

‘Becoming a Peace School’

Evaluation Tools

A range of tools for measuring progress in knowledge, skills, attitudes and behaviours

January, 2021



Introduction

During the '**Becoming a Peace School**' project partners in the participating countries will be working together to establish and develop effective and holistic Peace Schools in their settings. This will involve raising awareness amongst staff and learners – also sharing knowledge and engaging in activities which will increase skills and may also lead to changes in attitudes and behaviours.

At the beginning of the project we are setting **a baseline** for our participating schools by running a questionnaire for learners, staff and parents. This will give us a way of measuring progress holistically across our schools against a number of key indicators. This is an important tool and will give us an overview of what has been achieved during the project.

It's important, however, that evaluation is **an ongoing process** during the project and that evaluation is built into project activities as we go along. Indeed, one of the Intellectual Outputs that we will produce together (IO4) is about producing an Evaluation Report / Toolkit. The aim of this Intellectual Output is to '*bring together in one place a significant body of data / evidence showing progress made against baselines, and outcomes for learners, schools and communities. It will be accessible for a wide range of audiences, with visual elements.*'

The nature of evaluation:

There is a tendency to think of evaluation as something high-level and complicated, but in fact it can be quick, participatory and fun. We can, in fact, evaluate a broad range of activities, as long as we take a snapshot before and after. Evaluation can be quantitative (e.g. how many learners participated /held a certain view / changed their position) or qualitative (e.g. what changes did we see? How did learners receive a particular activity and how did it make them feel?) It can take the form of teacher-led evaluation, self-assessment or peer assessment. Sometimes lots of information can be caught in a photo or drawing; sometimes a whole story can be told through collation of evidence as in a case study.

The **aim** of this toolkit is to bring some existing ideas together which partners can use as they develop their Peace Schools Schemes. This toolkit can be added to as we go along, and be part of the Evaluation Document we produce for IO4.

Existing sources:

The good news is that there are already some brilliant resources out there with great ideas for evaluation activities, some of them specifically focused on peace, human rights and global citizenship. I mention just 2 here:

- [‘How do we know it’s working?’](#) an online toolkit to measure attitudinal change in learners, devised by a network of teachers in the UK, Czech Republic, Slovakia and Ethiopia. To access the activities in this toolkit, just:
 - Click on the age range you want an activity for
 - Choose a key concept (e.g. Peace and Conflict)
 - Choose a topic if appropriate – then
 - Browse and download relevant activities.
- [Oxfam’s Global citizenship in the Classroom](#): a guide for teachers. This toolkit includes some activities for assessing learning and attitude change, in particular on pages 16, 20 and 21.

Generic Evaluation Tools:

We will all have **a range of evaluation tools we use already**. In fact a lot of learning activities can become evaluation tools as long as we take a ‘before and after’ snapshot and revisit learning. Common tools may include:

- Questionnaires and surveys, which can include ones designed by learners themselves
- Self-assessment tools – e.g. statements using Likert scales
- Logs where learners note progress as they go along
- Visual evidence – e.g. before and after photos or drawings or display boards
- Portfolios – to show progress on particular pieces of work / projects
- Case studies – which can include evidence, quotes, photos, etc

Activities in this toolkit:

A number of evaluation activities have been collated below. Some are ones we have used in the Welsh Centre for International Affairs (WCIA). Other are shared with thanks to Oxfam and to Woodcraft Folk. Hopefully this is just the start of sharing and collating of a range of ideas and techniques!

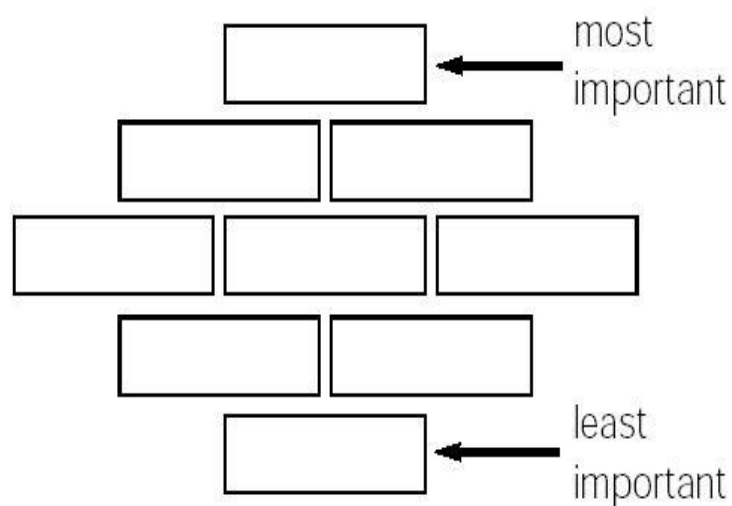
The activities are listed alphabetically and include:

- A title (name of the activity)
- A short description
- Resources
- Methodology.

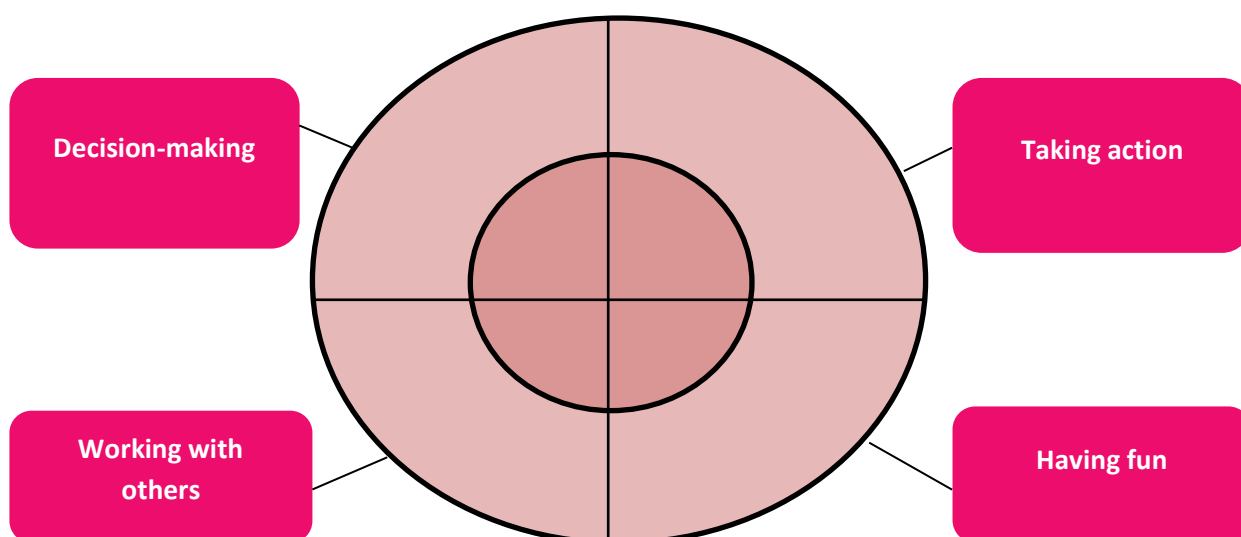


Title	Diamond Nine
What is it?	A collaborative activity, which enables learners to work together in groups to evaluate, discuss and prioritise ideas, opinions, information or courses of action and rank them in descending order, from 'most important' to 'least important'.
Resources	Post it notes – at least 9 for each group
Methodology	<ul style="list-style-type: none"> • Learners are given a set of post its, each with an idea, piece of information, course of action, etc.- e.g. 'ways of raising awareness that our school is a peace school' • The group listens to everyone's point of view and takes there into account, then arranges their post-its in a 'Diamond nine' shape, as below • Groups can be given some empty post-its on which to write any additional ideas • Groups can be asked to feed back their top 3 priorities, and these are shared and discussed • To evaluate an activity or action, the Diamond Nine activity could be run again at the end. Did anything change? Why?

See also: www.jct.ie/perch/resources/english/diamond-nine-strategy-sheet-1.pdf



Title	Evaluation Wheel
What is it?	A way of assessing to what extent learning objectives have been met. It can be used to evaluate a learning activity – also to get a snapshot of to what an extent an event was successful and met its aims.
Resources	A large sheet of paper (e.g. flipchart) for each group, with two concentric circles and segments according to the elements you wish to assess. These could be elements of learning, or skills or actions completed. Coloured dots (optional)
Methodology	<ul style="list-style-type: none"> • Prepare a large sheet of paper for each group as represented below • Learners fill in more or less of the segments in the inner circle to show how successfully each indicator has been met. • Another way of doing this is to give each learner the same number of sticky dots as indicators. If learners feel the indicator has been completely met, they will place their dot very close to the centre; a dot placed further away shows that indicators haven't been met so successfully • The circle round the outside can be used for learners to write comments in about the activity or event. • Evaluation wheels can be done at the start and end of an activity or range of activities to show how knowledge, skills or attitudes have changed.



Title	Facebook Wall
What is it?	A way of evaluating an activity interactively
Resources	Cards or sheets of paper with 'posts' Post its
Methodology	Create a set of "posts" that make evaluation points for the session or event with spaces for dislikes and likes around the post, then get the young people to like or dislike the post. This can be added to by allowing people to make comments below using post-its.

Title	Go Around
What is it?	A simple evaluation technique to be used with a whole group or class
Resources	None – although comments could be recorded or put on video
Methodology	<ul style="list-style-type: none"> • Just go round in a circle and people comment on the session. • It might be useful to ask for more precise feedback: e.g. 'one thing I've learnt in this session'; one thing that's made me think' • If you want to evaluate things learners felt could be improved, you can combine the 'go around' with a "car park" where issues raised can be posted on a piece of flipchart on the wall to be discussed later.



Title	Graffiti Wall
What is it?	A fun way of asking learners to evaluate an activity or event.
Resources	A very large sheet of paper, or sheets joined together. Coloured pens
Methodology	Ask participants to write their thoughts on the wall. It is often helpful to start by writing some key questions to get the group going e.g. <ul style="list-style-type: none"> • What have you learnt? • What did you enjoy? • What do you want to do next?

See: www.weareteachers.com/graffiti-walls/



Title	Hand Evaluation
What is it?	A quick way to get individual feedback on an activity or event
Resources	Sheet of paper for each learner. Pens
Methodology	Ask participants to draw around their hand, and record the following on the fingers of their hand: <p>Thumb – something good, something they enjoyed</p> <p>Index finger – something they would like to point out (could be good or bad)</p> <p>Middle finger – something bad, something they did not enjoy</p> <p>Ring finger – something they will treasure from the activity/event</p> <p>Little finger – something little they want to add (could be good or bad)</p> <p>Palm – A prediction for the future - What they are going to do next?</p>

Title	Heart, Head, Bag and Bin
What is it?	An informal and user-friendly way of gathering feedback on an activity or event
Resources	4 pieces of paper or card each with an image (as below) and the following labels: <ul style="list-style-type: none"> • Head – something that has made me think • Heart – something I have felt • Bin – something I didn't find interesting (or it could be something I'm going to stop doing! • Bag – something I'll remember and take away
Methodology	<ul style="list-style-type: none"> • Post a large piece of paper / flipchart on the wall, divided into 4 sections, each representing one of the following: Head, Heart, Bag and Bin • Learners write comments on post-its and post them in each quadrant



Title	Hopes and Fears
What is it?	An activity to establish how learners are feeling and what they expect at the beginning of an activity / project
Resources	Post-its of at least 2 different colours
Methodology	<ul style="list-style-type: none"> • At the beginning of a new activity / project, learners are given post-its of 2 different colours and asked to write on one what their hopes are and on their other their fears • These could be worded differently – e.g. learners' expectations and challenges; their current knowledge and understanding and what they'd like to learn • Hopes and fears are reviewed at the end, and progress is noted. • If learners say they want to learn specific things, or gain specific skills, the relevant post-its can be moved across once this has been achieved.

Title	Know – Want to Know – Learnt (KWL)
What is it?	A tool to help learners assess what they know already, what the gaps in their knowledge are, and what they've learnt
Resources	KWL grids (see Oxfam resource, p.20)
Methodology	<ul style="list-style-type: none"> • Each learner has a grid, or this could be a group activity. • Each learner or group fills in the grid, noting: <ul style="list-style-type: none"> ○ What they think they already know under 'K' ○ What they'd still like to know under 'W' ○ What they've learnt about a particular issue or topic under 'L'

Title	Opinion Continuum
What is it?	An interactive way of exploring complex issues and discussing different viewpoints
Resources	A set of statements on a given topic (e.g. racism; weapons / violence in school and the best way to deal with it.....)
Methodology	<ul style="list-style-type: none"> • Draw an imaginary line across the classroom – one end being 'totally disagree' and the other being 'totally agree' • Read out the statements one at a time, and ask learners to stand on the line according to what their opinion is • Ask a few learners to explain why they stood where they are on the line • Others listen, and have a chance to change their position if they are convinced by new points / arguments • You could also use this activity to get a picture of where people stand at the beginning of an activity; then repeat it at the end – and take photos to illustrate shifts in attitude • This activity can also be done on paper, with students putting a sticky dot against where their opinion is at the beginning, and repeating with a different coloured dot at the end



Title	Photo Story
What is it?	A visual way of capturing evaluation at the end of or during an activity or event
Resources	Cameras or mobile phones
Methodology	<ul style="list-style-type: none"> • Ask learners to take or draw pictures to answer evaluation questions and write up notes (e.g. on post-its) to support each picture including why this answers the question. • Photographs can be taken over the course of an activity or event and printed out for the evaluation session, when learners will be asked to add comments on them to answer evaluation questions.

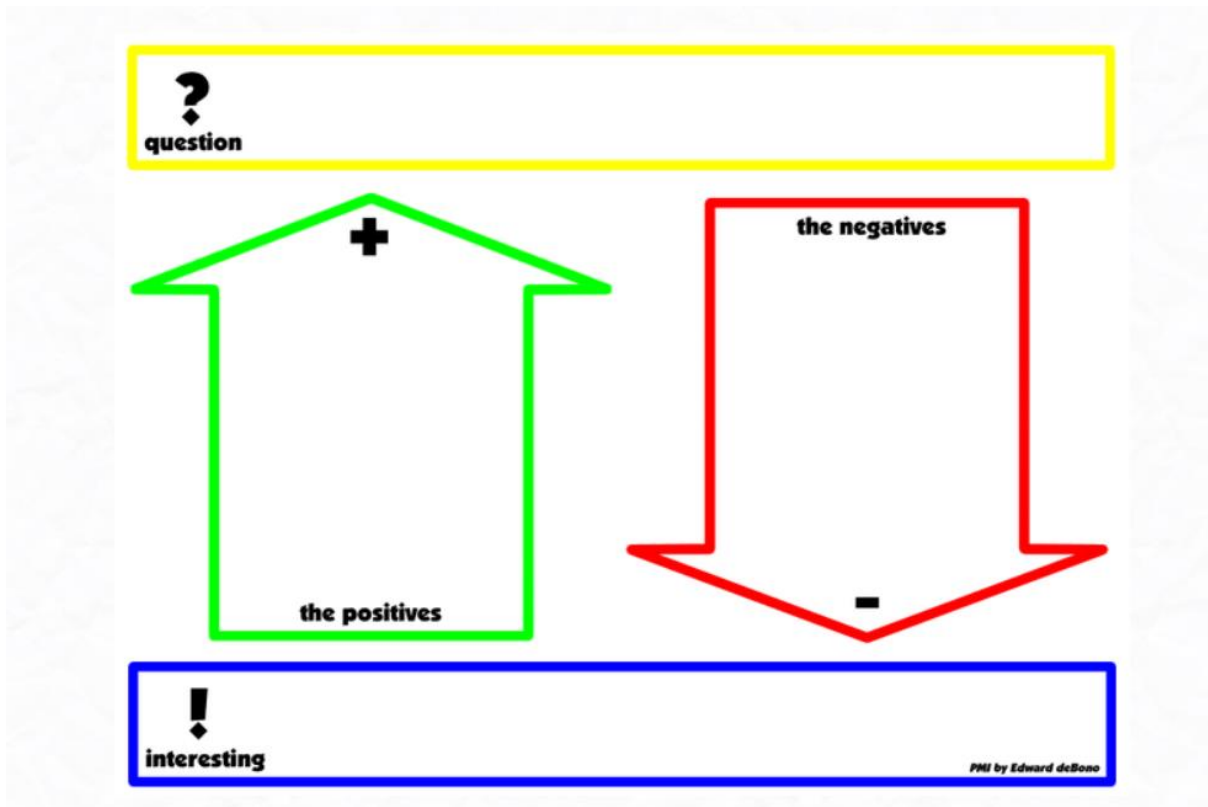


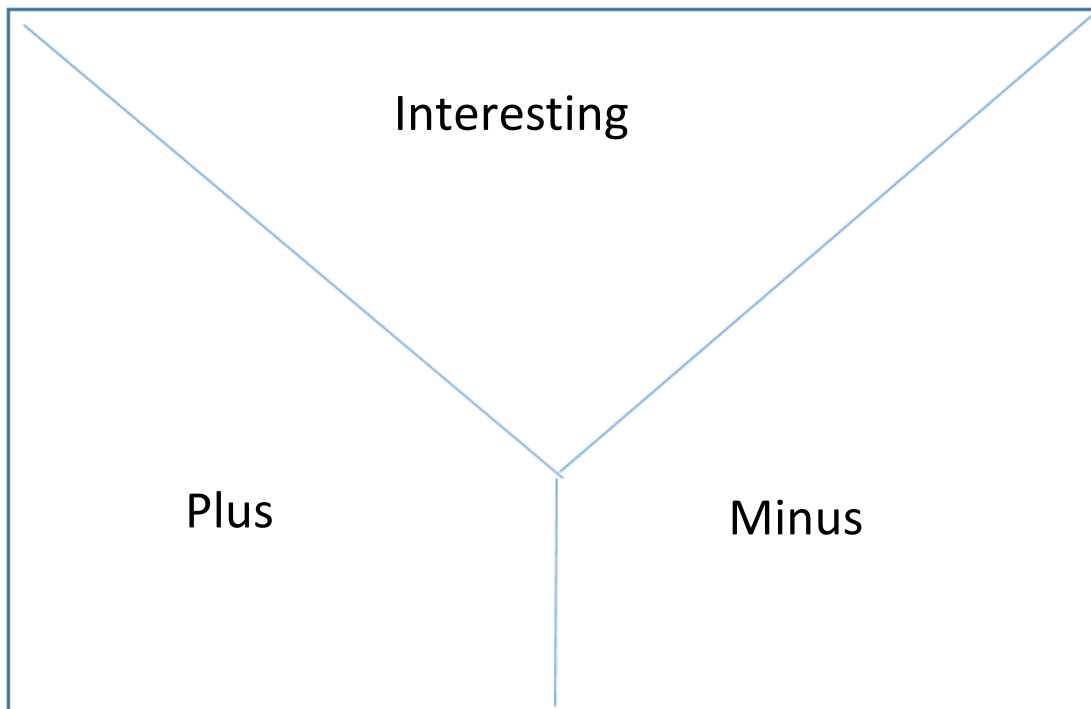
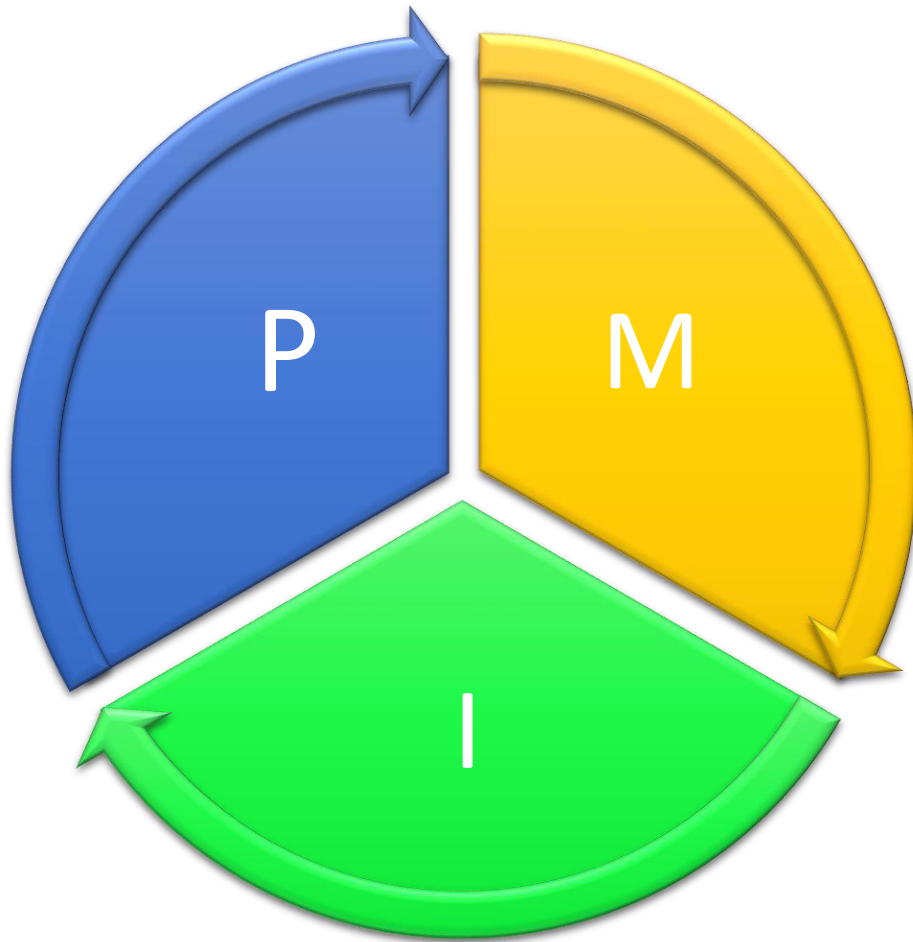
Title	Playing Card Roulette
What is it?	A way of sharing learning orally from an activity or event
Resources	A set of pre-prepared cards
Methodology	<ul style="list-style-type: none"> • In advance, write a number of sentences on card (see below) • Standing or sitting in a circle, ask participants to draw out a card. Learners complete the sentences on their card – e.g. <ul style="list-style-type: none"> ○ What surprised me was... ○ A new thing I learnt was... ○ Another thing I'd like to find out is.... ○ I felt frustrated when ○ The hardest thing for me was ○ I'm really pleased I ○ Something I contributed to the group ○ One thing that interested me was..... ○ One thing I didn't enjoy was ○ I appreciated ... ○ I wish I / we had

Title	PMI – Plus, Minus, Interesting
What is it?	<p>PMI (plus, minus, interesting) is a brainstorming, decision making and critical thinking tool. It is used to encourage the examination of ideas, concepts and experiences from more than one perspective. PMI was developed by Dr. Edward de Bono, a proponent of lateral and critical thinking</p> <p>A PMI strategy can help you to:</p> <ul style="list-style-type: none"> * to brainstorm ideas * make decisions quickly by analysing and weighing the pros and cons * reflect upon or evaluate an activity or process after it has happened (eg to evaluate a peace activity they have been involved in) * identify strengths and weaknesses for future improvement
Resources	Large sheet of paper with one of the diagrams suggested below
Methodology	<p>Learners are given a large sheet of paper with a diagram on it that has 3 blank sections labelled, plus, minus and interesting. They are then given the following steps to apply as a group:</p> <p>Step 1. Consider the Plus Points In this step, list all of the positive things you can think of. Leave the discussion until the end</p> <p>Step 2. Consider the Minus Points In this step, list all of the negative things you can think of. Again, don't discuss and critique anything now – just jot down all the negative points you can think of.</p> <p>Step 3. Consider the Interesting Points of the Situation. In this step, list all the interesting points that you can think of. Rather than positive or negative, they are simply points of interest that you should direct attention to when making your final evaluation</p> <p>Step 4. Make Your conclusion In this step, you make your judgement because you've scanned and organised three important aspects: the positives, the negatives, and the interesting</p>

Examples of PMI Diagrams:

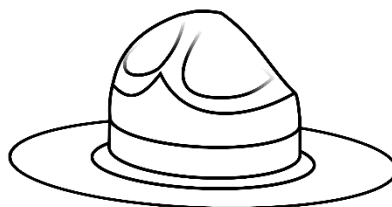
P	M	I





Title	Post-it notes
What is it?	A way of evaluating learning at the end of an activity
Resources	Post-its
Methodology	<p>Each learner is given 3 post-it notes and writes (for instance):</p> <ul style="list-style-type: none"> • Something they've learnt • Something they'd like to learn more about • A new perspective they've gained <p>They post them on the wall in 3 columns. Learners read all the comments in silence. They are then invited to read out ones they agree with and explain why.</p> <p>Post it's can also be grouped to show clusters of opinions at the beginning of an activity – then moved at the end to show changes.</p>

Title	Question Hat
What is it?	A way of sharing learning, ideas and remaining questions
Resources	A small piece of paper and pen for each participant
Methodology	<ul style="list-style-type: none"> • Ask learners to write down a question they have about what they've learnt today, or an idea or reflection that came up. • The teacher then collects all the questions in a hat, box, waste-paper basket, etc.... • The hat is passed to one learner, who will pick out a question at random., then provide an answer to the question if they can. The teacher may open up a discussion, if appropriate. • The hat gets passed round the circle until everyone has picked and answered a question.



Title	Traffic Lights
What is it?	A way of showing to what extent learners have understood an issue
Resources	A set of red, amber and green cards for each learner or group of learners
Methodology	<ul style="list-style-type: none"> • Each learner or group of learners is given a set of 'traffic light' cards • They can hold these up to show how well they have understood an issue that's being discussed • This could also work as a self-assessment tool, or to show to what extent learners agree or disagree with something that's being discussed

Title	Vox Pop
What is it?	A way of getting learners involved in evaluating one another's learning and opinions
Resources	Video camera or phone
Methodology	<ul style="list-style-type: none"> • Learners create a set of evaluation questions about a topic they have just learnt about to interview one another. • Using simple video equipment they record the interviews. • They could make this more entertaining by taking on the role of journalists (or a particular persuasion!), whilst those being interviewed could take different standpoints to represent different characters.



Title	Warm Backs
What is it?	A group activity to enable students to positively evaluate one another's learning and contributions
Resources	Pieces of paper and Sellotape – or large post-its
Methodology	<ul style="list-style-type: none"> • Stick a piece of paper to the back of each participant. • Ask everyone to wander round the room in silence, and stop to write positive comments on each other's backs. For example: <ul style="list-style-type: none"> ○ Remind someone of a piece of information they shared ○ Tell someone a skill you noticed them using ○ Describe what someone brought to the group with their attitudes or actions • Everyone should try to comment on as many people's backs as possible. Keep it anonymous if you can. Stop when everyone has a few nice comments and invite everyone to take off their piece of paper and have a read.



	Washing Lines
What is it?	Similar to Opinion Continuum, but more visual. Enables learners to think where they stand on issues they've learnt about and to share thoughts and ideas with others
Resources	A piece of string hung across the room to look like a washing line 'Luggage tags' made out of different coloured card and small pegs or string to attach them to the 'washing line'
Methodology	<ul style="list-style-type: none"> • Identify one end of the 'washing line' as 10/10 and the other 0/10 – or it could be 'agree / disagree' • In response to statements, learners move along the line to show where they stand. After discussion, they can write their opinion on a label and peg it on the line, saying why they have taken up that position. • A good visual activity. Photos can be taken of the whole line, and /or to zoom into particular comments.