



The Prem Rawat Foundation

Evaluation of the Peace Education Programme for Schools

Report prepared by Ace Insights
for The Prem Rawat Foundation
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1.0 INTRODUCTION

1.1 The Prem Rawat Foundation

The Prem Rawat Foundation (TPRF) is a non-profit public foundation created in 2001. The aim of TPRF is to address the fundamental human needs of food, water and peace.

Through a variety of programmes and initiatives, TPRF is dedicated to helping build a world at peace, one person at a time.

These activities include:

- The **Food for People Programme**, which focuses on helping people in poverty-stricken communities by providing hot nutritious meals to children and ailing adults. This Programme is currently operating in India, Nepal and Ghana.
- **Humanitarian Aid** - since 2001 TPRF has made more than 160 grants to help people in 40 countries. For instance, TPRF has donated funds to help supply food, water and other humanitarian aid to those suffering from the war in Ukraine.
- The **Peace Education Programme** - the subject of this report.

The efforts of TPRF are funded by donors from over fifty countries. Most of the Foundation's staff, including the Board of Directors, are volunteers.

Guidestar and Charity Navigator give TPRF their highest rankings for its commitment to transparency, fiscal responsibility, programme results and management.

1.2 The Peace Education Programme

"The Peace Education Programme tries only to achieve one simple thing: it's to put you in touch with yourself" — Prem Rawat, founder of TPRF.

The Peace Education Programme offers several courses, each consisting of ten facilitated workshops based on themes designed to explore one's inner resources. The ten themes of the Peace Education Programme are Peace, Appreciation, Inner Strength, Self-Awareness, Clarity, Understanding, Dignity, Choice, Hope, and Contentment.

The objectives of the Peace Education Programme are for participants to:

- a) Understand the possibility of personal peace
- b) Become aware of their inner resources such as clarity, hope, and choice
- c) Recognize their innate value.

The core material for each theme is a selection of video excerpts from Prem Rawat's talks. Sessions also include facilitated reflection time, participant discussion, and workbook learning. The interactive, multimedia workshops are non-religious and non-sectarian, and the course material has been translated



into many languages. There is a workbook for each participant. There are no tests, as the Programme is about individual self-discovery, something that is unique for each person.

In 2021 1,700 Peace Education Programme courses were completed by approximately 86,500 people in 48 countries.

Examples of organisations hosting the Programme include correctional facilities, civic centres, adult education programmes, healthcare providers, senior centres and veterans' groups, as well as schools and universities.

1.3 The Peace Education Programme for Schools

While the Peace Education Programme, in particular PEP Collection, has been hosted by schools and universities in many countries worldwide, the course content was designed for adults.

For this reason, the Peace Education Programme for Schools (PEP EDU) was specifically developed for schools and universities. This Programme was designed with shorter videos and more activities to build understanding and promote discussion.

2.0 OBJECTIVES

The overall objective of the evaluation study was to conduct a small-scale initial investigation to see if participation in the Peace Education Programme for Schools will make a positive difference in the lives of students who complete the Programme.

Specific objectives included:

Evaluating feedback from student participants:

- To assess before and after ratings of the Programme to see if understanding improved
- To record whether students would recommend the Programme to others
- To determine whether participation in the Programme made a difference in participants' lives
- To analyse open-ended comments about the Programme to identify key positives and negatives as well as suggested improvements.

Evaluating feedback from teachers of these students:

- To record ratings for the Programme as an educational resource
- Again, to analyse open-ended comments about the Programme to determine key positives and negatives as well as suggested improvements.

3.0 RESEARCH APPROACH

3.1 The Sample

Student sample

Sixty students from three countries and four schools took part in the trial. The names of the schools involved, and their specific locations are withheld to protect confidentiality:

School	Country	Number of students	%
Girls' inner city high school	United Kingdom	6	10%
Co-educational rural school	United States	18	30%
Large co-educational urban high school	New Zealand	15	25%
Small co-educational urban high school	New Zealand	21	35%
Total		60	100%

A diverse range of schools

The schools in the study have very different characteristics, as follows:

- **Girls' inner city high school from the United Kingdom.** Students range from 11 to 18 years and come from diverse ethnic heritages. In 2021, the school had a roll of over 700 students. The students who participated in the Programme were aged 16 to 18.
- **The co-educational rural school from North America** is situated in a town with a population of fewer than 500 people. Classes range from preschool to senior high school. Programme participants were in twelfth grade.
- **The large co-educational urban high school from New Zealand** is a public school in Auckland catering for students from grade 9 to grade 13, with a roll of over 1,000 students. The school is in a decile 1 area (lowest socio-economic level). Over eighty percent of students have Māori or Pasifika heritage.
- **Small co-educational urban high school from New Zealand** is again in a decile 1 low socio-economic area and has a high proportion of students with Māori or Pasifika heritage. This school has a roll of less than 200 students.



Student profile

The next tables illustrate the profile of the students who completed the Programme by age, gender and school-level. All students were over 14 years old.

Age	n=	%
14- 18	58	97%
over 18	1	2%
No answer	1	2%
Total	60	100%

Note – rounding of the above percentages means that the sub-totals add to more than 100%.

Gender	n=	%
Female	33	55%
Male	23	38%
No answer	4	7%
Total	60	100%

School level	n=	%
Grade 9 to 13	57	95%
College	3	5%
Total	60	100%

As the tables show, participants in the trial are almost all aged 14-18 (97%) and are grade 9 to 13 students (95%). All students were over 14 years old. There is a moderate skew towards females (55%) compared with males (38%).

Reliability of student feedback

With a sample of only 60 students, the findings should be treated as indicative, rather than robust. Nevertheless, because the trial results are so positive, and because they are backed by positive teacher feedback, they provide a very good indication that most students will benefit from the Programme.

Teacher sample

Three teachers from New Zealand rated the Programme as an educational resource. In addition, five teachers (three from New Zealand and two from the USA) made open-ended comments about the Programme.

3.2 The evaluation form completed by students

On completing the ten-session Programme students were asked for their feedback using a hard copy self-evaluation form. This feedback took two forms:

a) Quantitative feedback

Using an agreement scale, students were asked to rate their level of understanding of ten statements, reflecting the ten themes of the Peace Education Programme for Schools, both before and after the Programme. The 'before' ratings represented students looking back to before they took part in the Programme to assess their understanding at that time.

The rating questions used a 5-point Likert rating scale to assess students' level of agreement with each statement. To aid comprehension, the scale was illustrated with facial expressions, as follows:

1=strongly disagree	2=disagree	3=neutral	4=agree	5=strongly agree	6=don't know
					?

b) Qualitative feedback

All Programme participants were asked the following open-ended questions:

- What did you like most about the Peace Education Programme?
- Is there anything about the Peace Education Programme that could be improved?

Students from New Zealand and the United Kingdom were also asked:

- How likely would they be to recommend the programme to others?
- Has the Peace Education Programme helped them in their lives?

Those from the rural American school were asked:

- Should [name of school] continue offering the Programme?

3.3 Evaluation by Teachers

Teachers of the students who completed the Programme were also asked to evaluate the Programme. Again, two types of feedback were sought:

a) Quantitative feedback

Using a five-point rating scale, three teachers from New Zealand were asked to rate five aspects of the Programme as a teaching resource - Activities, the Educator's Guide, Session Plans, Videos and the Workbook. See Appendix One for a summary of these ratings.

b) Qualitative feedback

The three New Zealand teachers were also asked the following open-ended questions:

- How did your students benefit from the Programme?
- What do you see as the main strengths of the course?
- What recommendations do you have for improving the course?

In addition, three teachers from the United States and the United Kingdom provided spontaneous feedback on the Peace Education Programme for Schools.

4.0 EXECUTIVE SUMMARY

Student Feedback

Both quantitatively and qualitatively, students in the study strongly endorse participation in the Peace Education Programme for Schools.

When 60 students who completed the Programme were asked to rate their level of understanding of the ten themes of the Programme, they reported **very positive improvements**:

- Strongly agree (very positive) **ratings of understanding increased five-fold** from 9% of 'before' responses to 46% of 'after' responses.
- Total **disagree ratings** (negative and very negative) **dropped very sharply** from 38% to 3% of the total.
- In all ten areas there was a **big jump in positive ratings**, led by *I recognize that I have the freedom and power to make daily choices and that these choices affect my wellbeing* (+ 49 percentage points).
- 93% of Programme participants reported **improvement in at least one of the areas measured** and 70% reported improvement in **seven or more areas**.

In the three schools¹ where these questions were asked:

- 82% said they would **recommend** the Programme to others.
- 100% said that the Programme had **helped them in their lives**.

The main **positive themes** from open-ended comments included:

- Feeling peace inside
- Appreciating being alive
- Looking at life differently
- Greater understanding
- Applying the Programme
- Inclusiveness
- Being thankful

Most students had **no suggested improvements**.

A small number suggested:

Shorter videos
More animated
videos
More interactive
exercises/games

Only three students (5%) made **negative comments** about the Programme – two said the Programme was boring.

These initial results from a relatively small sample of students across a diverse range of schools around the world, indicate that the **Peace Education Programme for Schools will make a positive difference in most participants' lives**.

¹ Two New Zealand high schools and the girls' high school in the United Kingdom

Teachers' Feedback

Three New Zealand teachers gave the Programme a rating of **4.2 out of 5** as an educational resource.

- **Highest rated areas** include the Educator's Guide, Activities and Session Plans
- **Areas to improve** include Videos (make them shorter) and Course Workbooks (students using the workbooks to record their observations and teachers having the opportunity for formative assessments).

Four key positives of the Programme were identified from teachers' open-ended comments:

- Students have greater **self-awareness**
- Their **attitudes improve**
- Their **academic performance improves**
- The Programme **complements other learning activities**.

Main **suggested improvements** echo those made by students:

- Shorter videos and more animations
- More games and interactive activities.

STUDENTS' FEEDBACK

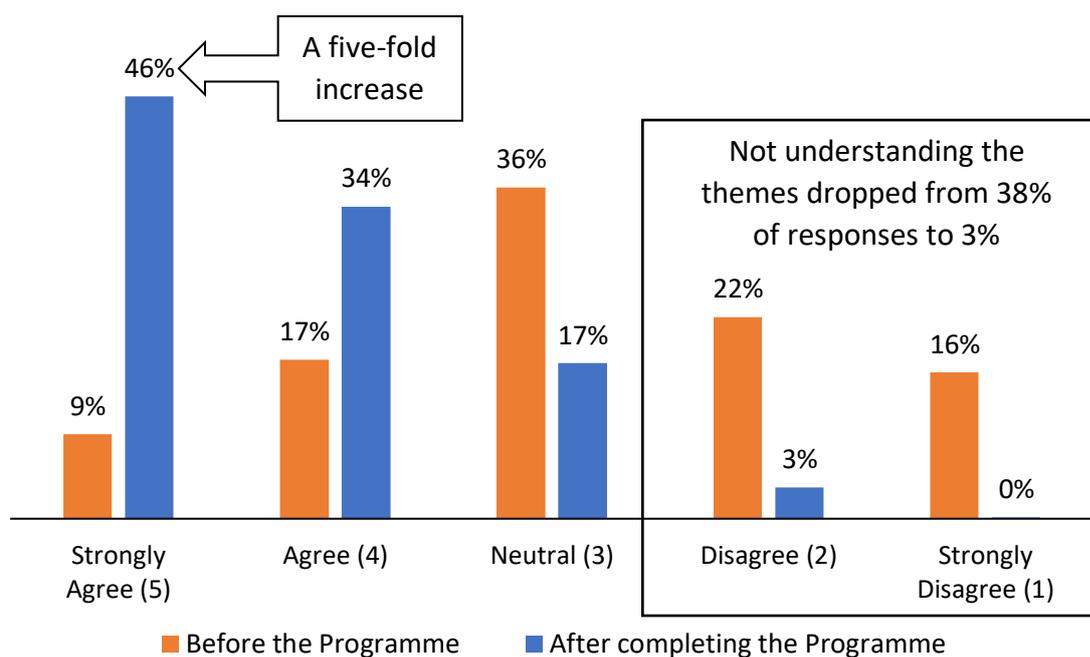
5.0 STUDENT RATINGS OF THE PEACE EDUCATION PROGRAMME FOR SCHOOLS

5.1 Overall Improvement in students' understanding

Sixty students who completed the Peace Education Programme for Schools rated ten statements about the course content using a rating scale from 1 (strongly disagree i.e. very negative) to 5 (strongly agree i.e. very positive). They stated their level of agreement with ten statements describing their understanding both before and after participating in the Programme. NB. They gave all their ratings after completing the Programme, so the 'before' ratings represent them looking back to before they took part in the Programme.

As the chart below shows, **their understanding improved considerably when comparing their before and after ratings**. Strongly agree (very positive) ratings increased five-fold from 9% of 'before' responses to 46% of 'after' responses. Conversely, total disagree ratings (1 or 2 on the rating scale) dropped very sharply from 38% to 3% of the total.

Overall Level of Understanding of ten themes (before vs. after)



Base n=568 'before' ratings and 588 'after' ratings (excludes don't know responses)

5.2 Improved understanding in specific areas

The next table summarises **strongly agree (very positive) ratings** for the ten specific areas rated in the evaluation, both before and after completing the Programme. These areas represent the individual themes of the ten sessions in the Programme.

In all ten areas there was a big jump in positive ratings, with the biggest improvement (+ 49 percentage points) for *I recognize that I have the freedom and power to make daily choices and that these choices affect my wellbeing*. This was also the highest-rated statement after completing the Programme (64% strongly agree).

Percent giving Strongly Agree (very positive) Ratings for Specific Areas of Understanding

	Before the Programme	After completing the Programme	Positive change % points
I recognize that I have the freedom and power to make daily choices and that these choices affect my wellbeing	15%	64%	+49
I know that one of my inner resources is the ability to appreciate and enjoy life	5%	52%	+47
I understand that hope is an inner resource that can help me deal with challenging times in my life	7%	50%	+43
I understand the importance of knowing something from my own experience rather than just believing something	16%	49%	+33
I know that I have inner strengths that I can use to help me in my life	10%	47%	+37
I understand that I can feel contentment no matter what is happening in my life	7%	44%	+37
As I become more self-aware, I can live my life more consciously	7%	43%	+36
I understand that turning to my inner resource of clarity can help me in my life	12%	37%	+25
I recognize that as a human being I have an innate dignity, regardless of my circumstances	9%	36%	+27
I know that it is possible to feel peace in my life	4%	35%	+31

Base: Excluding 'don't know' responses, on average of 57 students gave 'before' ratings and 59 gave 'after' ratings for each statement



The next table summarises **negative responses** to the ten statements i.e. the proportion who disagreed with the statements (Strongly Disagree or Disagree).

A **sharp decline in negative ratings** was recorded for all ten statements. In fact, six of the ratings dropped to only 2% or 3% who still did not understand the statement.

The biggest decline in negative ratings (- 45 percentage points) was for *I understand that turning to my inner resource of clarity can help me in my life*.

Percent who gave Strongly Disagree or Disagree Ratings for Specific Areas of Understanding

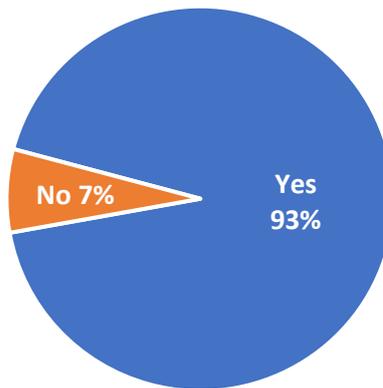
	Before the Programme	After completing the Programme	Difference % points
I understand the importance of knowing something from my own experience rather than just believing something	25%	2%	-23
I know that I have inner strengths that I can use to help me in my life	40%	2%	-38
I know that it is possible to feel peace in my life	36%	2%	-34
As I become more self-aware, I can live my life more consciously	40%	2%	-38
I recognize that I have the freedom and power to make daily choices and that these choices affect my wellbeing	31%	3%	-28
I know that one of my inner resources is the ability to appreciate and enjoy life	40%	3%	-37
I understand that turning to my inner resource of clarity can help me in my life	50%	5%	-45
I recognize that as a human being I have an innate dignity, regardless of my circumstances	46%	5%	-41
I understand that hope is an inner resource that can help me deal with challenging times in my life	35%	5%	-30
I understand that I can feel contentment no matter what is happening in my life	38%	7%	-31

Base: Excluding 'don't know' responses, on average of 57 students gave 'before' ratings and 59 gave 'after' ratings for each statement

5.3 Range of improvement recorded

The next chart shows that **more than nine out of ten participants in the Programme trial (93%) recorded an improved rating in at least one area:**

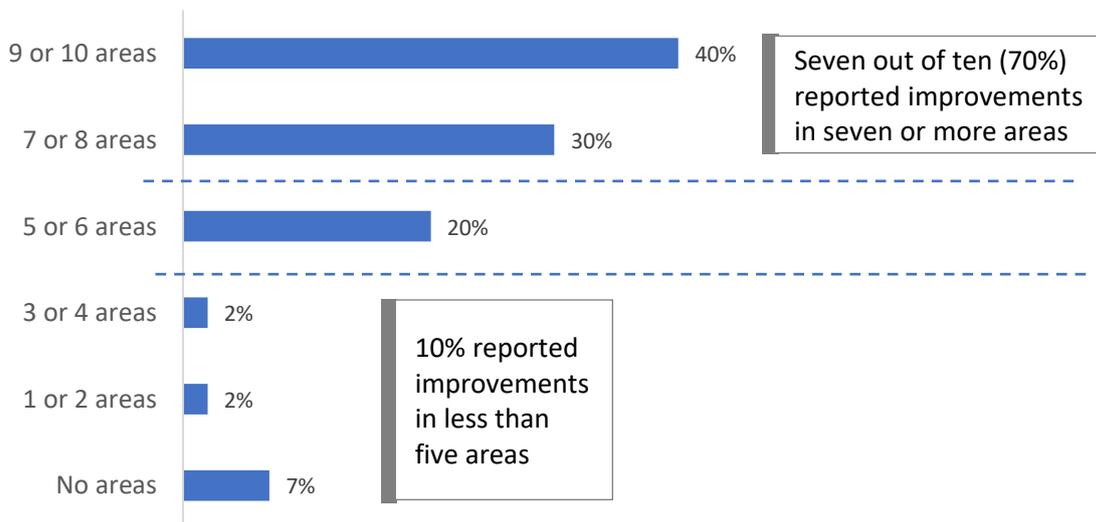
Recorded an improved rating in at least one area



Base: 60 students

As shown in the next chart, **70% of the Programme participants recorded improvements in 7 or more of the ten areas** measured, with 40% saying they had improved their understanding in all ten areas.

Number of areas where improvement was recorded
(% of participants)



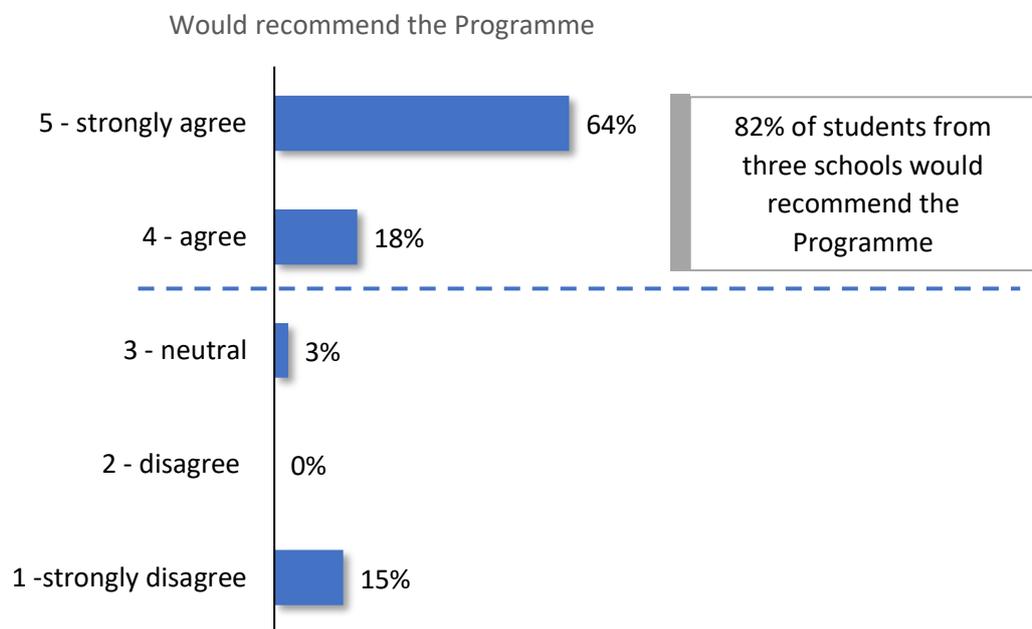
Base: 60 students. NB. Rounding of the percentages above, means the total adds to more than 100%

5.3 Recommending the Programme

The following chart shows that **82% of Programme participants from three schools² would recommend the Programme to someone else.**

Students from three schools were asked if they would recommend the Programme to someone else, either using the 5-point rating scale or by responding ‘yes’ or ‘no’. In the chart below, ‘Yes’ responses were classified as ‘strongly agree’, while ‘no’ responses were classified as ‘strongly disagree’.

Thirty-three students responded to this question, with 27 agreeing that they would recommend it to someone else (82%). By contrast, five students said they would not recommend the Programme (15%).



Base: 33 students from three schools who answered the question

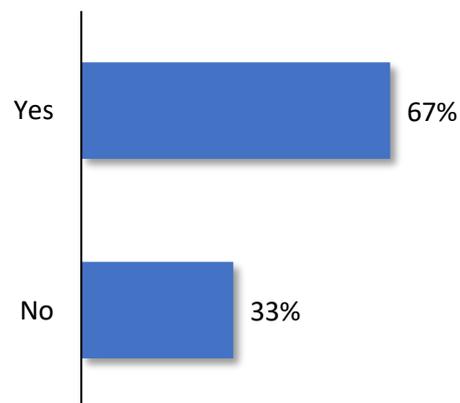
² Two urban New Zealand high schools and the rural school from the USA

5.4 Should the Programme continue at the rural US school?

Instead of asking whether they would recommend the Programme, students from the rural school in the USA were asked whether the Programme should continue at their school.

Two-thirds (67%) felt the Programme should continue at their school.

Should [school] continue offering the Programme?



*Base: 18 students from the rural USA school
Note the small sample size – results are very indicative.*

Some comments from these students included:

“Yes, because it sure did make an impact”

“Yes, I think they should do all grades from 6 to 12”

“No, it was very boring to watch”.

5.5 Did the Programme help students in their lives?

100% of Programme participants who were asked this question said the Programme had helped them in their lives.

Did the Programme help you in your life?



Base: 42 students from the two urban New Zealand high schools and the inner-city United Kingdom girls' high school

Reasons for saying this included:

"Because it helps calm me down and relax"

"It changed my perspective"

"I've been more calm when it comes to sport"

"You stop and think now before jumping in"

"It calms me down from all the tests and work, and reminds me to have peace within myself and that this moment is the start of the rest of my life"

"I feel it has made me more appreciative of life"

"I now deal with any hurt, conflict and choices I make in my life differently"

"I had no understanding of peace until now"

6.0 QUALITATIVE FEEDBACK FROM STUDENTS

6.1 Thematic analysis – positive comments

Overwhelmingly, **students’ comments are positive** about the Peace Education Programme for Schools.

Following are the **seven main positive themes** about the Programme identified from participants’ open-ended comments.



The verbatim comments below illustrate these themes...

Feeling peace inside...

“I have hope, I have peace and I have inner strength”

Student, Rural school, USA

“I liked that it teaches kids peace and helps them learn a little bit about the important of having peace”

Student, Rural school, USA

“It helped me have a deeper understanding of peace”

Student, Large urban high school, New Zealand

“Keeps you calm, keeps you peaceful”

Student, Small urban high school, New Zealand

Appreciating being alive...

“I feel like it has made me more appreciative of life”

Student, Inner city girls’ high school, UK

"Its helping me to cherish life"

Student, Large urban high school, New Zealand

Looking at life differently...

"This Programme has given me a different perspective on peace

Student, Large urban high school, New Zealand

*"After the Programme I realized that peace is not
just connected to the world but to yourself"*

Student, Inner city girls' high school, UK

"It has encouraged me to be more positive"

Student, Inner city girls' high school, UK

"It has changed my mindset"

Student, Small urban high school, New Zealand

"It has had an impact on my sleep and on my anxiety"

Student, Small urban high school, New Zealand

Having a greater understanding...

*"I liked the reflective side of each session
and the discussions after every video"*

Student, Inner city girls' high school, UK

*"Every story that Prem told had a meaning to it.
And this has helped me a lot"*

Student, Large urban high school, New Zealand

"I have found clarity in myself"

Student, Small urban high school, New Zealand

Applying the Programme's learnings...

*"We don't need to have an epiphany moment to start
seeking peace. We can do it right now from today"*

Student, Inner city girls' high school, UK

*"It helped me find a way to calm
down when I get angry at times"*

Student, Small urban high school, New Zealand

"I'm less violent"

Student, Large urban high school, New Zealand

Inclusiveness...

"I liked how inclusive it was – anyone from any ethnic background, sex or age could relate to it"

Student, Inner city girls' high school, UK

Everyone can understand the core fundamentals from prisoners to primary school students

Student, Large urban high school, New Zealand

Being thankful and enthusiastic...

"The way they presented it was cool!"

Student, Small urban high school, New Zealand

"I think the peace programme delivered to us was amazing"

Student, Small urban high school, New Zealand

"It was very inspiring and motivational"

Student, Large urban high school, New Zealand

"I appreciate the opportunity. Thank you"

Student, Large urban high school, New Zealand

"It was absolutely amazing!"

Student, Small urban high school, New Zealand

"I think this is the best Programme for lost teenagers or just lost spirits"

Student, Large urban high school, New Zealand

"I just wanted to say thank you to the creators and contributors to this Programme and that I am grateful to have taken part in it. I hope this Programme becomes accessible to other young people like me"

Student, Inner city girls' high school, UK

"The value of this Programme is so high. It's really worth it to take your time and just listen to it"

Student, Rural school, USA

Other comments...

"I liked how Prem didn't mention religion in his videos"

Student, Large urban high school, New Zealand

"I struggle with depression and anxiety, and it's truly helped me. And I think it's a very important message to spread to as many people as possible"

Student, Rural school, USA

"I liked how Prem went to prisons"

Student, Large urban high school, New Zealand

6.2 Negative comments

Negative comments were relatively isolated and were as follows:

The Programme is boring (2 students)

*"Make it more fun, it was very boring to watch,
and whenever we had to watch it I was not excited"*

Student, Rural school, USA

"This was very boring"

Student, Rural school, USA

Other things are more important (1 student) ...

"This is not important enough for us to be doing"

Student, Rural school, USA

6.3 Suggested improvements by students

The majority **wanted no changes or did not respond to this question**. Main suggestions relate to the **format** of the course:

- **videos to be shorter**
- **more animated videos**
- **more games and interactive activities.**

The following selection of verbatim comments illustrate these themes:

No changes needed – its all good...

"No suggestions" (many responses)

"No, everything is just right"

Student Large urban high school, New Zealand

"No, because it's a really good Programme"

Student Large urban high school, New Zealand

Changes to the format...

*"The videos should be a little shorter
and to the point quicker"*

Student, Rural school, USA

“Try to make the videos shorter”

Student Large urban high school, New Zealand

“Shorter videos. More animations”

Student Large urban high school, New Zealand

“More animated videos”

Student, Large urban high school, New Zealand

“Don’t make videos so long”

Student, Rural school, USA

“Play less music”

Student, Rural school, USA

“Better song choices”

Student, Rural school, USA

“More sharing time to converse about our opinions”

Student Large urban high school, New Zealand

“Maybe the sessions could be more interactive?

However, I enjoyed them all”

Student, Inner city girls’ high school, UK

“More games to do with peace”

Student, Small urban high school, New Zealand

“More activities”

Student, Small urban high school, New Zealand

“Fewer videos and more students talking”

Student, Small urban high school, New Zealand

“Maybe more stories”

Student, Rural school, USA

Other comments....

*“More examples relevant for kids
with anger issues or depression”*

Student, Large urban high school, New Zealand

TEACHERS' FEEDBACK

7.0 TEACHERS' RATINGS

7.1 Rating the Programme as an educational resource

Teachers were asked to rate five aspects of the Programme: Activities, the Educator's Guide, Session Plans, Videos and the Course Workbook. See Appendix One for the detailed ratings. The overall rating was 4.2 out of 5 (very good).

The following table shows the mean ratings out of five for the five areas assessed from the three teachers who evaluated the Programme:

Aspect	Mean ratings	Comment
Educator's Guide	4.9	Maintain these three areas
Activities	4.3	
Session Plans	4.2	
Videos	4.0	Fine-tune this area
Course Workbook	3.8	Improve this area

Base: Three teachers from the urban New Zealand high schools

Considering these areas in more detail:

- The **Educator's Guide** received an almost perfect rating from the three teachers, with the following very positive ratings:
 - Organised **clearly and systematically** (mean rating 5.0 out of five)
 - Having **sufficient options to customise each session** (5.0)
 - **Helpful for planning** each session (4.7).
- The **Activities** in the Programme have very positive results for **being organised and written in a way that they could be used successfully** (4.7) and **being engaging and helping to build understanding of each theme** (again 4.7). However, **students using reflection time to process course content** received a relatively poor rating (3.3). This suggests allowing more time for self-reflection in the Programme.
- The **Session Plans** are rated very positively for being **clearly written** (4.7). However, areas to fine-tune include **helping teachers prepare** for each session and having a **variety of options** to engage students (both rated 4.0).
- The **Course Videos** received strong ratings for their **interesting content** (4.3) and their use as **discussion starters** (again 4.3). However, they received a weaker rating for being the **correct length** for their students (3.3) – this finding is backed up by open-ended comments from both students and teachers who wanted shorter videos.
- Overall, the **Course Workbook** was the **lowest-rated area**, suggesting improvements are required. Areas to improve include **students using the workbooks to record what they felt, understood, and wanted to remember** (3.3) and the workbook **providing the teacher opportunities for formative assessments** (3.7)

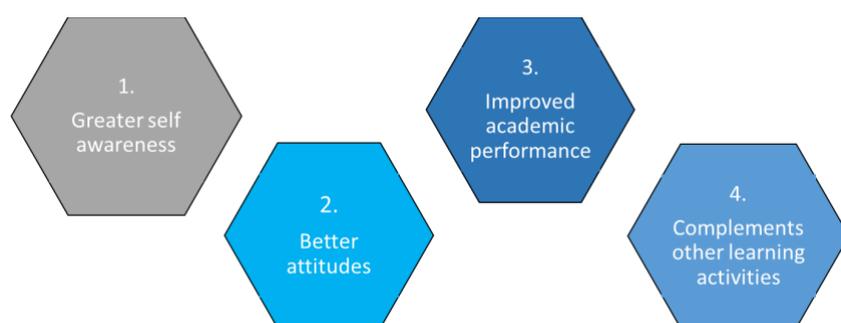


8.0 QUALITATIVE FEEDBACK FROM TEACHERS

Five teachers provided qualitative feedback about the Programme (three from New Zealand and two from USA).

8.1 Thematic analysis – positive comments from teachers

Overall, teachers were very positive about the Peace Education Programme for Schools. Key positive themes were:



The following verbatim comments illustrate these themes...

Students have greater self-awareness ...

“Students have a better understanding of themselves”

Teacher, Large urban high school, New Zealand

“Students felt empowered as human beings and are taking responsibility for their actions”

Teacher, Small urban high school, New Zealand

“The Programme built on their sense of ‘self’, validated and recognised them as valuable human beings”

Teacher, Small urban high school, New Zealand

“It brings an awareness of choice and consequence – the message that every positive choice you make will make your life experience better”

Teacher, Small urban high school, New Zealand

“Instead of being lectured about the importance of having respect, it was a lot about you have the power inside of you to make these choices”

Teacher, Rural school, USA

“Listening to my kids this year, I think that they are benefiting because they are beginning to understand that what they need is inside of them. If they have chaos at home, if there’s chaos at school, if they have fears about something, they can overcome that because they have what they need inside of them”

Teacher, Rural school, USA

Students have improved attitudes ...

“They have a better attitude to the people around them”

Teacher, Large urban high school, New Zealand

“Improved morale & relationships between staff and students”

Teacher, Small urban high school, New Zealand

Students have improved academic performance ...

“In my English class, their academic writing improved. They wrote amazing stories about the Programme”

Teacher, Large urban high school, New Zealand

The Programme complements other learning activities ...

“The Programme can build on themes or learning strands running parallel within classrooms”

Teacher, Small urban high school, New Zealand

Other comments ...

“It’s something where you can really make a difference in the lives of young people”

Teacher, Inner-city girls’ school. United Kingdom

“Robust enough to cater for those with learning, behavioural and psychological needs”

Teacher, Small urban high school, New Zealand

“We have a responsibility as educators, not only to educate our students but to help them in their day-to-day lives. It’s very empowering to these kids. We’re not just standing up and lecturing them about don’t bully or don’t do this. We are giving them tools to be amazing human beings and to help them manoeuvre very difficult tricky waters”

Teacher, Rural school, USA

“I’ve been at the school for ten years and I’ve tried to run programmes to help young people talk about what really matters about life. Honestly, I think this is the best thing I’ve ever been involved in. It really enables students to open up and gently lead them to think about what’s important and to discuss and reflect on it”

Teacher, Inner-city girls’ school. United Kingdom

“There’s something about the Peace Education Programme that connects you to something deeper and also provides accountability and choice and responsibility for your own life. I think its very empowering”

Teacher, Rural school, USA

“I found the whole course really powerful for myself, I absolutely loved it. I personally learned so much from facilitating it”

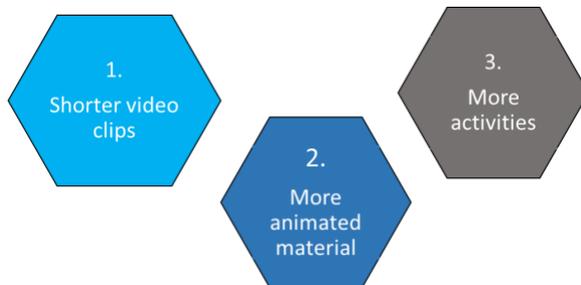
Teacher, Inner-city girls’ school. United Kingdom

“Many of the stories really resonated with the students. The idea of not trying to beat the darkness but turning up the light – somehow that really seemed to resonate”

Teacher, Inner-city girls’ school. United Kingdom

8.2 Suggested improvements from teachers

Suggested improvements were very similar to those made by students and relate to the format of course material:



Illustrative quotations follow:

Shorter video clips ...

“Some of the video clips were too long”

Teacher, Large urban high school, New Zealand

More animated material ...

“Students especially love the animation videos, Interviews, prison clips, and activities – so, more of these”

Teacher, Large urban high school, New Zealand

More activities ...

“More activities – many of our students have trouble sitting still and need to move”

Teacher, Small urban high school, New Zealand

“Add games encouraging active participation”

Teacher, Small urban high school, New Zealand

Other comments ...

*“Subtitles are a valuable aid to concentration, reading
and the hard of hearing”*

Teacher, Small urban high school, New Zealand

*“Incorporate drama, writing, general knowledge
and more poetry”*

Teacher, Small urban high school, New Zealand

APPENDIX ONE: Detailed teacher ratings of the Programme as an educational resource

Programme Aspects	Ratings out of 5				
	NZ1	NZ2	NZ3	Mean	Area average
Activities					
The activities and directions were organised and written in a way that I could use them successfully with my students	5	4	5	4.7	} 4.3
The activities were engaging and helped to build further understanding of each theme	4	5	5	4.7	
The activities were varied enough so that students with different learning styles and abilities could engage with the content	4	4	5	4.3	
Students used reflection time to process the content of each theme	3	2	5	3.3	
Educator's Guide					
The Educator's Guide was organized clearly and systematically so that I could find what I needed to facilitate the course	5	5	5	5.0	} 4.9
The Educator's Guide was helpful in assisting me to plan each session successfully	5	4	5	4.7	
The Educator's Guide provided sufficient options for me to customize the sessions for my students	5	5	5	5.0	
Session Plans					
The Session Plans were clearly written and easy to follow	5	4	5	4.7	} 4.2
Having the Session Plans helped me prepare for each of the 10 sessions	4	3	5	4.0	
The Session Plans contained a variety of options that I used to engage my students	4	3	5	4.0	
Videos					
The videos were the correct length for my students	3	5	2	3.3	} 4.0
The video content was interesting and thought-provoking for my students	5	4	4	4.3	
The video content worked well as discussion starters for each theme	5	4	4	4.3	
Workbook					
The workbook was organized in a way that my students found easy to use	4	3	5	4.0	} 3.8
My students used the workbooks to record what they felt, understood, and wanted to remember	3	2	5	3.3	
The student workbook was a useful resource for my students to keep for further reflection	3	4	5	4.0	
The Workbook provided me with opportunities for formative assessments	3	3	5	3.7	
Overall mean rating	4.1	3.8	4.7	4.2	

Key:

NZ1 = First teacher from the small urban New Zealand high school

NZ2 = Second teacher from the small urban New Zealand high school

NZ3 = Teacher from the large urban New Zealand high school

Rating Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree



APPENDIX TWO: Introducing Ace Insights

Ace Insights is a market research company based in New Zealand. Ace Insights is managed by Donald Sheppard, a highly experienced insights professional with over thirty years' experience conducting and analysing market research studies.

Donald is an experienced quantitative and qualitative practitioner.

He has worked in many fields of research including commercial and social research and conducted studies with children, with their parents' permission.

Some major research studies Donald has managed include:

- attitudes to driving on New Zealand's state highways
- readership and engagement with magazines
- attitudes of owners to recently constructed new homes
- customer satisfaction work with banks and insurance companies
- attitudes to investment in science and technology.

Donald loves analysing data and identifying key insights from research studies.