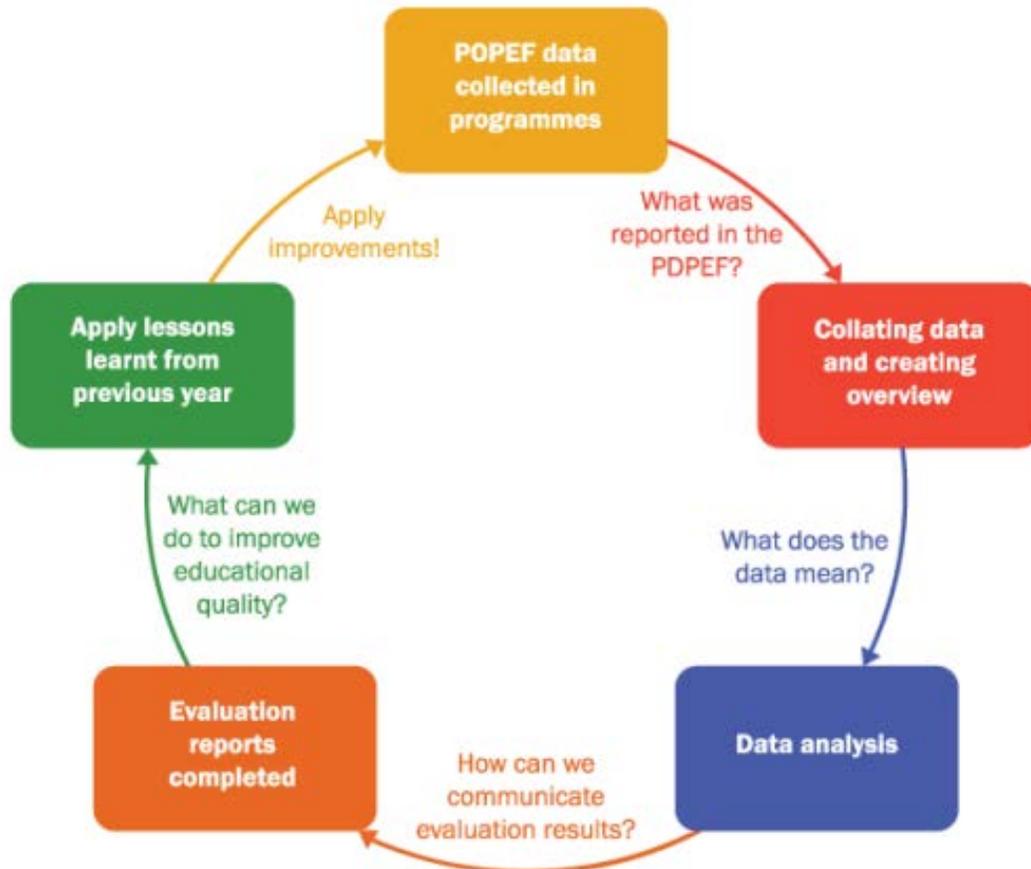


Educational evaluation helps us to identify good practice as well as weaknesses in our educational programmes. Training is one important way of acting on this knowledge. Evaluation and training are at the heart of our effort to continuously improve the educational quality of our programmes.

Here is a schematic diagram to show the steps in our continuous organizational learning cycle.



Each CISV educational programme has specific goals and indicators that identify the educational outcomes for each 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, the PDPEF is completed and submitted for each Interchange phase, IPP, Seminar Camp, Step Up, Village and Youth Meeting. For Mosaic, the Mosaic worksheet is submitted.

The PDPEF data is analysed 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 individual participants. 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 restate 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.

Trainer actions for 2017 CISV International Programmes

The actions listed below are based on the analysis of 2016 PDPEF data and input from Educational Programmes Regional Teams. These actions aim to provide extra guidance for trainers on which aspects of the programmes are currently receiving lower success rates in the PDPEF compared to others.

Trainers are encouraged to look at the general trends, many of which are similar for multiple programmes. There are also some suggested scenarios and actions which could be discussed with trainees in order to better prepare them to improve the areas raised. In addition, there are some important risk management updates and reminders which trainers must communicate to trainees.

Please contact your Educational Programmes Regional Delivery Team for help implementing of any of these recommended actions.

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

Inclusive Community & Conflict Resolution

I. Summary of PDPEF trends and Trainer actions

It seems that participants are finding it challenging to build inclusive communities. This is not necessarily during the beginning part of a programme, but once a conflict arises (e.g. people being excluded for different reasons). Resolving conflict during the programme is an important part of the learning process. Understanding the different aspects of a conflict and having a willingness to resolve it is a skill and an attitude that must be promoted more often. Programme participants must feel empowered and able to act when the camp community begins to exclude individuals or divisions arise

II. Possible actions/scenarios to support trainees

- Discuss situations that could arise during a programme that could lead to a conflict. It would be useful to discuss issues that may arise at the beginning, middle and end of the programme, and to ensure that these are relevant to the programme in terms of age.
- Brainstorm or go through ways to solve a specific conflict and how it could affect the programme.

III. Programme goals and indicators that have been less well achieved

INTERCHANGE

2d) Work to resolve conflicts (S)

4b) Understand how CISV peace education is the basis of the group activities (K)

MOSAIC

2c) Use open dialogue to solve problems (S)

SEMINAR CAMP

3d) Work to resolve conflicts (S)

STEP UP

2a) Identify issues and conflicts in own community (K)

VILLAGE

2d) Contribute to an inclusive community

YOUTH MEETING

2c) Understand other perspectives

IV. Relevant training goals and indicators to highlight during training

Goal 4: To prepare trainees to interact effectively and appropriately in diverse environments:

- 4a) Develop an understanding of self and others
 - 4b) Be able to make a positive contribution to a group environment
 - 4c) Be able to respond appropriately to change and conflict
 - 4d) Be willing to act inclusively and with an open mind
-

Reflecting On and Evaluating Actions and Activities

I. Summary of PDPEF trends and Trainer actions

Participants seem to have difficulty reflecting on their actions and being able to identify what went well in that situation and what was difficult or what they could have done differently. This could be:

- a) on the personal level (i.e. I was a leader in the activity and I did this well or not well)
- b) on an activity level (e.g. during the activity, it was clear that x or y happened)

II. Possible actions/scenarios to support trainees

- Imagine that the participants have just completed a group task, and now they need to discuss what they have learned from it. How could you approach this personal level of reflection? Draft a few questions
- Participants have just taken part in an active game in the first few days of a programme. You want them to think about how the activity itself went in terms of organisation and to describe what the result of the activity was. Think of a few questions you could ask participants to get them to think about the activity itself.

III. Programme goals and indicators that have been less well achieved

MOSAIC

3b) Reflect on own strengths and potential (S)

VILLAGE

4d) Connect peace education to everyday life (K)

IV. Relevant training goals and indicators to highlight during training

Goal 1: To prepare trainees to use CISV's approach to active global citizenship:

- 1c) Be able to plan, deliver and evaluate educational activities
-

Reflecting On and Applying Knowledge and Experiences

I. Summary of PDPEF trends and Trainer actions

Participants seem to find it difficult to be able to think about what they have learned, and then discuss this when they get home with their family, friends, teacher, etc. (e.g. thinking about what working with a like-minded organisation may have taught participants, and how this could affect their actions on their return to their daily reality.) This has been a recurring issue in the last three years of trainers' notes across most programmes.

What did you learn from this experience and how do you think you could apply this when you get home?

II. Possible actions/scenarios to support trainees

Participants are reflecting on an activity that they have just finished about including the members of the group. Most participants make very general comments about how they should always act inclusively as everyone should be treated equally. How could you link this idea to their own lives?

- a) In the planning of the activity?
- b) By intervening when participants make mistakes or clearly learn something from an activity
- c) By using delegation time (if applicable)?
- d) By challenging the participants to think about why it might be difficult to always act in this way, and how they could change their behaviour if they find it difficult.

III. Programme goals and indicators that have been less well achieved

INTERCHANGE

- 4c) Understand the impact of community service (K)
- 4d) Connect peace education to everyday life (K)

MOSAIC

- 3b) Reflect on own strengths and potential (S)
- 4c) Make an action plan (S)

YOUTH MEETING

- 4c) Connect peace education to everyday life (K)

IV. Relevant training goals and indicators to highlight during training

Goal 1: To prepare trainees to use CISV's approach to active global citizenship

- a) Understand how peace education is relevant to active global citizenship

Empowering Participants for Active Global Citizenship

I. Summary of PDPEF trends and Trainer actions

Active global citizenship is a very broad term. Participants are struggling to link their experiences at the programme with the idea of active global citizenship in practice on a day-by-day basis. Stress the idea that taking small actions in daily life is key to active citizenship, and support participants in becoming more active global citizens. This should include better preparation for participants in leadership roles (leaders, staff, host families, JCs, etc.) to facilitate discussions in formal activities and during delegation time, as well as other times during the programme.

II. Possible actions/scenarios to support trainees

- Discuss how you should keep in mind the idea that the participants should be able to take the things they learned during the programme back home and apply it to their everyday lives
- How could you ensure that all participants/staff/leaders understand what 'Active Global Citizenship' could look like?
- How could 'Active Global Citizenship' be integrated into the running of a programme (e.g. logistics, thanking people, processes for when someone is not acting in the right way)
- How can you prepare leaders to use delegation time to effectively prepare participants to have positive attitudes towards life style changes on their return home?

III. Programme goals and indicators that have been less well achieved

INTERCHANGE

- 4c) Understand the impact of community service (K)
- 4d) Connect peace education to everyday life (K)

SEMINAR CAMP

- 4b) Discuss how to become active citizens (K)

YOUTH MEETING

- 4b) Share critical thinking about an issue in own local community (S)
- 4c) Connect peace education to everyday life (K)

IV. Relevant training goals and indicators to highlight during training

Goal 1: To prepare trainees to use CISV's approach to active global citizenship

- a) Understand how Peace education is relevant to active global citizenship.

Goal 3: To prepare trainees to contribute to the development and growth of CISV as an organization

- a) Be willing to seek opportunities for cooperation inside and outside the organization
- b) Be able to apply best practices and lessons learned
- c) Be willing to actively contribute to continuous improvement
- d) Understand how the strategic direction of CISV relates to individuals

Facilitation Skills in Participants and People in Leadership Positions

I. Summary of PDPEF trends and Trainer actions

Participants seem to be lacking facilitation skills. It is recommended that the staff run a session with both the leaders (where applicable) and then with participants on how to facilitate groups. It is sometimes assumed that when the participants are adults, they are able to do this already. English comprehension levels may be different among the participants. All participants will not be able to do this by the end of the programme, but it would be helpful to discuss how to improve this.

II. Possible actions/scenarios to support trainees

- Discuss what is needed to be a good facilitator and give examples of facilitation techniques. What are the situations during a programme when facilitation is needed and how can facilitation be used in those situations?
- Discuss how it might be different for adults to develop facilitation skills versus adults supporting young people to develop facilitation skills.
- Recommend that participants/leaders/staff reflect on how successfully discussions have been facilitated during the mid-way evaluation.

III. Programme goals and indicators that have been less well achieved

IPP

- 2c) Facilitate a group discussion (S)

STEP UP

- 1c) Facilitate a group (S)

IV. Relevant training goals and indicators to highlight during training

Goal 2: To prepare trainees to effectively undertake their practical responsibilities within CISV

- a) Understand the specific responsibilities and resources required to fulfil a particular role
 - b) Understand how individual responsibilities are important in a wider context
 - c) Be able to apply practical needs necessary to fulfil a particular role
-

Practical Programme Responsibilities

I. Summary of PDPEF trends and Trainer actions

Participants are failing to take initiative for practical aspects of their role within the programme, including an attitude towards wanting to be involved with such things as cooking, cleaning, etc. It is important, therefore, that both the leadership of the programme and the participants themselves are aware of what is expected of them during the programme

II. Possible actions/scenarios to support trainees

- Discuss the practical aspects of the programme and understand their importance. For example, why is it important that everyone is involved with cleaning? What might happen if some people are not?
- Link the practical aspects of the camp to the everyday life of the participants and their attitudes about making an action happen.

III. Programme goals and indicators that have been less well achieved

SEMINAR CAMP

2d) Connect peace education to everyday life (K)

YOUTH MEETING

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

3c) Plan activities (S)

IV. Relevant training goals and indicators to highlight during training

Goal 2: To prepare trainees to effectively undertake their practical responsibilities within CISV

- b) Understand how individual responsibilities are important in a wider context
 - c) Be able to apply practical needs necessary to fulfil a particular role
 - d) Be willing to adopt a proactive and responsible attitude
-

Working with a Like-Minded Organization

I. Summary of PDPEF trends and Trainer actions

During programmes that work with another organisation, it is important that the activity (or link) and purpose are clear to the participants. This allows participants to link their experiences to their lives in general and not just for one day of camp. The like-minded organization (LMO) activity could be a very powerful experience and the participants should be able to relate to and reflect on how the lessons learned can be used in everyday life.

II. Possible scenarios to support trainees

- Give examples of successful LMO activities and how the success affected the camp and brought it to the next level. You may wish to source these from the [Mosaic stories site](#)
- Make a bridge from the programme life to the participants' everyday lives and how they can apply what they learn during the LMO-activity in their daily lives.

III. Programme goals and indicators that have been less well achieved

SEMINAR CAMP

4c) Understand the purpose of the like-minded organization activity (K)

IV. Relevant training goals and indicators to highlight during training

Goal 3: To prepare trainees to contribute to the development and growth of CISV as an organization

- a) Be willing to seek opportunities for cooperation inside and outside the organization
- b) Be able to apply best practices and lessons learned
- c) Be willing to actively contribute to continuous improvement
- d) Understand how the strategic direction of CISV relates to individuals

Working with the Programme Theme

I. Summary of PDPEF trends and Trainer actions

Participants are finding it challenging to apply the theme during the programme and understand what the theme means in a greater context, for example in their local communities.

This then limits the depth to which the theme is taken during the programme.

II. Possible actions/scenarios to support trainees

- Discuss why a theme is important and what the benefits are of having a theme
- Give examples of how the theme could be used in planning the activities and how the theme could be referred to through the whole experience
- Discuss the importance of choosing a relevant theme to the participants both in terms of age and relevance to current issues

III. Programme goals and indicators which have been less well achieved

STEP UP

3c) Understand and contribute to the development of camp theme (A)

YOUTH MEETING

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

IV. Relevant training goals and indicators to highlight during training

Goal 1: To prepare trainees to understand CISV's approach to active global citizenship

- a) Understand how peace education is relevant to active global citizenship;

Goal 4: To prepare trainees to interact effectively and appropriately in diverse environments:

- a) Develop an understanding of self and others
- b) Be able to make a positive contribution to a group environment;

Respecting Others

I. Summary of PDPEF trends and Trainer actions

Respect others' perspectives and belongings. Make sure that rules are clear and initiate an activity that helps the participants empathise with how it might feel to be in a certain situation.

II. Possible actions/scenarios to support trainees

- Give examples of situations where the views and feelings of others have not been respected.
- Discuss how important it is to give everyone the personal space they need.

III. Programme goals and indicators that have been less well achieved

VILLAGE

3d) Respect the feelings and belongings of others (A)

IV. Relevant training goals and indicators to highlight during training

Goal 4: To prepare trainees to interact effectively and appropriately in diverse environments

- a) Develop an understanding of self and others
- b) Be able to make a positive contribution to a group environment
- c) Be able to respond appropriately to change and conflict

Risk Management Updates for all Trainings

- Info File R-07 Behaviour Policy has been recently updated. There were no major changes but the [Behaviour Policy FAQs page](#) has been expanded to offer clarity of meaning.
- The CISV Travel insurance policy is available on the website. The broker changed this year but the policy is effectively the same. The only change is that our Crisis Assistance partner is now Security Exchange as opposed to Alert24. The benefit to this change is that all claims (medical, travel or crisis) are now made through Intana. There is one phone number for all insurance claims matters.
- Incident Report Forms must be submitted for all incidents in a timely manner to enable the wider CISV community to take action where appropriate and for preventative information to be circulated as appropriate.
- There is a basic rule about food (see below from Info File C-03 Programme Basic Rules) and hosts have a responsibility to address practices that do not meet this rule during the programme, such as requiring leaders to pay for special dietary requirements out of their emergency funds. Leaders and staff have a responsibility to bring forward concerns that do not meet the standard identified in the basic rules during the camp. Staff also have a responsibility to ensure that practices are put in place to ensure that this basic rule is met. The staff may need to discuss issues during the programme with the hosting chapter or NA since the root cause may be an inadequate food budget.

From C-03 Programme Basic Rules under PART II. GENERAL RULES APPLYING TO ALL PROGRAMMES:

4.2 NAs must make every effort to provide a varied, nutritious and healthy diet that respects the specific dietary requirements of all cultures and individuals present. Three meals and appropriate snacks must be provided and covered by the host NA's hosting budget.