



Co-funded by the
Erasmus+ Programme
of the European Union



2019-1-DE02-KA202-006124

IO1 - CURRICULUM

*The PEEC Peace Education competence framework for early childhood
education teachers*



Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project Number 2019-1-DE02-KA202-006124

Copyright

Materials can be used according to the Creative Commons License Non-Commercial Share Alike



TABLE OF CONTENTS

INTRODUCTION	3
1. RESULTS FROM THE DESK RESEARCH, SURVEYS AND INTERVIEWS	4
2. COMPARATIVE ANALYSIS OF EQF AND NQF	16
3. PEEC COMPETENCE MATRIX	17
4. PEEC CURRICULUM PROPOSAL	20
5. CONCLUSIONS AND RECOMMENDATIONS	26

INTRODUCTION

Peace building is a fast emerging theme in education and early childhood. Just as early learning prepares young children for the challenges of school and sets the foundation of lifelong learning, starting peace-building education in early childhood is of paramount importance. In early years a child's brain architecture is developing most rapidly, habits are formed, differences are recognized and emotional ties are built through social relationships and day-to-day interactions in homes and neighborhoods. The role played by early childhood development programmes can be critical to promote the skills that enable children to become agents of change in building peace in their societies. There is evidence that integrating peace education into Early Childhood Education and Care (ECEC from now on) has a positive impact on children's social and emotional development, and reduction of behavioral problems later in life. Evidence shows (Hawkins, Von Cleve, & Catalano, 1991; Tolan & Guerra, 1994; Zigler, Tuassing, & Black, 1992) that well-designed programs can help children's willingness to play with others -including those different from themselves, ability to understand how being excluded makes one feel, and ability to recognize instances of exclusion without prompting (source: UNICEF).

Together with other partners UNICEF launched an Early Childhood Peace consortium in 2013. H.E. Mr. Nassir Abdulaziz Al-Nasser the United Nations High Representative for the Alliance of Civilizations (UNAOC) delivered the Keynote address at the Consortium Launch, and made the following remarks "Our world is a great, yet complex thing. To leave it to a generation which is unprepared, and unequipped with the proper principles and ethics, would be hazardous. Hence, instilling values of harmony and tolerance in our children through instruments of early education is vital for a peaceful future. The time for change is NOW. Let us benefit from today, for a better tomorrow." (source: https://www.unicef.org/earlychildhood/index_70959.html).

Since then unfortunately little has happened at national and EU levels. It is in this frame that the overall aim of our project "**Peace Education in Early Childhood to prevent Bullying**" (PEEC from now on) is to address peace education as a means to promote equality, diversity and inclusion and further prevent from violence and bullying in early childhood education through the development of a further professional training course of Early Childhood Education and Care (ECEC, from now on) teachers and educators. This aim is further developed by the following specific objectives:

- **Design a Transnational curriculum for the further training of ECEC teachers** in the partners' countries, complemented with a review of the current provision and existing practices regarding peace education to promote equality, diversity and inclusion;
- **Design a further professional training course for ECEC teachers and educators** focusing on peace education as a means to promote equality, diversity and inclusion and further prevent from violence and bullying at early ages;
- **Develop a methodology tool kit for ECEC practitioners** including open educational resources and peer-to-peer learning methods with an aim to enhance the professional development of those working or active in the school education sector by increasing the quality and range of initial and continuing training;
- **Promote the development of innovative learning approaches** to raise the awareness of ECEC teachers and educators and support them raise the awareness of all those involved in the education of children (families, parents, etc.)

IO1 refers to the proposal of a transversal curriculum to support ECEC teachers continuing professional development in peace education as a means to promote equality, diversity and inclusion and further prevent from violence and bullying in early childhood education.

This EU report has been developed after the compilation of 4 National Reports from DE, ES, LT and Croatia. It is aimed at providing specific suggestions, recommendations, and guidelines for the development of a transversal curriculum focusing on peace education as a means to foster equality, diversity and inclusion and further prevent from violence and bullying in early childhood education.

1. RESULTS FROM THE DESK RESEARCH, SURVEYS AND INTERVIEWS

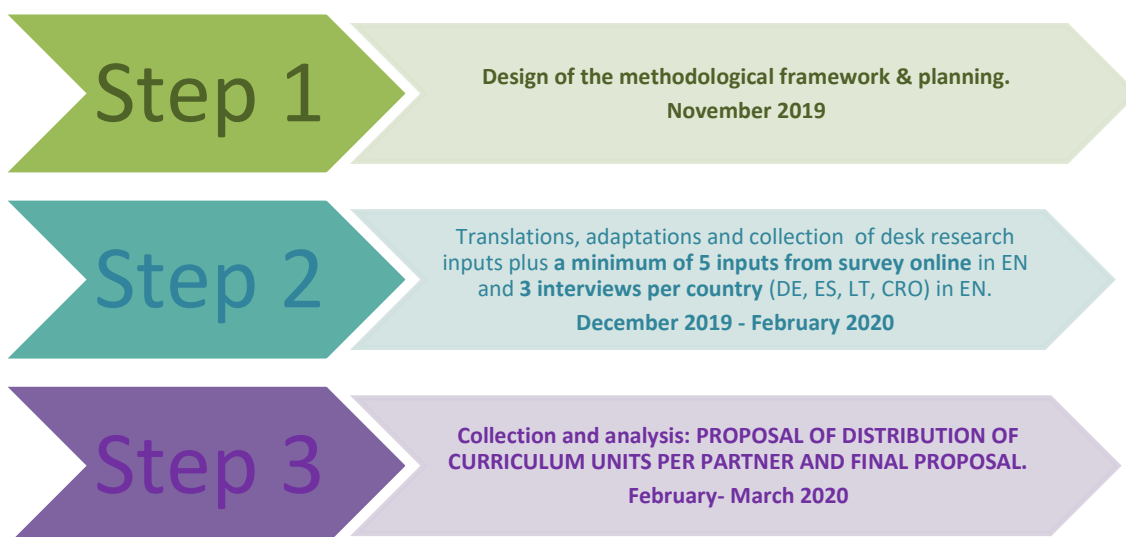
This activity was implemented from **November 2019 until February 2020**.

A survey (annex 1 of this document) and an interview (annex 2) were designed.

The participants in the activities to identify the needs were:

- ✓ **SURVEY:** teachers and trainers dealing with peace education issues in their classes;
- ✓ **INTERVIEWS:** expert trainers in the field of peace education, violence and bullying prevention.

The methodology followed included the following steps:



RESULTS FROM DESK RESEARCH

IN CROATIA, although there are National Protocols and Guidelines that shows what steps to take in case of bullying and violence as well as prevention of it among children and young people, there are not enough research and studies on violence among children of preschool age.

The most relevant National documents regarding child protection:

- ✓ **“Protocol on action in case of violence between children and young people”**
<https://mdomsp.gov.hr/userdocsimages/arhiva/files/62300/Protokol%20o%20postupanju%20u%20slucaju%20nasilja%20medju%20djecom%20i%20mladima.pdf>
- ✓ **Article 128 (1) of Social Welfare Law**, which affirms the Center for Social Welfare as a roof organization for coordination and implementation of activities in the field of prevention and actions in regards to domestic and peer violence.
- ✓ **Article 132 (1) of Family Law**, which states that everyone is required to report a violation of the child's personal and property rights to the Center for Social Welfare. Violation of personal rights includes, in particular: physical or mental violence, sexual abuse, neglect or negligent treatment, abuse or exploitation of a child.
- ✓ **Article 70 (1) of Primary and Secondary Education Law**, which states that teachers and other educational employees are obliged to take measures to protect the rights of the students, and further inform the head of the school institution, who is required to inform bodies of authority about any violation of these rights, in particular, forms of physical or psychological violence, sexual abuse, neglect, maltreatment or exploitation of students.
- ✓ Above stated articles base their position in respect to the **Article 62 of the Constitution of the Republic of Croatia**, and in regards to its constitutional principles on fundamental freedoms, human and social rights of citizens, paying particular attention to all socially vulnerable population groups, including young people. These obligations stem from the constitutional principles, which guarantee the right to the protection of the family, motherhood and youth.

IN GERMANY, no national policies concerning peace education are available.

However, on 2nd November 2000 the Civil Code of Germany received a new paragraph stating the right to non-violent upbringing in § 1631:

“Children have the right to a non-violent upbringing. Physical punishments, psychological injuries and other degrading measures are prohibited”.

https://www.gesetze-im-internet.de/bgb/_1631.html

At the same time, the following sentence was added to Section 16 (1) of the Eighth Book of the Social Code: “They [offers to promote education] should also show ways in which conflict situations in the family can be resolved non-violently.”

https://www.gesetze-im-internet.de/sgb_8/_16.html

The Saxonian curriculum for social pedagogy and thus for the training of educators (Erzieher) states the following on page 6:

It is the task of educators to enable, support and stimulate educational processes. As part of their work, they are responsible for the individual promotion of talents and the reduction of disadvantages. They accompany and support children, adolescents and young adults in developing life skills, especially in transitions. In all areas, current cross-sectional tasks such as participation, inclusion, prevention, language education, imparting values as well as education for sustainable development or the promotion of media literacy are part of the professional self-image of educators.

https://schule.sachsen.de/lpdb/web/downloads/2188_lp_fs_erzieher_2008_2016_2017.pdf?v2

IN LITHUANIA:

- ✓ The National Education Strategy 2013–2022 aims to increase the proportion of children who are not bullied from 30 to 70% and to achieve prevention programs in 50% of schools.
- ✓ In 2017 the Order of the Minister of Education and Science of the Republic of Lithuania “On Approval of Recommendations for Implementation of Violence Prevention in Schools” was approved: <https://www.e-tar.lt/portal/lt/legalAct/1da317500f9911e79800e8266c1e5d1b>
- ✓ List of state recommended prevention programs: <https://www.smm.lt/uploads/documents/svietimas/PREVCINI%C5%B2%20PROGRAM%C5%B2%20S%C4%84RA%C5%A0AS%202018%2005%2009.pdf>

IN SPAIN at national level, there are different laws at NATIONAL LEVEL on this topic:

- ✓ Organic Law **2/2006, of May 3, on Education and the Organic Law 8/2013, of December 9, on the improvement of the quality of education (LOMCE)** establishes as an end of the education system education in the *exercise of tolerance and freedom within the democratic principles of coexistence*. Subparagraph (k) emphasizes *the need for education for conflict prevention and peaceful resolution, as well as for non-violence in all areas of personal, family and social life, and especially school bullying*
- ✓ Organic Law **1/2015**, reforms the **Spanish Criminal Code** introducing a new article which focuses on **harassment**.
- ✓ Law **26/2015** on the modification of the system of protection of Childhood and adolescence, **assure protection against all forms of violence**, including physical or psychological abuse, humiliating and degrading physical punishment, neglect, exploitation, exploitation through new technologies, sexual abuse, corruption, Gender-based or family, health, social or educational violence, including bullying, trafficking in and trafficking in human beings, female genital mutilation and any other form of abuse.
- ✓ Law **27/2005 Promotion of education and the culture of peace**. (Ley 27/2005, de 30 de noviembre, de fomento de la educación y la cultura de la paz. Jefatura del Estado «BOE» núm. 287, de 1 de diciembre de 2005 Referencia: BOE-A-2005-19785.)
- ✓ Royal Decree **275/2007, of 23 of February, by which the State Observatory of the Coexistence (“Observatorio de convivencia escolar”)** is created. Under Royal Decree 2018 the Observatory is promoted in the frame of the National strategic plan for School coexistence (*Plan estratégico Nacional de convivencia escolar*):
NATIONAL OBSERVATORY OF THE COEXISTENCE link: Actually, online at:
<http://www.observatoriconvivenciaescolar.es/>
NATIONAL STRATEGIC PLAN FOR SCHOOL, coexistence:
<https://www.educacionyfp.gob.es/educacion/mc/cniie/convivencia-escolar/objetivos.html>

IDENTIFICATION OF POTENTIALLY TRANSFERRABLE PRACTICES

11 practices have been identified: 2 from Croatia, 2 from Lithuania, 3 from Spain and 4 from Germany. Here below a summary table presents the country, the title and the elements that could be transferrable in the frame of PEEC development of learning materials.

Table 2. Good practices and potential elements that could be transferrable to the PEEC learning materials

COUNTRY	PRACTICES IDENTIFIED	ELEMENTS THAT COULD BE TRANSFERABLE TO “IO2 – COURSE DEVELOPMENT” OR “IO3 TOOLKIT
CROATIA	CAP PROGRAM – (CHILD ASSAULT PREVENTION)	CAP program for public offers several Guidelines and brochures for parents, teachers and children. In stated materials CAP has provided basic and important guidelines on how to recognize violence (at physical, emotional and philological level), how to help a child to feel safe, strong and free; how to teach a child effective strategies for coping with many potentially dangerous situations, how to recognize abused child etc. All these information can be transferable to development of PEEC materials as they provide an essential base for understanding choices and rights that individual have in any violent and bullying situation.
	LITTLE PROJECT	Methodology that nurtures values and ethical education. Concrete tools for building teachers confidence in tackling with controversial issues that often lead to violence or bullying. Also building teacher's confidence in managing conflict resolution and facilitating a dialog. Co-created teaching and learning approach which has a strong impact on children: "When students take authentic responsibility for the educational process, they shift from being passive recipients or consumers to being active agents; at the same time, they shift from merely completing learning tasks to developing a meta-cognitive awareness about what is being learned." (Cook-Sather et al. 2014.) How to develop children's engagement in sharing their emotions and thoughts through Holistic and Biographical learning.
GERMANY	FAUSTLOS – FISTLESS	The idea of working with hand puppets is quite appealing.
	COMPETENCE PROFILES	Elements of the competence framework (p. 13-23) could be applied to our training course.
	HANDBOOK FOR EDUCATORS TO PROMOTE VALUES, DEMOCRACY AND DIVERSITY. SUGGESTIONS FOR WORKING IN DAYCARE CENTERS	General practical tips can be transferred to IO3 toolkit
	KITA-GLOBAL	Different publications from the platform can be used for ideas for IO3 toolkit content
LITHUANIA	“LIFE SKILLS EDUCATION PROGRAM”	General practical tips can be transferred to IO3 toolkit. Link with new pre-primary education material (LT): https://www.smm.lt/uploads/documents/gyvenimo-igudziu-programa/ikimokyklinis_amzius.pdf
	PROGRAM “FRIENDS OF ZIP”	Lithuanian teachers has practical assignments, it can be translated to English.

COUNTRY	PRACTICES IDENTIFIED	ELEMENTS THAT COULD BE TRANSFERABLE to “IO2 – COURSE DEVELOPMENT” OR “IO3 TOOLKIT (Cont.)
SPAIN	TEI –“ZERO TOLERANCE” PEER TO PEER MENTORING PROGRAMME	The intervention process can be specified in the following structure of the triangle of violence (aggressors, victims and spectators) and the basic variables that are worked with each of the three profiles, to finally modify the climate of the class, eliminating the roles of aggressor, victim and spectators to replace them with respect, values and empathy as an identity feature of the class that modifies the culture of the center regarding violence.
	LEARNING TO LIVE TOGETHER IN PEACE FORM EARLY CHILDHOOD	First: the pedagogical approach to the values education. Second: the practical resources for practitioners. 42 “teaching units” to cover all the values founded out in a previous survey on peace education: Self-control, Hard work, Self-esteem, Order, Love of effort and working together, Creativity, Courage / Bravery, Flexibility, Patience, Responsibility, Honesty, Love and understanding, Sensitivity, Veracity, Perseverance, Curiosity, Resilience, Self-confidence, Independence, Persistence, Mutual confidence, Filial love, Cooperation and mutual aid, Love and understanding, Friendship, Goodness, Love for nature, Respect for others, Generosity, Justice, Compassion, Collectivism, Obedience, Freedom, Gratitude, Respect for common good, Sincerity, Love for culture (patriotism), Tolerance, Respect for diversity, Solidarity
	THE SEED OF BULLYING IS PLANTED IN EARLY CHILDHOOD EDUCATION	Bullying-prevention orientation. Bullying and the peculiarities of the educational teaching process in the first years of schooling. Sociometric techniques for the detection of the social relations system in the group. The child sociogram: examples.

Source: project partners

RESULTS FROM THE SURVEY

A total of **36 responses** were collected. The collection in the 4 participating countries was as follows:

Table 2. Survey responses per country

COUNTRY	NUMBER OF RESPONSES
Croatia	5
Germany	11
Lithuania	10
Spain	10
TOTAL	36

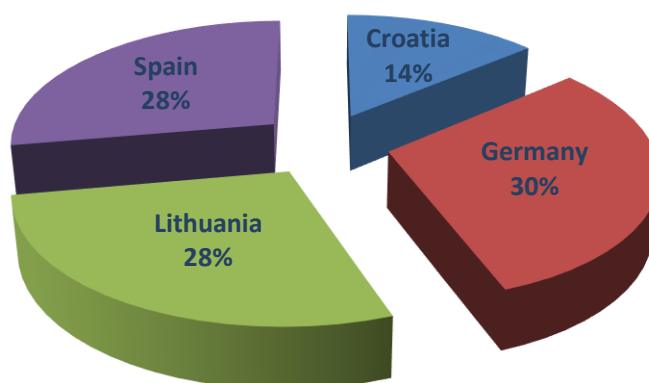


Figure 1: Country of the respondents (own elaboration)

All of the respondents were female but for one male and one who declared that preferred not to answer.

As to the age of the respondents that average from all countries was 39 years old. The average of years they had been teaching was 11,6.

19 respondents confirmed their classes were formed by 15-20 students followed by 8 respondents who confirmed their classes were 20-25 and 7 their classes were 10-15.

When asked, **WHAT SHOULD OPEN EDUCATIONAL MATERIALS ON PEACE EDUCATION AND PREVENTION OF BULLYING INCLUDE: WHICH SKILLS SHOULD COVER?**, we obtained the following responses which have been analysed, transferred onto averages and ordered by rating. We have marked in red, those reflecting higher scores:

Table 3. Average of Selected Skills
(1 Definitely agree, 2 somewhat agree, 3 agree, 4 disagree and 5 Definitely disagree)

PARTICIPATION		AVERAGE
- Define different types of participation and participatory processes in ECEC		1,4
- Create a vision for a participatory world, based on key concepts related to all levels of participation in ECEC		1,5
- Distinguish different means and provide examples for different forms of participation on personal, social and environmental levels and for ECEC students		1,7
- Identify obstacles and support factors for participation		1,7
- Demonstrate why some forms of participation are positive and others harmful for the individual, the society and the environment in the frame of ECEC		1,8
- Recite and discuss important concepts and theories explaining forms of participation in ECEC		1,9
INTERDEPENDENCE		AVERAGE
- Recognise, illustrate and provide examples for different forms of interdependencies on personal, social and environmental levels and relate them to ECEC		1,5
- Demonstrate with examples why some existing interdependencies are desirable and others harmful for the individual, the society and the environment and relate them to ECEC		1,6
- Define interdependence for inner, social and environmental peace in ECEC		1,7
- Identify mechanism of interdependencies and distinguish causes and effects of interdependencies in all the dimensions of peace and relate them to ECEC		1,8
- Distinguish desirable forms of interdependence from harmful ones existing on personal, social and environmental levels and relate them to ECEC		1,8
- Discuss important concepts and theories explaining interdependencies in the world related to ECEC		2,0
DIVERSITY		AVERAGE
- Define diversity in its inner, social and environmental dimensions		1,3
- Explain how they want to live together with other living beings who are different from themselves in ECEC environments		1,4
- Demonstrate the value of diversity in ECEC		1,4
- Illustrate different forms of diversity through specific examples on personal, social and environmental levels in ECEC environments		1,4
- Distinguish existing problems related to diversity from positive developments and success stories in ECEC environments		1,5
- Recite and discuss important concepts and theories explaining diversity and relate them to ECEC		1,7

When asked, **WHICH CHOICE OF MEDIA DO YOU SEE MOST FIT IN CLASSES ADDRESSING ISSUES OF PEACE EDUCATION AND PREVENTION OF BULLYING?**, we obtained the following responses which have been analysed and transferred onto averages. We have marked in red, those reflecting higher scores:

*Table 4. Average of Selected MEDIA
(1 definitely agree, 2 somewhat agree, 3 agree, 4 disagree and 5 Definitely disagree)*

MEDIA	AVERAGE
Audio and video files	1,3
Learning platforms	1,4
Animated presentations	1,5
Internet link lists	1,6
Printable worksheets	1,7
Open educational resources (OER)	1,8
Infographics	1,9
Slides for overhead projector	1,9

When asked about **other media that they find important**, these were the answers:

- *Live lectures of famous people with relevant education*
- *Live lectures, quotes and cases from famous people.*
- *Stories with unfinished endings that children can decide how to finish the story.*
- *Stories and scripts for students to make representations.*

When asked, **WHICH CHOICE OF METHODS DO YOU SEE MOST FIT IN CLASSES ADDRESSING ISSUES OF PEACE EDUCATION AND PREVENTION OF BULLYING?**, we obtained the following responses which have been analysed and transferred onto averages. We have marked in red, those reflecting higher scores:

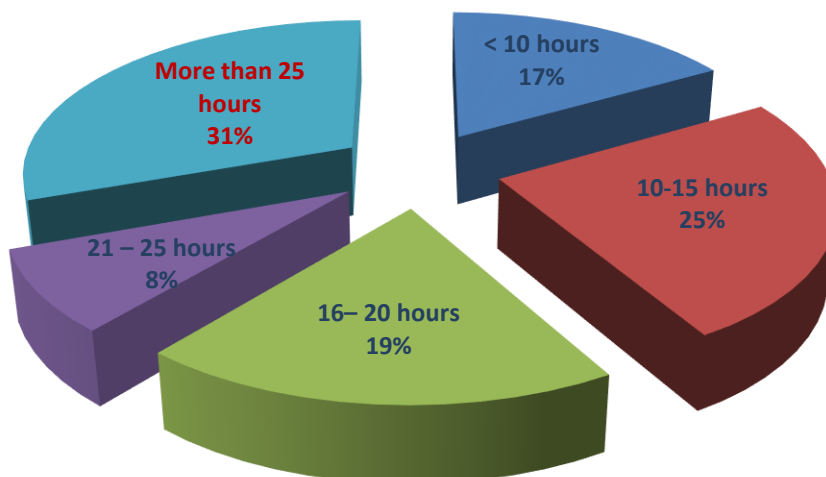
*Table 5. Average of Selected METHODS
(1 Definitely agree, 2 somewhat agree, 3 agree, 4 disagree and 5 Definitely disagree)*

METHODS	AVERAGE
Everyday life problems	1,4
Storytelling	1,5
Stories and case studies	1,5
Group work	1,6
Role playing	1,7
Discussions over news media (newspaper, TV, radio)	1,9
Frontal instruction	2,1
Self-learning	2,2

When asked about **other methods that they find important**, these were the answers:

- *Interview, movie watching.*
- *Understanding and expressing emotions with art*
- *Outdoors learning*
- *online Videos OR podcasts*

When asked about *the time they believed they could devote to the course?*, these were the percentages:



As to their opinion about *WHAT WOULD MAKE A COURSE ON PEACE EDUCATION AND PREVENTION OF BULLYING INTERESTING TO PARTICIPATE*, the keywords we have identified that would make the course interesting are: *Exchange with others, appealing to teachers, practical, easy to apply and with examples (real life situations, accessible).*

Regarding their *MAIN CONCERNS* about a peace education and prevention of bullying course, the keywords we have identified regarding their concerns are: *how to manage children's anger, too much theory or discussion, lack of adaptation to the teachers or age of students, too long (time), too expensive, include tips on how to get help or support parents at home.*

And their *SUGGESTIONS* to the PEEC team in order to design a course for teachers to facilitate peace education and prevention of bullying, the keywords we have identified regarding their suggestions are: *make it simple, clear and as practical as possible (examples and cases); include flexible and adaptable activities and resources to implement in the classroom (or even simple tips on things to change in the classroom).*

RESULTS FROM THE INTERVIEWS

We received a total of 29 interview responses:

Table 6. Interview responses per country

COUNTRY	NUMBER OF RESPONSES
Croatia	3
Germany	5
Lithuania	3
Spain	3
TOTAL	14

Most suitable learning formats:

*Table 7. Average scoring of learning formats reported by interviewees
(1 Not important to 5 Very important)*

LEARNING FORMATS	AVERAGE
To attain information, ideas or concepts	
Book/Journal Article	4,1
self-learning	3,8
Instructor led face to face courses	3,4
Instructor led online courses	3,2
Online group discussions	4,6
Face to face group discussions	3,5
Interactive Television/movies	3,2
Seminars	4,4
To learn through demonstration and observation and to practice skills, techniques, and thinking processes	
Exhibit	3,4
Job exchange	4,1
Case Study	4,1
Committee/Task Force	3,5
Critical Incident	4,2
Role Playing	4,1
Simulation/Games	4,0
To increase in-depth understanding	
Coaching	4,4
Job Instruction	4,2
Mentoring	4,2
To meet a variety of learning objectives	
Workshop	4,7

Source: own elaboration

Regarding **LEARNING FORMATS** to design a course for teachers to facilitate peace education and prevention of bullying, the workshop was the preferred format, as to the objectives to meet:

- To attain information, ideas or concepts: **Online group discussions and seminars** received the highest ratings
- To learn through demonstration and observation and to practice skills, techniques, and thinking processes: **Critical Incident** (followed by Role Playing, case study and job exchange) received the highest ratings
- To increase in-depth understanding, the 3 formats received more than 4 (important): **Coaching followed by Mentoring and job instruction**

As to Other formats recommended, we find:

- ✓ **Job Shadowing -5**
- ✓ **Projects -4**
- ✓ **Videos of "classroom situations", living experiences.**
- ✓ **Seminars but very practical. Theory is located in google. We need to see real examples**
- ✓ **Dissemination of teacher practices**
- ✓ **When face-to-face training is difficult, videos can be a good substitute. Although it is online training, an on-line first session to see the faces of the other college ages is very useful (empathy)**
- ✓ **.... Among others**

It seems that classroom situations whether in videos or case studies (including critical incidents) seem the preferred format to "To learn through demonstration and observation and to practice skills, techniques, and thinking processes".

Main change in the forthcoming 5 years impacting trainers regarding diversity and multiculturalism

- ✓ ***Focused professional development courses on a Peace Education subject; smaller groups of children for one trainer; a greater tolerance to diversity.***
- ✓ ***There is a clear tendency to bet for the **emotional education**. It is hard to do self-training on emotional development without emotions. Face-to-face seminars or workshops, for this topic, are crucial. We have to establish the foundation in early childhood. We are demanding children to be able to communicate and solve their problems and we have to stop thinking on reading and writing and focused on the development of feeling. This is very hard to do without the cooperation of parents and the principals of the schools.***
- ✓ ***Building awareness toward the problem in public discourse***
- ✓ ***Peace education will be part of the University curriculum.***
- ✓ ***Increased focus on cyber bullying- digitization- dealing with media- own effectiveness with regard to public presence***
- ✓ ***Requirements related to dealing with diversity will increase***
- ✓ ***Digitization / e-learning tools***

What training or development do you believe will help trainers to be better adapted to these changes?

- ✓ *To strengthen **moral justice and human values.***
- ✓ ***Neuro-education; special education; creative thinking; positive parenting principles.***
- ✓ *Part of a high school curriculum*
- ✓ ***A training that involve not only practitioners but also principals of the schools.***
- ✓ *Unconditional Basic income*
- ✓ ***Frist: teachers have to be aware of this problem and its implications. Second: they must be committed to the solution.** On-line trading as the first step is fine but we would like to see the faces of those who are working to prevent bullying as we are. If you see that you are not alone, you will feel empowered!*
- ✓ ***Workshops: we have to train in education for living together because the world is increasingly multi-ethnic, racial and multi-cultural***
- ✓ ***Own advanced training- Exchange with others***
- ✓ ***International exchange such as Erasmus +, further training, case discussions, supervision, close integration with practice***
- ✓ ***Further education***

2. COMPARATIVE ANALYSIS OF EQF AND NQF

In order to set the EU framework for the PEEC project, partners have conducted a comparative analysis between their National qualification frameworks and the European qualification framework, on a desk research basis, finding the current state of art of NQF implementation, correspondence between NQF and EQF levels.

Based on partner organisation's desk research about the current state of art of the National Qualification Framework (NQF) implementation and CEDEFOP's latest publication focused on the development of NQF among European Countries: EUROPEAN INVENTORY ON NQF (2018), we can state that currently, all partner countries formally adopted a NQF and it is fully operational in Croatia, Germany and Lithuania, while in Spain they are still working on its operationalization.

Nevertheless, it is possible at the time being to establish a comparative analysis by presenting each national current qualification level and its comparison with EQF, thus establish a correspondence level among PEEC Curriculum EQF level and each Partner Country NQF level, as shown in the table below:

Table 12. PEEC Curriculum EQF level and each Partner Country NQF level

	CROATIA NQF	GERMANY NQF	LITHUANIA NQF	SPAIN NQF
1	1	1	1	-
2	2	2	2	-
3	3	3	3	-
4	4 (1 and 2)	4	4	-
5	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
6	6	6	6	6
7	7 (1 and 2)	7	7	7
8	8 (1 and 2)	8	8	8

Source: own elaboration

3. PEEC COMPETENCE MATRIX

The PEEC Curriculum (Competence Framework and Units of Learning Outcomes) for ECEC teachers continuing professional development in peace education as a means to promote equality, diversity and inclusion and further prevent from violence and bullying in early childhood education has been developed based on the results of the research study on competencies development need. It mirrors its main conclusions and recommendations for the development of the PEEC Curriculum.

We have focused on EQF level 5, taking into consideration the complexity and level of learning outcomes expected from trainees. In this sense, it is a requirement that staff using the Profile have fundamental knowledge and specialized skills to be able to manage and supervise activities, in a responsible and autonomous way.

The profile has allocated **190 learning hours** (15+35+35+35+35+35) in total; organized into SIX (6) units of learning outcomes, corresponding to **5,5 ECET points**. These hours encompass contact and learning hours.

The PEEC Competence matrix covers competences of highest importance required nowadays in order to be a competent VET trainer.

Table 13. PEEC competence matrix structure

	KNOWLEDGE	SKILLS	RESPONSABILITY AND AUTONOMY
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change. Review and develop performance of self and others.

Source: Descriptors defining levels in the European Qualifications Framework (EQF). Retrieved 19/02/2020

It is proposed the following Draft of PEEC competence framework:

Title of the Qualification		PEEC			
Total ECVET points		7			
EQF level		Level 5			
NQF Level		CROATIA	GERMANY	LITHUANIA	SPAIN
		5	5	5	5
		UNITS			Total learning hours
UNITS (example)		U1 Name of Unit: example: INTRODUCTION			15
		U2 Name of Unit: example PARTICIPATION IN ECEC			35
		U3 Name of Unit: example INTERDEPENDENCE IN ECEC			35
		U4 Name of Unit: example DIVERSITY IN ECEC			35
		U5 Name of Unit: example LIVING PEACE			35
		U6 Name of Unit: example BUILDING PEACE			35
					ECVET points
					0,5
					1
					1
					1
					1

The initial set of areas that could be covered by the units according to the initial results of the survey is:

Unit	Initial draft of skills that could be covered
U1: WHY PEACE EDUCATION IN EARLY CHILDHOOD (Introduction)	<ul style="list-style-type: none"> ✓ Why values and peace education in early childhood? ✓ What should early childhood education be like? (Article 29 of the Convention on the Rights of the Child) ✓ PEEC
U2 Name of Unit: example PARTICIPATION IN ECEC	<ul style="list-style-type: none"> ✓ Define different types of participation and participatory processes in ECEC ✓ Create a vision for a participatory world, based on key concepts related to all levels of participation in ECEC ✓ Distinguish different means and provide examples for different forms of participation on personal, social and environmental levels and for ECEC students ✓ Identify obstacles and support factors for participation ✓ Demonstrate why some forms of participation are positive and others harmful for the individual, the society and the environment in the frame of ECEC ✓ Recite and discuss important concepts and theories explaining forms of participation in ECEC
U3 Name of Unit: example INTERDEPENDENCE IN ECEC	<ul style="list-style-type: none"> ✓ Define interdependence for inner, social and environmental peace in ECEC ✓ Discuss important concepts and theories explaining interdependencies in the world related to ECEC ✓ Identify mechanism of interdependencies and distinguish causes and effects of interdependencies in all the dimensions of peace and relate them to ECEC ✓ Recognise, illustrate and provide examples for different forms of interdependencies on personal, social and environmental levels and relate them to ECEC ✓ Distinguish desirable forms of interdependence from harmful ones existing on personal, social and environmental levels and relate them to ECEC ✓ Demonstrate with examples why some existing interdependencies are desirable and others harmful for the individual, the society and the environment and relate them to ECEC

Unit (Cont.)	Initial draft of skills that could be covered
U4 Name of Unit: example DIVERSITY IN ECEC	<ul style="list-style-type: none"> ✓ Define diversity in its inner, social and environmental dimensions ✓ Recite and discuss important concepts and theories explaining diversity and relate them to ECEC ✓ Demonstrate the value of diversity in ECEC ✓ Illustrate different forms of diversity through specific examples on personal, social and environmental levels in ECEC environments ✓ Distinguish existing problems related to diversity from positive developments and success stories in ECEC environments ✓ Explain how they want to live together with other living beings who are different from themselves in ECEC environments
U5 Name of Unit: example LIVING PEACE (Action competence)	<ul style="list-style-type: none"> ✓ Define nonviolent communication (to examine their life through the lens of nonviolence, determining which of their thoughts, attitudes and behaviours are violent or harm living beings and the environment) ✓ Understand group dynamics and applying them in working peacefully within a team ✓ Get to know and transform their cultural prejudices and biases ✓ Analyse inner and interpersonal conflicts in order to understand parties, needs and issues at stake ✓ Structure, follow and monitor a pathway to transform inner and interpersonal conflicts ✓ Be at peace with living in an environment of diverse species and cultures ✓ Be honest and to practise critical thinking ✓ Find and take their place within the earth community to appreciate and celebrate a diverse world of unique identities ✓ Peace education inside the classroom (practical activities) ✓ Explore and understand the concept of identity ✓ Identify and understand different set of emotions and how they effect on one's behaviour ✓ Understand the consequences of bullying (social, emotional, psychological...)
U6 Name of Unit: example BUILDING PEACE (Action competence)	<ul style="list-style-type: none"> ✓ Analyse contexts and conflicts jointly with other stakeholders ✓ Assess honestly their own capacities for change ✓ Co-create needs-based and inclusive intervention logics, goals and nonviolent strategies for change ✓ Monitor and evaluate own peace interventions transparently throughout the entire duration of the intervention ✓ Organise nonviolent actions ✓ Build peace with negotiations and mediation involving all affected stakeholders ✓ Monitor the level of violence in a given context ✓ Establish grass-root mechanisms of early warning and response to violence ✓ Envision peaceful transformation of a specific conflict ✓ raise awareness about injustice and oppression ✓ To enable the learner to consolidate and reinforce civil society initiatives and institutions related to ECEC that contribute to and sustain peace ✓ Raise awareness about the value of peace in ECEC ✓ Building peace to prevent bullying in education: classroom activities

4. PEEC CURRICULUM PROPOSAL

Title of the Qualification	PEEC	
EQF Level	Level 5	
Total learning hours	15 h. (10 contact + 5 self-learning)	
TITLE OF THE UNIT	WHY PEACE EDUCATION IN EARLY CHILDHOOD (Introduction)	U1

Definition: What should early childhood education be like?.

Objectives: At the end of the training the ECEC teachers will be able to:

KNOWLEDGE	SKILLS	RESPONSABILITY AND AUTONOMY
<ul style="list-style-type: none"> ✓ <i>International references on education (UNESCO and UN)</i> ✓ <i>Understand how is the brain development in early childhood</i> ✓ <i>Understand social development in early years.</i> ✓ <i>Distinguish “traditional education” vs “1Early childhood education today”.</i> ✓ <i>Identify the relation between peace education and values education.</i> ✓ <i>Understand that the fundamental achievements of personality development in early education consist of the formation of a self-conscience and a hierarchy of values.</i> 	<ul style="list-style-type: none"> ✓ <i>Demonstrate how to shape the personality of the child</i> ✓ <i>Be able to explain why early childhood education is crucial for peace education</i> 	<ul style="list-style-type: none"> ✓ <i>Value early childhood education</i> ✓ <i>Believe that education from early years is key issue to building peace</i>

Title of the Qualification	PEEC	
EQF Level	Level 5	
Total learning hours	35 h. (25 contact + 10 self-learning)	U2
TITLE OF THE UNIT	PARTICIPATION IN ECEC	

Definition: It refers to all forms of active human engagement with all living beings and the environment.

Objectives: At the end of the training the ECEC teachers will be able to:

KNOWLEDGE	SKILLS	RESPONSABILITY AND AUTONOMY
<ul style="list-style-type: none"> ✓ Define different types of participation and participatory processes ✓ Recite and discuss important concepts and theories explaining forms of participation ✓ Distinguish different means and forms of participation on personal, social and environmental levels ✓ Recognize, illustrate and provide examples for different forms of participation on social and environmental levels ✓ Identify obstacles and support factors for participation 	<ul style="list-style-type: none"> ✓ Demonstrate why some forms of participation are positive and others harmful for the individual, the society and the environment ✓ Create a vision for a participatory world, based on key concepts related to all levels of participation 	<ul style="list-style-type: none"> ✓ Value participation in all its forms ✓ Believe that engaging in participatory processes contributes to building peace ✓ Feel responsible for their participation and its consequences

Title of the Qualification	PEEC
EQF Level	Level 5
Total learning hours	35h (25 contact + 10 self-learning)
TITLE OF THE UNIT	INTERDEPENDENCE IN ECEC

U3

Definition: Refers to all forms of mutual reliance that determine the well-being of living beings and the environment.

Objectives: At the end of the training the ECEC teachers will be able to:

KNOWLEDGE	SKILLS	RESPONSABILITY AND AUTONOMY
<ul style="list-style-type: none"> ✓ Define interdependence for inner, social and environmental peace ✓ Recite and discuss important concepts and theories explaining interdependencies in the world ✓ Identify mechanism of interdependencies and distinguish causes and effects of interdependencies in all three dimensions of peace ✓ 	<ul style="list-style-type: none"> ✓ Recognise, illustrate and provide examples for different forms of interdependencies on personal, social and environmental levels ✓ Distinguish desirable forms of interdependence from harmful ones existing on personal, social and environmental levels ✓ Demonstrate why some existing interdependencies are desirable and others harmful for the individual, the society and the environment ✓ Explain which forms of interdependence they wants to see on personal, interpersonal and environmental level in the world ✓ 	<ul style="list-style-type: none"> ✓ Believe that their well-being depends on the well-being of other living beings and the environment. ✓ Value the fact that the world is shared by all living beings and the environment

Title of the Qualification	PEEC
EQF Level	Level 5
Total learning hours	35h (25 contact + 10 self-learning)
TITLE OF THE UNIT	
DIVERSITY IN ECEC	

U4

Definition: Refers to acceptance and respect for individual features and characteristics of all living beings and the environment.

Objectives: At the end of the training the ECEC teachers will be able to:

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> ✓ Define diversity in its inner, social and environmental dimension ✓ Recite and discuss important concepts and theories explaining diversity. ✓ ... 	<ul style="list-style-type: none"> ✓ Demonstrate the value of diversity in the world ✓ Illustrate different forms of diversity through specific examples on personal, social and environmental levels ✓ Distinguish existing problems related to diversity from positive developments and success stories ✓ Explain how they want to live together with other living beings who are different from themselves ✓ ... 	<ul style="list-style-type: none"> ✓ Value one's own unique identity ✓ Appreciate the uniqueness of each individual ✓ Value diversity in one's personal life, social life and the environment ✓ ...

Title of the Qualification	PEEC
EQF Level	Level 5
Total learning hours	35h (25 contact + 10 self-learning)
TITLE OF THE UNIT	
LIVING PEACE	

U5

Definition: Living peace refers to competences that are connected with living harmoniously with oneself, others, all beings and the environment within nearest and global reach
Objectives: At the end of the training the ECEC teachers will be able to:

KNOWLEDGE	SKILLS	RESPONSABILITY AND AUTONOMY
<ul style="list-style-type: none"> ✓ Define nonviolent communication (to examine their life through the lens of nonviolence, determining which of their thoughts, attitudes and behaviours are violent or harm living beings and the environment) ✓ understand group dynamics and applying them in working peacefully within a team ✓ get to know and transform their cultural prejudices and biases ✓ ... 	<ul style="list-style-type: none"> ✓ analyse inner and interpersonal conflicts in order to understand parties, needs and issues at stake ✓ structure, follow and monitor a pathway to transform inner and interpersonal conflicts ✓ be at peace with living in an environment of diverse species and cultures ✓ ... 	<ul style="list-style-type: none"> ✓ be honest and to practise positive thinking ✓ find and take their place within the Earth community to appreciate and celebrate a diverse world of unique identities ✓ ...

Title of the Qualification	PEEC
EQF Level	Level 5
Total learning hours	35h (25 contact + 10 self-learning)
TITLE OF THE UNIT	BUILDING PEACE

U6

Definition: Building peace refers to competences needed when working on organising, planning and implementing peace building activities

Objectives: At the end of the training the ECEC teachers will be able to:

KNOWLEDGE	SKILLS	RESPONSABILITY AND AUTONOMY
<ul style="list-style-type: none"> ✓ Analyse contexts and conflicts jointly with other stakeholders ✓ Identify main learning outcomes based on needs, successes and failures and transfer the lessons learnt into action ✓ ... 	<ul style="list-style-type: none"> ✓ Assess honestly their own capacities for change ✓ Co-create needs-based and inclusive intervention logics, goals and nonviolent strategies for change ✓ Monitor and evaluate own peace interventions transparently throughout the entire duration of the intervention ✓ Organise nonviolent actions ✓ Build peace with negotiations and mediation involving all affected stakeholders ✓ Monitor the level of violence in a given context ✓ Establish grass-root mechanisms of early warning and response to violence ✓ ... 	<ul style="list-style-type: none"> ✓ To envision peaceful transformation of a specific conflict ✓ to raise awareness about injustice and oppression ✓ To enable the learner to consolidate and reinforce civil society initiatives and institutions related to ECEC that contribute to and sustain peace ✓ to raise awareness on the value of peace

5. CONCLUSIONS AND RECOMMENDATIONS

The results obtained have allowed the PEEC team to design a theoretical Peace Education competence framework for early childhood education teachers that have implications for both IO2 PEEC further professional training course and IO3 PEEC Toolkit: Peace education as a means to prevent from violence in ECEC classrooms.

As a summary of the results, we can say that:

Skills: all the skills proposed in the survey and interviews were considered of relevance by the field research participants so we highly recommend to take the “Peace education competence framework” (ISBN 978-0-9956601-1-3) as starting point, noting that: *“Although this Framework’s main target are educators in non-formal learning, it can also be used by (...) organisations in developing trainer teams and capacity-building”.*

Choice of media: when asked, the field research participants selected the following preferred Media (1 definitely agree, 2 somewhat agree, 3 agree, 4 disagree and 5 Definitely disagree):

MEDIA	AVERAGE
Audio and video files	1,3
Learning platforms	1,4
Animated presentations	1,5
Internet link lists	1,6
Printable worksheets	1,7

Choice of methods: we obtained the following responses which have been analysed and transferred onto averages, the highest scores correspond to:

METHODS	AVERAGE
Everyday life problems	1,4
Storytelling	1,5
Stories and case studies	1,5
Group work	1,6
Role playing	1,7

The keywords we have identified that would **make the course interesting** are: exchange with others, appealing to teachers, practical, easy to apply and with examples (real life situations, accessible).

Regarding their **main concerns about a peace education and prevention of bullying course**, the keywords we have identified regarding their concerns are: how to manage children’s anger, too much theory or discussion, lack of adaptation to the teachers or age of students, too long (time), too expensive, include tips on how to get help or support parents at home.

And their **suggestions to the PEEC team in order to design a course for teachers** to facilitate peace education and prevention of bullying, the keywords we have identified are: *make it simple, clear and as practical as possible (examples and cases); include flexible and adaptable activities and resources to implement in the classroom (or even simple tips on things to change in the classroom).*

Regarding **learning formats** to design a course for teachers to facilitate peace education and prevention of bullying, the workshop was the preferred format, as to the objectives to meet:

- ✓ To attain information, ideas or concepts: **online group discussions and seminars** received the highest ratings
- ✓ To learn through demonstration and observation and to practice skills, techniques, and thinking processes: **critical Incident** (followed by Role Playing, case study and job exchange) received the highest ratings
- ✓ To increase in-depth understanding, the 3 formats received more than 4 (important): **coaching followed by mentoring and job instruction**

The PEEC Curriculum (Competence Matrix and Units of Learning Outcomes) for ECEC teachers continuing professional development in peace education as a means to promote equality, diversity and inclusion and further prevent from violence and bullying in early childhood education has been developed based on the results of the field and desk research study on competencies development need. It mirrors its main conclusions and recommendations for the development of the PEEC Curriculum.

We have focused on EQF level 5, taking into consideration the complexity and level of learning outcomes expected from trainees. In this sense, it is a requirement that staff using the Profile have fundamental knowledge and specialized skills to be able to manage and supervise activities, in a responsible and autonomous way. The profile has allocated **190 learning hours** in total; organized into SIX (6) units of learning outcomes, corresponding to **5,5 ECVET points**. These hours encompass contact and learning hours.

According to the results of desk and field research we have drafted a competence framework that may be used as a reference for **IO2 PEEC further professional training course**:

Title of the Qualification		PEEC			
Total ECVET points		7			
EQF level		Level 5			
NQF Level	CROATIA	GERMANY	LITUANIA	SPAIN	
	5	5	5	5	
UNITS				Total learning hours	ECVET points
UNITS (example)	U1 WHY PEACE EDUCATION IN EARLY CHILDHOOD (Introduction)			15	0,5
	U2 PARTICIPATION IN ECEC			35	1
	U3 INTERDEPENDENCE IN ECEC			35	1
	U4 DIVERSITY IN ECEC			35	1
	U5 LIVING PEACE			35	1
	U6 BUILDING PEACE			35	1