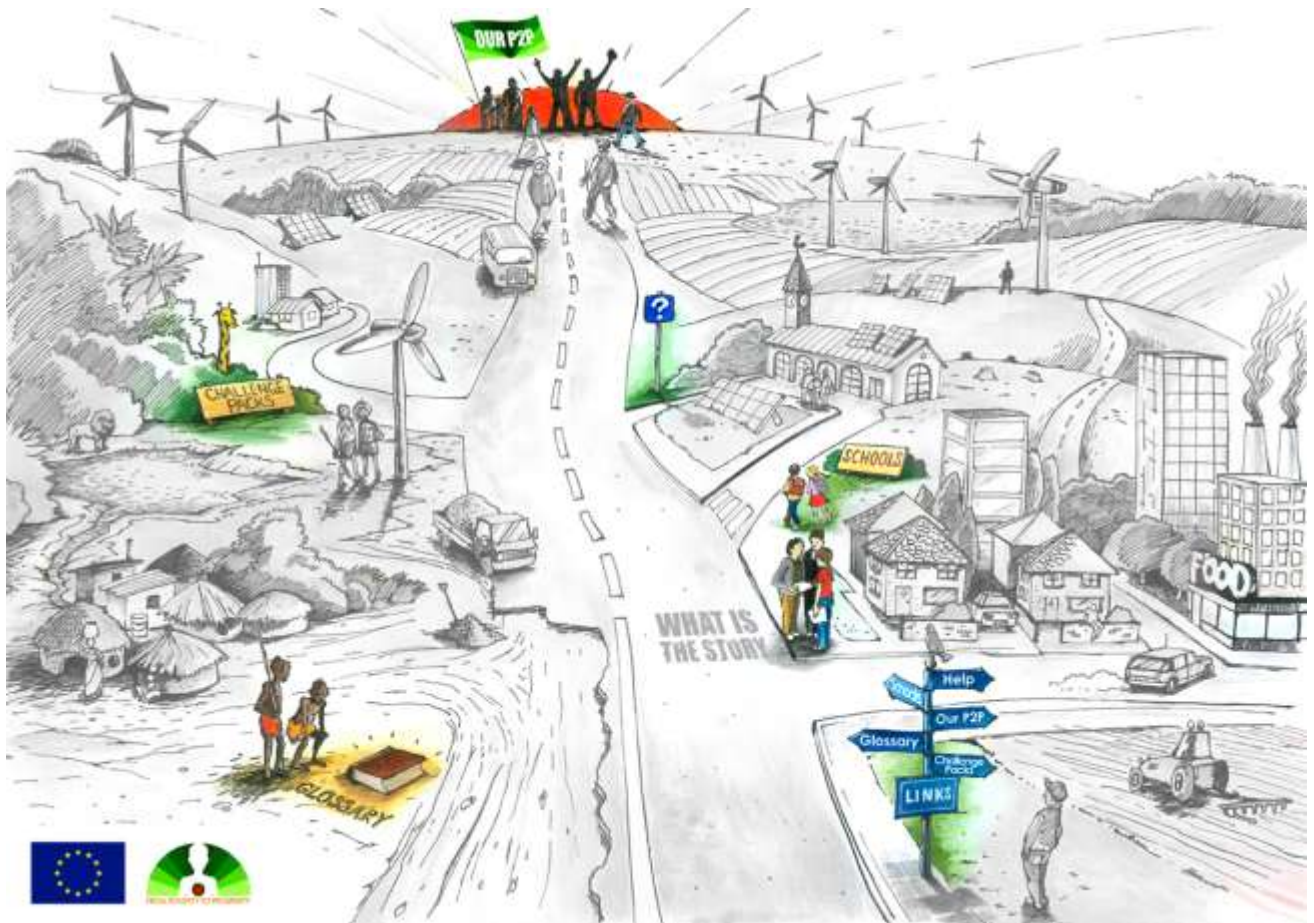




From Poverty to Prosperity

Teacher Training Pack





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1. Background to P2P (and aims of this training pack)

P2P is a development awareness project working in three EU countries plus Ghana. It seeks to address three challenges. Firstly, current development awareness for young people is not significantly changing behaviours and attitudes to the necessary extent to mobilise support for the Millennium Development Goals (MDGs). Secondly, much development education is based on the needs of young people in developing countries and fails to recognise the needs of young people in Europe. Thirdly, the quality and quantity of development education amongst new member states is limited, with little formal support for schools and teachers in the way of training resources.

The P2P training pack accompanies the P2P Challenge Packs, website (www.poverty2prosperity.eu) and development charters. On the website you can find out more information about the project as well as download the Challenge Packs.

This training pack aims to give you the necessary background to confidently use the P2P project. It is designed to be used by trainers who wish to work with teachers engaging with P2P.

The P2P training is based around five sessions:

1. Background to the Challenge Packs – an introduction to the packs and the thinking behind the approach taken.
2. Journey – the Challenge Packs are written to be a learning ‘journey’ with many starting points. As such teachers and learners can start in many places but they need to recognise where they are on their own development education journey. This session helps to explain how the Challenge Packs work and to help learners realise where they are on their own journey.
3. Deconstructing the Challenge Packs – exploring the Challenge Packs in detail.
4. Reconstruction – practice using the Challenge Packs to ensure teachers have a good understanding of the activities and are confident in using them.
5. Evaluation – review of the training and feedback.



Enabling Effective Learning

The P2P Challenge Packs are built on a five core thinking skills: information processing, reasoning, enquiry, creative thinking and evaluation. These thinking skills have been identified as critical to develop successful learners, confident individuals and responsible citizens. We strongly recommend that throughout using this training pack that you refer to these.

Some tips to help you get the most out of the training pack.

- To get the most out of the training pack you should work through each of the activities. Many of the activities will involve you looking at the Challenge Pack activities or using the P2P website.
- The activities will involve you looking at your own experience and exploring how you can deliver effective development education. The activities will also ask you to review your own learning and what works for you. Your experience is important and this training pack has been written to reflect that.
- The best way to use this training pack is in a group or with a formal trainer. You can either work through the activities yourself in a small team or organise a more formal training workshop with a trainer leading the activities.
- Some of the activities will seem rather theoretical...do not be put off! All the activities are practical and aim to help you apply the learning directly to your work.
- It is important to try and implement your learning as soon as possible after the training. Even if it does not work at first, reflect on you experience and plan to make it better next time. Think about it...would you be able to learn how to ride a bicycle just by reading the instructions?
- Review and reflection – it is useful to review and reflect on your learning at the end of each session. Ask yourself what you have learnt and how you can apply this to your work. Trainers often use a Learning Diary to encourage participants to review and reflect o their learning.
- There are no expert learners/trainers – if you are running a training workshop using this training pack remember that the knowledge and experience the participants bring is just as valuable as





your own! Allow time for participants to discuss their own experiences and successes...you will learn a lot from this too!

- This is not a complete training manual. There may be issues not covered that are very important to your group. Add sessions to cover the areas that are missing for you!
- Finally, enjoy using the manual and have fun trying the activities!

The Training Venue and Resources

There are some basic resources needed for the workshop and these are all low cost and easily available.

- Space with tables and chairs that can be easily moved.
- Flip chart stands, plenty of flip chart paper and flip chart pens.
- Walls that can be used for sticking completed flip charts onto.
- Copies of the resources for the participants.
- Plenty of A4 paper.
- Other resources that you can think of.
- Refreshments – tea/coffee and snacks.

We hope you find this training manual useful and look forward to your feedback so that we can improve it in the future.



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2. Quick Guide to the Training

The table below gives a quick overview of the training and how it relates to the different elements in the Challenge Packs. Each activity is further elaborated in the next section.

<p>Background to Challenge Packs</p> <p>The P2P project – who we are and why P2P is so important, the resources available and how they have been developed</p> <p>Background reading: A New View for Development (p.1-2 in the Challenge Packs)</p>	<p>Activities</p> <p>A quick PowerPoint presentation to introduce P2P</p> <p>Using examples, ask teachers to think about their own aspirations and what these depend on? Are they realistic and achievable? Or will we need to change if they are to be realised? Review ‘a new view for development’ to conclude.</p>
<p>Journey</p> <p>Me and development - we are all on a development education journey...just at different places</p> <p>We need to recognise our learners journey too</p> <p>The ‘framework’ for the lessons supports you wherever you are on your journey. And the lessons help you take informed choices</p>	<p>Activities</p> <p>Thoughts to Actions – how do we move from caring about an issue to actually taking action? How confident they are you to ‘know, care, know how to act, act, enable?’ What are you confident about now, where would you like to be? You can use examples to illustrate e.g. ride a bike, act on climate change, buy environmentally friendly products, support Africa, etc. In review, emphasize that P2P supports the process of change from ‘thoughts to actions.</p> <p>Where would your students fit on the same journey?</p> <p>Review the above with a short presentation on how the CP’s support you on this journey, stressing how the CP’s are designed for you to ‘jump in’ as you like or start from the beginning, and how each lesson helps you and your students to take informed choices.</p>
<p>Deconstructing the Challenge Packs</p> <p>Lessons – structure (flow of activities,</p>	<p>Activities</p> <p>Lead through one lesson; in groups explore the others asking</p>





<p>changeable examples), curriculum links and entry points.</p> <p>Thinking skills – the lessons are based on five core thinking skills essential for effective global learning.</p> <p>Learning Approaches – student managed learning, active learning, participatory.</p>	<p>each group to feedback on how they would organise their lesson in the classroom.</p> <p>Check understanding of the five thinking skills; use well known examples (e.g. buying a mobile phone) as well as development education examples.</p> <p>As part of reviewing each lesson, check how the teachers would deliver each lesson as well as their understanding of the content. Are the five thinking skills clear?</p>
<p>Reconstruction</p> <p>Practice!</p> <p>Supporting delivery in schools</p>	<p>Activities</p> <p>Take one lesson and review it. If possible ask teachers to deliver lessons to real students. If not possible use scenarios (e.g. 32 students in a geography class, home economics class about sources of food, etc) and ask teachers to prepare one lesson</p> <p>Ask teachers to think about how they will implement P2P in their school, consider what steps they will take (review suitable lessons for P2P, which Challenge Pack activities they will use, teaching resources required, etc); finish with a plan for each teacher to take away with them.</p> <p>Offer team teaching to teachers as a follow-up activity to support teachers to implement their plan.</p>
<p>Evaluation</p> <p>Observation of teachers during training</p> <p>Short questionnaire</p> <p>Active review</p>	<p>Activities</p> <p>Your own judgement of participants performance can be a useful way to evaluate the success of your training: did they actively engage, ask questions, debate?</p> <p>Include evaluation of training and follow-up needs</p> <p>There are many active ways to review your training and to gather feedback from participants. These ‘shared’ techniques can be very valuable for the confidence of participants,</p>





	knowing that they have benefited from the training and have learnt new skills.
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3. Suggested Activities

The overview of the training in the last section is designed to give you a template of the basic requirements to engaging effectively with P2P. It is not intended to be a rigid structure, you are encouraged to change it so that it meets the specific needs of your group. In the following section you will find more details on the training activities with suggestions of how to use them. Again we have avoided a rigid programme that you have to follow, rather leaving it up to you as the trainer to select what is appropriate.

We are making some assumptions. In section 4 you will find some tips for delivering a successful training workshop. We strongly recommend that you read these as they will help you prepare and structure your training, and include ideas for warm-up activities.

Background to the Challenge Packs

INTRODUCTION

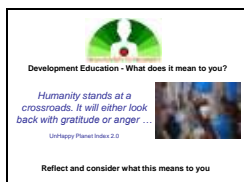
Participants attending the training may not be familiar with the background to P2P. Use a short PowerPoint presentation to provide a quick overview of the project, why it is so important and how schools can get involved. Note that through your training you might have to address some of the issues that might prevent schools from joining: will it work in my school, does it deliver the curriculum, is it too time consuming, is there lots of preparation. Be careful to note these concerns and either address them at the start of the training or come back to them later.

Quick Activity Idea

Development Education – What does it mean to me?

Look at the quote on the PowerPoint slide. Talk to a partner to find out why they are here. What does the quote mean to you/them? When have we been at another ‘crossroads’? What images does the quote make you think of?

PowerPoint slide 2



You might like to complete the presentation with a brief discussion on the barriers to delivering the project. List them on a flipchart and then ask the participants in groups to think of solutions they can

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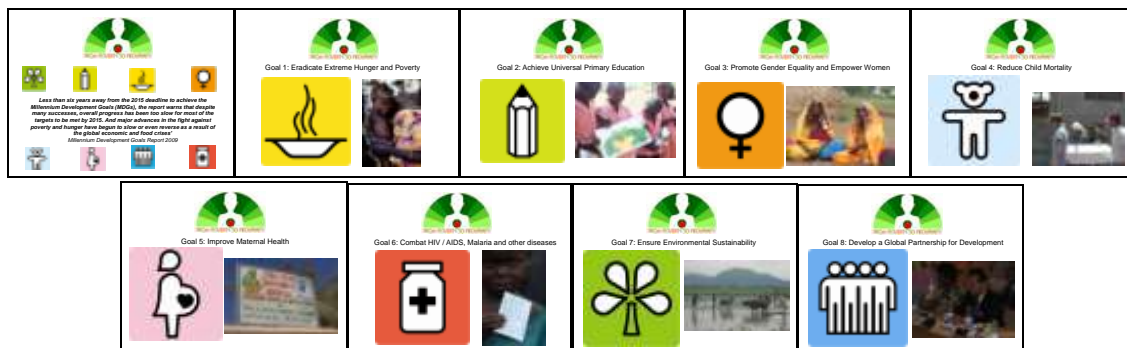
share. It is often helpful to talk about barriers at the start of the training so that they can be dealt with early and alleviating any concerns participants might have.

Quick Activity Idea

Millennium Development Goals

Use the images in the PowerPoint presentation to ask participants to match the Millennium Development Goals to the logo for each. How many are familiar with these? You could ask if any of the goals are currently discussed in class and how this is done.

PowerPoint slides 5-13



This session uses PowerPoint slides 1-13 which can be downloaded from www.poverty2prosperity.eu

A NEW VIEW FOR DEVELOPMENT

A key objective of P2P is to question how we meet our dreams, can we do this sustainably and how do we impact on others desire to meet their own dreams. P2P takes a positive approach to development that says the dreams of each and every one of us are important, but to realise them will take changes in the way we do things and the ways we interact with others around the world.

You could start this activity by asking participants to list what their dreams are (try encouraging them to be realistic): new car, house, a family, foreign holiday, etc. Use the see-saw diagrams on page 2 of the Challenge Packs or in the PowerPoint presentation to question if their dreams are realistic or not; what will have to happen for their dreams to be fulfilled, will their dream impact on others, on the natural environment?

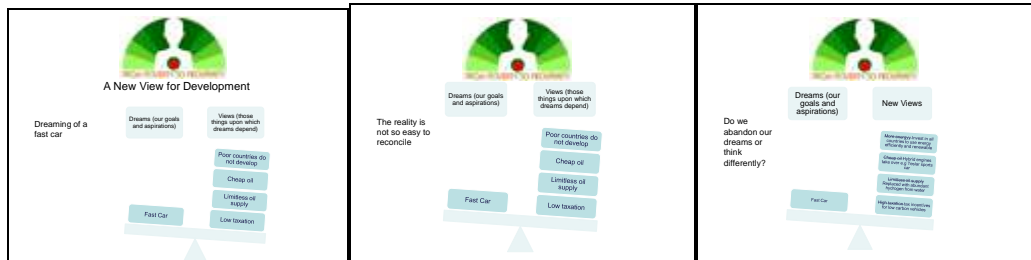
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The goal here is not to be negative and dismiss dreams as unattainable; rather it is to be realistic about how their dreams can be achieved. As teachers work through the Challenge Packs they will find lots of positive ideas to support development that help them and everyone meet their own dreams for the future.

This session uses PowerPoint slides 14-16 can be downloaded from www.poverty2prosperity.eu



The Journey

ME AND DEVELOPMENT

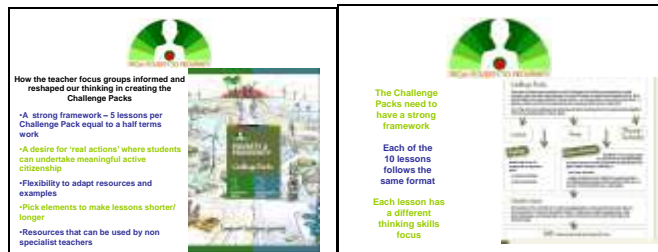
We are all on a journey both in terms of our learning about development issues and putting into action ideas to ensure we can develop sustainably. It is important to realise where we are in this journey, where we are starting from. This quick activity helps participants to reflect on what they already know about development issues and where their journey will go next.

This activity works with the five boxes (again you will find these in the PowerPoint presentation). You might like to enlarge each box to A4 size so that they can be put on the walls around your training room. You will notice that the five boxes form a journey from basic knowledge about development issues to becoming an advocate for others.

Using a range of examples, ask participants where they feel they are on their own journey. For example on climate change, buying environmentally friendly products, supporting fairer trade, talking about democracy or even something as simple as riding a bike. Participants may be at different stages of the journey for each of these issues.

You can extend this activity by reviewing some of the





EXPLORING THE LESSONS

You may wish to start the training by using one of the lessons, or part of one, to introduce P2P. If not then now is a good time to do so. Pick a lesson you feel comfortable delivering. If you have time you could lead through a whole lesson using the participants as students. If you have less time lead participants through an activity; focus on the style of learning not just the resources and contents. Remember to point out the website links and key words as well as the follow-up actions and active citizenship.

The aim is to ensure participants are familiar with the anatomy of the Challenge Pack lessons and the style in which they are delivered (more about that below).

Ask for brief feedback. If you do not have time for participants to practice using the lessons later in your training, then you might want to spend more time leading a conversation about the lessons at this point and asking participants to work in groups to review two or three lessons each, thinking about how they would prepare to deliver each lesson.

This session uses PowerPoint slides 25-26 can be downloaded from www.poverty2prosperity.eu





THINKING SKILLS

Each of the lessons focuses on one core thinking skill: information processing, reasoning, enquiry, creative thinking, and evaluation. These five thinking skills have been chosen because they represent key skills to successfully engage in development issues through enquiry learning. Although each lesson focuses on one thinking skill, all the other four are present in lesser degrees.

Using the thinking skills wheel, review the five thinking skills with practical examples. Start with a well known example such as buying a mobile phone. How would be participants compare information on which phone to buy, make judgements based on the information, find out more information, and come to a final decision about which phone to buy?



The same thinking skills when applied to development issues form the focus for the P2P approach to using the thinking skills. You could use some examples from the Challenge Pack lessons to show how each lesson addresses a different thinking skill; or explore the thinking skills required in your school curriculum to compare how P2P support them.

This session uses PowerPoint slide 27 can be downloaded from www.poverty2prosperity.eu



LEARNING APPROACHES

We started to explore the learning approaches above. You may wish to spend more time at this point reviewing the different learning approaches used in the different lessons.

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One way to approach this is to read through the lessons first yourself and make a list of the different techniques: group work, line-up tasks, presentations, ranking, interpreting graphs, images, etc. You can ask participants which techniques they are familiar with and comfortable using, and then explain or demonstrate others they are less familiar with. We hope that your training will be a good example of participatory learning so they will see lots of good practice from you.

DEVELOPMENT CHARTER

We do not just want young people to learn about development issues, we want them to become active citizens and advocates for positive change. This means reflecting on the issues investigated and thinking about what they can do to make a difference. You will already have seen that each lesson ends with ideas for action and active citizenship.

The P2P project has produced a website to enable young people to share their ideas across Europe. Using the information from pages 7 to 8 in the Challenge Packs, review the process whereby the lessons lead to thinking about the actions young people want to take and then upload them as their own charter ideas.

The P2P website contains all the project resources. Schools can register on the website to share their ideas and actions for development.

This session uses PowerPoint slides 28-33 can be downloaded from www.poverty2prosperity.eu

<p>Taking informed and responsible action</p>	<p>Need to provide real actions where students can undertake meaningful active citizenship and more.....</p>		
<p>Our School will ...</p> <ul style="list-style-type: none"> Reduce car use by 20% in the next academic year - set up a teacher car share scheme to and from school [teachers] Campaign in the local shopping area to reduce energy use in supermarkets and shops (to open fridges, open doors) [pupils] Reduce food miles by 20% by sourcing at least 30% of our school canteen products locally, by the end of the academic year [catering staff & SMT] Begin a veg-box scheme using the produce from our vegetable plot (and link with the local allotment society) [pupils & PTA] Lobby our local MP so that he invites local businesses and schools do more to reduce their energy consumption in line with Government targets [pupils & teachers] Our Eco Club will meet with the SMT to set up an free-cycle scheme for the following: produce school uniforms, DVDs, computer games [eco club pupils & SMT] 		<p>Website</p> <ul style="list-style-type: none"> Our P2P School login page Register school User name & password Upload School Charter Teacher only access for uploads View other Charters Students vote online <p>www.poverty2prosperity.eu</p>	

Reconstruction

PRACTICE

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It is a great idea to allow the participants time to familiarise themselves with the lessons and to practice using them. Perhaps you could even practice using the lessons with a group of students. If this is not possible, divide the participants into groups and ask them to look at the lessons and plan how they will be delivered. To make this more realistic you could provide each group with a scenario, for example:

- Prepare a lesson for a class of 32 geography students studying the impact of trade with Africa.
- Prepare a lesson for a class of 13 year olds studying sources of food from around the world.
- Prepare a lesson for a biology class studying biodiversity.
- Think of more yourself or ask the participants to think of a real example from their own school.

You could select the appropriate lesson for each scenario above from the Challenge Packs or ask participants to review the whole Challenge Packs to find the right lesson themselves.

SUPPORTING DELIVERY IN SCHOOLS

To be successful your training will need to link learning from your workshop with action in the participants schools. This is a very important part of the training and enough time needs to be allowed.

Ask teachers to think about how they will implement P2P in their school and to consider what actions they will take: which lessons will match their subject, how much time can they allocate to the different stages of P2P, what resources will they need to prepare, do they need support?

You could suggest that participants use the form below to create their action plan.


What other ways can you support schools implementing P2P? Some of the material and teaching methods will be new to teachers; one good way to help teachers build confidence in their own ability to successfully deliver P2P is team teaching. This is where you work with individual teachers to deliver a P2P lesson in their school.

You might also like to organise review meetings with teachers so that they can feedback their progress, discuss issues that have arisen and celebrate successes.

This session uses PowerPoint slide 34 can be downloaded from www.poverty2prosperity.eu



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Action planning to implement P2P in to your school

- Which year group?
- Teacher input Specialist or non specialist?
- Integrating P2P into other Citizenship work?
- Cross curricular?
- Resource implications?
- Charter?
- Timescales?
- Support required from us?

Evaluation

There are many ways you can evaluate your training workshop. You could choose a formal questionnaire; we have included one in Resources section of this pack.

Questionnaires are good for you as a trainer, but more active techniques will give you immediate feedback from the participants and might stimulate interesting reflections on the training. You could repeat the line-up activity from Me and Development, asking if any of the participants have changed their position due to the training. Are they moving forward on their journeys?



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4. Tips for Delivering a Successful Training Workshop

How am I going to structure the 'event' so as to maintain interest, increase learning and achieve the desired purpose and outputs?

Key steps	What we need to consider
Inputs	<ul style="list-style-type: none"> • What skills, knowledge, information and experience are required in terms of what, how, why, context and hazards to achieve the necessary understanding and hence the purpose? • What visual aids do I need to best help understanding? • How am I going to introduce the event and link each topic so as to build on each other (sequence)? • What other materials will I need?
Processes	<ul style="list-style-type: none"> • What will be the nature of the event processes? ie: Individual work, sub group work, interactive in full group, lectures, structured games, working in pairs? • What will be the right place/timing? • What is the individual's response likely to be? • How will I deal with slow, different learners? • What atmosphere will I need to create to develop understanding? • How will my behaviour, attitude assist the process?
Tasks	<ul style="list-style-type: none"> • What tasks can I use to maintain an interactive process, maintain interest, capture and build on people's experience? • What is the purpose of the tasks?
Outputs	<ul style="list-style-type: none"> • What understanding, skills knowledge, and commitment am I trying to achieve and sustain?
Event	<ul style="list-style-type: none"> • A suitable name that captivates the relevance of what we are seeking to achieve.
Topic(s)	<ul style="list-style-type: none"> • Identify the main topics, key information to be incorporated into the event.
Purpose	<ul style="list-style-type: none"> • What is the outcome I am seeking in the of :- • To _____ (What)? • In a way that _____ (How)? • So that _____ (Why)?
Application	<ul style="list-style-type: none"> • What planned experience needs to be in place after the training event? What resources, what coaching and what direction needs to be in the place? • Link event → Back in the work place
Audit/Evaluation	<ul style="list-style-type: none"> • What processes do I need to put in place to tell me the required level of skill and understanding has been achieved?





	<ul style="list-style-type: none">• What needs to be place to maintain and sustain application?
Preparation	<ul style="list-style-type: none">• How can I best prepare the individuals so that he/she is aware of the whole process and is able to contribute fully from the start?• How many people need to attend?• What processes are in place to identify and select the people who are to attend?



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5. The P2P Team

P2P is a five partner collaboration funded by the European Union.

Field Studies Council



The FSC is an independent educational charity formed in 1943 to help people discover, explore, understand and be inspired by the natural environment ... 'Inspiring environmental understanding through first-hand experience'.

The FSC has become internationally respected for its national network of 17 educational centres, international outreach training projects, research programmes, information and publication services and wide range of professional training and leisure courses. FSC goes beyond conventional thinking to challenge the underlying assumption about how education can lead to a change in the way young people think about development issues. We ask what really brings about change and how can our learning achieve this? Our inspiration is always to deliver capacity to raise awareness.

Web: www.field-studies-council.org

Email: global@field-studies-council.org

Cumbrian Development Education Centre



CDEC - Cumbria Development Education Centre, 'education for a fair and sustainable world'. CDEC is one of a network of accredited Development Education Centres across the UK and a member of the Development Education Association. Development Education seeks to explore the links between our own lives and those of people throughout the world, recognising ways in which we are all dependent on each other, pointing out the reasons for inequalities in the world at all levels, and helping people tackle these inequalities in their own everyday lives and actions.

Web: www.cdec.org.uk

Email: office@cdec.org.uk

This Is My Environment



TIME Foundation was established in 1994 with the mission to promote sustainable development, efficient management of resources and environmental protection. TIME achieves its aims through institutional strengthening, consultancy aid, training workshops, fund raising for environmental projects, and the facilitation of information exchange between all levels of government, NGOs, private and state run companies, academia and the general public in order to foster democratic decision-making. Education for sustainable development, global issues at all levels is one of the strategic areas of operation of TIME Foundation for several years.

Web: www.time-foundation.org

Email: info@time-foundation.org

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Bokor Oko Csoport Alapítvány



The BOCS Foundation was formed in 1975 by a group of young people in Hungary. It was formally registered in 1994 as a non-profit organisation working at the local, national and international level. Its work is aimed at global education, development and human rights, international development and cooperation. The goal of BOCS Foundation is to assist the development of civil society and global education in Hungary and abroad. The organisation promotes awareness and action at all levels on the interdisciplinary issues of environment, climate, peace, security, human rights and sustainable development.

Web: www.bocs.eu

Email: m@bocs.hu

International Centre for Enterprise and Sustainable Development



The International Centre for Enterprise and Sustainable development (ICED) is a non-governmental organisation established in 1993 for the purpose of facilitating the development and promotion of small and medium scale enterprises, sustainable trade, gender empowerment, environmental management, capacity building and sustainable development in Ghana and sub-Saharan Africa. ICED's activities on promoting sustainable development revolve around three areas: research, capacity building and provision of extension and advisory services.

Web: www.icedghana.com

Email: info@icedghana.org



6. Appendices

Sample evaluation questionnaire

Name & Teaching position:		Email:		
Please circle a number to rate:	Low			High
Your enjoyment of today's session	1	2	3	4
Value of training in developing your ability to use the P2P Challenge Packs	1	2	3	4
Value of session in relation to developing active citizenship in and around your school	1	2	3	4
Value of the session in developing a School Development Charter	1	2	3	4
Value of the session in relation to using the P2P website	1	2	3	4
How useful will the supporting resources be to your work?	1	2	3	4
Please comment on the P2P Challenge Packs (positive and constructive comments welcome!)				
How will your colleagues & students benefit from your attendance at this training?				
When and how do you intend to implement P2P into your teaching?				
Have you booked a P2P in-school support session? YES / NO What form of support do you think you will require from us in the future? (website, planning, charter etc)				
Any further comments welcome (on presenters, venue, food or anything else!)				

