

*Changes in Knowledge, Attitudes and Practices  
of Children Aged 7-11 in the South Caucasus  
Region on Issues of Tolerance*

**Children's Tolerance Education Project  
(CTEP)**



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## **Changes in Knowledge, Attitudes and Practices of Children Aged 7-11 in the South Caucasus Region on Issues of Tolerance**

### **Executive Summary**

The Children's Tolerance Education Project (CTEP), implemented by Save the Children (SC) in the countries of Armenia, Azerbaijan and Georgia, was designed to promote the values of tolerance, cooperation and compassion among children, facilitating and sustaining peace and stability in the South Caucasus. The project was co-funded by the Swiss Agency for Development and Cooperation (SDC) and the United States Agency for International Development (USAID). The goal of CTEP is to instill in children critical thinking skills, enhanced positive attitudes, tolerance toward others who are different, cooperation and teamwork, and compassion toward all.

CTEP reaches children in each country with these messages through mass media, specifically local television stations, by broadcasting a series of entertaining puppet shows based on common values and approaches, using a common curriculum and shared scripts.

The effectiveness of changing children's knowledge, attitudes and practices (KAP) on issues of tolerance using puppet shows was unknown in the South Caucasus before CTEP. Thus, from the beginning, Save the Children envisioned conducting a study to examine changes, if any, in children's KAP on various tolerance topics from viewing the puppet series.

Given budget limitations and the relatively short timeframe of project implementation, it was not possible to use the most preferred method to measure long-term changes in children's KAP, and generalize the results broadly; that is, some form of a random sampling of children nationally, in each country, for a pre- and post-test. As an alternative, CTEP decided to show these episodes to selected students in several schools in each country and conduct pre- and post-test among them.

Children from five target schools in each country were recruited to participate. Students in classes with children 7-11 years of age were randomly selected. The pre-test (baseline

survey) was conducted by interviewers from a local research institute in February 2004 before the puppet series was broadcast on local TV. Towards the end of the project (December 2005), the post-test (or endline survey) was conducted interviewing a randomly selected group of students from these same classes who had viewed the puppet series in classrooms. This report examines the changes in the KAP of these students on four of the twelve tolerance topics explored in the series.

Overall, there were significant increases in the KAP scores of students on three of the four topics studied, regardless of gender, age or country. The largest increase in KAP scores occurred for the topic of Negotiation, followed by Tolerance and Mediation. As for the remaining topic, Participation/Cooperation, no change was found by gender or country; by age, no students other than those 10 years of age had a significant increase.

When asked to assess the episodes on a scale of “good, fair or bad,” the overwhelming majority of students described them as “good” and would also “recommend them to a friend to watch.” When asked if they discussed the episodes outside the classroom situation with others in a positive manner, about one-half of the students had done so.

During CTEP, teachers were encouraged to interact with their students in after the episodes were viewed in classrooms: reviewing definitions, discussing the main message of the episode, asking students to recall similar situations, and asking students what they would have done differently. During the endline survey, teachers were asked to report if they had interacted with students after viewing the episodes, and if so, how often. Based on the relatively few teacher reports obtained, the most frequent interaction with students was to have students recall similar situations. About one-half of the teachers reviewed definitions and discussed main messages.

Finally, when examining if the level of teacher interaction had an effect on the changes in students KAP, no significant effect was found. Thus, students who were in classes that had none, or few, teacher interactions had scores relatively similar to those students in classes with teachers who interacted always or frequently.

## **A. Problem and Background**

During the past century, the people of the South Caucasus have endured many debilitating and destabilizing conflicts and turmoil. These conflicts have taken different forms, including civil wars, wars between neighboring countries, attempted coups and assassination attempts, and an increase in organized crime. There has also been an increase in internal and inter-family conflict because of dramatic changes in gender roles and social and behavioral norms. Many children in these countries, all of which have large numbers of refugees and internally displaced persons (IDPs), are growing up isolated from the stabilizing influence of tradition and strong communities.

These conflicts and upheavals in the South Caucasus, combined with residual problems from the Soviet era, have created societies marked by a lack of tolerance, cooperation, trust, and willingness to compromise, a weak or non-existent civil society, and limited critical thinking skills. In many cases, even the languages of these countries cannot adequately express certain critical conflict transformation terms (such as coalition building or mediation), or their meaning is ambiguous or poorly understood.

If Armenia, Azerbaijan and Georgia are to mature into successful, independent, and peaceful countries, the citizenry need to develop the values of tolerance, cooperation, and compassion that form the bedrock of a peaceful, democratic, and pluralist society. One of the ways to help promote such values is to sharpen their conflict transformation, decision-making, and critical thinking skills. These skills and values, which are so critical to building a viable democracy, are essential as these countries attempt to re-form and re-integrate their conflict-torn communities and reconstruct their countries.

Unfortunately, children will not be able to learn skills that are neither visible around them nor taught in schools. Children in the South Caucasus are not taught to explore options, question assumptions, build teams, and consider alternate points of view. Instead, the educational systems, which are still based primarily on Soviet-era curricula, promote passive learning techniques (lecture-style or “learning by rote”) and rarely teach conflict transformation and prevention techniques or critical thinking skills. The schools often promote biased, nationalist versions of history and sometimes seek to distort and dehumanize others.

The core challenge is how to promote positive values and strengthen conflict transformation and critical thinking skills in these societies as quickly and broadly as possible, especially in children.

## **B. Theoretical Framework**

The goal of CTEP, implemented by Save the Children in Armenia, Azerbaijan and Georgia, is to promote the values of tolerance, cooperation, and compassion in children through the introduction of conflict transformation skills, behaviors, and attitudes, thereby helping to build and sustain a peaceful and stable region. To achieve this goal requires a general understanding of childhood cognitive and moral development.

Kohlberg (1981) developed a theoretical framework which describes the different stages of social and moral development in children. One of Kohlberg's fundamental points is that developing character traits such as tolerance is not merely the result of gaining more knowledge, but rather consists of a sequence of qualitative changes in the way children think. Qualitative changes in thinking occur when children enter into discussion and debates with others who hold different views and opinions that challenge their own point-of-view. As children interact with others, they learn how viewpoints differ and how to negotiate and participate in cooperative activities. As they discuss their problems and work out their differences, they develop their conceptions of what is fair and just.

For Kohlberg, and many researchers using his framework, schools could play a key role in promoting qualitative changes in thinking of children and their interaction with others. Classrooms represent a setting with children of differing points of view and backgrounds. For example, one technique used in classrooms by teachers is to tell a story about morally conflicting behaviors. The teacher then asks students to role play the characters in the story and defend their actions. This process induces children to see an issue from another point-of-view, and then they are able to discuss what they thought was the correct course of action.

According to Kohlberg, younger children will display less moral development because they are not as well developed cognitively and have had less interaction with others who

are different. As children grow older and interact with others who are different, they have the opportunity to develop a broader perspective.

Considering differences between boys and girls on moral development, Gilligan (1993) and Eisenberg (1989) argued that culture was as great an influence as interaction on moral reasoning. In most cultures, girls are socialized into roles of caring and compassion toward others; thus, the ability to empathize, or see an issue from someone else's point of view, is more developed in girls than boys.<sup>1</sup>

Blatt and Kohlberg (1975) conducted an experiment with sixth grade students by having them participate in 12 weekly discussion groups. They found that over half the students moved up one full stage after the 12 weeks. Likewise, children involved in discussion of moral and ethical issues conducted over several months can produce changes that are significantly greater than among those in control groups who do not participate in such discussions (Rest et al., 1983).

Using this theoretical framework, CTEP's strategy is to maximize student involvement by providing opportunities for the use and development of diverse modes of reasoning, problem-solving, and conflict resolution. Children need opportunities to reflect on moral dilemmas, and on their own moral experiences, while considering how to apply principles and maintain positive relationships. Students also need opportunities to participate in communication in which they fully experience each other's conflicting views, discuss between themselves and others these conflicting views, and reach ethical and moral solutions through negotiated agreements. Through such experiences, students can develop their capacity for reasoning as well as their capacity to resolve conflicts.

### **C. The Role of Television**

The role of media, in particular television, is a powerful one, for better and for worse. Television carries a variety of messages, both cognitive and emotional. In fact, the power of television has revised our concept of what constitutes reality. It has the power to focus

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<sup>1</sup> According to Gilligan, boys/men have a dominant moral "voice" that emphasizes an "ethic of justice" whereas girls/women have a dominant moral "voice" that emphasizes an "ethic of care."

on one situation and instantly raise the world's awareness. Unfortunately, this power can be and is often used to exacerbate conflict.

Research has established a verifiable relationship between children's viewing of either aggressive or pro-social behavior on television and their subsequent behavior. Children as young as two years old easily imitate televised behaviors. Television violence can affect a child's behavior at an early age, and the effects can extend into adolescence.

At the same time, some research provides evidence that television need not be a school for violence; rather, it can be used to reduce hostility. TV can be a powerful tool to promote tolerance, understanding, nonviolent problem solving, and positive inter-group relations. Television can portray human diversity while highlighting shared human experiences. It can teach skills that are important for the social development of children and do so in a way that both entertains and educates.

Like elsewhere, children in the South Caucasus spend a substantial amount of time watching television. Many children watch programs that may reinforce concepts of disagreement that lead to violence and other destructive behaviors.

#### **D. CTEP's Strategy**

The CTEP puppet series was developed as a prototype for children's TV programming to instill tolerance, conflict resolution and mediation skills. The project, co-financed by the Swiss Agency for Development and Cooperation for the South Caucasus (SDC) and the United States Agency for International Development (USAID), targets children from five to eleven years of age, along with their parents and teachers.

The project goal is to develop tolerance, cooperation and compassion, mutual respect and democratic values in children in the South Caucasus. In order to reach this goal, SC decided on a strategy to develop a regional children's educational television series using puppet shows to teach children skills of conflict management and problem solving, critical thinking and anger management, acceptance of different ideas and various cultures, listening to others, negotiation and cooperation. While the basic scripts for each of the episodes are the same in each country, the series is locally produced in the national

language with culturally specific sets, costumes, characters, and music. In keeping with the region's strong tradition of children's puppet theatre, the characters in the program are locally designed puppets.

Thirty-six episodes were produced in each country. Each episode presents short scenarios in which dilemmas are faced by the puppet characters, which they must overcome using critical thinking and conflict prevention skills. The shows use these situations to introduce the language and skills of critical thinking and critical thinking processes, such as exploring options, testing assumptions, and team building. Each show focuses on a particular set of skills and/or concepts so that the different episodes build on each other. The episodes cover 12 themes, which include tolerance, cooperation, participation, negotiation, mediation, citizenship, children's rights, gender, environment, effective communication, intercultural relationships and problem solving.

Television is the best medium for reaching children in the South Caucasus because, given the popularity of television and its wide availability, it is a particularly cost-effective means for reaching a broad audience. Television is even available to a large number of the refugees and internally displaced persons (IDPs). For instance, previous research by the office of the United Nations High Commissioner for Refugees (UNHCR) shows that 83% of IDPs have access to television in Azerbaijan. Furthermore, as of February 2002, SC's research showed that approximately 65% of IDPs living in collective centers in Georgia have access to television. Research from similar projects in other countries shows that, in addition to the primary target group, children's parents, grandparents, and other caretakers are curious and loyal viewers. Adults watching the shows with children will help them understand the concepts while simultaneously increasing their own understanding.

#### **E. Measuring the Impact of CTEP's Puppet Series**

As with any project, it is important to measure the impact of the designed interventions on the target group. Thus, the key question is the following: What is the impact of the TV series on changing the knowledge, attitudes and practices (KAP) of children toward issues of tolerance?

Conducting a random, nation-wide sample of all households and children in all three countries to measure the impact would be both expensive and time consuming. Therefore, SC decided to show selected episodes to children in five target schools in each country and use pre- and post-tests to measure changes in children's KAP after watching shows on four key topics—Mediation, Tolerance, Negotiation, and Cooperation/Participation. (See Attachment 1 for the list of target schools and titles of the episodes used for the baseline.)

### **Selection of Schools**

Five schools in each country were selected in collaboration with the respective Ministry of Education. The necessary technical equipment—a TV monitor, video player and generator<sup>2</sup>—was provided to the pilot schools, which were selected based on the following criteria:

- geographic location (in order to cover as many regions of the country as possible);
- enthusiastic and committed school administration and staff; and
- teachers interested in working with the CTEP curriculum.

Teachers were requested to show the entire puppet series during classroom hours.<sup>3</sup> After each episode, it was envisioned that teachers would have students discuss the concepts and dilemmas presented to encourage critical thinking processes in children and enhance the learning of CTEP concepts. Teachers were provided a “CTEP curriculum” developed by SC and international educational experts. The curriculum gives the teachers definitions, examples of appropriate behaviors, and different activities that can be used with the children. It also provides guidance (do's and don'ts) so that discussions are productive and reach the desired outcomes.

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<sup>2</sup> Generators were only provided in Georgia; they were donated by UNICEF.

<sup>3</sup> In Armenia, SC organized and conducted teacher trainings. In Georgia and Azerbaijan, SC also selected teachers based on their interest in receiving additional training offered by the Norwegian Refugee Council (NRC) or from other training experts. After negotiations between SC and NRC, an agreement was reached for NRC to conduct teacher training using their own funds. This partnership was pursued given NRC's experience in the South Caucasus in teacher training, specifically on conflict resolution and peace building. In Azerbaijan and Georgia NRC began the training in December 2005/January 2006. The four modules for the teacher training, developed jointly by SC and NRC, give teachers the opportunity to enhance their skills as well as exchange ideas about their experiences using the CTEP puppet series in their classrooms. The training component was funded privately by NRC, using their own resources.

### **Development of Pre- and Post-test Questionnaires**

CTEP contracted an independent research firm, the Institute for Polling & Marketing (IPM), to assist with the development of the questionnaire and to conduct the interviews with children. To develop the quantitative questionnaires for the pre- and post-test surveys, IPM conducted focus group discussions (FGDs) to determine how many of the 12 topics to measure, which age range of children to interview, and what scaling methodology should be used.

FGDs were conducted with children from six through eleven years of age in IPM's office in Tbilisi. During the first round of FGDs, all 12 topics were discussed. The results showed that this was too many topics for such a young target group. Therefore, a decision was made to focus only on five core topics: Mediation, Tolerance, Negotiation, Cooperation, and Participation.

The second round of FGDs used the reduced number of topics, and using specially created scenarios/dilemmas based on the actual scripts from the TV series. From these FGDs, questions and responses were developed. A decision was also made to exclude children six years of age from the survey because they do not have the necessary reading skills for using "show cards" that would be used in the questionnaire. CTEP's child psychologist consultant agreed that the level of development of six-year-old children is not sufficient for them to understand the questions asked.

Based on the results from the FGDs, a quantitative questionnaire was developed on the five topics using Kohlberg's method of presenting children short stories on moral issues in which a character faces a dilemma. Following the story, children were asked questions about the story and asked to consider ways of solving the dilemma.<sup>4</sup> Each scenario was read to the child so that each one heard the same scenario.

The scenarios were developed based on episodes from the puppet series that deal with the identified topics.<sup>5</sup> Three to five multiple choice, closed-ended questions were developed

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<sup>4</sup> Selman also used this method to study the stages of friendship development in childhood (Selman, 1981).

<sup>5</sup> The stories for the episodes are based on traditional stories from the South Caucasus. For example, the scenario for the topic, Negotiation, is loosely based on the story "Let's negotiate," by Irakli Lomouri, from

for each scenario, and each question had only one correct answer.<sup>6</sup> Both general and specific questions on each topic were developed. The specific questions were designed to evaluate the children's ability to make the connection between reasons and outcomes, based on the particular details described in the scenario that was read to each child, as well as to measure attitudes and practices (behavior). In addition, general questions were asked on each topic to gauge a child's ability to apply the principle more broadly to other non-specific situations.

Considering the characteristics of these age groups, projective questions were included in the questionnaire, where the child imagines him/herself in the other child's place, again using Kohlberg's 'role-taking' technique. It is ineffective to ask the children direct questions such as, "How should you behave in such a situation?" Young children will most likely respond to such direct questions in a way to simply get adult approval.<sup>7</sup>

The questionnaire was pre-tested with 15 children in a school in Tbilisi to check for understandability and to estimate the interview time.<sup>8</sup> After the test, minor revisions were made, and the final questionnaire was sent to each country for translation into the local language. In each country, local interviewing firms, contracted by IPM, conducted the interviews of children, with SC staff members accompanying them for quality control.

### **Selection of Students**

Only students from the ages of seven to eleven were chosen in the five target schools in each country. They were selected by systematic sampling from the student enrollment lists for the relevant grade levels.<sup>9</sup>

Based on time and budget limitations, a target of 300 students per country were interviewed before any of the episodes were shown in the classroom. The total number of

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Georgia, "A Trip to the Stars," by Hikmet Aydinoglu, from Azerbaijan, and "The Treasure of the Brave Pirate," by Bernardine Sarkisyan, from Armenia.

<sup>6</sup> As it would be difficult to remember all the choices by listening to them only once, children were presented with cards with the possible answers and given a chance to select the answer.

<sup>7</sup> This is known as "social desirability bias."

<sup>8</sup> Budget and time constraints did not allow pre-testing the questionnaire in other rural locations.

<sup>9</sup> The step size for the selection was calculated separately for each class by dividing the number of students in the class by 6 (the number of interviews to be conducted). Rotation principle was applied for each class for selecting the first student to be interviewed (e.g., child #1 in the first class, child #2 in the next class, and so on).

students were equally distributed, resulting in 60 respondents per school and 12 students from each grade. If a school had more than one class per grade, for example two parallel classes, interviewers selected 6 students from each class (or 12 students in total).

The pre-test, or baseline survey, occurred in February 2005 in Georgia and March 2005 in Armenia and Azerbaijan. The post-test, or endline survey, was conducted in mid-December 2005, after the students have viewed all 15 episodes that focus on the five selected topics. The endline survey was conducted in the same classrooms as the baseline survey; however, no effort was made to interview the same students interviewed in the baseline.<sup>10</sup> Rather, the selection of students was based on a systematic sampling from the school's enrollment list for these classes, although some students interviewed in the endline survey may have also been interviewed in the baseline survey. A target of 300 students per country was set, the same as the baseline target.

## **F. Endline and Baseline Results Compared**

### **Number of Students**

The goal for the endline survey was to interview 300 students per country from the same classes surveyed in the baseline and that all students should have watched all 15 episodes in class. The four criteria – 1) total number of 300 students; 2) from the same classes; 3) who had viewed all 15 episodes; 4) in a classroom setting – were not entirely realized for various reasons.

The first criterion of 300 students was not accomplished primarily due to not achieving sufficient numbers of students for the other criteria. The second criterion, “from the same classrooms,” was not achieved in a few cases because some classes from the baseline survey had not viewed all of the episodes; thus, when possible, those classes that had viewed the episodes were over-sampled to provide replacement students. The third criterion, “who had viewed all episodes,” was not met in some cases because some classes had not viewed any episodes. This was particularly the case in Armenia.

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<sup>10</sup> The pre- and post-test represent two cross-sectional surveys. Using a panel survey in which the same children would be interviewed at both times was not possible due to budgetary constraints.

The fourth criterion, “viewed in a classroom setting,” was not met in some cases either. That is, some students were asked to view the episodes at home, not in class. This was particularly the case in Georgia for the upper level classes. Finally, due to a flu epidemic in Armenia, some students were absent from school, which made it difficult to achieve targeted sampling totals in some classrooms.

For both the baseline and endline surveys, the total number of students that met all criteria for each survey is presented in Table 1. The target of 900 total students, or 300 students per country, was not achieved in the baseline primary due to some students interviewed being too old (12 years of age and older); thus, they were excluded from the analysis. In the endline survey, the target of 300 students per country was not achieved primarily because enough students had not viewed all the episodes. The total number of completed interviews with students meeting all four criteria, relevant to each survey, is 744 for the baseline and 758 students for the endline.

**Table 1: Number of Children Interviewed in Baseline (Pre-Test) and Endline (Post-test) Surveys on CTEP’s Tolerance Issues.**

	Baseline (pre-test) Feb/Mar 2005	End line (post-test) Dec 2005
<b>Total</b>	744	758
<b>Gender:</b>		
Girls	368	399
Boys	376	359
<b>Age:</b>		
7	69	107
8	266	160
9	162	175
10	186	120
11	161	196
<b>Country:</b>		
Armenia	221	158
Azerbaijan	249	300
Georgia	274	300

It is important to note that, due to the much lower number of students from Armenia for the endline survey, the overall results will primarily reflect findings based on the analysis from Azerbaijan and Georgia.

#### **Number of Teachers**

An important reason for showing the episodes in classroom settings was to gauge the effects of teacher-student interaction. The purpose in showing the episodes in classrooms

was based on an assumption that teacher interaction would reinforce the messages portrayed in the puppet series, thereby enhancing learning and promoting behavior change.

Teachers in the target schools were asked to interact with students after viewing the episodes to reinforce the messages using four techniques, as follows:

- a) discuss and review definitions of terms used in the episodes, such as tolerance, mediation, negotiation, cooperation;
- b) discuss the main message;
- c) ask children to recall similar situations from their everyday experiences; and
- d) ask children what they would have done differently based on what they observed in the shows.

As part of the endline survey, a supplemental survey was conducted with teachers asking them if they had in fact interacted with students and, if so, the degree to which they had done so. The teachers were asked to “score” their level of interaction using the following scale: a) always, b) mostly, c) sometimes, and d) never. An assumption guiding this process was that the more teachers interacted with students, the number of students answering questions correctly would increase.

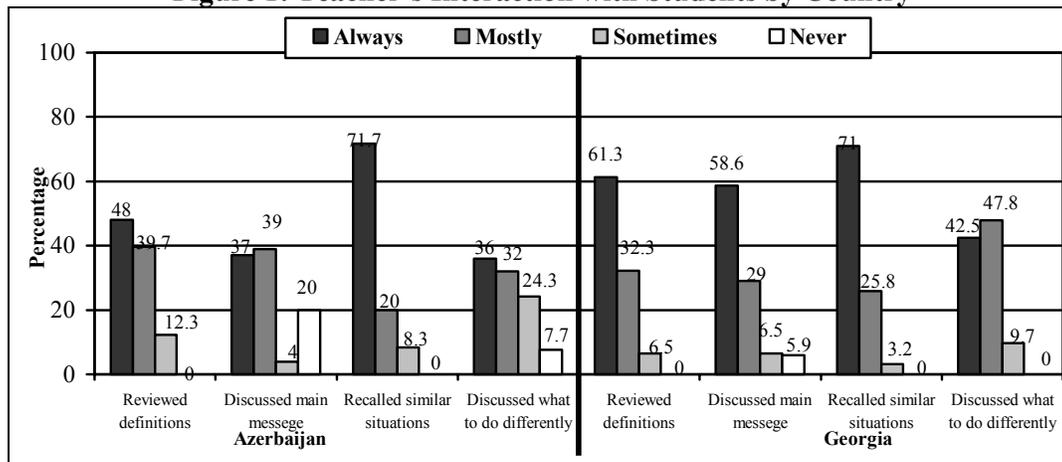
The endline survey confronted several obstacles: 1) achieving sufficient numbers of teachers to complete the survey and 2) linking their interaction(s) with a particular class of students (except in Azerbaijan). The total number for all three countries was 70. In Azerbaijan, 40 teachers who responded were linked to a specific classroom, while in Georgia there were 25 and in Armenia only 5.

The reasons for these low numbers of teachers are the following: First, some teachers refused to complete the survey, especially those who had the students view the episodes at home. Second, some classes had several teachers who responded, and it was not possible to link any one teacher with one class of students (and in turn to link teacher interaction and student outcomes). Third, some teachers refused to complete the survey without explanation.

The reported interactions of the 70 teachers can be linked with 513 students, or 76.7% of the total 758 students. Of the teachers who said they “always” engaged with students after an episode, 71.7% of the teachers reported doing this by recalling similar situations, 55% by reviewing definitions, 47.6% by discussing the main message, and 40% by discussing what to do differently. (Please see Table 23, Table 24, and Table 25 in the Appendix).

The level of teacher interaction with students after viewing an episode, by country, is shown in Figure 1. Substantially more teachers that could be linked to a particular class responded in Azerbaijan than in Georgia. Based on the responses obtained, overall teachers in Georgia reported more consistent interaction with students than teachers in Azerbaijan.

**Figure 1: Teacher's Interaction with Students by Country\***



\*Armenia is not included due to an insufficient number of teachers responding that could be linked with a specific class (n=5).

Table 2 presents the percentage of students in classes with teachers who reported either “always” or “mostly” interacting with students. Almost two-thirds (61.6%) of students were in classes where teachers reported “always” or “mostly” conducting all four types of interactions. Classes that were more likely to have teachers who “always” or “mostly” carried out all four interactions tended to have more girls, 9 year olds, and be Georgian (as indicated by the shaded cells in Table 2). The lowest percentages of students who had teachers interacting consistently on all four interactions were the youngest (7 yrs) and the oldest age groups (11 yrs).

**Table 2: Percentage of Students by Number of Teacher Interactions\***

Level of teacher interaction:	Total (n=70)	Gender		Age					Country		
		Girls (n=68)	Boys (n=69)	7 (n=18)	8 (n=32)	9 (n=35)	10 (n=26)	11 (n=23)	AR (n=5)	AZ (n=40)	GE (n=25)
0 (none of the four)	0.6	0.8	0.4	0.0	0.0	2.5	0.0	0.0	11.1	0.0	0.0
1 (one of the four)	0.2	0.0	0.4	0.0	0.9	0.0	0.0	0.0	0.0	0.3	0.0
2 (2 of the 4)	19.9	17.8	22.1	26.9	27.1	14.9	20.2	13.6	0.0	32.0	3.2
3 (three of the four)	17.7	17.8	17.7	21.8	8.4	14.0	14.6	29.7	33.3	11.7	25.3
4 (all four)	61.6	63.6	59.4	51.3	63.6	68.6	65.2	56.8	55.6	56.0	71.5

\*The "n" size will not equal 70 due to some teachers interacting with students in more than one class.

### Change in Knowledge, Attitudes, Practices on CTEP Issues

The following section will examine the endline survey results, as well as compare these results with the baseline survey results on the four issues of negotiation, tolerance, mediation and participation/cooperation. The survey results will be examined for the following: a) change; b) the direction of change (i.e., increase or decrease); c) if change occurred, is it significantly different; and d) the effect that teacher interaction had on the changes.

#### *Negotiation*<sup>11</sup>

In the puppet series children are taught principal negotiation skills which are used when there is a need for creative compromise to reach the outcome that is desirable for both parties. For the pre-test, children were read the following scenario:

#### **Scenario (read to children by interviewer):**

*In a yard children decided to play together, but they could not reach agreement regarding what game to play. Some of them wanted to play "blind man's buff," while others wanted to play ball. Then they started to quarrel. Nobody listened to each other and all of them were shouting simultaneously. They got upset with each other and could not come to any agreement. They quarreled and shouted for such a long time that, in the end, their angry parents made them go home.*

After being read this scenario, children were asked three questions. Following each question, the interviewer provided the child a card with possible responses. The child was

<sup>11</sup> The percentages of correct responses to all questions are presented in Table 8, Table 9, & Table 10 in the appendix. The percentages presented for each of the tolerance issues are the percentage of children who correctly answered all attitude, practice and knowledge questions for that issue. Children were allowed to respond "don't know," but this option was not stated.

given time to read the card and tell the interviewer which response they thought was the “best” option for the children in the story.

To measure children’s attitude on negotiation principles, each child was asked, *What should the children have done so that it would not have ended this way?* After being asked this question, children were given the following possible answers:

- a) *negotiate;*
- b) *play what the majority wanted to play;*
- c) *play in separate groups;*
- d) *don't play at all;* or
- e) *continue to argue on what to play.*

To measure children’s practice (behavior) of negotiation, they were asked, *Would it be correct if they solved the argument by means of negotiation?* The possible answers were either a) *yes* or b) *no*.

To measure knowledge, children were asked, *How should you negotiate with someone?* The child was then given a card with the following responses; a) *one person should concede to your demands;* b) *you should concede to his/her demands;* c) *both sides should concede a little;* d) *someone else should decide what to do;* and e) *both should “push” to get their own way.*

Prior to watching the episodes, in the baseline survey approximately one out of every three children (34.3%) correctly answered all three questions (shown in Table 3). In comparison, 68.1% of students that took part in the endline survey correctly answered all questions, which is a statistically significant increase. In both the baseline and endline surveys, of the three questions asked, the lowest percentage of students correctly answered the question regarding knowing how to negotiate with someone, followed by practice of what s/he would have been done in that specific scenario (presented in Table 8 in the Appendix).

**Table 3: Percentage of Correct Answers on Negotiation Questions**

	Baseline (pre-test) Feb/Mar 2005	End line (post-test) Dec 2005	Significantly different
<b>Total</b>	34.3	68.1	Yes
<b>Gender:</b>			
Girls	36.1	69.4	Yes
Boys	32.4	66.6	Yes
<b>Age:</b>			
7	29.0	51.4	Yes
8	30.1	66.3	Yes
9	34.0	72.0	Yes
10	36.6	73.3	Yes
11	38.3	71.9	Yes
<b>Country:</b>			
Armenia	32.6	67.1	Yes
Azerbaijan	33.7	61.7	Yes
Georgia	36.1	75.0	Yes

A greater percentage of girls than boys correctly answered all three questions in both surveys. This is primarily due to a greater number of girls correctly answering the knowledge and practice questions on negotiation. This difference, though not large, may reflect in some way differences in socialization of girls and boys mentioned on page 3 above (Gilligan 1993 and Eisenberg (1989). Comparing the endline with the baseline results, there was a statistically significant increase in the percentage of girls and boys getting all answers correct.

In the baseline survey, the percentage of correct responses slowly increases with age, from a low of 29.0% for children seven years of age to 38.3% for children eleven years of age. This result is not too surprising. Much of child development and learning occurs from interaction with the surrounding environment and people. Since older children have had more time to interact than younger children, they have encountered more situations that require compromising, establishing cooperative relationships between conflicting parties, and considering their interests and proposing ways for conflict resolution (Lincoln and others; 1998). Therefore, it is not as easy for younger children to answer correctly the three questions on negotiation. In this respect, children in the South Caucasus do not differ from children in the rest of the world.

After viewing the episodes, the differences between age groups remains; that is, a lower percentage of younger students than older students correctly answered all the questions. However, the range is much greater in the endline survey. In the baseline there was a

difference of 9 percentage points from lowest and highest percentages (29% to 38%) for the youngest to the oldest students. In the endline, this difference was 21 percentage points (51.4% to 71.9%). For all age groups, the increase from baseline and results was significant. This indicates that, overall, viewing the episodes helped all students but especially older students.

At the baseline, the rate of correct responses by students was relatively similar in all three countries. In the endline survey the increase in percentage of correct responses was significant for all countries; however, a greater percentage of students from Georgia (75%) correctly answered all negotiation questions than from Armenia (67.1%) or Azerbaijan (61.7%). Several possible explanations may account for this difference. First, during the endline survey, a greater percentage of teachers in Georgia reported “always” or “mostly” engaging with the students on all four types of interactions. Second, in the focus group discussions (FGDs) held with teachers, a greater percentage of teachers from Armenia than in the other two countries expressed being less positive about interacting with students because they were “too tired by that time.” Third, the FGDs indicate that teachers in Georgia received some instruction and/or training for these types of interactions whereas teachers in Armenia and Azerbaijan had not.

### ***Tolerance***<sup>12</sup>

Tolerance is a skill that demonstrates fairness towards the beliefs and ideas of other people and the ability to accept them. According to the SC’s “Declaration of Principles,” tolerance is respect shown to the forms of expression of various cultures of the world and to human beings as well. It is reinforced by education, openness, communication, understanding and belief in the freedom of ideas.

To measure the level of behavioral preparedness, disposition and knowledge concerning tolerance, the students were read following scenario:

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<sup>12</sup> The percentages of correct responses to all questions are presented in Table 11, Table 12 & Table 13 in the appendix.

**Scenario (read to children by interviewer):** *Imagine that children in the yard decided to play sports. They decided to play football, "dodge ball," "jump rope," etc. Preparations started. Some of the kids thought that some of the children would not be able to play well, that they would not be able to do much and the whole game would become less interesting; therefore, they were not allowed to play. One of them was not allowed to play because he was quite short. Another one had just arrived from living abroad and could not speak (**the Local Language**) well. And another child was not allowed to play because he could not run fast enough.*

After reading this scenario, children were asked a series of questions. Following each question, the interviewer provided the child a card with possible responses. The child was given time to read the card and tell the interviewer which response they thought was the "best" option for the children in the story.

To measure children's attitudes regarding tolerance, the following four questions were asked:

1. *Did the children do the right thing?*
2. *What would you have done?*
3. *If the majority of children wanted everyone to play, would you have agreed with the majority?*
4. *Should you or should you not talk and have contact with somebody who is very different from you?*

The possible answers for the questions were as follows:

1. a) *yes* or b) no;
2. a) *would agree with the majority to exclude them*, or b) *would oppose the majority*;
3. a) *would agree with the majority that everyone should play*, or b) *would oppose the majority*;
4. a) *it is necessary*, b) *you may talk and have contact with him/her*, or c) *you should not talk and have contact with him/her*.

To measure the children's behavior/practice one question was asked: *In your opinion, which behavior of the children would have been better?* The possible answers were: a)

*those children should not be allowed to play, or b) the children should have found a way so that everyone could play*

To measure knowledge about tolerance, children were first asked: *Do you know what being tolerant means?* The possible answers were a) *yes* or b) *no*. A second question was asked: *From the following statements tell me which statement you think best represents what "being tolerant" means.* The possible responses were: a) *treat people with respect even if they are different from you, for example, think differently, look differently, behave differently*; b) *mistreat people that are very different from you, for example, think differently, look differently, behave differently*, and c) *try to make the person that is different become more like you.*

Overall, a very small percentage (8.5%) of children were able to correctly answer all these questions during the baseline survey (as shown in Table 3). This percentage increased dramatically in the endline survey (34.6%). This represents a four-fold increase. During the baseline, the reason for the low percentage of students correctly answering all questions was that few knew the definition of tolerance.

**Table 4: Percentage of Correct Answers on Tolerance Questions**

	Baseline (pre-test) Feb/Mar 2005	End line (post-test) Dec 2005	Significantly different
<b>Total</b>	8.5	34.6	Yes
<b>Gender:</b>			
Girls	10.4	33.1	Yes
Boys	6.4	36.2	Yes
<b>Age:</b>			
7	7.5	24.3	Yes
8	6.6	36.3	Yes
9	7.9	36.6	Yes
10	10.2	31.7	Yes
11	9.6	38.8	Yes
<b>Country:</b>			
Armenia	6.3	36.7	Yes
Azerbaijan	*	41.3	n/a
Georgia	10.2	26.7	Yes

\*Due to a misunderstanding, the children who responded "no" to knowing what tolerance means were not asked the follow-up question about which statement most closely matches what they think tolerance means.

Moreover, these percentages were expected to be lower because the issue of tolerance had the most questions, which means a greater probability of incorrect answers. All the other issues in the study had only 3-4 questions. Thus, in the endline survey, while a high percentage of students were able to answer correctly several of the tolerance questions,

only a small percentage could correctly answer all six questions. Students who were less likely to answer all questions correctly were girls, the youngest age group, and children from Georgia.

A comparison of the changes from the endline with the baseline surveys indicates that all students answered more questions correctly and that the changes were significant. Nonetheless, even though the increase in significant, the rate is comparatively low in that 73% to 59% of students did not correctly answer all questions. Given this, greater attention on this topic should be considered for future interventions.

### ***Mediation***<sup>13</sup>

Mediation is a means of conflict resolution when opposing parties try to settle disagreements with the help of a mediator who represents a third, neutral position. Mediation does not consider the parties involved in the conflict as 'right' or 'wrong', but tries to help them find a mutually acceptable solution. The mediator is a neutral person. S/he does not make any decision on his/her own. The mediation is voluntary, cooperative, creative and controlled by the conflictive parties.

Arbitration is different from mediation. An arbiter is a person to whom the conflicting parties defer. S/he listens to the opposing points of view and then makes a binding decision.

The following scenario was read to the children:

#### **Scenario (read by interviewer):**

*One day a child on duty in class had to clean the blackboard during the break. His classmate was drawing something on the blackboard at that time. The pupil on duty wanted to start cleaning the blackboard, while the other child continued drawing on it. They started an argument. One of their classmates, who was a mutual friend, was sitting at his desk and reading something. He put aside his book and started observing his friends quarreling. Neither of them wanted to concede, and they had already started shouting at each other. It did not look as if the argument would end peacefully, and they even appeared ready to start a fight.*

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<sup>13</sup> The percentages of correct responses to all questions are presented in Table 14, Table 15 & Table 16 in the appendix.

To measure children's specific attitudes and behavior regarding mediation, each child was asked about the scenario: *What should the arguing children do?* and *Would involvement of the third child help solve the problem or not?* After being asked each question, children were given a card with possible answers. For the first question the possible answers were: a) *continue arguing*; b) *stop talking with each other*; c) *ask the friend to help solve the problem*; and d) *call the teacher (not read out)*. For the second question the possible answers were: a) *yes* or b) *no*.

Two general questions were asked about mediation, one on attitude and one on behavior. For attitude, children were asked: *What type of person could reconcile arguing sides?* The possible answers were: a) *someone who concedes*; b) *fair [person]*; c) *patient*; and d) *someone trusted by both sides*. For behavior, children were asked: *What is a person called who can solve a problem between people who are arguing?* The possible answers were: a) *go-between*; b) *judge/arbitrator*; c) *mediator*; and d) *other [write in]*.

A slightly higher percentage of children in both the baseline and endline surveys answered all the questions correctly regarding mediation than tolerance. Nevertheless, the percentage was still much lower than negotiation. Overall, about one-third (35.5%) of students were able to correctly answer all the questions. The most difficult question was the question on the name of the person who can help solve a problem between arguing parties; many children still chose "go-between" or "arbitrator" instead of "mediator." Despite this, the difference between baseline and endline results (11.3% vs. 35.5% answering all questions correctly) is a significant increase.

The increase in correct scores between both surveys was significant for both girls and boys, but more so for boys. In the baseline survey, 9.6% of boys correctly answered all mediation questions, increasing to 37% in the endline survey; for girls the results were 13% and 34.1%, respectively. This difference is primarily due to a greater percentage of boys correctly answering the question on characteristics of a person who can reconcile arguing sides.

**Table 5: Percentage of Correct Answers on Mediation Questions**

	Baseline (pre-test) Feb/Mar 2005	End line (post-test) Dec 2005	Significantly different
<b>Total</b>	11.3	35.5	Yes
<b>Gender:</b>			
Girls	13.0	34.1	Yes
Boys	9.6	37.0	Yes
<b>Age:</b>			
7	4.3	24.3	Yes
8	8.4	36.9	Yes
9	8.6	35.4	Yes
10	13.4	42.5	Yes
11	17.4	36.2	Yes
<b>Country:</b>			
Armenia	9.0	27.2	Yes
Azerbaijan	10.0	46.0	Yes
Georgia	14.2	29.3	Yes

In the baseline, the ability of students to answer correctly the questions about mediation increased with age, ranging from a low of 4.3% for children seven years of age to a high of 17.4% of children eleven years of age. However, in the endline, no clear pattern emerges, except that the youngest age groups had the lowest percentage of correct answers.

The levels of increases for all age groups between the baseline and endline were significant, with the greatest increase occurring in Azerbaijan. The primary reason why Azeri student had higher rates of correct answers than students in the other two countries was that they were able to better identify the term used for a person who solves problems.

#### ***Mutual cooperation / participation***<sup>14</sup>

One of the principles of CTEP is to develop the “voices of children.” This refers to participation, i.e., helping children to be active participants and express their wishes in a constructive way. Adults need to be receivers of “children’s voices” and understand them. At the same time, adults need to help children express their needs, wishes and intentions, i.e., they should help develop children’s “voices.”

Another CTEP principle is to promote cooperation, often called “working trust and building trust networks.” Trust is having faith in somebody or something, faith in their kindness, truth, character, strengths, skills, etc. Trust networks unite or connect a group of

<sup>14</sup> The percentages of correct responses to all questions are presented in Table 17, Table 18 & Table 19 in the appendix.

people to one another professionally or socially, and for whom trust represents the most important element of the relationship. Working trust refers to the skills and experience that have accumulated in two or more people, or within a group.

The following scenario was read to the children:

**Scenario (read by interviewer):**

*In a class schoolchildren were asked to prepare a poster by their teacher. Two classmates were given colored pens, got a large sheet of paper, spread everything on the table and started working. Both of them only wanted to draw pictures. Neither of them wanted to write any words. Because of this they started an argument. One of their younger friends observed what was going on and tried to tell them something. He was pulling on the shirts of both of his friends and told them he would write the words, since he had very beautiful handwriting. Neither of his older friends was paying attention to what he was saying. Instead, they told him, "Leave us alone. How can you know what we are supposed to do?" The elder boys argued so much that, in the end, they tore the poster into two pieces. Each of them took one part of the poster, turned their backs on the other and started working separately. However, they did not have enough colored pens, so they could not accomplish their task.*

To measure the children's specific attitudes and behavior regarding cooperation and participation, each child was asked the following questions:

1. *In your opinion, did the children make any mistakes?*
2. *What should the two children have done?*
3. *What would have happened if the two children had listened to their younger friend?*

After being asked each question, children were given a card with the following possible answers:

1. *a) yes or b) no.*
2. *a) they should have listened to their younger friend; b) they should have worked independently; c) they should have worked together (excluding the third child); and d) the way they handled the situation was correct.*
3. *a) nothing would have happened; b) he was too young and would not have been able to help; c) he could really have helped; and d) all three could have worked on the poster together and it would have come out successfully.*

One general question was asked about their knowledge of the benefits of cooperation and participation. The question was, *If the children were to cooperate, what might result?* The possible answers were, a) *each child would hinder what the other child wanted to accomplish;* b) *the children would be upset;* and c) *the children would be able to accomplish the task successfully.*

The percentage of correct answers for all cooperation/participation questions was lowest of all issues during the endline survey and was the only issue in which, overall, there was no change (shown in Table 6). During the baseline 22.6% of students correctly answered all questions. There was virtually no change in the endline (21.9%). The fundamental reason for this was due to children incorrectly answering the question about what the two children should have done. In both the baseline and endline surveys almost one-half answered that they two children should have done it together, excluding the third child. This answer represents a degree of cooperation, but with the exclusion of the third child, which does not represent the better value of “participation with inclusion.”

**Table 6: Percentage of Correct Answers on Cooperation/Participation Questions**

	Baseline (pre-test) Feb/Mar 2005	End line (post-test) Dec 2005	Significantly different
<b>Total</b>	22.6	21.9	No
<b>Gender:</b>			
Girls	23.6	24.1	No
Boys	21.5	19.5	No
<b>Age:</b>			
7	31.9	19.6	Yes ↓
8	16.3	18.8	No
9	28.4	20.0	No
10	17.2	27.5	Yes ↑
11	25.5	24.0	No
<b>Country:</b>			
Armenia	22.6	22.8	No
Azerbaijan	8.4	13.0	No
Georgia	35.4	30.3	No

Although a slightly higher percentage of girls correctly answered these questions than boys in both surveys, the difference was not significant.

Interestingly, a significant change from the baseline and endline results occurred within two age groups, but in opposite directions. The only significant increase on this issue was for 10-year-old students, who had an increase in percentage answering correctly from

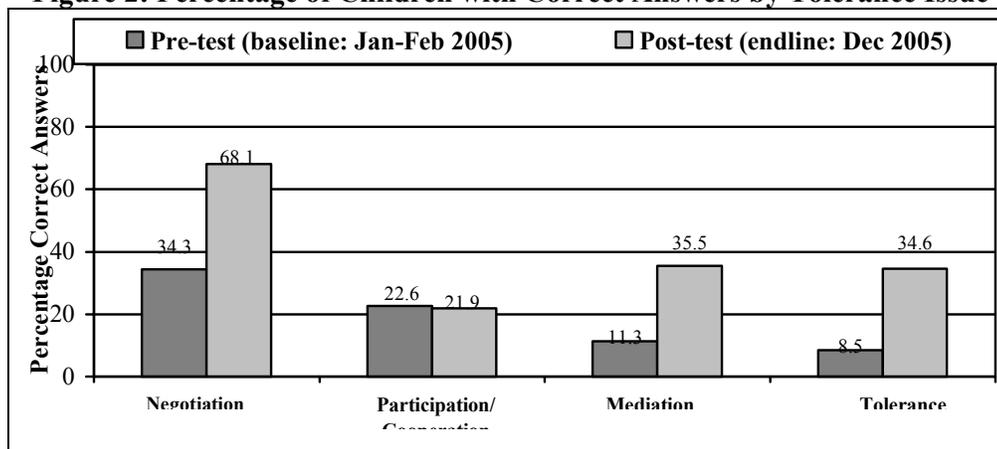
17.2% to 27.5%. Oddly, there was a significant decrease for the youngest age group (7 year olds), from 31.9% in the baseline survey to 19.6% in the endline. Why this occurred is not readily apparent.

No significant changes occurred at the country level either. However, students in Azerbaijan consistently had substantially lower rates of correct answers on cooperation/participation questions in both surveys.

### Summary

Prior to viewing the episodes, children were best able to answer correctly all questions related to negotiation than the other issues of cooperation/participation, mediation or tolerance (see Figure 2). The reasons for this may be both theoretical and methodological. Theoretically, negotiation may be more experiential, as children are involved from early childhood with social interactions and their immediate social environment. Methodologically, as the negotiation topic only had three questions, the fewer questions increased the possibility of getting all the answers correct.

**Figure 2: Percentage of Children with Correct Answers by Tolerance Issue**



When considering the types of questions asked on these issues, both specific and general questions, children were more likely to answer correctly the questions about the specific situation/dilemma discussed in the scenario than broader questions about what they would do in a general situation. The broader application of principles, that is knowledge of using them in other situations, is not automatic and likely requires more experience.

Consistently, girls are more likely to answer the questions correctly. This was true for all the issues explored. Most likely this result is associated with the different socialization process for girls and boys. The norms of power and honor are the dominant values for boys, while for girls the key values are cooperation and caring.

Although not as consistent as gender, older children are more likely to answer correctly the questions. This is not too surprising since older children have had more years of cognitive and social development.

### **G. Effect of Teacher Interactions to Changes in Student KAP**

As originally envisioned in CTEP, teachers would interact with the students after showing the episodes by discussing and reviewing definitions, discussing the episode's main message, asking children to recall similar situations from their everyday experiences, and asking them what they would do differently. These interactions were designed to help reinforce the messages of the episodes as well as to have the children interact with each other through discussion, examples and opposing points-of-view.

One aspect of this evaluation was to examine the effect of teacher interaction on the endline survey scores. As mentioned earlier, an attempt was made to link teachers with specific classes, have the teacher report their level of interaction on the four types of interaction, and then investigate whether those students who had experienced higher levels of teacher interaction did better than those students experiencing less.

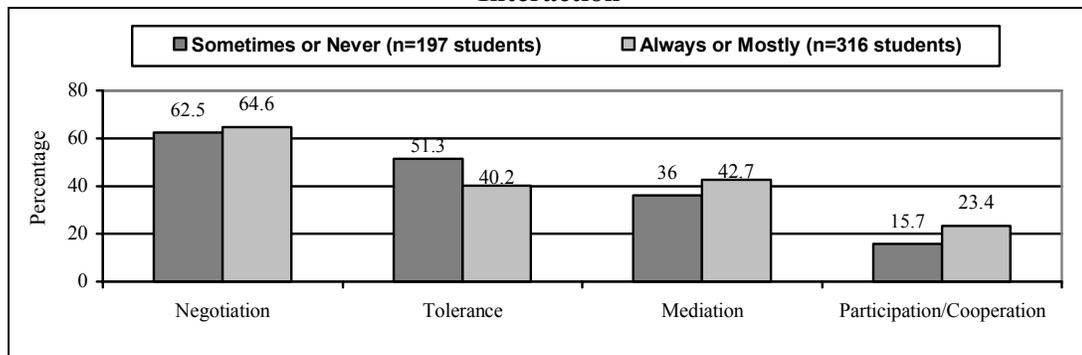
Again, as noted above, there were 70 teachers responding who could be linked to 513 students surveyed in the endline study. Other classes had teachers involved, but due to reasons mentioned earlier, it was not possible to link these teachers with specific classes or students.

For the analysis, these 70 teachers were divided into two groups: those teachers which reported either "always" or "mostly" on the four types of interaction with students (41 teachers and 316 students) and those teachers mentioning doing so either "sometimes" or "never" (29 teachers and 197 students). This analysis tried to answer the question: *What*

effect, if any, did higher levels of teacher interaction with students have on student scores?

Figure 3 shows a mixed picture on this question. On the topic of negotiation, there was virtually no difference in the percentages of students correctly answering all questions regardless of the amount of teacher interaction. Surprisingly, a lower percentage of students who had higher levels of teacher interaction correctly answered questions on the topic of tolerance than students with lower levels of teacher interaction.

**Figure 3: Comparison of Percentages of Correct Responses by Level of Teacher's Interaction**



The only clear effect of teacher's interaction with students after viewing the episodes was for the topics of mediation and participation/cooperation. For both topics a greater percentage of students correctly answered all questions than students in classes with lower levels of teacher interaction, but the difference was not statistically significant. Most likely these results are primarily due to one or more of the following: a) no formal training with teachers occurred until late in the project; b) little consistency in application within a class & over several classes by teachers; and c) some students were instructed to watch the episodes at home and thus had no teacher interaction afterward.

#### H. Student's Assessment of TV Episodes

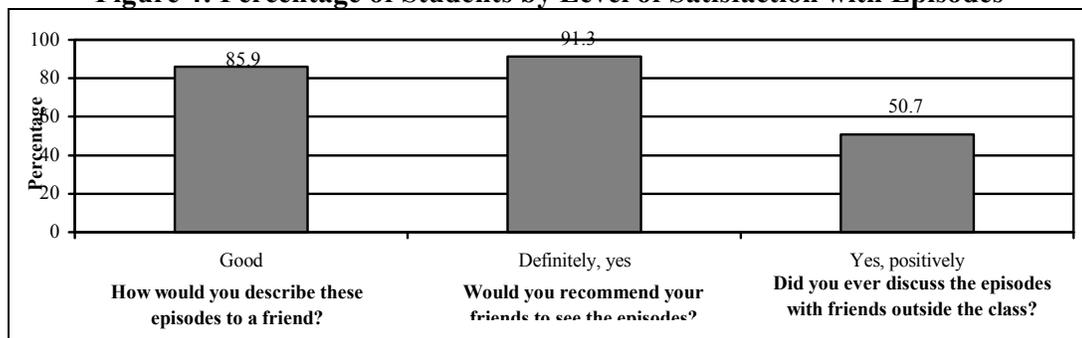
To assess the students' personal level of satisfaction with the episodes three supplemental questions were asked of each student after the KAP questions:

1. Overall, how would you describe these episodes to a friend that has not seen them?  
Would you say they were a) good, b) fair, or c) bad.

2. Would you recommend your friends to watch the episodes: a) absolutely yes, b) maybe, or c) absolutely no.
3. Other than discussions in the class with your teacher, have you ever discussed anything about these episodes with your friends; a) yes, to discuss it favorably, b) yes, to discuss it unfavorably, or c) no.

A total of 758 students who watched the puppet series were asked these supplemental questions. The results are shown in Figure 4.

**Figure 4: Percentage of Students by Level of Satisfaction with Episodes**



The vast majority of students described the episodes as “good” and would “definitely” recommend their friends to watch the episodes, with one-half (50.7%) reporting to have positively discussed them other than in the classroom setting (see Table 23, Table 24, and Table 25 in the Appendix). The only significant difference in levels of satisfaction was that a higher percentage of girls (55.6%) reported positively discussing the episodes outside the classroom than boys (45.1%).

Differences in assessments of the episodes by age were primarily between the youngest and oldest age students. In general, older students assessed the episodes less favorably than younger students. The only significant difference between the oldest and youngest age group, though, is that a lower percentage of older age students would “yes, positively” recommend the episodes to friends (84.7%) than the youngest age students (92.5% for the 7 year olds and 95% for the 8 year olds).

Significant differences by country were between Armenia and Azerbaijan, but only on two questions: recommending the episodes and discussing them outside the classroom

setting (see Table 25 in the Appendix). When assessing whether they recommend the episodes to their friends, a significantly higher percentage of students in Azerbaijan (95.3%) responded “definitely, yes” than students in Armenia (83.5%). Nonetheless, when asked about discussing the episodes outside the classroom, a significantly higher percentage of students from Armenia (62.0%) responded “yes, positively” than students in Azerbaijan (40.0%).

Lastly, students were asked to rate all the episodes and identify the three episodes they liked the most and the three they least liked. The three most-liked and the three least-liked episodes, by theme and description, are presented in Table 7. The most-liked episodes by all students were, in rank order *Bird's House*, *Umbrella* and *The Cloud*. The least-liked episodes were, in rank order, *Rivals*, *The Star* and *Sleepyhead Matsatso*.

**Table 7: Three Favorite and Least-liked Episodes by 758 Students**

Questions:	Theme	Episode	Description of Episode*
<b>Episodes most-liked</b>	Participation	1- Bird's House	Children decide to build a new house for Matsatso (a bird) while she is away. They start building the house without knowing exact parameters. Matsatso returns, but she cannot fit into it because it is too small. Children realize that they made a mistake by not asking Matsatso to participate in building her own house.
	Mediation	2- Umbrella	Strong winds destroy Matsatso's (bird's) house and he wants to rebuild it. Koki (dog) would not let him do this. Nikusha (smart boy) helps them resolve this conflict by being a mediator.
	Tolerance	3- The Cloud	Everyone perceives the cloud on the picture differently. Some think it is a camel, some a turtle, others a bird, etc.
<b>Episodes least-liked</b>	Tolerance	1- Rivals	Children do not let bird and dog play Indian game since the dog and bird are very different from the children.
	Tolerance	2- The Star	Children do not let Pako meet aliens with them because Pako is wearing a strange hat and looks different.
	Participation	3- Sleepyhead Matsatso	Matsatso (the bird) gets lost. Children decide to look for her. Tuta (little girl) knows where Matsatso is and wants to tell them something, but the other children do not listen. They think that Tuta is too young and she does not know anything. Tuta gets angry and looks for Matsatso. Children realize that they were wrong by not listening to Tuta.

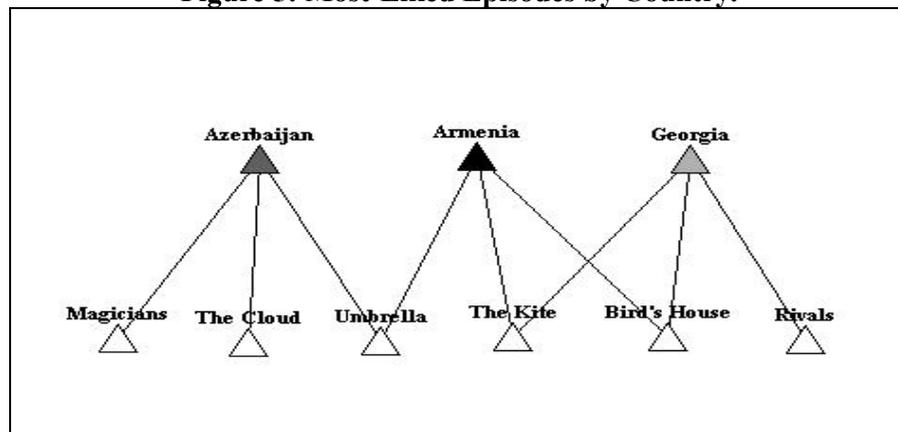
\* Names of characters are those used in the Georgian episodes only.

Boys and girls were in agreement about the episodes they least-liked (same as in Table 7) but slightly differed with each other on one episode they most-liked. Both girls and boys liked the episodes, *Bird's House* and *Umbrella* the most; however, more girls than boys preferred the episode *Magicians* than *The Cloud* (see Table 20 in the Appendix).

The major difference between younger students and older students is that younger students prefer the episode *Umbrella* whereas older students prefer *Magicians*.

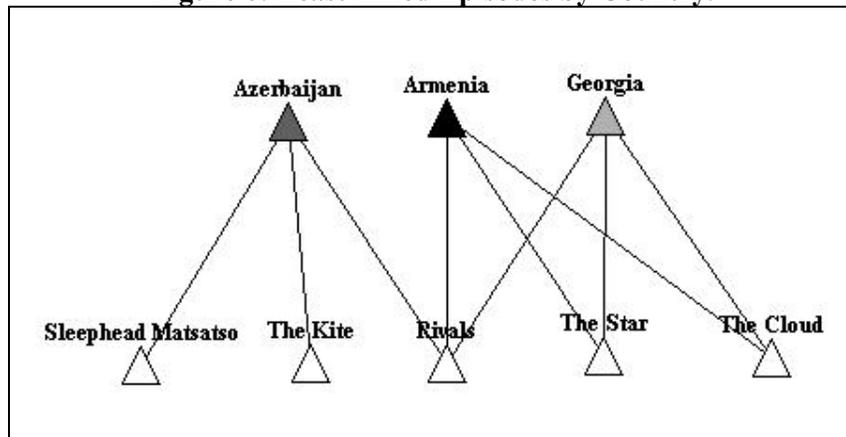
Country differences for the three most- and least-liked episodes are illustrated in Figure 5 and Figure 6 respectively. Two of the three most-liked episodes for students in Armenia overlapped those selected by students in Georgia (*The Kite*, *Bird's House*), and one with students in Azerbaijan (*Umbrella*). Students in Azerbaijan selected *Magicians* and *The Cloud* as most-liked episodes, both of which were not in the top three episodes for students in Armenia or Georgia. Interestingly, students in Georgia selected the episode *Rivals*, which students in the other two countries did not select. At the same time, as shown in Figure 6, *Rivals* was in the top three of the least-liked episodes in Georgia, too.

**Figure 5: Most-Liked Episodes by Country.**



There is more agreement among students in the three countries on the three least-liked episodes, especially Armenia and Georgia (see Figure 6). Students in Armenia and Georgia commonly selected *Rivals*, *The Star* and *The Cloud* as their least-liked episodes. Students in Azerbaijan agreed with students in Armenia that *Rivals* was their least-liked episode. However, students in Azerbaijan choose two least-liked episodes not selected by students in the other two countries: *Sleepyhead Matsatso* and *The Kite*.

**Figure 6: Least-Liked Episodes by Country.**



Since the episode *Rivals* was both a most- and least-liked episode in Georgia, this indicates there are two strongly opposed groups of students: those who really like *Rivals* and those who really dislike it.

### **I. Lessons Learned / Conclusions**

1. Coordination of two surveys (baseline and endline) in three countries is quite challenging for a number of reasons. Moreover, the attempt to keep interventions similar in all countries, as much as feasibly possible, is also a challenging task. Nonetheless, more effort needs to be placed on coordination among the countries to ensure the highest degree of consistency in activities undertaken with students and teachers.
2. If age-related features are not considered while working out the survey method, the validity and reliability of the data will most likely be compromised. More qualitative research should be conducted before implementing this type of quantitative survey. Due to limited time and budget, however, a quantitative study was quickly developed in order to allow for measurement of impact.
3. Many students were not included in the endline analysis because they had not viewed any of the episodes. Moreover, for some students, IPM interviewers mentioned that, on the day of their arrival to interview the students, they found them viewing the episodes “in preparation.” Both of these situations affected the endline results. In future, an agreed upon viewing schedule needs to be developed with teachers, and this should be

followed up and verified before an endline is conducted.

4. Related to point three above, rather than viewing the episodes in class as originally agreed upon, some teachers instructed students to view the episodes at home. This again created a problem related to “consistency of exposure” to the episodes, which ultimately affects the comparisons between students.
5. As shown in the low number of teachers who responded, and the inconsistency among these teachers as to the level of their interaction with students after viewing the episodes, a better effort needs to be placed on teacher involvement, training and follow-up.
6. Of the three levels of analysis, age more than gender or country appears to be a major determining factor in differences in learning about these topics, the changes in learning, satisfaction with the episodes, and the episodes they liked most. Younger students had greater increases in knowledge as a result of watching the episodes, which was expected. They also had higher levels of satisfaction with the episodes than older students. This indicates that these episodes may be more appropriate for a smaller age range than 5-11 years old.

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## Attachment 2. Detailed Data Tables

### Negotiation

**Table 8: Percentage Children Getting Correct Answers for Specific & General Questions about Negotiation by Gender.**

Type of Question	KAP	Question	Total		Girls		Boys	
			Pre-test (n=744)	Post-test (n=758)	Pre-test (n=368)	Post-test (n=399)	Pre-test (n=376)	Post-test (n=359)
Specific	Practice	Q11 What should have been done?	63.6	78.8	64.4	79.7	62.8	77.7
	Attitude	Q12 Would it be correct if they solved the argument by means of negotiation?	94.0	98.2	94.6	98.5	93.4	97.8
Overall Specific		<b>Q11 + Q12</b>	63.6	78.8	64.4	79.7	62.8	77.7
General	Knowledge	Q13 How you should negotiate.	49.9	68.7	53.3	69.9	46.5	67.4
Overall		<b>Q11 + Q12 + q13 (all correct)</b>	34.3	68.1	36.1	69.4	32.4	66.6

**Table 9: Percentage Children Getting Correct Answers for Specific & General Questions about Negotiation by Age.**

Type of Question	KAP	Questions	Total		7 yrs (8yrs in post-test)		8 yrs (9yrs in post-test)		9 yrs (10yrs in post-test)		10 yrs (11yrs in post-test)		11 yrs (12yrs in post-test)	
			Pre-test (n=744)	Post-test (n=758)	Pre-test (n=69)	Post-test (n=107)	Pre-test (n=166)	Post-test (n=160)	Pre-test (n=162)	Post-test (n=175)	Pre-test (n=186)	Post-test (n=120)	Pre-test (n=161)	Post-test (n=196)
Specific	Practice	Q11 What should have been done?	63.6	78.8	55.1	76.6	61.4	78.1	67.3	80.0	62.4	79.2	67.1	79.1
	Attitude	Q12 Would it be correct if they solved the argument by means of negotiation?	94.0	98.2	89.9	96.3	92.8	96.9	93.2	98.1	96.2	100	95.0	98.5
Overall Specific		<b>Q11 + Q12</b>	63.6	78.8	55.1	76.6	61.4	78.1	67.3	80.0	62.4	79.2	67.1	79.1
General	Knowledge	Q13 How you should negotiate.	49.9	68.7	47.8	53.3	43.4	66.9	48.8	72.6	50.5	73.3	57.8	72.4
Overall		<b>Q11 + Q12 + q13 (all correct)</b>	34.3	68.1	29.0	51.4	30.1	66.3	34.0	72.0	36.6	73.3	38.3	71.9

**Table 10: Percentage Children Getting Correct Answers for Specific & General Questions about Negotiation by Country.**

Type of Question	KAP	Questions	Total		Armenia		Azerbaijan		Georgia	
			Pre-test (n=744)	Post-test (n=758)	Pre-test (n=221)	Post-test (n=158)	Pre-test (n=249)	Post-test (n=300)	Pre-test (n=274)	Post-test (n=300)
Specific	Practice	Q11 What should have been done?	63.6	78.8	52.0	69.0	67.5	73.0	69.3	89.7
	Attitude	Q12 Would it be correct if they solved the argument by means of negotiation?	94.0	98.2	87.3	96.8	96.8	97.3	96.7	99.7
Overall Specific		<b>Q11 + Q12</b>	63.6	78.8	52.0	69.0	67.5	73.0	69.3	89.7
General	Knowledge	Q13 How you should negotiate.	49.9	68.7	55.2	69.6	45.4	62.0	49.6	75.0
Overall		<b>Q11 + Q12 + q13 (all correct)</b>	34.3	68.1	32.6	67.1	33.7	61.7	36.1	75.0

## Tolerance

**Table 11: Percentage Children Getting Correct Answers for Specific & General Questions about Tolerance by Gender.**

Type of Question	KAP	Questions	Total		Girls		Boys	
			Pre-test (n=744)	Post-test (n=758)	Pre-test (n=368)	Post-test (n=399)	Pre-test (n=376)	Post-test (n=359)
Specific	Attitude	Q21 Did children do the right thing?	89.5	96.7	89.1	96.7	89.9	96.7
	Practice	Q22 What is better behavior?	92.1	97.6	92.7	97.0	91.5	98.3
	Attitude	Q23 a What would you have done?	88.0	94.3	89.9	94.2	86.2	94.4
	Attitude	Q23 b Agreed with majority?	90.7	96.6	91.8	95.7	89.6	97.5
Overall Specific		<b>Q21 + Q22 + Q23 a + Q23 b</b>	79.4	89.8	80.2	89.0	78.7	90.8
General	Attitude	Q24 Should not talk to someone different from you?	24.1	52.8	26.1	49.4	23.4	56.5
	Knowledge	Q25 Know what tolerance means?	5.4	62.9	5.2	64.7	5.6	61.0
	Knowledge	Q26 What do you think tolerance means ( <i>excludes AZ</i> )	35.6	70.8	34.7	72.2	36.4	69.4
Overall General 1		<b>Q24 + Q25 + Q26</b>	1.2	26.5	0.4	24.8	2.1	28.4
Overall General 2		<b>Q24 + Q26</b>	11.3	38.1	12.4	35.8	10.2	40.7
Overall 1		<b>(Overall Specific + Overall General 1)</b>	0.8	23.9	0.4	22.8	1.3	25.1
Overall 2		<b>(Overall Specific + Overall General 2)</b>	8.5	34.6	10.4	33.1	6.4	36.2

**Table 12: Percentage Children Getting Correct Answers for Specific & General Questions about Tolerance by Age.**

Type of Question	KAP	Questions	Total		7 yrs (8yrs in post-test)		8 yrs (9yrs in post-test)		9 yrs (10yrs in post-test)		10 yrs (11yrs in post-test)		11 yrs (12yrs in post-test)	
			Pre-test (n=744)	Post-test (n=758)	Pre-test (n=69)	Post-test (n=107)	Pre-test (n=166)	Post-test (n=160)	Pre-test (n=162)	Post-test (n=175)	Pre-test (n=186)	Post-test (n=120)	Pre-test (n=161)	Post-test (n=196)
Specific	Attitude	Q21 Did children do the right thing?	89.5	96.7	88.4	92.5	84.9	96.3	94.4	98.9	89.2	98.3	90.1	96.4
	Practice	Q22 What is better behavior?	92.1	97.6	92.8	96.3	95.5	97.5	85.7	97.7	86.0	98.3	88.9	98.0
	Attitude	Q23 a What would you have done?	88.0	94.3	89.9	91.6	79.5	93.1	90.1	96.0	88.7	95.8	93.2	94.4
	Attitude	Q23 b Agreed with majority?	90.7	96.6	88.4	95.3	87.3	96.3	91.4	96.6	91.4	96.7	93.8	97.4
Overall Specific		<b>Q21 + Q22 + Q23 a + Q23 b</b>	79.4	89.8	82.6	84.1	69.3	89.4	80.2	90.3	81.7	92.5	85.1	91.3
General	Attitude	Q24 Should not talk to someone different from you?	24.1	52.8	24.6	46.7	18.7	55.0	24.1	55.4	28.5	47.5	27.3	55.1
	Knowledge	Q25 Know what tolerance means?	5.4	62.9	5.8	45.8	1.8	56.3	4.3	60.0	6.5	75.8	8.7	72.4
	Knowledge	Q26 What you think tolerance means ( <i>excludes AZ</i> )	35.6	70.8	32.1	57.9	27.4	71.9	32.5	69.1	45.8	79.2	37.5	73.5
Overall General 1		<b>Q24 + Q25 + Q26</b>	1.2	26.5	0.0	11.2	0.0	28.1	0.0	26.9	1.7	30.0	3.8	31.1
Overall General 2		<b>Q24 + Q26</b>	11.3	38.1	9.4	27.1	10.4	40.6	9.6	40.6	14.4	36.7	11.5	40.8
Overall 1		<b>(Overall Specific + Overall General 1)</b>	0.8	23.9	0.0	9.3	0.0	24.4	0.0	24.0	1.7	26.7	1.9	29.6
Overall 2		<b>(Overall Specific + Overall General 2)</b>	8.5	34.6	7.5	24.3	6.6	36.3	7.9	36.6	10.2	31.7	9.6	38.8

**Table 13: Percentage Children Getting Correct Answers for Specific & General Questions about Tolerance by Country.**

Type of Question	KAP	Questions	Total		Armenia		Azerbaijan		Georgia	
			Pre-test (n=744)	Post-test (n=758)	Pre-test (n=221)	Post-test (n=158)	Pre-test (n=249)	Post-test (n=300)	Pre-test (n=274)	Post-test (n=300)
<b>Specific</b>	Attitude	Q21 Did children do the right thing?	89.5	96.7	86.9	98.1	86.7	95.3	94.2	97.3
	Practice	Q22 What is better behavior?	92.1	97.6	93.2	95.6	87.6	97.7	95.3	98.7
	Attitude	Q23_a What would you have done?	88.0	94.3	83.7	95.6	88.0	92.3	91.6	95.7
	Attitude	Q23_b Agreed with majority?	90.7	96.6	93.2	98.7	88.8	97.3	90.5	94.7
<b>Overall Specific</b>		<b>Q21 + Q22 + Q23_a + Q23_b</b>	79.4	89.8	70.1	91.1	83.1	89.3	83.6	89.7
<b>General</b>	Attitude	Q24 Should not talk to someone different from you?	24.1	52.8	31.2	53.8	22.1	56.7	21.9	48.3
	Knowledge	Q25 Know what tolerance means?	5.4	62.9	6.8	14.6	2.0	73.7	7.3	77.7
	Knowledge	Q26 What you think tolerance means (excludes AZ)	35.6	70.8	23.5	63.9	---	77.3	45.3	68.0
<b>Overall General 1</b>		<b>Q24 + Q25 + Q26</b>	1.2	26.5	0.5	8.9	---	40.0	1.8	22.3
<b>Overall General 2</b>		<b>Q24 + Q26</b>	11.3	38.1	9.0	38.0	---	47.0	13.1	29.3
<b>Overall 1</b>		<b>(Overall Specific + Overall General 1)</b>	0.8	23.9	0.5	8.9	---	35.3	1.1	20.3
<b>Overall 2</b>		<b>(Overall Specific + Overall General 2)</b>	8.5	34.6	6.3	36.7	---	41.3	10.2	26.7

## Mediation

**Table 14: Percentage Children Getting Correct Answers for Specific & General Questions about Mediation by Gender.**

Type of Question	KAP	Questions	Total		Girls		Boys	
			Pre-test (n=744)	Post-test (n=758)	Pre-test (n=368)	Post-test (n=399)	Pre-test (n=376)	Post-test (n=359)
<b>Specific</b>	Practice	Q31 What should the arguing children do?	70.6	77.2	70.9	78.2	70.2	76.0
	Attitude	Q32 Would involvement of 3 <sup>rd</sup> child help?	82.4	87.2	82.6	87.7	82.2	86.6
<b>Overall Specific</b>		<b>Q31 + Q32</b>	62.6	70.8	62.5	71.2	62.8	70.5
<b>General</b>	Attitude	Q33.1 Characteristics of person to reconcile? (Answer either 2 or 4.)	64.0	65.9	62.8	62.4	65.2	69.6
	Knowledge	Q34 Term used for person who solves problem for arguing sides	24.7	52.9	26.1	53.4	21.5	52.4
<b>Overall General</b>		<b>Q33 + Q34</b>	16.0	47.1	17.4	47.1	14.6	47.1
<b>Overall</b>		<b>Overall Specific + Overall General</b>	11.3	35.5	13.0	34.1	9.6	37.0

**Table 15: Percentage Children Getting Correct Answers for Specific & General Questions about Mediation by Age.**

Type of Question	KAP	Questions	Total		7 yrs (8yrs in post-test)		8 yrs (9yrs in post-test)		9 yrs (10yrs in post-test)		10 yrs (11yrs in post-test)		11 yrs (12yrs in post-test)	
			Pre-test (n=744)	Post-test (n=758)	Pre-test (n=69)	Post-test (n=107)	Pre-test (n=166)	Post-test (n=160)	Pre-test (n=162)	Post-test (n=175)	Pre-test (n=186)	Post-test (n=120)	Pre-test (n=161)	Post-test (n=196)
Specific	Practice	Q31 What should the arguing children do?	70.6	77.2	55.1	62.6	68.7	72.5	71.0	84.6	72.6	79.2	76.4	81.1
	Attitude	Q32 Would involvement of 3 <sup>rd</sup> child help?	82.4	87.2	69.6	84.1	83.7	82.5	75.9	89.7	89.2	91.7	85.1	87.8
Overall Specific		<b>Q31 + Q32</b>	62.6	70.8	47.8	57.0	61.4	65.6	56.2	77.7	68.3	74.2	70.2	74.5
General	Attitude	Q33.1 Characteristics of person to reconcile? (Answer either 2 or 4.)	64.0	65.9	56.5	57.0	57.2	63.1	64.2	68.0	66.7	65.0	70.8	71.4
	Knowledge	Q34 Term used for person who solves problem for arguing sides	24.7	52.9	13.0	41.1	20.5	54.4	22.2	51.4	25.3	63.3	31.7	53.1
Overall General		<b>Q33 + Q34</b>	16.0	47.1	5.8	37.4	12.0	46.9	14.8	43.4	18.3	59.2	23.0	48.5
Overall		<b>Overall Specific + Overall General</b>	11.3	35.5	4.3	24.3	8.4	36.9	8.6	35.4	13.4	42.5	17.4	36.2

**Table 16: Percentage Children Getting Correct Answers for Specific & General Questions about Mediation by Country.**

Type of Question	KAP	Questions	Total		Armenia		Azerbaijan		Georgia	
			Pre-test (n=744)	Post-test (n=758)	Pre-test (n=221)	Post-test (n=158)	Pre-test (n=249)	Post-test (n=300)	Pre-test (n=274)	Post-test (n=300)
Specific	Practice	Q31 What should the arguing children do?	70.6	77.2	64.3	62.7	66.3	71.3	79.6	90.7
	Attitude	Q32 Would involvement of 3 <sup>rd</sup> child help?	82.4	87.2	80.5	83.5	83.1	91.0	83.2	85.3
Overall Specific		<b>Q31 + Q32</b>	62.6	70.8	58.8	58.9	53.8	68.3	73.7	79.7
General	Attitude	Q33.1 & 33.2 Characteristics of person to reconcile? (Answer either 2 or 4.)	64.0	65.9	55.2	56.4	65.5	62.0	69.7	74.7
	Knowledge	Q34 Term used for person who solves problem for arguing sides	24.7	52.9	25.8	44.3	22.5	71.0	23.4	39.3
Overall General		<b>Q33 + Q34</b>	16.0	47.1	13.1	38.6	16.5	62.0	17.9	36.7
Overall		<b>Overall Specific + Overall General</b>	11.3	35.5	9.0	27.2	10.0	46.0	14.2	29.3

## Participation/Cooperation

**Table 17: Percentage Children Getting Correct Answers for Specific & General Questions about Participation/Cooperation by Gender.**

Type of Question	KAP	Questions	Total		Girls		Boys	
			Pre-test (n=744)	Post-test (n=758)	Pre-test (n=368)	Post-test (n=399)	Pre-test (n=376)	Post-test (n=359)
Specific	Attitude	Q41 Did children make any mistakes?	92.1	96.6	91.3	96.5	92.8	96.7
	Practice	Q42 What should those two children have done?	42.1	43.5	43.3	45.9	41.0	40.9
	Attitude	Q44 What would happen if listen to younger friend?	60.6	67.0	62.0	67.7	59.3	66.3
<b>Overall Specific</b>		<b>Q41 + Q42 + Q44</b>	25.1	22.8	25.8	25.1	24.5	20.3
General	Knowledge	Q45 If the children cooperated, what might result?	85.1	93.4	84.5	93.0	85.6	93.9
<b>Overall General</b>		<b>Overall Specific + Overall General</b>	22.6	21.9	23.6	24.1	21.5	19.5

**Table 18: Percentage Children Getting Correct Answers for Specific & General Questions about Participation/Cooperation by Age.**

Type of Question	KAP	Questions	Total		7 yrs (8yrs in post-test)		8 yrs (9yrs in post-test)		9 yrs (10yrs in post-test)		10 yrs (11yrs in post-test)		11 yrs (12yrs in post-test)	
			Pre-test (n=744)	Post-test (n=758)	Pre-test (n=69)	Post-test (n=107)	Pre-test (n=166)	Post-test (n=160)	Pre-test (n=162)	Post-test (n=175)	Pre-test (n=186)	Post-test (n=120)	Pre-test (n=161)	Post-test (n=196)
Specific	Attitude	Q41 Did children make any mistakes?	92.1	96.6	97.1	99.1	88.6	94.4	90.7	95.4	91.9	96.7	95.0	98.0
	Practice	Q42 What should those two children have done?	42.1	43.5	46.4	43.9	39.2	45.6	46.9	44.0	38.2	45.0	43.1	40.3
	Attitude	Q44 What would happen if listen to younger friend?	60.6	67.0	65.2	66.4	54.8	64.4	63.6	64.0	60.2	70.0	62.1	70.4
<b>Overall Specific</b>		<b>Q41 + Q42 + Q44</b>	25.1	22.8	34.8	21.5	19.9	20.0	28.4	20.0	19.9	28.3	29.2	25.0
General	Knowledge	Q45 If the children cooperated, what might result?	85.1	93.4	81.2	93.5	80.1	94.4	88.9	93.7	87.1	92.5	85.7	92.9
<b>Overall General</b>		<b>Overall Specific + Overall General</b>	22.6	21.9	31.9	19.6	16.3	18.8	28.4	20.0	17.2	27.5	25.5	24.0

**Table 19: Percentage Children Getting Correct Answers for Specific & General Questions about Participation/Cooperation by Country.**

Type of Question	KAP	Questions	Total		Armenia		Azerbaijan		Georgia	
			Pre-test (n=744)	Post-test (n=758)	Pre-test (n=221)	Post-test (n=158)	Pre-test (n=249)	Post-test (n=300)	Pre-test (n=274)	Post-test (n=300)
Specific	Attitude	Q41 Did children make any mistakes?	92.1	96.6	88.7	96.8	88.4	95.0	98.2	98.0
	Practice	Q42 What should those two children have done?	42.1	43.5	50.2	46.2	26.6	34.3	49.6	51.3
	Attitude	Q44 What would happen if listen to younger friend?	60.6	67.0	62.0	69.6	47.8	59.7	71.2	73.0
<b>Overall Specific</b>		<b>Q41 + Q42 + Q44</b>	25.1	22.8	26.7	24.1	10.8	13.3	36.9	31.7
<b>General</b>	Knowledge	Q45 If the children cooperated, what might result?	85.1	93.4	86.4	86.1	79.1	96.0	89.4	94.7
<b>Overall General</b>		<b>Overall Specific + Overall General</b>	22.6	21.9	22.6	22.8	8.4	13.0	35.4	30.3

**Student's Three Favorite and Least-liked Episodes in Rank-Order.**

**Table 20: Three Favorite and Least-liked Episodes (in rank-order) by Gender.**

Questions	Total	Girls	Boys
	Post-test (n=758)	Post-test (n=399)	Post-test (n=359)
Episodes most-liked	Bird's House Umbrella The Cloud	Bird's House Magicians Umbrella	Umbrella Bird's House The Cloud
Episodes least-liked	Rivals The Star Sleepyhead Matsatso	Rivals The Star Sleepyhead Matsatso	Rivals The Star Sleepyhead Matsatso

**Table 21: Three Favorite and Least-liked Episodes (in rank-order) by Age Groups.**

Questions	Total	7 yrs (8yrs in post-test)	8 yrs (9yrs in post-test)	9 yrs (10yrs in post-test)	10 yrs (11yrs in post-test)	11 yrs (12yrs in post-test)
	Post-test (n=758)	Post-test (n=107)	Post-test (n=160)	Post-test (n=175)	Post-test (n=120)	Post-test (n=196)
Episodes most-liked	Bird's house Umbrella The Cloud	Bird's House Umbrella The Cloud	Umbrella The Cloud Bird's House	Bird's House Magicians Rivals	Magicians, Bird's House The Cloud	Magicians Umbrella Bird's House
Episodes least-liked	Rivals The Star Sleepyhead Matsatso	Rivals The Star A Trip to the Stars	Rivals The Star Sleepyhead Matsatso	Rivals The Star The Kite	Rivals Umbrella The Cloud	Rivals Sleepyhead Matsatso The Star

**Table 22: Three Favorite and Least-liked Episodes (in rank-order) by Country.**

Questions	Total	Armenia	Azerbaijan	Georgia
	Post-test (n=758)	Post-test (n=158)	Post-test (n=300)	Post-test (n=300)
Episodes most-liked	Bird's house Umbrella The Cloud	The Kite Bird's House Umbrella	Umbrella Magicians The Cloud	Bird's House Rivals The Kite
Episodes least-liked	Rivals The Star Sleepyhead Matsatso	The Star Rivals The Cloud	Rivals Sleepyhead Matsatso The Kite	Rivals The Star The Cloud

### Student's Level of Satisfaction with Episodes

**Table 23: How Student Would Describe Episodes to a Friend.**

Question: How would you describe these episodes to a friend?	Total	Gender		Age Groups					Country		
		Girls	Boys	7 yrs (8yrs in post-test)	8 yrs (9yrs in post-test)	9 yrs (10yrs in post-test)	10 yrs (11yrs in post-test)	11 yrs (12yrs in post-test)	Armenia	Azerbaijan	Georgia
		Post-test (n=758)	Post-test (n=399)	Post-test (n=359)	Post-test (n=107)	Post-test (n=160)	Post-test (n=175)	Post-test (n=120)	Post-test (n=196)	Post-test (n=158)	Post-test (n=300)
Good	85.9	86.2	85.5	86.0	86.9	88.0	90.0	80.6	81.6	84.3	89.7
Fair	12.8	12.8	12.8	13.1	13.1	10.3	10.0	16.3	15.8	15.0	9.0
Bad	0.5	0.3	0.8	0.9	0.0	1.7	0.0	0.0	0.6	0.7	0.3
DK	0.8	0.8	0.8	0.0	0.0	0.0	0.0	3.1	1.9	0.0	1.0

**Table 24: Would Student Recommend Episodes to a Friend.**

Question: Would you recommend your friends to see the episodes?	Total	Gender		Age Groups					Country		
		Girls	Boys	7 yrs (8yrs in post-test)	8 yrs (9yrs in post-test)	9 yrs (10yrs in post-test)	10 yrs (11yrs in post-test)	11 yrs (12yrs in post-test)	Armenia	Azerbaijan	Georgia
		Post-test (n=758)	Post-test (n=399)	Post-test (n=359)	Post-test (n=107)	Post-test (n=160)	Post-test (n=175)	Post-test (n=120)	Post-test (n=196)	Post-test (n=158)	Post-test (n=300)
Definitely yes	91.3	92.2	90.3	92.5	95.0	93.1	93.3	84.7	83.5	95.3	91.3
Probably	7.7	7.3	8.1	6.5	3.1	5.7	6.7	14.3	15.8	3.0	8.0
Definitely no	1.1	0.5	1.7	0.9	1.9	1.1	0.0	1.0	0.6	1.7	0.7

**Table 25: Discussed Episodes with Friends Outside the Classroom.**

Question: Did you ever discuss the episodes with friends outside the class?	Total	Gender		Age Groups					Country		
		Girls	Boys	7 yrs (8yrs in post-test)	8 yrs (9yrs in post-test)	9 yrs (10yrs in post-test)	10 yrs (11yrs in post-test)	11 yrs (12yrs in post-test)	Armenia	Azerbaijan	Georgia
		Post-test (n=758)	Post-test (n=399)	Post-test (n=359)	Post-test (n=107)	Post-test (n=160)	Post-test (n=175)	Post-test (n=120)	Post-test (n=196)	Post-test (n=158)	Post-test (n=300)
Yes, Positively	50.7	55.6	45.1	55.1	46.3	49.7	55.0	50.0	62.0	40.0	55.3
Yes, Negatively	1.7	2.0	1.4	0.9	2.5	1.7	2.5	1.0	3.8	0.3	2.0
No, not discussed outside the class	47.6	42.4	53.5	43.9	51.3	48.6	42.5	49.0	34.2	59.7	42.7

## Teacher's Level of Interaction

**Table 26: Teachers Reviewed/Discussed Definition of CTEP Terms with Students.**

Question: Have you reviewed/discussed the definitions of the program (for example, what is tolerance, mediation, negotiation etc.) in the class?	Total	Gender*		Age Groups*					Country		
		Girls	Boys	7 yrs (8yrs in post-test)	8 yrs (9yrs in post-test)	9 yrs (10yrs in post-test)	10 yrs (11yrs in post-test)	11 yrs (12yrs in post-test)	Armenia**	Azerbaijan	Georgia
		Post-test (n=70)	Post-test (n=68)	Post-test (n=69)	Post-test (n=18)	Post-test (n=32)	Post-test (n=35)	Post-test (n=26)	Post-test (n=23)	Post-test (n=5)	Post-test (n=40)
No	0.6	0.8	0.4	0.0	0.0	2.5	0.0	0.0	11.1	0.0	0.0
Sometimes	9.6	9.1	10.0	21.8	11.2	5.8	2.2	9.3	0.0	12.3	6.5
Mostly	34.9	33.3	36.5	24.4	21.5	27.3	42.7	55.9	0.0	39.7	32.3
Always	55.0	56.8	53.0	53.8	67.3	64.5	55.1	34.7	88.9	48.0	61.3

\*The number of teachers is larger than the overall total because some teachers were responsible for showing the episodes in more than one class and/or age group.

\*\*The shading indicates too few teachers responded to conclude much from the results.

**Table 27: Teachers Discussed Main Message with Students After Watching Episodes.**

Question: After watching the episodes, have you discussed the main message of the episode?	Total	Gender*		Age Groups*					Country		
		Girls	Boys	7 yrs (8yrs in post-test)	8 yrs (9yrs in post-test)	9 yrs (10yrs in post-test)	10 yrs (11yrs in post-test)	11 yrs (12yrs in post-test)	Armenia**	Azerbaijan	Georgia
		Post-test (n=70)	Post-test (n=68)	Post-test (n=69)	Post-test (n=18)	Post-test (n=32)	Post-test (n=35)	Post-test (n=26)	Post-test (n=23)	Post-test (n=5)	Post-test (n=40)
No	14.4	13.6	15.3	15.4	15.9	14.9	24.7	4.2	11.1	20.0	5.9
Sometimes	4.7	3.0	6.4	16.7	6.5	3.3	0.0	0.0	0.0	4.0	6.5
Mostly	33.3	31.8	34.9	29.5	23.4	25.6	34.8	51.7	0.0	39.0	29.0
Always	47.6	51.5	43.4	38.5	54.2	56.2	40.4	44.1	88.9	37.0	58.6

\*The number of teachers is larger than the overall total because some teachers were responsible for showing the episodes in more than one class and/or age group.

\*\*The shading indicates too few teachers responded to conclude much from the results.

**Table 28: Teachers Asked Student to Recall Similar Situations as in the Episodes.**

Question: Have you asked the children to recall similar situations from their everyday experience?	Total	Gender*		Age Groups*					Country		
		Girls	Boys	7 yrs (8yrs in post-test)	8 yrs (9yrs in post-test)	9 yrs (10yrs in post-test)	10 yrs (11yrs in post-test)	11 yrs (12yrs in post-test)	Armenia**	Azerbaijan	Georgia
		Post-test (n=68)	Post-test (n=69)	Post-test (n=18)	Post-test (n=32)	Post-test (n=35)	Post-test (n=26)	Post-test (n=23)	Post-test (n=5)	Post-test (n=40)	Post-test (n=25)
No	0.6	0.8	0.4	0.0	0.0	2.5	0.0	0.0	11.1	0.0	0.0
Sometimes	6.6	7.6	5.6	2.6	10.3	1.7	4.5	12.7	11.1	8.3	3.2
Mostly	21.1	16.7	25.7	21.8	18.7	30.6	18.0	15.3	0.0	20.0	25.8
Always	71.7	75.0	68.3	75.6	71.0	65.3	77.5	72.0	77.8	71.7	71.0

\*The number of teachers is larger than the overall total because some teachers were responsible for showing the episodes in more than one class and/or age group.

\*\*The shading indicates too few teachers responded to conclude much from the results.

**Table 29: Teachers Discussed with Student What They Would Have Done Differently.**

Question: Have you discussed what your students would have done differently than the puppets in the episodes?	Total	Gender*		Age Groups*					Country		
		Girls	Boys	7 yrs (8yrs in post-test)	8 yrs (9yrs in post-test)	9 yrs (10yrs in post-test)	10 yrs (11yrs in post-test)	11 yrs (12yrs in post-test)	Armenia**	Azerbaijan	Georgia
		Post-test (n=68)	Post-test (n=69)	Post-test (n=18)	Post-test (n=32)	Post-test (n=35)	Post-test (n=26)	Post-test (n=23)	Post-test (n=5)	Post-test (n=40)	Post-test (n=25)
No	6.2	6.4	6.0	0.0	1.9	9.9	5.6	11.0	33.3	7.7	0.0
Sometimes	17.7	15.2	20.5	19.2	19.6	13.2	18.0	19.5	0.0	24.3	9.7
Mostly	36.1	37.5	34.5	43.6	31.8	30.6	44.9	33.9	0.0	32.0	47.8
Always	40.0	40.9	39.0	37.2	46.7	46.3	31.5	35.6	66.7	36.0	42.5

\*The number of teachers is larger than the overall total because some teachers were responsible for showing the episodes in more than one class and/or age group.

\*\*The shading indicates too few teachers responded to conclude much from the results.

### Attachment 3. List of Pilot Schools and Titles of Puppet Shows

Armenia:

City	School
Yerevan (2)	#83, #164
Igevan	#3
Abovyan	#11
Yerengatap	Village school

Azerbaijan:

City	School
Baku	#23
Gazakh	#1
Lenkaran	#4
Ganja	#4
Qubah	#5

Georgia:

City	School
Tbilisi	Ekvtime Takaishvili Gymnasium # 2
Telavi	Secondary School No 9
Rustavi	Art school
Akhaltsikhe	Secondary School #1
Zugdidi	Akaki Tsereteli Secondary School # 1

#### Titles of Episodes Used for the Baseline:

Tolerance:

1. Rivals
2. The Star
3. The Cloud

Negotiation:

1. Treasure of the Brave Pirate
2. A Trip to the Stars
3. Let's Negotiate

Mediation:

1. Umbrella
2. The Kite
3. Magicians

Participation:

1. Bird's House
2. Sleepyhead Matsatso
3. How Bird Became a Team Member

Cooperation:

1. Let's Help Each Other
2. The Story of our Yard
3. Yard Opera

**Attachment 4. Baseline/Endline Questionnaire**

Questionnaire N\_\_\_\_\_

**BASELINE/ENDLINE SURVEY<sup>15</sup>**

**INTERVIEWER: ALWAYS ROTATE THE SHOW CARDS. ALSO, READ THE OPTIONS OUT TO THE RESPONDENTS.**

**D0.** What is your name? \_\_\_\_\_

Today I would like to talk with you about various topics and I am very much interested in your opinions. I will tell you several interesting stories. Please, listen carefully and tell me what you think.

**D1.** First of all, please tell me how old you are? / \_\_\_\_\_ /

**1. NEGOTIATION**

**READ THE STORY TO THE RESPONDENT.** I will tell you about one game. Once, children in one yard decided to play **together**. But they failed to come to an agreement on what to play. Some of the wanted to play “tag”, while others were more willing to play “hide and seek”. A third group was for playing a ball, etc. They started to argue and quarrel. **They were not listening to each other, and each of them was yelling something of his/her own.** The children got angry at each other and could not agree on anything. They kept arguing and quarrelling, until the parents took them home.

11. In your opinion, what should the children have done so that it would not have ended this way?  
**SHOW CARD 1. ROTATE.** (pr.)

Negotiate	<b>1</b>	<b>GO TO Q13</b>
Play whatever the majority would want to	2	
Play separately in groups	3	
Don't play at all	4	
Continue arguing on what to play	5	
Don't know ( <b>DO NOT READ OUT</b> )	9	

12. Would it be correct if they solved the argument by means of negotiation? (att.)

Yes **1**  
No 2

13. In your opinion, how should you negotiate with someone? **SHOW CARD 2. READ OUT. ROTATE. ONLY ONE ANSWER.** (kn.)

One person should concede to your demands	1
You should concede to his/her demands	2
Both sides should concede a little	<b>3</b>
Someone else should decide what the two of you should do	4
Both should “push” to get their own way	5
Don't know ( <b>DO NOT READ OUT</b> )	9

<sup>15</sup> Correct answers are in red.

## 2. TOLERANCE

**READ THE STORY.** Imagine that children in the yard decided to play sports games. They decided to play soccer, “dodge ball”, “jump rope”, etc. Preparations started. The kids thought that some of the children would not be quite useful, because they would not be able to do much and the whole game could become less interesting. So, those children were not allowed to play. One of them was rejected, because he was quite short. The other one had just arrived from living abroad and could not speak ---- (**LOCAL LANGUAGE**) well. The third one could not run fast enough.

21. Did the children do the right thing? (att.)

D	Yes	1
	No	<b>2</b>

22. In your opinion, which behavior of the children would have been better? Was it possible to solve the problem differently? From the given possible responses please chose the one that you consider most correct. (pr.)

Those children should not be allowed to play	1
The children should have found a way so that everyone could play	<b>2</b>
Don't know ( <b>DO NOT READ OUT</b> )	9

23\_a. Imagine that majority of the children were for excluding those kids from the game. What would you have done in such a case? Would you have agreed with the majority to exclude those children, or would you have opposed them? (att.)

Would agree with the majority to exclude them	1
Would oppose	<b>2</b>
Don't know ( <b>DO NOT READ OUT</b> )	9

23\_b. Now if you imagine, that majority of children wanted that everyone would play, what would you have done in such case? If the majority wanted everyone to play, would you have agreed with the majority? (att.)

Would agree with the majority, that everyone would play	<b>1</b>
Would oppose	2
Don't know ( <b>DO NOT READ OUT</b> )	9

24. Should you or should you not talk and have contact with somebody who is very different from you? For example, thinks differently, looks differently, or behaves differently? From the given possible responses chose the one that you agree with. (att.)

It is necessary	<b>1</b>
You may talk and have contact with him/her	2
You should not talk and have contact with him/her	3
Don't know ( <b>DO NOT READ OUT</b> )	9

25. Do you know what being tolerant means? (kn.)

Yes	<b>1</b>
No	2

26. From the following statements please tell me, What do you think "being tolerant" means?  
**SHOW CARD 3. READ OUT. ROTATE. ONLY ONE RESPONSE POSSIBLE.** (kn.)

- |  |          |
|--|----------|
| Treat people with respect even if they are different from you (for example, think differently, look differently, behave differently) | <b>1</b> |
| Mistreat people that are very different from you (for example, think differently, look differently, behave differently)              | 2        |
| Try to make the person that is different become more like you  | 3        |
| Don't know ( <b>DO NOT READ OUT</b> )  | 9        |

### 3. MEDIATION

**READ THE STORY. IF THE RESPONDENT IS A BOY, MAKE SURE THAT ALL THREE CHILDREN IN THE STORIES ARE BOYS TOO. IF THE RESPONDENT IS A GIRL, ALL THREE CHILDREN SHOULD BE GIRLS AS WELL.**

I will tell you one more story. A boy/girl was on duty in the class and had to clean the board during the break. His (her) classmate was drawing something on the board. The child on duty keeps cleaning the board, while the other child keeps drawing there immediately. The child on duty wants to clean the board, and the other one wants to draw on it. They started arguing. Their classmate, with whom both children were friendly, was sitting at a nearby desk and reading something. He/she gave up the reading and started watching the friends carefully. Neither of them wanted to concede and they had already started yelling at each other. It was obvious that they were just about to start fighting.

31. In your opinion, what should the arguing children do in this case? From the given possible responses please chose the one that is the closest to your opinion. **READ OUT. ROTATE THE RESPONSES. MARK ONLY ONE ANSWER.** (Pr.)

Continue arguing	1
Stop talking with each other	2
Ask the friend to solve the problem	<b>3</b>
Call the teacher ( <b>DO NOT READ OUT</b> )	7
Don't know ( <b>DO NOT READ OUT</b> )	9

32. Would involvement of the third child help solve the problem or not? (Att.)

- |                                       |          |
|---------------------------------------|----------|
| Yes                                   | <b>1</b> |
| No                                    | 2        |
| Don't know ( <b>DO NOT READ OUT</b> ) | 9        |

33. What type of person could reconcile arguing sides? **SHOW CARD 4. ASK TO CHOOSE 2 MOST IMPORTANT CHARACTERISTICS. MARK IN ORDER OF THE IMPORTANCE. ROTATE FOR EACH RESPONDENT.** (Att.)

	I choice	II choice
Conceding	1	1
Rightful	<b>2</b>	2
Patient	3	3
The one that both you and the other side trust	<b>4</b>	4

34. What is the name of a person who can solve a problem between arguing sides? **READ OUT. ROTATE. ONE RESPONSE ONLY.** (kn.)

1. Go-between
2. Judge/arbiter
3. Mediator
4. Other (WRITE IN) \_\_\_\_\_

#### 4. MUTUAL COOPERATION - PARTICIPATION

**READ THE STORY.** Children in one school were assigned to make a poster. Two classmates got crayons, a large piece of paper, prepared everything on the table and started to work. But, it turned out that both of them wanted to make drawings on the poster and none of them wanted to write. So they started to argue. For all that time their younger friend was present there and was trying to tell them something. He was pulling them in turn and was saying: "Let me write, please. You know that I can write so nicely".

Neither of the two were listening to the younger friend. Instead, they were telling him: "leave us! How can you know what we should do"!

Finally the older children argued to the point when they tore the paper into two halves, each of them taking one half. They turned backs to each other and started working independently. But crayons and the paper were not enough for either of them, and thus they could not accomplish their task.

41. In your opinion, did the children make any mistakes? (att.)

- |     |          |
|-----|----------|
| Yes | <b>1</b> |
| No  | 2        |

42. What do you think those two children should have done? **SHOW CARD 5. ROTATE. ONE RESPONSE.** (pr.)

Should have listened to their younger friend	<b>1</b>
Should have worked independently	2
Should have worked together (excluding third child)	3
The way they handled the situation was correct	4
Don't know ( <b>DO NOT READ OUT</b> )	9

44. What would have happened if the two children had listened to the younger friend? **SHOW CARD 6. ROTATE. ONE RESPONSE POSSIBLE.** (att.)

Nothing would have happened. He was too young and would not have been able to help	1
He could really have helped	2
All three could have worked on the poster together and it would have come out successful	<b>3</b>
Don't know ( <b>DO NOT READ OUT</b> )	9

45. If the children cooperated, what might result? **SHOW CARD 7. ROTATE.** (kn.)

- |   |          |
|---|----------|
| Each child would hinder what the other child wanted to accomplish | 1        |
| The children would be upset                                       | 2        |
| The children would be able to accomplish the task successfully    | <b>3</b> |
| Don't know ( <b>DO NOT READ OUT</b> )                             | 9        |

**DEMOGRAPHICS**

D2. Location

1	Tbilisi	4	Akhaltsikhe
2	Rustavi	5	Zugdidi
3	Telavi		

D3. Which class student? / \_\_\_ /

D3\_A. Class number \_\_\_\_\_

D4. Gender:

Girl	1
Boy	2

D5. School number: / \_\_\_\_\_ /

**Attachment 5: Supplemental Questions for Endline Survey**

**CHILDREN**

E1. I will remind you of the show episodes you have watched **AT SCHOOL**, and please tell me, which 3 of them did you like the most? **(READ OUT AND SHOW CARD WITH THE LIST. MAXIMUM 3 RESPONSES IN EACH COLUMN)**

E2. And which 3 of them did you like the least?

	<b>E1 – The Most</b>	<b>E2 – The Least</b>
Rivals	1	1
The Star	2	2
The Cloud	3	3
Umbrella	4	4
The Kite	5	5
Magicians	6	6
Let's help each other	7	7
The Story of Our Yard	8	8
Yard Opera	9	9
Treasure of the Brave Pirate	10	10
A Trip to the Stars	11	11
Let's Negotiate	12	12
Bird's House	13	13
Sleepyhead Matsatso	14	14
How Bird Became a Team Leader	15	15

E3. Overall, how would you describe these episodes to a friend that has not seen them. Would you say they were:

- 1 Good
- 2 Fair
- 3 Bad
- 9 **(DO NOT READ OUT)** Don't know

E4. Would you recommend your friends to watch the episodes?

- 1 Absolutely yes
- 2 Maybe
- 3 Absolutely no

E5. As you probably know, this is a set of series for children that have been broadcast on TV over the last year. Were you watching the TV show episodes at home? **READ OUT. ONE ANSWER ONLY.**

- 1. Never, because had no interest
- 2. Never, because I am busy with other things at the show time
- 3. Yes, have watched but only accidentally
- 4. Yes, sometimes
- 5. Yes, regularly

E6. Other than discussions in the class with your teacher, have you ever discussed anything about these episodes with your friends? **(BESIDE THE MANDATORY DISCUSSIONS IN THE CLASS WITH THE TEACHER, IF SUCH)**

- 1 Yes, to discuss it favorably (we liked and enjoyed it, retell the story, discussing the plot)
- 2 Yes, to discuss it unfavorably (to criticize, make jokes, ridicule)
- 3 No. do not discuss anywhere other than in the classroom

**TEACHERS**

**ASK THE TEACHER THAT WAS RESPONSIBLE FOR SHOWING THE EPISODES TO THE CHILDREN:**

	<b>Question:</b>	<b>No</b>	<b>Sometimes</b>	<b>Mostly</b>	<b>Always</b>
T1	Have you reviewed/discussed the definitions of the program (for example, what is tolerance, mediation, negotiation etc.) in the class?	1	2	3	4
T2	After watching the episodes, have you discussed the main message of the episode?	1	2	3	4
T3	Have you asked the children to recall similar situations from their everyday experience?	1	2	3	4
T4	Have you discussed what your students would have done differently than the puppets in the episodes?	1	2	3	4
T5	Did you show any episode more than one time?	1	2	3	4