



international

building global friendship

educational development
& research committee



Educational Evaluation Training Session

2011

How We Know If We Are Good At What We Are Doing!

Training Introduction

This Training Session is for new and old CISV'ers alike. It includes several activities to be integrated into programme leader, leadership trainings, TTT's and other trainings which want to include *Evaluation*. The activities can be used together (sequentially) or independently. Please feel free to modify or adapt to meet your training needs. This training session includes a PowerPoint and Appendix to support the following activities:

Activity #1: My best CISV experience!

To identify what we learn from our best experiences in CISV and to connect those experiences with CISV's approach to education.

Activity # 2: New Evaluation Resources and Tools!

To discover and practice using CISV's educational planning and evaluation resources and tools.

Activity #3: What Is Educational Evaluation?

To better understand evaluation, how we evaluate in our daily lives, and how to integrate evaluation into all stages of CISV programmes; from planning, implementation, to the programme completion.

Training Goals and Indicators

The **Evaluation and Research Committee** (EVR) offers this comprehensive Training Session to be used within all levels of the organization to achieve Common Training Goal #1:

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 (K)
- B. Understand CISV's educational principles and methods (K)
 - a. Attitudes, Skills, Knowledge (ASK)
 - b. Experiential Learning
 - c. Educational Evaluations
 - d. 4 content areas (diversity, human rights, conflict and resolution, sustainable development)
 - e. Themes
 - f. Statement of purpose
- C. Be able to plan, deliver and evaluate educational activities and experiences (S)
- D. Be willing to actively support and promote CISV's educational principles

This training session has its own goals and indicators. Please review and consider what evidence you will be looking for to ensure your training participants have the Attitudes, Skills and Knowledge to plan and evaluate CISV programmes within our new educational framework.

Training Session goals, indicators and evidence: Trainers should fill in the evidence box based on how you will know if the participants have learned what the session intended. (Big Ed, Section 7)

	Goals/indicators	Evidence
1	Goal 1: Understand CISV's approach to Active Global Citizenship	
1a)	Understand how the Statement of Purpose and Educational Principles link to CISV's educational methodology and approach to Active Global Citizenship (K)	
1b)	Understand the link between 4 content areas and Themes (K)	
1c)	Understand experiential learning (K)	
1d)	Understand ASK (K)	
2	Goal 2: Understand the purpose and process of educational evaluation	
2a)	Understand the purpose of educational evaluation (K)	
2b)	Understand the role of educational evaluation in CISV programmes (K)	
2c)	Understand the process of educational evaluation in CISV programmes (K)	
2d)	Able to convey the value of educational evaluation to others. (A/S)	
3	Goal 3: Able to access and complete the PDPEF	
3a)	Able to access and complete the PDPEF online (S)	
3b)	Understand how to use the PDPEF effectively throughout the programme (K)	
3c)	Demonstrate a willingness to integrate the PDPEF as a tool for both planning and evaluation throughout the programme.	
3d)	Support staff, leaders and delegates in the ongoing educational evaluation throughout the programme (S)	
4	Goal 4: Knowledgeable of the resources	

	available to support educational development and evaluation	
4a)	Familiar with the content of Big Ed and the Passport (K)	
4b)	Able to access planning and evaluation resources online: PDPEF Guidance notes, Group Evaluation Form, Individual Evaluation Form, and the Activity template. (S)	
4c)	Understand how to integrate the planning and evaluation resources in your programme (S)	
4d)	Able to assist staff, leaders and delegates in the use of evaluation tools and resources (S)	

Reference Material:

Required materials include but are not limited to: The Passport, a printed copy of the web-based PDPEF or a printed copy of the Interchange PDPEF in .pdf format, a copy of the IEF, GEF, PowerPoint, Appendix 1, flip chart, markers

Materials: List the materials and the quantities that are needed to do the activity.

Room set up: Write how you intend to use the room and facilities that available.

Time and group size: Suggest the ideal time scale and group size for this session. Also indicate group size for specific exercises used in the session.

Educational Evaluation Training Session

Activity #1: My best CISV experience! (45 minutes)

Task A	Share our Best Experience
Purpose	To fully explore who we are and what we learn when we are at our best
Time	20 minutes: One on One interview, each person will take 10 minutes to interview the other
Outcomes	Stories, images, songs, quotes
Materials	Interview Sheet, Appendix 1

Instructions: Each participant should pair with someone in the room that they do not know extremely well. Each person will have the opportunity to share their story, the other person will act as the interviewer, taking notes and asking additional questions. The interviewer should refrain from sharing their experiences or stories until it is their turn to share the story. The interviewer will listen, take notes, and ask questions.

(Do) One on one interview:

1. Think back over your time participating in CISV or another learning organization. Share with your partner a high point in your experience, a story about when you felt most engaged in intercultural learning and/or peace education, when you felt passionate, excited, and enthusiastic about your participation with CISV or other organization.
 - What happened?
 - What was your role and what did you do to make this experience positive?
 - What were you thinking and feeling?
 - Who else was there and what was it like to work together?
 - What made it a best experience?
 - What do you think made this best experience possible?
2. Describe the new Attitudes, Skills and/or Knowledge (ASK) you gained that you value most.
 - a. Attitudes- “How we think and behave”
 - b. Skills- “Our Abilities”
 - c. Knowledge- “New Information”

3. Spend up to 10 minutes sharing with your partner, who will listen intently without sharing his/her experiences, take notes, and ask follow-up questions as needed. When the time is up, your partner will listen intently without sharing his/her experiences, take notes, and ask follow-up questions as needed.

Task B	Share our stories as a group
Purpose	To develop a collective sense of who we are and what we learn when we are at our best.
Time	10 minutes: Each set of pairs will share the Attitudes- “How we think and behave”, Skills- “Our Abilities”, Knowledge- “New Information”...gained from their experience.
Outcomes	An image of our collective learning experiences.
Materials	Flip chart paper, markers

Instructions: In the large group, each partnership will share their own Attitudes, Skills and Knowledge (ASK). Facilitators will record responses on flip chart, group responses by Attitudes, Skills and Knowledge (ASK).

(Do) Group Sharing:

Each pair should share the “highlights” of their best experience. The facilitator should record the “highlights” on the flipchart paper. As more pairs share, the facilitator should group together the common experiences and make note of the attitudes, skills and knowledge that emerge from the participants experiences.

Task C	Reflect on our experiences
Purpose	Connect our own experiences with CISV’s Educational Approach
Time	15 minutes
Outcomes	Reasons and ideas for capturing and sharing our learning experiences.
Materials	Flip chart paper, markers

Instructions: Share CISV’S “Statement of Purpose” (below), connecting the Attitude, Skills and Knowledge participants shared from their best experiences. Lead an open group discussion with the “Follow-up” questions below. Responses should fall into the following categories; evaluation, measure success, quality assurance, share with other organizations, to promote CISV, and recruit and retain members.

(REFLECT, GENERALIZE, APPLY) Group Sharing

We use these Attitudes, Skills and Knowledge (ASK) to become agents of change, both locally and globally- and to fulfill our purpose:

...to educate and inspire action for a more just and peaceful world.

(part of CISV’s Statement of Purpose)

Follow-up Questions for Group Discussion:

1. What was it like for you to share your experiences and define the Attitudes, Skills and Knowledge (ASK) you have learned?
2. How could CISV benefit from defining the Attitudes, Skills and Knowledge (ASK) we gain from our experiences?
3. How can use the idea of Attitudes, Skills and Knowledge (ASK) to shape (plan) CISV programmes?
4. How can we ensure we continue to create (evaluate) these Attitudes, Skills and Knowledge (ASK) in future programmes?

Activity # 2: New Evaluation Resources and Tools (40 minutes)

Task A	To introduce the evaluation resources and tools
Purpose	To make participants aware of the available resources and tools
Time	10 minutes
Outcomes	An awareness of the available resources and tools
Materials	Copies of Big Ed, the Passport, PDPEF and Notes, and Activity Template

Instructions: Familiarize yourself with the available tools and resources. Provide a “lecturette” using the notes below. If available, provide copies for participants to review as you define them and discuss their function.

(Do) Lecturette:

In order to achieve these things (*Attitudes, Skills and Knowledge explore in Activity #1*)...in 2006, CISV re-focused on educational evaluation and has been improving our educational tools and resources to capture our best experiences and practices and to ensure we continue to provide high quality educational programs.

So “what’s new”?

The NEW! Education Department is coordinated by an Education Officer at IO who is supported by four new specialized committees:

- **EDC:** The Educational Content Committee is a group of committed CISVers contributing with the development of our four main content areas of Peace Education. We are responsible for setting quality standards, providing educational materials and publishing activities to all programmes among other tasks.
- **EVR:** The Evaluation and Research Committee is responsible for educational evaluation of CISV programmes and oversees research inquiries, proposals and projects.
- **LTC:** The Leadership Training Committee supports and ensures quality in CISV's training system at every level of the organization.
- **IPT:** The International Pool of Trainers works with the Train the Trainer (TTT) workshop, and carries the visions of having better trainers and facilitators in CISV at all levels.

This Department has replaced the *International Leadership Training (ILTC)* and the *Educational Development and Research (EDR)* committees.

Our Education Circle has been modified into **4 Education Content Areas:**

- **Diversity**

- **Human Rights**
- **Conflict Resolution**
- **Sustainable Development**

Resources and tools to assist NA's, Chapters, Programme Committees, Committee Chairs, staff, leaders, and Juniors to promote the organization, plan quality programmes, and to evaluate our outcomes.

- **Big Ed**- the primary resource for CISV's Educational Principles and Approach (replaces Section T)
- **The Passport**- A practical guide and summary of CISV's Educational Principles and Approach
- **The Library**- new online resource for all things educational
<http://resources.cisv.org/education>
- **Train the Trainer**- Training for people providing training within CISV at any level
- **The Programme Director's Planning and Evaluation Form (PDPEF)**- The PDPEF is tool and resources to assist with the planning and evaluation of our programmes. The form is available online to used and completed by Programme Directors or NIC's/LIC's. Instructions for the PDPEF are in The Complete Notes to Educational Evaluation or the PDPEF Quick Notes. The PDPEF E-Notes give you the information you will need to access and complete the PDPEF online.
- **The Activity Template** - A tool to assist with the planning and sharing of CISV activities

How to Use and Integrate Our "NEW" Tools and Resources

Big Ed is a reference guide to be read and understood by CISV'ers in a leadership role at all levels. It provides the foundation for CISV's educational principles and approach.

The Passport is a practical guide that can be used by CISV'ers to:

- As a quick reference guide for leaders, staff, delegates and Juniors to use to design educational programmes and activities
- To promote CISV at events, with friends and families, LMO's and other external organizations
- To orient new parents, families and Juniors to CISV's educational
- Train programme leaders, staff and delegates

The Library is the online meeting point for our educational resources available to everyone. It should be used by anyone looking for information and resources about educational programming and evaluation.

TTT (Train the Trainer) is a four (4) full day’s workshop for people providing training in CISV at any level. The TTT uses an Experiential Learning approach in training methodologies and integrates Peace Education in all the discussions and activities. The goal is to relay a deeper understanding of CISV’s Educational Philosophy to all participants. Participants will enhance their training competencies (ASK) and be able to conduct training for both organizational and programme leaders.

The PDPEF is a planning and evaluation tool to be used by Programme Directors, Interchange Leaders or LIC’s to record important information about your programme, design activities to meet each programmes’ educational goals and to evaluate the outcome of the educational programming for each delegate.

The Activity Template is a formatted template based on the CISV Experiential Learning model. One is available for each programme and is designed to capture the fun and dynamic activities used in our programmes. When submitted the activities will be entered into a database for everyone to share. The template is to ensure these activities are collected in a consistent way and to make it easier for everyone to use and share activities. The database will be located online in ‘The Library’ and will be managed with help from each of the Programme Committees.

Task B	Use the activity template to plan an activity
Purpose	To practice using new resources and apply new learning
Time	20 minutes
Outcomes	Activity planned on template
Materials	Activity Template

Planning Activities: [Optional if previously covered]

Instructions: Discuss the Experiential Learning process, as explained below. Then using the information just learned about ASK and the new educational resources, participants will plan an activity using the Activity Template. It can be activity that has been done many times before or something all together new.

(Do) Lecturette

CISV has a long tradition of fun and engaging games! Our participants “learn by doing” that is learning from direct experience or “Experiential Learning”.

When planning and creating activities for any programme we must not only consider “what we are going to learn” but “how we are going to learn”.

The “What” are the **Attitudes, Skills and Knowledge** and the “How” is **experiential learning**.

Experiential learning has a **4 step process**:

Step 1 Do: An activity related to the Theme that participants can draw from, it could include a simulation or running game, discussion or other group activity.

Step 2 Reflect: Participants consider the ASK learned from the activity to develop meaning and strengthen understanding. Reflection could be group discussion, journaling, or other creative ways to think more deeply about the activity.

Step 3 Generalize: Consider the overall meaning of the activity and use the new learning to develop ideas and plans to put into action

Step 4 Apply: Actively put new ASK into action. This could include trying something new or really different, sharing ideas for feedback, implementing a plan into action, or trying out ideas in a new context or setting.

For some learning goals, the apply phase may take place after the programme.

The new Educational resources will help CISV leaders at all levels in the organization plan activities that are engaging and educational.

Task C	Reflect on experience using new tools
Purpose	Share feedback and new ideas
Time	10 minutes
Outcomes	Questions answered and concerns expressed
Materials	Flip to record responses

Instructions: Discuss the following questions in pairs, then share with the large group.

(REFLECTION) Questions

1. How did the Activity Template assist you in the design of your activity?
2. Did the new information you learned change how you designed your activity?
3. Did you experience any challenges using the new form?
4. How do you think it will impact programmes to have activities planned using the template? And to have the activities available in this format in a database?

Activity #3: What Is Educational Evaluation? (50 minutes)

So how do we know if we are good at what we are doing?

The Education Department wants to capture and share our best learning experiences. Evaluation has always been a part of a CISV programmes and it is something we all do in our daily lives, analyze and interpret information.

Task A	To explore the concept of evaluation
Purpose	To understand how to how we evaluate in our daily lives
Time	10 minutes
Outcomes	Participants better understand how we use evaluation
Materials	Worksheet, Appendix 2

Instructions: Ask participants to discuss each case below and to create a solution. Once they have discussed each case, ask the group how they created their solution.

(Do) Questions

Example 1: What's for dinner?

Preparing meals is part of our daily routine. If you are preparing dinner what will you need to plan and how will you know it's successful?

Example 2: It's a Party!

You are going to have a party! What are the most important things you want your guests to enjoy? How will know it was successful?

Example 3: Was the activity successful?

The Village leaders group spent all night planning an activity for the delegates based upon their theme. Today, the leaders ran the activity and all of the delegates participated. They seemed to have fun, but are not sure if they connected the activity to the theme. How will the leaders know if the delegates learned something activity? Is it enough to ask the delegates if they learned something?

1. What was the goal of the activity?
2. What would indicate the children achieved the goal?
3. How was it evident they achieved the goal?

Task B	To explain evaluation; the benefits, outcomes and how it is used within CISV programmes
Purpose	To understand how to integrate evaluation into CISV programmes
Time	20 minutes
Outcomes	Participants understand evaluation and how to use it within all levels of CISV programmes.
Materials	Powerpoint

Instructions: Explain the information below

(Do) Lecturette

Why we evaluate our education?

- **Educational Success:** So that CISV can assess how well participants are learning from their experiences, and make necessary changes to ensure everyone has an equal opportunity to learn from its programmes.
- **Quality Assurance:** All Programmes follow the PDPEF to plan, monitor and evaluate success. This process enables staff and leaders to provide effective programmes. It also provides all International Programme Committees with an overview of the success of their respective educational goals, and opportunities to share best practice, assess training needs, and inform programme development.
- **Recruitment and Retention:** CISV’s past present and future is directly related to experiences participants share with their friends, neighbours and community. These “success stories” are a result of the educational content of our programmes. Evaluation provides a measurable and tangible analysis of our effectiveness as an educational organization. Educational evaluation provides NAs and chapters with more “valid and reliable” information of our achievements to recruit new members and retain existing members.
- **External Support and Visibility:** CISV is an educational charity, so profile raising and fund development are ongoing activities for all our NAs and chapters, and a very important strand of our strategic plan. The systematic evaluation of our programmes can be used for marketing and fundraising purposes, and is often a requirement of grant/sponsorship applications. Increased visibility and educational credibility will support CISV’s capacity building efforts.

Who uses this information?

- **The Evaluation and Research Committee:** To measure the success of each camp and programme in achieving its’ goals. This assessment will allow CISV to better understand **what we do well** and **where we can improve**.
- **The Educational Content Committee:** To develop educational resources to address educational areas which require content to improve learning outcomes.
- **International Programme Committees:** To develop activities to assist each programme to achieve its goals more effectively and determine the training and support needs of NA’s and local chapters.

- **National Associations:** To evaluate programmes they hosted and to know if their delegations achieved the educational goals.
- **The International Pool of Trainers:** To develop effective trainings to fulfill their purpose to have better quality facilitators and trainings.

How to Plan and Evaluate for your programme

The PDPEF was launched for the 2008 summer programmes to assist with the planning and evaluation of our programmes. Section 2 of the PDPEF focuses on the planning and evaluation of educational content for programme and is a tool to be used from the beginning of a programme all the way through until the end. It helps to plan activities which support the Theme, and the development and learning of Attitudes, Skills and Knowledge in delegates.

Each programme (Village, Summer Camp, Interchange, etc.) has 4 goals, supported by 4 indicators and evidence. The goals and indicators have been written by the international programme committees and the education officer for all international CISV Programmes based upon age, using the Attitudes, Skills or Knowledge (ASK) learning model.

Goals “*what we want participants to learn or develop?*” based upon the Attitudes, Skills and Knowledge approach to learning.

Indicators “*how they demonstrate their learning*” through the Attitudes, Skills and Knowledge which make up each of the four programme goals.

Evidence “*How we know they learned/developed it?*” We collect evidence to demonstrate the learning or development of the Attitudes, Skills and Knowledge in the four programme goals.

It may take a series of activities throughout the programme to achieve a particular goal and its indicators.

Evidence: Collecting evidence for all participants throughout the programme enables you to monitor participant progress at regular intervals. It also provides information to assist activity planning in line with goals yet to be achieved.

On the PDPEF Section 2, identify which activities and “evidence” is to be used to support the learning and demonstrate success of those learning goals. The evidence to be collected is decided by those planning the activities. When planning activities consider which goal/indicator you want to achieve. Remember that evidence can be collected at any time, not just during activities. Each type of evidence can be used more than once.

The chart below offers ideas of types of evidence. You can use any, all or none of the items. You can also use each item more than once or decide on a different type of evidence.

observation	participation	evaluation	portfolio	crafts	checklist	video
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self-evaluation	discussion	questionnaire	diary/journal	story	performance	art/picture
testimonial / letter	peer/group	survey	interview	presentation	reflection	photograph

You may find the following questions helpful when choosing evidence for an activity:

- How easy will it be to collect?
- How much time will it take?
- How reliable is the information?
- How much will it cost?
- Will everyone be able to do it?
- How often will we need to do this?
- What resources will we need?
- How practical is it?

At the end of the programme consider how the evidence can be shared with others to teach peace education, promote CISV programs, or to be a resource for other CISV'ers. Reflections, portfolios, photo journals, video could be sent to the International Office to be developed into educational resources or promotional tools. Contact the Education Officer, at IO if you have evidence worth sharing.

Task C	To practice and apply new learning
Purpose	To integrate all of the training into the practical use of the PDPEF
Time	20 minutes
Outcomes	Participants define evidence for the programme goals and indicators.
Materials	Hardcopy of the programme PDPEF, GEF, IEF

Instructions: Participants will review their programme PDPEF, GEF, IEF to familiarize themselves with the layout of the forms, and practice using the forms to plan activities to achieve the programme goals and indicators and which evidence will be collected.

(Generalize, Apply) Review the PDEF; explore the goals and indicators, discuss evidence and how the GEF and IEF can be integrated into a programme

For Section 2 on the PDPEF, participants should discuss activities to use to achieve at least one indicator (PLAN) for each goal and determine what evidence they will collect (EVALUATE). Participants should consider which activities will best help to achieve the indicator, and which evidence will best demonstrate their learning.

(Reflect) Discussion: In pairs, have participants discuss then following questions. Then share their answers with the large group.

1. How can the programme goals and indicators be used to help participants, leaders, and staff develop activities?
2. How can you use the GEF and/or IEF throughout the camp to plan and evaluate the programme?

Share the following information with the group to support their own ideas and suggestions.

Group Evaluation Form (GEF)

The GEF is for staff, leaders, and JC's to use as an ongoing record of how well participants are achieving the educational goals. The form should be available for all adults to see and update. It is designed to be filled in **throughout** the programme, using information from the staff, leaders and JC's and/or the Individual Evaluation Forms (IEF).

Idea! Draw a large version of the GEF for the wall in the staff room, and fill it in throughout the programme. Staff /leader's meetings are regular opportunities to share information and to update the Group Evaluation Form. The adults can monitor the group's progress as a whole and to discuss and plan the type of activities needed to achieve programme goals. Remember the GEF is for adult use only.

On the PDPEF, the Programme Director, LIC or hosting Interchange Leader fills in the final GEF at the end of camp. The PDPEF form will only allow two options when entering in participant's progress. Click on the appropriate box when the indicator has been achieved, even if only partially achieved. An empty box means "not achieved". If you are unsure if the indicator has been achieved please leave the box empty and this will be counted as "not achieved". Names of participants are not required on the Group Evaluation Form, only country and gender.

Individual Evaluation Form (IEF)

IEFs can be used to monitor individual participant progress. They can be filed in by Leaders, Staff, or older participants (i.e. Summer Camp, Youth Meeting, Seminar Camp, or IPP). For younger participants, for example, in a Village, the leaders can use the IEF to track the progress of their delegation. However for older participants, the IEFs may be used as a self evaluation tool. Please refer to your Programme Guide for advice on this. Information from the IEFs is used throughout the programme to update the Group Evaluation Form. Note: IEFs are for use within the programme only and should **not** be sent to the IO.

All staff and leaders should aim for participants to achieve all the programme goals. However, if they do not it is important that we can see where the gaps are so that we can see how we can help future programmes. This information will help with training development, activity planning, programme structure and goal review.

Support Material:

- Group Evaluation Form (GEF)
- Individual Evaluation Form (IEF)
- The Complete Notes to Educational Evaluation
- The PDPEF E-Notes and Quick Notes
- Activity Template

DISCOVERY

Our Best Experiences

One on one interview:

4. Think back over your time participating in CISV. Share with your partner a high point in your experience, a story about when you felt most engaged in intercultural learning and/or peace education, when you felt passionate, excited, and enthusiastic about your participation with CISV.
 - What happened?
 - What was your role and what did you do to make this experience positive?
 - What were you thinking and feeling?
 - Who else was there and what was it like to work together?
 - What made it a best experience?
 - What do you think made this best experience possible?

5. Describe the new attitudes, skills and/or knowledge you gained that you value most.

6. Spend up to 10 minutes sharing with your partner, who will listen intently without sharing his/her experiences, take notes, and ask follow-up questions as needed. When the time is up, your partner will listen intently without sharing his/her experiences, take notes, and ask follow-up questions as needed.

Participant Name:

Interviewer:
