

### 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 organizational 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.

The PDPEF data is analyzed annually by the Educational Programmes Committee in partnership with the Training & Quality Assurance Committee. The analysis of the data and the annual PDPEF reports 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, clarify or re-word a programme 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 2015 CISV International Programmes

These are the actions per individual programme (based on the analysis of 2014 PDPEF data and input from regional teams). The goals and indicators highlighted for each programme have received lower results in the PDPEF than other indicators, and deserve some exploration and focus. As a programme trainer, please ensure that the relevant actions are discussed and developed in your programme training. If further guidance is needed, please contact your Educational Programmes Regional Delivery Teams ([educational.programmes.americas@cisv.org](mailto:educational.programmes.americas@cisv.org), [educational.programmes.asiapacific@cisv.org](mailto:educational.programmes.asiapacific@cisv.org), or [educational.programmes.emea@cisv.org](mailto:educational.programmes.emea@cisv.org)), who would be very happy to help with the implementation of any of these recommended actions.

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#### VILLAGE

##### Goals and indicators to highlight during training:

- 2d) Contribute to the creation of an inclusive community (A)
- 4c) Share learning from peace education (S)
- 4d) Reflect on how peace education is connected to everyday life (S)

**Action 1:** Continue to define and develop the concept of community in the training group as well as in the Village.

**Action 2:** Work explicitly with the experiential educational model (Do, Reflect, Generalize, Apply) in relation to learning about and planning peace education activities in Villages. Discuss how the experiential education model helps participants share learning and reflect on how learning from peace education activities can be connected to everyday life.

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#### INTERCHANGE

##### Goals and indicators to highlight during training:

- 2b) Take an active role to create a positive experience for all participants (A)
- 3c) Be inclusive when making group decisions; actively involve everyone in the process (A,S)
- 4d) Identify, with the group or individually, how new ASKs can be applied to everyday life (S)

**Action 1:** Include a training session on inclusion (What is inclusion? Why might there be differences in an Interchange group? How might you engage all participants? How can delegates be prepared for the cultural differences they may face? How can leaders ensure everyone is included in discussions, delegation preparation, decisions, etc.?).

**Action 2:** Discuss how to run an activity where Interchange participants can become more aware of and identify their new ASKs (brainstorm the impact the Interchange will have at home and could have abroad, use experiential education model (Do, Reflect, Generalize, Apply).

**Action 3:** Discuss the opportunity of a local impact day and the possibility of incorporating a Mosaic project within the Interchange.

**Action 4:** Discuss additional items - Make sure to keep costs and expenses reasonable for activities, food, etc., and Make sure leaders share calendars in planning phase and include LICs in their planning.

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### STEP UP

#### Goals and indicators to highlight during training:

2d) Is able to act in an inclusive way (S)

3d) Is able to participate in discussing about the content area of the year (S)

4d) Is willing to listen to other's ideas and be open-minded to different points of view (A)

**Action 1:** Discuss the opportunity of a local impact day and the possibility of incorporating a Mosaic project within the Step Up.

**Action 2:** Discuss that staff and leaders should emphasize the importance of the Step Up being just one experience in the participants' lives. The Step Up is not the goal, but the means to a goal. The goal is a more just and peaceful world. One way to get there is through acting in an inclusive way, not just at the programme but beyond it as well.

**Action 3:** Discuss that Staff need to emphasize the content area of the year in their pre-camp communications. Have delegations prepare an activity or some other related piece connected to the content area of the year before coming to the Step Up. Those materials can then be used during the Step Up.

**Action 4:** Being open minded and listening to others should be emphasized in the first couple of days of the Step Up. This is critically important in making the Step Up successful. Activities should be planned where participants have to be open to other points of view. Encourage planning groups to think about how goal 4d) relates to their lives outside of the Step Up experience and plan activities accordingly.

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### YOUTH MEETING

#### Goals and indicators to highlight during training:

1c) Understand the theme within their own community and contribute at least one activity to demonstrate (K)

3b) Demonstrate initiative and have the ability to follow (A,S)

4a) Link the theme to daily life (S)

**Action 1:** Include a training session on preparation of delegations/participants for presenting the theme from their home context (Using the pre-camp to prepare delegates for the theme and to help guide them to plan a quality educational activity).

**Action 2:** Assist staff and leaders with planning the first day at the YM. What sorts of activities will lay the foundation of your YM? How can they instill in participants that it is their camp and that they can take ownership/initiative over what happens?

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### SEMINAR CAMP

#### Goals and indicators to highlight during training:

2a) Take initiative to build and maintain a strong camp community (A)

3d) Accept conflict as part of community living and actively try to resolve it (A, S)

4b) Discuss how become active citizens (K)

**Action 1:** Include a training session on conflict and conflict resolution as it applies to Seminar Camp (Why might people disagree? What are the pros/cons of disagreeing? What are ways of solving conflict? Will they always work? How might you address a conflict as a group?).

**Action 2:** Suggest that staff discuss what pre-camp information should be shared with participants in order to better develop community. They may want to provide list of duties/responsibilities in camp and how these contribute to building community.

**Action 3:** Discuss active global citizenship and ASKs that will be developed during the programme. Staff should remind Seminar Camp participants to look at and reflect on programme goals and indicators before their experience.

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### INTERNATIONAL PEOPLE'S PROJECT

#### Goals and indicators to highlight during training:

4d) Plan and run activity about the theme as it relates to your home context (S) 2b) Constructively manage conflict (S)

3a) Understand the theme through partner organization expertise (K)

**Action 1:** Work on tools (e.g. ASK, evaluation methods, debriefing techniques, conflict management) that will help staff develop, facilitate and guide a group through the educational process (How can you properly incorporate different perspectives, personalities, cultures and leadership styles in group activities?).

**Action 2:** Encourage the use of the experiential education model (Do, Reflect, Generalize, Apply) within the IPP or in sessions so that participants are reflecting on ways in which the project relates to back home or the relevance of the work they are developing.

**Action 3:** Include a training session on preparation of participants for presenting the theme from their context (How can the Pre-Camp set out clearly what is expected of participants? How can participants be made aware of the importance of their session for the success of the IPP? Staff should ask partner NGO for information regarding project/theme that can be included in Pre-Camp).

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### MOSAIC

#### Goals and indicators to highlight during training:

Goal 4: Empower participants to take initiatives in their communities 4a) Are willing to show empathy through your actions (A)

4b) Are able to identify and use available resources (S) 4c) Are able to make a plan of action (S)

**Action 1:** Focus on and discuss how Mosaic projects can identify meaningful needs and problems that participants feel connected to. Introduce and practice methods for problem identification.

**Action 2:** Run a dedicated session on resources and tools. Introduce participants to CISV's resources and have them share other resources that they may be aware of.

**Action 3:** Ensure that participants have the tools and competence to create action plans and to support others to do so. Dedicate a session to action planning and provide easily repeatable templates and methods for simple action planning.

**Special Note:** Mosaic has revised its worksheet with changes to the way Goals and Indicators are used in programme planning and evaluation. As a trainer please familiarise yourself with the new worksheet and highlight the changes clearly during training. If you need guidance on the new worksheet, contact the Mosaic Experts on the Regional Teams ([mosaic.request@cisv.org](mailto:mosaic.request@cisv.org)).

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### ALL PROGRAMMES

The following cross-programme recommendations are based on analysis of 2014 issues reports, feedback from regional teams and additional feedback from PDPEFs. They have been split into three categories: **Hosting**, **Programme Content** and **Sending**.

#### Hosting

**Action 1:** Ensure sites have enough space for different kinds of activities. Indoor and outdoor activity space is very important.

**Action 2:** Ensure there is a good variety of foods, and healthy options available for participants of programmes.

**Action 3:** Emphasize the importance of good relationships between hosting chapter and staff group. When issues arise, they are much easier to handle if strong relationships and good communication already exist between programme staff and the chapter.

**Action 4:** Review procedures surrounding International Staff (how to recruit, include them in planning prior to the programme, making use of their expertise during the programme, set expectations and build staff group morale).

**Action 5:** Programme staff to stress in pre-programme information (Pre-Camps and other communication with participants and delegations) that all adults and youth must bring correct, completed and signed legal forms and health forms. Some advice can be found in ([http://www.cisv.org/assets/Pre-Camp\\_Help\\_Notes](http://www.cisv.org/assets/Pre-Camp_Help_Notes)).

**Action 6:** Programme staff to stress in pre-programme information (Pre-Camps and other communication with participants and delegations) that participants and delegations must not arrive later or depart earlier than the official programme dates.

**Action 7:** Staff groups are encouraged to share the task of completing the PDPEF. In camp-based programmes, all staff members have access to the PDPEF (by claiming participation on myCISV).

#### Programme Content

**Action 8:** Discuss doing educational or outreach activities in the community as an option for programme staff, as many 2014 programmes that took on this challenge had a very positive experience.

**Action 9:** Address how staff can help facilitate good working relationships across different age groups (being inclusive and welcoming of a diversity of ages of adults in programmes, activities to help with group development).

**Action 10:** Clarify that anyone can submit an IRF, not just staff or programme directors. IRFs are for all incidents, those that are handled well and those that required more training or support. If an incident is not handled properly, it provides an opportunity for new and improved training of staff and leaders. Similarly, when a difficult situation is handled well, it is important to thank leaders and staff for their leadership, and share with others who can learn from their good practices.

#### Sending

**Action 11:** Ensure training participants know that the TIF (Travel Information Form) should be filled in completely (not just arrival time). Staff can request more detailed travel information if it does not arrive in the TIF.

**Action 12:** Discuss how chapters and leaders can better ensure that parents and delegates are properly prepared for their programme (time away, communication with home).