

Evaluation or reviewing

Often we don't reflect critically on our experiences but are just aware of feeling good, or bad, about something that's happened. However, evaluation and reviewing are essential parts in the learning process and we strongly suggest that you spend time with the group at the end of each activity to talk over what people have learnt and how it relates to their own lives, their community and the wider world.

We suggest that you try to go through the process by asking the participants:

- what happened during the activity and how they felt
- what they learned about themselves and
- what they learned about the issues addressed in the activity, and finally
- how they can move forward and use what they have learned

Reviewing in a group doesn't have to be through discussion you can also use other techniques including body language, drawings, sculpting etc. There are references for books on these sorts of reviewing techniques in the resources section of the pack.

We also suggest that after each session you take time to review what happened.

Make a few notes about:

- How the activity went from your point of view: preparation, meeting your aims etc.
- What the participants learnt and
- What the outcomes are, what they will do now as a result of doing the activity?

The process of evaluation and reviewing does not end here! Getting feedback has been an essential part of developing this pack to its present form. But the work is not complete, this draft will be updated at the end of the campaign and we would appreciate your comments on your experiences of using it. So please find time to complete and return the pack evaluation form, which you will find on page 204

IV. Activities

The activities in this section have been developed and tried with various groups in different countries. However, it must be recognised that different groups respond to the activities in different ways and therefore we can only offer the indications for time, group size, the level of skill required etc. as a rough guide. If in doubt, allow for extra time, especially for the debriefing and evaluation.

The activities have been classified according to four themes as described on page 52:

- G** indicates activities will help create a good group atmosphere and reinforce communication skills and group dynamics.
- I** indicates activities which work with the images we have of people from cultures, countries or social origins different from our own.
- M** indicates activities which explore the social, economic, cultural or educational mechanisms that lie behind situations of discrimination, refusal, exclusion and marginalisation.
- A** indicates activities which encourage people to act to bring about social change based on values of equality and the acceptance of 'difference'.

The activities are also coded from **level 1 - 4** to indicate the general level of understanding, discussion skills and ability required to participate in experimental activities. **Level 1** activities are short, very simple introductory activities designed to stimulate an initial interest in an issue, they do not demand good discussion or group work skills. At the top of the scale, activities at **level 4** are longer, require good group work and discussion skills, concentration and co-operation from the participants and also take more careful or longer preparation. They are also more embracing in that they provide a wider and deeper understanding of the issues.

V. Credits

The activities in this pack were assembled during a week of brainstorming, discussion and experimentation at CEULAJ (Centro Eurolatinoamericano de Juventud), Molina, Spain. People suggested ideas which we then worked on together. However, where we each originally got our ideas from is not always easy to remember, some were learnt from books but others had been passed on by word of mouth or picked up in training sessions. For this reason it is not always possible to give due credit to the original sources. We apologise to any individual or organisation who deserves the credit and whose name is omitted. Our best attempts will be made to rectify this in the final pack.

Credit goes to the following organisations through which the authors gained the experience to develop the activities in this pack:

- The European Youth Centre of the Council of Europe, Strasbourg
- Colectivo AMANI, Madrid
- Equipo Claves, Madrid
- The Woodcraft Folk in Britain
- The Adult Education Centre (Wensum Lodge) Norwich, UK
- The Norfolk Youth and Community Service, UK

Publications which inspired us in particular were:

Educacion Intercultural. Analisis y resolucio de conflictos, Colectivo AMANI y Escuela de Animacion y Educacion Juvenil, Paseo de la Castellana, 101, 2. ISBN 84 7884 129 6

En un mundo de diferencias ...un mundo diferente, Equipo Claves y Cruz Roja Juventud.

Racetracks, Greenwich Education Service, Greenwich, London, UK. ISBN 1 898443009

Other, specific credits are given with the relevant activity.