

EVALUATION AS AN INVITATION TO DEMOCRACY – BUILDING EVALUATION DISCOURSE

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Introduction: the current situation concerning forming the evaluation culture in Ukraine

The process is at the very beginning:

- Center for Evaluation of Scientific, Educational and Social Programs.
- Specialization “Evaluation” in the Institute for Sociology, Psychology and Social Communications of the National Pedagogical Dragomanov University.
- PhD thesis of Mariya Kaplun “Structuring of evaluation of social programs as a sociological discipline”
- 2 Innovative seminars on evaluation: 1) “Evaluation of Educational Space” (first in Ukraine, on the lake Svityaz in Volyn’ region); 2) “Evaluation of Scientific and Educational Programs for National Minorities” (Kyiv – Pereyaslav-Khmelnysky).
- The edition “**Evaluation: Scientific, Educational, Social Projects. Issue 1** : Proceedings of Innovative Seminar «Evaluation of Educational Space»” (V. Yevtukh, M. Hunzinger, I. Kotsan, M. Ruiss eds.) is published.
- Contextual Manual “Ethnosociology” is being prepared





C * E * S * E * S * P

Center for Evaluation of Scientific, Educational and Social Programs



About us

«Center for Evaluation of Scientific, Educational and Social Programs» was established in 2008 as non-governmental organization (NGO) of specialists in the field of social sciences and administration. Its main aim is the preparation, assessment and support of scientific, educational and social programs, as well as research projects.



Our Mission

- Formation of evaluation culture in Ukraine as the democratic factor in determining the value of economic, social, cultural, scientific and educational programs and projects, which are offered by both internal and external social subjects for realization in Ukraine.
- Researches in the sphere of evaluation, training, development of master's programs and consulting of research projects; support of programs and projects, in particular social programs for youth, that are implemented in Ukraine, the identification of prospects for their social significance.
- To promote the accumulation of cultural and social capital for universities, governmental, non-governmental, national and international organizations with an aim to the effective implementation of the targets set to them.
- Assessment of the competitiveness of the graduates from the Ukrainian universities on the domestic and foreign labour markets; development of proposals for the implementation of the knowledge in the social sciences, administration and practical activities.
- Support for obtaining the master's and doctoral (PhD) degrees from foreign universities.
- Development of pilot master's programmes in social sciences and administration; organization of studies, courses, trainings for the managers of programs and projects, scientific and practical seminars, conferences, «round tables».
- Formation of international and interdisciplinary scientific-educational and research networks in the field of socio-political sciences.
- To promote the realization of educational and management programs at the regional and local levels, in cooperation with business, educational and non-governmental organizations.
- Organization and support of the events, programs and projects, that are directed on the stimulation of the intercultural dialogue and conflict-free interethnic interaction in the Ukrainian society.
- Presentation of the experience and effective evaluation instruments in the scientific journal «Evaluation»; consulting concerning publications in European and American scientific editions.
- To promote exchanges of literature, publications and information resources with scientific-research, educational, non-governmental, consultative organizations of Ukraine and other countries.



Our Team:

Chairman of the Board of the Center:



Volodymyr Yevtukh – *PhD in History, professor*

Director of the Center:



Shtepa Sergiy – *PhD in Politology, professor*



PR-support of the Center:



Volodymyr Kryachko – *PhD in Sociology, associate professor*



Konstantin Kogan – *business trainer, sociologist, entrepreneur*



Design:



Volodymyr Lyemzyakov – *artist*



Korotych Oleksandr – *sociologist, lecturer*



Editor business:



Lyudmyla Savenkova – *PhD in Pedagogics, professor, expert for information resources*



Yuliya Syussel – *editor*



Contextual experts:



Mariya Sachok – *expert for evaluation*



Nataliya Kovalisko – *PhD in Sociology, professor, expert for educational programs*





Olga Beslyubnyak – *PhD in Philosophy, expert for evaluation*



Anna Perminova – *expert for corporate social responsibility*



Our partners

- Lesya Ukrainka Eastern European National University (Lutsk, Ukraine)
- Institute for Sociology, Psychology and Social Communications of the National Pedagogical Dragomanov University (Kyiv, Ukraine)
- International Research Group “Jagiellonian Cultural Studies” (Kraków, Poland)
- Collegium Civitas (Warsaw, Poland)
- East European Development Institute (International Institution)
- Faculty for Education, Psychology and Art at the University of Latvia (Riga, Latvia)
- Faculty of Psychology of the Taras Shevchenko National University of Kyiv (Kyiv, Ukraine)
- Faculty for Informational Technologies in the Systems of Management of the Military Institute of Telecommunications and Informatics at the State University of Telecommunications (Kyiv, Ukraine)
- Institute “Samriti” (Kyiv, Ukraine)
- Lifestyle Magazine, “Top Magazin”
- National Academy for Public Administration under the President of Ukraine (Kyiv, Ukraine)
- National Opera of Ukraine (Kyiv, Ukraine)
- Department of Law, Sociology and Politology of the Ivan Franko State Pedagogical University of Drogobych (Drogobych, Ukraine)
- V. N. Karazin National University of Kharkiv (Kharkiv, Ukraine)
- Jagiellonian University (Kraków, Poland)
- Institute for Sociology of the National Academy of Sciences of Ukraine (Kyiv, Ukraine)
- SHEI “Pereyaslav-Khmelnyskyi Hryhorii Skovoroda State Pedagogical University” (Pereyaslav-Khmelnyskyi, Ukraine)
- Scientific Ethnosociological School of Professor Volodymyr Yevtukh (Kyiv, Ukraine)



Specialization: Evaluation

Disciplines:

- **Evaluation of Education; Technologies and methods of evaluation activity** – prof. Volodymyr Yevtukh;
- **Evaluation of Institution of general education; Evaluation of Institution of profession-technical education** – prof. Vitaliy Chugayevskiy;
- **Evaluation of High Educational Institution** – prof. Larysa Khyzhnyak,
- **Evaluation; Evaluation of scientific-educational and social programs** – associate prof. Volodymyr Kryachko



PhD Thesis of Mariya Kaplun: “Structuring of evaluation of social programs as a sociological discipline” (Kharkiv, 2014)

The thesis presents the theoretical generalization of social program evaluation as a sociological discipline. Development of the conceptual apparatus of the discipline of sociology is closely connected with the study of the phenomenon program evaluation, including its social vector. The study of this phenomenon, which is widely used in the West, helps to identify the structural elements of the discipline and to develop its categorical apparatus. The concept of "social program evaluation" that characterizes social work support programs based on contextual conditions of its implementation and predicting social effects is firstly proposed. "Social program evaluation – is considered to be the work of social programs that is aimed at early detection of defects in the program / project and their adjustment, that is – in order to improve the program / project, and is characterized accompaniment program / project from start to finish as well as tracking the socio-political, economic and cultural effects that arise as a result of the program / project. The main mission of these activities – community development, dialogue between state and citizens." It was also found, that the most important thing is to consider the social program evaluation from the standpoint of neoinstitutionalism, while it analyzes the nature of the emergence of inefficient institutions. By the prospects of it in Ukraine, Mariya Kaplun primarily recommends to attribute its introduction in high school, after informing policy makers and the public about the possibility of social program evaluation.



Our seminars

C*E*S*E*S*P

Center for Evaluation of Scientific, Educational and Social Programs




INNOVATIVE SEMINAR
"EVALUATION OF EDUCATIONAL SPACE"

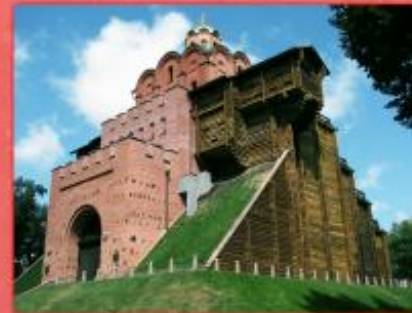
Svityaz' Lake, Volynska Oblast'
August 27-29, 2014

C*E*S*E*S*P

Center for Evaluation of Scientific, Educational and Social Programs



INNOVATIVE SEMINAR
«EVALUATION OF SCIENTIFIC/EDUCATIONAL
PROGRAMS FOR NATIONAL MINORITIES»



KYIV - PEREYASLAV-KHIMELNYTSKYI

14-16 APRIL 2015

The edition “**Evaluation: Scientific, Educational, Social Projects. Issue 1** : Proceedings of Innovative Seminar «Evaluation of Educational Space»”



EDITORS:

- Volodymyr Yevtukh* Doctor of Science (History), Professor, Corresponding Member of NAS of Ukraine (Kyiv, Ukraine)
- Moritz Hunzinger* Doctor phil. h. c., Honorary Professor of Public Relations and Communication (Frankfurt am Main, Germany)
- Igor Kotsan* Doctor of Sciences (Biology), Professor (Lutsk, Ukraine)
- Michael Ruiss* Chief Executive Officer and Publisher
«TOP Magazin»(Frankfurt am Main, Germany)

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FROM TEACHING TO LEARNING: PRESENTATION OF CONTEXTUAL MANUAL



- TEACHING STRATEGIES FOR ETHNIC STUDIES
 - MULTICULTURAL EDUCATION
 - POLYETHNIC EDUCATION
 - CONTEXTUAL LEARNING



Main Course – Key Part

Structure of the Manual “Ethnosociology”:

- **Lecture**
- **Consultation** (skype, google groups, e-mail)
- **Proseminar** (students may propose topics to discuss)
- **Seminar** (the thematic experts may be invited)
- **Colloquium** (oral examination, viva voce)
- **Microconference** (students may choose the topic to speak)
- **Exam** (on the results of microconference)



Evaluation of the course

we propose 4 main **assessment components**

- auditorium/seminar activity – 10%
- oral 10-min. presentation (Power Point etc.)
- home exam – 40%
- research essay (up to 3000 words) – 40%

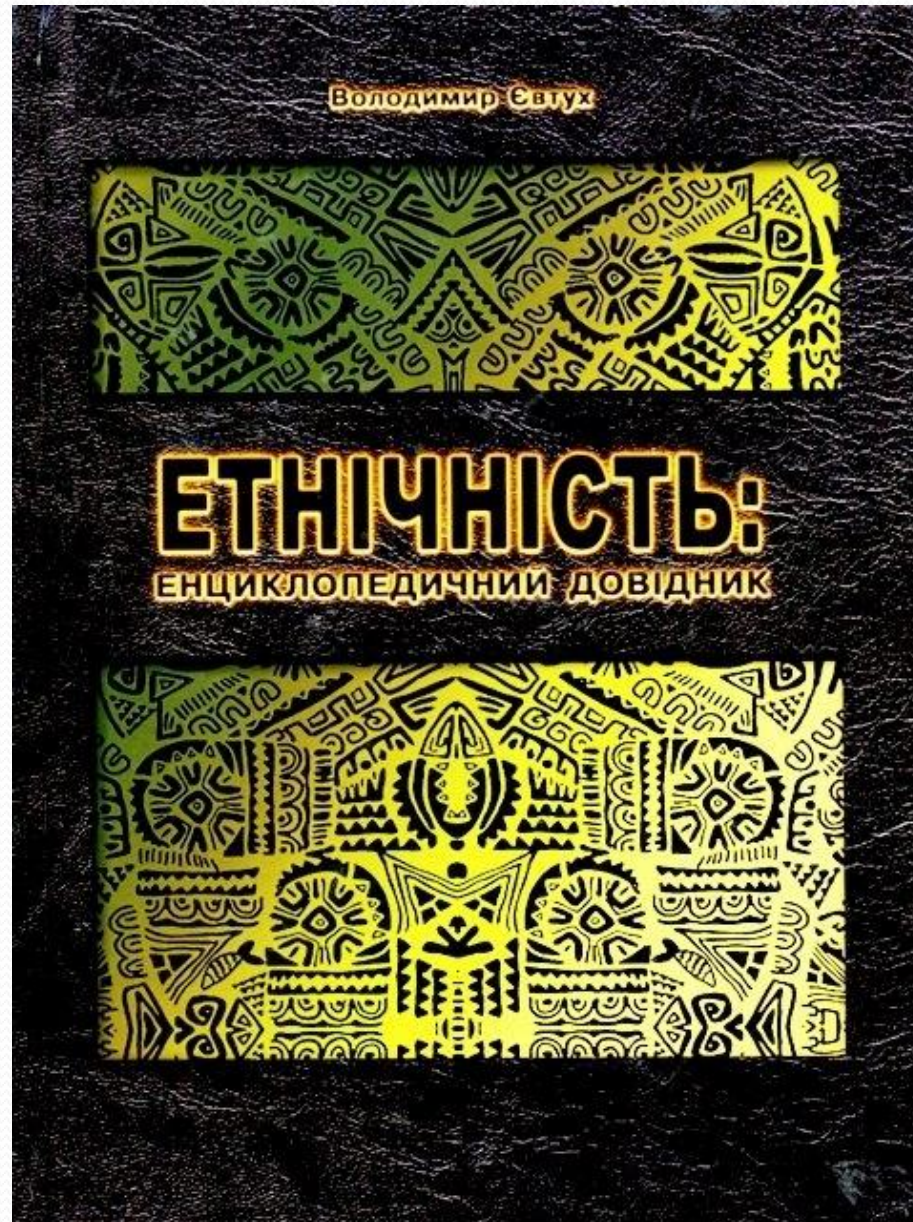


Manual's supporting platform

3 handbooks, 5 monographs and 150
articles



Ethnicity: Encyclopedic Handbook



Володимир Євтух

ЦЕНТРИ ЕТНІЧНОЇ ПРОВЛЕМАТИКИ



Етноенциклопедія
науково-освітній проєкт

Scientific-educational internet-project



Етнoенциклопедія

науково-освітній проект

- Home
- Консультанти проекту (Project consultants)
- Партнери (Partners)
- Контакти (Contacts)
- Терміни до написання (Terms to be published)
- Перелік термінів (List of terms)
- Автори (Authors)
- Література (Literature)
- Центри (Centers)
- Персоналії (Scientists)
- Українська діаспора (Ukrainian Diaspora)

ЕТНОЕНЦИКЛОПЕДІЯ – online

Post on 27/03/2014



COUNTER

Україна	UA
online	1
сьогодні	4
всього	217
хостів	210



Contextual learning

- "According to **contextual learning** theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their frame of reference (when the students connect the received information with their own inner world of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context – that is, in the environment where the person is located – and that it does so through searching for relationships that make sense and appear useful." (Hull's definition)
- Karweit defines **contextual learning** as learning that is designed so that students can carry out activities and solve problems in a way that reflects the nature of such tasks in the real world. Research supports the effectiveness of learning in meaningful contexts.
- Resnick points out that schools emphasize symbol manipulation and abstraction instead of the **contextualized learning** that is used in the world outside of school. She says the problem is that the symbols are detached from their real-world referents. Because they are decontextualized, they have no meaning for students.



Contextual Learning is based on a constructivist theory of teaching and learning. Learning takes place when teachers are able to present information in a way that students are able to construct meaning based on their own experiences. Contextual learning experiences include internships, service learning, and study abroad programs, among others.



Information importance ranking in each lecture

- 1 – Information of the first need (very important)
- 2 – Information of the second need
- 3 – Information of third need (situative, conflicts solution)
- 4 – **Speicher:** Postponed information (archive, multimedia, infographics)



Structure of the Contextual Manual

“Ethnosociology” THEORETICAL BOX 1

(2 lectures, 2 proseminars, 2 seminars, 1 consultation, 3 essays, 1 colloquium)

- **Ethnosociology as a branch of sociological knowledge**
- **Ethnic diversification of the modern world**
 1. The definition of ethnosociology
 2. Stages of development of ethnosociology
 3. Conceptual and terminological apparatus of ethnosociology
 4. Methodology of ethnosociology
 5. The ethnic composition of the world (for language, for the ethnoes)...
 6. Types of ethnic communities: nations, ethnoes, ethnic minorities
 7. Sources of polyethnicity
 8. Ethnic dynamics in the social space
 9. Ethnocultural space, ethnoreligious space – total + Ukraine
 10. Visualization of ethnic diversification of the modern world (cartography, infographics, tables, photo, sound, videomaterials)

Research topic: Ethnosociology as a tool of gaining proficiency in ethnic diversification of the modern world.

The collective study – the questions are worked out together, aims and results will be discussed. 10 minutes – talking about how it can be done, invite speakers, give tasks, 20 questions, prepare a questionnaire together.



THEORETICAL BOX 2

(3 lectures, 2 proseminar, 2 workshops, 1 consultation, 1 colloquium)

(**gaming** – analysis of the situation: if you find yourself in the area of ethnic conflict – will you or will you not show your identity, microconference – 10 persons should present their papers: 5 questions for performances we ask them and 5 questions they ask us)

Identities, conflicts, ethno-political management

- The concept of identity
- Identity as the basis for the functioning of ethnicity
- Types of identity
- Transformation of identities
- Tolerance in interethnic interaction
- The concept of interethnic conflict
- The structure of interethnic conflict
- Explicative forms of interethnic conflict
- International response to interethnic conflict
- The concept of ethno-political management
- Ethnopolitics in the system of ethno-political management
- Ethnopolitical behavior
- Ethnic marketing
- Foresighting technologies in ethno-political management: diagnostical tools, socioevaluation, ethnoprognostication

Research topic: Optionality of using the foresighting technologies in interethnic tolerance forming and ethno-political management.



THEORETICAL BOX 3:

(1 lecture, 1 microconference)

Ethnic Diaspora of the modern world

- The concept of ethnic diaspora
- The ways of ethnic diasporas' forming
- Functioning of ethnic diasporas in different social spaces
- Sociocultural networks of diasporas
- The role of diasporas in the establishment of cultural, political and economic relations such as "ethnic homeland←→country of settlement"

Research topic: The practice of ethnic diasporas: social, cultural, ethnic contents



THEORETICAL BOX 4:

(1 lecture, 2 workshops, 3 essays, 1 consultation)

Ethnic dynamics of the Ukrainian society

- Ways of forming of the ethnic composition of the population of Ukraine
- Quantitative filling of the ethnosocial space of Ukraine
- Territorial location of ethnic communities
- Ethnic dynamics of the population in the independent Ukraine
- Conflict situations in the Ukrainian social space
- The management of interethnic relations (ethnopolitics)

Research topic: Polyethnicity as a social phenomenon modus vivendi in the Ukrainian society (tolerance versus conflict)



1. **Consultation**

2. **Proseminar**

3. **Seminar**

4. **Colloquium (quick discussion)**

- Visualization of ethnic space of Ukraine
- Ethnoreligious space
- Migration (Emmigrants: new ethnicities – new problems)
- Real conflicts in Ukraine (social conflicts in the Crimea)

5. **Microconference** – everyone chooses a theme for the report. Exam is based on this microconference. Basic concepts, thesaurus system, field concepts (interdisciplinary, system of related and linked concepts).

Required and optional program

2 round tables (**Research Topic:** Construction of policy within the framework of ethnopolitical management), the discussion is bound to Ukraine

1 **round table** – discussion of the issues that we have learned through the whole course.

2 **round table** – discussion of the results of ethnosociological research and prospective directions for further research.



Population: 63.18 ml. (2011)
 White Britishers – 85.67%
 Other white – 5.27%
 Hindus – 1.8%
 Pakistanis – 1.6%;
 Irish – 1.2%;
 Mixed ethnic origin – 1.2%;
 Caribbean black – 1.0%;
 African black – 0.8%; Bangladeshis – 0.5%;
 Asian origin – 0.4%;
 Han Chinese – 0.28%;
 Other – 0.4%; Other black – 0.2%

Population: 9.6 ml. (2013)
 Swedes – 80%
 Finns – 2.4%
 Former Yugoslavia origin – 2.06%
 Iraqis – 1.74%
 Poles – 0.91%
 Iranians – 0.84%

Population: 5.06 ml. (2013)
 Norwegians – 86.0%;
 Sami – 1.3%; Other (Timber Finns, Kvens, Roma, Jews, modern immigrants – 12.7%)

Population: 5.46 ml. (2014)
 Finns – 96.6%
 Other (Russkiye, Estonians, Swedes, Sami, Roma) – 3.4%

Population: 2.217 ml. (2012)
 Letts – 62.1%
 Russkiye – 26.9%
 Byelorussians – 3.3%
 Ukrainians – 2.2%
 Poles – 2.2%
 Lithuanians – 1.2%
 Jews – 0.3%
 Roma – 0.3%
 Germans – 0.1%
 Estonians – 0.1%
 Other and unspecified – 1.3%

Population: 81.799 ml. (2010)
 Germans – 81%
 Turks – 4%
 Asia origin – 3.2%
 Poles – 2.0%
 Russkiye and other Eastern European origin – 1.7%
 African origin – 1.0%;
 Mixed origin or unspecified – 2.0%; Other – 1.8%

Population: 38.54 ml. (2012)
 Poles – 94%
 Silesians – 0.9%
 Byelorussians – 0.08%
 Germans – 0.07%
 Ukrainians – 0.04%
 Other – 4.01%

Population: 10.487 ml. (2012)
 Portugueses – 96.87%
 Other – 3.13%

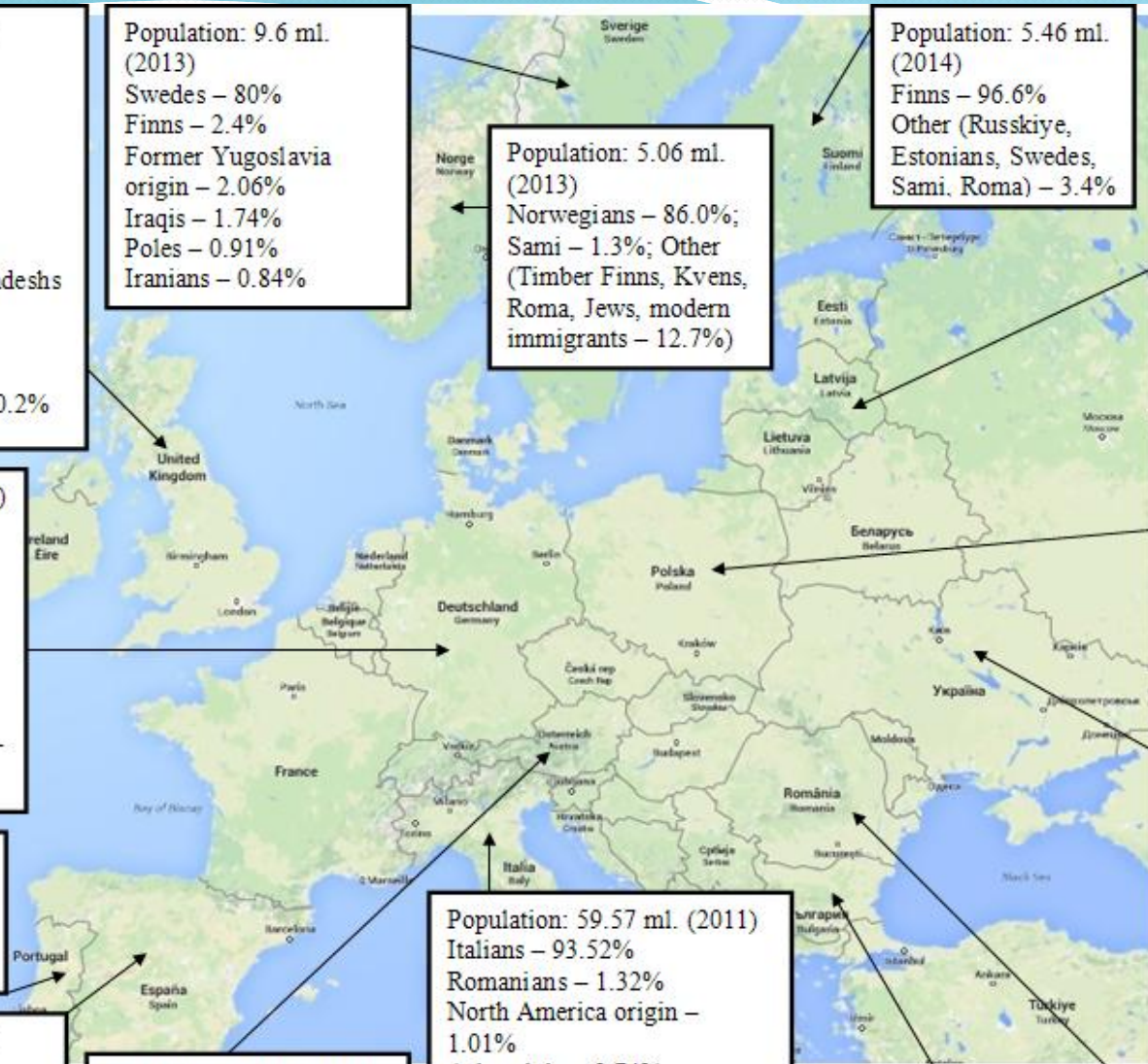
Population: 45.6 ml. (2012)
 Ukrainians – 77.8%
 Russkiye – 17.3%
 Belarusians – 0.6%
 Moldavians – 0.5%
 Crimean Tatars – 0.5%
 Bulgarians – 0.4%
 Hungarians – 0.3%
 Romanians – 0.3%
 Poles – 0.3%
 Jews – 0.2%
 Other 1.8%

Population: 8.4 ml. (2011)
 Austrians – 91.1%
 Former Yugoslavia origin (Croats, Slovenes, Serbs, Bosnians) – 4.0%
 Turks – 1.6%
 Germans – 0.9%
 Other – 2.4%

Population: 59.57 ml. (2011)
 Italians – 93.52%
 Romanians – 1.32%
 North America origin – 1.01%
 Asia origin – 0.74%
 Albanians – 0.73%
 Latin America origin – 0.5%
 Central and Southern Africa origin – 0.44%
 Han Chinese – 0.28%
 Ukrainians – 0.26%
 Other – 1.19%

Population: 7.3 ml. (2011)
 Bulgarians – 83.9%
 Turks – 9.4%
 Roma – 4.7%
 Other – 2.0%

Population: 19.95 ml. (2014)
 Romanians – 88.92%
 Hungarians – 6.5%
 Roma – 3.29%
 Ukrainians – 0.27%
 Other – 1.02%





Center for Evaluation of Scientific, Educational and Social Programs

Thanks for attention!

