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## **Developing effective classroom practices to promote social and emotional competence in young learners and impact a peaceful learning environment through the reflective application of evidence based programmes**

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### **SUMMARY**

**Introduction:** Providing for effective teaching and learning programmes and quality classroom application to support the peaceful, constructive learning environment and the social-emotional learning needs of the 21<sup>st</sup> century child is a challenge. This study examines the potential impact of training for and application of a specific kindergarten and primary K-5 SEL programme on the development of peaceful behaviours in schools.

**Expansion:** Existing practices are examined in relation to the enhancement of effective communication skills and particularly aggression-free conflict management and healthy decision making in the classroom and practitioners' perceived attitudes regarding their contribution to promoting understanding, self-awareness and empathy in children and professionals considered.

**Conclusion:** Practitioners, notwithstanding personal assets, need support in developing reflective practices, particularly the use of inquiry for the development of the peaceful classroom. The model programme examined may support professional development needs and enhance children's skills for peace.

**Implications:** When fully utilized programme content were seen as effective in fostering peaceful discourse and positive decision making, even in challenging learning environments. This study pinpoints the positive effect of a well-structured educational programme in supporting professional development, while contributing to the peaceful learning setting.

**Key Words:** *Peace education, innovative education, reflective teaching, life skills training, pre primary education, social-emotional competencies, professional development*

## **ABSTRACT**

Providing current and effective teaching and learning programmes to support the peaceful, constructive learning environment and the social-emotional learning needs of the 21<sup>st</sup> century child, with effective on-going professional support for practitioners to ensure quality classroom application is a continual challenge for sector specialists. This study examines the potential impact of training and application of a specific kindergarten and primary K-5 programme targeting the development of peaceful behaviors in schools. The study considers the potential status and impact of classroom strategies, as exemplified in specific programme applications designed to build a relationship-centred learning environment on those teachers receiving training, and skills for peaceful co-existence among children and adults.

Constructive practitioner methodologies aimed at enhancing effective communication skills and particularly fostering peaceful discourse, aggression-free conflict management and healthy decision making are examined in classroom context and their perceived contribution to promoting understanding, self-awareness and empathy in children and teachers is considered.

### **Conclusion**

Reflective, participatory research is needed to inform our understanding of the effectiveness of such programmes by focusing on the needs of practitioners and participants, both children and adults, and hence to contribute to good practice in schools and other learning settings. Findings from implementation in 15 locations across Turkey point to the important role of programmes such as LQYBEP in professional development by nurturing personal and professional assets of classroom practitioners and the promotion of strategies to support a peaceful learning setting, and particularly by supporting skills in the empowering use of enquiry in the classroom to build peaceful schools.

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## **1. INTRODUCTION**

### **1.1. Problem Statement**

“What are the essential needs of the 21<sup>st</sup> century child?” How can we, as educators, best serve those needs? How can we create a peaceful, constructive learning environment and how can we most effectively support the learning needs, especially the socio-emotional development of children in our care within the challenges of 21<sup>st</sup> century education.

The study aims to exemplify and examine good practice related to the transformational potential of trusted adults scaffolding children and youth through social risk situations. Developing effective learning programmes that both support the teacher with practical, culturally appropriate materials and provide effective on-going professional support for socio-emotional learning is a challenge for programme designers, teacher trainers and those responsible for professional development in schools. Reflective participatory research is needed to inform our understanding of the effectiveness of such programmes to focus on the needs of practitioners and participants, both children and adults, and hence to contribute to good practice in schools and other learning settings.

The programme selected for this study – the Lions-Quest (LQ) Life Skills Education Program - was

developed as a ‘youth resiliency’ program by the International Youth Foundation, received UNICEF recognition as one of the most effective research-based life skills development programmes globally, and has been identified from among over 200 programmes globally by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as CASEL SELECT, their highest designation for programs that teach social and emotional competencies. (1)

The Lions Quest Life Skills Education Programme model - (Yaşam Becerileri Eğitim Programı-YBEP) aims ‘to put into place, in the school and community, interventions to reduce risk factors and promote protective factors in the lives of young people’. (2) The program is designed to equip and empower children and young people to develop constructive behaviour, effective and peaceful communication skills and to participate and contribute positively to their communities. The program scaffolds children’s positive interaction with peers and adults in and beyond the classroom. This process begins with training workshops for teachers, school administrators and counselors aiming to support the development of key skills in children and to provide teachers and children alike with tools to engender a culture of peace in the classroom and throughout school communities.

## **1.2. Methodology**

This study addresses potential and actual issues related to implementation in Turkish primary schools of an evidence-based life skills education programme aiming to develop a peaceful learning environment, enhance resiliency in children and build key skills for the 21<sup>st</sup> century. The programme considered, the Lions Quest Life Skills Education Programme is an applied preventive intervention model (for children and youth of 2-18 years) whose application is supported by practitioner training. This programme was adapted for use in Turkey as a model for peace education in pre and primary schools, under the supervision of the Boğazici University Peace Education Application and Research Centre (BUPERC).

This study examines the potential impact of training for and application of the LSEP Kindergarten and primary K-5 programme on the development of peaceful behaviors in schools.

It examines the reflective practices of practitioners as captured through professional development and implementation and focuses on the impact of modeling participatory learning and building coping skills in children within the context of this programme. The study also considers the potential status of classroom strategies designed to build a relationship-centred learning environment and skills for peaceful co-existence among children and adults as exemplified in programme-based activities.

Constructive teaching methodologies aimed at enhancing effective communication skills, and particularly fostering peaceful discourse, aggression-free conflict management and healthy decision making, eg. ‘reflective circles’, are examined in the classroom context and evaluated for their contribution to promoting understanding, self-awareness and empathy in children and teachers, and in terms of their potential to support the acquisition of skills key to negotiating, creating and maintaining peace in schools and the community.

The conceptual framework underpinning this evidence-based resiliency and asset-enhancement model informs the research findings. The study focuses on teacher attitudes and practices throughout a two stage implementation, trainer training and classroom application within the four focus areas outlined below, and the

processes and outcomes are examined within the intervention framework described below, in line with programme goals, and with reference to core programme values.

### **LQ Programme Goals:**

To engage students, families, the school and community members in creating a positive learning environment, based on caring relationships, high expectations and meaningful involvement.

To provide opportunities for children to acquire the emotional and social skills needed to live healthy and productive lives.

To provide opportunities for children to practise good citizenship through cooperation and service to others

To strengthen children's commitments to their family, positive peers, schools and the community

To promote a safe, healthy approach to life, free from the harmful effects of tobacco, alcohol and other drug use

To celebrate diversity and encourage respect for others

### **Programme Values:**

Responsibility

Engagement

Good judgement

Caring

Respect

Self-discipline

Trust

Honesty

### **1.3 Intervention Framework Sequence:**

The following participatory interventions embedded in the programme and aiming to support effective implementation were considered during this study.

1. LQ Induction training for teachers. This consisted of a two day induction to LQ programme targeting teachers, counsellors, school administrators (carried out prior to classroom implementation).

2. Team building: This consisted of school/district level support systems established and reinforced, small grade level working groups established and regularly convened (within & between schools), group coordinator facilitated e-mailing report system; follow up, school/district/ regional level sharing.

3. Classroom implementation initiated and continued throughout the school year examined in three regions.

4. Follow up: consisted of periodic follow up meetings: a) within two months of training; b) after three months classroom implementation / focus group meetings (bi-monthly throughout school year).

5. Family / community involvement sought (on continuous basis) and as reported by classroom practitioners.

In the three locations, Istanbul, Çanakkale and Mardin where implementation was monitored during this study, a total of 102 participants attended trainer induction training in 2008-9 and contributed their reflective participation. Implementation in selected schools in the three locations mentioned was supervised and assessed with a range of assessment tools.

Focus groups were established within schools and regions in two locations, Istanbul and Çanakkale. These groups consisted of year group teachers from different schools (in Çanakkale region), and from different classes in one school (in Istanbul). Following initial teacher training workshops and implementation, bi-monthly follow-up meetings were held with teachers in Istanbul, Çanakkale and Mardin during 2008-2009.

Standard assessment tools and methods were developed and trialed in Istanbul and Çanakkale and teams established in those two regions to facilitate communication and networking within and between implementing schools.

Participant perceptions are organised within six main categories of need, taking into account observed teacher practices, and existing participant assets in relation to the programme framework; tools employed were training surveys, pre-implementation participant surveys, focus group participant feedback, observation of trainings and classroom implementation and participant classroom reflections in the three study locations. Information was also garnered from observation and surveys from ten other two-day introductory teacher trainings in Istanbul and Izmir within the programme.

Criterion-based data was gathered from a total of eight focus group meetings (average of 25 participants each) attended by teachers from three locations (5 in Çanakkale, 3 in Istanbul); individual interviews with teachers from two locations (Mardin and Çanakkale); observation of 13 trainer training workshops in total, and classroom practice in the target regions. All participants in the regions of Istanbul, Çanakkale and Mardin attended two day induction workshops at the onset of this study and subsequently implemented the program in classrooms and schools in their region over at least one semester. Teacher responses to criterion-based questions posed in interviews, small group discussions, classroom observation, post training and pre implementation surveys yielded significant information regarding participant perceptions of the programme and its implementation:-

#### **1.4. Findings**

Preliminary study of teacher attitudes observed during the process of programme-related professional development training, and teacher/student behaviors observed during classroom practice indicate the existence of specific positive, personal assets which may contribute to the successful implementation of such programmes in schools in Turkey, while pinpointing certain potentially key issues related to its successful adaptation.

Participant perceptions were organised within the following categories:

1. The Programme (framework / design / teaching material)
2. Trainer Training Effectiveness
3. Implementation - Positive Programme Effect

4. Theoretical Connection – prevention – intervention
5. Family Participation
6. Modelling and Sharing Good Practice

Participant practitioner feedback indicated that the programme was perceived as supportive of the development of a relationship-centred community in schools, building skills and attitudes to enhance emotional intelligence and support resilience in children; such as anger management, communication, problem solving and empathy, and encourages and facilitates family participation. Programme implementation was observed to be more effectively sustained over time when certain stated criteria were met.

Programme components seen as potentially supportive to this process as implemented during this study include:

Step by step implementation guidelines for teachers

Participatory methodologies aiming to support effective implementation embedded in programme

Two tier training framework modelling classroom implementation techniques

Systematic evidence based battery of techniques utilised to support planning across the curriculum

Ongoing support for reflective practice

### **1.5. Implications/Conclusions**

Findings point to the importance of nurturing essential personal assets among classroom practitioners for the successful implementation of social and emotional skill-building for peace in children and the provision of strategies to promote the maintenance of a peaceful learning setting, particularly the empowering use of inquiry in the classroom, while pointing to the needs of professionals, particularly in the development of participatory classroom approaches to inquiry learning in the service of peace building.

Key perception issues with potential impact on the successful adaptation and implementation of such programmes in schools in Turkey in summary are:-

#### **a) At Teacher Level.-**

1. Teacher needs self perception
2. Teacher competency self perceptions
3. Programme misconceptions
4. Initiative overload

#### **b)At School / District Level:**

5. Facilitator skills
6. School readiness

*(\*Categories adapted from SEL programme framework study as published in 'Key Barriers to Success' Humphrey, N., 'SSP. UK 2009) (3)*

Other factors observed as potential challenges to programme effectiveness were cultural and linguistic issues and establishing and maintaining effective and consistent facilitation and professional support systems.

From data gathered in the thirteen regions where LSEP training and implementation have been initiated in Turkey, and focus sessions and classroom observations in the three regions participating directly in this study, it was noted that the over or under-estimation of the importance of key issues identified by teachers as listed above tangibly effected programme implementation and were perceived as likely to have significant impact on programme effectiveness in the medium and long term. It is therefore strongly recommended that the identified factors be further studied.

These findings, although preliminary, may be significant for practitioners, school administrators and educational policy makers in Turkey and suggest a need to identify responsibilities on a larger scale and create an action framework to support the reflective needs of practitioners in schools. The potential of the LQLSE programme to serve children's SEL needs while contributing positively to the provision for professional development in the desired areas was noted as its key assets in this process.

Findings point to the need for educational decision makers and school policy makers to consistently:-

Recognise the importance of, and support the sustained implementation of effective programming to promote social and emotional competence in young learners and impact a peaceful learning environment school wide;

Recognise the implications of effective programming in this area to inform teacher perceptions of practice and professional development needs,

And enable the development of essential life skills, prevention of negative behaviors, character development and service-learning capabilities among young children.

In summary, findings in this study reinforce research on social-emotional learning in young children which suggests that "Children construct meaning in an atmosphere that is supportive and challenging"...and that 'the key variable in improving quality and raising outcomes for children is the competent, reflective, well-qualified practitioner ...' (Bertram, T. (2007) Nursery World, 7 June, UK) (4). The present study pinpoints the positive effect of a well-structured educational programme in supporting professional development while contributing to the peaceful learning setting.

## **Annex.1 Participant Perceptions by Category**

### **1. The Programme:**

Content and recommended delivery methods were reported to "contribute positively, both systemically and at classroom level to education in Turkey", (Nilgün Aktaş – LQ school coordinator, MEF Ist), and were regarded by academics as having the potential to "reinforce reflective classroom practices", (Ebru Aktan, Çanakkale Onsekiz Mart University Primary Ed. Fac.) and "actively contribute to the dissemination of a peace culture in schools and the community by equipping both adults and young people with the skills for peaceful problem solving and respect for differences", (Nur Mardin, BU) .

## **2. Trainer Training:**

Turkish teachers attending LQ trainings described the training as “providing hands on experience”; being “clearly evidence based and connecting to our theoretical knowledge-base”, but “practical and fun” “unlike other trainings” they had attended. The training practically demonstrated methods with the potential to “provide support to teachers in the challenges they faced with children” (Harun Yazıcı, school counselor, Mardin). Teachers were particularly keen on the “active learning and collaborative approaches” embedded in the training from the LQ programme, (Zeliha Bolat, Primary School Principal, Çerkezköy), These processes were regarded as being “a big plus in developing skills in children” (Makbule Yıldızoğlu, Child Psychologist, Mardin).

Other comments related to training were exemplified as follows: “This training has enabled me to take a fresh look at my field” (Academic, Bursa) ; “I have learned many things about life itself from workshop implementations” (School administrator, Bursa); “We have gained such self-awareness that directly reflects on our teaching skills”(Asistant principal, İstanbul primary school); “This has been valuable professional development for me. I have learnt so much”, (Preschool teacher, Çanakkale). One academic commented on the training’s potential to “impact personal skills and teamwork among participants”, (Işık Kamaraj, Marmara University Atatürk Primary Ed. Fac.)

## **3. Implementation - Positive Programme Effect**

Participant feedback from teachers from nearly 30 schools in three study locations indicated their perception of positive programme effect as observed through changes in children’s classroom behaviour in period following the training; “Children are more likely to wait their turn, and can better solve problems verbally with their peers after participating in activities from the programme to create classroom rules”, (Ali Tosunoğlu, Teacher, Çanakkale), particularly noted were the effects on children’s active class participation, developing sense of responsibility, increased academic motivation and focus, as well as evidence of enhanced respect and empathy for peers;- “Children became more aware of their feelings and those of others, and developed better self control after participation in LSEP anger management and empathy building activities”, (Ebru Mutlu, kindergarten teacher, Çanakkale).

## **4. Theoretical Connection – prevention – intervention)**

Although the focus of this programme is ‘prevention by building skills and competencies for resilience’, following a workshop in Mardin, south eastern Turkey, (June 2009) attended mainly by educational psychologists and school counselors, implementation with children in rural communities in the region with a recent history of conflict, generated participants’ reflections on their positive perception of the programme’s potential for supporting growing resilience in children in post trauma situations. Young professionals working with newly orphaned children of pre and primary age who had suffered severe trauma after the massacre of 44 family members in a local rural community (Bilge) in June, 2009, reported effective use of program activities, particularly some utlising the LSEP bear mascot, in those communities. Activities implemented immediately following these traumatic events were reported to be “fun, useful and helping the children to cope with challenging circumstances”, (Harun Yazıcı, Ed.Psych., Mardin). “Children of all ages immediately adopted the



‘Ayıcık’ bear. It helped them to communicate and reduced inhibition”, (Makbule Yıldızoğlu, Child Psychologist, Mardin).

Regional educational officials, NGO’s, and R&D specialist participants expressed the “timeliness and appropriateness” of LSEP training in light of “severe local need for conflict resolution training and skill-building among youth and supporting adults”, (Counseling Organisation - RAM - Spokesperson, Ayça Nur Çalışır, Mardin), Mardin MONE R&D team leader Sözer Bey.

According to surveys and focus discussions, programme components of particular interest to Mardin participants and stakeholders were “fostering peaceful discourse”, “aggression-free conflict management”, (Devrim Öztürk, School administrator, Mardin), “respect for differences, empathy building”, (Ebru Kılınç, Sch.Counc.Mardin) and skills needed to “create and maintain peace and encourage constructive participation of children in schools”, (MONE Mardin Regional Director, Turan Ateş).

### **5. ‘Family Participation’:**

When identified by teachers as a goal integral to content delivery, ‘family participation’ provided unexpected positive outcomes for teacher participants. One correspondent commented:- “I was surprised by the level of objective self evaluation achieved by preschool (5 yr. old) children working at home with family participation, on the topic of establishing rules, and by the independent responses to questions aimed at families on the same topic”. “I definitely feel family participation could be sustained with such activities and positively effect children’s interactions at home as well as in school’. (Ebru Mutlu, Çanakkale preschool teacher).

### **6. Modeling Good Practice with Relation to Curriculum Compatibility at the Classroom Level**

This was exemplified as follows:- In group discussions and through programme logs ...an implementing teacher described how, with a class of 42 first graders, programme goals could be integrated with those of the national curriculum: “We worked from the MONE curriculum themes for grade one within the LSE programme, discussed existing school rules and reasons for having them, explored personal experiences and generated new rules, supporting children’s sense of responsibility for developing a respectful learning environment” (Ali Tosunoğlu, teacher, Çanakkale). Other comments on curriculum compatibility indicated that:

“This programme appears tailor-made for the revised curriculum currently in use in primary schools (and preschool settings) throughout Turkey, and most importantly with practical activities supporting the framework and its aims.” (teacher participant, Istanbul, 2009)

### **Annex 2: Observed Participant Assets**

Participant assets as observed and gathered through post training surveys and discussions are summarised below as factors potentially contributing to effective programme implementation:

Appreciation of evidence based nature of intervention model

Appreciation of practical nature of programme content

Theoretical understanding of socio emotional skills in children

Teacher understanding of need to develop SEL in children

Theoretical understanding of teaching methodologies

Desire for change, openness to risk in training context

Strong participatory tendencies during PD

Confidence in ability to implement at classroom level

Intentions to implement at classroom level subsequent to training

### **Annex 3: Specific Findings**

1. Participant perceptions indicate that the programme can support the development of a relationship-centred community in school when implemented with high fidelity, building skills and attitudes to enhance emotional intelligence and support resilience in children.
2. Implementations fully utilizing programme content were seen as effective in fostering peaceful discourse and positive decision making even in challenging learning environments.
3. Where teachers are supported by effective on-going facilitation, programme implementation was observed to be more effectively sustained.
4. Programme content and recommended delivery methods were perceived by participants, particularly school coordinators and administrators, as having the potential to:- “contribute positively, both systemically and at classroom level to education in Turkey”.
5. Positive programme effect was reported as assets through changes observed in children’s behaviour in school over time of study.
6. When targeted by teachers as a goal integral to content delivery, the positive impact on ‘family participation’ in children’s schooling was more marked.
7. Providing planned opportunity to share good professional practice in relation to programme goals has been observed to impact teacher and student motivation and competency at classroom level.

### **Annex 4: Key Factors Impacting Programme Effectiveness**

#### **At Teacher Level.-**

1. Teacher needs self perception
2. Teacher competency self perceptions
3. Programme misconceptions

#### 4. Initiative overload

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#### **At School / District Level:**

5. Facilitator skills

6. School readiness

(See Annex 4: below)

#### **Annex 4:1 Key Factors Impacting Programme Effectiveness : Specific observations under each category**

##### **Teacher Level.-**

##### **1. Teacher needs self perceptions**

- i. Expectations of external provision of means for desired environmental changes
- ii. Perception of independent capability to build desired setting within existing school conditions
- iii. Expectations of institutional support for change (Where low:-“I am the only teacher in my school to have attended the training. How can I expect to implement the programme on my own?”) (teacher, Çanakkale)

##### **2. Teacher competency self perceptions**

- i. Confidence in personal competency in use of desired constructivist methods
- ii. Comfort level with participatory C/R methodologies at primary level
- iii. Understanding of the rationale for and mechanisms underlying participatory practices to develop (negotiated) meaning in classroom context
- iv. Self perception of competency to confront unpredicted situations
- v. Exposure to modelled participatory practices
- vi. Self-perception of need for teacher role change - for ‘deprivalisation of adult role’ (professional reflective skills)
- vii. Perception of observational and interpretive competency in assessing child need
- viii. Expectations from collaborative tendencies/abilities of professional colleagues
- ix. Perception of family skill levels / or potential teacher impact on family skill development

### **3. Programme Misconceptions**

- i. Perception of the importance of systematic implementation of chosen intervention programme
- ii. Perception of intervention programme essential principles.
- iii. Perception of current personal performance in delivery of parallel goals in existing classroom programmes:- “We’re already doing this” “Our programme is very similar”
- vi. Perception of teacher responsibility for pupil SEL skill development in mainstream classroom)
- iv. Perception of need to justify / prioritise development of emotional skills in school as teachers
- iv. Tendency to assume skills acquisition readiness in pupils as a prerequisite to desired changes in pupil behaviour
- v. Tendency to view existing official curriculum content demands as obstacle to implementation of intervention
- vi. Perception of programme compatability with existing curricula

### **4. Initiative Overload**

- i. Perception of feasibility of programme implementation within constraints of everyday school demands.

### **School / District Level:**

### **5. Facilitator skills – Perception of facilitator effectiveness**

### **6. School Readiness**

- i. Perception of personal empowerment to create change in existing school setting
- ii. Perception of school management as potentially being the effective facilitating body for desired changes  
“I don’t think my school head has any idea what I am doing in class” (teacher, Çnkle)

### **Participant Demographics Note:**

*Overall 102 teacher participants in three regional locations in this study*

*Istanbul total: 36*

*Çanakkale: total 34*

*Mardin: total 32*

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**Primary class teachers Istanbul: 15**

*Çanakkale: 16*

*Mardin: 10*

**Preschool class teachers: Istanbul 16**

*Çanakkale: 9*

*Mardin: 1*

**Other: Counselor/administrator: Istanbul: 5**

*Çanakkale: 9*

*Mardin: 21 (Counselor/Ed.Psych.)*

#### **Preliminary Evaluation Notes:-**

*Evaluation tools include: participant feedback during training and post-training focus sessions and classroom observations in the three regions; group discussion and programme logs 'reflective circles' individual interviews, study of programme-related professional development and classroom practices; periodic follow up meetings, small group discussions, classroom observation, post training and pre implementation surveys; teacher responses to questions posed in interviews.*

*: Participant perceptions were organised and analysed under six guiding criteria.*

*: Teacher post training survey questions designed to gather participant opinion of training effectiveness and perceptions related to the quality and potential impact of the programme prior to implementation.*

*: Regional and institutional support groups set up to encourage collaborative problem solving among teaching teams from different groups and schools and to disseminate good practice were guided by facilitating questions which informed discussions and feedback.*

*: Follow up and focus group discussions centred on issues arising from implementation in relation to programme goals and arising from sharing best practices.*

*: School-wide implementation monitored at the Istanbul school.(pilot since 2007), with school-wide LQ trained staff, collaborating with LSEP Turkey to develop a model for curriculum integration and school-wide monitoring and assessment, to support widespread effective program application.*

**Additional Background notes: Boğaziçi University Peace Education Application and Research Center (BUPERC)** Organizes and coordinates training in Turkey with a focus on peace education for teachers, academics, students and NGO's and supports educational initiatives targeting the enhancement of peace and non-violent conflict resolution within this region. The LSEP program is a significant component of the Peace Education Centre's training and implementation initiatives for peace education at primary and preschool levels in Turkey.

## ***Lions Quest Life Skills Education Programme***

*To date over 500,000 teachers have been trained in over 60 countries and more than 3.8 million children annually participate in the programme worldwide. In Turkey, Over 700 teachers and school administrators from over 300 schools have attended 20 two-day introductory LSE programme trainings in Istanbul, Çerkezköy, Bursa, Çanakkale, Mardin, Diyarbakır (southeast Turkey) Muğla, and Izmir, up to April 2010.. The LSE Programme is the property of the Lions Clubs International Foundation, and is managed in Turkey by Country Director Nilgün Niord.*

*Serving youth has been a longstanding mission of Lions Clubs International, the largest voluntary service organisation globally, which has supported the programme since 1984, by funding local programs, coordinating teacher In service, co-hosting parents meetings, and undertaking joint service projects with students.*

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