Now, as never before, all of education needs to be concerned about the question of what it is to be human and how formal curriculum can facilitate the exploration of that question so as to prepare learners to participate in social change, political-economic reconstruction, cultural transformation, and the consciousness.

Betty Reardon, Peace Education: A Review and Projection, 1999

in affiliation with the Association Montessori Internationale and the North American Montessori Teachers’ Association
What Is the Montessori Institute for the Science of Peace?

**Mission:**
To provide a comprehensive developmental whole school design for empowering the adolescent personality, their teachers, and schools constructing a vision of peace and sustainability locally and globally.

**Vision:**
The goal of the Montessori Institute for the Science of Peace (MISP) is to connect the theory and practice of Montessori with the wider field of peace education seeking to nurture human development, specifically through the adolescent’s commitment to peace.

This is accomplished through:
- An interdisciplinary developmental approach to peace curriculum;
- Facilitation of key theory discussions on incorporating the Science of Peace into a school-wide mission and curriculum especially at the adolescent level;
- Workshops in key concept areas of the Science of Peace;
- Authentic abroad experiences for global engagement based on peace and sustainability applying all courses of study;
- Supporting structures and coordination for a chapter of the student peace organization Montessori Peace Now; and
- An annual adolescent summit focused on a pressing global issue, where Montessori youth work side by side experts in developing sustainable solutions, locally and globally.

“When we took the personality of the child into account in and of itself and offered it full scope to develop in our schools – where we constructed an environment that answered the needs of his spiritual development – he revealed to us a personality entirely different to the one we had previously taken into consideration with traits exactly the opposite of those attributed to him by others.”

*Maria Montessori, Education and Peace, 1949*
MISP is aligned with an expanding network of organizational partners working for similar aims. Below are brief statements of purpose with each partner.

Inamori International Center for Ethics and Excellence
The Inamori International Center is dedicated to exploring ethical issues from a global perspective, to nurturing international awareness and understanding of our common humanity through the study, teaching, and practice of ethics, and to the pursuit of excellence in all worthwhile human endeavors. The center recently hosted the 2010 International Peace and War Summit, with participants from 15 countries.

Association Montessori Internationale (AMI)
The Association Montessori Internationale promotes Montessori’s key ideas about creating a culture of peace by helping to create peaceful environments where children can experience peace in their homes, their schools, and communities. Last year, AMI joined the International Coordination of the UN International Decade for a Culture of Peace and Non-Violence for the Children of the World’s Board.

Educateurs sans Frontières® (EsF)
Educateurs sans Frontières is a program of the Association Montessori Internationale for those in the Montessori Movement who are actively involved, or interested in working to create more harmonious neighbourhoods, communities, regions, countries, and the world through new forms of collaboration and innovation, both small and large. EsF is for people who are committed to Montessori’s core ideas on the child and social reform—who come together to discuss how they can make a difference, whether at the grass roots level or beyond.

Hershey Montessori Training Institute/AMI Orientation to Adolescent Studies
Dedicated to the unfolding of the Montessori Continuum in support of Montessori Elementary and Adolescent training, the Hershey Montessori Training Institute in Cleveland finds itself consonant with the vision that “…man-kind can hope for a solution to its problems, among which the most urgent are those of peace and unity, only by turning its attention and energies to the discovery of the child and to the development of the great potenti-alities of the human personality in the course of its formation” (Maria Montessori).

Montessori High School at University Circle
Montessori High School at University Circle affords students the opportunity to participate in what Thomas Berry has called the “great work”: an overarching perspective throughout a course of study that has unity and meaning from beginning to end, in this case from early childhood through adolescence. The great work will converge around the study of nature and society and will focus on three strands of knowledge that bring the student into contact with society or civilization: 1) the study of earth and living things as a whole (biological sciences), 2) studies related to human progress (physical sciences) and to the building of civilization, and 3) the history of humanity as a collective force (social studies and social sciences).

Montessori Model United Nations
In its simplest form, Montessori Model UN (MMUN) is a simulation of actual UN committees with students assuming the roles of delegates. The students select a country other than their own to represent at the MMUN General Assembly and must research that country’s history, culture, and political situation so that they can properly represent the country’s interests. In addition to learning about their selected country, the delegates must write position papers and learn to caucus and negotiate with delegates representing other nations and present their position in a speech.

“We stand for Montessori’s unique definition of peace—not peace, the absence of war; not peace, a freestanding subject; but rather peace as an idea rooted at the grass roots level in the Montessori high school, lived by every student, integrated into every study.”
—Nate McDonald, Head of School
Montessori High School at University Circle
Workshop Offerings

“*The educational syllabus [for peace] can be drawn up on a general plan that divides it into three parts: 1. The opening up of ways of expression, which through exercises and external aids will help the difficult development of the personality. 2. The fulfillment of those fundamental needs that we believe to be ‘formative forces’ in the evolution of the soul of man. 3. The theoretical knowledge and practical experience that will make the individual a part of the civilization of the day (general education).*”

*Maria Montessori, From Childhood to Adolescence, 1948*

Workshops are formulated around Montessori’s Adolescent Educational Syllabus, which becomes a holistic framework for peace education and can be oriented to any audience: staff, parents, or adolescents.

Introduction to the Montessori Science of Peace

The first tools in understanding the role of peace and the acquisition of one’s own culture are the core Montessori concepts of the Science of Peace. Participants become aware of how the science of peace is inherently experienced through, and simultaneously transcends, the academic disciplines. This foundation allows participants to apply the science of peace components to their own classrooms, thus developing a positive school culture, individual and collective ownership, and self-discipline.

**Components**
- Defining and Identifying Core Concepts of the Science of Peace
- Developing a Positive School Culture
- Self-Discipline
- Eliciting Personal Responsibility and Individual Initiative
- Ethics and Values Development
- Developing Strategies for Mainstreaming a Holistic Science of Peace
- Identifying Qualities of Personal and Collective Ownership
- Cultivating Engaged Citizenship in a School Community and Beyond
Self-Expression and Identity Formation

This workshop focuses on cultivating self-expression as a means of formation of both the individual and the collective identity of adolescents. It explores the role that ethics, culture, and external influences play in our self-conceptualization and ability to communicate effectively and nonviolently. The workshop looks at the origin of virtue and how to engage adolescents as active constructors of their moral education. Participants also analyze artistic examples across multicultural groups as a vehicle for adolescent self-expression and orientation.

Components

- Interdisciplinary Communication Skills
- Cultivating Dialogue
- Gender and Cultural Sensitivity
- Cultural and Self-Expression
- Theatre of the Oppressed
- Dramatic Personae
- Defining Self and Others
- Norm Setting
- Facilitation and Mediation

Moral Praxis: Action and Reflection

This workshop engages the development of personal and collective ethics, particularly in the framework of praxis and “conscientization.” Through practice of transforming conflict, rebalancing power dynamics, academic and experiential investigation of strategic nonviolent resistance, and multiple reflective practices in the natural environment, participants find their spiritual equilibrium in the interdependencies of the world and deepen their understanding of the relationship of action and reflection.

Components

- Exploration of Eastern/Southern Spiritualties and Meditation
- Conflict Resolution and Mediation
- The Role of Nature and Morality
- Nature Study
- Silent Journey
- Protecting Quiet Space

1The process of developing a critical awareness of one’s social reality through reflection and action.

Workshop options continue on the following page
Social Orientation: Concretizing Human Rights, Economics, and Systems Relationships

Human rights, economics, and systems thinking provide an orientation to society as a whole and one’s place within it. These disciplines also encourage alternative visions for the future, such as redefining and measuring progress and questioning current assumptions about humanity’s role and relationship with the Earth.

Components
- Making Abstract Concepts Relevant and Understandable
- Redefining Progress and Success
- Exploring Systems Thinking and Human Impact
- Employing a Human Rights Perspective
- Developing Futures Thinking
- Systems Thinking Applied to Nature and the Human Made World

Language and Social Formation

Focusing on language as an element of culture connects us to our unique geographical location and time in history and highlights language as a profound component in the development of the personality. Participants will draw upon a critical language framework, employ tools to improve nonviolent communication skills, and become active listeners. As the group explores the power of language in self-construction they will become aware of the presence and perpetuation of language bias in our society thus, in turn, becoming critical media consumers. Discerning what types of linguistic tools are being used to influence them, participants can then use these tools to create positive critical media campaigns.

Components
- Language as an Expression of Culture and Self
- Critical Language Framework
- Contextualizing Language
- Active Listening
- Nonviolent Communication
- Case Studies in Oppression and Protection of Language

Origins to Sustainability

This workshop leads participants through exploration of concrete limits in the natural world, the balance of unity and diversity, ecological literacy, and ways of looking at alternatives to define success and progress in the context of the evolution of our universe.

Components
- Discovering the Interrelated World of Science
- Holistic Sustainability Beyond Reduce, Reuse, Recycle
- Designing Lessons for a Paradigm Shift
- Practicing Sustainability Literacy
- Physical Models of Systems Thinking
- The Role of Envisioning for Sustainability
Ethics and Human Progress
This workshop addresses the need to develop individual and social responsibility for our actions by uniting ethical theory and practice. Participants engage with humanity’s incredible evolution from the state of nature to the social contract, to human rights, technological advancements, economies of sustainability and happiness, redefining progress, and critically looking to the United Nations as a tool for international peace building.

Components
• Measuring Human Rights as Progress
• Theories of Value Formation
• Contextualizing “Good” and “Evil”
• Ethical Dilemmas Surrounding Human Rights
• Critical Media Literacy Theory and Practice
• Defining Universal Human Rights Standards
• Post-Liberal Concepts of Progress

Humanity Rising
Humanities are a vehicle to define true progress of the human story. Looking at engaged citizenship and empowerment emphasizes the dynamic role we play in the continued protection, preservation, and progress of humanity and the world. Participants explore the origins of morality, positive human achievement, and the future of our species and the world.

Components
• Defining Conditions for Engaged Citizenship
• Using Language and Media for Human Advancement
• Discussing the Role of Hope for the Adolescent
• Studying Discovery and Innovation in Historical Context
• Pairing Local and Global Action
• Examples of the Protection of Human Rights
• Case Studies in Nonviolent Resistance

Practical Considerations: Farming and Micro-Economies as Peace
This workshop focuses on developing authentic work with the land, understanding the complex food production system, setting up meaningful social entrepreneurship projects that benefit individual and collective development, and practicing values for sustainable, ethical, and resilient communities.

Components
• Exploration of Nature and Spirituality
• Natural Cycles as Developmental Guides
• Building Integrity via the Land
• Analyzing the Industrial Food Complex
• Food Security
• Business Ethics
• Economies of Scale
• Triple Bottom Line-Economics in Service of Humanity
The Montessori Peace Now student organization is a convergence of academic study, personal development, and social action focused on peace and sustainability for Montessori adolescents. Participants consolidate their vision of peace, forming a manifesto and roadmap of social action. They research, discuss, and act on issues of peace and sustainability in collaboration with their school community and other adolescent peace groups. The Montessori Peace Now outreach provides integration of knowledge and action addressing the most urgent reform issues of our time. Contact info@constructingpeace.org to receive your Montessori Peace Now Chapter starter-kit.
Mission: To establish a sequence of authentic learning experiences that explore the relationship between peace and sustainability, linking students with local and international experts who perform research and service side by side adolescents during their country immersion. Peace Now participants build relationships with other adolescents and community members through host-family stays, long-term peer-to-peer correspondence, collective seminars, reflection, and meaningful service work. Social action based on local community needs creates the framework for lasting cultural exchanges and an international network of adolescent peace builders.

Embracing the Responsibility for the Children’s Eternal Rainforest: Reviving the Youth Initiative for Protecting Critical Biodiversity

Costa Rica

In December 2012, the Friends of the Children’s Eternal Rainforest (FCER) appointed the Montessori Institute for the Science of Peace as the official coordinator of Montessori youth visits to the rainforest’s 54,000 acres. Adolescents from around the world will collaborate with international scientists as contributors to research, data, and funds for preservation, conservation, and expansion of the Children’s Eternal Rainforest (CER). Through this work, MISP will build on the legacy that began in 1987 when Swedish children started a worldwide effort to purchase and protect rainforest in the Monteverde region of Costa Rica. Since then, children and adults from 44 nations have joined the effort. By taking a comprehensive natural history and tropical science research approach to the rainforest, students will develop a clear academic foundation for their leadership in rainforest preservation.
Although the Monteverde Cloud Forest region is a global hub for scientists researching global warming, biology, and tropical ecology, there has never been continuous research conducted in the Children’s Eternal Rainforest. Mark Wainwright, President of the Monteverde Conservation League’s Board of Directors (MCL) stated, “we are certainly excited to pursue this opportunity with the Montessori community and agree that it has wonderful potential. The Montessori program could help us start to generate the kind of fundamental baseline data that we sorely need. These groups could be pioneers in generating essential baseline biological data for one of the richest forests in the world.” Students will explore topics of biodiversity and conservation, working side by side experts from around the world.

Monteverde Institutions and Staff Resources:
- Monteverde Conservation League
  - Mark Wainright, President (Board of Trustees) of the Monteverde Conservation League, expert in mammals of Costa Rica
  - Margaret Eisenberger, science/travel director of Friends of the Children’s Eternal Rainforest, expert in tropical ecology, Montessori educator
  - Jeffrey Norris, Ph.D., president of Natural Solutions, expert in biology, ecology, evolution, and systematics
- The Monteverde Institute
  - Debbie Hamilton, executive director of the Monteverde Institute, expert researcher on the three-wattled bellbird
  - Fran Lindau, academic director, expert in social justice and environmental sustainability at the Monteverde Institute
  - Dr. Ernesto Ruiz, professor, expert in anthropology, public health, food security
- Monteverde/Santa Elena Cloud Forest Reserve
  - Dr. Alan Pounds, expert in tropical ecology, a founding researcher in climate change science

MISP has designed a comprehensive learning experience in Costa Rica integrating scientific work in the CER with the fundamental values of peace. Partnerships with the United Nations University for Peace (UPEACE) and with United Nations Earth Charter staff allow students to connect with the UPEACE diverse student community of global leaders who range in age, interest, and background yet are united in their passion for addressing critical obstacles to peace and sustainability. Participants benefit from UPEACE’s world-class faculty that draws top professionals in their fields (sustainability, gender, economics, human rights, international law, peace and conflict studies, etc.).

Today, the 54,000 acre Children’s Eternal Rainforest (CER) is a testament to the change that can be accomplished by youth action. Drawing upon the collective power for sustainability and peace from the 22,000 Montessori schools worldwide, we have an opportunity to stem the tide of climate change and protect and conserve the precious biodiversity that still exists in the CER. There is a role for everyone to play in this dynamic conservation work. Whether traveling to Costa Rica to experience the incredible rainforest or performing research and fundraising in your home community for its protection, we invite all Montessori students to join the effort. Contact info@constructingpeace.org to learn more about how you can protect the CER and be able to point to a map of Costa Rica and say, “Look what I saved.”
Looking Ahead:
Authentic Intercultural Project Expansion

As is evidenced in Costa Rica, peace and sustainability go hand in hand; one cannot approach peace without full integration of environmental issues. Costa Rica is MISP’s first intercultural experience site, yet we plan on expanding the “science of peace” work worldwide through the development of adolescent projects in coordination with Educateurs sans Frontières® (EsF).

Educateurs sans Frontières® (EsF) is a division of the Association Montessori Internationale (AMI) dedicated to the rights, education and welfare of children worldwide. EsF was founded in 1999 by Renilde Montessori, Maria Montessori’s granddaughter, as Montessori without Borders® in order to energize and emphasize the roots of the global Montessori movement: advocacy for the rights of all children. EsF works with communities around the world to support and innovate sustainable educational projects based on Montessori principles. These projects serve as excellent opportunities for real participation of adolescents and adult experts to work side by side in benefitting the local community and broadening their own perspectives. MISP and EsF are collaborating to evolve programs based on essential conservation initiatives and applied interdisciplinary global studies at the following sites:

- Corner of Hope, Kenya
- Montessori Public Schools, Thailand
- Montessori Indigenous Projects, Australia
- The Peter Hesse Foundation Montessori Initiative, Haiti
- Building Dignity, Peru
- Bachman Lake Community School, Dallas, Texas, USA
- Montessori for All, Minnesota, USA
- Family Star Montessori, Denver, Colorado, USA
- Montessori Intervention, Rochester, New York, USA
- Montessori Around the World, Global Initiative
What Is the Montessori Adolescent Summit?
An Invitation to the Montessori Adolescent

The International Montessori Adolescent Summit will bring together youth from Montessori Schools around the world to tackle one current global issue each year and build on the universal Montessori skills necessary to act locally and globally. At each summit, adolescents will apply these skills, acquired in their Montessori experience, to global realities:

• an understanding of complexity applied to a particular issue
• an ability to identify the significant components of a problem
• a capacity to focus and concentrate on an issue
• an ability to ask essential questions about a problem
• a habit of conscious conversation in a problem solving capacity
• a desire to engage in dialogue that builds trust and innovation, and
• a hope to construct bridges across local, national, and international sectors.

Complex global issues are a compelling and developmentally appropriate subject for Montessori middle and high school youth. The Montessori Model United Nations conference offers a structure and format for global perspective taking from upper elementary to early adolescence, using the United Nation venue for their productivity. This International Montessori Adolescent Summit for ages 14-18 will take the adolescent into real world institutions using New York City for its place-based learning realities.

The Montessori Adolescent Summit is organized by the Montessori Institute for the Science of Peace (MISP) and is made possible by the support of the North American Montessori Teachers’ Association (NAMTA) and the Montessori Model United Nations (MMUN) Conference.
Why an Adolescent Summit?
Playing Their Role in Society: The Adolescent Need for Social Action

"The essence of this social life is work...in this sensitive period he is prepared to take up his part in the social life of humanity."

—Maria Montessori

Adolescents are uniquely suited to address the critical issues of the world. Only by directly experiencing the complexities of society and working in a global community will adolescents develop an authentic understanding of the human condition as their social and moral selves evolve.

To avoid cynicism and depression about the future, the adolescent needs to feel part of the solution by their efforts to solve one problem at a time. When a group of Montessori students from different parts of the world collaborate they become advocates for what is true human progress. This is their developmental task. Each year the International Montessori Summit will choose one topic; for 2013 the topic is Creating a Just and Sustainable Food System. Through preparation in advance of the summit and through collaboration at the summit, students will develop a comprehensive understanding of a global crisis and pose sustainable solutions. The socially minded and morally conscious community of youth will support critical reflection, empowered optimism, and social action.

"Social life is not sitting in a room together or living in a city. It does not regard social relations. The essence is that something is produced that is useful to the whole of society."

—Maria Montessori

Future Summit Topics:
Pathways to Global Awareness

There is no peace without sustainability; no sustainability without peace.

- **Climate Change**: Rebalancing the human-planet relationship
- **Waste**: Exploring the effects of “excess” in the global North and South
- **Biodiversity**: Escaping extinction through immediate action
- **Poverty**: Closing the gap on economic inequality
- **Water**: Ensuring access, availability, and adequacy
- **Deforestation**: Countering the devastation of deforestation with sustainable action
- **Education**: Transforming the educational system for holistic development
- **Human Rights**: Seeking justice for all
- **Energy and Transportation**: (Em)powering the future for alternative energy solutions
Become a Member of the Montessori Institute for the Science of Peace

As the Montessori Institute for the Science of Peace network grows, so does access to resources and exciting opportunities for collaboration around the world, uniting adolescents and adolescent teachers to create the culture of peace. Become a member of MISP at any level and receive:

- our quarterly publication
- access to Science of Peace workshops
  - introductory workshop on the Science of Peace is FREE for members, offered at NAMTA conferences
- priority enrollment in annual Adolescent Summit with preparatory curricula
- support for implementation of the Science of Peace programming and opening a chapter of the Montessori Peace Now student organization at your school

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<th>Levels of Membership*</th>
<th>Workshops</th>
<th>Costs</th>
<th>Additional Consultation/Workshops</th>
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*By commissioning a workshop, schools receive automatic participatory membership for one year.

“A great social mission that will ensure the child justice, harmony, and love remains to be accomplished. And this great task must be the work of education, for this is the only way to build a new world and bring peace.”

—Maria Montessori, Peace and Education, 1949

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Montessori Institute for the Science of Peace
Membership Form

Return form to: Montessori Institute for the Science of Peace
Mail: 11025 Magnolia Drive, Cleveland OH 44106
Fax: 216-421-1874
Email: info@constructingpeace.org

Name of School ___________________________________________________________
Name of Administrator ______________________________________________________
Mailing Address ___________________________________________________________
City ___________________________ State ____________________________________
Postal Code _____________________ Country __________________________________
Phone __________________________ Fax _____________________________________
E-Mail ___________________________________________________________________
Website _________________________________________________________________

Payment options:
☐ Check or money order enclosed (Must be payable in U.S. currency and drawn on a U.S. bank.)
☐ Credit card

Card Number: ____________________________________________ Name on Card: ____________________________
Expiration Date: (month/year) ___________________________ 3- or 4-digit Authorization Code: __________________
Street Address where credit card bills are sent: ___________________________________________________________
City, State/Province, Zip/Postal Code: ___________________________

☐ Participatory Member $500
☐ Privilege Member $1,000
☐ Renewing Charter Member $2,000
☐ Charter Member $2,500
☐ Expert in Residence $5,000
☐ Donation $_______

Total Amount Enclosed $_______

By commissioning a workshop, schools receive automatic participatory membership for one year.
The MISP Peace Bibliography is available at www.constructingpeace.org.