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Evaluation grid for educational activities

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INTRODUCTION

Evaluating activities in the field of non-formal education is no easy task, as there are so many parameters to take into account.

Evaluating what? how? by whom? on what criteria? with what objectives? for what results? etc.

This document sets out to answer all these questions.

Developed as part of our AGISEC project, it aims to be a help and a resource for facilitators wishing to improve their practices while remaining as close as possible to the needs and expectations of their participants.

In the first part, we will present the Council of Europe's approach to evaluation in youth work.

We will then present a methodology put in place by the European resource centre "SALTO YOUTH".

These approaches, which have a European dimension, must be taken into account insofar as we are part of the European Union and we must therefore conceive our practices in the light of this territorial and intercultural dimension.

Moreover, this project is the result of this dimension, on the one hand, because it is being built with European partners and, on the other, because it is supported by European funding.

In addition, these evaluation methods are a relevant resource for building active European citizenship and promoting intercultural dialogue.

This back-and-forth approach between the different territorial dimensions (from local to international) enables us to think about and build tools that meet the needs of each individual for transnational and collective action. This allows us to act locally while thinking globally, and vice versa. We will then present an evaluation model used in our thematic workshops with NEETS and people with disabilities.

Finally, we will close this dossier by presenting an evaluation method that enables you to analyse your professional practice.

It's easy to use, but we think it's important because it complements the previous assessments, which focused solely on the participants. In this "4F" method, the aim is to take stock of oneself and one's practices in order to correct them and improve one's skills as a manager.

Note: Writing is in the masculine, which has a generic meaning,
i.e. it includes both masculine and feminine.



Evaluation in youth work according to the Council of Europe

In partnership with the European Commission, the Council of Europe has developed a series of educational tools to support those involved in youth work. The result is the T-KIT series, which currently comprises 15 educational resources.

Tkit no. 10 "Educational evaluation in youth work" is a relevant tool for youth workers and those involved in non-formal education.

There is a wealth of information here, and we are presenting only that which we consider useful for the reader.

According to the authors, the main objectives of the evaluation are as follows:

- Better planning: to organise, anticipate and foresee....
- Taking stock of achievements: to recognise what has worked (or not), to share good practice, to analyse mistakes and correct them....
- Fulfil the obligations of the funder: to respect the commitments made when preparing the application and which appear in the contracts, educational and financial agreements.
- Strengthen cooperation with partners (local and/or European): to analyse what works and what doesn't, and what we would like to keep, extend or improve as part of another project.



Presentation of 5 valuation models

There are various types of evaluation, depending on the field of analysis. The t-kit presents several models, of which we only summarise here. We invite the reader to consult this document for more information on the models presented below.

❖ **The Kirk Patrick model:** Four areas of assessment

- **Reaction :** Personal reflection by participants, i.e. on the satisfaction, effect and usefulness of the training programme.
- **Learning :** Knowledge growth, learning outcomes
- **Behaviour:** Changes in behaviour, transfer of skills into concrete actions/situations.
- **Results:** Long-term sustainable transfer, also in organisational and institutional terms.

❖ **CIPP model:** Four areas of assessment

- **The context:** Are the objectives chosen appropriate for this activity?
- **Inputs¹ :** Is the programme well planned? Are there sufficient resources to implement the activity?
- **The process:** How was the activity carried out? What feedback did the participants give?
- **The result:** Have the objectives been achieved?

¹ Inputs are the elements that feed into a process or system, and they are essential to achieving the desired results.

In the context of project management, inputs are the resources, data, information and materials required to complete the project.



❖ **The Brinkerhoff model:** Six areas of assessment

- *Setting objectives*

What are the needs? Are these needs real?

- *Programme design*

What is needed to meet these requirements? Will this design meet the needs?

- *Implementing the programme*

How can the programme be evaluated in practice?

- *Immediate results*

Did the participants learn? What did they learn?

- *Intermediate or use results*

Do the participants apply what they have learned?

- *Impact and value*

Has the training had a positive impact on the participants' organisations and on their personal development?



❖ **Systemic approach (Bushnell):** Four areas of assessment

- **Inputs:**

What goes into the training effort (trainee qualifications, trainer skills, resources, etc.)?

- **Process:**

How well is the activity planned, designed, developed and implemented?

- **Results (outputs²):**

What are the participants' reactions? Did they acquire knowledge or skills? Did they reflect on their behaviour? Have their attitudes changed?

- **Results (outcomes³):**

What are the effects on participants' organisations?

❖ **US Department of Education:** *Three areas of assessment*

- **Outcome:** The immediate and direct impact of an educational activity on participants.

- **Impact:** Long-term results of a programme and unforeseen effects.

- **Process:** focuses on procedures, methods and their implementation.

Assessment by objectives: advantages and disadvantages

The objectives of a project are intended to guide the educational process and give direction to its evaluation.

² Outputs are the planned results that correspond to the products, services and utilities directly provided by the project. They introduce something new or a change. Outputs are easy to measure, because it is simple to check whether the deliverable has been achieved or not.

³ The outcome is **the** final result of the change introduced by the product. It represents the direct effects that the project aims to have on the stakeholders.



The objectives must be clear, relevant, organised according to a hierarchy of priorities and adapted to the needs and profile of the participants. Their achievement must be planned (with mid-term evaluations to readjust if necessary and at the end of the project).

Benefits

- The evaluation process is clearly defined: the aim is to check whether the objectives have been achieved (in part, in full, etc.).

This type of evaluation is very common in the field of education and all the players involved are familiar with it (leaders, organisers, funders, etc.). It therefore facilitates dialogue between these players.

Disadvantages

- Assessment that focuses exclusively on the objectives set cannot in itself guarantee that the desired learning objectives will be achieved.
- There is a risk of not paying attention to the process and other aspects of the activity. (e.g. methods, pedagogical sequence, results).



Competency-based assessment: advantages and disadvantages

This approach assesses the skills (knowledge, aptitudes, attitudes, abilities and values) acquired, developed or achieved during the activity. In non-formal education, competence is understood as "knowing how to do something in a certain context". Competency-based assessment therefore analyses the relevance, interest and value of the educational process in its social context.

Benefits

- Competency-based assessment makes the link between non-formal education and its social context more explicit. And this relationship/interaction can be a powerful source of learning for participants.
- The combination of individualised qualitative and quantitative information can be very useful in supporting participants' personal development.

Disadvantages

- It is not always easy to assess skills in non-formal education and to establish a link between their value and a wider context. For example, if a participant develops the skill of "teamwork", it is difficult to assess the extent to which he or she is able to put it into practice outside the activity.
- The concept of competency is associated with a large number of categories and indicators, which can complicate the organisation and implementation of the assessment. For example, the skill of "teamwork" is associated with communication, planning and management.



- If the context has too much influence on the identification and definition of the skills to be developed in educational activities, non-formal education runs the risk of being subordinated to the needs of the market. For example, is it up to non-formal education to assess the employability of participants?

Some say yes, because they are part of people's transversal skills and are necessary in life. Others say no, believing that it is more up to vocational training to develop this type of skill.

The debate is open about the boundaries between the economic, the educational and the social. And in this type of skills-based assessment, this question is fundamental. It calls into question the dominant ideology (economic liberalism) and personal convictions.

Tkits goes on to suggest a host of activities for carrying out the assessment. We invite readers to consult them to broaden their range of teaching tools and methods on this subject.

All these resources are very interesting, but the essential question to ask yourself before using them is whether they will enable you to obtain the information you are looking for. You therefore need to draw up a personal table showing, on the one hand, the type of information you are looking for and, on the other, the type of tools and methods you can use. This way, as the activities progress, you can vary your tools, which can only be a plus for your professional practice, but also for the participants, who will discover different media to use on their own, in small groups or in large groups.



Assessment according to the European resource centre SALTO YOUTH

SALTO-YOUTH stands for Support, Advanced Learning and Training Opportunities for Youth. It works within the framework of the Erasmus+ Youth and European Solidarity Corps programmes.

SALTO-YOUTH provides non-formal learning resources for youth workers.

In the area of assessment, SALTO has introduced the methods described below.

The "4 Ws" model

The model recommended by SALTO takes into account elements that answer the following questions: Why? Why? Who? When? It is called the "4 Ws" model after the interrogative words Why ? What ? Who ? When ?

The why section sets out the reasons for your evaluation. It may be in response to a more general policy of your organisation (e.g. your organisation wants to know whether its various actions and activities dedicated to inclusion are achieving their aims and objectives). It may also respond to a need to analyse your professional practices in order to improve (e.g. are my teaching methods/tools adapted to the audience?).

What responds to the following bridges:

1. The aims and objectives of the assessment.

These two words are often confused. The big difference between the two is that a goal is an end in itself, an ideal, a dream to be achieved, whereas an objective is concrete and achievable.



2. Learning outcomes

It's about answering the question: what would I like the participant to learn at the end of my session in general and at the end of my activity in particular? These learning outcomes are often summed up as knowledge, interpersonal skills and know-how. But the European Union has developed a formal framework that can be used in both non-formal and formal education. This framework classifies skills and abilities into 8 levels (from beginner to expert) along 3 axes:

-knowledge: theoretical and/or factual knowledge.

-aptitudes: cognitive aptitudes (based on the use of logical, intuitive and creative thinking) and practical aptitudes (based on dexterity and the use of methods, materials, tools, etc.).

-responsibility and autonomy: *the* learner's ability to apply knowledge and skills independently and responsibly.

3. Practical aspects and resources

As far as the practical aspects are concerned, you need to know whether the resources you have put in place are appropriate for the participants and whether they really enable you to achieve your objectives. For example, is my activity really inclusive, accessible to everyone? How do I set it up to ensure that everyone participates equally, regardless of their level of education, disability, socio-economic or ethnic background or gender?

As far as resources are concerned, you need to take into account your environment (natural, material and human). Can I draw on the experience of a participant? For example, if I'm working on inclusion, is there a disabled person in the group who can (and wants to) talk about their experiences? Can I invite an association specialising in disability?



4. Teamwork and partnership

This axis assesses the quality of teamwork. For example, to carry out my activity, am I alone or do I have someone with me (e.g. a colleague, a European partner)? How do we divide up the preparatory work? Who does what in front of the participants?

To find out whether the pairing has worked well, it is important to consult the participants using the evaluation grid.

Questions might include Did the supervisors listen? Did they respect everyone's point of view? Did they help when difficulties arose? Were the instructions clear and understandable? Did I learn anything new? Did I enjoy myself? Was I able to take an active part? Were relations between participants good? Were the relationships between participants and supervisors good?

Evaluating a partnership means assessing the involvement of someone from outside the project (e.g. an expert, an elected representative).

Did I talk to him about the group, the profile of the participants, the working methods that best suited them (e.g. interaction/debate rather than viewing a power point)? Was his method of presentation adapted to the audience? Was his relationship with the participants good? Did they enjoy it? participate? learn?...

The who specifies who initiated the request for assessment.

The evaluation may be motivated by an obligation on the part of a manager (your superior), a funder (of your project) or simply by yourself. Depending on the reasons, the evaluation questions may focus more on one point than another.



It is therefore important to ensure that the evaluation takes into account the expectations of the person (manager, funder, etc.) requesting it. The information gathered in the evaluation must be credible and useful not only for the person requesting the evaluation, but also for you, your colleagues, your organisation (club, association, etc.) or any other person consulting the results.

Le quand addresses the issue of evaluation planning.

Assessment is a 3-phase process: before, during and after.

-Before: you need to think about the design of the evaluation. Its objectives, criteria, indicators, methods of implementation, length, etc. To write objectives successfully, it's a good idea to use the SMART method. It specifies that your objectives must be specific, measurable, acceptable, realistic and timed.

Similarly, an objective should always begin with an action verb. For this, you can use Bloom's taxonomy, which classifies verbs according to the type of learning you are aiming for.

To select the levels to be reached, consult the European skills framework, which provides concrete examples.

-During: it's the big day, I pass on the evaluation to the participants. Is it oral or written? individual or collective? on paper? online? Do the choices I've made allow everyone to respond to my evaluation without difficulty or fear of expressing themselves? How long does it last? Is it too long? Do I do it during a formal part of my activity (e.g. at the end of the session or the day?) or does the participant fill it in during their free time, outside the activity?



-Afterwards, what do I do with the individual results? Do I produce an overall summary with an analysis of the results which I share (with my manager, my funder, the participants)? Do I only consult them to adapt my next activity? Do I modify the content of my evaluation because of misunderstandings?

This post corresponds to the objectives of your evaluation, as it gives the results of the consultation with the participants. That's why the first phase is so important, so that you know why you're evaluating.



The "Post-then-Pre" method

SALTO-YOUTH has developed a system in which specific activities are evaluated at a given time - after the activity itself - using an evaluation questionnaire.

This method, called "Post-then-Pre", is a good way to :

- measure the changes perceived by participants
- reduce the amount of time needed to create an assessment and the impact this can have on the assessment itself
- compare quantitative indicators to see if there is an immediate impact and any lasting or long-term impact.

The questionnaire created by SALTO is in Excel format, with links between cells for automatic graphical results. Accessible from the "Resources" section, we present here the essential questions suggested for building an assessment strategy.

What do you want to assess?

-Participants' knowledge, skills and attitudes to the subject of the activity.
The changes, actions and follow-up that participants plan to implement after the training.

How do you want to evaluate?

You can use interactive methods to obtain feedback from participants or ask them to fill in a questionnaire. This tool focuses on questionnaires or evaluation forms.



In an evaluation form, you can ask a mixture of open and closed questions:

- > Open-ended questions provide qualitative answers and a wealth of information about your business.
- > Closed questions allow quantitative comparisons.

How do you know that your activity has brought about change?

To assess the changes, it is essential to ask the same question before and after your activity.

Does the impact of your activity have a lasting effect?

Measure your participants' skills and actions again a few months after the training. Use the same closed questions as at the end of your activity, so that you can compare the answers.

Add questions about what they have done since the activity: setting up projects, using methods, contacts with other participants, etc.



The results-based approach to evaluation

Note that SALTO's position on this approach concerns the project in general. However, you can change the word "project" to "session", which is made up of several activities. For example, if you are working on the theme of Human Rights, your session could be made up of several activities: games, debates, watching videos, etc.

This results-based approach involves integrating evaluation from the outset and thinking about your project in four distinct but related areas:

- the objectives of your project (or session) ,
- its results,
- its activities
- its indicators.

The objectives of a project are the general higher-level objectives of your project. For example, it might be to encourage civic participation by disadvantaged young people.

As part of an educational session, your objective may be to raise your participants' awareness of the concept of Human Rights as defined by the United Nations.

The results of a project are the concrete changes that your project intends to achieve, linked to the objective. Your results must be more numerous than your objectives. It's also important to note that the results must be *measurable*. It must be possible to concretely assess whether they have been achieved.



Using the example of Human Rights, the expected results could be as follows:

- > -the participants are able to name two or three international organisations (private or public) working in favour of human rights (e.g. Amnesty International for the private sector and the International Criminal Court for the public sector).
- > participants are able to identify the dimensions of human rights and which rights they relate to (e.g. 1^{ère} dimension, civil and political rights; 2nd dimension, economic and social rights; 3rd dimension, collective rights).

This way, you can list all the concrete results you expect from your activities. Don't forget that these may include knowledge, skills, autonomy and responsibility, if you use the European skills framework.

Activities are the things your project is going to do that need to be designed to achieve the results. These are what a lot of project planning will focus on - activities are all the meetings, courses, etc., that make up your project.

As indicated above, for your session (example of a thematic workshop on Human Rights), the activities can be games, debates, outings and visits, internet research, interviews, street surveys, etc.

Indicators are what allow you to know whether your project is working - whether your results are being achieved. For this reason, an indicator must be something that you can test, observe or measure in some way.

Below is the **results-based approach planning table** proposed by SALTO.

We have included the example of the session on Human Rights.

Objectives	Results	Activities	Indicators
<i>What do we want to achieve? Why do we need this project?</i>	<i>What specific changes do we want to make?</i> <i>How will our project make a difference?</i> <i>What would help us achieve our objectives?</i>	<i>What are we going to do?</i> <i>What can we do?</i> <i>How can we create our results?</i>	<i>How will we know what works?</i> <i>What methods will enable us to assess our results?</i> <i>How will we know if our activities are improving the situation?</i>
<i>Encouraging young people to become active citizens</i>	<i>Developing solidarity among young people</i> <i>The difference with our project is that human rights are not dealt with so specifically in our activities.</i> <i>Our objectives will be achieved by specifically targeting</i>	<i>Workshops on human rights, with various activities (games, debates....)</i> <i>Workshops on project methodology to promote human rights.</i>	<i>The participants created a solidarity project.</i> <i>Each participant created a slogan or poster in support of human rights.</i> <i>Participants created games and debates....</i>



	<i>activities dedicated to human rights, based, for example, on the Council of Europe's educational resources.</i>		<u><i>Evaluation method:</i></u> <i>Individual questionnaires</i> <i>Satisfaction surveys among beneficiaries of youth projects</i>
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SALTO points out that it is important for these four elements to be linked.

- > If you have a result which is not linked to your objective, it should be deleted;
- > If you have an activity that does not clearly contribute to a result, it should be deleted;
- > And if you have an indicator that does not clearly measure a result, it should not be used.

The results method can therefore help you to target your project and assess its success.

The AGISEC evaluation model






The evaluation grid presented below is a basic model which will be added to as the project progresses, based on feedback from the participants and our desire to refine a particular point.

To develop this model, we took the following factors into account:

- 1) the profile of users: NEETS and people with disabilities.
- 2) the scoring grid must be easy to use for both the participant
- 3) the themes we wanted to cover

Consequences:

- The assessment must be completed in 10 minutes.
- The questions must be clear and understandable. The words must be simple and precise.
- The evaluation grid is a score from 1 to 5, with 1 corresponding to "not at all" and 5 to "yes, totally". However, a numerical rating is sometimes difficult to understand. We have therefore added smileys to clearly express each graduation.

1	2	3	4	5
				

- We have chosen entries by theme and by colour. This also enables participants to see which theme a particular question falls into.



Selected topics :

- **Facilitation:** for feedback on group dynamics, relationships between participants, the facilitator's pedagogical approach, etc.
- **Safety:** to find out whether the activity took place in complete safety (physical and material) for the participants.
- **Learning/acquisition of skills:** to find out what participants have learned and acquired during the activity.
- **An eco-responsible approach:** to find out what participants think and to teach us how to measure this aspect, which is not a priority in our day-to-day practices. So we have to think about it when we design our activities.
- **Feelings/personal experience:** this tells us whether the participant enjoyed the activity, whether it was fulfilling and whether they felt involved. This theme also allows us to measure whether the activity was carried out at the participant's own pace.






Although each theme is important to assess, some have more questions than others. This choice is due to the fact that we wanted to refine certain points more than others in order to be as close as possible to the needs and expectations of the participants. This is why there are more questions in the animation and feelings themes.

At the end of the thematic table with closed questions, we put four open questions to allow participants to quickly review what they remembered from the activity and to give us their ideas or comments.






Example of a self-assessment grid for players

Player name






On a scale of 1 to 5, mark each question below (by ticking the box corresponding to your choice): 1 = "Not at all" and 5 = "Yes, totally".

Questions	1 	2 	3 	4 	5 
Animation					
The objectives and progress of the session are clearly explained					
Each activity was presented in detail. We knew what we were going to do, step by step.					
Each activity runs smoothly					



	1	2	3	4	5
					
Participants are respectful of each other					
Participants are respectful of the moderator and his/her decisions					
Participants respect the equipment and the environment					
The presenter's communication is adapted to the participants (we understand what he says)					
The facilitator listens to and respects all participants					
The host enforces the rules without favouritism					
The host's behaviour is exemplary					








Security	1 	2 	3 	4 	5 
The pace of the activity respected the participants' abilities (not too intense and not too difficult)					
The activity site (indoor or outdoor) is safe and secure.					
The safety rules of the activity were presented to the participants					
The equipment is in good condition and safe to use					
Learning / acquiring skills					
I have a better understanding of what Human Rights means and who it concerns					
I've learnt new words and expressions					



	1	2	3	4	5
I understand the difficulties faced by people with disabilities					
I found this activity difficult					
I like activities where we work together in small groups (3 or 4 people).					
I like activities where you work alone					
An eco-responsible approach					
Respect for the environment is too complicated to implement					
Thinking about ecology is not my priority*.					



	1	2	3	4	5
I've learnt new things to help protect the environment					
I used environmentally-friendly transport to get to the activity (bus, bike, scooter, rollerblade, on foot).					
Personal feeling/experience					
I had some fears at the start					
I'm satisfied with myself and my investment in the business					
I'm disappointed because I wasn't able to do what I wanted to do					
I felt excluded from the business					

	1	2	3	4	5
					
I'd love to do this activity again					
I had a great time					
I was tired at the end of the activity					
I'd love to learn more about Human Rights					

What's your best memory of the activity?

What is your worst memory of the activity?

What are your tips for improving this activity?

What are your tips for improving this questionnaire?



Example of the Human Rights workshop

In this section we would like to present our approach to a thematic activity that is offered to our participants as part of this project. This workshop is made up of three sessions of 2 to 2.5 hours each.

First, we listed our general objective and then our specific objectives. We then broke down each specific objective into the skills to be acquired, using the European Qualifications Framework (EQF).

As a reminder, this framework classifies skills and abilities into 8 levels (from beginner to expert) around 3 axes:

-knowledge: theoretical and/or factual knowledge.

-aptitudes: cognitive aptitudes (based on the use of logical, intuitive and creative thinking) and practical aptitudes (based on dexterity and the use of methods, materials, tools and instruments).

-responsibility and autonomy: *the* learner's ability to apply knowledge and skills independently and responsibly.

We have decided to extend the range up to level 4, which corresponds to the baccalaureate or a vocational certificate or diploma.

General objective: Human rights education

Specific objectives :

- > Be familiar with the various international human rights instruments
- > Understanding human rights and how they evolve
- > Acting for Human Rights



UNDERSTANDING HUMAN RIGHTS AND HOW THEY HAVE EVOLVED

CEC level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Defining the concept of human rights	Explain what a human right is	Use your knowledge and experience
EQF level 2	List the key values associated with human rights	Making the link between values and their implementation in companies	Understand that the key values of human rights are accepted in virtually all cultures. They have a universal dimension.
EQF level 3	Understanding the fundamental characteristics of human rights	Make the link between fundamental characteristics and their implementation in companies	Understand that the fundamental characteristics of human rights form a binding legal basis
EQF level 4	Understanding the 3 main generations of human rights	Explain why human rights evolve over time.	Understand that human rights respond to fundamental needs that evolve over time and in different societies.



UNDERSTANDING THE VARIOUS INTERNATIONAL HUMAN RIGHTS INSTRUMENTS

CEC level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Understanding the human rights framework	List the main United Nations conventions on human rights	Understand that a Declaration must be translated into international norms and standards if it is to have any real legal force
EQF level 2	Defining the concept of ratification	Explain the consequences of ratification for a state and its citizens	Understand that ratification is a binding legal commitment for the State and an opportunity for its citizens
EQF level 3	Discover the different stages involved in drawing up an agreement	Explain the different stages	Understanding the methodology used in international standards
EQF level 4	Understanding the Council of Europe's human rights mechanisms	List the main Council of Europe Charters and Conventions on Human Rights	Understand the relationship between human rights at international level (United Nations) and regional level (Council of Europe)



TAKING ACTION FOR HUMAN RIGHTS

CEC level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	List the different forms of citizen participation	Describe the advantages and disadvantages of each form of action	Understand that action takes many forms and always responds to a need
EQF level 2	Understanding the stages of an action plan	Helping participants to draw up an action plan	Supervising work to achieve results
EQF level 3	Organising the implementation of the action plan	Create a task distribution table	Managing work teams and delegating responsibilities
EQF level 4	Carrying out the action	Evaluate the action with the participants	Analyse results to improve action



Session 1: duration 2h/2h30

Duration	Title	Objectives
10'	Brainstorming	Get participants talking about key concepts
	Mission Impossible" game consisting of the 5 activities below	Inform participants and raise their awareness of human rights
30'	Human rights in photos	Give participants the opportunity to use photography to express their views on human rights
15'	Connect me	Find out more about well-known campaigners and their catchphrases. Ask participants to find out who said what
5-10'	Order and disorder	Discover relevant phrases or quotations relating to human rights
30'	What are my rights?	Discover the 30 main human rights
5'-10'	Quiz	Assessing knowledge of human rights
~10'	Video Human Rights	Introducing people to human rights Find out who is responsible for protecting them?
~10'	Video "What are human rights?"	Learn more about the history of human rights
15'	Debriefing and evaluation of the session	Knowing what you have learned and how you feel

Session 2: duration 2h/2h30

Duration	Title	Objectives
~10'	Video " Accent Droits de l'Homme: Violations, History, First Dimension "	Raise awareness of the human rights framework and the 1 ^{ère} dimension. Introduce students to the concepts of civil and political rights, human rights violations and the history of human rights.
20'	The rights lottery	Assess knowledge of human rights in general
~10'	Video " Accent Droits de l'Homme: Women's Rights, NGOs, Second Dimension "	Raising awareness of the human rights framework and the 2 ^{ème} dimension. Discovering economic, social and cultural rights Raising awareness of NGO initiatives.
15'	A word, a mime	Enable participants to use mime to introduce a key human rights concept or notion
~10'	Video " Accent Droits de l'Homme: Development, Building Sites, Third Dimension "	Raising awareness of human rights by detailing the 3 ^{ème} dimension. Discovering collective rights Increase knowledge of how the human rights system is evolving and how it can be improved.
20'	What is your position	Enable participants to express their views on human rights issues
15'	Debriefing and evaluation of the session	Knowing what you have learned and how you feel



Session 3: duration 2h/2h30

Duration	Title	Objectives
~20"	Brainstorming	Get participants to talk about the terms "communication campaign", what it is and what it's for? Enable participants to list the media and tools that can be used for a communication campaign
20"	Prejudice and discrimination: what are we talking about?	Encourage participants to summarise the types of prejudice and discrimination that exist and the groups that are victims of them. Give examples of prejudice based on disability
30'	The problem tree	To enable participants to develop analytical thinking by reflecting on the causes and consequences of discrimination encountered by one of their chosen target groups. Invite them to propose solutions based on communication
40'-50'	Create your campaign	Create communication media (real or fictional) to promote human rights. Inventing / creating slogans
15'	Debriefing and evaluation of the session	Knowing what you have learned and how you feel



The "4F" assessment model

This model corresponds to an analysis of your practice. It was designed by Dr Roger Greenaway, who believes that evaluating an activity is essential for the facilitator, because it shows that :

- > it is concerned with what the participants are experiencing,
- > appreciates what participants have to say
- > it focuses on the learning and development progress of each individual.

For him, action without reflection and reflection without action are not educational postures. It is therefore essential to question our practices in order to improve them and respond as effectively as possible to the needs and expectations of our participants.

Moreover, education in general, and non-formal education in particular, is the result of this balance between action and reflection.

In his view, it is a mistake to start by drawing up a programme of activities and then to construct an assessment based on this programme. In his view, this is bound to be a mistake, as certain points will be overlooked.

On the other hand, he recommends using experience and analysing what already exists as a basis for building a programme of activity.

He points out that *"One of the main aims of evaluation is to keep in touch with what participants are thinking and feeling, and this may not correspond to a pre-planned evaluation sequence."*



Similarly, it is essential to set up a review.

"It allows the facilitator to evaluate the success of an ongoing programme while there is still time to make changes, but the main function of the review is to enable participants to learn from their experiences. Improving young people's ability to learn from their experiences is probably the most lasting and dynamic result that non-formal education can offer".

Finally, Roger Greenaway considers that an evaluation that begins with questions based on the acquisition of formal learning risks displeasing the participant, who would prefer to share his or her feelings and emotions about the experience.

It is therefore at the end of the assessment that the participant will be able to take stock of what they have learnt, after talking about their experience.

In addition, the "4F" model, also known as the "active revision model", is a reflection model for better analysing a situation and therefore better acting afterwards.

This model is simple and reviews 4 important points in assessing a situation. It includes questions that you can keep, change or delete according to your needs.

You can also add to it. The most important thing is that it helps you in your practice.



Stage 1: The Facts

This stage looks at what actually happened during your sequence, examining the key events and moments.

If you are working on the model with other people, it may be interesting to see whether you agree on the facts. Be careful not to turn facts into opinions, e.g. "X did the wrong thing", instead say "X did this and it had this effect".

Useful questions to ask yourself :

- What are the facts we want to analyse?
- Who is affected?
- Where and when did it happen? *(Note that the answers to the "why" and "how" questions are to be included in the "results" section in step 3).*
- Has anything unexpected happened? Any surprises?
- Did something very predictable happen?
- What was most memorable/different/interesting?
- What were the turning points? the key moments? the critical moments?
- What happened next? What happened just before?
- What has most influenced your attitude and behaviour?
- What didn't happen when you thought (or hoped) it would?

Feel free to add to this list.

Stage 2: Feelings



The idea here is to describe the feelings you had in the situation, in the facts being studied. Feelings can help you understand the situation, so that your learning is better grounded in experience.

Be careful not to confuse feelings with judgements.

Feelings appeal to the emotions.

The American psychologist Paul Ekman has shown that facial expressions correspond to four universally recognised emotions: fear, anger, sadness and pleasure.

In the course of his research, he added new positive and negative emotions that do not correspond to a facial expression:

- fun ;
- satisfaction ;
- discomfort ;
- excitement ;
- guilt ;
- pride in success ;
- relief ;
- sensory pleasure ;
- shame ;
- contempt

Useful questions :

- What feelings did you have?
- When did you feel most or least involved?
- What other feelings were present in the situation?
- When were you most aware of controlling and expressing your feelings?
- What have been your personal 'highs' and 'lows'?

Stage 3: Findings

Here you can start to investigate and interpret the situation to find meaning and make judgements. The main questions are "how" and "why."

Useful questions :

- Why did it work or not?
- Why did you take on this role?
- Why did you do what you did?
- Why didn't you do anything else? etc.
- How did your feelings influence what you said and did? ...
- How did you achieve the result that you did?
- Did you have the skills and knowledge to deal with the situation analysed?
- Were there any missed opportunities or regrets?
- What would you have liked to have done differently? more and/or less?
- What was most/least important?
- Were there any comments from the people affected by the events?
- Are there meetings, discussions, evaluations (with the team / with the participants...)?
- What did you discover? understand? learn?

Stage 4: L'Avenir (Future)

Here, you take your results and think about how to implement them in the future.

Useful questions :

- How do you see yourself using what you've learned?
- What has already changed between before and after this evaluation?
- What are your choices now?
- How will you apply the results to your next activities?
- How will you have to do it differently in the future?
- If your choices concern your behaviour, your attitude, your educational stance: what are you changing?
- If your choices concern your teaching methods (and tools), what are you changing?
- What plans can you make for the future?
- If you had to do it all over again, what would you keep? What would you change?
- What could work and why?

RESOURCES

Council of Europe, 2007, [T-Kit on educational evaluation in youth work](#).

Salto-Youth European Resource Centre, [Evaluation](#).

Dr Roger Greenaway 1993, ["The 4 F model"](#)

Paul Ekman, [The emotions of the face](#)

[The European Qualifications Framework](#)

[The SMART method](#)

[Bloom's taxonomy](#)



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