AQOCI
Association québécoise
des organismes de
coopération internationale

**Monitoring/Evaluation: A Tool for
the Continued Improvement of Activities**

How to Formulate Evaluation Objectives in the Context of Global Citizenship Education (GCE) Activities?

Evaluation objectives are a key part of building an evaluation process, as they help in setting targets and specifying progress markers. How do we identify and formulate specific evaluation objectives that can concretely measure changes brought about following a workshop, activity, project or program? This document suggests some key elements, methods and tools to help in the development of evaluation objectives as part of Global Citizenship Education (GCE), engagement or learning activities.

MYTHS AND REALITIES

MYTH Some types of impact in education, such as motivation, engagement and learning, can't be evaluated.

REALITY It is possible to formulate evaluation objectives for educational activities, after taking the time to deconstruct the sub-dimensions that make up the impact under study. For example, if we want to evaluate engagement among a group of young people after a kiosk presentation, we might choose to measure their motivation to take action.

MYTH Outside of an educational institution or other formal educational contexts, (for example, in a café or a park, during a public conference…), it is difficult to collect data, and, by extension, to have evaluation objectives.

REALITY Context aside, what should be guiding the evaluation is the objectives that have been defined: what do we want to find out? After that, innovation and creativity in how data are collected, or in the format of the activity, will be crucial allies to make data collection possible, even in less formal contexts.

An Evaluation Objective...

✓ **is...**

➥ An objective that seeks to measure results.

➥ A measurable outcome.

More specifically, an evaluation objective in the context of learning or engagement is...

➥ An objective that expresses the tangible outcome that a participant must reach—what they are able to do in terms of the sequence of learning or engagement. It objectifies the expected effects, making them observable and tangible. That's why it's associated with an action verb: it tends towards facts or visible manifestations of emotions, states of mind, or other[1].

✗ **is not...**

➥ An educational intention, vision, or desire.

Formulating Evaluation Objectives... Yes, but for What Purpose?

How can we know—concretely, objectively, and measurably—if the objectives of the activity, workshop, project, or program have been achieved? This is the question that we're trying to answer with evaluation objectives. It's crucial to identify the questions or objectives of an evaluation prior to conducting it, in the sense that it also helps lead to developing targets.

What Criteria Should Be Used to Formulate Evaluation Objectives?

There are several different methods to formulate evaluation objectives. For example, the **SMART** standard is an acronym that proposes objectives that are **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-bound.

In terms of GCE activities more specifically, other tools may be revealed as useful and inspiring alternatives to evaluate the effects and outcomes of an activity. Among these, we include the **SPICED**[2] criteria, developed by Roche[3]:

S

Subjective
Consider the subjective character of opinions, help bring awareness to judgements from different informants.

P

Participatory
Make use of a participatory approach with various local actors.

I

Interpreted and communicable
Explain the significance of the indicator. An indicator must be understandable, especially locally, and easy to explain to other involved parties.

C

Crosschecked and compared
Verify the measures/values.

E

Empowering
Consolidate and improve the process taking a cyclic approach that considers all possibilities for improvement encountered throughout the monitoring/evaluation phase.

D

Diverse and disaggregated
Break down the information and highlight diversity, meaning, the indicator must consider different points of view (for example, male/female) on a given change.

PRINCIPLE

While objectives stem from intentions, an evaluative question or evaluation objective refers more to tangible results and criteria that allow us to measure effects and outcomes.

Each outcome should be associated with one or more indicators.
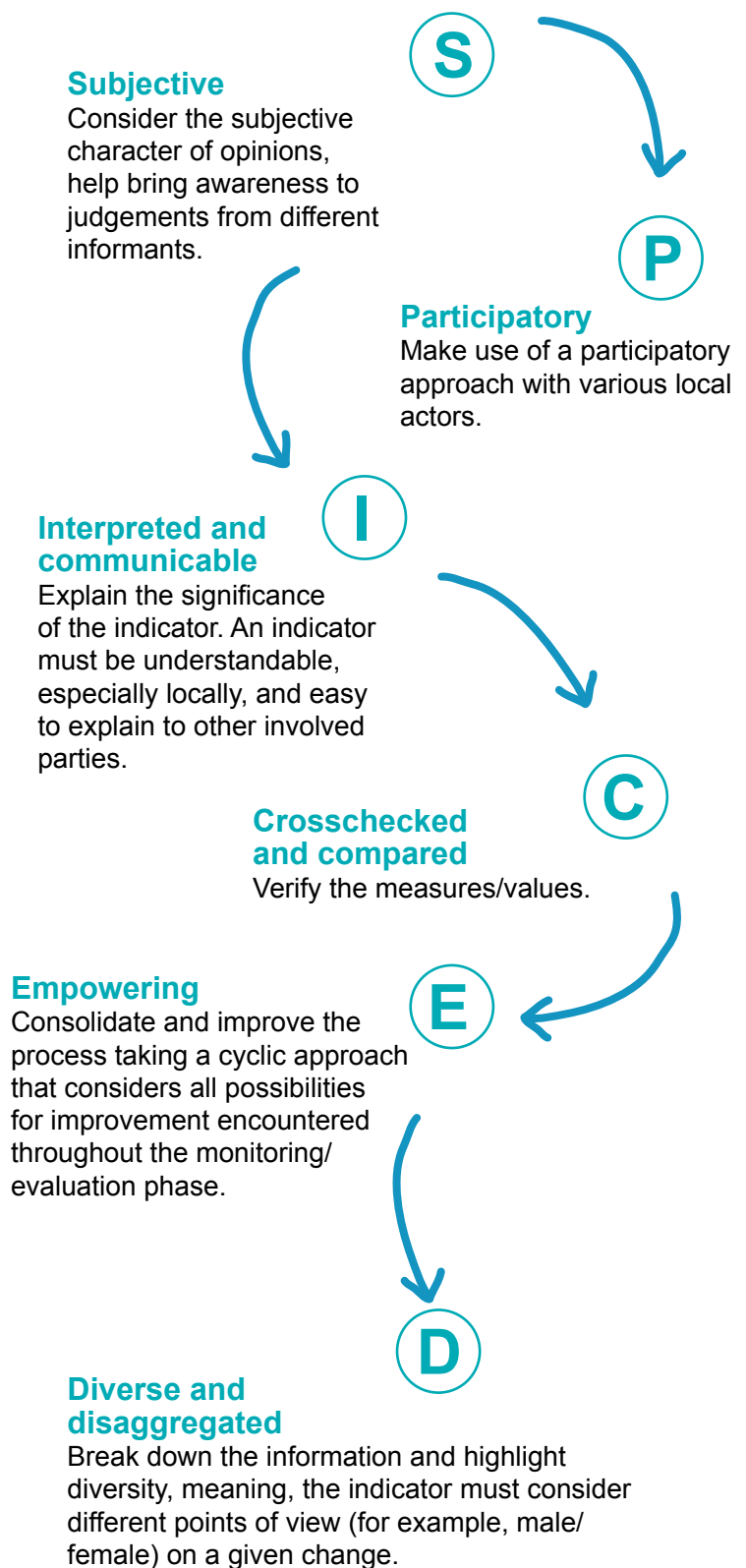
How Do We Draft Evaluation Objectives in GCE?

Bloom's taxonomy (see the annexed table) is a model centered on learning that breaks down, sequences and orders learning objectives over six levels of progression, from simple to complex: knowledge, comprehension, application, analysis, synthesis and judgement/evaluation. Each level is associated with action verbs to help formulate evaluation and learning objectives.

In a context of learning, it is important to determine your group's level from the start in order to set evaluation objectives that will help them make progress. Placing learners on the continuum makes it easier to determine the intensity of progress that will be realistic at the end of the activity, project, or program. Generally speaking, a group can advance by one, or a maximum of two levels over the duration of a short-term activity.

Method for Creating Learning Objectives

Objectives can be written using the following format[4]:

1. Address the learner: "Learners will be able to…"

2. Choose action verbs: avoid verbs related to mood (feel, experience, etc.) or mental states, or vague verbs (understand, know, appreciate). Instead, choose concrete verbs (identify, define, organize, resolve…) that can be observed and seen.

3. Describe the product of the action or object, remaining within the limits set by the activity's contents

4. Specify the conditions for the action: given, using, with, without...

5. Set performance criteria: percentage, proportion, rate, duration, precision, quantity, acceptability threshold, etc.

Some Examples of Evaluation Objectives in a GCE Context to…

## EVALUATE TYPES OF IMPACT RELATED TO **KNOWLEDGE TO ACT/KNOW-HOW** (LEARNING):

➡ When leaving a classroom workshop, youth will be able to orally name three issues related to Indigenous peoples' rights (here, we're measuring knowledge);

➡ After an activity in a park, participants will be able to trace out the broad strokes of major causes and effects of global warming (here, we're measuring understanding, analysis and ability to summarize information);

➡ After an evening letter-writing session to advocate for disarmament, participants will be able to write original versions of messages by themselves (here, we're measuring application and ability to create).

EVALUATE TYPES OF IMPACT RELATED TO **THE ABILITY TO ACT** (LOCAL CAPACITIES, FEELING OF EFFECTIVENESS) :

➡ After an action organized by the World March of Women, participants will indicate that they reinforced their feeling of belonging within the movement against women's poverty around the world (here, we're measuring the perception of belonging);

➡ After a year working in neighbourhood committees, participants will find solutions to at least five problem situations out of ten (here, we're measuring problem-solving ability);

➡ After an action research process, participants will feel better equipped to act concretely on fair-trade issues (here, we're measuring a sentiment of individual effectiveness).

EVALUATE EVALUATION FIELDS RELATED TO **THE WILL TO ACT** (ENGAGEMENT, MOTIVATION) :

➡ After an activity in a bar with volunteers for the organization, participants will express themselves using «we» when speaking about the organization and the cause (here, we're measuring the level of ownership and belonging);

➡ After an awareness campaign on social media, you will receive «x» number of comments and will receive «y» number of new followers on your social media platforms (Facebook, Twitter, Instagram…) (here, we're measuring engagement, backing, contribution and interest);

➡ After a training session on the integration of an antiracist and decolonial approach in international solidarity activities, «x» number of participants will take the initiative to propose organizing an event (here, we're measuring the sense of initiative, meaning, a very high level of engagement).
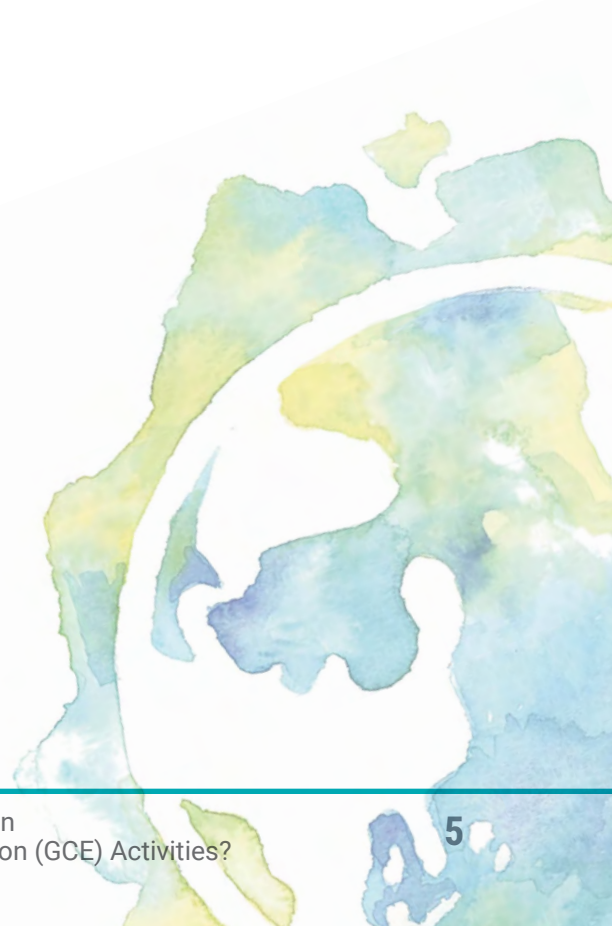
Revised Bloom Taxonomy

Bloom and Krathwohl's Taxonony, revised by Anderson; adapted by Paris 5 and the Carrefour Technopédagogique (CEGEP Lanaudière), assembled and edited by Éduconnexion and translated from the French

Cognitive Objective	Knowledge	Comprehension	Application	Analysis	Synthesis	Judgement & Evaluation
Skill	Memorize	Understand	Apply	Analyze	Evaluate	Create
Characteristic of this level	- Recalling knowledge from memory - Knowing events, dates, locations, facts, names of people or movements - Knowing the principal ideas, rules, laws or formulas.	- Grasping meanings - Transposing knowledge into a new context - Interpreting facts from a given framework	- Using methods, tools, concepts or theories in new situations - Solving problems by using the knowledge and skills required	- Perceiving trends - Recognizing the underlying elements - Extracting items - Identifying the components as a whole and being able to distinguish between the ideas	- Using available ideas to create new ones - Generalizing based on a certain number of facts - Drawing relationships between knowledge from multiple fields	- Comparing and distinguishing between ideas - Determining the value of theories and conclusions - Making choices based on reasoned arguments - Verifying the value of the evidence - Recognizing the role of subjectivity - Assembling knowledge or concepts to make new ones
Ability to	Memorize and reconstitute information in terms related to those learned	Transpose and interpret information based on what was learned	Select and transfer data to carry out a task or solve a problem	Distinguish, classify, and draw connections between the facts and structure of a statement, question, or situation	Develop, integrate and conjugate ideas in a proposal, plan, strategy, or new product	Judge, evaluate or criticize based on norms and criteria of the given work
Skills required	Memory	Knowledge	Knowledge Comprehension	Knowledge Comprehension Application	Knowledge Comprehension Application Analysis Evaluation	Knowledge Comprehension Application Analysis Evaluation
Examples of action verbs	Quoting Describing Defining Listing Designating Naming Selecting Identifying Reciting Reproducing	Explaining Demonstrating Specifying Interpreting Summarizing Transposing Illustrating Discussing Extrapolating	Applying Adapting Employing Completing Calculating Solving Establishing Implementing Posing Representing Diagramming Processing	Breaking down Extracting Researching Choosing Discriminating Comparing Categorizing Inferring	Compounding Constructing Creating Developing Drawing connections Organizing Planning Rearranging	Evaluating Judging Reasoning Criticizing Deciding Testing Justifying Defending Recommending Proposing
Evaluation criteria	The response provided is identical to the one that was memorized	The response provided has the same meaning as the information to reformulate	The chosen rule was well applied, and the outcome is correct	The response provided is correct and complete	Relevant, scientifically viable and original response	Relevant, scientifically viable and original response
Means of delivery (activity with; use of...)	Listening, reading, classifying, categorizing, using reference tools (dictionaries, encyclopedias, Internet, fact sheets), discussing, researching, observing, using media, brainstorming, crosswording, using metaphors, storytelling	Puzzles, analogies, accounts, stories, quests, images, portfolios, debates, discussions, explanations, demonstrations of cause and effect, plans, diagrams, compositions, summaries	Role-playing, simulations, scenarios, drawings, poems, case studies, manipulations, demonstrations, cards, timelines, illustrations, questionnaires, recipes, predictions, methods	Debates, pro and cons, strengths and weaknesses, reasoning, graphics, modeling, case studies, tables, lists, breakdowns, labelling, syllogism, surveys, rules	Invention, experiments, games, programs, projects, tables, rules, machines, books, formulae, articles, graphics, reports, hypotheses, definitions	Self-evaluation, discussion, comparison, examanation, comments, recommendations, corrections, analysis, rating, tests, annotation
Examples of questions for discussions or various formats of activities	Who is this activist and what did she do?	What message was she trying to convey?	How can this activist's ideals be transposed into daily life? into the political sphere? Draw a timeline and identify the major milestones in human rights protections for this issue.	How do the actions of this activist advance the cause of human or environmental rights?	Of all of the activist work that this person has accomplished, which actions had the most transformative, effective, or long-lasting results, and why?	Identify or find an example of human rights violations and imagine a non-violent means of responding to the situation. Find an example of human rights violations and develop a campaign strategy.

Complexification →

1 Definition from Ralph Tyler (1935), adapted by Educonnexion and translated from the French.
2 Inspired by Hédia Hadjaj-Castro, Natacha Wilbeaux, 2007, Gestion du cycle du projet - Fiche 6 Indicateurs, Licence CYC
3 Roche, C. J. (1999). Impact assessment for development agencies: Learning to value change. Oxfam, p. 58-59
4 Source: P. Pelpel, "Se former pour enseigner," Dunod, Paris, 1993, p.11, adapted by Éduconnexion and translated from the original French.

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