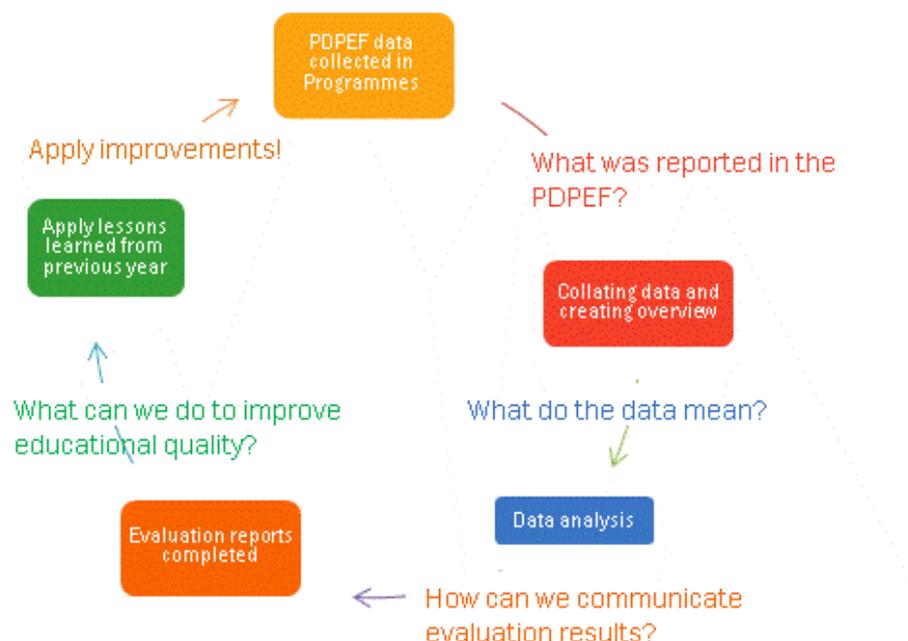


Improving educational quality through evaluation and training

Educational evaluation helps us identify good practices as well as weaknesses of our educational programmes, and training is one important way of acting on this knowledge. In this way, evaluation and training are at the heart of our effort to continuously improve the educational quality of our programmes. Here is a schematic picture of the main steps in this continuous organisational learning cycle.



Each CISV educational programme has specific goals and indicators which define the attitudes, skills, and knowledge participants learn and develop in the programme.

The extent to which we achieve our educational goals in our educational programmes is evaluated through the Programme Director's Planning and Evaluation Form (PDPEF).

Every year, PDPEFs are completed and submitted from each Interchange phase, IPP, Seminar Camp, Step Up, Village and Youth Meeting. For Mosaic, Mosaic Work Sheets are submitted. Annually, the number of PDPEFs and reports total over 350.

The PDPEF data is analyzed annually by the Educational Programmes Committee in partnership with the Training & Quality Assurance Committee. Note that the analysis of the data and the annual PDPEF reports (available on www.cisv.org) are about the educational quality of a programme, not the learning achievement of individual delegates.

The analysis of PDPEF-data can result in a number of different types of actions by the Educational Programmes Committee. Examples of these actions are:

- ✓ Change a programme goal or indicator.
- ✓ Clarify and/or re-word a goal or indicator.
- ✓ Stress or further explain certain relevant aspects in guides or training.
- ✓ Develop tools that can be used to help programme participants achieve a certain goal.
- ✓ Change and/or develop aspects of the programme

Actions for 2014 CISV International Programmes

These are the actions per individual programme (based on the analysis of 2013 PDPEF educational evaluation data). As a programme trainer, please ensure that any relevant actions are highlighted and explained your programme training.

Interchange

Action: Introduce the new, improved set of Interchange educational goals and indicators, which are valid only from 2014.

Rationale: For 2014 the Interchange goals and indicators were changed to be more specific, simpler and easier for leaders to determine whether or not delegates achieve the goals. There was also an effort to make them more actionable rather than something that always needed to be discussed.

The weakest achievement was for goal 1 which is now only about becoming more aware of the cultures. Goal 2 is about developing self reliance as opposed to specifically developing leadership skills. Goal 3 is strengthened by adding the opportunity to contribute to planning and organizing activities. Goal 4 addresses learning about responsible behaviour versus being empowered.

IPP

Action 1: Ensure that all trainings use the new goals and indicators, and that there is an understanding of how to collect evidence for all indicators.

Rationale: New goals and indicators were introduced in 2013 and have resulted in varying results.

Action 2: Trainers should focus on group-living aspects of the IPP and explore how participants can undertake leadership roles, group decision-making, as well as methods of constructively dealing with conflict within an IPP.

Rationale: Indicators 2b and 2d show that participants are frequently not meeting these goals. The group living element of an IPP is vital to ensure that participants feel confident in the group and create a safe environment for exploring educational content.

Mosaic

Action 1: Emphasize training on goal 4.

Rationale: Goal 4 is the one that has been identified as the one with the lowest achievement level.

Action 2: Communicate available tools and resources.

Rationale: We want to make sure people know what tools are available for them to fulfil their projects and also how to use them. Only 15 out of 47 projects have used training elements for their project development.

Action 3: Emphasis on administration

Rationale: Stress communication with Helen Pringle at the International Office; trainers should have a brief skype with Helen prior to giving training to get fully up to date on procedures for project support/submission/approval/reporting routines.

Action 4: Communicate the importance of reporting projects.

Rationale: The results show that reports were submitted only for 40 out of 98 projects. We believe reporting projects is essential for evaluating and developing Mosaic strategies.

Seminar Camp

Action 1: Focus on acting on or putting into practice what Seminar Camp participants have learned during the programme.

Rationale 1: Indicators which refer to doing something based on what participants have newly learned (indicators 1d, 2d, 3d, and 4d) have tended to show poorer performance than the other indicators. There can be various reasons: it may be difficult for participants to immediately act on new learning; it may be difficult for leaders to observe it. Trainers should discuss ways that acting on newly learned content can be encouraged and what kind of behaviours leaders can use as evidence to record it.

Action 2: Focus on explaining to the participants that conflict is an important part of group living and that they should not be afraid of it. Conflict is something that might help to develop and improve the atmosphere.

Rationale 2: The indicator which refers to accepting conflict has had the tendency to show relatively low performance throughout the past years. There can be various reasons: conflict is something that participants want to avoid; resolving conflict might seem like a hard thing to do. Trainers should discuss why it is important to accept conflict as a part of the experience and the staff could share tools to handle conflict such as the Confronting Conflict framework.

Step Up

Action 1: Continue to gather data, and consider differentiating data collection by when indicators are met.

Rationale 1: With the new structure and PDPEF questions also being overhauled, there is not enough data at this point to validly determine which indicators are strong and which merit additional focus. It may also be a good idea to explore whether we could gauge when in the camp certain indicators are met in an attempt to differentiate the impact of the camp separate from what delegates bring to the experience.

Action 2: Focus on acting or putting into practice what Step Up participants have learned during the programme.

Rationale 2: Goal 2 (Encourage social responsibility towards the community) had the lowest data of all goals. 2b and 2c were the lowest of all indicators in 2013. This could be because participants are unable to draw connections between the programme and their everyday lives in the local community. We recommend that time be devoted toward the end of the Step Up when participants (potentially in delegation groups) will spend time thinking about how they will apply what they have learned in the programme in their communities.

Village

Action 1: Discuss the concept and aspects of 'community' and apply it to the Village setting. What is a community? Why is it important to build community? How do we build

community in a Village? Why do we benefit from an inclusive, safe community (in terms of experience and education)? What do participants do to contribute to building community?

Rationale 1: It can be a challenge to plan activities for (as well as to evaluate) the indicators in goal 2; *Build an inclusive community through friendship*. It is relatively easy to reach the beginning indicators: *Interacting*, and *understanding trust in friendship* - but once this moves from individual evaluation to more group-based indicators; *understand the benefits and contribute to the creation of community*; the indicators are not reached as consistently. Making sure to flesh out the aspects of community and how we build, contribute and benefit from it, will help in determining what evidence to look out for, and simplify the indicators for staff and leaders.

Action 2: Have all trainees participate in a peace education activity planned by the trainers to model how to plan and deliver an activity, and then have them plan (and possibly deliver) their own peace education activity. This often happens in training, but should be more obvious and explicitly done.

Use planning models and tools (passport, activity planning templates) and emphasize the experiential learning model (Do, Reflect, Generalize, Apply) to make sure the trainees know how to use these tools. Part of this would be thinking about *triggers* for application questions that might come in handy during training with leaders.

Discuss after these activities - If we were to do them in a Village, how would we make sure that participants/delegates are reflecting, sharing their learning and applying it to their lives outside the Village?

Rationale 2: Goal 4 (*Develop an interest in peace education*) has achieved consistently lower results than other goals and indicators. We should ensure that all trainees have a grasp on what peace education in the Village programme looks like - and how to plan and deliver high quality peace education activities. Training should focus on how we can get participants to share their learning from peace education as well as apply it to their lives outside of the Village as these two indicators are weakest.

Youth Meeting

Action 1: Trainers need to ensure that participants are aware of the link between debriefing and what participants experience in camp during their everyday experiences.

Trainers need to discuss different models of activity debriefing to ensure inclusivity of diverse groups (e.g. groups with more shy individuals, where there are younger participants with less developed English skills, etc.). Examples include: small group feedback, then whole group feedback.

Rationale: Indicators 1d) *Understand the theme within their own community and contribute at least one activity to demonstrate*; and 4c) *Plan and discuss how to use their newly developed skills in their local community*.

Action 2: Trainers to stress to participants the importance of theme development activities for delegations/participants before AND during the first few days of camp.

Rationale: Participants are still arriving at camp without the skills to develop the theme so this must be a two-way approach. Sending NAs must train leaders to train participants, AND hosts must train staff to train leaders and participants to ensure quality of themed activities.