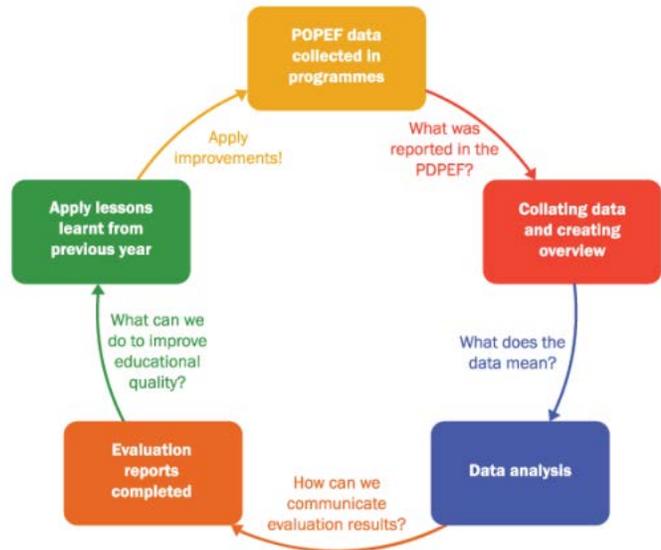


INTRODUCTION AND CONTEXT

Educational evaluation helps us 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.

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 is about the educational quality of a programme, not the individual participants, and can result in different types of actions. Examples of these actions are: change, clarify or restate a programme goal or indicator; stress or further explain certain 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 2018 CISV International Programmes

The training suggestions and resources listed below are based on the analysis of 2017 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 three trends listed, along with the suggested actions and resources that could help in equipping trainees, and therefore leaders, staff and participants with tools to support them better reaching the goals of the programmes. In addition, there are two important risk management updates and reminders which trainers must communicate to trainees. Please contact your Educational Programmes Regional Delivery Team if you need help with designing your training using the suggestions and resources below.

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

TREND 1: RESOLVING CONFLICT ONCE IT ARISES

It appears that trainees need further guidance on how to deal with conflicts during programmes in an appropriate way.

Relevant programme training goals and indicators:

4. To prepare trainees to interact effectively and appropriately in diverse environments
 - A. Develop an understanding of self and others (K)
 - B. Be able to make a positive contribution to a group environment (S)
 - C. Be able to respond appropriately to change and conflict (S)
 - D. Be willing to act inclusively and with an open mind (A)

Training suggestions

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.

- Explain that conflict is part of group living and that there is no need to try to avoid it and that a conflict can be used as part of the group development in a programme.
- Brainstorm or go through ways to solve a specific conflict and how it could affect the programme.
- Provide trainees with conflict resolution tools, including activities. Please see suggested resources for examples and ideas

Suggested support resources

- CISV content area for conflict resolution at [Educational Content Areas and Activities](#)
- [Kompaz project's Leaving on a Jetplane](#)
- [Confronting conflicts and tutorial](#)

Relevant programme indicators

Interchange

2d) Work to resolve conflicts (S)

IPP

1b) Respect other people's points of view (A)

Seminar Camp

3d) Work to resolve conflicts (S)

Step Up

1b) Suggest solutions to conflicts (S)

TREND 2: LINKING PROGRAMME ACTIVITIES TO OWN COMMUNITY AND ACTIONS

The PDPEF data showed lower achievement on indicators which require attitudes, skills and knowledge to use their learning in their own communities on return from the programme.

Relevant programme training goals and indicators:

1. Understand CISV's approach to active global citizenship within the programme
 - A. Understand how peace education is relevant to active global citizenship (K)

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 (A)
 - B. Be able to apply best practices and lessons learned from relevant experience (S)
 - C. Be willing to actively contribute to continuous improvement (A)
 - D. Understand how the vision of CISV relates to individuals (K)

Training suggestions

It is important that participants are able to apply their learning after the programme within their own community. Trainers should encourage leaders and staff to reinforce and achieve the related programme indicators by facilitating opportunities for programme participants to reflect, discuss, brainstorm, and plan for practicing and applying their learning in their everyday life.

This can be done through a variety activities during the programme, suggestions have been listed. We strongly recommend that these activities are run throughout the programme, DO NOT to wait until the last days of the programme. Consider running activities to:

- Brainstorm ideas for activities they can do in their community related to the educational content area or programme theme
- Share stories and best experiences with Mosaic projects or other community projects, and have the group identify best practices or strategies that they can use for their own projects.
- Plan an activity that allows participants to practice planning an activity based upon an educational content area or their programme theme.
- Help participants commit and plan to applying their learning at home

Suggested support resources

- Webpage: [Active Global Citizenship](#) [*Link available as of 19 March 2018*]
- [Stop Talking and Start Walking Workshop](#) by International Junior Branch
- Research: [Does Learning from the World Help Youth to Lead in their Community – Executive Summary](#) by T. Thorpe. (Summary includes recommendations for organizing Mosaic in your Chapter and steps for developing a successful community project)
- [Best Practices in Service Learning](#) by T. Thorpe
- [Mosaic resources](#)
- CISV Blog: [Learning with Like Minded Organizations](#)
- CISV Blog: [Back from a Programme: Let's Act for Change](#)

Relevant programme indicators

Interchange

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

IPP

- 4a) Connect theme to everyday life (S)

Mosaic

- 3c) Be willing to take action to support a cause (A)
- 4c) Make an action plan (S)

Step Up

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

Village

- 2d) Contribute towards an inclusive community (A)

Youth Meeting

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

TREND 3: PROGRAMME THEME DEVELOPMENT

The PDPEF shows that participants are finding it challenging to apply the theme during the programme and to understand what the theme means in a greater context such as in their local communities. This disconnect limits the depth to which the theme is taken during the programme.

Relevant programme training goals and indicators:

1. Understand CISV's approach to active global citizenship within the programme
 - A. Understand how peace education is relevant to active global citizenship (K)

4. To prepare trainees to interact effectively and appropriately in diverse environments
 - A. Develop an understanding of self and others (K)
 - B. Be able to make a positive contribution to a group environment (S)

Training suggestions

- Have staff/leaders, think concretely about how they expect the theme to relate to participants' lives after the programme and then plan backwards from there
- Give staff/leaders time to plot out theme-related activities on the programme calendar with educational outcomes for each
- Suggest that staff/leaders create transition activities to share with families or the chapter/NA after the programme to bridge the divide between the programme and their regular lives
- As pre-work for the programme, ask participants or delegations to prepare a presentation about how the theme connects to their regular lives, and share during the programme
- 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 and involve participants in the selection of the theme

Suggested support resources

- Activity: [What You See Is What You Get](#)
- Programme calendar [See relevant Programme Guide]
- [Youth Meeting Theme Questionnaire](#)

Relevant programme indicators

IPP

3d) Contribute to the theme (S)

STEP UP

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

RISK MANAGEMENT UPDATES FOR ALL PROGRAMME TRAININGS

There have been a high number of behavioural issues among leaders and staff (predominantly Step Up and Village). We would recommend that trainers tell trainees this and stress the importance and increase awareness that all adults in roles of responsibility are role models which comes with expected behaviour (or attitudes, skills and knowledge)

Specifically, trainers should stress importance that adults:

- understand their role and responsibilities as staff/leaders and their impact on the participants and overall running and success of the programme
- take the initiative as needed to help defuse, resolve or minimise conflicts (and not to inflate or expand them)
- have realistic expectations on the programme and have an open mind to different solutions (as opposed to rigid expectations when it comes to aspects that are likely to vary from one programme to another), and understand the difference between that which is fixed (e.g. rules) and that which is flexible (e.g. guidance)

There have been many late/missing programme reports (PDPEFs, Address Lists, and Interchange Final Agreement). Please stress to trainees the importance of meeting deadlines.