

## **GS evaluation 2012.**

The evaluation process was extremely open and participative.

There was good feedback from both new and experienced participants and respect given to all viewpoints.

The evaluation comprised of a number of activities:

1. A group ranking exercise, which looked at the motivation for participating in the project.
2. An individual exercise, which examined the value of the experience.
3. An open discussion session, which allowed participants to highlight issues that need to be explored in future. This was structured along the Maslow's 'Theory of Needs' and explored issues from basic needs to more personal growth issues.
4. A personal reflection period for the participants to examine their growth through the process. Learning Opportunities and Challenges were recorded privately by participants.

## **1. Group activity.**

This comprised a series of statements about the placement and groups of 3 or 4 explored and debated the experience.

The *overall ranking of the experience* shows that 'being part of a long-term education project' is the key experience.

The least valued 'statement' of what the process was about was 'an opportunity to travel'.

This group diamond-ranking exercise produced the same results as the 2011 evaluation:

Ranking Position	Statement(s)
1	An opportunity to be part of a long term project to improve education provision. An opportunity to share my teaching skills
2	A way to promote 'education for all' in the World.
3	Helping to combat poverty and injustice.
4	Help to improve my own teaching skills.
5	A way to experience a different educational system. An opportunity to see the 'real' India.
6	A chance to bring a 'developing world' perspective to my own school. An opportunity to expand my cultural horizons.
7	An opportunity to travel.

**2. Individual ranking of the value of the experience**  
**- survey results:**

This exercise was an individual personal reflection on the value of the experience as a shared process between Irish and Indian participants.

	Comment	Individual scores Rated 1 (low) – 5 (high)	Cumulative score
1.	One way process Irish to Indian	3211043435441145334	55
2.	One way process Indian to Irish	3311043234231111332	41
3.	2 way process	3253543244245411343	62
4.	<b>Enlightened me</b>	5555545454455544545	<b>88</b>
5.	Enlightened my partners in India	5345333344344422034	63
6.	Expanded my professional opportunities	3425534145333443345	68
7.	Expanded my partners professional opportunities	3245543341424435344	67
8.	<b>Links were respectful</b>	5455555553555555455	<b>91</b>
9.	<b>Links were mutually beneficial</b>	3354553253555543445	<b>83</b>
10.	<b>Enriched my educational experience as a teacher</b>	555555455455554455	<b>91</b>
11.	Enriched my partners' teaching experience	3345544344443453345	72
12.	<b>Widened my cultural experience</b>	555555455545545455	<b>91</b>
13.	Widened my partners cultural experience	3335544325424445343	70
14.	Built a strong local framework	2233544343443444334	66
15.	<b>Sustainable without GS ?</b>	1223131212212341312	<b>37</b>
16.	Enhanced my knowledge of Global Justice issues	2334345444434435444	68
17.	<b>Gave me a new direction in my own teaching</b>	2445544445345544445	<b>79</b>
18.	Other		

Comments:

A. The above reflects some clear universal experiences by the participants - see 4, 8, 9, 10, 12, 17.

B. 15 reflects the belief that GS has a longer-term commitment to this project if it is to become sustainable within the local system.

C. 1,3,6,7, - these show a widely differing experience within the group. This is reflected in some following sections where different participants vary in both the learning and challenges offered during the placement.

### **3. Issues from the group 'open' session:**

1. Could there be a laptop in each team for course preparation?
2. One site damp and clothes drying difficult - being aware and prepared - training weekends could prepare us for this.
3. Bring own meds for colds, food sickness, etc
4. SAFE driving Issue - How to say stop to drivers - who tells them. But local standards are poor - scary.
5. Value of 2<sup>nd</sup> time participants - use much more during training - NB.
6. Awareness for the unexpected and remote issues eg earthquake!
7. TEAM - more preparation, social bonding, 'leadership role' discussion. Who leads when either local leader - priest - or team leader is sick? Deputy leader needed?
- 8 Information and policy on travel expenses - drivers, weekend leave, relaxation or work related.
9. Teams of at least 3 - covering sickness etc - not one person alone at work. This could happen in a team of 2.
10. At least one informal team training event (weekend? ) before going - need for more social bonding as well as professional team building. Use the experience of past volunteers.
11. Team planning - 2/3 hours nightly was the norm in India - need for better planning guidelines during training - what will we need to do when we are there.
12. Late entrants training weekend - catch up and social bonding issue.
13. 2 *weekends* training rather than one would be better.
14. 2 year commitment difficult because of fundraising issue - asking same people twice! School based funding. Indian government or other funding?
15. Maybe year 2 participants need lower costs and less fund-raising?

16. Trainee (students) Indian teachers commitment – incentives to engage more?  
Reward in their salary or school promotion?

17. Buy-in from local priest/manager – need for better student selection?

18. First day – presentation – Do not bring students who have failed to presentation – self esteem issue in front of their colleagues!  
Do they have to wait for 3 years to resume?  
Overlapping courses or how do they re-enter?

19. Students – commitment, feedback to us, corrections earlier, late entry students – catch up, eg 6 students joined year 2 completely new!!  
3 year course and no late entries?

20 Tutors too busy to carry new or late student entries.  
Maybe one Special tutor dedicated to these?

21. Issue with prepared teaching practice – not real enough.  
Tutors need more training in observing (objective criteria needed) student teacher. Present recording form is too complex.

22. Pass / fail English language test ? How to deal with poor English language levels.

23. Need for Year 1 and Year 2 reports to be available on students – continuous assessment over 3 years.

24. Be aware of *our* expectations of low paid teacher participants.

25. More self reflection by tutors (personal and professional) on their own teaching practice - NB  
– more time for this during training.

26. We teach as isolated teachers in Ireland – more team practice needed.  
Our system v. what we expect from students on the course.

27. Primary (child) v Secondary (subject) based teaching??

28. Hard look at our Irish methodology and curriculum. NB

29. India – love of books; less media pressure; people v IT.  
Indian local syllabus awareness.  
How do we advise 'within' their structure?  
They need a 'critical friend' to help them – but are we seen as inspectors.  
Advice v scoring and assessment – what is our role?

30. Informal learning circle/advisors.  
Include local manager and build awareness of the course content.

31. More cultural awareness opportunities or training needed – religion/ local culture/ local v priest?

#### **4. Learning Questionnaire Comments:**

This exercise was a personal reflection on Learning Opportunities and Challenges presented during the process from Training through to Placement. Each number refers to an individual participants comments or thoughts ie 18 participants completed this exercise.

##### **A. Learning during the process:**

1. Reflected on my own teaching and tried more team-work.  
More aware of myself as a team-worker.  
Learned about a new culture and will teach that.  
More training on 'standards' expected – too subjective.

2. Can teach better without the 'gizmos'!  
I am more efficient at planning my own work.  
Want to review my own schools mission and values.  
Great revision of my own knowledge.  
Would like to have learned about local culture – caste, etc

3. Trying new methodologies.  
Forced to reflect on my own practice.  
Better appreciation of resources.  
Revisited what I learned in college.  
Would like to have learned more on local culture, etc

4. Reflecting more on my own practice.  
More able to share knowledge with others.  
More learning than I expected.

5. Team work better.  
More focused on learning objectives.  
Sharing ideas with colleagues.  
Revisiting what I learned in college and only now applying it all.  
Team work, lesson planning, levels of questioning.  
Teams of 3 can work!

6. Appreciate my 3-year qualification!  
Better app of reflective practice in myself.  
Group work, questioning, assessment, reflective practice, etc

7. More self-reflection.  
Appreciate adult learning issues.

Learners learn differently.  
Value of listening.

8. More reflective.  
Team work is valued more.  
I value and apply my experience more now.  
I know there is always more to learn – 5 years with GS!

9 After 3 years with GS I now know why!  
No more cultural issues – I now focus on ‘education’.  
Value of group work.  
Had hoped to learn more about local religion and culture.

10. More awareness of learning styles  
Value of feedback.

11. Using pair work more.  
Re- evaluating my lesson structures. – I teach too directly!  
Re-affirmed the need to have mastery of your subject.  
All abilities must have their needs met.  
Learned lots about Khasi culture.

12. More open to new methodology.  
More reflective and critical of my own teaching style.  
Importance of teacher as leader – not just for principals.  
Would have liked more local cultural learning – how to do this?  
Learned more personally and professionally than I expected.

13. Appreciate resources.  
More confident with assessment in my teaching.

14. I work better as team member and share with colleagues.  
Open to new methodology.  
Very appreciative of the opportunity to revisit my teacher training and professional experience.  
Far exceeded my expectations personally and professionally.

15. Transfer ideas to my own classroom.  
Appreciate my well off circumstances.  
More confident of my professionalism and experience.  
Learned that I have courage to take on challenges.

16. I now use students as learning friends./ buddies.  
Sharing cultural experience with local schools and colleagues.  
I had an opportunity to question my education philosophy and values.  
I now value more the relationship between teacher and student.  
I now value my colleagues much more.

Would like to have learned more about local education system – history/culture.  
etc

17. Better for working as team member.

Appreciate my own skills more.

Better at planning.

I am more positive about team teaching and will promote this in my own school.

18. I now build better relationship with colleagues and share more.

I appreciate myself as agent of change in school – leadership skills and responsibilities.

I now think differently about the 3<sup>rd</sup> World – not just economic poverty but the positive value of people. I value the 2 way potential of learning in this opportunity.

Teacher as leader is a very powerful thing.

I will value collaboration with my teaching colleagues more.

### Comments:

The overwhelming learning experienced is that of self-awareness within the individual teacher. They become more reflective; value team teaching; want to share more with colleagues; re-visit their own teacher training; become more open to new methodologies; value their school resources; plan more in their own teaching and become generally more confident.

They would value more learning or awareness about the local culture and educational curriculum/history.

### **B. Challenging ( 1= not at all)- (6 = very challenging)**

*Key statements made by participants with their overall 'challenging' score 1-6.*

1. Not all team members had bought into the 'challenge'. 3

2. Environment. Sharing living space. 6

3. Just as a good challenge to learn more about teaching adults. 2

4. Learned to have the courage to try new challenges. 3

5. How to deal with 'thrown in at the deep end' – but rewarding when I dealt with this.

Very positive global experience. 3

6. Found the work challenging – lots to do. 3

7. Local culture environment.

Keep quality high but cover the course. 5

8. Challenge of working in a poor environment – empathy with students and locality. 3

9. Sharing with 3 new friends. Cabin fever. 3

10. Remoteness of the village.  
Lack of printing/copying, etc. 5

11. Just a good challenge to improve education – excellent experience. 2

12. Culture – food, people, etc 2

13. Balance between quality and finishing the course.  
Local culture and environment.  
Good group response to challenges. 5

14. Overwhelming economic poverty. Food adaption. 3

15. Heat and weather + culture. 3

16. Heat and lack of electricity. Cockroaches. 3

17. Just general sparseness of everyday life – except when busy. 4

18. Heat and humidity. Missed family and appreciated 2 or 3 Skype calls home per week.  
Slowing down my delivery of course material. 3

19. 2<sup>nd</sup> year – more enjoyable and fewer challenges. 2

### Comments:

Only a few participants found the process ‘very challenging’. Most felt that although challenging, the team was excellent in dealing with issues. Participants felt that dealing with the challenges, both individual and team, led to great rewards and satisfaction when challenges were overcome.

A key statement about challenges is that when training makes them aware of the challenge it can be dealt with more successfully. The unexpected is the greatest challenge!

Fund-raising for a year 2 or 3 experience is difficult. But it is the year 2 and 3 participants who function best and are most efficient! They have a clearer focus on the course and not the challenges of the placement environment.

Some participants are not really aware of the local environment and the need to deal with a sparse lifestyle. Perhaps there is a greater expectation of a 'travel experience' ?

End.