

TEACHER CREATIVITY CENTER

GOLDEN 5 Training Course

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Golden 5 TRAINING COURSE

NARRATIVE REPORT

SUMMARY

The main objective of this training course was the introduction of a new educational approach through which educational staff especially teachers, are enabled to foster a school environment that is based on democracy and the protection of human rights.

The training course was implemented in the village of Khursa which is part of the Southern Hebron Educational Directorate, it has a population of about 4500 inhabitants and contains 3 schools. The training course was held for a period of 3 days (May 30, 31 and June 1, 2006) covering around 15 training hours.

The material used during the training course was previously translated to Arabic and distributed to the participants.

The 22 participants were mainly teachers and principals of the 3 schools currently operating in Khursa village including officers from the Ministry of Education, in addition to staff members of the Teacher Creativity Center.

Please see **attached** list of participants.

INTRODUCTION

Schools must prepare students to be active and critical citizens, with a clear understanding of the concepts of democracy and human rights. While the Ministry of Education is making significant progress in the development of a civic education curriculum, it is not enough to introduce theoretical civic education concepts when the antithesis of these concepts is modeled by teachers in the classroom. Positive modeling of civic education concepts in the classroom will develop the seeds of a more democratic and humane society by creating future adults who will think critically, question authority, believe in justice and equality, and positively develop civil society.

Nearly three-quarters of the Palestinian population in the West Bank and Gaza are children or adolescents. They represent not only the future, but also the present. The youthfulness of the Palestinian population represents enormous potential, but also grave challenges. The challenges are exacerbated by the realities of life in the region, where children and adolescents are routinely exposed to violence and lawlessness. Messages of discipline, self-control, and team play are not routinely reinforced by daily experience.

The majority of Palestinian teachers have never received formal training in classroom management, leading to negative effects that can be summarized as "poor student performance" and "negative modeling of civic education concepts".

Most teachers have difficulty controlling the class, and motivating and involving students; adversely affecting student performance. Poor planning, didactic teaching techniques, and teachers' rejection of any critical analysis of the material presented, leads to low student interest. Teachers' lack of formal training in classroom management tends to lead to authoritarian approaches, and thus, students learn at a young age, to defer to authority. Without the skills to manage the classroom and to deal with individual differences, frustrated teachers can resort to violence (verbal and physical), and they often tend to marginalize weaker students, rather than empower them.

While schools should model tolerance and respect for others, teachers without the capacity to manage overloaded classrooms, often ignore, and in some cases humiliate children who are marginalized, rather than effectively dealing with individual differences and empowering these children.

Although TCC has implemented extensive work related to educational and classroom management, with excellent results, it is of interest to introduce a new approach that entails more individual attention to students, and is composed of interrelated topics that allow the involvement of teachers, students, and parents in a comprehensive way.

This training course was implemented in Khursa village where previous similar work has been done as a pilot, in order to evaluate reactions of teachers to this new approach, complement previous work done in the village, and evaluate its effectiveness.

METHODOLOGY

The Golden 5 project uses a special class strategy and is composed of 5 topics: Adjusted Learning, Building Relationships, Classroom Management, Family-School Relations, and Social Climate. Each one of the 5 topics entailed in this project has a number of key-steps that orientate teachers while introducing this approach in the classroom. Selected key-steps from each or some of the 5 topics are implemented in the class with 5 children at the time, in order to support good teaching practices. Gradually during the scholastic year, the number of selected steps can be increased and/or new topics added to the ones being used. At the same time, the number of students is also gradually increased, reaching the point in which, most if not all the students in the class are involved in the project.

By attending this training course it is expected that participants will be able to:

1. Improve students' social skills through social recognition and group responsibilities
2. Improve academic achievement of students
3. Improve personal development of students

Regular coordination was made between TCC, and Dr. Maria Jose Lera, the coordinator of Golden 5 during the preparatory stage, in order to ensure optimum results and proper arrangements. Continuous and intense coordination was also achieved with the Ministry of Education, whose officers showed great interest in this new approach and closely cooperated with TCC in all necessary communications with the directorate of education in Hebron.

Training material needed for the course was translated to Arabic, reviewed and prepared to be distributed to participants. Evaluation questionnaires to measure the reactions and interest of participants were also prepared. At the same time, necessary steps for the preparation of all necessary logistics was taken.

It is worth to mention here that the training material translated included a Theoretical Background, Assessment Instruments, Key steps for the 5 topics conforming Golden 5, and 4 of these topics which are: Adjusted Learning, Building Relationships, Classroom Management, and Family-School Relations. The 5th topic which is Social Climate was not translated as it was not ready for that according to the authors of the training material, but it was presented to participants during the training sessions implemented by the 3 experts that are named below.

The training course was held for a period of 3 days (May 30, 31 and June 1, 2006) covering around 15 training hours. Although the original program was to cover 21 hour, the need to leave a little bit earlier expressed by the participants, and the need to translate the presentations made by the 3 international experts from English to Arabic, made actual training hours become around 15 hour.

At the beginning, participants were welcomed and thanked for their attendance. They were given a general idea of the project, and introduced to the 3 experts who came to run the course: Dr. Maria Jose Lera from Seville University in Spain, Mr. Knud Jensen and Mr. Frode Jonsan from Norway.

The 5 components of the Golden 5 project (Adjusted Learning, Building Relationships, Classroom Management, Family-School Relations, and Social Climate) were presented to the participants. After each session or topic, the trainers encouraged participants to reflect on what was presented to them, in order to compare how much similarities are there between the Palestinian and European contexts, and to reflect on their own personal experiences as teachers.

After the presentation and reflection on each topic, the key-steps related to it, were also presented and discussed with the participants.

At the end, a brief presentation of the assessment instruments was done. This part of the course will be developed in depth during practical application of what participants learned with their students.

RESULTS

- 18 female and male teachers including 1 school principal and 1 supervisor acquired the necessary information and basic skills of using the approach followed by the Golden 5 project
- 4 officers from the Ministry of Education attended the training course which is of great importance for the future development of the project
- 3 staff members of the Teacher Creativity Center attended the course. It is true that their presence was also as coordinators and translators, but their attendance of the course is important of future development of the project
- Around 900 children and youth in the participating schools will be exposed to this educational approach through the application of acquired knowledge and skills by their teachers
- Almost all relevant material needed for proper implementation of the project has been translated to Arabic and is ready to be used in further trainings

IMPACT AND EVALUATION

The introduction of this new educational approach is an innovative way of working towards the betterment of schools environment and quality of education.

As the main objective of this training course has been achieved, we can consider it as a success. More important, the responses and reactions of the trainees were very positive and they verbally expressed their satisfaction from the results attained. The participants were attracted to the huge potential of the project, they engaged totally in understanding and mastering its use, and showed high commitment and interest.

In addition to that, a specific questionnaire that had been designed to measure the impact of the training and its effectiveness was filled by each participant and when analyzed, it showed high benefit from the training. For example: when asked if "the information received during the training was comprehensive", 35% answered with a 10 which is the highest mark in the questionnaire, 25% answered with a 9, and 25% with an 8. When asked if "the training fulfilled their needs in their field of work", 40% answered with a 10, and 20% with a 9.

Also, questionnaires to evaluate the trainers performance and administrative preparations and performance were also filled by the participants. The evaluation of the 3 trainers also showed very good results. The same can be said about logistics and administrative matters.

For more specific details, please refer to the evaluation results that are attached.

CONSTRAINTS

One of the most important constraints was the need to translate the whole course from English to Arabic. Although, the training material was previously translated and provided to

the participants, the process of translating the presentations, comments, and discussions of the trainers, took time, made space and possibilities of discussion among participants less, and sometimes distracted their attention.

Although, as it has been mentioned earlier in this report, this training course is a pilot one, but the lack of proper funding for its implementation as a whole project and the very tight budget allocated for this specific course, represented a burden especially that it is known that small projects like this one, take almost the same time and effort as big ones. The original plan was to implement the project in several areas in a longer lapse of time and with a bigger number of participants. If this was the case, impact and effectiveness will be easier to be measured in a more accurate way.

RECOMMENDATIONS

The Ministry of Education officers who attended the course were very interested and recommended to expand it to reach other schools and areas.

We consider that this educational approach is very effective to increase the quality of education, and would recommend to continue developing it and implementing the project to eventually reach all schools in the West Bank and Gaza Strip. This expansion should be accompanied with the development of local staff skills, taking all necessary measures that would capacitate them to implement the project in the future.

ANNEXES

- List of Participants
- Evaluation Results
 - Content and Benefit
 - Trainers
 - Logistics

GOLDEN 5
TRAINING COURSE IN KHURSA VILLAGE (May 30, 31 + June 1, 2006)

Content and Benefit

COMPONENT	SCALE (1 = Lowest) (10 = Highest)																					
	1		2		3		4		5		6		7		8		9		10		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
The hall is set with proper educational tools	1	5	-	-	-	-	-	-	-	-	1	5	2	10	3	15	6	30	7	35	20	100
The content suited my level and interest	-	-	-	-	-	-	-	-	-	-	-	-	2	10	4	20	5	25	9	45	20	100
The training objectives were clear and specific	-	-	-	-	-	-	-	-	1	5	-	-	-	-	7	35	3	15	9	45	20	100
The information given during the training was comprehensive	-	-	-	-	-	-	-	-	-	-	1	5	2	10	5	25	5	25	7	35	20	100
The information given during the training was organized and coherent	-	-	-	-	-	-	-	-	-	-	1	5	2	10	5	25	3	15	9	45	20	100
The training topics were suitable to be applied on the field	-	-	-	-	-	-	-	-	2	10	2	10	3	15	1	5	5	25	7	35	20	100
The educational methods used were suitable for the training topic	-	-	-	-	-	-	-	-	1	5.3	1	5.3	1	5.3	5	26.3	5	26.3	6	31.5	19	100
The training material presented was beneficial	-	-	-	-	-	-	-	-	-	-	-	-	4	21.1	5	26.3	4	21.1	6	31.5	19	100
The training material presented was clearly printed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	10.5	6	31.5	11	57.9	19	100
The information presented was new	-	-	-	-	-	-	-	-	-	-	1	5	2	10	5	25	5	25	7	35	20	100
The training activities covered the topics and objectives	-	-	-	-	-	-	-	-	-	-	1	5	4	20	5	25	6	30	4	20	20	100
The training fulfilled my needs in my working field	-	-	-	-	-	-	1	5	-	-	1	5	2	10	4	20	4	20	8	40	20	100
The course developed my skills in training	-	-	-	-	-	-	1	5	-	-	2	10	3	15	4	20	2	10	8	40	20	100
The activities presented during the training increased my knowledge	-	-	-	-	1	5	-	-	-	-	1	5	4	20	4	20	3	15	7	35	20	100
The activities presented during the training developed my skills	-	-	-	-	1	5	-	-	-	-	-	-	1	5	8	40	5	25	5	25	20	100

GOLDEN 5
TRAINING COURSE IN KHURSA VILLAGE (May 30, 31 + June 1, 2006)

TRAINER: Mr. Frode Jonsan

COMPONENT	SCALE (1 = Lowest) (10 = Highest)																					
	1		2		3		4		5		6		7		8		9		10		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
The trainer initiated the training based on previous experiences and skills of the trainees	-	-	-	-	-	-	-	-	-	-	-	-	1	5	3	15	9	45	7	35	20	100
The trainer presented the training in a coherent and organized manner	-	-	-	-	-	-	-	-	-	-	-	-	1	5	4	20	6	30	9	45	20	100

The trainer presented the training in a new and interesting way	-	-	-	-	-	-	-	-	-	-	-	1	5	3	15	2	10	7	35	7	35	20	100
The trainer was qualified to present the content	-	-	-	-	-	-	-	-	-	-	-	-	-	1	5	4	20	6	30	9	45	20	100
The trainer was capable of conveying the information	-	-	-	-	-	-	-	-	-	-	-	1	5	1	5	3	15	5	25	10	50	20	100
The trainer encouraged discussion and participation	-	-	-	-	-	-	-	-	1	5	1	5	1	5	4	20	9	45	4	20	20	100	
The trainer used various methods	-	-	-	-	-	-	-	-	-	-	1	5	2	10	4	20	6	30	7	35	20	100	
The trainer provided feedback	-	-	-	-	-	-	-	-	1	5	-	-	4	20	2	10	6	30	7	35	20	100	
The trainer used examples connected to the needs of the trainees	-	-	-	-	-	-	-	-	-	-	1	5	2	10	2	10	6	30	9	45	20	100	
The trainer asked appropriate guiding questions	-	-	-	-	-	-	-	-	-	-	-	-	2	10	7	35	5	25	6	30	20	100	
The trainer respected the specific time for the training	-	-	-	-	-	-	-	-	-	-	-	-	1	5	5	25	6	30	8	40	20	100	
The trainer contributed into creating an interactive environment among the trainees	-	-	-	-	-	-	-	-	-	-	-	-	3	15	1	5	9	45	7	35	20	100	
The trainer covered all the subjects fully and objectively	-	-	-	-	-	-	-	-	-	-	-	-	1	5	3	15	6	30	10	50	20	100	
The trainer left a clear positive impression	-	-	-	-	-	-	-	-	-	-	-	-	2	10	2	10	6	30	10	50	20	100	
The trainer's instructions involving the subject were clear and specific	-	-	-	-	-	-	-	-	-	-	2	10	-	-	1	5	6	30	11	55	20	100	
The trainer supervised the activities and group work	-	-	-	-	1	5	-	-	-	-	2	10	4	20	4	20	3	15	6	30	20	100	
The trainer handled the discussion well and wasn't distracted by side-talks	-	-	-	-	-	-	-	-	-	-	-	-	1	5	4	20	7	35	8	40	20	100	
The trainer covered the content and activities according to the program	-	-	-	-	-	-	-	-	-	-	-	-	1	5	1	5	6	30	12	60	20	100	
The trainees were given sufficient time to analyze and evaluate the proposed ideas	-	-	-	-	-	-	-	-	-	-	1	5	2	10	5	25	4	20	8	40	20	100	
The trainees' questions were answered in a satisfactory manner	-	-	-	-	-	-	-	-	-	-	3	15	1	5	4	20	4	20	8	40	20	100	