



HWPL Peace Education Journal

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Africa 12

- Gambia
- South Africa
- Rwanda
- Mali
- Burundi
- Ethiopia
- Uganda
- Zambia
- Kenya
- Comoros
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- Ivory Coast

Europe 4

- Romania
- Georgia
- North Macedonia
- Netherlands

Middle East 3

- Iraq
- Israel
- Palestine

CURRENT PEACE EDUCATION MOA, MOU STATUS

As of December 31, 2021

Total of 14 MOAs in 10 countries

Total of 228 MOUs in 36 countries

Europe

4 Countries
22 MOUs

3 Countries
8 MOUs

Middle East

12 Countries
69 MOUs

Africa

Oceania

0 Countries
0 MOUs

CIS 1

Armenia

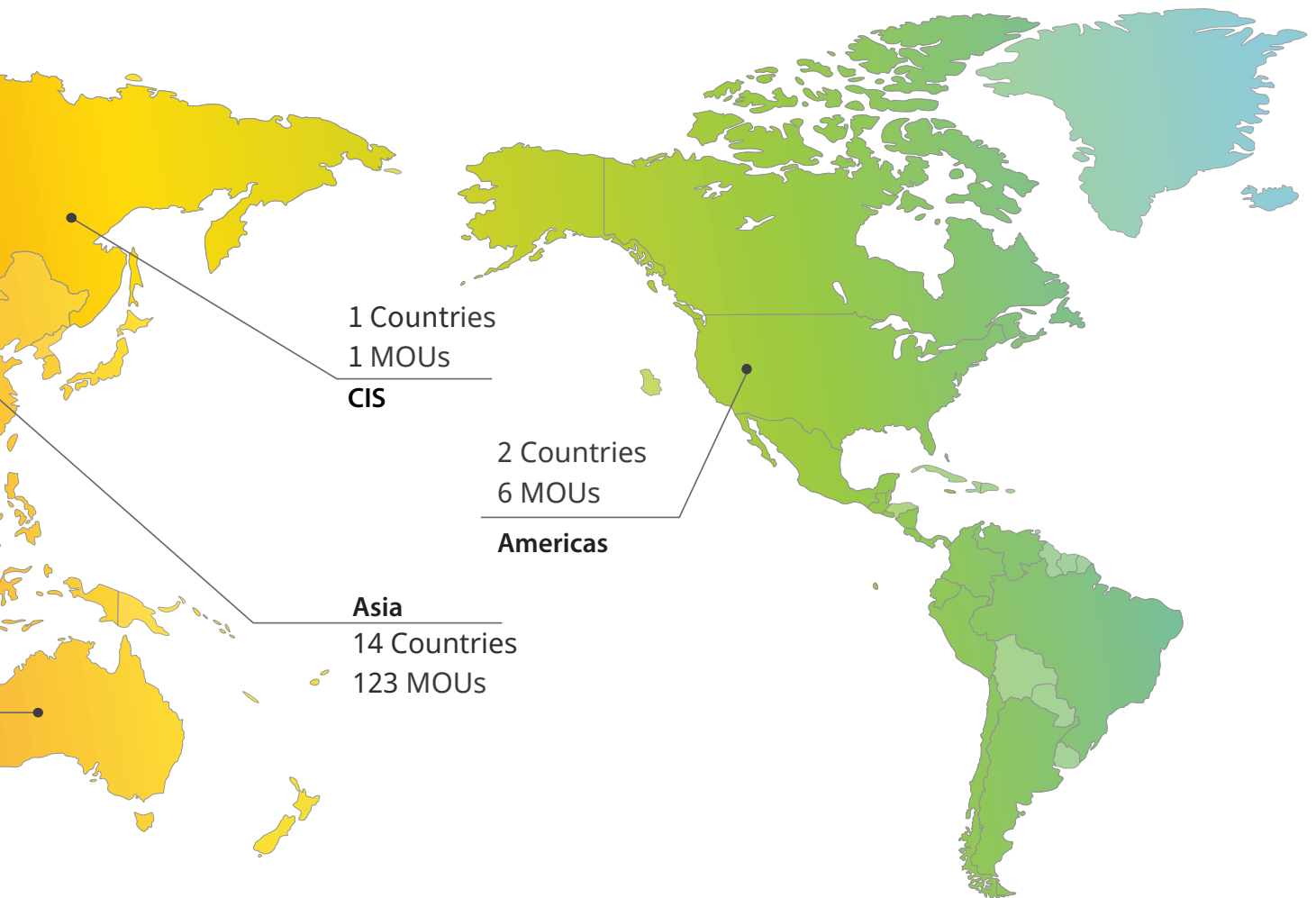
Asia 14

- South Korea
- Nepal
- Malaysia
- Mongolia
- Myanmar
- Bangladesh
- Bhutan
- India
- Indonesia
- Cambodia
- Afghanistan
- Thailand
- Pakistan
- Philippines

The Americas 2

- USA
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Oceania 0



01

Congratulatory messages



H.E. Omar KEITA

Ambassador to the Permanent Delegation of Mali to UNESCO

With these words I would like to express my congratulations to HWPL for the launching of the first edition of the journal dedicated to peace education in the world.

This is another opportunity for HWPL to show its determination to pursue its role in favor of a just and lasting world peace; and to guarantee to all peoples a better living together in peace, stability and mutual respect. This is an inherent right of all people, and everyone should be able to live freely in an environment without any form of threat or fear.

As you know, the current health crisis, past and present conflicts, religious, ethnic and cultural discrimination to name a few have all hindered the progress of peace in our international community. However, these various ills should not stop our efforts and prevent further development for new progress.

However, even in these difficult times, I am happy to see that HWPL did not falter but continued to pursue its efforts by placing education at the heart of its activities through its peace education initiative.

Education is the foundation for the development of an individual's moral and cultural capacities for the formation of a peaceful character thus guaranteeing a better coexistence in our national and international societies as citizens of the world. Guaranteeing access to quality education for all on an equal basis and promoting lifelong learning opportunities is more than ever an absolute necessity for the challenges we face today, in our time. It is precisely through education that we can build peace and foster sustainable development.

Education is also UNESCO's top priority, providing global and regional

leadership to strengthen the development, resilience and capacity of national education systems.

UNESCO and HWPL are therefore working towards a common goal. With the Permanent Delegation of Mali to UNESCO, we have also implemented several actions for the dissemination of a culture of peace at UNESCO but also in Mali and we will continue the efforts undertaken.

I believe that together we can achieve a lasting peace for generations to come. I will also work to strengthen our relations and hope that this journal will be distributed everywhere and that this good news of peace will be known by all.

I wish to reiterate my unwavering support for this cause which is close to my heart and thank you for all your efforts to promote peace and security on your scale.

This marks a new chapter in our work for peace and I hope that it will be more than productive.

Congratulations!



Dr. Ronald L. Adamat

Commissioner, Commission on Higher Education (CHED) Philippines

Congratulations. I want to congratulate you for the publication of HWPL Peace Education journal. I want to salute Chairman Lee, all the staff and members who never get tired of finding ways of building peaceful global teams and communities. I will never get tired of helping spreading and creating ways to teach peace with HWPL for as long as I am living. Peace be with everyone. I will share my spotlight with Chairman Lee. His contributions have always been insightful and his attitude selfless. His recognition is well deserved. We all owe it to his hard work and practices. We should have more men like Chairman Lee that can inspire more people like me, people like you. We, the peace warriors, keep marching forward with Chairman Lee and HWPL.

To begin with, we will not stop until we can achieve what we are here to do--to implement peace as a natural way of living, to augment reality and make them accessible to the masses, to build in the school public awareness of an idea to create understanding and acceptance, to learn public trust and adapting to peaceful living. It is

about much more than the services we can offer; it's about the ideas on educating and services we embody. Because of that, our work has always been important but it is of imminent importance in these difficult and contagious contentious times.

Wherever I go, I see the signs of unrest and alienation from people who are striving for better lives, yet they feel they have been short changed. They want to be heard and they want to be able to close gaps in opportunity and equality. I believe it is critically important for those of us in this profession to realize the power we have and how it can help the powerless to realize their goals to have a peaceful living. Admittedly, we cannot solve the problems by communications alone; we need to be steadfast in teaching peace education. It's an everyday work but we, HWPL, the Commission on Higher Education, can use our work both in the service of world peace and the service of humanity. That is the key metric of success, that we seize the opportunity to teach and we have to truly make a difference.

Take heart of that peace within you because what's inside is the most powerful force in the universe. Call it light, call it potential, call it whatever feels right to you because today, our lights of peace will shine forever, written in the dark blue sky as we are all the stars of tonight shining bright.

02

Peace Education



Prof. Rusan Oana Raluca

English Teacher of Școala Gimnazială Nr. 195(Hamburg), Romania

About two years ago, I met the project team that came to our school with the desire to implement the program. I thought it was an opportunity to introduce the students of the class which I am teaching one of the "new educations", Education for Peace, a program that, along with the Ethical Education "Learning to Live Together" (Arigatou International and SolMentis Association, Bucharest) would contribute to the harmonious development of educable students.

I was drawn to these transdisciplinary lessons that particularly combine history, geography, civic education, literature, film, psychology, philosophy, religion, and the history of religion. Also, the moralizing-dilemmatic stories used at the beginning of the lesson brought a "plus" of value to the activity.

The first two lessons given by highly charismatic Korean teachers were the "magnet" for activities to promote peace education.

Then twelve lessons followed being taught by me, one per month, for a year. In the beginning, I translated every lesson I received from my South Korean partners and adapted the contents, photos, etc. In the second half of the year, I used the Padlet app to collect feedback from students, which attracted them a lot.

English lessons were a challenge, as both I and the students improved our language skills. In addition, the variety, the density of the contents, and the connection between the lessons captivated me.

The values highlighted through these activities are universal: love, greed, order, peace, harmony, tolerance, respect for the forerunners, empathy, self-esteem, etc.

I noticed the evolution of my students during the 12 lessons. We have noticed changes for the better in their involvement in actions related to world peace and the change of perspective on certain historical events (World War II, for example) after watching movies, discussions, like Schindler's List, after having discussions.

At the time of receiving the Peace Education graduation certificates, each student in my class received a pen (but from South Korean partners), a balloon with the motto "We are one!" and a muffin with the HWPL logo.

We promoted this program at the national level by disseminating the information about it and about the graduation ceremony in the digital version of the newspaper "Ziarul lui Ipu" (article published by Professor Ciubuc Iuliana, Busteni, Romania), in the "Teacher's Magazine" on the site didactic.ro. ..On the international level, on October 23, 2021, I attended the "New Normal: Explore Romanian Education" symposium organized by The International Internship University as a keynote speaker, and I met another peace representative from India, a professor who knew the Peace Education program. The presentation aroused the interest of the audience due to the topic addressed. A number of Romanian colleagues expressed their desire to implement this program in their schools, as a result of participating in the international symposium. According to Man Hee Lee, President of Heavenly Culture, World Peace, Restoration of Light, at a 2021 international peace conference, the world's leading source of conflict is religious issues. Therefore, by showing tolerance, empathy for fellow human beings, knowing the religious differences, we can settle wars.

In a world where an armed conflict can start at any time, I encourage other fellow teachers to be open to the initiative of the "great family of peace," to this transdisciplinary program, because of the positive influence on student behavior. Students are also advised to participate with interest in what World Peace means. Together, we will be Ambassadors of Peace!

Education is the key to success! WE ARE ONE!

03

HWPL Peace Camp in Germany



Colorful Autumn Forest – The Diversity of the Forest

Country, initiative:	Germany, Peace Camp
Duration:	3-5th November 2021
Participants:	14 children, 2 educators, 3 HWPL staff
Age:	5-11

Background

In November 2021, the International Peace Organization HWPL (Heavenly Culture, World Peace, Restoration of Light) conducted a forest peace camp in Germany, Heidelberg Forest. This outdoor event took place in cooperation with experienced forest and adventure educators. Based on lessons 1, 2, 5, 6 & 10 of the HWP Peace Education Curriculum, a three-day program was created around the topic „Colorful Autumn Forest – The Diversity of the Forest “.

Learning from creation and understanding is peace-based and self-sustaining principles is the starting point of HWPL’s Peace Education. Among these, the forest represents a special teaching and learning space (or ecosystem) that brings these principles exemplarily to light in an immediate way. The connection of Peace Education, Experimental Education and Forest Education is a real opportunity for a conscious perception and experience of nature-related peace values, including the recognition of diversity, harmony, cooperation, and coexistence.

This is especially relevant these days, at a time when we are facing different challenges such as the extinction of species, fight against Covid-19 (or pandemics), the climate crisis, and many more. Recognizing, understanding,

and evaluating these values has the potential to make future human relationships as well as those with nature more peaceful, harmonious and develop a greater sense of responsibility. Thus, in an informal way, a great contribution can be made to Education for Sustainable Development (ESD), which intends to spread a culture of peace and nonviolence (Sustainable Development Goal 4.7).

Goals, Structure & Peace Contents

The main goal of the Peace Camp was to enable the children to experience the diversity of the forest with all their senses, to show the importance of cooperation using examples from nature and based on that draw personal conclusions for interpersonal life.

The Peace Camp took place 3 days in a row as a day activity from 9am-4pm - a group breakfast and lunch included. The first day was dedicated to the subject diversity in the world of plants, the second related diversity to the animal world and the third day dealt with diversity among us humans.

In addition to diversity, we focused on the following HWPL Peace Values: harmony, self-value, cooperation & coexistence, gratitude, empathy, preservation, and protection of natural heritage.

- Perceive harmony in Nature.
- Realize the value of self and existence through nature.
- Understand cooperation & coexistence in nature.
- Develop gratitude through the gifts of nature.
- Foster empathy by empathizing with elements of nature.
- Want to preserve and protect the forest as a natural heritage

Peace Activities

The program offered a colorful mix of cooperative, creative and movement-related activities, games, and reflection phases. To cover all the children's interests, needs and the age range, different activities were offered at the same time in different groups. The children listened to peace stories and began to reflect on the value and importance of the forest for the animals and us humans. During carving, which was an integral part of the camp, the children were able to experience a set of rules associated with it, such as paying attention to safety among themselves in the process of carving, showing consideration for each other, or refraining from using live wood and using dead wood instead.

Between the activities, there was time to think, reflect and share about what had been experienced. Likewise, thankfulness as a peace value could also be viewed from many sides during the camp. The children gradually began to widen their view of it and to be more aware of beautiful moments while playing and being together, despite the dynamic weather conditions.



Example: Trees & Fungi – The Wood Wide Web

Children can easily experience how trees and mushrooms live and work together. The children put themselves in the role of a fungus. Two educators played the trees. The children transported the sugar that the trees had already produced and explored in buckets and by means of sticks from one to the other. The nutrient network in the soil was thus brought to the surface. In addition, fungi could be found in the autumn forest, which served as illustrative material to deepen the experience.



Reactions of Children

The children showed great interest in creative activities as well as in discussions about peace.

1) Particularly in the exchange about the question of what is of special importance to them...

- my mother, parents (several times)
- my family and friends (several times)
- small chain received from grandma, bracelet
- forest and animals
- gratitude beads we collect here
- cuddle bunny

2) and what they are thankful for...

- I'm thankful that we could see the squirrels in the forest.
- I'm thankful for well weather and that it didn't rain.
- I'm thankful that we could spend the whole time in the forest.
- I'm thankful for all new educators. (HWPL staff)



they were able to list a variety of material as well as immaterial things. In the Land Art as well as Leaf Art they showed how they were able to create a wonderful leaf artwork for their parents through a highly self-organized distribution of tasks

Promoting HWPL Peace Values & Spreading a Culture of Peace

The collected experiences helped the children during the forest peace camp to make a connection between the harmony of nature and the harmony among us human beings and in our communities. After only three days, it was already visible how the willingness to cooperate and the view for thanks and mutual perception had increased. For the spread of a sustainable culture of peace we will regularly offer this kind of outdoor events in Germany and are confident that through such repeated experiences the values of peace will find more space in the hearts of children and young people and be spread also to their families – like a growing seed of peace.

04

‘Teaching Goes On’ Campaign



Mohammad Nadir Azedpana

Principal of Mukhtar school, Afghanistan

Peace education situation after the control of Taliban in Afghanistan

Let's start with some information about education in Afghanistan. Afghanistan is one of the central Asian countries which is always been witnessed political conflict within government and the cold war for decades. The recent war has had an effect on education, economy, politics, and all civilians in Afghanistan. Education and the young generation are the important victims of the cold war in Afghanistan which leads Afghan people to make different classes within the country.

1. The Elite class could go out of the country and access quality education in different countries during the cold war in Afghanistan.
2. The poor classes which have no opportunity to go out of the country and access quality education in other countries during the cold war in Afghanistan.

This class difference always makes problems in the Afghan community at different levels such as active participation of Afghan people in politics, or decision-making in the community.

Although education is one of the important elements and compulsory for all girls and boys based on the constitution of Afghanistan Islamic republic, unfortunately, still there are some provinces which they don't access the basic education. And it is obviously because they are from poor class in the Afghan community.

The Education situation changed after Hamid Karzai the former president of Afghanistan. Due to the different education and empowerment projects from other countries. It supports the young generation to focus on education as the priority of their lives regardless of considering themselves being from poor class in the Afghan community. In that duration most of the youth had the opportunity to have scholarships and continue their education even in other countries, participating in various conferences at national and international level and representing Afghanistan, or entrepreneurship and start their businesses. This duration was one of the brightest durations where the youth had the facilities as well as the opportunity to build their future career.

Mukhtar school is one of private schools established in 2018 in Balkh Afghanistan. Mukhtar school is registered under the ministry of education in Afghanistan and taking place as one of the top schools in the north of Afghanistan. It is very privileged that Mukhtar school is providing quality education for students considering the education opportunities in Afghanistan. Mukhtar school is following the ministry of education's curriculum and the Cambridge books plus teaching the Turkish language for students starting from kindergarten until high school. Indeed, the student's families are satisfied with Mukhtar school service and the education system for their children. They believe that the Mukhtar school's education system helps their children to be well prepared for their future academic careers.

Education situation changed after Taliban control over the country. Unfortunately, for the second time, the Taliban took control over Afghanistan in 2021 which marks a dark time in the history of Afghanistan. Since then, most of the systems changed such as the Banking system, economy, security situation, and education which is one of the most important ones which effect on young generation. All private and government schools closed for almost 2 months and nobody had the right to go to school including boys. Secondly, the Taliban puts some restrictions that boys and girls must go to separate schools or separate classes. Thirdly, they have decided that girls only have the right to continue their education until the 6th grade. These chains of events made the afghan community scared and lead them to leave their home countries and travel to other countries. Same as happened in 2000 in the history of Afghanistan.

Currently, the education situation is going in an unclear direction considering the Taliban restrictions. The fact is that most of the youth in Afghanistan completely lost their hope to continue their education and think of their future career. Because they believe that the new government is not accepted by the world and the United Nations. And even if they graduate and finish their school and universities diploma, they may not be accepted for the other academic opportunities in other countries.

Last but not least, considering the education situation in Mukhtar school after the Taliban government. Education in Mukhtar school is almost the same as it was before the Taliban control all over Afghanistan. But it took time for the Mukhtar school to have the agreement of the new government (Emarat-e-Islamic) to continue their activities

the same as before in Afghanistan. The agreement details are including the article mentioned below.

- Girls and boys must be in separate classes.
- Instructors must also separate based on the gender of students (man instructors for boys and woman instructors for girls).
- Mukhtar school like other schools must be focused more on the Islamic books and new curriculum activities.

Considering and accepting all articles of this agreement, Mukhtar school could continue their activities again. Although there is the new government of Afghanistan that controlled by the Taliban that they put many restrictions on the education system, we made it to finish our first class of peace education. Also, after the COVID 19, we accepted all challenges and continue our classes online.

Mukhtar school signed the contract with the HWPL organization in 2019 to be supportive for peace process in Afghanistan and deliver the message of peace with their students as a peace messenger. It is very privileged that Mukhtar school is the first representative of HWPL peace education in Afghanistan.

The administration of Mukhtar school started the peace education process in 2020 which is included 12 chapters and each chapter has 3 lessons. The content of peace education includes history, politics, humanitarian personal experiences and environment. And those contents encourage students to take active participation in the peace process and feel responsible for their community. The whole peace concepts that we have been teaching for students during the peace education class is very important. They could feel responsible themselves for their community and country by observing the rule and constitutions.

Students were very interested in the peace education class and practiced the class activities both in their academic and personal life. And taking class, there were many changes after the implementation of peace education in Mukhtar school especially in students' behavior. Especially, they became more pay attention to and keep the discipline and the values both in their academic and personal life.

Last December, we've done the first round of graduate students of peace education in Mukhtar school, Afghanistan. All students must understand the concept of peace in the first place. And when we talk about peace, it does not mean only peace in a country but also mean peace of mind that everyone must have to focus on their goals.



Lumbasi Wanikina Bartholomew

Deputy Director, Ministry of Education Kenya

New Normal Education in Kenya and Student Crime Reduction

Current Kenya Education Situation and Future Plans in New Normal Era

After the outbreak of COVID-19 in Kenya in 2020, social systems have changed one by one. First of all, there was the Lockdown system, a social control system to prevent COVID-19, along with the paralysed medical system overall. This meant that normal Kenya life was impossible and even school education, which had been a safe shelter for students, was taken away in an instant. This exposed the children due to limited movement to child labour, sexual exploitation, drugs and substance abuse, recruitment to terror groups/criminal gangs, and both physical, emotional and psychological abuse by their peers and also the adults.

Consequently, some of the students could not return to school especially girls due to pregnancy or early marriages following the re-opening of schools for face-to-face learning in the second half of 2020. Over this period, the Kenyan Ministry of Education partially opened schools allowing grade 4, class 8 primary school going children and form 4 secondary school going students for face-to-face learning, with high sensitization and encouraging compliance to the COVID-19 prevention rules. to normalize education. As a result of successful implementation during the partial re-opening, all the entire education system in Kenya was re-opened on 4th January 2021 and is being implemented under the "new normal education." However, schools still face the challenge in terms of limited space in class and dormitories to ensure adherence to social distancing.

The Ministry mitigated by buying additional desks, and carrying out multi-agency back to school enrolment drives, as well as supporting children from poor households and the vulnerable by providing scholarships/bursaries, school meals and essential kits for teenage mothers. The teachers have also been given priority to take the COVID-19 Vaccine. In addition, blended learning where remote learning via the Kenya education cloud portal, TV and radio supplements the face-to-face learning. Deliberate effort to create more inclusive learning content, upskilling teachers to embrace remote teaching methodologies and modernization of the e-learning center at Kenya Institute of Curriculum Development, with and aim of ensuring resilient and continuous learning education system now and in future. Home schooling policy has also been drafted.

Reduce Kenya Student Problems and Crimes Through Education

Kenya is on transition path from the objective based curriculum that was exam oriented to a value laded Competency Based Curriculum (CBC). Mainstreaming of global citizenship education as well as peace education in the curriculum at all levels of education aims to producing a holistic informed and engaged citizen. The CBC focuses on solving various problems caused by lack of education. This will result in reduce crimes and promote responsible consumption.

In addition, psycho-socio support program for learners and teachers rolled out in schools, with an in-built reporting and referral mechanisms aimed ensuring safety of children. These aimed at promoting mental health and general wellness for the student and the teacher.

The ministry also has established structure for promoting peace education from the National office at the Headquarters, up to school level where the Amani (Peace) Clubs have been formed. Peace Messengers/Patrons are volunteer teachers who work closely with the student peer peace messengers in promoting peace. Majority of the schools with Amani Clubs experience cases of strikes/bullying among the learners. The HWPL peace values of Love, Kindness, Forgiveness, Respect, and Unity are bearing fruits, therefore I believe at this pace we shall achieve global peace.

I appreciate the Chairman of HWLP for the initiative and great inspiration I have acquired through listening to him during the global summits. His passion for peace reignited my dream and desire to promote peace.

God bless the HWPL family

We Are One!

05

Culture and Peace



Byeon Haeun

HQ Coordinator, HWPL Peace Education Department

Salmon Levinson, the Kellogg-Briand Pact, and the DPCW

A scholar named Scott Sagan said, “Things that have never happened before happen all the time.” Just like what he said, the worst and best cases can also happen. Someone's choice caused the worst world war, and someone's choice resulted in the first General Treaty for Renunciation of War. Our future, likewise, depends on our thoughts, choices, and actions.

1. Salmon Levinson who Called Out that War is Illegal for the First Time in History

Europe in the early 20th century entered an era of prosperity, and people were full of expectations for a new era. At that time, Germany became the world's second-largest industrial country and there was no sign of war. On 28 June 1914, when Archduke Franz Ferdinand of Austria and his wife were shot to death during their visit to Sarajevo, no one imagined a war would break out. However, this incident had caused a huge stir. A month after the assassination, Austria declared war on Serbia. Later, Russia, an ally of Serbia, took action, and Germany declared war on Russia and France. In August 1914, German troops marched to invade Belgium, prior to occupying France. When the German troops left their country, they thought they would definitely return home before Christmas. However, this was a big mistake. The endless war continued and the development of weapons resulted in countless casualties. Machine guns killed people in seconds, and the bombs put soldiers in a helpless situation where they could do nothing even if their colleagues died. With the advent of chemical weapons, people died painfully, and the soldiers who survived

showed symptoms of mental disorder due to shock. Advanced technology was used for war and to restore things destroyed by war. When the war came to an end on 11 November 1918, about 10 million soldiers and about 20 million civilians died, which resulted in 30 million casualties. Looking at the horrors of World War I, an American lawyer, Salmon Levinson, was deeply lamented by the reality of wars between countries even though violence within the country was outlawed. The war that occurred was not a game or a movie, but it was a terrible reality. Levinson, who felt that war was such a terrible tool during World War I said, "War, instead of being allowed to remain legal, should be declared illegal. War, instead of being legally honorable, should be declared legally criminal."

2. The Result of Efforts to Make the War Illegal, General Treaty for the Renunciation of War (Kellogg-Briand Pact)

After World War I, the League of Nations was launched in an effort to prevent the recurrence of war, and countries also held disarmament talks. However, disarmament was virtually impossible during the war, so Levinson thought that the work of outlawing the war should be done first before anything else. This was because it was impossible to agree on disarmament with countries where war remains a legitimate way to resolve disputes. The war itself should be illegalized first for the disarmament to be effectively achieved.

Levinson tried to establish law and order to make war illegal a reality. He firmly opposed the use of force to secure peace saying that all actions to gain peace by force, whether defense or alliance, will only continue the vicious cycle of war. Thus, he said to reduce national armament to the lowest level enough to maintain domestic safety. He also said to create an international court modeled on the U.S. Supreme Court. This was because there was no arbitrator to resolve conflicts between countries so he thought there should be an agency to execute judgments on crimes that violated international law.

Not only did he establish such a system, but Levinson also persuaded politicians and citizens to let those people who did not want war to speak out. At that time, he sent hundreds of letters to Senator William Borah to convince him of the advantages of the illegality of war, and he informed citizens that they had the authority to demand the illegality of war to the government. If the treaty concerning the illegality of war is delayed, then the parties who have to pay for the price of war are citizens. Thus, he believed that the power of the illegality of war was rooted in the public's hatred of war. Therefore, he said, "the riddance of war will be the crystallization of the will of the people into law; hence the indispensable importance of worldwide education on this subject."¹) In 1921, Levinson established a committee to educate the people around the world to abolish wars based on force and violence and replace it with a judicial system based on treaties and laws.

As a result of the constant movement on the illegality of war, the Kellogg-Briand Pact, a

multilateral agreement attempting to eliminate war as an instrument of national policy, was formed with the efforts of many. Levinson especially drafted the Kellogg-Briand Pact at the request of the U.S. Secretary of State, Frank B. Kellogg. He also explained to Kellogg the concept of the illegality of war and convinced him that the part of the pact that French statesman Aristide Briand proposed was not dangerous. In response to these efforts, M. W. Childs, a reporter from the Post-Dispatch, concluded in an article titled “A Chicago Lawyer's One-Man War Against War” in 1929 that “it is this one man who has moved mountains to bring it into being.” Since then, the Kellogg-Briand Pact had been criticized for being only a declarative but non-binding treaty as World War II broke out. However, from this time on, people’s perception of war had completely changed. Before, war was considered as one of the general national policies to solve international issues, but later war was recognized as a crime. One can say that this is a great peace legacy that Levinson left in history surpassing the limit of one individual.

3. The Shout for the Cessation of War in the 21st Century, the Declaration of Peace and Cessation of War (DPCW)

South Korea is the only divided country on Earth. Through World War II and the Korean War, one country was divided into two, and people ended up breaking up with their families in addition to the pain of the war. A Korean War veteran, HWPL Chairman Man Hee Lee experienced the horrors of war like American lawyer Salmon Levinson. After experiencing war on the frontlines that drove young people to death, he made up his mind to prevent war from happening again. In order to fulfill this into a reality, he proclaimed the Declaration of Peace and Cessation of War (DPCW) on 14 March 2016.

It is true that after World War II, the world has become more peaceful than before with the launch of the UN, an international organization based on the UN Charter. However, disputes are still occurring all over the world, and threats of disputes are occurring by various actors beyond the national level. This cannot be called a complete peace. For this, HWPL Chairman Lee sent letters to numerous people including legal experts, judges, Ministers of Justice, and more from various parts of the world to develop an international legal instrument for the cessation of war. Those who responded to this were appointed as the members of the HWPL International Law Peace Committee and completed the DPCW’s 10 articles and 38 clauses after having many meetings.

What the DPCW presents as a more advanced principle than previous international legal instruments are the freedom of religion and the spread of the culture of peace. More than 80% of disputes in various parts of the world in history are related to religion. Religion is sometimes abused to maintain the political and social power of individuals or specific groups. The DPCW deals with provisions on religion so that religion can be a tool of peace, not a tool of conflict in such situations. This Declaration also suggests 1) guaranteeing citizens' right to participate in politics, 2) freedom of speech, 3) education, 4) promoting international cooperation for sustainable development also proposed in the UN SDGs, and 5) realizing gender equality and welfare. Through this, it emphasizes that peace should be realized in cooperation with the international community as a

common task, not by individuals or specific countries.

HWPL is in the process of proposing a resolution to the UN as the first step so that the DPCW can be binding, not just ending as a declaration. For this, HWPL Chairman Lee is visiting many countries asking for support of the DPCW. At an event held at the UN headquarters in New York attended by the UN Permanent Representatives of 145 countries, he stressed in his speech, “If it is true that all leaders in each country love the country and its people, then they will have to sign the agreement on peace and cessation of war.” Former President of Romania, Emil Constantinescu, said, “I will mention as I always do, the projects of HWPL, and will also conclude the initiatives of HWPL with the board members, former presidents and ministers. Until now, the history of humanity is the history of wars, and the hero is the lord of wars but not the lord of peace,” on the efforts of HWPL for world peace.

As long as the spark of war remains, war can break out again at any time. In human history, now may be the closest to peace and the best time to achieve peace. Peace must be implemented before we miss this time and experience the same horrors as World War II again. War and peace are now in front of our eyes. Whether to leave a legacy of war or a legacy of peace depends on our thoughts, choices, and actions of today.



Lee Nael

HQ Director, HWPL Peace Education Department

Maria Montessori Peace Education

“Preventing conflicts is the work of politics; establishing peace is the work of education.” From Maria Montessori, “Education and Peace”

1. The background of Montessori Peace Education

Maria Montessori (1870-1952) was the first female physician in the history of Italy and founder of Montessori education. Montessori, who witnessed the horrors of World War I, taught children at Casa del Lavoro where she became interested in peace education and devoted herself to the practices of peace, poverty eradication, literacy, and human community.

- In 1932, Montessori spoke on Peace and Education at the Second International Montessori Congress in Nice, France.
- In 1932, Montessori spoke at the International Peace Club in Geneva, Switzerland, on the theme of Peace and Education.
- Peace conferences from 1932 to 1939 were held in Geneva, Brussels, Copenhagen, and Utrecht.

2. What is Montessori Peace Education?

Maria Montessori did not define peace only as the absence of war and violence but saw true peace as an issue that needs to be solved within social relationships. In other words, she referred to building a new society through new people.

1) Education Philosophy

- It aims to understand and respect the earth, people, nature, animals, and plants, and pursue love for humanity and world peace.
- Peace education should not only take place in infancy but throughout life.

2) Education Goals

- To help children develop essential skills for self-awareness and building relationships with others
- Personal Aspect: To help cultivate the ability to control the inner self and to have a love for peace
- Relationship Aspect: To have a peaceful relationship with others

3. Montessori Peace Education Contents

1) Areas of Education

Humanity living in infinite space can contribute to the peace of humankind by understanding the virtue of life, the value of nature, and the relationship between nature and people. Furthermore, this provides an education that can instill respect and love for all living things in the universe.

a. Geography

- To recognize similarities and differences between people across continents
- To understand the space we live in within the infinite universe
- To help recognize that we are living beings who must live with respect and consideration in our mutual relationships

b. History

It is to help the students become aware of the changes occurring over time, understand the events of the past and the people in the present and the future, and help recognize that they are valuable members of humanity.

c. Zoology, Botany

- To discover the importance of nature by understanding and exploring the ecosystems of various animals and plants
- To recognize that human life depends on animals, plants, and nature

2) Key Elements of Education

a. Self-Awareness

Peace must begin with the individual, and each individual's love must unfold outward. One must first recognize that one is valuable and must develop a personal peace of mind by finding a positive self-image and self-confidence to then spread peace to others. The students learn through character development education, self-esteem development, and creative expressions, etc.

b. Cultural Awareness

The education encourages the students to grow compassion for others and commit to acting responsibly. The students learn to experience cultural differences, understand the traditions of other people, and respect different values and social justice.

c. Environmental Awareness

The students understand the interdependency of our planet. Furthermore, students learn to understand the environment and its destruction and conservation and also recognize the value of nature to use environmental resources responsibly.

d. Community Awareness

The education encourages the consideration for others, cooperation, communication skills, conflict resolution, respect, and community service. In addition, the students recognize that individuals in the world should understand the concept of “nation unica” and put in the effort to realize a peaceful world governed by the law of love.

4. Didactics

The developed activities should be based on education that seeks to change the children's minds and help them take an interest in the place and world in which they live and cultivate peace.

- The education encourages children to solve conflicts on their own.
- The education helps the children being educated to feel cared for.
- The education not only consists of knowledge of peace, but it allows the students to experience true peace and peacefulness through experimental and active engagement.

5. HWPL Peace Education and Montessori Peace Education

Montessori peace education influenced HWPL peace education in its educational philosophy, content, and teaching method. The foundation of Montessori peace education is the idea that peace can be realized through education both at national and international levels. Thus, HWPL has also developed this idea and made an effort to create a student-friendly and practical peace textbook that can be integrated with existing subjects. The 12 lessons of the HWPL peace textbook were designed to help students understand and practice values of peace such as gratitude, forgiveness, lawfulness that can be applied to real life while achieving the goals of Montessori peace education. HWPL is working to spread peace education to schools worldwide with hopes that Maria Montessori's desire of "establishing peace is the word of education" will come true.



Heavenly Culture, World Peace, Restoration of Light