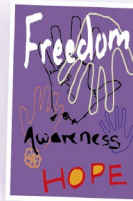




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END-OF-PROGRAMME TEACHER SURVEY 2011-2012 PROGRAMME

(Irish Schools)

No. of Respondents: 12 / No. of School Groups represented: 12 / No. of Schools: 10

Programme Elements surveyed:

- 1 Wall Planner Format & Content**
- 2 Resource Format**
- 3 Resource Content:**
 - 3.1 Baselines (Aim 1+ 3) and Baseline Map (Aim 2)**
 - 3.2 SAB Promo Video**
 - 3.3 Background Information worksheets**
 - 3.4 DVD Resource**
 - 3.5 DVD Resource worksheets and mapsheets**
 - 3.6 Core Concept worksheets**
- 4 Group Discussions with Israeli and Palestinian students**
- 5 Action Tasks**
- 6 Awareness Day activity**
- 7 Final Feedback Session**
- 8 Assessments**
 - 8.1 Personal Reflection Journals**
 - 8.2 Evaluations post Israeli group visit and presentation of data collated for school groups before Palestinian group visit**
 - 8.2 Evaluations post Palestinian visit**
 - 8.3 Final Feedback Evaluations**
- 9 Teacher training on resource provided by Darran Irvine:**
- 10 Teacher support provided by Darran Irvine:**
- 11 Overall Benefits of the SAB programme**



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1 Wall Planner Format & Content

(Your opinions on the design and layout with the progressions of the 4 Main Aims and the Activities & Outcomes per Aim; did it help to give you a good overview of the programme and what was involved? Did it help you to keep track of the Activities and the Achievements?)

St. Dominic's

Teacher 1

- The wall planner is excellent, it is very practical. It worked as a good guide and focus point. It helped to keep us on task. It allows the students to keep engaged and aware of the aims and objectives throughout the programme. A very worthwhile resource.

Teacher 2

- At first the wall planner was helpful but I found after a while it just fell by the wayside. I think as a visual aid it had far too much writing on it which made students not want to read it. The content is fine but it is too much for a poster. For me it was too word heavy.

St. Kevin's Community College

- The wall planner was a great visual aid; it allowed me to track the class's progress very easily and also allowed the class to see where they were at. It was also a great way of making other students in the school aware of the programme.

St. Kilian's Deutsche Schule

- Yes, I think it was helpful in allowing pupils see the complete picture regarding what involvement in the project entailed . . . and to keep track of ways in which they could make sense of unravelling the many strands ~ and measure progress

Sancta Maria College

- The wall planner was very useful to keep track of the activities covered in each aim and to get students involved by individuals reading out and ticking off activities as we completed them.

Marian College

- Yes. Very concise and straight-forward

Oatlands College

Teacher 1

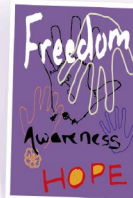
- I found the Wall Planner an excellent guideline to use throughout the programme. It made it a lot easier to keep track of the activities and achievements while also focusing on the aims and outcomes.

Teacher 2

- I found the wall planner a very useful guide to help me follow the four main aims and the activities and outcomes. It helped me keep on track.



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Mount Temple Comprehensive School

- The poster was a good help.

St. Mary's College (Dundalk)

Yes, this was very helpful to keep track of the activities we had done.

St. Louis High School

- Wall planner was an excellent tool for tracking progress of concepts. It helped students, by having a visual map of their learning, progress and development of ideas. They could plot their learning.

Lycee Francais d'Irlande

- Yes, it did. A great help for carrying out the program and having a long term planning overview.

2 Resource Format (layout & look, volume and structure: easy to follow? easy to use?)

St. Dominic's

Teacher 1

- The resource manual this year was the best yet. The layout and the guidelines I found were much easier to understand in this. I found it very easy to use and to follow.

Teacher 2

- Very user friendly resources and accessible to all levels of students. Very easy to use, informative, educational and well balanced in that the resources show both sides of the conflict.

St. Kevin's Community College

- Very easy to follow, excellent choice of worksheets and activities. Good to have a list of outcomes for each section.

St. Kilian's Deutsche Schule

- Very helpful, very useful

Sancta Maria College

- The resources were easy to follow and sufficient with any extra resources for example on Human Rights being emailed by Darran.

Marian College

- Excellent and easy to use.



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Oatlands College

Teacher 1

- The resource format was very easy to follow and use. With a programme as detailed as SAB is it a huge asset to have such a layout.

Teacher 2

- I've always found the resource guide to be easy to use, simple in layout and well structured.

Mount Temple Comprehensive School

- Good structure, good size, could be formatted in step-by-step lesson plans.

St. Mary's College (Dundalk)

- Very easy to follow and very well structured.

St. Louis High School

- Very teacher and student friendly

Lycee Francais d'Irlande

- It was easy to use. The first introductory meeting with the director on the resource pack was important to understand it.

3 Resource Content

3.1 Baselines (Aim 1+ 3) and Baseline Map (Aim 2)

St. Dominic's

Teacher 1

- The baselines were good and I like the fact we went over it again later on.

Teacher 2

- Good for setting the scene in preparing the objectives for each Aim

St. Kevin's Community College

- The baselines were a great starting point

St. Kilian's Deutsche Schule

- n/a



Sancta Maria College

- Baselines were good as we got to discuss topics before going through them so good to give general overview.

Marian College

- Excellent

Oatlands College

Teacher 1

- Excellent

Teacher 2

- Very good

Mount Temple Comprehensive School

- Very good

St. Mary's College (Dundalk)

- Excellent

St. Louis High School

- Set clear objectives

Lycee Francais d'Irlande

- Good for the class

3.2 SAB Promo Video:

St. Dominic's

Teacher 1

- This is good and it give you a good understanding of what the programme is about. If Darren does his introduction in person there is no real need for it unless it could be shown to 3rd years who are going to be in fourth year.

Teacher 2

- Excellent resource and a great introduction into the programme and the main aims and objectives.



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St. Kevin's Community College

- This was good way to introduce the programme to the students.

St. Kilian's Deutsche Schule

- Very helpful, very useful

Sancta Maria College

- Very good introduction to programme.

Marian College

- Excellent: good way to start the programme

Oatlands College

Teacher 1

- Excellent

Teacher 2

- I thought the SAB Promo video was excellent and is a great way to introduce SAB to new students who might be considering partaking in the programme.

Mount Temple Comprehensive School

- Very good

St. Mary's College (Dundalk)

- Excellent

St. Louis High School

- Helped to set objectives and aims of SAB module for students at the start

Lycee Francais d'Irlande

- Very useful



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3.3 Background Information worksheets:

St. Dominic's

Teacher 1

- This I think is very important as I feel no student can get to grips with the programme unless they understand this. I found the students that engaged with this loved the programme and those that did not engage were much less likely to take part in the programme.

Teacher 2

- Good resource, the background information is probably the most difficult part to teach but the worksheets are a very good teaching tool.

St. Kevin's Community College

- Again, a good variety of background information, well-structured and worded in a way that was not too difficult for the students.

St. Kilian's Deutsche Schule

- A lot of background information necessary, maps and history explaining the build-up and different layers arising from Zionism, initial settlements, Sykes-Picot, mounting tensions British mandate, Israel, 1967, Intifada, Hamas, Fatah etc. etc.

Sancta Maria College

- Very good.

Marian College

- Very good alongside DVD

Oatlands College

Teacher 1

- Excellent

Teacher 2

- I feel it is very important to have the maps included as background information as it is vital that students understand the geography of Israel and Palestine as place names are constantly referred to throughout the programme.

Mount Temple Comprehensive School

- Base material good but felt I needed to expand and supplement sometimes

St. Mary's College (Dundalk)



- Excellent

St. Louis High School

- Good

Lycee Francais d'Irlande

- Very useful

3.4 DVD Resource

St. Dominic's

Teacher 1

- This is an excellent resource and without this SAB would not be half as good as it is. The format is excellent and the new worksheets to go with it made it far easier for the students to comprehend what was been asked of them from watching this.

Teacher 2

- The DVD is the most valuable resource. The majority of students are visual learners and therefore this is the best way to teach the students about the conflict situation in Palestine and Israel.

St. Kevin's Community College

- A great way to introduce the students to the students from Israel and Palestine and also helped them to understand how the conflict affects their everyday lives. They also got to see that the Israeli/Palestinian students are teenagers just like them.

St. Kilian's Deutsche Schule

- The DVD material was excellent, especially the voices of the young people explaining and commenting on the harsh realities as they have experienced them; the pupils identify more readily with their peers from both sides

Sancta Maria College

- Excellent.

Marian College

- Excellent



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Oatlands College

Teacher 1

- Excellent

Teacher 2

- Very good. The DVD resource has improved year on year. It is helpful for students to be introduced to one another on DVD before meeting one another face to face.

Mount Temple Comprehensive School

- Very good

St. Mary's College (Dundalk)

- Excellent

St. Louis High School

- Students loved to hear what teenagers their age had to say about their personal experiences of living in Israel and conflict resolution

Lycee Francais d'Irlande

- Very useful

3.5 DVD Resource worksheets and mapsheet:

St. Dominic's

Teacher 1

- These were the best yet as I said. They were far more visual and the students I think like this. They are much better than last year's.

Teacher 2

- The worksheets ensure that the students don't simply watch the DVD but also learn from it, engage with it and begin to develop a further understanding that will allow them to reflect on the situation and begin to ask questions, form opinions, express feelings etc.

St. Kevin's Community College

- A great way to give structure to the DVD meant the students were not just watching something; they had to answer questions on what they had seen and give opinions in a structured format.

St. Kilian's Deutsche Schule

- As above



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Sancta Maria College

- Great to have to focus students when watching DVD.

Marian College

- Very good: very visual

Oatlands College

Teacher 1

- Excellent

Teacher 2

- Map work has greatly improved year on year.

Mount Temple Comprehensive School

- Excellent

St. Mary's College (Dundalk)

- Excellent

St. Louis High School

- Excellent resources, really helped students to understand the conflict and geographical separation in Israel and highlighted what interdependence really means and our role and function as global citizens

Lycee Francais d'Irlande

- Very useful

3.6 Core Concept worksheets (please state which Core Concept(s) you focused on):

St. Dominic's

Teacher 1

- 1. Interdependence- really liked these worksheets. The best of these were the maps that the students looked at and they could see what Ireland and Israel had in common
- 2. Human rights and responsibilities- the intro sheet I found very helpful to get the students started. It led nicely into the sheet dealing with the Palestinians and Israelis.



3. Universal values- focused more on the sheet on Israel and Palestine. The students had all already done the human rights so it allowed to go straight into the worksheet.

Teacher 2

- The core concept we focused on was Human Rights and Responsibilities, the students learn about human rights in C.S.P.E. Religious Education, History etc. So they had prior knowledge in which to build upon, it also allowed a cross curricular approach to the programme.

St. Kevin's Community College

- The two concepts we focused on were human rights and interdependence. The students chose these topics and the worksheets allowed us to look into them in more detail and provided structure for discussion around these topics.

St. Kilian's Deutsche Schule

- Conflict Resolution/Transformation: dealt with ways of resolving conflict other than violence, how violence breeds violence, polarisation leading to entrenched positions, the necessity of dialogue, parity of esteem, acknowledgement of perspectives and narratives opposed to each other; looked at other examples from history, studied 'wind that shakes the barley', 'the lemon tree', 'kony 2012'

Sancta Maria College

- Human Rights worksheets were useful including material online as well as more information emailed by Darran.

Marian College

- Human Rights and Interdependence: worked well

Oatlands College

Teacher 1

- Focused on interdependence which the students initially found difficult but I found it easier to explain through the worksheets.

Teacher 2

- Interdependence. Firstly, I had my students brainstorm as to what words they associate with Interdependence. Secondly, I linked interdependence with SAB and their own situation in addition to the UN convention of Human Rights.

Mount Temple Comprehensive School

- Human Rights



St. Mary's College (Dundalk)

- Human Rights and focused on similarities to our own situation in the past

St. Louis High School

- Interdependence and Conflict Resolution

Lycee Francais d'Irlande

- Interdependence and Human Rights

4 Group Discussions with Israeli and Palestinian students

St. Dominic's

Teacher 1

- This is the highlight for the students. They got to hear first hand what they were learning about. This is why I feel the programme is so important. The students will take this visit with them for life.

Teacher 2

- This was the highlight of the programme as it was an opportunity for the students to fully engage with the reality of conflict in the lives of the Israeli and Palestinian students. It was a very enjoyable and unforgettable experience for all involved. My students were amazed at how much they shared in common with the Israeli and Palestinian students and they felt that they learned more about the reality of the conflict from these group discussions than from any of the other sources.

St. Kevin's Community College

- This was definitely the most interesting and beneficial part of the programme for the majority of the students in the class. Each group was well organised and very capable of putting forward their opinions to the class. The group discussions were an excellent way for the Irish students to learn about the realities of the conflict. They felt able to ask questions and give opinions. I think they surprised themselves with how comfortable they were doing this.

St. Kilian's Deutsche Schule

- Very helpful and very beneficial; the *most important* aspect of the project really brought home to the pupils the crux of the dilemma regarding this conflict.

Sancta Maria College

- I think for my students this was the highlight of the programme as it made what they had learned in class about the conflict more real and they interacted well with both Israeli and Palestinian groups.



Marian College

- Excellent: small group format worked well. Smaller room was better than hall last year.

Oatlands College

Teacher 1

- An integral part of the course. The only negative I see here is that the Irish students do not have enough time to talk with the Israeli/Palestinian students about their day to day lives and experiences. This is something that could be incorporated more in the future.

Teacher 2

- The highlight of SAB is the group discussions with Israeli and Palestinian students. Every year I have found the group discussion to be friendly and enjoyable.

Mount Temple Comprehensive School

- Hugely beneficial: best part of the course

St. Mary's College (Dundalk)

- The students really enjoyed actually meeting the students. This was a big highlight for them.

St. Louis High School

- This was the high point of the module. Students enjoyed engaging with both Israeli and Palestinian students. They deliberated on suitable, well thought out questions which highlighted their learning and understanding of the School Across Borders program and their function and role in the process of conflict resolution.

Lycee Francais d'Irlande

- The highlight of the year. A pity that the Israeli students came early. Hosting the students was also very important for the children and the families. It made a big impact.



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5 Action Tasks (Posters, letters, poems, video messages + Poetry Ireland creative writing prog.):

St. Dominic's

Teacher 1

- Apart from the visit and the dvd this was the most engaging part for the students. They all help on posters and letters and a good group did the videos. They like doing things like this and I feel they get a lot from these tasks.

Teacher 2

- My students really loved creating the posters, it allowed them to express their views and feelings etc. The letters were also a very positive experience, students today are dependent upon social networking sites as a form of communication so it was good for them to sit down and write a letter with pen and paper! The video messages were very entertaining and educational. The students became more engaged and concerned when they could actually see the students talking about the realities of their lives.

St. Kevin's Community College

- Several of the students made a video; they enjoyed doing this and liked knowing that it was going to be seen by the Israeli/Palestinian students. We also did posters and wrote letters, the students were then happy to receive responses and see their pictures being used in group discussions in Israel/Palestine. It was a great way of making the project even more interactive for those who did not travel to Israel/Palestine.

St. Kilian's Deutsche Schule

- Pupils like to be assigned tasks, very willing to work on posters or letters, etc. but not always convinced that they can have any effect, would rather the teacher tell them what to say or include; still, lots of imagination & ideas for fund-raising etc.

Sancta Maria College

- My class were reluctant to send video messages due to camera shyness but enjoyed making the posters and then receiving feedback on the posters.

Marian College

- Letters and posters worked best

Oatlands College

Teacher 1

- The Action tasks set were very good. There is something here for every student. The feedback here was also very good.



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Teacher 2

- The posters are usually more popular in our school in addition to the video messages. Unfortunately, the Poetry Ireland creative writing programme never took off the ground properly.

Mount Temple Comprehensive School

- Tough to compete with a tight TY timetable. (I asked for another period a week next year).

St. Mary's College (Dundalk)

- They enjoyed this, especially the posters.

St. Louis High School

- Many students composed letters to the Israeli and Palestinian students and were grateful to receive replies. This was an excellent opportunity for students to take responsibility for their own learning.

Many students took part in the creative writing competition, one student achieving third place and another a merit.

Lycee Francais d'Irlande

- The action tasks were particularly appreciated by the students who were ready to give their creative input into the program by then.

6 Awareness Day activity

St. Dominic's

Teacher 1

- We talked to the 1st years, put up posters and had a competition on the most important right and why.

Teacher 2

- Our Awareness day was very successful it allowed the students to realise just how much they have learned about the Palestinian/Israeli conflict. The students were confident and knowledgeable and thoroughly enjoyed teaching others what they have learned this year.

St. Kevin's Community College

- We did not do this due to timetable constraints, but our two students who went on the trip to Israel & Palestine did a joint feedback presentation with the four students from King's Hospital School who also went on the trip.



St. Kilian's Deutsche Schule

- Went very well in our school; joint presentation with Lycee Francais d'Irlande led by the 6 pupils .

Sancta Maria College

- Class held awareness day at lunchtime on 29 February and SAB was included in our Spring newsletter, a write up on the programme by a 5th year student.

Marian College

- Didn't do due to TY timetable demands on the students

Oatlands College

Teacher 1

- Worked well with display boards that they boys prepared. They were able to tell other students of the project and especially the trip to Israel and Palestine by two of them.

Teacher 2

- It is properly best to have the awareness day in September or October as Transition Year students tend to be out of school towards the end of the year making an awareness day difficult to organise.

Mount Temple Comprehensive School

- Despite best efforts, this didn't happen due to a tight TY timetable

St. Mary's College (Dundalk)

- This will be carried out on the TY night.

St. Louis High School

- Students really took control of how they wanted to raise awareness in our school community of what they had learnt in SAB. Many students showed leadership and organisation skills. They created a thought provoking power point and presented it to all 4th, 5th and 6th year students, with a survey to assess beforehand how much students in our school community, really understood about the conflict.

Lycee Francais d'Irlande

- Students really enjoyed the day and participated actively. It was a great occasion for all in the school community (teachers, students and parents who passed by) to find out about the conflict and fell involved.



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7 Final Feedback Session

St. Dominic's

Teacher 1

- I felt the students did not appreciate this enough in one period only and I am intending on doing it again before they finish up.

Teacher 2

- This was a great way to conclude the programme, the students loved hearing about what the SAB students thought of their posters, they were amazed to see students all the way over in Israel and Palestine holding their posters and talking about them. It really made them realise that even a small task like creating a poster can make a difference and have an impact on someone's life.

St. Kevin's Community College

- It was good to round up the project and let the students know about the work that went on there.

St. Kilian's Deutsche Schule

- Was important to realise that their gestures have been acknowledged and can set in motion responses which may lead to shifts in perspectives and prejudices; remembered faces & names and identified with certain individual characteristic traits as revealed by Israeli/Palestinian boys & girls on screen

Sancta Maria College

- Great to see video and photo feedback on posters, class enjoyed this.

Marian College

- Very good (I was not present so Darran did it with the students).

Oatlands College

Teacher 1

- The students were very happy to get feedback on their posters and letters, it is an excellent idea to have the Israeli/Palestinian students photographed with the Irish students work.

Teacher 2

- The final feedback session was very positive and beneficial.

Mount Temple Comprehensive School

- Good to hear such a variety of responses.



St. Mary's College (Dundalk)

- The students always enjoy seeing that their work actually got handed to the Israeli and Palestinian students and was kept by them. Their interactions make it so real for our students.

St. Louis High School

- Great conclusion to the course, they enjoyed watching the reactions of the Palestinian and Israeli students to their video and posters and hearing about Darran's work with the students there.

Lycee Francais d'Irlande

- Students participated well and were happy to hear how their messages were received. It was also important for them to have an occasion to give their own feedback.

8 Assessments

8.1 Personal Reflection Journals:

St. Dominic's

Teacher 1

- Tried my best with them some kids liked them some did not but if to make them better students should be encouraged to treat them like a journal and not answer questions.

Teacher 2

- The journals are a very good way to get the students to reflect on what they are learning and to express their opinions on paper. It pushes them to engage in a more meaningful way.

St. Kevin's Community College

- Some of the students were better at these than others but it was a good way of getting the students to reflect on the week's lesson. It was also a good way for those quieter students to voice their opinions.

St. Kilian's Deutsche Schule

- Did not work with my students

Sancta Maria College

- Good idea to collate students' thoughts after each class and good to have an outline for them to follow.

Marian College



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- Hard to motivate our TY students to do this.

Oatlands College

Teacher 1

- Not used with my students.

Teacher 2

- I felt the personal reflection journals worked very well with my students. Although this was a new element, I felt that the journals afforded students the opportunity to stop at each aim and to reflect at a deeper level on the various issues they encountered.

Mount Temple Comprehensive School

- A great idea: I think I need to give them more of a structure.

St. Mary's College (Dundalk)

- Excellent idea as they reflected on what they had learned.

St. Louis High School

- Students did not complete as many reflections on their journals as I would have liked. This came down to a time issue.

Lycee Francais d'Irlande

- Not always easy to keep up to date. Maybe four major moments of personal reflection could be envisaged during the course. It would be more constructive as the students often felt they were asked to reflect too often.

8.2 Evaluations post Israeli group visit and presentation of data collated for your group before Palestinian group visit:

St. Dominic's

Teacher 1

- Some students engaged in this some did not. As a TY group they are very bad at this and as their teacher you try to encourage them to do things themselves but a lot of work is needed on this

Teacher 2

- The evaluations were helpful in that they allowed the students to talk about the different things they learned etc. from the Israeli students and to share that information with others in the class. The information and list of questions compiled prior to the Palestinian group visit was a valuable guide for the students.



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St. Kevin's Community College

- It was good for the Irish students to get a sense of how the visit was perceived by the class as a whole and opened up a discussion about the visits. It also helped them to prepare for the visit from the Palestinian students.

St. Kilian's Deutsche Schule

- n/a

Sancta Maria College

- Very helpful to receive and students' enjoyed looking at what had been said and provided for good class discussion.

Marian College

- Excellent.

Oatlands College

Teacher 1

- Excellent.

Teacher 2

- n/a

Mount Temple Comprehensive School

- Good to give them: to use reflective skills.

St. Mary's College (Dundalk)

- n/a

St. Louis High School

- Students loved engaging in this active learning exercise, it shifted and challenged their perceptions.

Lycee Francais d'Irlande

- A very important element, useful for everyone in the project.



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8.3 Evaluations post Palestinian visit

St. Dominic's

Teacher 1

- Much easier than last years. The way to go with them. See above.

Teacher 2

- Again it was very beneficial in that it allowed the students to reflect on the group visit in a meaningful way and to form opinions and attitudes etc.

St. Kevin's Community College

- Again, it helped the students to get a sense of how the visit went and opened up a discussion around what they learned from it.

St. Kilian's Deutsche Schule

- Very useful for motivational purposes.

Sancta Maria College

- See above.

Marian College

- Excellent: good insights.

Oatlands College

Teacher 1

- Excellent.

Teacher 2

- n/a

Mount Temple Comprehensive School

- As above.

St. Mary's College (Dundalk)

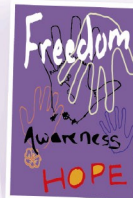
- n/a

St. Louis High School

- Challenged students to examine their role in the process.



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Lycee Francais d'Irlande

- A very important element, useful for everyone in the project.

8.4 Final Feedback Evaluations

St. Dominic's

Teacher 1

- See above

Teacher 2

- n/a

St. Kevin's Community College

- The student's feedback evaluation seemed long but was well structured. The tree caused a little confusion but once explained they were able to do it.

St. Kilian's Deutsche Schule

- Important in order to give the students a chance to evaluate their own participation in the project and what they have benefited from it.

Sancta Maria College

- See above

Marian College

- n/a

Oatlands College

Teacher 1

- n/a

Teacher 2

- n/a

Mount Temple Comprehensive School

- n/a

St. Mary's College (Dundalk)

- n/a



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St. Louis High School

- Post Final Feedback Evaluations: It was a privilege to watch the self realization and learning of students as they developed and examined their opinions and learning, then questioned them again and found their role in the process. Students debated at length, questioned each other and impacted on each other's learning.

Lycee Francais d'Irlande

- Very constructive and formative for the students and the future of the program

9 Teacher training on resource provided by Darran Irvine

St. Dominic's

Teacher 1

- I could not have asked for anything more from the resource of Darran with regards resources training or teacher support. I knew if I had any questions Darran would be there to answer and guide me.

Teacher 2

- Excellent and very thorough in showing how to use the SAB resources. The training was very practical and helpful.

St. Kevin's Community College

- This was good to receive at the beginning of the year as it was my first time doing this project. It helped me to understand the structure of the project.

St. Kilian's Deutsche Schule

- Excellent.

Sancta Maria College

- Excellent.

Marian College

- Excellent

Oatlands College

Teacher 1

- Good

Teacher 2



- At the beginning of the year, Darran clearly explained how to use and implement the Teacher resource pack.

Mount Temple Comprehensive School

- Very helpful: would be tough without this support

St. Mary's College (Dundalk)

- Excellent: great structure and guidance given.

St. Louis High School

- Thought provoking, organised, inspiring, clear and concise. Based on clear learning objectives of SAB. Darran is very passionate about SAB, which is contagious to all.

Lycee Francais d'Irlande

- A key moment for understanding the resource pack.

10 Teacher support provided by Darran Irvine

St. Dominic's

Teacher 1

- See above.

Teacher 2

- Excellent, Darran visited my class group at various stages which was a great help as obviously Darran is very knowledgeable on the situation, he can give examples from personal experience which the students need and enjoy, it makes it more of a reality for the students.

St. Kevin's Community College

- Excellent support from Darren throughout the year, always available to take my calls and always willing to visit the class and help co-facilitate the lesson.

St. Kilian's Deutsche Schule

- Excellent

Sancta Maria College

- Excellent again.

Marian College

- Excellent



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Oatlands College

Teacher 1

- Good

Teacher 2

- Darran is available at any time throughout the year should any teacher need support.

Mount Temple Comprehensive School

- As above

St. Mary's College (Dundalk)

- Excellent: Darran was always there to assist when needed.

St. Louis High School

- Excellent, he kept me on task.

Lycee Francais d'Irlande

- Always helpful and present when needed. Excellent support.



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11 Overall Benefits of the SAB programme

St. Dominic's

Teacher 1

- The benefits of the programme for my group is that they developed their communication skills with how they interacted with the other students and with each other. They also used this skill in the awareness day. They develop their critical thinking and creative skills when they used the work book and put together their posters and displays and wrote their letters. They all learned to work together during their time doing SAB. I think my students benefited in the above ways.

I would say the learning outcomes differed from student to student. I think the vast majority of the students benefited from the work done and attained at least 90% of the outcomes.

I feel the majority of my students benefited from the programme. I can only count 5 students that did not engage with what we did and I feel that is not down to the programme but personal factors.

I feel at the end of the programme all the students are far more aware of what is happening in the world and that we are not just an island but part of a bigger picture and it is important that our voice is heard. I feel Hira, Nikita, Louise, Ashling, Ekria and Jessica all really shone in the project and took ownership for the work they did and for the successful implementation of the project. I can't give a higher praise than when the students said that the end of the programme is one of the saddest things they have heard this year and they wanted to do something about it.

Teacher 2

- The students have learned to be objective and understand that situations can be complicated, They have learned how to listen to other people's point of view and to try and understand that point of view.
They learned the meaning of conflict and the reality of that conflict in the everyday lives of people their own age.
They learned that they must care for all people in the world and not just people in Ireland, they realised how much they had in common with the students living in Palestine/Israel, which greatly surprised them.
They learned the importance of human rights and responsibilities and that these rights should never be taken for granted and always upheld.

How did the students engage with the programme?

Very well, to begin with they didn't know about the situation in Palestine/Israel. However as the programme developed you could see the level of engagement increase as their knowledge did. They began to have opinions and feelings towards the situation in Palestine/Israel.

Did it succeed in engaging the students in the core concepts of global citizenship?

Absolutely, teaching concepts such as global citizenship from a textbook will never have the same impact as using the reality/experiences of a person. Learning key concepts through the reality of a person's life is truly teaching the concept and the concept becomes more than a dictionary definition!

Did they enjoy the programme?

It was one of the highlights of T.Y. and I genuinely believe it is an experience that they will remember and will benefit from throughout their lives.



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St. Kevin's Community College

- This project is a very unique way of introducing a topic to students. The skills they developed will benefit as they progress through their education. As with all topics some students were more engaged than others with the programme but I think in general they all enjoyed it. The part they enjoyed most was definitely the visit from the Israeli/Palestinian students, it allowed my students to see that just because you are from a different country or belong to a different religion, you are still human and still a teenager. I know they were very nervous about meeting with the students because they are from a place that is so foreign to them, but meeting them definitely broadened their minds. It also helped them to understand the conflict better and to understand that the students they had seen on the video and met in person were trying to make the best of living in conflict and had hopes and dreams for the future just like them.

It goes without saying that Marcus and Cleo benefited enormously from this programme as a result of the trip to Israel & Palestine. Also, Mary and Prudence who took part in the creative writing.

St. Kilian's Deutsche Schule

- Very valuable in raising awareness for *all* the pupils in the two classes, but particularly Jack Sargent, Jake Smith and Stacey Aleshko who visited Jerusalem & Hebron. Some other pupils failed to engage in any real positive sense with the issues involved. The concept of global citizenship and the implications & responsibilities attached to this is not something they are ready to confront just yet. Other pupils however, have already shown a keen understanding of how global interdependence works, & why it matters .

Sancta Maria College

- *How would you assess the levels of learning outcomes?*

Very appropriate to what the programme covered.

How did the students engage with the programme?

Good but as already mentioned think level of engagement heightened with the visits of Israeli and Palestinian students.

Did it succeed in engaging the students in the core concepts of global citizenship?

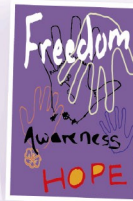
To a greater extent than what they would have covered in CSPE at Junior Cycle.

Did they enjoy the programme?

Yes and I would highly recommend it!



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Marian College

- This programme has opened students' minds to events in the Middle East that they would never have been aware of. Four ago, Mural Rajendran, a TY student immersed himself in the project. Yesterday he called by and told me he still maintains contact with Israeli and Palestinian students as well as students in Belfast as a result.

This programme has been an integral part of TY life in Marian College and a successful one, especially with the visits from the Israeli and Palestinian students. These visits have been nothing short of memorable.

Oatlands College

Teacher 1

- *How would you assess the levels of learning outcomes?*

The levels were very good.

How did the students engage with the programme?

I feel the students at our school engaged very well with the programme.

Did it succeed in engaging the students in the core concepts of global citizenship?

Yes

Did they enjoy the programme?

Yes

Teacher 2

- Schools Across Borders has been at the heart of our Transition Year Programme in Oatlands College for over five years now. In that time, the programme has left an indelible mark on the students and teachers involved. More specifically, SAB has afforded our students with a rare, once in a life-time opportunity to encounter Israeli and Palestinian students in a controlled and friendly environment.

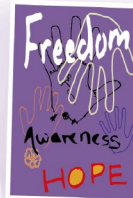
The highlight of the SAB programme involves a visit from Israeli and Palestinian students to Ireland for a week respectively. During this time, students form discussion groups where they share their interests, hopes, understanding of the conflict with a particular focus on conflict resolution using the Northern Ireland Peace Process as the paradigm.

In the past, many of our students have travelled to Israel and the Palestinian territories as part of SAB. They have witnessed first hand the suffering as a result of conflict and the disparity in the living conditions between those living on both sides of the divide. Our students have shared their hopes and dreams with their fellow Israeli and Palestinian students.

I believe in the value of this programme because I have witnessed the benefits first hand. I have seen students grow in confidence as a result of this programme and I have seen lasting friendships develop.



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Mount Temple Comprehensive School

- Learning outcomes were varied: if a student put in effort they benefited hugely.

Most students engaged at some level or another.

I believe it achieved a new level of awareness and sparked many students interests in global citizenship

The majority of students enjoyed the programme immensely.

One student won a scholarship to the United World College in Hong Kong as a result of writing about SAB changed her life.

St. Mary's College (Dundalk)

- *How would you assess the levels of learning outcomes?*

The programme was a great learning experience for them. The students who had the opportunity to meet the Israeli and Palestinian students became very involved. They would highlight any conflict and justice issues in the News and bring it into class discussions.

How did the students engage with the programme?

Very well.

Did it succeed in engaging the students in the core concepts of global citizenship?

Yes.

Did they enjoy the programme?

Yes they did.

St. Louis High School

- *How would you assess the levels of learning outcomes?*

Students debates, three personal reflections, posters, video, creating questions incorporating all concepts to ask Israeli and Palestinian students. The success of the whole school awareness week. Creating the power point and survey and analysing the results.

How did the students engage with the programme?

Students took responsibility for their own independent learning; many were at different levels, thought out the process. A lot of peer learning/teaching took place especially when designing posters that reflected interdependence and conflict resolution. The concepts at first overwhelmed them, but they embraced the challenge and understood more at the end of the process what it means to be a global citizen.

Did it succeed in engaging the students in the core concepts of global citizenship?



Definitely

Did they enjoy the programme?

Yes, their favourite part was meeting the Israelis and Palestinians and creating the power point, which they were asked to show to a teacher from our partner school in Nigeria. Diana developed her communication and leadership skills and performed extremely well on the awareness day. SAB had huge cross curricular links which another TY programme World Affairs, both enhance and reinforced learning on similar concepts such as global citizenship, interdependence and conflict resolution.

Lycee Francais d'Irlande

- The SAB program is hugely beneficial to the students, to the class dynamic and to the school community as a whole. Parents and other school students were made aware of the situation and were eager to host. Moreover, the students of Seconde acquired knowledge, academic skills and social skills. The program ties in very well with the History-Geography syllabus on interdependence and global citizenship. Students acquire notions of history, geography, development and conflict studies, through a creative and diverse approach to learning. They also felt that their learning was self-directed and had connections well beyond the classroom. Most importantly, for the rest of their lives, they have developed through the program a parity of esteem with Israelis and Palestinians, acknowledging the complexity of a global issue, with very local implications too.

For the students that had the opportunity to go to Israel and Palestine – Adèle, Adrien and François – the program has been a life changing experience. Others such as Théophile had an opportunity to write and make public their poetry – this experience will stay with them for life. I think this was a very successful program – the implication of the students in the awareness day and in all the activities proposed throughout the course, an entirely voluntary participation, is the best sign of how successful the program was. These students have a lot proposed to them nowadays: they chose this project because it answered many of their questions as young global citizens and gave them an opportunity to acquired new skills in a creative way.