empire at that time. He said, "In scope and extent his achievements ranked far above that of the Macedonian king, Alexander who was to demolish the empire in the 320's (BC) but fail to provide any stable alternative."

It is necessary for us to look at the historical background on how human rights documents were written. Most human rights declarations came about just after terrible events such as wars of varying degrees had passed. For instance, the Universal Declaration of Human Rights was adopted on 10 December 1948 after World War II. The Nazis committed barbaric acts during World War II by torturing and killing millions of Jews and gypsies. This was something that should never happen again. The international community shared the idea that world peace cannot be maintained without creating a system to protect human rights. Therefore, the United Nations Economic and Social Council established the United Nations Commission on Human Rights in 1946. The committee began drafting the Universal Declaration of Human Rights with Eleanor Roosevelt, the first Chairperson of the Commission on Human Rights, and with the jurist René Cassin playing a key role. As a result, the Universal Declaration of Human Rights, a document which includes freedom, equality, and human rights of all mankind regardless of gender, skin color, belief, religion, and more was born through the process of debating and voting. This Universal Declaration of Human Rights is composed of the preamble and 30 articles. The preamble emphasizes the inherent dignity and the equal and inalienable rights of all members of the human family; Article 1 emphasizes how all human beings are born free and equal in dignity and rights; Article 2 states how everyone is entitled to all the rights and freedoms set forth in this Declaration; Articles 3 to 21 emphasize civil and political rights; Articles 22 to 27 emphasize economic, social, and cultural rights; and lastly, Articles 28 to 30 emphasize the duty of the individual to society regarding human rights. Based on this, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights were developed. It has also inspired more than 80 international human rights treaties and declarations, domestic human rights bills, and constitutional provisions on human rights. Eleanor Roosevelt once said, "We stand today at the threshold of a great event both in the life of the United Nations and the life of all mankind. This declaration may well become the international Magna Carta for all men everywhere." And just as she said, the Universal Declaration of Human Rights became the starting point of today's human rights.

However, it was not true that the world suddenly and magically changed after the Universal Declaration of Human Rights was proclaimed. At that time, it was criticized as a vain dream that was difficult to realize. However, much has been done to protect human rights in about 70 years since the Declaration was issued. From the perspective of the 21st century, the Universal Declaration of Human Rights has established itself as part of the culture in each country as an international custom law.

Here, we can think of two things. First, the names of those who started the war are

remembered as war criminals, but those who chose peace are remembered as the heroes of respect. Second, in present times where international security is unstable, we need to think about whether to rebuild a peace regime only after another terrible war takes place or solidify the peace regime before we could face a World War III. The DPCW is a declaration proclaimed to ban life-threatening wars. It describes how States should take measures to ensure that weapons of mass destruction are gradually dismantled or destroyed. And although this may seem impossible to be realized right now, just as the Universal Declaration of Human Rights has become a universal value for mankind through various efforts over the past 70 years, we believe that the DPCW will soon become a norm of peace recognized by the world with the support of people who wish for peace.



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