

ABSTRACT**Towards a Culture of Peace:
Teachers' Use of and Students' Reactions to a Curriculum for
UNESCO Associated Schools**

A curriculum was developed for use in UNESCO Associated Schools in Trinidad and Tobago. Using a qualitative case study approach with quantitative inputs, an inquiry was conducted to determine the goodness, appropriateness and value of the curriculum and the modifications which should be made to the curriculum document. The data to determine what modifications should be made were based on the ways in which teachers used the curriculum document and students' reactions and responses to it. In particular, the inquiry focused on the impact of the curriculum on students' attitudes, values, beliefs and opinions. The findings of the inquiry established the goodness, appropriateness and value of the curriculum document. However, classroom activities did not always reflect the criteria for goodness and appropriateness. There was also significant adaptation of the curriculum document by teachers. The general school context influenced teachers' use of the curriculum document as well as students' reactions and responses to its implementation in the classroom situation.

Overall, the younger students exhibited more positive attitudes and values as revealed by their performance on the attitude post-test. Nonetheless, the findings indicated that the attitudes and values of older students could be shaped positively with effective use of the curriculum document. Recommendations are

presented for modifications to the curriculum document. The findings point to the importance of assessing empirically the effectiveness of curricula prior to their introduction within the education system.

Keywords: UNESCO Associated Schools; Curriculum; Use of Curriculum; Attitudes and Values; Teachers; Students; Peace; Environment; Culture; Human Rights; the United Nations.

wish to say "thank you".

The conduct of this inquiry would not have been possible without the support and cooperation of the Principal, staff and students of Tranquillity Government Secondary School and, in particular, the Head of Department and members of staff of the Social Studies Department. My sincere thanks, therefore, go to Dr. Mervyn Sandy, Principal; to Aunty Honore, Head of the Social Studies Department; and to the school's coordinators of the UNESCO Associated Schools Project at the time, Terese Skinner and Marcia Smith. To all the teachers who participated in the inquiry I express sincere thanks.

Debra La Bende typed much of the first version of the thesis and I thank her for her patience.

My friend Dr. Stephen Gift made lighter the task of making sense of the raw aspects of the quantitative data. He also provided me with encouragement and support when my spirits were low. I express my heartfelt thanks to him.

A great debt of gratitude is owed to Giselle Henckiah for her very professional approach to proofreading, editing and formatting the thesis.