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 steps in this continuous organizational learning cycle.
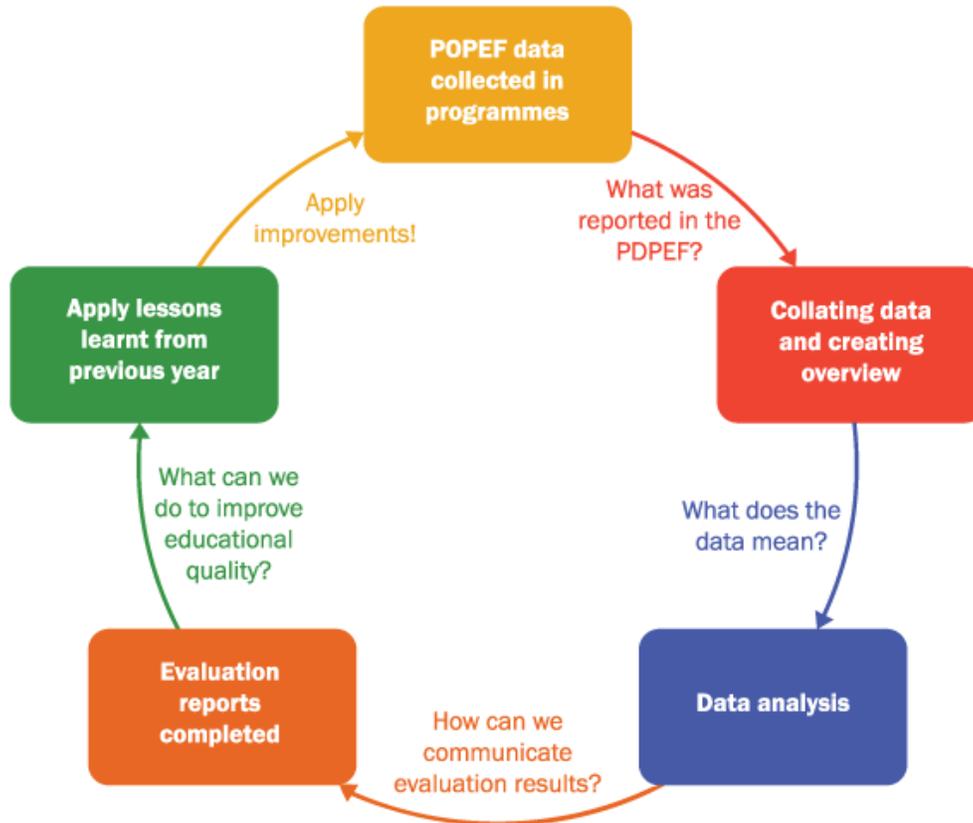
Each CISV educational programme has specific goals and indicators which define the attitudes, skills, and knowledge participants learn and develop in the programme.

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 2016 CISV International Programmes

These are the actions per individual programme (based on the analysis of 2015 PDPEF data and input from Educational Programmes 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 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 Team for help with the implementation of any of these recommended actions.

America	educational.programmes.americas@cisv.org
Asia-Pacific	educational.programmes.asiapacific@cisv.org
Europe, Middle-East and Africa	educational.programmes.emea@cisv.org

VILLAGE
Goals and indicators to highlight during training:

2d) Contribute to the creation of an inclusive community (A)

4b) Reflect on learning from peace education (S)

4c) Share Learning from peace education (S)

4d) Reflect on how peace education is connected to everyday life (S)

Action 1: Emphasize the importance of debriefing and directions/steps on how to debrief.

Action 2: Emphasize the importance of how to process the participants' ASKs from reflection and learning to real life. Formulate questions for participants (for example: Have you ever felt this way outside of the Village? Have you ever seen this kind of situation unfold at home? Did you learn any skills from this activity that you could use at school or during activities you do at home?)

Action 3: Focus on what peace education is and how it can be shared, reflected on, and connected to everyday life. It is important to highlight the use of CISV tools such as the Big Education guide.

Action 4: Explore and create activities that explore mindfulness, as this may help to build inclusive communities and encourage reflection in Villages.

INTERCHANGE
Goals and indicators to highlight during training:

4c) Understand that peace education can have a positive impact in one's community (K)

4d) Consider how the Interchange participants can actively work for peace after the program (S)

Action 1: Discuss peace issues in the participants' local community, their region and their country. How can they get involved?

Action 2: Focus on what peace education is and how it can be shared, reflected on, and connected to everyday life. It is important to highlight the use of CISV tools such as the Big Education guide.

Action 3: Delegates and families need a greater understanding about how Interchange is part of CISV and its mission (CISV educates and inspires action for a more just and peaceful world). Families in particular are encouraged to focus more on educational aspects of activities rather than being tour guides or party planners.

STEP UP
Goals and indicators to highlight during training:

1c) Is able to facilitate a group or other individuals (S)

2b) Is willing to perform an act of contribution to local community after the program ends (A)

2c) Is able to contribute ideas on how to apply what they learned to everyday life (S)

3c) Understand the camp theme and contribute to its development (K)

Action 1: During training, highlight things about basic facilitation, including how to teach young people to facilitate (active listening, taking turns, strategies to know who speaks next, etc.).

Action 2: Focus on how the Step Up experience can be connected to everyday life.

Action 3: Focus on theme development before and during camp and how that theme can effect change after the program. Focus on establishing and working with age-appropriate themes and how to actively make 14-15 year-olds engage with them.

Action 4: In training, reinforce the four content areas and engage the participants in generating themes for each content area as an exercise in exploring themes.

YOUTH MEETING
Goals and indicators to highlight during training:

1d) Understand the theme within the local context (K)

2b) Contribute to group discussion and debate (A)

4c) Plan and discuss how to use their newly developed skills in their local community (S)

Action 1: Reinforce the four content areas; focus on theme development using the Peace in 3D model (Diagnose, Dream and Deliver). Additional information can be found in the TTT curriculum in reference to the local community.

Action 2: Focus on how the Youth Meeting experience and the skills acquired during the experience can be connected to everyday life.

Action 2: Suggest that the Pre-Camp 2 or 3 includes an example of an activity that may be run as the 'cultural activity' by each delegation/individual (16+) from the local context.

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 to become active citizens (K)

4d) Consider how to use new attitudes, skills and knowledge after the camp (K)

Action 1: Emphasize key points in team effectiveness and group dynamics.

Action 2: Focus on how conflicts can be resolved or even transformed, and used as a catalyst for growth (using, for example, the Confronting Conflicts resource or other CISV Conflict and Resolution publications). Consider the surrounding elements/conditions and what makes accepting conflict difficult (e.g. desire to fit in, not feeling at home in the group, not thinking it is worth upsetting the

group, having staff on site that can do it for you). Staff can simulate a conflict before participants take over and can facilitate relevant discussions.

Action 3: Focus on how the Seminar Camp experience can make participants and staff more active global citizens.

Action 4: Focus on the newly reviewed Info File R-07 Behaviour Policy for staff so they know clearly what to do in various situations. Additional information is available at
http://www.cisv.org/resources/running-your-na-chapter/risk-management/behaviour-policy-faq/

INTERNATIONAL PEOPLE'S PROJECT
Goals and indicators to highlight during training:
> 2b) Constructively manage conflict (S)
> 2c) Facilitate group discussions (S)

Action 1: Include a session about basic facilitation, including strategies for different types of people and different levels of English.

Action 2: Include an overview of different leadership styles, the benefits of each, and how to work with people who have different styles - an idea is to include a leadership styles or strengths-finder assessment so people can talk about their personal styles.

Action 3: Focus on how conflicts can be resolved or even transformed, and used as a catalyst for growth utilizing Confronting Conflicts or other CISV Conflict and Resolution publications.

MOSAIC
Goals and indicators to highlight during training:
> 3b) Participants are able to reflect on their strengths & potential (S)
>
> 4b) Participants are able to identify and use available resources (S)
>
> 4c) Participants are able to make a plan of action (S)

Action 1: Emphasize the importance of self-awareness as an aspect of Active Global Citizenship. Suggest that training participants discuss activities and methods to support Mosaic participants to reflect on their own areas of interest, strengths and potential.

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

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

Action 4: Stress the importance of using the newly revised (2015) Mosaic worksheet in both planning and reporting of projects. Emphasize that a project is not completed until it has been reported!

Special note: Mosaic revised its worksheet with changes to the way goals and indicators are used in program planning and evaluation. Trainers should be familiar with the new document ahead of training. If guidance is needed, contact the cross-regional group mosaic.request@cisv.org.

ALL PROGRAMMES
The following cross-programme recommendations are based on analysis of 2015 issues reports, feedback from regional teams and additional feedback from PDPEFs. They have been split into four categories: Hosting, Sending, Programme Content, and Resources and Administration.

Hosting
Action 1: Encourage all host staff to complete a First Aid and Basic Life Support training workshop, if possible.

Action 2: Emphasize the need for regular communication to sending chapters or NAs.

Action 3: Continue to emphasize the importance of completing the PDPEF and the programme Address List accurately.

Action 4: Emphasize use of the programme guides and why there are rules/guidelines laid out in the guides that need to be followed in order for CISV to function properly.

Sending
Action 5: Reinforce the importance of preparing parents of delegates and setting expectations for parents. These could take the shape of parent training sessions, if chapter capacity allows for it.

Action 6: Brainstorm a list of ways to keep delegates involved after their programmes, helping them to apply their learning from programmes to their home contexts (becoming active global citizens at home).

Programme Content
Action 7: Emphasize theme development and resources available to help with this (e.g. Big Education guide, other CISV publications)

Action 8: Continue to focus on and highlight the experiential learning cycle (in particular, the importance of debriefing). Use of Big Education Guide and the Passport during training is essential!

Resources and Administration
Action 9: Highlight that Info File R-07 Behaviour Policy is updated. Discuss the interpretation of the R-07, the FAQs and how to use it in practice. Explanations can be found at
http://www.cisv.org/resources/running-your-na-chapter/risk-management/behaviour-policy-faq/

Action 10: Refer to Info File C-03 Programme Basic Rules during training, found at
http://www.cisv.org/assets/C-03_Programme_Basic_Rules

Action 11: To find relevant programme forms and documents conveniently gathered, make trainees aware of the different landing pages under http://www.cisv.org/resources/running-or-taking-part-in-educational-programmes/

Action 12: Explain that as of the 2016 programme year, all participants in CISV international programmes are automatically covered by the CISV Travel Insurance. See new information in Programme Guides and at http://www.cisv.org/resources/running-your-na-chapter/risk-management/travel-insurance/

Action 13: Clarify the role and function of the Regional Teams and Committees in assisting with programme delivery and support.