



PROJECT FOR PEACE EDUCATION
LEARNING TO LIVE TOGETHER, IN PEACE
from early years

Learning to live together in peace from early childhood is, without question, a key objective that can only be accomplished with the efforts of all of us.

This is why this Project of Peace Education is not just of one person, but of all of us. We have to build and develop it between all of us who want to and are willing to work to achieve a better world for all the children in the world.

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BASIC OBJECTIVES

If we asked the people around us to make a list of the basic characteristics or trends of the current society, almost surely, **they would mention quite a few negative behaviors and values of the human being.** Behaviors that are the origin of numerous problems and social conflicts: violence of all kind, deterioration of the environment, marginalization, poverty, consumerism, drug addictions, etc. These are problems that condition our "quality of life" and our life as human beings.

If we looked further at the **causes** of this negative vision, we could easily arrive at the predominant model of socialization and relation in our society: **we live in a culture of violence and contempt.**

In the face of this reality there is a general request to act as soon as possible and develop preventive actions to stop unwanted behaviors. **The demand is for the governments and different agents of socialization (family, school, and mass media) to come to an agreement and plan proposals that bring about a radical change in our social model.**

Learning to live together is not achieved by decree.

Learning to live together and in peace is not achieved, and experience has demonstrated so, by doing interesting but isolated actions, always loaded with good will and voluntary efforts, as our society has shown us day by day.

Learning to live together and in peace can only be achieved by a plan of **action that is perfectly structured** that leads the children and fills their minds with norms, values, concepts and behaviors towards the assumption of peace and the rejection of violence as essential components of their personalities. **And we have to do this when the personality of the children is being formed and not later.**

It is indispensable to make a profound social change. And this change can only come about from the creation of an educating society, where education for all the children in the world is a reality and not just a speech that later gets lost.

[This change can only come about through education for all, for all the children in the world. Isolated assistance or adoption programs only help a few children. Only if we educate all the children can we obtain a better world for them.](#)

This education should be in the spirit and letter of Article 29 of the Convention on Child Rights. **An education offered to child so that he**

World Association of Early Childhood Educators (AMEI-WAECE)

Averroes, 3- ES-28007 Madrid, Spain. Phone +34 91 501 87 54/Fax +34 91 501 87 46

E-mail: comunicacion@waece.org Website www.waece.org

develops globally, **NOT ONLY** in the **COGNITIVE** aspects (a term that does not appear in the article) but **psychological and spiritual** and this, **evidently, through pedagogical and recreational socialization experiences**. The concept of education as full development is perfectly valid whatever the age of the child. It is a valid definition from the time of birth that is when education should start. The methodologies to be used can vary according to the age, but the essence of the concept shall remain for life. It should be, according to section d) of Article 29, an education aimed at **preparing the child to assume a responsible life in a free society, with a spirit of understanding and PEACE.**

To make this possible and to reflect on how this education should be so it can lay the foundation on how all people can live together regardless of their origin and circumstances, we are creating the Project for Peace Education.

The main objectives of this Project for Peace Education are:

- **Establish Early, Initial or Preschool Education as the base and first link for all the educational systems. Only with early childhood education can we achieve a peaceful world.**
- Highlight the stage of initial and preschool education as the **best time to model a harmonious personality in children as well as to provide them with education in values as this is the time when they are shaped in children.**
- **Make available for teachers, pedagogical and methodological procedures to help them instill in children norms, values, concepts and behaviors that foster the attainment of peace and the rejection of violence as essential components of their personality. We propose a continuous work with the children to influence any future actions on their part, to pass on values that remain with them for life.**
- To make the world aware of the fact that only with quality, global education, full of values in the widest sense of the term, can we achieve a better world.
- To call on Supranational Institutions and Governments to provide the necessary resources and to work so that all the children in the world, without distinction of race, color, sex, language, religion, national or social origin, economic situation, birth or any other condition, **have access to the quality education they deserve just for being children, and from the moment of their birth.**

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ATTACHMENT I
Pedagogical Dossier



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EDUCATING THE PERSONALITY
AND VALUES OF THE CHILD

Men have learnt how to fly like birds, have learnt to swim in the depths of the sea like fish, but we have not learnt the noble art of living like brothers (Anonymous)

Unfortunately the sentence is absolutely right. If we analyze it carefully, we will probably reach the conclusion that we simply *“have not learnt the noble art of living like brothers”*, **because nobody has worried about teaching us how.**

We are aware that when **a child is born his/her brain, except for a series of reflexes that allow him to survive (unconditional reflexes), is totally free of genetic and constitutionally inherited behaviors, and what he owns is an infinite possibility and capability to take in all the social experience accumulated by mankind during hundreds of generations, and that is transmitted by the adult who takes care and sees to him.** This capability to take in the world stimulation that surrounds him is what is called the human brain plasticity. The child, when born, does not know how to “fly like birds nor swim in the depths like fish”. **He has to be taught.** No doubt the same occurs with *the noble art of living like brothers*. **HE HAS TO BE TAUGHT.**

For this reason we have established this Permanent Chair, to educate, from childhood, in the noble art of living like brothers. To provide school teachers with elements that will help them educate the youngest children in love and respect for their fellow man.

This Chair will be a place where through the most diverse ways: courses, seminars, conferences, visual material, texts, among others, teachers will have access to pedagogical and methodological procedures that allow them to develop in children norms, values, concepts and behaviors towards the acceptance of peace and the rejection of violence as essential components of their personality. Our aim is to create habits in the children that determine any performance in the future, a transfer of values that remain in the long term that extends during all their lives.

With this program we intend to contribute with more than just doing our bit in the education of this huge beach of humanity in which everybody fits and where we can enjoy the advantages of a more educated and developed society, where we can LIVE TOGETHER AND IN PEACE. Because we deeply believe that we can only have a better world with adequate early childhood education.

Because it is our deep belief that we can achieve a better world if we start educating towards it from early childhood. The needed social

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Averroes, 3- ES-28007 Madrid, Spain. Phone +34 91 501 87 54/Fax +34 91 501 87 46

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changes can only come about if we provide education for all the children in the world. Isolated assistance or adoption programs only help a few children. Only if we educate all the children can we obtain a better world for them.

**LEARNING TO LIVE TOGETHER...IN PEACE.
THE CENTRAL THEME OF EARLY CHILDHOOD EDUCATION.**

It is well demonstrated that the first years of life are the most relevant to the development of the human being. This stage of the individual education has been called with different names: early childhood, preschool, initial, among others, but no matter what name is adopted, what all the scholars in psychological science agree on is that **at this stage the fundamental basis for the development of personality are established, on which the following phases of life will be consolidated and improved.**

Hence the extraordinary importance of this age period for the future of man as an individual and as a person, and the need to know thoroughly its characteristics: the causes and conditions of its development, the course of his biological, physiological and functional maturation, psychological and social processes, to exert a positive influence on the mechanisms and structures that are being formed and maturing, to reach the maximum potential achievements of this development, to make it possible that a healthy, apt and capable individual transforms the world and is transformed in this undertaking.

1.0.- Traditional early childhood education

Traditionally education for younger children has been marked by the later schooling, up to an extent that it was given the name of **PRESCHOOL EDUCATION**. At this stage of life, teachers limited themselves exclusively to transmit knowledge. Obviously they did not educate but they taught. In many countries there are even exams to enter certain schools. The tests consist of reading and writing exercises and the knowledge of numbers, or even, simple arithmetic operations. In this case, early childhood education, in terms of formal education, does not exist, confining itself to a mere speeded-up preparation for subsequent schooling.

1.1.- Early childhood education today

Nowadays we already know that when the child is born, he has a huge variety of possibilities. He carries with him a lot of hopes, but these hopes will be in vain if they do not receive from the human and physical

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environment a rich enough group of stimulation of all types. **Modern biological sciences, and above all neurology, tell us that the nervous matter, especially developed in quantity in the human race, cannot reach its full development if there is no exterior stimulation that sparks off some reactions which allow these functions to be set off, to be improved and to develop fully.** We can state that the individual development is, in the first place, linked to his biological and neurological state at the moment of birth, but that, further on, the influence of the environment around him turns out to be fundamental for his subsequent development. It is not that the influence of the environment can make or ruin everything, but that, at the moment of birth, there is a whole range of possibilities and that the actions of the environment will make, within the limits imposed by the biological and neurological situation, the development of the individual more or less comprehensive.

In this sense it has been stated that, once born, the child is no more than a **“candidate to the human race”** (H. Piéron). This means that the path is quite long from birth to the human life and the participation in the human race. The link between them, which allows the access from one to another, is education.

And this is confirmed time and time again, without us even being aware of it. Doctor Venter, who is a director in one of the companies that carried out the research in the human genome mapping, stated something fundamental when he said: **“The idea that the personality features are closely linked to the human genome can be considered false. Men are not necessarily prisoners of their genes and life circumstances in each individual are crucial to their personality”.**

The social setting and the surrounding environmental stimulation make it possible for these processes and formation to be structured and allow for a certain level of development in all children. However, the social and familiar environment, if acting alone and without a scientifically given direction for the stimulation, might be not suitable, and not enable children to reach all the potential for their development.

That is, through the creation of a system of scientifically given influences organized in a sensible way, it is possible to reach goals for development that are unlikely to be achieved through spontaneous stimulation.

Even in the case, as Jean Piaget pointed out, of poor or no stimulation, it can determine the period of psychological development, when there is always a specific sequence in the emergence and change of the evolutionary phases, it may be the case that in the formation stage of the formal thought operations, that allows high reasoning and the

carrying out of logical-abstract operations of quality, they do not develop, as a result of insufficient or not sensibly directed stimulation.

On the other hand, the fact that the system of influences may have its action in an evolutionary stage in which the biological, physiological and psychological structures are in full development and maturing has a *special meaning*. In this sense, Lev Vigotski, one of the most acknowledged scholars of early childhood, pointed out the fact that if this action is taken at a given time of development in which such structures are being formed, it allows to exert a much more significant effect about their own processes and qualities that depend on these structures and of the development itself.

Although the organization and direction of a system of scientifically given influences is important at any stage of the development of the individual, it is during childhood when such stimulation is marked by the greatest importance and significance for the rest of the life of the human being, by acting upon bio-physiological and psychological formations that at this moment are being formed, and not upon structures already formed as it happens in most of those that are present in other ages.

That is why this stage has been highlighted as crucial for the development, and the need to organize a well thought-out, scientifically conceived system of educational influences that is aimed at enabling the maximum development and expression of all the physical and psychological potentialities of the child in these early years.

Early childhood education can, by its social function and its technical level, assume this system of educational influences and together with education in the family, help to reach higher goals for the development of all children.

1.2.- How does early childhood education have to be?

Now, since all the scientific community agrees on the need for education since birth, if not earlier, it would be advisable to reach an agreement on how this Education should be, in order to avoid that it becomes just a mere stage of preparation for further education, as we stated previously.

If we re-read the article 29 of the Convention about the Children Rights approved by the General Assembly of the United Nations on 20th Nov, 1989, we find basically what we should understand by a childhood education nowadays:

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

Although this is not a definition, but **“what it should be aimed at”** it is in line with and defines perfectly what we should understand by education nowadays. Currently, education is defined as that offered to the child **for his comprehensive development NOT ONLY in the COGNITIVE aspects (word that is not used throughout the article) but the psychological and spiritual ones, and this, clearly through experiences of pedagogical and recreational socialization.** This definition is perfectly valid from the very moment of birth. The methodologies to be used may vary, but the essence of the concept will remain during the whole life. It has to be, in accordance with paragraph D, an education aimed at **preparing the child to assume a responsible life in a free society, with an understanding spirit, PEACE...**

It seems obvious that the educational concept has to be understood as **<the strengthening of the capabilities that nature has in store for the child>** and not as a mere transmission of knowledge. Today our actions must be directed so that the children learn to be themselves (learning to **BE**), learn to understand, as in the social-type aspect (learning to **LIVE TOGETHER**) as merely cognitive (learning to **KNOW**, and to **DO**).

1.3.- Learning to live together

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Averroes, 3- ES-28007 Madrid, Spain. Phone +34 91 501 87 54/Fax +34 91 501 87 46

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The end of the XX century and the beginning of the new millennium is characterized by a **progressive escalation of violence** that, extended to a great part of the world, has generated a whole lot of conflictive situations that have turned into military confrontations everywhere as well as new phenomena of tragic consequences on a world-wide scale, such as terrorism.

If we add up the effects of a **devastating depredation of the natural resources of the planet**, the global warming with its disastrous consequences, the progressive deterioration of the ozone layer that preserves life, **the environmental deforestation** with the logical consequences of a greater effect and intensity of phenomena and natural disasters (among other several factors) we can paint a gloomy picture of the current situation in which the current world lives in, and whose effects, either by natural or social causes, have an impact fundamentally on the most vulnerable members of the population: women, elderly people, disabled people, and **above all the children to whom we offer a bleak future**.

This disturbed situation has its expression in mass media, that reflects, through the most diverse ways this chaotic situation, and that almost always is turned into a mirror broadcasting the violence and the prevailing crisis in society, encouraged by the morbid fascination and the sensationalism of the events and the forms of expression of this daily violence. So, it is said that, when a child reaches the end of his childhood, he has seen thousands of violent crimes and other criminal actions on TV or in the cinema. He has faced the exaltation of negatives values for his personal and social development in a survival culture, of isolation, of the fiercest individualism.

Although it is naïve to think that the evils of this world will be solved by means of **ideal and spiritual conciliation**, without solving the great geopolitical and economical contradictions that make the gap between rich and poor countries even wider (because, undoubtedly, the poor countries are poorer every day) this does not teachers from trying to carry out actions that, acting on the children's minds that are being formed, have them cooperate with each other and allow them to create norms, ideas, values, concepts, which make understanding between men and the acceptance of the huge diversity that is the human genre easier.

To achieve a **more just and humane society**, one of the necessary factors, not to say the most important, is the assumption that **peace among men, in its broadest concept, is the only possible way to make the development possible** and it is the job of **education to prepare them for this development** since only education is able to reach the challenge

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that society present us with the children's formation. **Education that must begin at the earliest stages of life, because it is at childhood when the fundamental basis of the man's personality will consolidate and improve in the following stages of his development.**

To extend further these concepts, and in view of the complex world situation with the great migratory movements that are taking place, one of the four pillars on which, according to the Delors report, education must rely on, **LEARNING TO LIVE TOGETHER**, has taken on special significance. Not long ago, Dr. Koichiro Matsuura, General Director at UNESCO said before a High Level Group of the Education for All Initiative, **"the changing international situation has suddenly made one of the central themes of the Delors Report, the "learning to live together" one, acquire refreshed urgency and relevance"**. More than ever, (Dr. Matsuura went on to state) the contents, methods and results of learning must be revised to make education a more effective and powerful tool to **"build the defenses of peace in the mind of men. It is particularly important that we banish violence from young minds and that we guide them to the virtues of tolerance, mutual understanding and peace, not only in action, but also in thought and expression"**.

Coinciding with such statement, and convinced that such education must start from the very birth, we have established the

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For this, we have to make **"peace education"** a fundamental learning element in the life of young children, **a continuous habit that determines any future performance**, a transfer of values that remains in the long run, that extends during all his life. We understand that it is fundamental that from a very early age the idea of peace is built in the children's minds as something inherent. Likewise, we believe that **although there is an International Peace Day, and a great deal of activities specifically devised for this day, it is important to work with a wide-ranging program that determines any performance of the child in the future.**

ATTACHMENT II FOUNDATIONS OF THE PROJECT

When we asked ourselves how to set up the Project a question came up that stirred a certain controversy: what is really PEACE?

The word PEACE is a word that undoubtedly everybody uses, it must be the most written and listened to in the media. To know its exact meaning we resorted to the dictionary and looked up its meaning. The surprise was, at least curious, since there are a whole lot of definitions for this word.

2.1.- The PEACE concept for children

If we have to devise a peace education plan for the children, it would seem to us very interesting to know what the children understand for peace.

For this, we asked the children (from three to six years old) what peace meant for them. Their teachers passed on to us the answers given by the children.

82% OF THE CHILDREN ANSWERED IN A UNANIMOUS WAY, THAT PEACE WOULD MEAN NOT TO HIT EACH OTHER

From that point on dozens of "PEACE definitions" came up, with which we could write an entire course of curious things. So, among the multiple definitions, we found:

- WHEN ONE DOES NOT BLEED (Mexico)
- MY MUM (El Salvador)
- SPEAKING WITHOUT SHOUTING (Argentina)
- WRITING A LETTER TO THE POLICE SO THAT THEY ARREST THOSE WHO MUG OTHERS (Argentina)
- AVOID SAYING UNPLEASANT THINGS (Peru)
- THAT NOBODY DIES (Colombia)
- THAT PARENTS SHOULD NOT SMOKE OR THEIR LUNGS WILL TURN BLACK (Spain)

2.2.- The concept of PEACE for adults

We drew up a questionnaire and sent it by e-mail to centers in more than 20 countries, in both English speaking and Spanish speaking countries, where we asked: what is peace for you? How would you work the concept of peace with young children?

We got responses from the 20 countries, and curiously in the answers appears an enormous variety of nuances already previously detected, without any kind of correlation between a specific type of answer and the situation of the country of the person responding. It is true that we found a slight trend in the answers of the teachers in religious schools, where we spotted some of the replies that bond peace with religion.

Considering the totally open question "what is peace for you?", only 9% of the surveyed replied that it was the ABSENCE OF MILITARY CONFLICTS. The great majority relates the concept of PEACE to an inner state that is subsequently passed on to the rest of society. The items that obtained more than 5% in the answers were:

- 38% harmony and inner well being**
- 36% respect for your neighbor**
- 16% a harmonious coexistence**
- 11% love for the rest of the people**
- 9% absence of military conflict**
- 8% understanding towards others**
- 8% settlement of a just society**
- 5% dialogue between people**
- 5% solidarity between countries and people**

Practically in all of them the word PEACE is associated with what we have always known as **VALUES** that is, **RESPECT, TOLERANCE, UNDERSTANDING, HELP, etc.**

2.3.- On values education

Peace education has to be a result of an education in values.

Starting from the premise that when the child is born he does not know the roles, the norms, the guidelines and the moral and social values of his community, the teaching agents turn into facilitators of experiences and relationships that make his progressive social maturing easier.

We can define a value as a real element, desirable, objective and convenient for the human being that is internalized through individual experience and that becomes a moral norm of conduct.

The children, through their experiences select, choose and make their own system of values that will help them to develop a moral conscience and to acquire an individual compromise to organize their conduct while putting them into practice.

Education has to offer a guide of conduct to the child from his early childhood to promote the internal maturity necessary to acquire an autonomous conscience.

Young children, in the first stages of development, are open to self awareness, of the world that surrounds them and of the people around them: **They learn about life influenced by the environment in which they live. This environment must offer some role models and positive values accepted by the community, helping them to stay away from negative values, destructive forces and counter values.**

To learn how to live with others, it will be essential to educate from childhood the norms by which this living-together is or should be governed.

The fundamental achievements of the development of personality in early education consist of the formation of **self-awareness and of an unquestionable subordination and an organization into a hierarchy of reasons**. Thanks to this, the child acquires inwardly a quite stable world that allows an active and conscious participation in the world that surrounds him and gives a determined tendency to all of his conduct.

The fundamental condition to be able to talk about the formation of personality at this age is that behavior can be predicted, which implies that behavior can be directed. The central point of this formation is the observance of the rules of conduct that are socially accepted. **Norms that the children absorb in their activity and in their communication with adults and the surrounding world and that allow them to regulate their conduct in a much more effective way than in later stages.**

From this point of view, the values are formed in the process of development of the individual from his earliest years.

Within this conception of MORAL NORM OF CONDUCT, values are infinite, in the sense that the object and ideal reality is infinite. This means that while doing actions that encompass an ample range of aspects of reality, we are laying the foundation for the formation of multiple values.

The formation of values in early education must be performed in the same way in which habits, skills, knowledge and capabilities are formed, and by means of the same educational processes and procedures, THAT IS, IN A GLOBALIZED WAY.

In the first years of life values as a whole, in the child, have a globalized approach, in the same way as concepts, norms, notions, capabilities, skills and other psychological developments, because the child's activity at these ages has a general character.

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Within the child's "global" approach, the premises of the different specific values that will characterize the adult being are established, but we can not truly speak of specific values in such early ages.

Only at the end of the stage is there a differentiation in these global values, whenever emotional and cognitive development allow for a greater awareness and experience of the surrounding reality.

As in all psychological formation, it is impossible to act directly in the structuring of the values, as it is in the abilities or the motivation. For this, it is necessary to carry out well-organized and methodologically conceived activities, that allow the children to guide themselves in their execution, this guidance is transferred to any other similar activity, and progressively forms the ability, the grounds and **the value** depending on what is to be formed.

Looking at it from our point of view, it is a conceptual mistake to suggest direct work in the formation of values, one must work on abilities, habits, concepts, notions and experiences that will give as a result the formation of values.

In this way, values are not really taught as such, but they emerge as a consequence of the performance of the activities that are of interest for the children and in which actions that are carried out influence on the composition of these future values.

For instance, when in a role play or in a dramatization one of the children plays the "hero" and assists a "helpless friend", actions are being carried out that exert a certain influence on the conception of what friendship and human solidarity are, that gradually, and by repetition and enrichment of this activity, start to turn into what later will constitute a value in their personality.

A value, as we know it, is learnt and chosen in daily life actions, by the behavior that the children absorb and by what they observe in adults, and their education can occur in a spontaneous way, or can be pedagogically directed. The latter guarantees that the individual value matches with what is the social norm or value.

If the activities that are used for the formation of values are accompanied by satisfaction and emotional well-being, the child will tend to repeat them, and they will become habitual when they start to form part of the control system of a child's behavior.

That is, the formation of habits and the activities directed to form values should develop **feelings and experiences**, and not only be external reinforcements strengthening to guide the children's conduct.

In this sense, **knowledge by itself does not guarantee the formation of values**, it has to be accompanied by emotional experiences that express on this level the unity of the emotional and cognitive processes.

Bearing in mind the age characteristics (and here it is very important to have in mind the excitement and inhibition times of the basic nervous system of the children) and that children will work with what is interesting for them, we have framed "*PEACE education*" in a series of play activities that have a special meaning for the child.

2.4. PEACE EDUCATION THROUGHOUT THE CURRICULUM OR JUST A SECTION OF IT?

PEACE education has to really turn into a general program that is developed through all the activities in the centre.

As we have said, it is not about working directly in the formation of values, but to form skills, habits, concepts, notions and experiences that will give as a result the formation of values, through well-organized and methodologically conceived activities, that allow the children to guide themselves in their execution, this basic guidance is transferred to any other similar activity, and progressively forms the ability, the grounds and the value depending on what is to be formed. This determines that the formation of values is really a cross curricular component that has to be worked in any contents that are included in the activities with children, including them as a general goal inside the planning of any activity.

However, what we know of teaching practice makes us state that in curriculum it is necessary to work the general central points (in our case "Learning to live together... in Peace") as well as the rest of the objectives and contents: in a structured way, as one of the blocks that the curriculum is made up of.

On the other hand, to work on values exclusively as a general central point has a suspected weakness that often causes that they do not get included in pedagogical practice and it is difficult to relate the general objective with more specific ones; such as how to work in the same activity without a proper content, how to assess it in reference to the general objectives, among others. But then, the excessive emphasis on "cognition" in programs, as previously shown, limits "work on the general central points" in most of the cases to a mere verbal observation from the teacher, which does not guarantee the learning of the values.

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Averroes, 3- ES-28007 Madrid, Spain. Phone +34 91 501 87 54/Fax +34 91 501 87 46

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This is why it is not a pedagogical contradiction with the global approach to the formation of values to offer specific activities directed to carry out actions that will foster the formation of values, as if it were a specific content of the educational program.

In this way, in a certain moment the value is incorporated as a general objective in any general activity, and it is worked in others as a particular and specific content. The use of a methodological procedure or another will depend then on the characteristics of the group, the approach to the content, the goals of the activity, etc.

ATTACHMENT III

BASIC STRUCTURE OF THE PROJECT OF PEACE EDUCATION

Based on the pedagogical foundation, a Permanent Taskforce of Peace Education has been set up with the following ELEMENTS:

SCIENTIFIC COMMITTEE or International Group of Experts that will set up the guidelines for the Project. It will include an expert of each of the participating institutions. The working languages will be English and Spanish. An Academic Director will be appointed among its members and the World Association of Early Childhood Educators will designate a Secretary General for the coordination of the work of the Committee and the Taskforce. The Association will provide the necessary means for the work of this Committee.

In addition to the representatives designated by the participating institutions, special guests will be invited to the meetings of the Committee.

Due to the nature of the Scientific Committee, an Executive Board will be formed to oversee the day to day work of the Taskforce.

TRAINING COURSES IN THE DISTANCE MODE

Designed for the distance mode and in English and Spanish, so that they can be followed by a large number of teachers. Initially we have programmed the following courses:

Peace Education
Multicultural education
Conflict resolution

These courses will be available to the teachers free of charge (except for administrative expenses: postage, certificates, etc. to be set by the participating institutions in their own countries)

The methodology of the courses is the following:

Printed material that outlines the route of the learning subject: index/scheme, objectives, contents, evaluation exercises (with the aim that each student assesses his understanding of the contents studied), an appendix of practical cases and bibliography.

The bibliographical references, indicated in each one of the units, will widen the student's education and pedagogical horizon. Likewise, it will include a selection of articles of interest related to the subject.

The material is made up of the corresponding educational units for each course, at the end of which appear several evaluation exercises that each student will have to send within the interval marked in the calendar provided at the beginning of the program.

Whenever appropriate, the units will include guidelines for students to prepare a practical case.

Likewise, practical exemplifications of those educational units will be handed over to those who require them, which will serve as a permanent working guide and reference material for professionals, to carry out their teaching activity.

REGULAR COURSES

Of different duration, on the different elements that shape the personality of the child. These courses will have to be approved by the Scientific Committee or the person appointed by it.

MATERIAL AVAILABLE FOR TEACHERS

We offer, via Internet, a series of practical programs for the entire school course, directed towards the formation of values to cover each one of the items that appeared reflected in the previously mentioned survey on Peace.

Peace education entails the formation of a collection of characteristics, norms, values and behaviors in children. This group of psychological qualities of the personality is fundamental to any area of development and the children's conduct that is why their education on peace contributes not only to itself, but it is transferred to the rest of the constituent parts of the child as an individual and as a personality.

These qualities are approached in two main aspects of the personality of the child: the **"Me"**, referred to more directly to the formation of his character, temperament and other inward psychological formations, and the projection of the **"Me and the others"** towards the surrounding environment, that is, the family, the neighboring community, society in general.

This is a dialectical relation, given by the unity of the cognitive and emotional factors, the “Me” expresses in its essence the formative action of the environment on the child, and the “Me and the others” the action of the child on this environment. In this sense, it is necessary to remember that any psychological quality is from the beginning an external psychological relation of the child with those who surround him, and subsequently becomes an inwardly psychological relation, characteristic of his being. That is why to establish limits between the development zone of the personality, the internal psychology, and the other zone, the external social, is sometimes insubstantial and not very scientific.

The list of the characteristics, norms, values and behaviors that will be shown below has to be approached from this conception, and the simple fact that in pedagogical work there is an emphasis in one or other aspect is what in some way may help to differentiate them.

OF THE FORMATION OF THE “ME”	
Self-control	Hard-work
Self-esteem	Order
Love of effort and team work	Creativity
Bravery	Flexibility
Patience	Responsibility
Honesty	Love and understanding
Sensitivity	Truthfulness
Perseverance	Curiosity
Resilience	Self-confidence
Independence	Persistence

OF THE FORMATION OF “ME AND THE OTHERS”	
Kindness	Mutual confidence
Loyalty	Mutual help and cooperation
Love and understanding	Friendship
Goodness	Kindness
Love of nature	Respect for others
Generosity	Justice
Compassion	Collectivism
Obedience	Freedom
Gratitude	Respect for the property of others
Sincerity	Patriotism
Tolerance	Respect for diversity
Solidarity	

CLASSROOM RESOURCES

World Association of Early Childhood Educators (AMEI-WAECE)
 Averroes, 3- ES-28007 Madrid, Spain. Phone +34 91 501 87 54/Fax +34 91 501 87 46
 E-mail: comunicacion@waece.org Website www.waece.org

With the same idea of providing teachers with elements to make their educational work of values easier:

- Stories with pedagogical cards
- Coloring sheets
- Etc.

WORKING GROUPS

The Scientific Committee will form working groups among its members and with other specially invited experts, to prepare projects or proposals for the optimal development of the Project.

CONTESTS OF MATERIALS DESIGN

The Scientific Committee will hold different contests among early childhood educators (stories, materials, new courses, information material, etc.) to obtain new products and elements for the work of the teachers in their classroom and to disseminate and foster on going research on Educating to live in peace.

WEBSITE

Where all the materials for the educators will be available. The website will be available at first in English and Spanish but open to its translation to other languages. All the participating institutions will appear on the Main Page.

www.webforpeace.org

“EARLY CHILDHOOD PEACE EDUCATION” NEWSBULLETIN

Prepared by the Scientific Committee, or someone appointed by it, it will be published monthly and it will be open to the contributions of all the participating institutions.

WORLD CONFERENCE “EARLY CHILDHOOD EDUCATION FOR PEACE”

To be held as decided by the Scientific Committee and following the structure designed by it. **The first one will take place in the Conference Center of the city of Albacete, Spain, April 20-22, 2007, under the Presidency of Honor of the H. M. Queen of Spain Dña. Sofía.**

www.conferenceonearlychildhoodeducationforpeace.org

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ATTACHMENT IV

**Early Childhood
Education
for peace**

first world conference
ALBACETE,
Spain
April 20, 21 & 22, 2007

Organize:

 COUNCIL OF ALBACETE
 WORLD ASSOCIATION OF EARLY CHILDHOOD EDUCATORS
 ASOCIACION MUNDIAL DE EDUCADORES INFANTILES
 ASSOCIAÇÃO MUNDIAL DE EDUCADORES DE INFANCIA

Auspice:
 (See all the auspice organizations in the Conference website)





 ARGENTINA

Patrocine:





 Moscow City Pedagogical University
 Samara Branch - Russia

 UNIVERSIDAD PEDAGOGICA NACIONAL
 Mexico

 naeyc
 USA

 ECCE
 Egypt

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BASIC STRUCTURE OF THE CONFERENCE

Based on the pedagogical foundation, a Conference has been designed with the following ELEMENTS:

LECTURES – Based on the survey¹ we have conducted¹, we have selected the following topics for this section.

ITEMS	LECTURES
38% harmony and inner well being of the person	o The development of emotional intelligence o The formation of self esteem
36% respect for others 16% harmonious coexistence 11% love for others	o Cooperative education, as the foundation of peace education o Stereotypes and prejudice
09% absence of conflicts	o Conflict resolution in the classroom
08% understanding of others	o Gender education o Multicultural education o Information technology
05% dialogue between people 05% solidarity between people and countries	o The knowledge about other cultures as the foundation for peace education
Others	Learning to live together, fundamental pillar of education Methodologies in peace education

INTERNATIONAL GROUP OF EXPERTS - that will draft the pedagogical foundation of the Albacete Declaration which will outline the reasons why it is necessary to develop a value based, quality, integrating education for all, in the amplest sense of the term value, from birth, to achieve a better world.

INTERNATIONAL GROUP OF NGO LEADERS – that are currently working in the field of Peace Education that will also draft a manifesto of how to work on peace education with non-schooled children.

¹ Survey conducted with educators from 20 different countries, both Spanish and English speaking.

PAPER PRESENTATIONS - (in a number to be determined, based on the proposals received)

POSTER AND VIDEO EXHIBITS – There will be a special hall dedicated to a poster exhibition and the projection of videos prepared by different peace groups and organizations from around the world.

The Conference will also offer space for exhibits (open not only to delegates but also to the general public) of materials related to peace education, textbooks, curricula, etc.

There will also be an international conference of short stories on values education for children, to enlarge the offer of curricular materials available to educators.

Besides the International Group of Experts that will work in English only, the rest of the Conference will be held in English and Spanish.

LIST OF EXPERTS THAT HAVE CONFIRMED THEIR ATTENDANCE²:

EXPERT	POSITION	COUNTRY
María Elena Ávalos	Educación y Desarrollo Integral School	México
Ahmed Al Damrawy	General Director of the National Union for Child Development (ECDU)	Egypt
Monica Batalla	President, National Union of Associations of Early Childhood Educators of the Argentine Republic (UNADENI)	Argentina
John Bennett	Senior Consultant Early Childhood Care and Education Policies Organization for Economic Cooperation and Development (OECD)	France
Maxim O. Chejov	Dean, Pedagogical University of Moscow	Russia
Drs. M. Habib Chirzin	Ambassador for Peace President, Islamic Forum for Peace and Development Millennium Commissioner, the Indonesian National Commission on Human Rights	Indonesia
Gaby Fujimoto	Senior Specialist Organization of American States (OAS)	USA
Johan Galtun	Social researcher, Director of TRANSCEND	Switzerland
Mark R.	Executive Director, NAEYC	USA

² On April 26, 2006, we have sent the letters of invitation. This listing of experts will include the names of the guests that confirm their participation. We expect to have the participation of 50 international speakers.

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Ginsberg		
Teruhisa Horio	University of Tokyo	Japan
M^a Sol Justo de la Rosa	Director, La Marquesina Early Childhood Center	Spain
Hari H. Kadel	Project Manager	Kathmandu, Nepal
Lilian G. Katz, Ph. D.	Co-Director, Early Childhood and parenting Collaborative Information Technology group)	USA
José Manuel Lara López	University of Castilla-La Mancha (Spain)	Spain
Armando Lozano	Interfaith Federation for World Peace	Spain
Franklin Martínez Mendoza	Independent Consultant	Cuba
Juan Peralta Juárez	Children´s Museum, Director	Spain
José Ponce Sáez	ASPRONA	Spain
Xesus R. Jares	Universidade Da Coruña	Spain
Alfonso Romero Azorín	Open Participation Forum	Spain
Elvira Sanchez-Igual	World Association of Early Childhood Educators (AMEI-WAECE)	Spain
Jose Miguel Sánchez Ramón	CEP Albacete, Director	Spain
Jose Manuel Serrano	Senior Professor of Psychology of Teaching University of Murcia	Spain
Lawrence E. Shapiro, Ph.D	President, Play2Grow	USA
Robert W. Simmons III	Educational Equity and Diversity Consultant. Adjunct Faculty, Hamline University	USA
Pirjo Sinko	National Council of Education, Finland	Finland
Tageldin "Taj" Hamad	General Secretary, World Association of Non Governmental Organizations (WANGO)	USA
Sue Thorne	Director, Early Childhood Council	New Zealand
Leonardo Yanez	Coordinator, Bernard van Leer Foundation	The Netherlands
Mary E. Young	Early Childhood and Development Specialist, The World Bank	USA

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PROGRAM

April, 20					
	<i>Hall n° 1 1.120 pax</i>	<i>Hall n° 2 590 pax</i>	<i>Hall n° 3 120 pax</i>	<i>Hall Multifunction</i>	<i>Working Group Hall 40 pax</i>
10:00-17:00	Delegate Registration				
17:00-18:00	Open Ceremony				
18:00-19:00	Learning to live together and curriculum			Poster and video exhibition	
19:00-20:30	Methodologies in peace education				
20:30-21:00	Spanish wine				
April, 21					
	<i>Hall n° 1 1.120 pax</i>	<i>Hall n° 2 590 pax</i>	<i>Hall n° 3 120 pax</i>	<i>Hall Multifunction</i>	<i>Working Group Hall 40 pax</i>
09:30-10:30	Conflict resolution in the classroom	The knowledge about other cultures as the foundation for Peace Education	Open Forum	Poster and video exhibition	International Working Group
10:30-11:30	Citizen Education	Education for solidarity			
12:00-13:00	Multicultural Education	The formation of self-esteem			
13:00-14:00	Teaching Emotional Intelligence Through the Language of Play	Inclusive Education: Stereotypes and prejudice	Open Forum	Poster and video exhibition	International Working Group
<i>Lunch break</i>					
15:30-16:30	Gender Education	Agents of the educating society	Open Forum	Poster and video exhibition	International Working Group
16:30-17:30	Cooperative Education as	The formation in the initial			

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	the foundation of Peace education	stages			
18:00-19:30	The responsibility of mass medias	Practical aspects of the Peace education	Open Forum	Poster and Video Exhibition	International Working Group
April, 22					
	<i>Hall n° 1 1.120 pax</i>	<i>Hall n° 2 590 pax</i>	<i>Hall n° 3 120 pax</i>	<i>Hall Multifunction</i>	<i>Working Group Hall 40 pax</i>
09:30-10:30	Peace and artistic sensibility	Open Forum	Poster and video exhibition	International Working Group	International group of ONG´s leaders
10:30-11:30	UNESCO Associated Schools				
12:00-13:00	Peace Education				
13:00-14:00	Closing Ceremony				

AUSPICES



Castilla-La Mancha



*Ministry of Education
of Spain*



*World Association of Non-Governmental
Organizations*



THE WORLD BANK



OAS

Organization of American States



*The National Association for the Education of Young
Children (NAEYC)*



**United Nations Educational,
Scientific and Cultural Organization**



**Early Childhood
Council**

*Early Childhood Council
New Zealand*



*Center for Iberoamerican research on multicultural
education (CEIEC) Argentina*



*Early Child
Development Union -
Egypt-*

**ЧЕКОР ПО ЧЕКОР
STEP BY STEP**

*Foundation for Educational and Cultural Initiatives
(Step by Step Mazedonia)*



*Moskow City Pedagogical
University, Samara Branch -
Rusia-*



*Open Society Intitute
(Assistance Foundation
Step by Step Program) -
Azerbaijan*



Argentina



México



Ghana



CES Nepal

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Centre Caraïbéen pour la Non-Violence Globale et le Développement Durable -Haiti-



*National Service for the attention to the Families and Children (SENIFA)
-Ministry of Education-
Venezuela*



*Peace Mask Project
Japan-Korea*



*Plan Int.
(Senegal)*

-DATE: June, 20006-

STEPS TO BE TAKEN FOR THE PROMOTION OF THE WORLD CONFERENCE

(Due to the nature of the event, these steps will be taken both in Spanish and English).

To prepare the conference program and to study the feasibility of the conference we have held interviews with:

- ☰ UNESCO, Paris, France
- ☰ Organization of American States, Washington, United States
- ☰ NGO Confederation of the United Nations, United States (WANGO)
- ☰ National Association for the Education of Young Children (NAEYC)
- ☰ Education Section – World Bank, Washington, United States
- ☰ Education Section, OECD, Paris, France
- ☰ Ministry of Education of Spain.

After deciding to hold the conference, we have designed a promotional poster and video of the city of Albacete and the conference that is attached to this dossier, and a website for it. To assist in the search of the site, we have registered the following URLs:

www.webparalapaz.org

www.webforpeace.org

www.congresodeeducacionparalapaz.org

www.conferenceonearlychildhoodeducationforpeace.org

www.teachersforpeace.org

Trips to present the World Conference to the main Educational Forums held in 2006 and 2007, around the world as follows:

DATE	EVENT	COUNTRY
May 10-14, 2006	Pedagogical University of Moscow (Samara), Russia	Russia
May 18, 2006	City Hall of Buenos Aires	ARGENTINA
May 24-27, 2006	Monterrey, Mexico	MEXICO
June 4-7, 2006	NAEYC Leadership Conference in San Antonio, Texas	UNITED STATES
June 13, 2006	Washington, Round Table at the Headquarters of the World Bank	UNITED STATES
June 22, 2006	University of Lisbon	PORTUGAL
August 1, 2006	Ministry of Education	PERU

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October 26-29, 2006	UNADENI meeting	ARGENTINA
November, 2006	WANGO yearly meeting	JORDAN
November 8-11, 2006	NAEYC yearly meeting	UNITED STATES

In addition to these meetings, and others that are still to be confirmed, this dossier and program will be sent to the governments of the world, and the universities in our listings (a full list of institutions in Spain) and the teacher training centers of Spain.

Poster and video exhibition
Project of Pedagogical Innovation
"CHILDREN FOR PEACE"
What do we do to defend peace

Based on the pedagogical foundation of the program, our Association has prepared a series of activities (<http://www.waece.org/webpaz/marco.htm>) for the teachers so they can do activities during all the school year, aimed at "building the defense of Peace in the mind of the children".

We ask that they are sent to us either as posters or videos and we will exhibit them in a special hall of the Conference Center of Albacete and we will alter publish them in our website.

We propose or suggest activities that can become an educational proposal over a period of time or for specific moments of the school year and focused on one or more elements of Peace Education.

They can be:

- ☺☺☺ Creation of specific classroom corners
- ☺☺☺ Class assembly
- ☺☺☺ Specific work project – use specific methodology for this type of classroom work
- ☺☺☺ Specific techniques such as picture reading, case studies, role plays, simulations, values clarification, conflict analysis and resolution, group dynamics, analysis of prejudices and stereotypes, social skills development, mini dramas, comics, cartoons, photo stories.
- ☺☺☺ Games for introduction, cooperation, trust, affirmation and self esteem, conflict resolution, communication, ice breaking activities.
- ☺☺☺ Special day and week celebrations (January 30, School day for non-violence and peace).
- ☺☺☺ Solidarity campaigns.
- ☺☺☺ Visits to exhibits and places of interest.
- ☺☺☺ School exchanges and partnerships.
- ☺☺☺ Pen pal exchanges.
- ☺☺☺ Open door days.
- ☺☺☺ Seminars, lectures and video forum sessions.
- ☺☺☺ Exhibits and shows.
- ☺☺☺ Preparation of bulletin boards and newspapers.
- ☺☺☺ Classroom library.
- ☺☺☺ Others.

ATTACHMENT V

DRAFT OF THE PROTOCOL OF COLLABORATION SIGNED BY:

ON ONE HAND

INFORMATION OF THE SIGNING INSTITUTION

ON THE OTHER HAND

The World Association of Early Childhood Educators (WAECE-AMEI). Non profit organization established as a movement of pedagogical renovation of early childhood education with number 109.157 at the General Register of Associations of the Ministry of Interior of Spain and world wide activities, represented by its President, Juan Sanchez Muliterno.

DECLARE

The beginning of the 21st century has been traumatic for mankind. In the first six years of the century we have witnessed the brutal terrorist attacks in New York, Madrid and London. We have watched live broadcasts on television of a cruel war (cruel as all wars). Nearly every day we see self immolation acts in the name of who knows who, gender violence and in the younger segments of population, violence and bullying in schools. To this we have to add a very aggressive nature, (perhaps caused by the environmental changes provoked by man himself) that has made us go around the alphabet just to keep track of last year's hurricanes.

Luckily, the beginning of the 21st century has also brought a kinder attitude in many young people, who are aware of the important social role they can play.

Despite this kinder attitude in many young people, the beginning of the century is showing us a rather dark panorama that we need to change. Society should be made aware of the need to change its course. Not "everything goes" and we can not keep "playing with our natural resources".

This change can only come about through education for all, for all the children in the world. Isolated assistance or adoption programs only help a few children. Only if we educate all the children can we obtain a better world for them.

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This education should be in the spirit and letter of Article 29 of the Convention on Child Rights. **An education offered to child so that he develops globally, NOT ONLY in the COGNITIVE aspects (a term that does not appear in the article) but psychological and spiritual and this, evidently, through pedagogical and recreational socialization experiences.** The concept of education as full development is perfectly valid whatever the age of the child. It is a valid definition from the time of birth that is when education should start. The methodologies to be used can vary according to the age, but the essence of the concept shall remain for life. It should be, according to section d) of Article 29, an education aimed at **preparing the child to assume a responsible life in a free society, with a spirit of understanding and PEACE.**

To make this possible and to reflect on how this education should be to lay the foundation on how all people can live together regardless of their origin and circumstances, we are jointly creating the:

**PERMANENT TASKFORCE OF
PEACE EDUCATION
LEARNING TO LIVE TOGETHER, IN
PEACE from early childhood**

The creation of this Permanent Taskforce of Peace Education has the following objectives:

- Establish Early, Initial or Preschool Education as the base and first link for all the educational systems. Only with early childhood education can we achieve a peaceful world.
- Highlight the stage of initial and preschool education as the best time to model a harmonious personality in children as well as to provide them with values education as this is the time when they are shaped in children.
- Make available for teachers, pedagogical and methodological procedures to help them instill in children norms, values, concepts and behaviors that foster the attainment of peace and the rejection of violence as essential components of their personality. We propose a continuous work with the children to influence any future actions on their part, to pass on values that remain for life.
- To make the world aware of the fact that only with quality, global education, full of values in the widest sense of the term, can we achieve a better world.

- To call on Supranational Institutions and Governments to provide the necessary resources and to work so that all the children in the world, without distinction for race, color, sex, language, religion, national or social origin, economic situation, birth or any other condition, **have access to the quality education they deserve just for being children, and from the moment of their birth.**

This Protocol is signed to coordinate the actions aimed at accomplishing these objectives, with the following clauses:

CLAUSES:

FIRST.- Both institutions agree to support the Permanent Taskforce of Peace Education with headquarters for (**COUNTRY AND ADDRESS OF THE PARTICIPATING INSTITUTION**)

SECOND.- Initially, the Permanent Taskforce of Peace Education in (**COUNTRY**) will hold the activities listed in attachment I,

The (**PARTICIPATING INSTITUTION**) can propose to the Scientific Committee of the Taskforce other activities and translate the materials of the Taskforce to the language of its country.

THIRD: Since the Taskforce is a non profit endeavor, the activities mentioned above will be made available to educators at nominal costs.

FOURTH: For this, "**THE ASSOCIATION**" will:

1. Provide the Permanent Taskforce of Peace Education, in general terms, with the necessary financial resources either directly or by means of sponsors, and is in charge of obtaining these resources and sponsorships as well as of managing the budget.
2. Maintain the website of the Taskforce, with the following names:

www.webparalapaz.org

www.webforpeace.org

All the participating institutions will be listed in the Main Page of the Website. If the materials are translated into a language other than English or Spanish, a name in that language will be registered.

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3. Provide academic guidance for the distance courses and issue the certificates of completion, assuming all the expenses involved in these tasks.
4. Disseminate the activities of the Permanent Taskforce of Peace Education around the world.
5. Design the programs needed to manage the activities of the Permanent Taskforce of Peace Education.
6. Act as Secretariat of the Taskforce, to coordinate all its activities.

THIRD.- The **PARTICIPATING INSTITUTION** will:

1. Disseminate the activities of the Permanent Taskforce of Peace Education among educational authorities, schools, centers, professional associations, teachers and media in its country as needed.
2. Provide facilities to hold the various activities, as needed.
3. Propose and hold activities in its country, with prior approval of the Scientific Committee of the Permanent Taskforce of Peace Education,
4. Appoint a member to the Scientific Committee. The first meeting of this Committee will set the rules for its work in all areas and will take place in the framework of the 1st WORLD CONFERENCE ON EARLY CHILDHOOD PEACE EDUCATION that will take place at the Conference Center of Albacete, Spain, April 20-22, 2007.

SIXTH.- Both parties declare that this protocol is signed in good faith and any conflict arising from it, its interpretation and execution will be solved by common agreement through their representatives.

SEVENTH.- This protocol shall remain standing until all the commitments established in it have been fulfilled.

After reading this text and fully aware of its content and scope, the parties involved sign in agreement each of the pages of the Protocol and in duplicate on (**DATE**).

ATTACHMENT VI



World Association of Early Childhood Educators
(AMEI-WAECE)
Information Dossier
May 2006

The **World Association of Early Childhood Educators** was born as the result of meetings among professionals of the field from different countries during the **First International Conference on Early Childhood Education** held in 1991 in Vitoria, Spain. During this meeting, the need for contacts and exchange of experiences among educators around the world became evident.

The early childhood professionals that met there came to the conclusion that although there were already several international organizations with education or under privileged children as their main objective, there were no organizations that effectively **supported the classroom teacher in her daily work** and that there was a clear need for this support.

At the time of its inception, these were the basic objectives of the association:

- To make it possible for every child under six years of age, to exercise his right to an early educational service, to fully develop his capabilities, personal criteria, moral and social responsibility, according to article 7 of the Declaration on Child Rights of the United Nations Organization.
- Provide the members of WAECE with as much information and training as possible on the trends and latest research work in the field of early education.
- To help educators from around the world to make contact with each other.
- To make the International Community aware of the importance of this age group.

The bylaws of the Association were approved on May 20, 1992, and the Association was registered as a movement for the pedagogical renovation of early childhood in the Ministry of Education of Spain, where the headquarters were established. On October 2004, the by-laws were adjusted to the current Spanish Law of Associations,

Article 6 of the Bylaws establishes the goals of the Association as follows:

- a) To foster and coordinate the pedagogical renovation of Early Childhood Education.
- b) To conduct studies and research to help educators in their work.
- c) To organize seminars, courses and meetings to train educators.

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- d) To promote pedagogical research.
- e) To conduct studies on the status of early childhood education.
- f) To conduct all kinds of activities aimed at the acquisition by children and their families of basic values, as well as to develop interest in reading from the very early years.
- g) To foster the union and collaboration of early childhood educators on grounds of mutual interest.
- h) To develop and foster exchanges of experiences among early childhood educators around the world.

Definitively, we define ourselves as a participative and democratic non-governmental organization, not for profit, to service the educators of the smallest children to facilitate the elements that in any part of the world are demonstrating a better adequacy to their interests and development.

Our registration number in the Registry of Association is 109-157 and our fiscal identification number as a non profit association is G-80605629.

The World Association of Early Childhood Educators has several registered websites. The main one is www.waece.org. The mailing list of the association is registered in the Agency of Data Protection with number 2023100019.

◆ WORLD CONFERENCES ON EARLY CHILDHOOD EDUCATION

The 5th World Conference on Early Childhood Education took place in Morelia, Mexico, April 6, 7 & 8, 2005, with the participation of 50 well known international experts and over 2,500 delegates. The conference had the auspices and collaboration of the Ministry of Education of the State of Michoacan, UNESCO Mexico and the National Pedagogic University,

The 4th World Conference on Early Childhood Education was held in the Municipal Conference Center of Madrid, December 4 – 8, 1998 under the Presidency of H.R.H. Queen Sofia. 2,200 delegates from 34 different countries attended the conference.

The Third World Conference on Early Childhood Education was held in Cartagena de Indias, Colombia, July 5 to 8, 1996 with over 1.500 participants from 28 different countries.

Among the personalities that have taken part in these events we can mention to D. Glenn Doman, Dr. David Lewis, Dr. Susan Ludington, Dr. Manuel Kovacs, Dr. Howard Gardner, Dr. Lawrence Shapiro, Dr. Rachel Cohen, Dr. John Bennett; Dr. Reuven Feuerstein, Dr. Joan Isenberg; Dr. Miguel Angel Zabalza; Dr. Giuseppe Totaro; Dr. Margarida Dolan, Dr. Franco Frabboni, Dr. Julie Viens, Dr. Thomas Armstrong, Dr. Soo Hyang-choi, Dr. Yetta Goodman, Dr. Emilia Ferreiro, Prof. Ana Maria Kaufman, Dr. Kenneth Pugh Dr. Paola Cagliari, Dr. Stig Lung and Dr. Bernard Combes

◆INTERNATIONAL EVENTS

- ✓ **The 1st International Conference on Logical Mathematical Thinking in Early Childhood Education** that took place in April 28-20, 2006 in Madrid, Spain.
- ✓ **The 3rd World Conference on Reading and Writing** that took place in Morelia, Mexico, March 23, 24 & 25, 2006. This has been the largest conference ever of our Association, with 3,000 delegates.
- ✓ In December 2004, **the International Conference “Early childhood curricula in the European Community” in Merida**, Badajoz, in collaboration with the Association of Early Childhood Professionals of Portugal and under the **Presidency of Honor of Mr. Juan Carlos Rodriguez Ibarra, President of the Junta de Extremadura**. A team of experts from the main European countries led the sessions for 200 delegates.
- ✓ **The Second World Conference on Reading and Writing** took place in **Madrid, May 2004** with an outstanding international team of speakers, including Ana Maria Kauffman, Yetta Goodman, Ken Pugh, Ken Goodman and Gaston Mialaret. Delegations from Mexico, Ecuador, Argentina, Venezuela, Dominican Republic, Peru, Panama, the United States, Portugal, England, France and Japan.
- ✓ **The International Conference “Brain, Intelligence and Educational Programs”** took place in **May 2003 in San Salvador**, under the Presidency of Honor of **Mrs. Lourdes de Flores, First Lady of the country** and with the attendance of 1,400 delegates from all the American Continent

- ✓ An **International Symposium of Experts on Emotional Intelligence** marked the 10th anniversary of the Association, in Madrid, March 2003. With 900 delegates from all over Spain and Portugal and small international delegations from Mexico, Argentina, Ecuador, Venezuela and the Dominican Republic, the President of Honor of the Conference was **H.R.H. Queen Sofia**.
- ✓ The **International Conference on Early Childhood Education**, organized in collaboration with the Libertador Pedagogical University of Venezuela, took place in their Barquisimeto Campus, June 7-9, 2002, with 17 different countries represented by 1.600 delegates. **It included parallel symposiums on Training of early childhood educators; Non formal education programs; Government early childhood policies and Child Rights.**
- ✓ The **European Conference on Values Education** took place in Santiago de Compostela, December 6 – 8, 2001, presided by **Mr. Manuel Fraga Iribarne, President of the Xunta de Galicia**, with speakers from nearly all the European countries and 600 delegates from Europe and Latin America.
- ✓ The **First World Conference on Reading and Writing** was held in Valencia, Spain, December 6 – 8, 2000, with 1,600 delegates representing 24 countries under the presidency of **H.R.H. Elena de Borbon**.
- ✓ The **World Meeting of Early Childhood Educators** was held in Cartagena de Indias, Colombia, November 19 – 21, 1999. It was presided by Mrs. **Nohra Puyana de Pastrana, First Lady of Colombia** and UNESCO, UNICEF and the Colombian Ministry of Education sponsored it.

◆ TRAINING ACTIVITIES

These activities have changed considerably in their distribution and format. The following chart illustrates the course distribution and number of participants

Year	Activities held in	Community of Madrid	Rest of Spain	Latin America
2002	2267	1.278	2.348	
2003	2.145	1.645	2.489	
2004	1.332	2.647	3.071	
2005	2.697	2.084	4.239	
1999	624	323	1.900	
2000	1381	750	2.000	
2001	1556	870	2.115	

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Averroes, 3- ES-28007 Madrid, Spain. Phone +34 91 501 87 54/Fax +34 91 501 87 46

E-mail: comunicacion@waece.org Website www.waece.org

For this year, we have scheduled training activities in Colombia, Venezuela, El Salvador, Argentina, Mexico, Costa Rica, Peru, Chile and Ecuador.

The systematic use of new information technologies enables the Association to offer distance-learning program to a student body from all the Spanish-speaking countries.

INSTITUTIONAL AGREEMENTS

Besides the sponsorship of research projects and work, the Association has signed different agreements of collaboration with national and local governments, universities and leading companies in the educational field.

The Association obtained the status of **Early Childhood Partner of UNESCO** on June 2000. Our latest conferences and international meetings have enjoyed the auspices of **UNESCO, UNICEF** and, for those held in Latin America, of the **Organization of American States**.

In the last five years, the Association has established agreements and worked with the following institutions:

INSTITUTION	GOAL
UNESCO Early Childhood Inclusive Education	Working partner Joint preparation of teaching programs Participation in global initiatives led by the Unit.
MINISTRY OF EDUCATION (Spain)	Agreement for training programs
AUTONOMOUS COMMUNITY OF MADRID Education and Culture Council	Agreement for training programs
MINISTRY OF EDUCATION OF COLOMBIA	Preparation of non formal education program
NORTHERN UNIVERSITY (Barranquilla – Colombia)	Research and development of training programs.
LIBERTADOR PEDAGOGICAL UNIVERSITY Venezuela	Collaboration in the organization of the International Conference – Barquisimeto 2002.
NATIONAL PEDAGOGICAL UNIVERSITY Mexico	Elaboration and follow up of a curriculum for a degree in early education.

DEPARTMENT OF EDUCATION OF THE REPUBLIC, INSTITUTE OF EL SALVADOR FOR THE INTEGRAL DEVELOPMENT OF THE CHILDHOOD AND THE ADOLESCENCE	Collaboration in the organization of the International Congress San Salvador, 2003
GOVERNMENT OF MICHOACAN, MÉXICO SECRETARY OF PUBLIC EDUCATION OF THE STATE OF MICHOACAN	Collaboration in the organization of 5 ° World Congress of Childhood Education
ORGANIZATION FOR THE COOPERATION AND THE ECONOMIC DEVELOPMENT (France)	Translation of the Report "Small Children, big challenges " into Spanish
BERNARD VAN LEER FOUNDATION, Netherlands	Preparation of the Early Childhood Encyclopedia.
WORLD ASSOCIATION OF NON-GOVERNMENTAL ORGANIZATIONS (WANGO)	Establishment of the Spanish branch
VARIOUS FIRMS	Research studies – assessment of programs and materials.

◆ MEMBERSHIP

The membership has grown spectacularly since the birth of the association and there is a considerable increase in the number of countries represented. We can proudly say that we now have members in each and every Latin American country, which was our first objective for linguistic reasons.

Since 1997, our communications are sent out in Spanish and English; a third working language, Portuguese is slowly being incorporated. There is a version of our website in each of the three languages.

Undoubtedly, the use of new information technology has fostered our growth since it has enabled us to be more readily available to our members both for information and for consultation.

All our members receive one of our weekly electronic bulletins (Spanish, Portuguese or English). They enjoy free courses and special services, such as our center listing, work placement service and web library. Among the services and benefits they enjoy, we can mention the following:

- Web Library, with restricted access reserved only to members, with texts by important specialists, classroom materials of classroom, programs, leaflets for parents, etc.
- Pedagogical materials ready to print and use in the classroom, on the most diverse topics.
- Job placement service in private early childhood centers.
- School insurance services and legal counseling.
- WAECE-AMEI VISA card, with special conditions.
- Free electronic mail and web hosting services.
- Discounts on the publications of Early Childhood Editors.
- Field visits to other countries

The World Association of Early Childhood Educators has a large number of programs and activities, both for its members and for early childhood educators. Among them, we can highlight the following:

**Program in Values Education:
Learning to live together in PEACE
from the early years**



An international team of educators has worked on a program in values education to help classroom educators to teach their children, from the very early years, to live together in peace and to respect others.

The program consists of two main parts: classroom activities and distance training courses so that as many educators as possible can follow them. These courses are available free of charge in Spanish and English.

The classroom activities are mostly practical and there are enough for a full school year. Their aim is to form values that let educators deal with each one of the topics that came up in a survey on "What is peace?" that was answered by children and educators from more than 20 different countries.

The texts are ready and are being edited for on-line publication and translated into English. **Currently, there are more than 550.000 children registered in the program.**

Values Education Program: The Club For Children Who Take Care Of Their Planet



The "CLUB FOR CHILDREN WHO TAKE CARE OF PLANET EARTH" is one of the most attractive and ambitious programs of the Association. It is available worldwide, as the complete set of activities can be downloaded online, free of charge.

This program was prepared in collaboration with the Early Childhood and Family Education Unit of UNESCO. Besides the online edition, a printed bilingual brochure and cd-rom are available.

Currently, there are more than 15,000 educational centers registered in the program.

Prenatal Education Program



Our collaborator and specialist in Neonatal Education, Marisol Justo de la Rosa is the author of this fantastic program of Prenatal Education published in our website. In a simple and direct language, it offers future mothers practical advice and activities that can be done month by month to prepare for birth. It features sections not usually included in commercial guides but that are very important, for example, the emotional diary that the mother writes during her pregnancy, to keep a record of all of her feelings.

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NEONATAL EDUCATION PROGRAM



The educational community has recognized the need for early childhood education. Along this line, in the World Conference "Education for All" in Thailand, it was concluded that "learning starts from birth". This has gone from an intuition of early childhood professionals to become a recognized need, demonstrated by the scientific community in general and neurologists in particular. We can not forget that the nervous system is the base and support of personality and is formed from conception until five or six years of age. It is also, the only system of the human being that can not regenerate; This has given a fundamental role to early childhood education in the adequate development of children.

Bibliography on this topic is still scarce and is centered on very specific aspects of this educational stage. It was necessary, and our Association thought so, to make a global activity plan to encompass each and everyone of the stages of development of all children. For this, and to help parents and educators we have prepared a program of Early Stimulation that includes activities to be done with children between zero and three years of age. It can be followed both at school and at home.

PRE READING AND WRITING SKILL DEVELOPMENT PROGRAM



Learning to read and write has taken up a great part of early childhood education, when not all of it. Without any question, it is one of the main concerns of educators and it is the subject of constant revisions and research, both in terms of concepts and of the variables involved in it We know that:

1. In this learning process all the activities that involve the child, his setting and his interests should be taken into account.
2. That reading and writing imply the control of a wide range of skills and abilities and the development of varied interests that make it

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necessary to know and to keep in mind the factors that influence on the development of the child.

The Association, whose main goal is to help educators of young children has put together a program to help them in this particular task.

Weekly news bulletin Exchange of experiences



To inform and facilitate contacts between educators of the entire world, as well as to develop and foster the exchange of experiences between early childhood educators, we have developed our weekly bulletin. It is made up of two sections:

- NEWS on activities and relevant events.
- EXCHANGES of experiences among professionals

Our objective is for educators to start contacts among them, so they can help each other.

On Going Training Scheme



Early childhood education has become, in its own right, a fundamental element of socialization and global development of boys and girls and, consequently, in one of the main tools to achieve a better world.

Therefore, the World Association of Early Childhood Educators understands that the ongoing training of educators has to be a constant part of its activities and that is why has developed a distance-learning program since this is the only possible way to reach all of our members. This program uses the new communication technologies and its aim update and train affiliated members around the world.

Also, the World Association of Early Childhood Educators is convinced that a program as complex as this requires the joint efforts of all academic and scientific institutions working for, and on behalf of children, so that it takes into account all their contributions and suggestions, as well as many as possible actual experiences that have already been validated by day to day work in early childhood education centers.

OUR WEBSITE:
<http://www.waece.org>



The main means of communication we use is our website. There are three different versions, Spanish, English and Portuguese. It has sections for educators, parents and children and each section has special pages with specific information and materials for each group.

The website also offers updated information on the latest developments in early childhood education, events organized by the Association, training programs, other professional opportunities and educational materials.

Our members enjoy the use of exclusive areas where they can find materials to download and use in the classroom, in parent programs or to be adapted to the needs of their school; ample reference materials in the web library with dossiers that in many instances have been specially prepared for our Association, free email service and a job market.

Parents can find orientation materials on the most frequently ask questions on nutrition, health, guidance to select a school for their children, age appropriate toys, a listing of centers and current events.

For the children we offer stories, educational materials, games and activities.

Our website has been recently audited by an outside firm. It has more than half a million visitors every month (In April 2006 there were 683,797). It has become an important source of educational materials and a reference point in early childhood education. The main menu of the site offers links to the submenus in Spanish, English and Portuguese with over 40 different sections.