Inter-Agency *Peace* Education Programme

Skills for Constructive Living

UNHCR
The UN Refugee Agency

UNESCO

INEE

Inter-Agency

Peace Education Programme

Skills for Constructive Living

Teacher Training Manual

Level 3

The ideas and opinions expressed in this work are those of the author and do not necessarly reflect UNESCO's point of view.

Foreword

In recent years there have been numerous conflicts across the globe, which have led to suffering and displacement of millions of children and young people, often under horrific circumstances. The world's poorest countries are most frequently those torn apart by internal conflict. Many countries face desperate poverty that aggravates internal division with the possible consequence of violence. Other desperately poor countries suffer the destabilizing effect of conflict in neighbouring states.

The programme that has been developed in these materials provides the life skills related to peace education and conflict minimisation and prevention to reach refugee and returnee children, youth and the wider community. These life skills will enable the participants to deal with related problems, including the social fragmentation problems of sexual harassment and exploitation, access to education (especially for girls), community caring as well as skills for constructive and non-violent living.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has collaborated with the United Nations High Commissioner for Refugees (UNHCR) to strengthen these constructive skills for living through the present "Inter-Agency Peace Education Technical Support Programme". This initiative has been made possible through the generous support of the Ministry of Foreign Affairs of Norway, Section for Humanitarian Affairs, Global Affairs Department, through the Funds in Trust programme of UNESCO which partly financed it from January 2004 to June 2005. UNHCR, in particular, has initiated and supported this programme from its inception in 1997 and has generously contributed financially and to its implementation in the field, in partnership with UNOPS.

In its mandate, UNESCO is committed to education for peace, human rights and dialogue between different cultures and civilizations. The Dakar "Education For All" (EFA) Plan of Action includes these principles and emphasizes the need to improve all aspects of quality education. In this framework, UNESCO has been concentrating special efforts in the crucial area of teacher training, with particular emphasis in African countries: this is also in accordance with the Norwegian strategy in multi-lateral and bi-lateral cooperation of making effective use of the funds to maximize concrete changes in developing countries.

The programme has been built on the solid foundation of the earlier Peace Education Programme developed by UNHCR since 1997, and later on adopted by the Inter-Agency Network for Education in Emergencies (INEE). It was upgraded with the input of both refugees and the host community. It also incorporates lessons learned from the external evaluation undertaken of the UNHCR programme in 2002 and has further responded to stated needs of people in both emergency and development situations. Education planners, teachers, refugee and returnee communities, staff of the UN partners as well as government authorities will find these materials useful for their peace-building efforts, especially if they have been trained on how to use them.

The work has benefited from the contributions of many students, community members, teachers and facilitators as well as UN and NGO personnel, too numerous to mention individually. However, special appreciation should be expressed to colleagues in UNESCO, especially the Division for the Promotion of Quality Education, in UNHCR, the Division of Operational Support and in UNOPS, the United Nations Office for Project Services in Geneva. A special acknowledgement should be given to the Senior Technical Adviser, Pamela Baxter, for the work and energy devoted to the project. The support of Margaret Sinclair, who was the originator of this programme, Anna Obura, whose evaluation provided both evidence of positive impact and valuable lessons learned and Jessica Walker-Kelleher, Jean Anderson and Karen Ross, who took on the task of upgrading the primary section of the formal education component, are likewise acknowledged.

The value of these endeavours and contributions will be multiplied, to the extent that the skills for peace-building, incorporated in these materials, become a standard component in situations of emergency and crisis, and for conflict prevention and reconstruction.

Mary Joy Pigozzi   Marjon Kamara
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Division for the Promotion of Quality Education   Division of Operational Support
UNESCO   UNHCR

Introduction

This manual is one of the components of the "Inter-Agency Peace Education Programme". The programme is designed for education managers of ministries dealing with both formal and non-formal education and for agencies which implement education activities on behalf of the government.

The implementation structure is based on the experience acquired over the eight years the programme has been in use, from 1998 to 2005. The programme has been evaluated by external experts and the new revised materials (2005) incorporate both the suggestions made in the evaluation and the feedback from the specialists who implemented it in the field.

Historically this programme has been restricted to refugee communities. However, it has expanded and moved into both refugee and returnee situations. With the partnership between UNESCO and UNHCR, in the framework of the Funds-in –Trust "Inter-Agency Peace Education Technical Support Programme" financed by the Ministry of Foreign Affairs of Norway in 2004 -2005, the project has been further developed to respond to the needs in situations of emergency and reconstruction and also into development situations as well. The programme is currently being implemented in eleven countries in Africa[1] and has been integrated into complementary initiatives in Sri Lanka, Kosovo, and Pakistan.

The following is the table shows the list of materials and their uses which are the components of the Peace Education Programme. For a more complete presentation, see the booklet "Overview of the Programme".

The Materials[2]

Overview of the programme	A description of the components of the Peace Education Programme and the implementation structure of the programme.
Teacher Activity Kit Teacher Activity Book (TAB)	The teacher's main resource. It has a lesson-by-lesson curriculum for formal schooling, structured according to the children's cognitive and emotional development. Each teacher working in the programme needs his or her own copy of the kit.
Charts	Teaching resources (not teaching aids).
Story Book	More than thirty stories and songs which are referred to in the TAB. Each story reflects a particular aspect of Peace Education or responds to particular needs in the community (for example: HIV/AIDS, gender equality, girls' access to school.
Proverb Cards	Local proverbs for use especially in the 'analysis' lessons in the middle primary.
Community (Adult) Programme Facilitator's Manual for Community Workshops	A guide for facilitators conducting the Community Programme. Each facilitator should have a copy of this book.
Community Course Booklet	A handout booklet, which outlines the major concept areas covered in the community course.
Training Manuals Teacher Training Manual Level 1, Level 2 and Level 3	These manuals introduce teachers to the psychology of the course, curriculum theory, the rights-based approach and specifics of teaching the Peace Education Programme.
Facilitators Training Manual Level 1, Level 2, Level 3	In three parts, introducing the facilitators to the principles of adult learning, a rights-based approach and the psychology of learning as well as the specifics of the course.
Background Notes for both Teachers and Facilitators	A summary of the major points covered in the training sessions to be used as a reference.
Facilitators and Trainers Training Guide	A small booklet of training hints to ensure that the trainers have the basic skills and use interactive methodology.

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1. In order of implementation: Kenya (1998), Uganda (1999), Liberia (1999), Guinea (2000), Sierra Leone (2000), Democratic Republic of Congo (2000), Ethiopia (2000), Eritrea (2001), Cote d'Ivoire (2001) – but currently not operating, Somalia (2004), South Sudan (2004), Ghana (2004).
2. The titles in bold and underlined are separate sections of the programme. Titles in bold are separate books.

Contents

Training timetable

Day 1

0900 – 1000	Initial welcome and introduction (Review of Levels 1 and 2 and expectations)
1000 – 1100	TAB activity analysis
1100 – 1115	Break
1115 – 1200	What are values?
1200 – 1300	Revision sessions
1300 – 1400	Lunch break
1400 – 1430	Games from TAB
1430 – 1530	Revision sessions (continued)
1530 – 1545	Break
1545 – 1630	TAB micro-teaching
1630 – 1700	Games from TAB

Day 2

0900 – 0930	Revision of Day 1
0930 – 1030	Peace education as a part of education
1030 – 1045	Break
1045 – 1300	Developmental psychology – Maslow and Kohlberg
1300 – 1400	Lunch break
1400 – 1430	Games from TAB
1430 – 1530	TAB micro-teaching
1530 – 1545	Break
1545 – 1630	Co-operative learning
1630 – 1700	Games from TAB

Day 3

0900 – 0930	Revision of Day 2
0930 – 1030	Characteristics of an effective teacher
1030 – 1045	Break
1045 – 1300	TAB micro-teaching x 2
1300 – 1400	Lunch break
1400 – 1500	TAB micro-teaching
1500 – 1515	Break
1515 – 1700	TAB micro-teaching x 2

Day 4

0900 – 0930	Revision of Day 3
0930 – 1100	Questioning skills
1100 – 1115	Break
1115 – 1300	TAB activity analysis
1300 – 1400	Lunch
1400 – 1530	Critical analysis
1530 – 1545	Break
1545 – 1630	TAB micro-teaching x 2
1630 – 1700	Positive feedback

Day 5

0900 – 0930	Revision of Day 4
0930 – 1030	Different teaching styles
1030 – 1045	Break
1045 – 1130	Evaluation
1130 – 1300	TAB micro-teaching x 2
1300 – 1400	Lunch
1400 – 1500	TAB micro-teaching x 2
1500 – 1530	Evaluation of the course
1530 – 1600	Presentation of certificates and conclusion

Preliminary Note

This manual has been written for you as a trainer of teachers. The manual looks at 'good teaching' and the skills required to develop 'good teaching'. These skills are useful not just for a peace education programme but also for all aspects of the professional life of the teachers whom you are training.

This is the third level of the teacher training. With three levels of training, this has meant that revision has been built into the course. This level of training is primarily clarification of and building on previous work. This may require you, as the trainer to use the training manuals from Levels 1 and 2.

While the programme is not prescriptive, the order of the sessions has been developed so that there is a balance. There are games included in the timetable; these are taken from the games in the TAB. It is imperative that these games are demonstrated as they are difficult to understand just from reading. Make sure that all games in the programme have been demonstrated within the three levels of training at least once. Use the questions and activities in Appendix III dor revision activities.

The philosophy of peace education asks for those involved in the programme to be good role models for the programme; this also applies to the trainers! It is expected that you will have internalized and actively demonstrate all the elements that are discussed in the TAB.

> The sessions for this manual have been designed so that the points for you are boxed. The work in ordinary text is what you share with the participants.

Use the discussion points raised by the participants as examples and to reinforce points made. (If the participants have 'psychological ownership' of the programme they will internalize much more of the content and the philosophy.)

In the appendices of this training manual there are games and activities for ice-breakers and revision. There are also revision questions based on the sample timetable so that they are divided into the topics covered on the work of the day before.

Initial welcome and introduction

Ensure that the participants are welcomed either by a senior official or welcome them yourself.

Make sure that the group actually does know each other from the Level 2 training. If necessary use one of the introduction activities from Level 1.

Introduction to the course

Objectives	Brainstorm and discussion
To enable the group to focus on the content of the course. To help the teachers understand that the way they teach is an illustration of human rights.	

This training course has been designed to refine your skills, understanding of content and methodology in the teaching the Peace Education Programme and to help you understand the methods, values and attitudes that are necessary to help create a behavioural and attitudinal change in you and your students. This means that all that you understand by human rights should be applied in the classroom. Because PEP is a process programme, how you teach is just as important as what you teach.

Start with a review of Levels 1 and 2. Brainstorm in small groups.

Ask participants to list what they have covered and mark with an asterisk those areas where they feel they need more work.

Expectations of the course

Objectives	Small group activity
To enable the facilitator to understand and cater to the needs of the group. To focus the attention of the participants on the objectives of the course (to develop their 'mind set').	

Put participants into small groups.
Ask the participants to discuss what they expect to achieve from this course.
Give a sheet of flipchart paper to each group and ask them to discuss as a group their expectations and then write them on the sheet. Remind the groups of what they have already noted as their concerns.
Put up all the charts around the room and categorize the points into groups.
Go through the lists and tell the participants where these expectations come in the course.
If appropriate, discuss the types of expectations that particular groups may have.

TAB activity analysis

Objectives	Small group work
To help the participants understand the activities and the structure behind them. To familiarize the participants with the activities and how they are undertaken	

Divide the participants into groups according to the grades that they teach. Each group should have three to five people in it.

The groups should correspond to early childhood, middle primary, upper primary and junior secondary; they do not have to be grade by grade.

Give each group one lesson at the level at which they teach. These activities should come from the units of Co-operation, Analysis and Problem-Solving.

These are complex units and the participants will need to know the day before which lessons they are doing.

Do not do the lessons that use the games that you will use during the training.

The groups have forty-five minutes to read through the activity and prepare it as a demonstration. Each group should then demonstrate their activity.

The rest of the participants then offer constructive analysis on how the activity could be improved.

Allow for free discussion on any difficulties the participants feel they may have in implementing these activities in the classroom.

The lessons in these units are quite complex. As well as teaching these new skills and attitudes, you also need to reinforce the skills and knowledge from earlier lessons (in other words, make sure that your lessons are in context).

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Review of rights-based education

<table>
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Objectives

To review with the participants the elements of a rights-based approach.
To reinforce the concept that a rights-based approach is necessary for Peace Education.

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Lecture and small group work

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Rights-based education embodies the principles of human rights (including the Convention on the Rights of the Child) into the planning, curriculum and implementation of an education programme. These are the underlying principles of peace education.

It is not possible to provide a rights-based approach unless the content and the methodology mutually reinforce each other. A rights-based approach relies more heavily on the methodology, the process of education, than on the content.

Put participants into small groups

Explain that each group will be reviewing part of the work done in the previous training on a rights-based methodology and prepare a presentation of this review for the rest of the participants.

Ask Group 1 to review the overview of a rights-based methodology.

Ask Group 2 to review how the teacher can implement a rights-based approach within the classroom.

Ask Group 3 to review the content area of a rights-based approach.

Ask Group 4 to complete the chart of good pedagogical approaches that reflect a rights-based approach.

Key issues for Group 1

▶ System level and individual level
▶ Proactive involvement of whole school community
▶ All members of the community to be treated with dignity and respect

Key issues for Group 2

▶ A range of activities that include individual work, small groups, larger groups, research, role-plays, games and activities to demonstrate a teaching point
▶ Inter-active teaching to promote the higher level cognitive and affective skills
▶ Good questioning skills by the teacher
▶ A sound psychological environment

Key issues for Group 3

▶ A series of activities that are exploratory learning
▶ A curriculum structure that helps the learner build concepts
▶ A content which builds on activities and discussions
▶ Good questioning skills by the teacher
▶ A sound psychological environment

Chart for Group 4

Rights-based approach	Good pedagogical practices	CRC* art.
Inclusion (non-discrimination based on sex, religion, status, ethnic/tribal group, etc.)		2 28 30 18
Respect		Preamble, 12, 13
Learning according to potential		8,12, 13
Protection		16, 32, 33, 34
Equal opportunity		2
Safety		19, 34, 37

Convention on the Rights of the Child

Revision sessions

Objectives	Small group activity
To review previous training with the participants and revise areas that they have not understood To create a 'bridge' between the previous training levels and this one	

Go through the lists of expectations and respond to the components that have appeared in previous training levels *in the same order as they appear in the manual.* Do not include the psychology as there are higher levels of psychology included in this level.

After the lunch break,
play a game from the TAB.

TAB micro-teaching

Objectives	Small group work
To help the participants understand the activities and the structure behind them. To familiarize the participants with the activities and how they are undertaken.	

Two of the small groups conduct the lesson. Ensure that the groups understand that the lessons are designed as 'what happens if/when …'

Remind the other participants that they are to respond to the teaching as if they were the children.

Hand out the micro-teaching analysis sheets to the participants.

These are not lessons that demonstrate the correct response; they are activities and games to show what really happens. This is so the learners can see how they respond and how they can do better.

It is important that the learners have psychological 'ownership' over the new knowledge and skill; all learners must therefore be involved in the lesson. Never choose a small group to demonstrate the game or activity – everybody needs to be involved.

Watch for how well the teachers have followed the lesson plan and how well they understand the lesson. Watch also for their basic teaching skills: blackboard work, observation of the class, whether there is bias in the person they ask to respond to the questions, how well they listen and how clearly they communicate, and the level of language they use to their class.

At the end of the lesson, ask for feedback from the group and then give your own feedback. Remember to comment on what the teachers did well as well as on where they were not so effective.

Peace education as a part of education

Objectives

To enable the participants to see the value of peace education to themselves as teachers and education personnel.

To help the participants integrate peace education into the ethos of the school.

Individual and small group activity

Open discussion

Participants should work individually at the beginning of this exercise.

When most people have a list, ask them to work in groups of three and to combine their lists, but they should write each element only once.

Ask one group to read out their list and write it on a flip chart or on the board.

Ask other groups to add elements from their lists which do not appear.

Add these to the list on the board.

Ask the questions as part of an open discussion.

Given all that this teacher-training course has covered, list the elements of peace education training that readily transfer to all other teaching.

Why do you think that these elements are useful in general teaching? (Because they are components of effective teaching, which makes for effective learning.)

In peace education the content and the methodology are inextricably linked. It is not possible to effectively teach peace education without using interactive and participatory approaches. Why?

Ask the group these questions to stimulate discussions.

Is it possible or desirable to teach peace education only through the methodology (i.e. without any content area)?

If it is possible, what are the responsibilities of the learner?

What are the responsibilities of the teacher?

How do you know that learning is taking place?
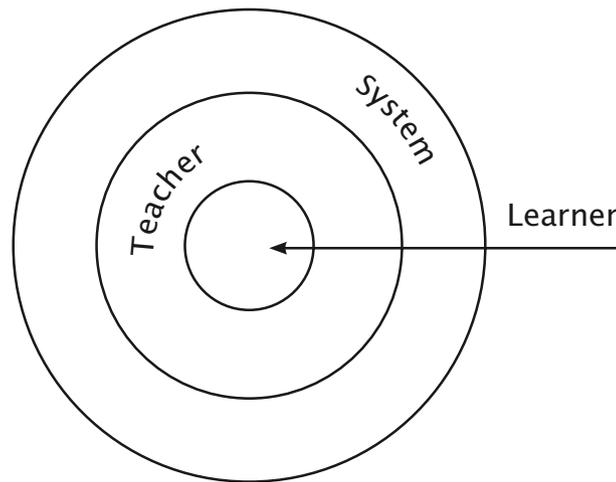
Point out that the learner (in the methodology of peace education) is always at the centre of the learning. The teacher is essential to the process as it is the teacher that provides part of the learning experience.

What belongs in the outer circle? What do we have to do to provide a supportive environment for the learning of peace education?

Write up the suggestions on the diagram pointing to the outer circle. Allow discussion on how the system can be strengthened to provide a constructive environment for the learning of peace education.

Developmental theory

<table>
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Objectives

To help the participants understand the areas of development involved in learning peace education.

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Small group activity

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Ask the participants which theories are illustrated by the drawing below.
In small groups, ask the participants to give examples of each of these levels and to demonstrate how these levels interact.
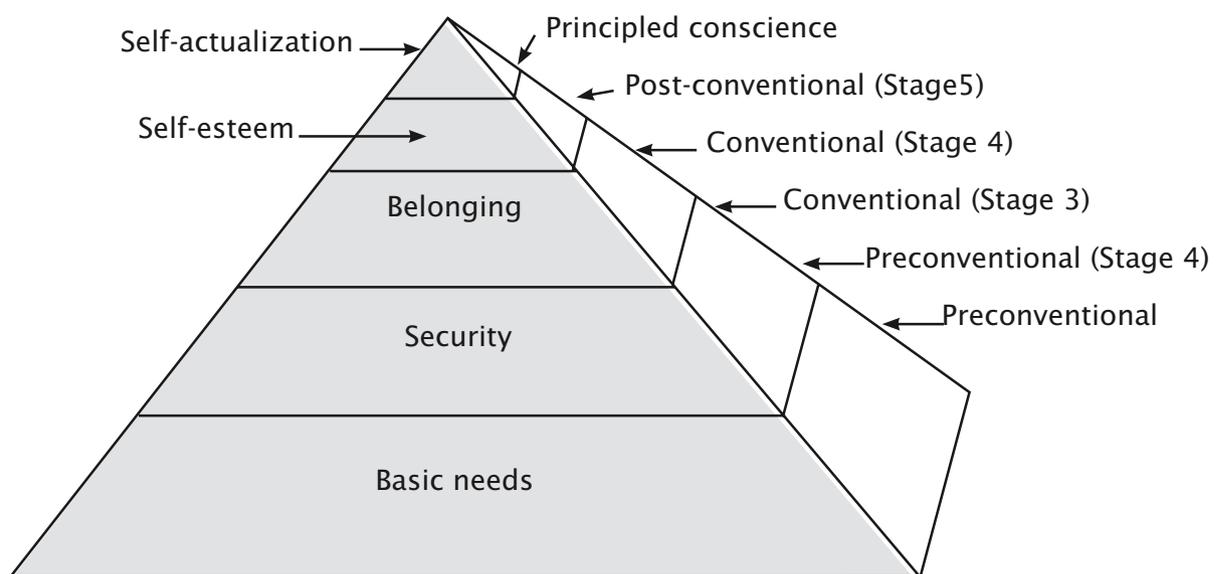
Source: Adapted by Baxter from Maslow and Kohlberg in 2004

Abraham Maslow in his hierarchy of basic needs (see above) demonstrates how people develop in terms of the intra- and interpersonal development and what influences or inhibits this development. Lawrence Kohlberg looks at the ethical development. Most of us understand ethical development in the context of our society (i.e., we often don't realize that it is possible to develop ethically outside our culture or religion). To see the connections between these areas of development is however, quite simple. If our basic needs are not fulfilled, Maslow says we cannot move through the hierarchy. The question is – how do we satisfy these needs? Before we start developing an ethical framework we are likely to satisfy the basic needs without concern for anyone else (i.e. without rules). This is what small children do and what people who are really desperate do (e.g. when you see people fighting for food or trampling other people to get to safety). This is the first part of the pre-conventional stage. This is the stage where individuals are egocentric and can only view the world from their own perspective. Rules are obeyed because they are backed by punishment and actions are dependent on avoiding the physical consequences.

The second part of the pre-conventional stage matches to the security stage of Maslow's hierarchy. This is because the individual understands that there is action/consequence and that this may work both ways. Here people do the right thing because there is benefit (to themselves) to be gained from it. Actions are only right because they suit the individual.

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Many of society's basic rules respond to this level of ethical development.

Once people want to belong to the group, they act in accordance with that group. This is the conventional stage. This is when individuals understand that there are certain rules in their own group or community and that these rules are necessary for the group to function. At this stage individuals self-identify with the rules and so obey them absolutely (because they are part of the group). Thus actions are determined by what the people around them perceive as being 'good'.

In a school setting, the child knows that there are rules and, as they develop, they will 'try out' the rules to see if they are consistent. This is a normal part of development.

From the teacher's point of view, this means that every time a child breaks the rules, the teacher must see the rule being broken and then punish. Because the child does not 'own' the rules (i.e. they are imposed), then the child has no responsibility to keep the rules, but the authority (the teacher) has all of the responsibility.

The second part of the conventional stage still matches the belonging because here people start to understand that they belong to a much bigger group than just their own community. This is the level matched in curriculum development of understanding the world around us (in social studies or geography, it is when the curriculum covers other countries and continents). This is the stage at which people are 'responsible members of society' and individuals act according to their role in society.

Post-conventional is where individuals act according to the 'principles behind the rules'. This matches self-esteem as individuals understand their own place in society. Now they have enough confidence to understand when 'rules' can be modified according to a particular situation, but the modifications are always made according to the inherent 'fairness' in its broadest sense.

At this stage children begin to accept responsibility for keeping the rules. They will still appeal to a 'higher authority' when they cannot resolve a conflict but they are able to discuss the rules together. They have developed an understanding of why the rules exist, to make life easier. Because of this, people can understand the principle of the rule and so they know which rules can be modified without infringing on the principle of the rule. This requires a high level of analytical ability and a strong sense of ethics (what is truly fair to all parties).

The level of self-actualization matches that of true ethics (a 'principled conscience'). At this stage all actions are based on reasoning that is derived from the ethical fairness principles from which moral laws are derived. Remember that the Universal Declaration of Human Rights has its principles based at this level: that some elements of morality are greater than any single society or culture and are common to all human beings. It is at this stage where an individual does right because it is universally right and actions are consistent with this. At this stage individuals have reached a stage of understanding morality and live accordingly, because they have internalized the ethical rules and they understand that this is a 'right' way to live. This is a very high level and is not often reached by many people. Nevertheless it is this stage that we are trying to guide the children towards, through peace education.

Give participants the following sheet as a handout (found in Appendix 1).

Put participants into small groups (diverse) and ask them to identify the types of behaviours that would result from the interaction of each of these areas.

Examples are given in light print on this chart to help you get started.

Social / Ethical	Basic needs (food water, shelter)	Physical security	Emotional security (belonging)	Self-esteem	Self-actualization
Pre-conventional No Rules	Take whatever food is available for self	Protection is used only to protect the individual	Sibling rivalry: when one child wants all the parents' love and attention	People who think they are developing self-esteem but they feel good about themselves only because they feel better than others	Not possible
Absolute rules	Wait quietly for food or water because the rules say so	When protection is provided for those who are accepted in a particular society	When people follow the rules regarding that amount or type of love they can give and accept e.g. cultural taboos about who can marry whom	When people start to feel good about themselves when they fit into the society	Not possible
Principles behind the rules	Understand the need for the sharing of resources to cover the basic needs of everybody	When there is an understanding that everyone (even the excluded) has the right to be protected	When there is an understanding that, while an individual belongs to particular groups, all people in all groups have the same rights	When individuals start to understand themselves and to act according to their own value system (developed from the value system of the society)	When people are comfortable with themselves and with who and what they are and understand why social laws exist and so understand which ones can be modified to improve the situation for everybody
Ethics	When an individual ensures that everybody receives their entitled share of the resources	When an individual ensures that everybody is protected	When an individual ensures that all people in all groups are treated equally and with respect.	When people feel good about themselves in an open way; understanding their strengths and weaknesses, and accepting others as they are, without measuring one person against another	When a person knows themselves and their place in the world. They behave according to a very high values system that they have developed that truly responds to the needs of the world around them

TAB micro-teaching

Objectives	Small group work
To help the participants understand the activities and the structure behind them. To familiarize the participants with the activities and how they are undertaken.	

Two of the small groups conduct the lesson. Ensure that the groups understand that the lessons are designed as 'what happens if/when …?'

Remind the other participants that they are to respond to the teaching as if they were the children.

Hand out the micro-teaching analysis sheets. (Appendix II)

These are not lessons that demonstrate the correct response; they are activities and games to show what really happens. This is so the learners can see how they respond and how they can do better.

It is important that the learners have psychological 'ownership' over the new knowledge and skill; all learners must therefore be involved in the lesson. Never choose a small group to demonstrate the game or activity – everybody needs to be involved.

Watch for how well the teachers have followed the lesson plan and how well they understand the lesson. Watch also for their basic teaching skills: blackboard work, observation of the class, whether there is bias in the person they ask to respond to the questions, how well they listen and how clearly they communicate and the level of language they use to their class.

At the end of the lesson, ask for feedback from the group and then give your own feedback. Remember to comment on what the teachers did well as well as on where they were not so effective.

Co-operative learning

Small group activity

Who spoke in the group?

Who explained the problem to the others?

Who did the writing or drawing?

Were people willing to say they did not understand in the small group?

We will try another exercise and this time look closely at your group to see who takes on particular roles within the group and how well the group actively co-operates.

Each group must imagine it are in a room with a cement floor where there is a pipe cemented into the floor.

Divide the participants into groups of five or six and give them a problem to solve *[such as the wolf, the sheep and the cabbage crossing the river; Activity 7, p. 64, in the Problem-solving unit of the Facilitators' Manual for Community Workshops.]*

Ask the groups to solve the problem and to look at how they solved it.

Show the group (or tell them that this is what they have): some honey (or sticky equivalent), some rolled oats or some type of flour, a wire coat hanger and a hammer.

If they ask if they also have the containers that these items come in, the answer is yes.

Draw the diagram of the ping pong ball in the pipe on the board.
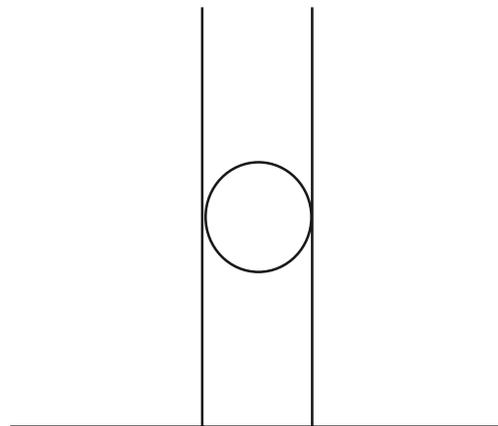
Part way down the pipe is a ping pong ball. The pipe is the same diameter as the ping pong ball (the same width).

Using any or all of the items shown plus the people in the group, you must find ten different ways to get the ball out of the pipe without destroying the ball, the pipe or the floor.

Give the groups thirty minutes to find solutions and then bring them back to a plenary session.

You will notice that many of the solutions found have similar principles but the details are different. If you had to group the solutions found, what would your groups be called? *(Generally 'push' the ball out or 'pull' the ball out).*

Co-operative learning allows the group to discover many solutions for a problem. If only one person finds a solution, it is not always the best solution.

In addition, for children, it helps them to accept that other people may think differently and that there is more than one way to solve a particular problem. It is also useful for child-to-child teaching as children will often learn more easily from another child, when they cannot truly understand what the teacher is trying to say.

Learners will generally understand the principles but will find their own way of doing things; *this is not necessarily wrong, just different.*

Unless a solution is absolutely wrong, it should not be rejected. With the amount of new information in the world today, we need to understand and get used to the idea that much may be very different but not wrong.

Think back to perceptions.

What does this mean for the way we teach and the way that children learn?

Allow open discussion.

Characteristics of an effective teacher

Objectives	Lecture and discussion
To further develop the concept of good teaching. To help participants understand the psychological environment created by the teacher.	

The qualities of a good teacher may add up to a 'perfect person'. This is not realistic. Good teachers practise the elements of a human-rights-based approach to teaching. They must respect the learners and themselves, and their colleagues in the school community.

Essentially what we want from a teacher is three-fold:

▶ An awareness and sensitivity to the learners and the needs of the learners.

▶ An understanding of the principles of rights-based education and peace education.

▶ A strong knowledge and skills base, and the appropriate preparation to develop the knowledge and skills as well as behaviours and attitudes in the learners.

If appropriate, ask the participants to list which skills and attitudes can be learned by teachers and which are inherent talents.

Which qualities can be learned?

How can we learn these qualities?

We can all develop qualities such as integrity, openness and awareness, and reinforce them by training in specific skills such as:

· Listening skills

· Observation skills

· Questioning skills

· Empathy (an understanding of other people's points of view)

[These are in addition to the pedagogical skills of teaching].

Listening skills. This includes not just listening to the words of the learner. It also involves listening to what is not said, listening for the motivation and needs (why would they ask this?) of the learner. It involves showing the listener that you are listening (body language: leaning forward, watching the speaker, nodding, etc.). It also means that you must truly listen, not in order to respond but in order to assimilate what the speaker is saying.

Do not be afraid to be silent while you absorb what the speaker has said.

This allows you time to really respond to what the speaker is really saying. If you are unsure of what the speaker is asking, rephrase the question and ask 'Is this what you are asking?'

Be aware that as a teacher there may be times when what learners say hides what they really mean. The teacher needs to 'listen' to what is not said or may be only hinted at. It is important for the teacher not to make assumptions or jump to conclusions, but to be aware and open to what the child may be trying to say.

Keep in mind the learners' levels of development, both cognitive and emotional. There will be times when they cannot articulate what they mean, and you will need to listen very well and ask questions (without aggression) in order to understand.

Observation skills. Be sure to look at all the learners. Most people focus more on one side of the room than the other – left-handed people to the left-hand side, right-handed people to the right-hand side. If you sit in a circle, it is easy to miss the learner sitting beside you, or on the same side of the circle as you. Being aware and making a conscious decision to look at those areas, which you would normally ignore, will make the group aware that you are paying attention to all the learners. Use your peripheral vision to notice when learners wish to speak and to ask the quiet people to contribute.

Demonstrate what this means to the participants, both the observation of the two thirds of the room (and how to look at the hidden one third) from whichever side of the board the teacher stands and the idea of peripheral vision. Ask participants to practice viewing 'from the corner of your eye'.

Observation is an important part of communication. When dealing with a class, your observation skills should help you to recognize when the speaker is uncomfortable, to understand what is *not* being said as well as what is being said and to create an awareness will help develop empathy.

Communication. Communication needs to be clear and to the point. Speak clearly, so that each person can hear you. This does not mean shouting but speaking (articulating) clearly and loudly enough so that you can be heard at the back of the room.

Be aware that real communication is *what* you say. What is the main point of what is being said? The main point needs to be 'signposted' explicitly to the learners; they need to recognize the main point. To surround the main point with lots of insignificant talk without 'signposting' simply means that the learner will have stopped listening before the real point is made, or worse will see the insignificant and the important as being on the same level.

Structure the communication so that the important points in what you are saying are recognizable as the main points. *Never* assume that everything that you say is equally important. It is not.

Allow questions whenever they occur. It is more important to answer the queries of the learners than it is to tell your own story. After all they are the ones who are learning and they will learn more effectively when they are focused, as they will be if they are motivated enough to question or comment.

Questioning skills are so important that we will deal with them as a whole unit later in the course.

Empathy: others' points of view. To establish peace at a very basic level it is necessary to try and develop the children's ability to see the point of view of others. This ability is also vital for good teachers.

There are very few absolute truths in the world. Many 'facts' that we held to be true historically are now seen to be limited by our knowledge at the time.

Often our 'knowledge' of many 'facts' is of limited validity, because we don't try to find out other facts to check the 'truth'. We consider our opinions ('facts' we have learned) are all the facts there are, or even truths.

In the past, various peoples believed they were the only people on Earth. In fact, several groups/tribes of people used to call themselves 'the people'. This was obviously a limited fact or an opinion, as we know there are many millions of people in the world. To achieve empathy, it is necessary to try to see the world as others see it: to accept their 'truths' (their opinions). This helps to see their points of view, and to accept that their truths, their points of view, may sometimes be as valid as your own.

As teachers, we need to see the world (and any given situation) from the child's point of view. This is a form of empathy. It will help you to understand why children think and feel as they do, and then why they act as they do. You are the adult and so you have the responsibility to understand the child; the child is only a child and cannot have the same responsibility that you do.

If you can see things from the child's point of view, you can prevent discipline problems in the class. You can ensure that each child is learning by seeing the problems as the learners see them, which will help you understand the children in your class much better. Understanding the children will help them develop the self-esteem necessary to move through Maslow's hierarchy. Remember, your role as a teacher is to help every learner to achieve his/her full potential as a human being, not just to get paid work on leaving school (we don't know what sort of work there will be in the future) but also to develop as a well-functioning constructive human being.

Be aware of your own biases and prejudices. This requires you to have emotional honesty as a person and to really think about your own prejudices.

Are you dismissive of some of the children in your class? Why?

Are they bad children or do they belong to a group that you don't know or understand very well? Do you really ask girls to contribute as much as boys?

Do you chastise one group of children more than another?

Biases and prejudices are very difficult for us to see in ourselves, but if you search your heart and are very honest, you will be able to recognize your own prejudices. Recognition is the first step to minimizing or eliminating these behaviours.

As teachers we have a responsibility to be fair and honest in our dealings with children. We should not hold prejudices against any of the children in the class; we are responsible for the welfare and learning of all the children that we teach.

There are activities in the TAB to help see the other person's point of view. Another way to become sensitized to other people's points of view is simply to listen to them. Ask questions that show that you are genuinely interested in the response. Your questions should be non-threatening but should try to clarify the belief involved in that person's point of view.

This may be very difficult for some teachers who have been trained to believe that they have the answers to everything, and that those answers are truths.

Indeed they may not realize that sometimes they are opinions. You will need to be very sensitive and open in this session and not threatening to the teachers' beliefs.

The skills of listening, observation, clear communication and empathizing or seeing others' viewpoint are not just to help you become a better teacher. These are skills that are part of being a peacemaker and they are skills that you will be teaching the children. It is very important then that you are a good role model for peaceful and constructive behaviour as well as just being a good teacher.

It is necessary to use all these methods in order to really reinforce the characteristics of a good teacher. As this section is the basis for work in the course, take whatever time is needed to be sure that the teachers are comfortable with these concepts.

TAB micro-teaching

Objectives	Small group work

Two of the small groups conduct the lesson. Ensure that the groups understand that the lessons are designed as 'what happens if/when …?'

Remind the other participants that they are to respond to the teaching as if they were the children.

Hand out the micro-teaching analysis sheets. (Appendix II)

These are not lessons that demonstrate the correct response; they are activities and games to show what really happens. This is so the learners can see how they respond and how they can do better.

It is important that the learners have psychological 'ownership' over the new knowledge and skill; all learners must therefore be involved in the lesson. Never choose a small group to demonstrate the game or activity – everybody needs to be involved.

Watch for how well the teachers have followed the lesson plan and how well they understand the lesson. Watch also for their basic teaching skills: blackboard work, observation of the class, whether there is bias in whom they ask to respond to the questions, how well they listen and how clearly they communicate, and the level of language they use to their class.

At the end of the lesson, ask for feedback from the group and then give your own feedback. Remember to comment on what the teachers did well as well as where they were not so effective.

Questioning skills

Objectives	Large group activity
To help the participants understand high-level questioning and its role in exploratory learning	

What do we know already about questioning skills?

For good discovery or exploratory learning it should be possible to get the learner to the point of knowing without telling; only by asking. If you ask open questions, you need to keep the 'learner on track'. If you ask closed questions you need to be able to 'build' your questions very logically so that the learner is led to the discovery. The ancient Greek philosopher, Socrates, taught his students by only asking questions. He taught philosophy and ethical development by asking his students to defend their arguments. By asking a series of questions, he taught them what he wanted them to know.

This requires an in-depth knowledge of the subject and a very clear understanding of how to get where you want the students to go. (If you are taking animals to market, you need to know where the market is.) This method of teaching which ensures that the learner 'psychologically owns' the knowledge and understanding (because they thought of it themselves) is called the Socratic method. It is this we practise when we use high-level questioning techniques.

Higher-level questions are almost always open questions but it requires skill to build on the questions so that the learner moves towards the desired learning.

> Remind participants about the previous work on questioning skills. Move through revision quickly and clearly.

> Explain to the participants that we have 'a learner' (you, the facilitator) and we need to move that learner from the point of 'not knowing' to the point of 'knowing and understanding'. The learning outcome for this learner is that *'Effective peace education teaching requires a rights-based approach in terms of methodology'.*
>
> Write the learning outcome onto a flip chart and stick it on the wall.
>
> The 'learner' should stand at the opposite wall (or at least a long way from the chart).
>
> Questions should be asked by participants that will help lead the 'learner' to the learning outcome (on the wall). The questions do not need to be answered, but if they were, would they lead you towards the goal? If so, take a step forward. If a question leads you off on a tangent, take a step sideways. If the question has already been asked or if it asks something that you must already know to have answered a previous question, take a step backwards.
>
> Keep this exercise light-hearted and fun for the participants but make sure that they understand the function of asking questions.

Let's try it: Everybody can ask questions to get the 'learner' to the outcome. Nothing can be told, only questions may be asked. Each question should build on the previous questions so that the 'learner' can achieve the desired outcome.

Keep in mind that the questions should build on one another so that the learner can logically build knowledge through 'exploring' the information as it develops. If questions send the learners back or to the side, then they will be confused and may never reach their learning goal.

What types of questions were asked?

What does this tell you about questioning techniques?'

What are the benefits of only asking questions of learners? Wouldn't it be easier to just tell them what you want them to know?

If there are mostly closed questions (or closed questions pretending to be open), how do you think the learner feels?

Is there a benefit for the learner to be asked open questions? Explain what these may be.

What happens when the question is asked but the answer is not listened to?

After completing the exercise, ask: the questions listed. Possible responses are listed below.

Probably a mixture of open and closed questions.

That every question should 'build' towards the single conclusion that you want

When the learner has 'discovered' the information for themselves, they are more likely to internalize it (really understand and know it).

Frustrated and possibly bored.

The learner needs to feel valued (or that their answers are valued)

Learners will not be able to check whether they have understood properly what the teacher said.

Satisfied and gaining in confidence

By helping people to learn for themselves

How do you think learners feel when they have reached the outcome for themselves?

How do we as educators help the self-esteem of learners?

So far we have focused the analysis on the educators' questioning skills. What about learners' questioning skills?

What happens if learners do not have the opportunity to ask questions?

TAB activity analysis (Part 4)

Objectives	Small group work
To help the participants understand the activities and the structure behind them. To familiarize the participants with the activities and how they are undertaken.	

Divide the participants into different small groups of three to five.

Give each group one activity. These activities should come from the units on problem-solving (if necessary), conflict resolution, negotiation and mediation.

The groups have fifteen minutes to read through the activity and prepare it

as a demonstration. Each group should then demonstrate their activity.

The rest of the participants then offer constructive analysis on how the activity could be improved.

Allow for free discussion on any difficulties the participants feel they may have on implementing these activities in the classroom.

Give the participants the lesson analysis sheet, which should be filled in.

Choose the particular lessons for the groups and allocate them. These lessons develop concept areas which the teachers themselves may not have internalized. As a result, careful analysis of the lessons is needed so that the teachers at least have an awareness of what the objectives of each lesson are.

Discuss with the participants that the work they have just taught in their demonstration lessons cover the same skills as discussed in the section on the characteristics of a good teacher. This means that they need to internalize these skills themselves as well as teaching them to the children.

Critical analysis

Objectives	Lecture and group work
To help the participants understand the concept of critical analysis.	

This is very high-level cognitive development. It is a way of looking at a problem or a situation that takes into account all the elements, and then working out, as objectively as possible, what alternatives there may be. In this sense critical analysis is a form of problem-solving.

Part of your professional responsibility as a teacher is to help learners develop critical analysis skills. But there may be times when you offer a critical analysis either to your fellow teachers (especially if you are team teaching) or to other people, either in the school or in the community.

Because critical analysis is part of problem-solving, it needs to take into account all the elements included in problem-solving.

- ▶ All the facts, not just those immediately available but also every fact connected to the situation.

- ▶ Creative alternatives – these alternatives need to be proposed to provide choice for effective solutions.

- ▶ The emotional situation. If there is bias, or defensiveness, then the analysis will not be valid.

- ▶ The analysis should be of the situation, not the people involved.

- ▶ Solutions need to be acceptable to all concerned and the same is true of analysis. All sides need to be listened to, to ensure that the analysis is thorough and valid. This must be done with an open mind.

- ▶ Do not use emotive or value-laden language and do remember that you are offering an opinion, not an absolute or obvious truth.

Use a newspaper or magazine article which discusses current affairs. Have enough copies for each person. Ask people to read it carefully. They should discuss the article in small groups (with their neighbours) and offer critical analysis. The solutions offered should be realistic and in line with everything they know and understand from the article.

TAB micro-teaching

Objectives	Small group work
To help the participants understand the activities and the structure behind them. To familiarize the participants with the activities and how they are undertaken.	

Two of the small groups conduct the lesson. Ensure that the groups understand that the lessons are designed as 'what happens if/when ...?'

Remind the other participants that they are to respond to the teaching as if they were the children.

These are not lessons that demonstrate the correct response; they are activities and games to show what really happens. This is so the learners can see how they respond and how they can do better.

It is important that the learners have psychological 'ownership' over the new knowledge and skill. All learners must therefore be involved in the lesson. Never choose a small group to demonstrate the game or activity; everybody needs to be involved.

Watch for how well the teachers have followed the lesson plan and how well they understand the lesson. Watch also for their basic teaching skills: blackboard work, observation of the class, whether there is bias in who they ask to respond to the questions, how well they listen and how clearly they communicate, and the level of language they use to their class.

At the end of the lesson, ask for feedback from the group and then give your own feedback. Remember to comment on what the teachers did well as well as where they were not so effective.

Different teaching styles

Objectives To help the participants understand that different teaching styles should be used for different situations.	Large group activity

Draw a line (or put down a line of masking tape) on the floor. Put a card with the words 'Very structured learning' at one end. At the other end put a card saying 'Completely unstructured learning'.

Prepare a series of cards with different teaching approaches on each one: lecture, drama, role-play, video presentation, guided discussion, small group discussion, small group activity, whole class game, small group game, research, paper exercises, revision tests, unstructured discussion, free play.

If the group is not too large make sure there are enough cards for each person even if some cards have the same teaching approach written on them.

Stand on the line where you feel most comfortable when teaching. Which teaching style is yours?

Why should teaching styles vary? *[Because children learn differently, a variety of styles allow each learner to learn in a way most suitable to him/her; to avoid boredom and create 'pace' in the lesson; and because active learning is the only way for people to internalize the learning.]*

Some people will not be able to choose a single style and will want to move along the line. Choose this as the teaching point.

What do you think these words represent? They are ways of building understanding in learners. What does instructivist mean? *[to instruct; to tell]*

What does constructivist mean? *[to help construct or build the knowledge]*

Mark a line at right angles to the first line half way along the first line.

Mark one end of this line 'Instructivist' and the other end 'Constructivist'

```
                    ┌─────────────────────┐
                    │   Very unstructured │
                    │    learning style   │
                    └──────────┬──────────┘
                               │
┌─────────────────┐           │           ┌─────────────────┐
│                 │           │           │                 │
│   Instructivist ├───────────┼───────────┤  Constructivist │
│                 │           │           │                 │
└─────────────────┘           │           └─────────────────┘
                               │
                    ┌──────────┴──────────┐
                    │    Very structured  │
                    │    learning style   │
                    └─────────────────────┘
```
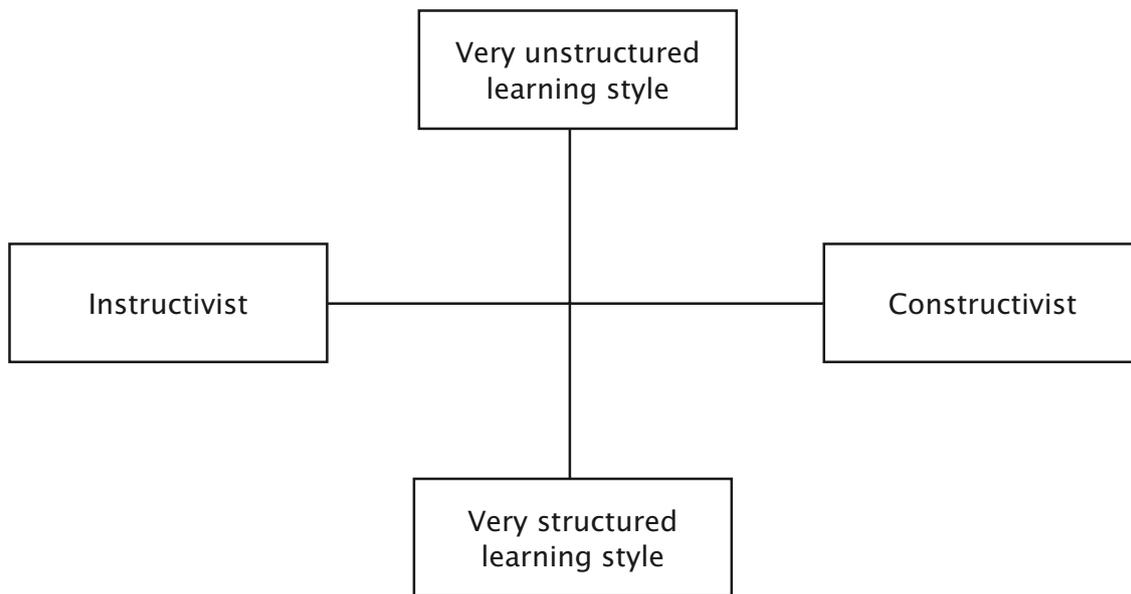
Now we have four quadrants – you can be structured as a teacher but provide constructivist learning activities and you can be unstructured as a teacher but provide instructivist learning activities. Unprepared teachers tend to be unstructured and so rely heavily on instructivist teaching techniques as a way of keeping control. All constructivist teaching techniques require a great deal of structure from the teacher.

Which styles do we use in peace education? Why?

Look at the teaching activity on your card and think carefully about where it belongs on the quadrants. If you think it is very instructivist but unstructured then it should go into the outer part of the quadrant. If it is instructivist and very structured, where would it go?

Look at your cards and decide where they will go, but when you put them down be prepared to justify your decision to the rest of the group.

Allow open discussion about the vocabulary and the teaching styles that people use. Do not make value judgements about the styles.

Hand out the 'teaching approaches' cards prepared for this activity to random people around the room.

Allow the participants to place their cards and then discuss the placement as a whole group.

Another reason for using a variety of teaching styles, in addition to the reasons given earlier, is to match the type of learning you are trying to establish. Some things are simply information and just need to be told to the whole group. This makes it instructivist and structured, and that is fine.

But if you want the learners to reach a very high level of internalized learning, then it is necessary to use a range of approaches, but not at random. Choose the style that best suits the situation. For example, many people think that drama is very interactive. It is not. It is interactive only for those participating; for those watching, it is very often just as instructivist as a lecture, but it is more entertaining. In fact, sometimes because of the entertainment value, those watching don't even get as much information as they would from a lecture.

Be aware that some approaches become 'flavour of the month' and are fashionable to use, even if they are not the most appropriate. Think carefully about why you are teaching in a particular way because this influences the way you approach the teaching and will influence the learning that occurs.

Evaluation

Objectives To demonstrate the stages and importance of evaluation.	Lecture and discussion

Often the only evaluation technique that is consistently applied in school systems is examinations*. Exams are not really evaluation: they are assessment.* Very often examinations only assess how much the children can repeat what has been taught. Sometimes it doesn't matter if the children understand what they are saying or whether they can apply it; it is only important that they can repeat it for the exam paper.

Evaluation is very different. Evaluation is when each factor of the learning experience is taken into account and analysed to build on the strengths and rectify the weaknesses. This should be done consistently and as thoroughly as possible if the subject and the teacher are to be credible.

Evaluation includes:

▸ the content of the subject or programme,
▸ the methodology used in the programme or class,
▸ the physical environment (the accommodation, seating, etc.)
▸ the psychological environment (the attitude of the teacher, the time available, the mix of learners), and
▸ the outcome (or product).

Think about all the parts of this course.

Which of these are reflected in teaching and how would they be evaluated?

Who should undertake the evaluation?

What do you do with the elements of evaluation that you undertake?

Although learners have a role in evaluation (usually as examinees), so do the teachers and senior staff of the school. We all have a professional responsibility to learn from each course we undertake to make future courses better.

If these things are all important for evaluation remember that most of the evaluation of a lesson, course, your own teaching and the materials you use will be your responsibility.

Divide the participants into groups of four. Ask the groups to look at all the elements that should be included under each of the headings of content, method, environment and output.

List the elements onto flipcharts and allow discussion.

Nobody can sit and observe every lesson, but through your honest analysis and evaluation you will know what can be improved. You then have a responsibility to improve; that is the real point of evaluation.

Content (what is taught)

New content

Method (how it is taught)

Better outcomes
and products

Environment (the
surroundings and the
feeling you create

Better environment

Outcome/product
(what the children
now know and
understand)

Different methods
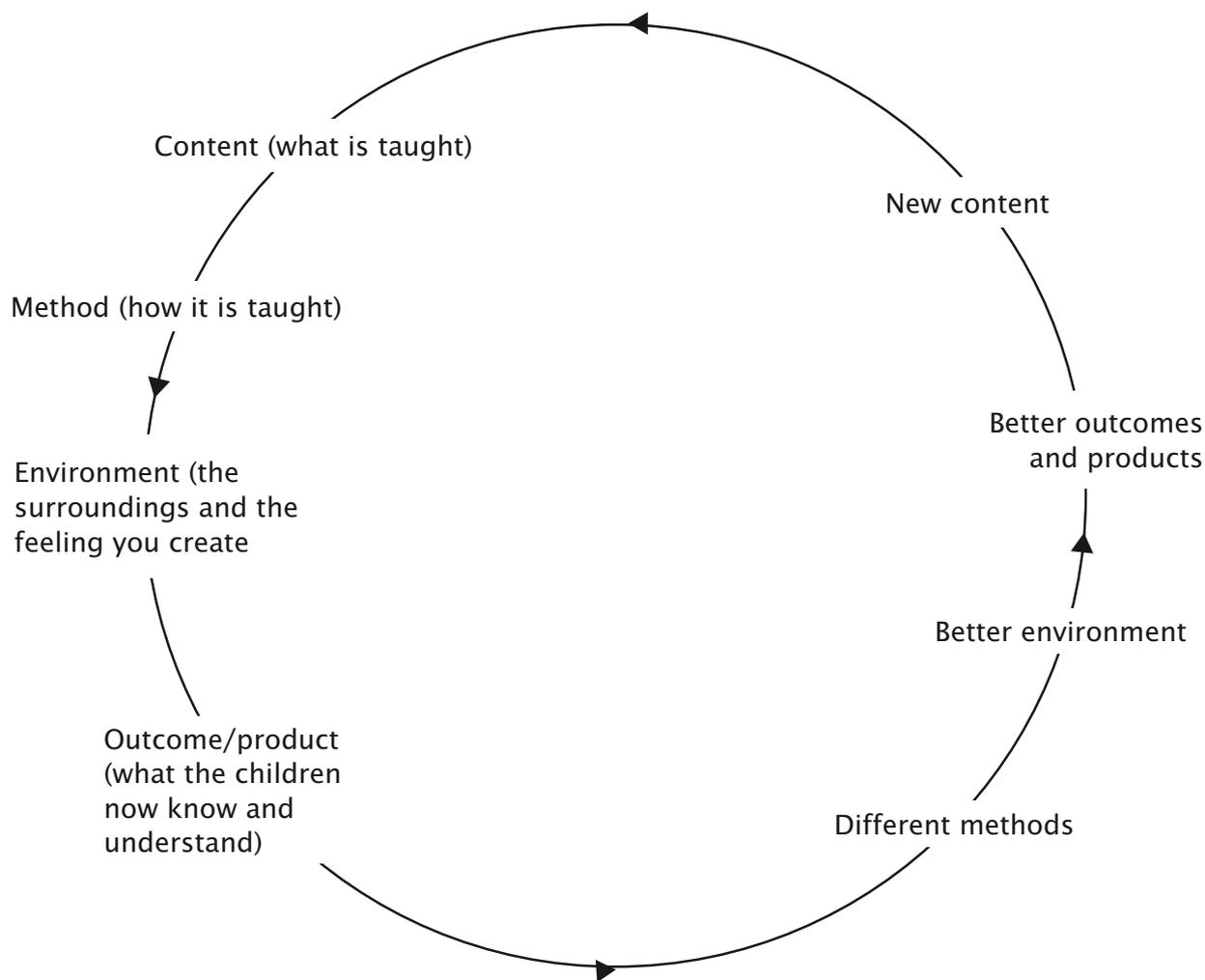
This diagram demonstrates that evaluation should be an upward spiral with the elements getting better after each evaluation. Each of us has a responsibility to become the best professionals that we can, and to teach our children to be the best possible adults that they can. This is the function of an evaluation component in your teaching.

There is an added element in peace education. Because we are trying to change attitudes and behaviour, there are no examinations because examinations cannot test these things. Rather, you will need to watch for changes in behaviour and reinforce these changes with new content and methods that further develop the values and attitudes necessary for peace education.

You are evaluating a programme that will add to children's life skills as they develop into adults. The programme needs to be evaluated on that basis.

TAB micro-teaching

Objectives	Small group work
To help the participants understand the activities and the structure behind them. To familiarize the participants with the activities and how they are undertaken.	

Two of the small groups conduct the lesson. Ensure that the groups understand that the lessons are designed as 'what happens if/when …?'

Remind the other participants that they are to respond to the teaching as if they were the children.

Hand out the micro-teaching analysis sheets. (Appendix II)

These are not lessons that demonstrate the correct response; they are activities and games to show what really happens. This is so the learners can see how they respond and how they can do better.

It is important that the learners have psychological 'ownership' over the new knowledge and skill. All learners must therefore be involved in the lesson. Never choose a small group to demonstrate the game or activity – everybody needs to be involved.

Watch for how well the teachers have followed the lesson plan and how well they understand the lesson. Watch also for their basic teaching skills: blackboard work, observation of the class, whether there is bias in who they ask to respond to the questions, how well they listen and how clearly they communicate, and the level of language they use to their class.

At the end of the lesson, ask for feedback from the group and then give your own feedback. Remember to comment on what the teachers did well as well as where they were not so effective.

Evaluation of the course

Objectives	Individual work
To enable the participants to give their feedback on all elements of the course.	

This is the final level of the teacher-training programme. We hope that you feel confident to teach the Peace Education Programme and other subjects in the most effective ways. If you have absorbed what has been offered during this course, and you apply what you have learned, you should be a very effective teacher.

Now we would like you to complete the evaluation sheet. This will provide feedback both to the course writers and to me as your trainer.

Hand out the evaluation sheets (Appendix IV) and give the participants time to complete them. Emphasize that they are not expected to sign their names and that you would like them to be as constructive and honest as possible.

Conclusion

This is the end of your training. Thank you for the evaluations and thank you for the input and wisdom that you have brought to the course. If we can teach peace education effectively and help our children to truly understand what constructive skills, behaviours and attitudes are necessary to be peaceful, then we will have an opportunity to build a better world.

Make sure that the certificates are ready and signed. Hand them to each person, offering your congratulations.

Accept the speeches that may be made either as part of a formal closing ceremony or from the participants. Thank all the people involved in the course: cooks (if you have food), the people looking after and cleaning the venue and everyone who worked on administration or preparation for the course.

Appendices

Appendix I.

Social and ethical development matrix

Social → Ethical	Basic needs (food water, shelter)	Physical security	Emotional security (belonging)	Self-esteem	Self-actualization
Pre-conventional No Rules					
Absolute rules					
Principles behind the rules					
Ethics					

Appendix II.

Analysis sheet for TAB micro-teaching

Content

Does the lesson reflect the content in the TAB?

Yes
No

Does the lesson give you a clear indication of the connection to peace education?

Yes
No

Please describe:

_____

_____

_____

_____

Methodology

Did everybody in the group teach one component of the lesson?

Yes
No

Did they use the methodology outlined in the TAB?

Yes
No

If not, what alterations were made and why do you think they were made?

_____

_____

_____

How would you describe the questioning skills of the teacher?

As if it were a test	
Questions without building on answers	
Building on the responses from the students	
Structured open questions	
Structured closed questions	
A mix of open and closed questions that create a genuine discussion	

How would you describe the manner of the teacher?

Formal			Friendly		
Uncaring			Articulate		
Bored			Open		
Warm			Careless		
Shy			Impatient		

Do you think that the students understood the point of the lesson? Why or why not?

_____

_____

_____

_____

Appendix III

Quiz questions

Day 2

1. What does a rights-based approach involve?

2. Why is it not possible to separate the methodology and the content in peace education?

3. Why is teaching values important?

4. How do we teach values in peace education?

Day 3

1. Which elements of peace education readily transfer to other teaching?

2. Which parts of Kohlberg's theory fit together with Maslow's stage of 'belonging'?

3. Describe the behaviour you would expect at the stage of post-conventional.

4. Describe the attitudes and behaviour you would expect from a person who has reached the level of self-actualization/principled conscience.

Day 4

1. What specific skills can be learned to make teaching more effective?

2. If you are right-handed, which side of the room do you naturally focus on?

3. What do you do to ensure that you include all learners?

4. Why is empathy particularly important for a teacher?

Day 5

1. What is the method of only asking questions to help the learner reach the desired learning outcome called?

2. What sort of questions are asked using this method?

3. Name three elements that need to be taken into account when doing critical analysis.

4. Name the other three elements.

Appendix IV

Peace education teacher/facilitator training evaluation sheet

General

Were your expectations of the course fulfilled?

....

Please explain which sections were fulfilled and if this was useful, and which sections were not.

....

....

....

....

....

....

....

Content

1. The course covered the content of peace education, classroom methodology, some developmental psychology and some philosophy of peace education.

   Do you agree?

   ....

2. Please describe which sections of the course were most useful to you. If you feel that the course was not useful, or parts of it were not useful, please describe which parts.

   ....

   ....

   ....

   ....

   ....

   ....

   ....

....

....

....

....

3. Which sections of the course had information that was new to you?

....

....

....

....

4. Which sections of the course were most helpful to you and why?

....

....

....

....

....

....

5. What additions would you make to the content of the course?

....

....

....

....

....

....

6. Are there any subjects/topics you would like to see in a follow up course?
   Please list.

....

....

....

....

....

....

Method

7. Were there any methods demonstrated in the course that were new to you?
   Please list them.

....

....

....

....

....

8. Which of these methods would you use?

....

....

....

....

....

....

Environment, physical

9. How would you rate the training venue?

excellent   good   fair   poor   very poor

Give reasons for your choice.

....

....

....

....

Environment, psychological

10. Did you feel comfortable expressing your views during the course?

....

Why or why not?

....

....

....

11. Do you feel that a trust has been developed among participants and between participants and the facilitators? Please give reasons for your answer.

....

....

....

....

12. What do you think of the facilitator(s)' understanding of the content of the course?

excellent   good   fair   poor   very poor

Give reasons for your choice.

....

....

....

13. What do you think of the facilitator(s)' attitude and manner during the course?

excellent   good   fair   poor   very poor

Give reasons for your choice.

....

....

....

....

Outcome/product

14. Do you have any suggestions for improving this course?
    Please list.

....

....

....

....

15. Do you have any other comments you wish to make?

....

....

....

....

Thank you for completing this evaluation sheet.