

11 Evaluation

Evaluation of each workshop, or other group activity, is an invaluable part of the learning process for both facilitators and participants. Depending on what type of activity you choose, evaluation can do the following:

- Help facilitators to gauge what/how much participants have learned, and what areas still need to be covered.
- Provide feedback from participants in order to improve future work.
- Give participants a safe space in which to offer criticism, to tell the facilitator what didn't work, or wasn't appropriate, and why. (In many cultures it is considered inappropriate or disrespectful to criticise someone in person – even if it is done constructively.)
- Create an opportunity for problems to be brought into the open and dealt with.
- Provide an opportunity to recognise and value everyone's contributions.
- Help participants to reflect on what they have learned.
- Close the session in a meaningful way, drawing together the key points, rather than ending in an abrupt or inconclusive manner.

11.1 Quick evaluations in the round

At the end of the day, each person in turn, including facilitator(s) and interpreter(s)

- gives one word to express how he or she feels about the day's events;
- gives three adjectives/words to describe the atmosphere in the group today;
- names the one thing that he/she liked most, and the one thing that he/she liked least about today;
- states one thing from the workshop that he/she wants to share with someone outside the group;
- says what he/she would do differently, in the facilitator's role;
- says what he/she would do more of, and what less of, in the facilitator's role;
- gives appreciation to the whole group, on a personal level, for the workshop and/or for people's contributions.

Use only one of the above options per workshop. Remind people before starting that they may 'pass' if they do not wish to comment.

11.2 Small-group and whole-group evaluation activities

11.2.1 Sketch/mime

In groups of three, participants take ten minutes to devise a sketch or mime showing the most important thing that they learned from the workshop. They then perform the sketches. Alternatively, you may decide to use the sketches as the start of the next session, as a refresher. This is particularly helpful if some considerable time has elapsed between two workshops.

11.2.2 Throw out or keep

Before the workshop, take a cardboard box, cut a hole into it, and cover it with scraps and bits of rubbish. For the evaluation, place the box in the middle of the floor, give each participant four pieces of paper and a pen, and ask them to write or draw anything they have experienced in the workshop that they would like to leave behind when they go home, and anything that they would like to keep and take home with them. The thing(s) they would like to throw out can be put in the rubbish box. Then ask them to share with the rest of the group one (of the) thing(s) that they would like to keep.

11.2.3 Song

Ask participants to work together in groups of four to produce a song that either expresses what they have learned today about whatever the main topic was; or sums up how they feel about today. Give them 20 minutes to prepare, then five minutes each to perform. Make it clear that this is just for fun, not a music competition. (If some people do not feel comfortable singing, they can do a spoken song, or poem instead.)

A variation on this activity, depending on what types of music are common in the country where you are working, is to write different styles of music, one per group, on separate pieces of paper before the workshop, fold them up and have each group draw a paper from a hat. They have to compose their song in the style named on their paper.

11.3 Mid-way evaluations

During a long course of workshops it is a good idea to devise some type of midway evaluation, which allows the facilitator to gauge how far participants have come and check whether plans for the next stage in the course are appropriate, or if they need to be adjusted – and how.

For the DETOT course in Kosovo, two exercises, incorporated at the end of the first section of training, which were concerned with facilitation skills, helped us to identify remaining gaps in participants' knowledge or experience about facilitation (which we then tried to address during the second part of the course); and helped us to find out how much participants had absorbed about the disability-awareness issues that were presented indirectly during the section on how to train/facilitate. This helped us to avoid unnecessary repetition and to focus our time and energy during the second section of the course, which dealt directly with disability awareness.

11.3.1 Reflecting on facilitation

Time 40 minutes

Objective To conclude the focused work on facilitation skills, we included this exercise to give participants an opportunity to reflect on, share, and sum up their experiences from the practice sessions, as well as information taken from the facilitators' input and group discussions. It also gave the facilitators an opportunity to do an informal evaluation of participants' learning about facilitation to date.

Process Working in pairs, participants take a few minutes to think back over their own facilitation of the practice sessions: what they thought was good, and what they found difficult. They should think also about everything they have heard from the facilitator and other participants about facilitation skills.

With their partners, they should make memory checklists for themselves – a reminder of points that they think are important to keep in mind for their next experience of facilitating.

Give each pair a sheet of flipchart paper, on which one partner should write for both people in the pair.

After 15 minutes, bring the whole group back together and display all the lists around the room.

Give people time to move around the room and read each other's lists. Ask them to make a (mental) note of anything that is not clear to them.

When everyone has read all the lists, bring them back together and give time for questions, clarification, and comments.

If the group includes people who are non-literate or who have impaired sight or restricted mobility, adapt the method of making the lists and the method of whole-group feedback to suit the circumstances.

11.3.2 Writing and drawing

Objective As for the previous exercise.

Process Divide people into groups of four. Ask them to take a few minutes to think back over all of the issues about disability that have arisen in the course of the workshops so far.

In their groups they should take ten minutes to write, or draw symbols to represent, each of those issues on flipchart paper.

Each small group presents its work to the whole group.

For each issue, make a note of how many of the groups mentioned it.

Allow time for questions and comments.

You can sum up by highlighting the issues raised most commonly, and explaining briefly what you hope to cover in the second part of the course.

11.3.3 Collage

This is quite a long exercise, but it is very satisfying to do at the end of a series of workshops or a course. It gives people a personal, creative, and collaborative way of evaluating their experience and learning. The finished collages serve as attractive and lasting reminders of what participants have shared. It is good to use as a balance to a detailed evaluation questionnaire.

Preparation Decide on the general theme for the collages (for example, ‘Your group’s message to the general public about disability’).

Collect together a variety of materials: cloth, coloured paper, string, wool, shells, words or phrases cut from relevant articles or workshop materials, photographs, leaves, pebbles, shiny things, and other objects; plus pens, crayons, staplers, glue, scissors, and one large piece of thick white paper per group. If you explain the exercise to participants at the previous workshop, they will have time to reflect on it, and to bring in their own objects to include in their collage.

Process Ask people to form groups of four, and explain that as a way of evaluating the overall course you would like them to work together to make a collage to show their interpretation of whatever general theme you have chosen.

Put materials in the centre of the room for participants to take what they want. They have one hour to make the collage, and then five minutes for each group to share its work with the whole group. Use the feedback time as an opportunity to thank all the participants for their contributions.

11.4 Questionnaires

11.4.1 Questionnaire for general use at the end a day's workshop

- Q1. What do you think was the purpose of today's workshop?
- Q2. Give a mark from 1 to 5 (where 1 is low and 5 is high) to show your assessment of the effectiveness or value of the following:
- subject matter/content
 - timing
 - facilitation
 - organisation
 - training methods used
 - balance between theory and practice. (If the balance was not good, was there too much theory or too much practice?)
- Q3. What was the most useful topic, item, or activity?
- Q4. What was the least useful topic, item, or activity?
- Q5. Please give any other comments or suggestions

11.4.2 To end a facilitation-practice session

- Q1. Which activity did you like best today, as a participant?
- Q2. Which activity did you like best today, as a facilitator?
- Q3. Which activity did you learn most from? Why?
- Q4. Were there any activities that you did not like? Yes / No
If Yes, which?
Why?
- Q5. Were there any activities that you did not understand? Yes / No.
If Yes, which?

Note: today's practice activities were:

A [name it]

B

C

D etc.

11.4.3 Detailed questionnaire for a final evaluation

For use at the end of a series of workshops. Handout 40 is a copy of the one that we used at the end of the DETOT course in Kosovo. You should adapt it to your own circumstances. Invite participants to complete it at home and bring it back to a final session or celebration.

HANDOUT 40

Final evaluation questionnaire

Please note that you should not put your name on the questionnaire, and that all the information that you give will be completely confidential. This is so that you can write freely what you really think.

1 Our hopes for this course

As a group, our hopes at the start of this course were as follows:

- to become more aware of the situation of disabled people
- to increase the independence of disabled people
- to share our experiences and opinions with each other
- to enable us to support (other) disabled people effectively
- to contribute to creating a better future for disabled people, and the realisation of our/their rights
- to discover together ways of designing workshops suitable for our society

Q.1. How far do you feel that we have met these hopes through the course? (Please mark 1–5, next to each of the above hopes: 1 means that we did not meet the hope, 5 means that we met it completely.)

2 Your participation

Q.2.1 How involved did you feel in the following (please tick the answer that applies in each case):

very involved involved partly involved not at all involved

In whole-group discussions?

In exercises?

In the practice facilitations?

Overall?

Q.2.2 What did you like most about being in the group?

Q.2.3 What did you like least about being in the group?

(continued)

3 Course content

Here is a summary of the topics that we covered in the two parts of the course:

Part 1: Training in facilitation skills

- Forming the group (introductions, hopes and fears, getting to know each other, agreeing group guidelines)
- Respect and listening skills; self-esteem; participation
- What is facilitation? The role of facilitators, and the skills required
- Learning process and rates; how adults learn; learning styles
- Practice in facilitation
- Designing training sessions: deciding on topic, content (skills, knowledge, attitudes, methods)
- Planning skills: planning an event
- Prejudice/diversity/valuing different people's contributions
- Role of Local Action Groups and role of disabled people in LAGs
- Methods of evaluation

Part 2: Disability equality

- Human rights/disabled people's rights
- Models of disability
- Barriers to equal participation/overcoming barriers
- Gender and disability
- Independent (self-determined) living; assertiveness
- Images of disability
- Language of disability
- Causes and prevention of disability (from a human-rights perspective)
- Feelings about being or becoming disabled

Q.3.1 Was it helpful to you to have the course divided into two parts like this?

Yes No Partially (please circle)

If No or Partially, please say how you think we could have it done it better.

Q.3.2 Do you feel that we respected the priorities for topics that you set at the beginning of the course? (Please mark 1–5; 1 means that we did not meet them at all, 5 means that we did meet them completely.)

Q.3.3 Which two topics did you most enjoy in each part?

Part 1

Part 2

Q.3.4 Which two topics did you least enjoy in each part?

Part 1

Part 2

Q.3.5 Which two topics in each part were most useful to you as a LAG member?

Part 1

Part 2

Q.3.6 Which two topics in each part were least useful to you as a LAG member?

Part 1

Part 2

Q.3.7 Which two topics in each part did you find easiest to understand?

Part 1

Part 2

(continued)

Q.3.8 Which two topics in each part did you find hardest to understand?

Part 1

Part 2

Q.3.9 Please name any topics that did we not cover which you think should have been covered.

Q.3.10 Please assess the visual information (e.g. flipcharts, diagrams) used during the workshops. Was it

- a. understandable? (please mark 1–5; 1 means not understandable, 5 means very understandable) _____
- b. relevant? (please mark 1–5) _____
- c. too much? too little? the right amount? (please circle which one applies)

Q.3.11 Please assess the handouts that were given to you to take home. Were they

- a. understandable? (please mark 1–5; 1 means not understandable, 5 means very understandable) _____
- b. relevant? (please mark 1–5) _____
- c. too many? too few? the right number? (please circle which one applies)

Q.3.12 Could you understand the language used by the facilitators/interpreter during workshops

always / nearly always / sometimes / almost never / never?

(please circle which one applies)

Q.3.13 Do you think that there were enough opportunities for you to practise facilitating during the course?

YES NO (please circle which one applies)

Q.3.14 Which difficult or sensitive issues did we deal with appropriately?

Q.3.15 Which difficult or sensitive issues did we not deal with appropriately – and why?

Q.3.16 Did you learn anything about yourself during the training?

NO / YES (please circle which one applies)

If YES, please explain.

4 Facilitation methods

The working methods that we used generally were the following:

- brainstorming
- whole-group discussion
- whole-group exercises
- small-group discussion
- small-group exercises
- pairs discussion
- pairs exercises
- individual exercises
- presentations by participants
- presentations by facilitators
- each person talking in turn around the group
- light-hearted games

Q.4.1 Which of the above methods did you like best?

Q.4.2 Which of the above methods did you like least?

Q.4.3 Which method(s) do you think you will use most in the future?

5 The future

Q.5.1 How in the future do you want to use the information, skills, etc. that you gained from this course: (a) with your work in the LAG/centre?
(b) in your everyday life?

Q.5.2 How confident do you feel to use the information, skills, etc. from this course in the following situations? (please mark 1–5; 1 means not at all confident, 5 means very confident):

- doing workshops
- working informally with groups of people
- in your work in the LAG/centre
- in your everyday life

Q.5.3 What further training or support do you need to be able to use the information, skills, etc. that you gained from this course?

(continued)

Q.5.4 Which topics do you need more input on?

Q.5.5 If you were going to facilitate a workshop in the future, which two participants from our group would you choose as your co-facilitators? (Remember, this information is confidential.)

Feedback about the facilitators and interpreter

Q.6.1 Please give marks from 1 to 5 for the following criteria (for example, 1 means not clear, not open, 5 means very clear, very open, etc):

clear/ understandable	supportive	knows what s/he is talking about	open to other people's ideas/suggestions
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name

name

name

name

name

Q.6.2. Do you wish to make any other comments about the facilitators or interpreter? And/or can you offer suggestions to help them to improve their work.

7 The venue

Q. 7.1 Please give marks 1–5 (1 means very bad, 5 means very good) for the following criteria:

- accessibility
- comfort
- room temperature
- refreshments (coffee, juice, biscuits)
- lunch arrangements
- room layout (could you always see, hear, and communicate well?)
- other facilities (such as kitchen, toilets, use of telephone)

Q.7.2 Can you suggest how to improve the venue?

8 Timing

- Q.8.1 Was the length of the course (five months)
too long / too short / about right? (please circle the one that applies)
- Q.8.2 Was the length of each weekly session (10.30–16.00)
too long / too short / about right? (please circle the one that applies)
- Q.8.3 Did we try to put too much content into one day
always / usually / sometimes / never? (please circle the one that
applies)

9 Logistics and general arrangements

- Q.9.1 Please describe any other problems that you had and/or please make
suggestions for improvements.

Thank you again for you time and assistance!
