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IO1: CURRICULUM

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

SHORT VERSION FOR TEACHERS



*Extended version of this report is available on request (jana.goldberg@johanniter.de).

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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.

The **Intellectual Output** number 1 (IO1 from now on) 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 short version of the 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.

MAIN RESULTS

National Reports were developed based on on-line **SURVEY** (teachers and trainers dealing with peace education issues in their classes) and **INTERVIEWS** (expert trainers in the field of peace education, violence and bullying prevention).

Results from the Desk Research show that practically in all the countries studied, 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 at the classroom environment. There are no national policies concerning peace education available either.** Although this lack of resources and specific policies, 11 practices have been identified: 2 from Croatia, 2 from Lithuania, 3 from Spain and 4 from Germany (available in the full report).

Results from the survey show the **SKILLS OPEN EDUCATIONAL MATERIALS ON PEACE EDUCATION AND PREVENTION OF BULLYING SHOULD COVER**. Based on 3 pillars: INTERDEPENDENCE, DIVERSITY and PARTICIPATION, skills that are developed to “recognise, illustrate and provide examples”; “create a vision”, “demonstrate with examples” and “redefine concepts” are the most appreciated by the target group.

Regarding the **MEDIA MOST FIT IN CLASSES ADDRESSING ISSUES OF PEACE EDUCATION AND PREVENTION OF BULLYING**, infographics and slides for overhead projector are the favourites. Open educational resources (OER), printable worksheets, animated presentations and Internet link lists are also welcome.

Other media suggestion is: 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 and/or Stories and scripts for students to make representations.

Everyday life problems, storytelling, stories and case studies, group work, role playing are the **METHODS** **TEACHER SEE MOST FIT IN CLASSES ADDRESSING ISSUES OF PEACE EDUCATION AND PREVENTION OF BULLYING.**

When asked about **THE TIME THEY BELIEVED THEY COULD DEVOTE TO THE COURSE**, the response is no more than 25 hours.

Online group discussions and Seminars are the most suitable **LEARNING FORMATS** to attain information, ideas or concepts. Book/Journal Article are also welcome. **Critical Incident, Role Playing, Simulation/Games** are the best options to learn through demonstration and observation and to practice skills, techniques, and thinking processes. To increase in-depth understanding, **coaching, job instruction and mentoring** are the most suitable options. Finally, **workshop** is the most selected option to meet a variety of learning objectives.

Regarding their **MAIN CONCERNS** about a peace education and prevention of bullying course, the keywords identified 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, include the keywords: *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).*

PEEC CURRICULUM PROPOSAL

The results obtained have allowed the PEEC team to design a theoretical Peace Education competence framework for early childhood education teachers that will inform the PEEC further professional training course and the PEEC Toolkit to support teachers to prevent from violence in ECEC classrooms to be further designed.

It is proposed the following initial framing 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 |
| PROPOSAL OF UNITS | U1 Name of Unit: INTRODUCTION | | | | 15 |
| | U2 Name of Unit: PARTICIPATION IN ECEC | | | | 35 |
| | U3 Name of Unit: INTERDEPENDENCE IN ECEC | | | | 35 |
| | U4 Name of Unit: DIVERSITY IN ECEC | | | | 35 |
| | U5 Name of Unit: LIVING PEACE | | | | 35 |
| | U6 Name of Unit: BUILDING PEACE | | | | 35 |
| | | | | | ECVET points |
| | | | | | 0,5 |
| | | | | | 1 |
| | | | | | 1 |
| | | | | | 1 |
| | | | | | 1 |

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

professional qualification 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 self-learning hours.

The initial set of possible knowledge skills and attitudes (responsibility and autonomy) covered by the units according to the results of the survey would be:

| PROPOSED UNIT | KNOWLEDGE | SKILLS | RESPONSABILITY AND AUTONOMY |
|--|--|--|---|
| U1 WHY PEACE EDUCATION IN EARLY CHILDHOOD (Introduction) | <ul style="list-style-type: none"> - International references on education (UNESCO and UN) - Understand how is the brain development in early childhood - Understand social development in early years. - Distinguish “traditional education” vs “1Early childhood education today”. - Identify the relation between peace education and values education. - Understand that the fundamental achievements of personality development in early education consist of the formation of a self-conscience and a hierarchy of values. | <ul style="list-style-type: none"> - Demonstrate how to shape the personality of the child - Be able to explain why early childhood education is crucial for peace education | <ul style="list-style-type: none"> - Value early childhood education - Believe that education from early years is key issue to building peace |
| U2 PARTICIPATION IN ECEC | <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 |

| PROPOSED UNIT | KNOWLEDGE | SKILLS | RESPONSABILITY AND AUTONOMY |
|----------------------------|--|---|---|
| U3 INTERDEPENDENCE IN ECEC | <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"> - Recognize, 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 want 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 |
| U4 DIVERSITY IN ECEC | <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 |
| PROPOSED UNIT | KNOWLEDGE | SKILLS | RESPONSABILITY AND AUTONOMY |

U5 LIVING PEACE

- Define nonviolent communication (to examine their life through the lens of nonviolence, determining which of their thoughts, attitudes and behaviors 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 practice positive thinking
- Find and take their place within the Earth community to appreciate and celebrate a diverse world of unique identities...

U6 BUILDING PEACE

- 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
- 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
- Enable the learner to consolidate and reinforce civil society initiatives and institutions related to ECEC that contribute to and sustain peace
- Raise awareness on the value of peace