

co·wonders



**step 5 : evaluate**

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**Step of evaluation serves for understanding the learners' shift of skills,** knowledge or behaviors, measuring satisfaction, learning and performance, and recording best-practices or failures for the next long-term project circle.

**Not the final step, but our companion in the whole educational programme.** It will allow us to grow with focus on our intentions, change with care, and measure with purpose. It is not about checking deliverables or outputs to prove the success. It is about what is working, what is missing and what matters to the people involved in this project.

**Before starting, ask the questions.** Be clear about 'what' do you want to measure and 'how' do you want to do it. Before creating a strategy, ask yourself: What do you need to know? Why does it matter? Who is this information for? How will it help the team, the community, or the next steps?

**Be intentional.** Clarity at the beginning saves time and creates focus later. It also helps avoid collecting data that nobody reads and supports practices that are participatory and meaningful. Did you know that only 5% of reports are read by interested individuals? Thus, try to know your intention for it.

**What can be evaluated?** Knowledge or behavior changes, satisfaction with the programme or the processes, learning progress, performance in specific tasks, and even how well a team functioned or decisions were made. Be creative and add new tools or points of evaluation that work for your long-term programme. There is no one tool that fits all.

### **A good evaluation supports:**

- **Empowerment and wellbeing** of teams and communities;
- **Accountability**, cost-effectiveness, and sustainable projects;
- **Localised results** that reflect real people and real places;
- **Learning-oriented** thinking and decision-making;
- Relevant and **meaningful findings** that can guide action.

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**Acting once you know.** If your evaluation (pre-during-post) shows a need for change, then act upon it. Do not wait until the next project. The good long-term educational programmes face constant changes to give the best outputs. This is thanks to their focus on the intention of the programme.

### Types of evaluation:

evaluation type	description	tools
<b>Formative evaluation</b>	Used during the project or activity. Helps improve things while they are happening by collecting quick feedback.	<ul style="list-style-type: none"> <li>- 1-2-1 talks</li> <li>- Reflection groups</li> <li>- Reading the energy</li> <li>- Journaling</li> </ul>
<b>Summative evaluation</b>	Done after the project ends. Helps measure if the goals were reached and what results were achieved.	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Survey / Applications</li> <li>- Checking dissemination</li> <li>- Case-studies</li> </ul>
<b>Process evaluation</b>	Focuses on how the project was carried out. Checks if all planned activities were done the way they were supposed to.	<ul style="list-style-type: none"> <li>- Project management check-ins</li> <li>- Pre-post assessment</li> <li>- Self assessment</li> <li>- Feedback loops</li> <li>- Trainer's interviews</li> </ul>
<b>Outcome evaluation</b>	Look at short- to medium-term changes in people. For example: what they learned, how they felt, or what they did differently.	<ul style="list-style-type: none"> <li>- Pre/Post assessment</li> <li>- Self assessment</li> <li>- Application form feedback</li> </ul>
<b>Impact evaluation</b>	Measures long-term changes. For example: improvements in the community or lasting effects in people's lives.	<ul style="list-style-type: none"> <li>- Case-studies</li> <li>- Interviews</li> <li>- 1 year questionnaire</li> <li>- Excel w/ pax + trainings</li> </ul>

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**Recording best-practices or lessons learned.** Gather best practices or mistakes during the various processes of the programme. This helps at the time of designing the next project, that will learn from your knowledge to start with bigger foundations.

**Documentation.** Preparation of the necessary documentation to support the knowledge gathering (call for participation materials + presentation power points + evaluation assessments...)

**Creation of a shared working folder.** To organize all materials created in the process (build a simple index by phases or type of materials).

**Encourage self-assessment.** Invite participants to assess their competences pre-during-after the long-term programmes. Check the self-assessment tool built by Co.Wonders members within long-term programme "Peace Fellowship" by Youth Peace Ambassadors Network.

**Evaluation is long-term learning.** Observe, reflect, improve, and evolve. It allows us to learn from the present, honour the past, and prepare better for the future.

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