Participatory Evaluation
of Civic Education

On a risky road between promise and despair

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Quality cannot be defined.

If we do define it, we are defining something less than Quality itself.

Quality is not a *thing* - it is an *event.*

Robert M. Pirsig *(on his motorbike):*

Zen and the Art of Motorcycle Maintenance
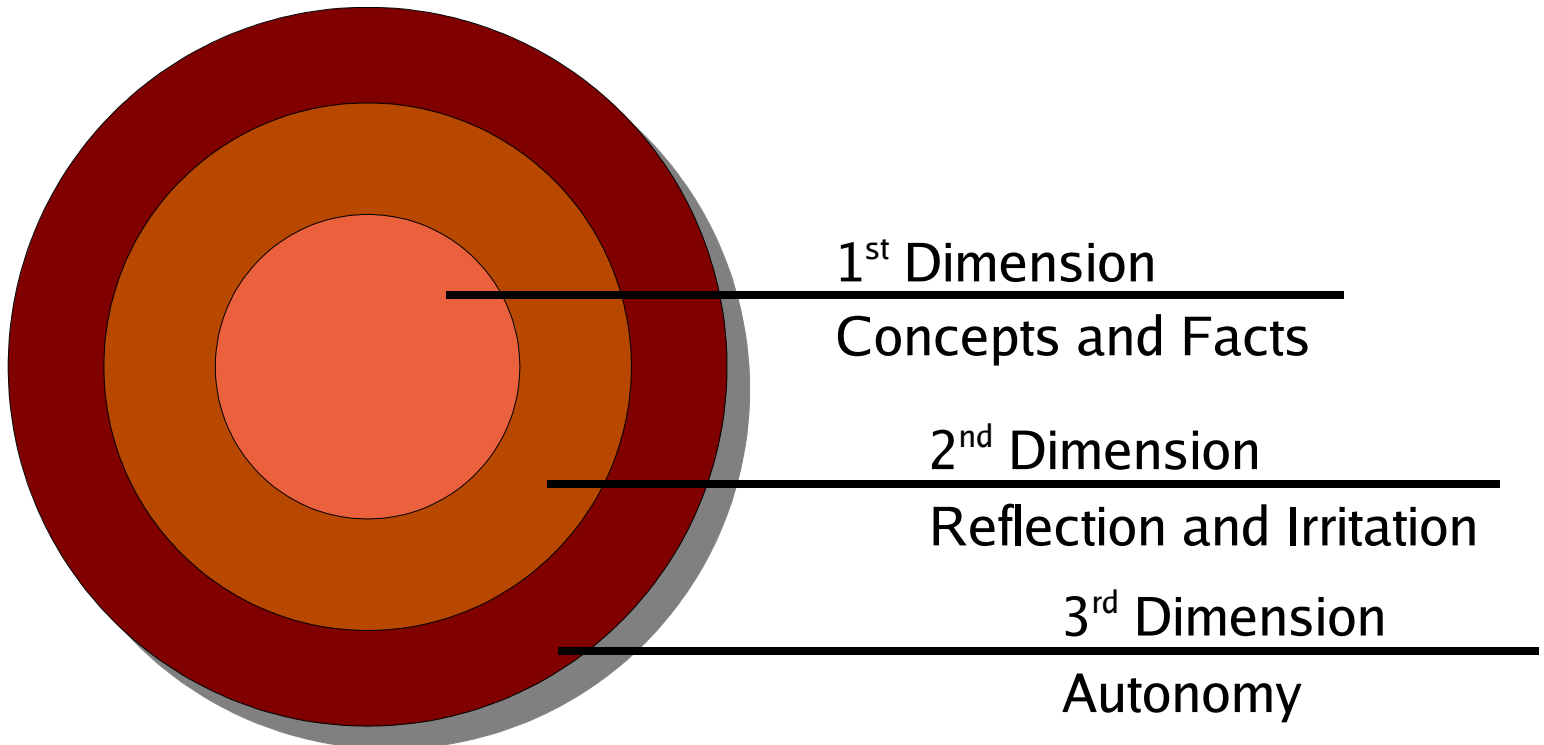**An Inquiry into Values**

AKADEMIE FÜHRUNG & KOMPETENZ

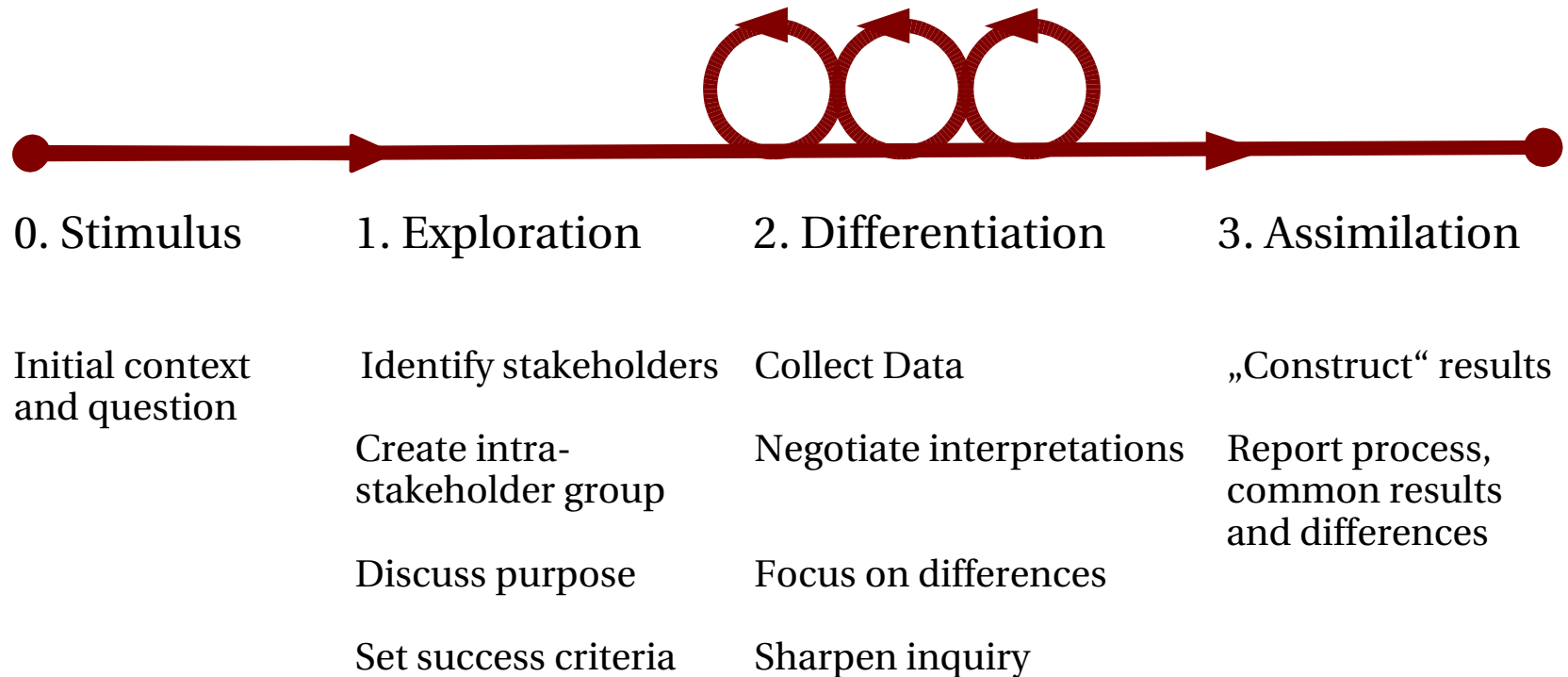Centrum für angewandte Politikforschung

C·A·P

From Measurement to Negotiation

1. Measurement   Evaluator as a external data collector

2. Description   Evaluator as a neutral observer

3. Judgement   Evaluator as a judge

4. Negotiation   Evaluator as a facilitator

Dimensions of Civic Education

1ˢᵗ Dimension

Concepts and Facts

2ⁿᵈ Dimension

Reflection and Irritation

3ʳᵈ Dimension

Autonomy

The process of participatory evaluation

0. Stimulus	1. Exploration	2. Differentiation	3. Assimilation
Initial context and question	Identify stakeholders	Collect Data	„Construct" results
	Create intra-stakeholder group	Negotiate interpretations	Report process, common results and differences
	Discuss purpose	Focus on differences	
	Set success criteria	Sharpen inquiry	

Evaluation is not political if...

No one cares about the program.

No one knows about the program.
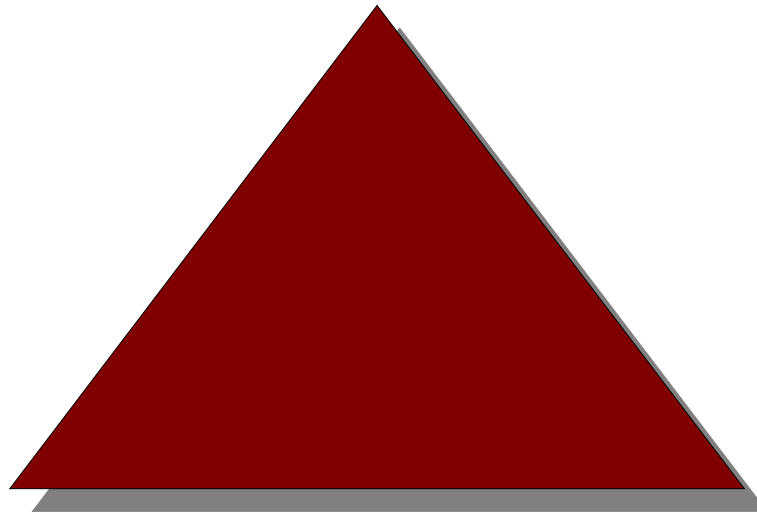
No money is at stake.

No power or authority is at stake.

And, no one in the program, making decisions about the program, or otherwise involved in, knowledgeable about, or attached to the program, is sexually active.

Michael Quinn Patton 1997

The political character of evaluation

Participatory Evaluation

Democracy   Civic Education

From Participation to Appreciation

Problem Focus   **Appreciation**

Starting Point

Lack, Deficit   Resources, Motivation

Approach

Weakening weaknesses   Strengthening strengths
Restoring a preconceived ideal   Developing an open future

World view

Focus on „facts"   Focus on people

Six Methodological Steps

1. Integration of stakehoders / definition of topic

Who is responsible for the evaluation process, who carries it out? What should be examined in detail?

2. Collection of current strengths and resources

What works well within our program? What motivates our professional ethos? Which indicators for success do we apply for our work?

Six Methodological Steps

3. Developing common visions

What does a comprehensive realization of success for our project look like? What's the perfect future for our professional work?

4. Designing goals and indicators

What do we want to achieve next? Which operational goals do we have? How do we interpret "success" in this regard?

Six Methodological Steps

5. Planning, running and evaluating projects

How do we achieve our goals? How can we examine their realization?

6. Putting together an evaluation report

What did we learn from the evaluation process? What's the biggest use for our practical work in the future? How can we report that to others?
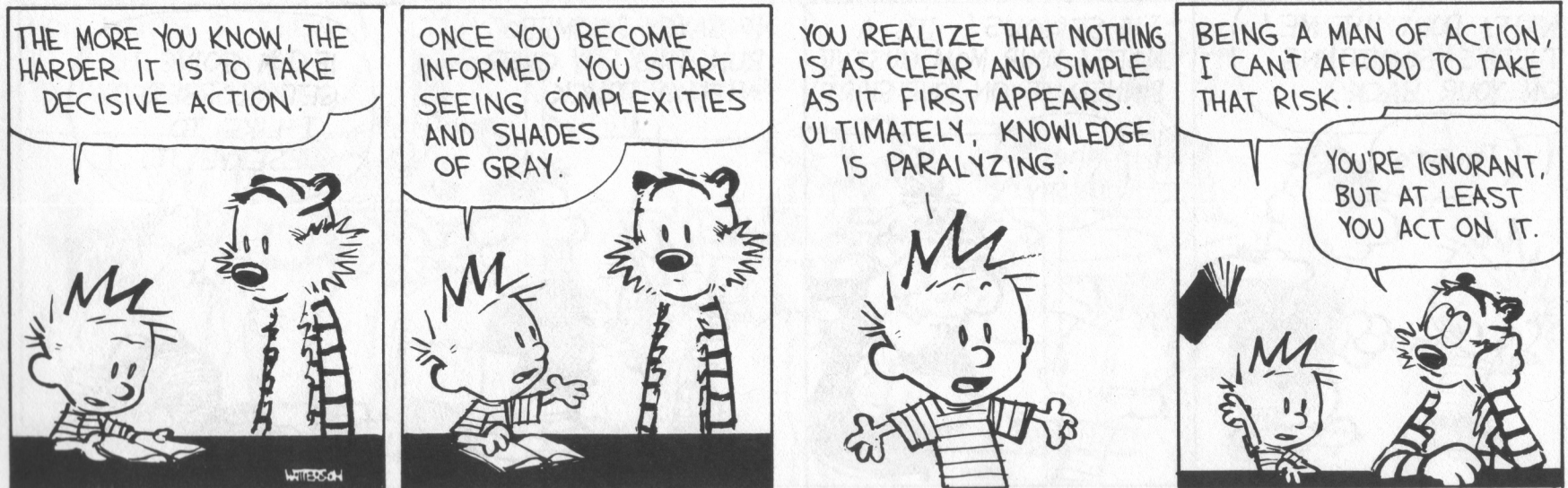
Chances of Appreciative Evaluation

The Evaluation process itself reflects the values and goals of civic education

Evaluation adopts an appreciative and future oriented approach which motivates for change

Evaluation combines quality assessment with organizational development

Stakeholders become empowered to integrate evaluation into their daily professional work

Time for Action...

Calvin & Hobbes (c) Bill Watterson