

EVALUATION & DEBRIEFING

EVALUATION vs. DEBRIEFING...what's the difference?

Evaluation: Rating or assessing what went well, and what needs improvement. Giving the program (including the LIC, the leaders, the delegates and their families, the activities—all the elements) a “grade.” The idea is to help make Interchange better or to prevent repetition of problems in future Interchange matches.

Debriefing: Giving participants an opportunity to express the impact the program has had on them, and prompting them to do that by asking directed questions. Facilitating a discussion that allows the leaders, delegates and families to analyze their feelings about their experiences.

SUGGESTED FORMAT FOR EVALUATION/DEBRIEFING SESSION

Although informal evaluation should occur throughout the program (leaders are trained to conduct “spot-checks” in all phases), a formal session should be held at the end of the program to gather specific evaluation data, and to debrief the participants. This session should be “built-in” to the group’s calendar from the beginning, with the expectation that all participants (including families) must attend. If the interchange is a long one (summer/winter, or summer/summer), a session for evaluation and debriefing should be held at the end of *each* phase (hosting and travel). For a short match (completed in one summer), one session at the end is probably adequate (unless there are problems that need to be addressed in between the two phases).

The session for evaluating and debriefing should be facilitated by an experienced CISVer, preferably someone who is familiar with the Interchange program. It might be a chapter board member, a past interchange parent, past leader or past LIC. Ideally, the chapter has a Debriefing Committee, whose members oversee this aspect of all the chapter’s programs. The current LIC may attend the session but should not be in charge of it, since he/she is also being evaluated.

Two groups are formed to meet separately at the session: youth delegates are one group, and the parents form another group (siblings optional, but use discretion if “adult conversation” is likely). The LIC, leader and junior or co-leader are usually included with the parent group, but there should be some time in the parent portion where the LIC takes the leaders out of the room to allow the parents freedom to evaluate the leadership of the program (with the facilitator’s guidance). Leaders and junior or co-leaders can be debriefed by the LIC during this time (or by another person if there is friction, or perceived friction, between the leaders and LIC).

One or two facilitators will guide each group: first, to fill out some written evaluation forms (see list below), then having an open debriefing discussion. The forms should be completed without discussion among participants and collected in a large envelope (the facilitators will review those later and give a summary report to the chapter board, along with recommendations). If your chapter has a shortage of volunteers to facilitate the meeting, one group can have refreshment/social hour while the facilitator works with the other group, then groups swap.

Forms to be collected:

- From Parent Group
 - Evaluation of Leader
 - Parent Evaluation
- From Youth Delegate Group
 - Youth Evaluation
- From Leader and Junior or Co-Leader
 - Leader Evaluation
- From LIC
 - Evaluation of Leader



CISV USA Leader Evaluation

Leader's Name _____ **Program** (circle one): Village / Interchange / Summer Camp

Please put a check mark under "S" for "Strength," "N" for "Needs Improvement," or "U" for "Unknown" to evaluate your child's leader in the areas listed below. Please comment where appropriate and attach any additional comments to this form before returning to your Chapter representative. CISV strives to use input from parents and participants to improve its programs, so it is hoped you will be honest and offer a constructive critique.

	S	N	U	Comment
<u>Maturity</u>				
• shows good judgment and makes responsible decisions	_____	_____	_____	_____
• foresees and solves problems before they become bigger	_____	_____	_____	_____
• can play with children but not lose adult perspective	_____	_____	_____	_____
<u>Flexibility</u>				
• deals effectively with changes, problems, or emergencies	_____	_____	_____	_____
• is open to suggestions/changes	_____	_____	_____	_____
• can adapt or modify plans when necessary	_____	_____	_____	_____
<u>Initiative</u>				
• takes risks and assumes the initiative	_____	_____	_____	_____
• gives encouragement and motivation to others	_____	_____	_____	_____
• is enthusiastic	_____	_____	_____	_____
<u>Participation</u>				
• likes to participate	_____	_____	_____	_____
• accepts tasks assigned to one's role	_____	_____	_____	_____
• is able to keep up with the pace of the activity	_____	_____	_____	_____
• is energetic	_____	_____	_____	_____
• is able to start or take over an activity	_____	_____	_____	_____
• is on time	_____	_____	_____	_____
<u>Creativity</u>				
• comes up with new or original ideas	_____	_____	_____	_____
• thinks of different ways of solving problems	_____	_____	_____	_____
<u>Sense of Humor</u>				
• has a good sense of humor	_____	_____	_____	_____
• makes sure humor is not at the expense of others	_____	_____	_____	_____
<u>Cultural Sensitivity</u>				
• knows and models CISV goals and philosophy	_____	_____	_____	_____
• shows kindness towards everyone	_____	_____	_____	_____
• accepts beliefs and customs that are different from one's own	_____	_____	_____	_____
• is sensitive and adaptable to personal and cultural differences	_____	_____	_____	_____
<u>Relationship with Children</u>				
• shows respect for children	_____	_____	_____	_____
• listens with interest to what children say	_____	_____	_____	_____
• shows interest in children's interests	_____	_____	_____	_____
• understands enough about child development to know "where children are"	_____	_____	_____	_____
• is able to use appropriate discipline	_____	_____	_____	_____
<u>Relationship with Adults</u>				
• shows and receives respect to/from adults	_____	_____	_____	_____
• listens with interest to what other adults say	_____	_____	_____	_____

(over)

S N U Comment

Organization / Leadership

- plans activities based on the CISV goals _____
- effectively coordinates and organizes activities _____
- is prepared _____
- prepares appropriate agendas for preparational meetings _____
- organizes and conducts appropriate number of meetings _____
- gives clear instructions and makes sure they are understood _____
- considers time, setting, supplies, facility, number of people _____
- handles group funds in a responsible manner _____
- understands leadership styles and how to develop one's own _____
- can bring activities to an end appropriately _____

Cooperation

- is willing to help _____
- works as a cooperative and contributing team member _____
- cleans up after oneself _____
- follows through with commitments _____
- knows how to consider others first _____

Communication

- distributes printed calendar and delegation roster _____
- is an active listener _____
- uses accurate verbal and nonverbal communication _____
- is open to the ideas and suggestions of others _____
- shares ideas and suggestions _____
- is willing to compromise for group consensus _____
- sincerely gives praise and positive encouragement _____
- is sensitive to the feelings of others _____
- uses good negotiating and mediating skills _____
- makes sure the group is all equally informed _____
- provides clear instructions about objectives to be met _____
(such as a checklist for parents)
- responds in a timely manner to questions _____
- keeps parents informed of delegation progress (sends _____
written update after each preparational meeting)
- provides written accounting of delegation funds _____
- is easily available to parents by phone or e-mail _____

If you wish to speak with a Chapter representatives to make suggestions or voice concerns, please give your name and telephone number: _____

Additional Comments: _____

(attach separate sheet of paper if more space is needed)

If not completing this form and handing to the representative in person, please mail to:



Parent Evaluation

Interchange

1. Some of the key expectations we had for this CISV program: _____

2. Expectations that were *not* met included _____

They weren't met because _____

3. Our child and his/her partner _____

4. The relationship between the partner's parents and us _____

5. The best thing about this interchange was _____

6. The biggest disappointment was _____

7. The relationship among the American families in this interchange _____

8. We wish we had known _____

9. We learned _____

10. One thing we wish we'd done differently is _____

11. Our LIC (Local Interchange Chair and Committee) was _____

12. Our suggestions to make future interchanges (or the second half of this one) better: _____

You may submit this without signing your name if you wish to remain anonymous. However, if you want a CISV representative to contact you to answer any questions or about any concerns, please give your name and telephone number. Thanks for helping CISV become even better!

Your name _____

Telephone _____



Youth Delegate Evaluation

Interchange

1. What scared me was _____

2. My leader was best at _____

3. I was surprised by _____

4. I wish I could share _____

5. I disliked _____

6. The best part was _____

7. My partner and I _____

8. I was disappointed by _____

9. The other people in *my* delegation _____

10. Most people in the *other* delegation _____

11. I wish I had known _____

12. I learned _____

13. One of my best memories is _____

14. If I were the leader I would _____

15. I'd like to tell future CISV delegations _____

16. One of the hardest parts was _____

17. I wish both the leaders _____

18. If I could change one thing about my experience it would be _____

19. When all the kids were having fun I _____

20. My parents _____

21. I changed my mind about _____

22. One thing I wish I'd done differently is _____

23. When I talk about CISV my American friends think _____

You may submit this without signing your name if you wish to remain anonymous. However, if you want a CISV representative to contact you to answer any questions or about any concerns, please give your name and telephone number. Thanks for helping CISV become even better!

Your name _____ Telephone _____



Leader Evaluation

Interchange

1. Some of the key expectations I had for this CISV program: _____

2. Expectations that were *not* met included _____

They weren't met because _____

3. The American families were _____

4. The relationship between my partner and me _____

5. The best thing about this interchange was _____

6. The biggest disappointment was _____

7. My delegates _____

8. My delegates' partners _____

9. I wish I had known _____

10. I learned _____

11. One thing I wish I'd done differently is _____

12. My LIC (Local Interchange Chair and Committee) was _____

13. My suggestions to make future interchanges (or the second half of this one) better: _____

The information provided will be kept confidential. Suggestions will be made to your LIC, based on your comments, but this form and your responses will be filed by the chapter president. Thanks for helping CISV become even better!

Your name _____

Telephone _____

Debriefing Discussion for Interchange PARENTS

The facilitator should offer opening remarks, thanking the parents for their participation and asking everyone to introduce themselves. Parents should be reminded that their children have just had an intense experience, although some may feel it more than others, and some will feel it more immediately (while others will feel the impact later). Typically, friends at school and in other circles, who have not had the “CISV experience,” will not always understand, or even want to hear about, the experience the youth delegates have had. It is important for the parents to give their children opportunities to get together with other CISVers to share their feelings. Some youths may react by withdrawing into themselves, some may seem overly enthusiastic about sharing...they will react in different ways, and parents need to be attuned to their needs: either to let them, or by giving them space and privacy to internalize. Parents shouldn't be alarmed by changes they see, but should remain available and aware of their children's needs for expression.

Questions to prompt the parent discussion:

- What differences have you observed in your child as a result of this Interchange?
- How has your relationship with your child (the delegate) changed? Has it impacted your relationship with your other children (the delegate's siblings)?
- What did you family learn about your guest child's culture? About your own culture?
- How has your view of the partner country, or of the world, changed?
- How will you live differently now that you've had this experience?
- What suggestions do you have for future Interchange families? For the chapter?
- Any other personal impressions you wish to share?

Note: although parents should be allowed an opportunity to express any complaints about the program or leadership, the facilitator should try to encourage them to do that through the Evaluation forms, or by contacting a board member privately. They should be given contact information if they wish to speak to someone further, but discouraged from using the debriefing session as a gripe session.

Conclude the session by reminding the parents of their volunteer obligations to the chapter. Enlist their help on the Interchange committee, to recruit and select future families, to mentor, to debrief, or other opportunities to improve the program in your chapter.

CISV Debriefing for Interchange DELEGATES

The facilitator should offer opening remarks, thanking the delegates for their participation and asking everyone to introduce themselves. Delegates should be told that they have just had an intense experience, although some may feel it more than others, and some will feel it more immediately (while others will feel the impact later). Typically, friends at school and in other circles, who have not had the “CISV experience,” will not always understand, or even want to hear about, the experience the youth delegates have had. It is important for the delegates to keep in touch with each other, and with their partner delegates in the other country, to share their feelings. Tell them they will react in different ways—some will feel excited and want to tell everyone about their special experience, while others may feel lonely and even depressed. Encourage them to call another CISVer who will understand. Being active in their chapter’s Junior Branch will be helpful to them in feeling understood, and in keeping the CISV experience fresh. Finally, before beginning the questions and discussion, set the tone of this meeting as a positive one, not a venue for complaining. If they have negative impressions of their partners or the other country’s delegation, try to guide them to productive ways of problem-solving, management of their differences; ask them how they might better handle themselves in such a similar situation next time...

Questions for the youth delegates:

- How was your understanding of the world affected by participating in this Interchange?
- What is the most important thing you learned about yourself? Your country?
- Describe a particular incident or activity in the Interchange that had special meaning for you.
- What did you learn from your partner? What did you teach him/her?
- How will you live differently since this experience?
- How has your relationship with your parents changed? With your siblings? With your non-CISV friends?
- What suggestions do you have for future Interchange delegates?
- Do you think this experience will change your plans for your future?

CISV Debriefing for Interchange LEADERS and JUNIOR or CO- LEADERS

The LIC or other facilitator should offer opening remarks, thanking the leaders for their participation and asking everyone to introduce themselves. Leaders should be told that they have just had an intense experience, although some may feel it more than others, and some will feel it more immediately (while others will feel the impact later). Typically, friends at work or school and in other circles, who have not had the “CISV experience,” will not always understand, or even want to hear about, the experience the leaders have had. It is important for the leaders to keep in touch with each other, and with their partner leaders in the other country, to share their feelings. Tell them they will react in different ways—some will feel excited and want to tell everyone about their special experience, while others may feel lonely and even depressed. Encourage them to call another CISVer who will understand. Being active in their local chapter will be helpful to them in feeling understood, and in keeping the CISV experience fresh. While the leaders should have the opportunity to vent and express negative feelings about their experiences, try to keep this session constructive: stress problem-solving and management strategies that might be of use in the future. If one or more of them have serious concerns, ask them to record those in writing. Then, a chapter representative can follow up as needed by phone call or personal meeting.

Questions for the youth delegates:

- How was your understanding of the world affected by participating in this Interchange?
- What is the most important thing you learned about yourself? Your country?
- Describe a particular incident or activity in the Interchange that had special meaning for you.
- What did you learn from your partner? What did you teach him/her?
- What did you learn from your delegates?
- How will you live differently since this experience?
- What suggestions do you have for future Interchange leaders?