



# **CISV** **BIG ED**

BIG EDUCATION GUIDE  
*for*  
ACTIVE GLOBAL CITIZENSHIP

Big Ed is part of the range of CISV resources that provide information on our educational principles, approach and peace education content.

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# INTRODUCTION

## How to use Big Ed

- Big Ed is the full version of CISV’s educational principles and approach. It is a guide that applies to all our programmes.
- It follows the same section structure and headings as ‘The Passport’, which is a pocket-sized summary of Big Ed.
- Each page shows the CISV mission. This is because everything we do in CISV should make a positive contribution to this.
- Although Big Ed does contain some examples of what happens in programmes, its main purpose is to set out the educational purpose, principles, approach and content of our programmes. So for training purposes, we suggest it is used alongside the Passport, programme specific training materials and the leadership training guide depending on the needs of the group.
- Section 7 of this guide, “How we know if we are good at what we are doing” contains significantly more information than the other Sections and also a number of quotes and references. This is because our approach to educational evaluation is new and

introduces a number of new ideas, resources and practices.

- This section also gives information on CISV's four Quality Standards for Education and for Training. These standards help to guarantee the quality of our educational experiences, wherever they take place, by setting baseline criteria for all programmes to work with.
- You will see Quality Standards for education and training at the end of the sections where they are relevant.
- Big Ed replaces the previous version of CISV's Core Educational Content, also known as Section T of the CISV Info File of policy and procedure (1998).
- Big Ed is available in Resources on [www.cisv.org](http://www.cisv.org) (see Other Resources table). Although the educational principles and approach will remain the same, Big Ed will be updated following a research based evaluation of our educational resources. If there is something you feel should be included or changed in the next version of Big Ed, please let us know by contacting the International Office.

# INTRODUCTION

## Other CISV educational resources:

Title	Purpose	Audience
Passport	Summary of CISV's educational principles approach and content	<ul style="list-style-type: none"> <li>— Potential volunteers, families and participants.</li> <li>— Junior Branches</li> <li>— Teachers</li> <li>— Leadership trainees</li> </ul>
Big Ed (this document)	Full version of CISV's educational principles, approach and content	<ul style="list-style-type: none"> <li>— CISV International trainer trainers</li> <li>— National Association (NA) Trainers</li> <li>— Programme trainers</li> <li>— Junior Branch trainers</li> </ul>
Training Materials	Training tips for trainers on how to use training sessions, the educational principles and content	<ul style="list-style-type: none"> <li>— CISV International trainers</li> <li>— NA and Chapter Trainers</li> </ul>
Programme Guides	Programme specific information relating to education and programme structure and administration.	<ul style="list-style-type: none"> <li>— Programme staff leaders and Junior Counsellors</li> </ul>
The Resources section of <a href="http://www.cisv.org">www.cisv.org</a>	Online resource for peace education activities, NGO partners, resources, campaigns, research and evaluation data	<ul style="list-style-type: none"> <li>— Programme committees</li> <li>— Programme Directors</li> <li>— Programme staff, leaders and JCs</li> </ul>



## SECTION 1

# Peace Education and Active Global Citizens

Peace education provides us with the attitudes, skills and knowledge we need to become agents of change, both locally and globally. In other words; to become ‘active global citizens’

### What is Peace Education?

This section sets the global context in which CISV operates with respect to peace education. It introduces some terms which might be new to many readers of The Passport and provides more details of the range of issues covered within peace education.

Peace education looks at local and global issues that are relevant to all people, recognising that peace can mean much more than the absence of war. In fact, peace education encourages us to look at a wide range of issues and helps us gain a better understanding of:

- our own identity within the local and global community
- basic human rights as well as forms of exploitation and injustice
- conflicts and how they can be caused, prevented and resolved
- sustainable solutions for environmental and development issues

Having the opportunity to make friends with people from different backgrounds and life experience can also play an important role within peace education. This is because it encourages us to examine our own attitudes and values, which in turn helps to broaden our perspective of the world. It also helps to raise our self-awareness and our awareness of others.

Many of the issues within peace education are also found in what is often called Development Education, Intercultural Education and Global Citizenship. The

## PEACE EDUCATION AND ACTIVE GLOBAL CITIZENS

definitions below are adapted from 'Compass' A Manual for Human Rights Education with Young People.

*(Council of Europe, 2002)*

### Development Education

This gives particular emphasis to human rights such as sustainable development, the right to a healthy environment and peace.

According to the Development Education Association (DEA, n.d.) it:

- explores the links between people living in the 'developed' countries with those living in the 'developing countries'
- increases understanding of the economic, social, political and environmental forces that shape our lives
- develops the skills, attitudes and values which enable people to work together to take action to bring about change and take control of their own lives

### Global Citizenship

This tends to focus on the identity of the individual and their place within their local community and the world. This focus can be expanded to include issues relating to

human rights and their violations and encourages people to assess the impact of their own actions.

The Institute of Global Education was founded in 1984 as 'The World Peace University.' Its goal is 'to help co-create a world where peace and food sufficiency are a way of life, where environmental responsibility exists, where social justice prevails, and where an individual achieves the highest degree of self-realisation within a community of cooperation.'

## Intercultural Education

There is a natural link between global education and intercultural education, which looks at the way we interact with other cultures, societies and social groupings.

The Council of Europe campaign 'All Different All Equal' against racism, xenophobia, anti-Semitism, and intolerance was set up to address the growth of racial hostility towards minority groups.

It identified two main areas of focus for intercultural education:

- Raising awareness of inequality, injustice, racism, stereotypes and prejudice
- Providing knowledge and skills to challenge these issues in society

## SECTION 2 ABOUT CISV

### CISV's Mission

CISV educates and  
inspires action for  
a more just and  
peaceful world.

Since 1951, CISV has been offering a range of local activities, international camps, family-hosted exchanges and community-based projects. These are known as our programmes and every year our volunteers organize them for young people and adults from over 60 countries.



Over the years these programmes have provided opportunities for thousands of participants to meet and develop friendships with people from different countries, backgrounds and cultures.

All CISV programmes have a peace education focus, which we use to inspire our participants to become active global citizens. As CISV continues to grow around the world we remain united as an organization by our educational principles. These reflect the way we think and behave.

## Our Educational Principles

- We appreciate the similarities between people and value their differences.
- We support social justice and equality of opportunity for all.
- We encourage the resolution of conflict through peaceful means.
- We support the creation of sustainable solutions to problems relating to our impact upon each other and the natural environment.

## ABOUT CISV

These principles form a bridge between our mission and our focus on peace education. So, when you look at them alongside the main strands of our peace education content in Section 4, you will be able to see how closely they are linked.

Programmes combine our principles with peace education to promote inclusion, social justice, non-violent resolution of conflict and sustainable development. They also help to develop an awareness of how each of us can work towards a more just and peaceful world.

In addition to our programmes we also contribute to research and work with organizations worldwide whose goals are similar to ours.

**“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”**

**Margaret Mead**

It is important that both the CISV mission and the educational principles are meaningful to participants, leaders, families and partner organizations, and are not just words that sound good. We should always be able to find evidence to show how each of our principles has real significance and the extent to which we are achieving our purpose.

Discussion about the CISV mission and educational principles can be a useful starting point for some CISV training.

**Education Quality Standard: 1**

All programmes have four educational goals, which stem from the CISV mission and educational principles.

**Education Quality Standard: 2**

All programmes use the CISV educational principles and approach to achieve their educational goals.

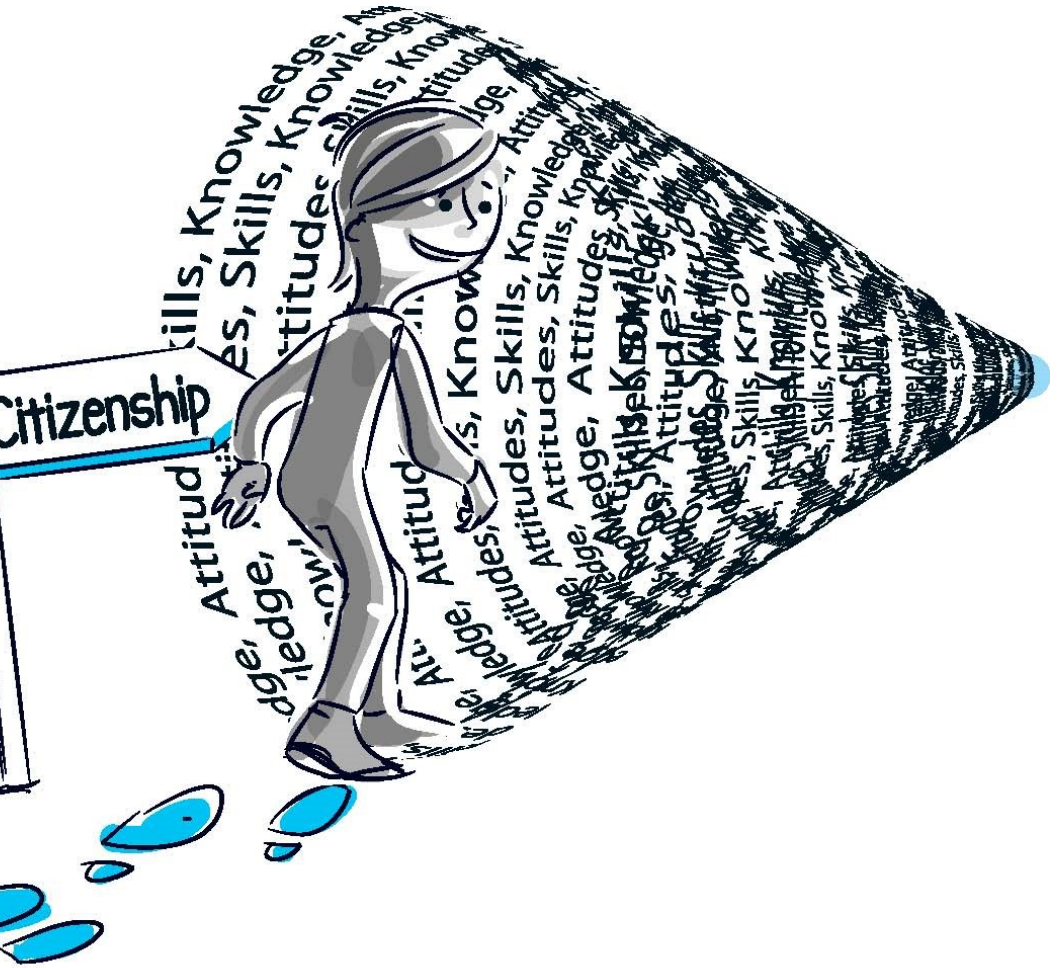
## SECTION 3

### ASK for Active Global Citizens

Active global citizens need a combination of attitudes, skills and knowledge (ASK). In CISV we ensure these attitudes, skills and knowledge are at the heart of our educational goals and our approach to learning.

But what attitudes do people need to develop, what skills should they acquire, and what knowledge do they need to be able take action for a more just and peaceful world?





# ASK FOR ACTIVE GLOBAL CITIZENS

## Examples of ASK

**Attitudes:** how we think and behave:

- Being open minded
- Behaving flexibly
- Willingness to include people
- Taking responsibility for our own actions and decisions

**Skills:** our ability to/for:

- Communicate
- Leadership
- Self-reflection
- Creative problem solving

**Knowledge:** information we gain about:

- Population dynamics
- Community concerns
- Geographical facts
- Environmental issues

## ASK for Educational Goals

All of our programmes now have educational goals, which stem directly from our mission and educational principles.

Each of these goals is supported by up to four indicators, which are either parts of the goal or steps to achieving it.

These goals and indicators can be seen in the Activity Template (section 5) and the Programme Director's Planning and Evaluation Form (section 7).

There is also a colour coded matrix in the Resources section of [www.cisv.org](http://www.cisv.org), which shows the balance of ASK - goal by goal, programme by programme, and across the whole organization. We can also see how the indicators remain age appropriate as we progress through the range of programmes; that is, from Village to International People's Project.

Having the **ASK** explicitly identified within the goals ensures that these key elements of active global citizenship are embedded within our programmes.

This is extremely helpful when we look to build peace education into our programmes through themes and activities (Section 5).

## ASK FOR ACTIVE GLOBAL CITIZENS

Section 7 goes on to show how the ASK indicators are used in our evidence based approach to educational evaluation.

### **Education Quality standards:**

1. All programmes have four educational goals, which stem from the CISV mission and educational principles.
2. All programmes use the CISV educational principles and approach to achieve educational goals.



## SECTION 4

### Peace Education In CISV

CISV's mission and educational principles are reflected in the way we think, work and behave. Naturally, this means they are also reflected in the peace education content of our programmes.

We have four main content areas or strands of peace education. They provide a conceptual framework for thinking about which issues leaders and/or participants might wish to address in a programme.



## **Diversity**

Explores the identity of the individual and then asks us to consider ourselves within our own and the wider community.

## **Human Rights**

Considers how human rights affect every aspect of lives, and how violations lie at the root of problems such as poverty, violence and lawlessness.

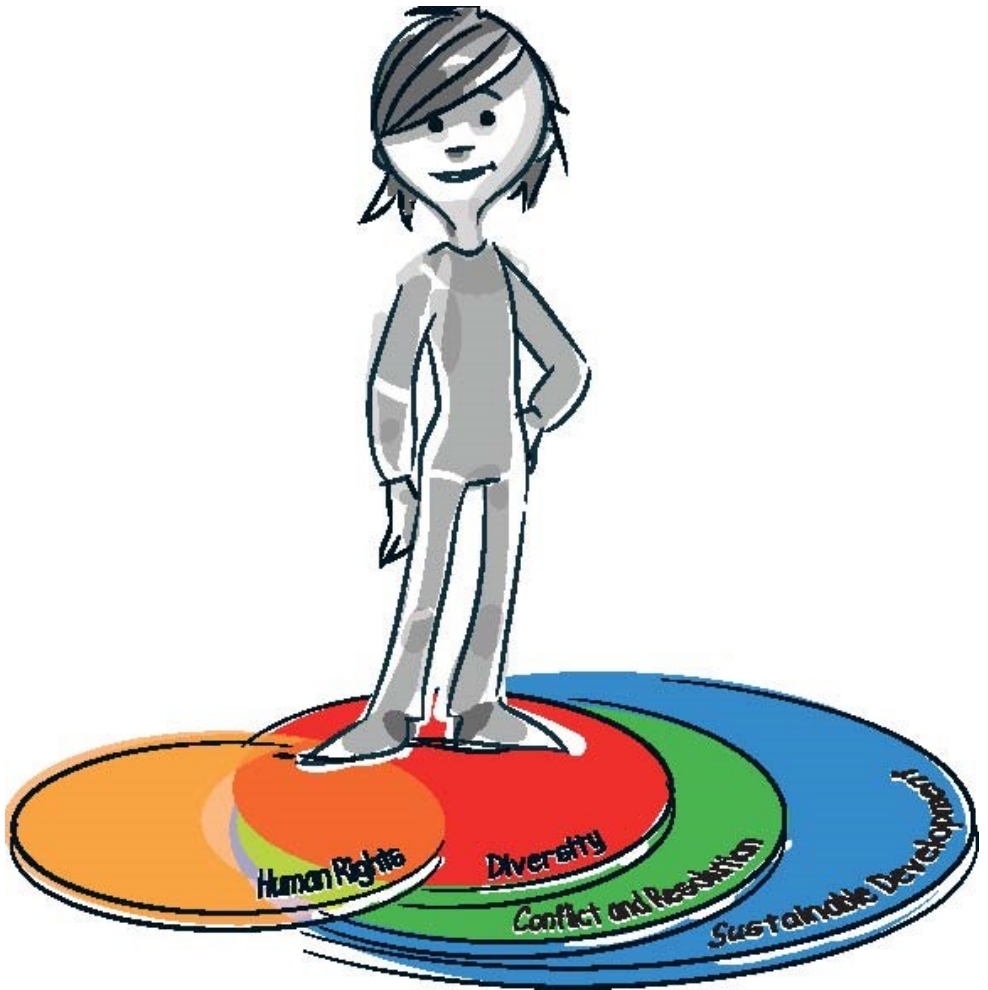
## **Conflict and Resolution**

Helps us to understand how conflicts can arise, deliberately or otherwise, and what can be done to bring about a peaceful resolution.

## **Sustainable Development:**

Looks for integrated ways to promote economic and social well-being, while protecting the environment through the responsible use of natural resources.

# PEACE EDUCATION IN CISV



In some cases the focus of the programme may be narrow and concentrate on one aspect such as the United Nations Convention on the Rights of the Child, or the impact of climate change in a specific region. In other cases there may be overlap, with one topic being used as a way of addressing another; or as part of another issue e.g. how the effects of climate change can lead to conflict situations, which then have an impact on women's human rights.

The peace education content under each of the headings is used to develop each participant's self awareness and the ASK that will enable them to become active global citizens.

Resources on [www.cisv.org](http://www.cisv.org) includes a database of activities, which can be searched under the four main content areas or strands. These can be used with participants in all our programmes.

You can also find information in Resources on:

- Like minded organizations (LMOs) eg. Oxfam, DEA, Council of Europe
- Partner organizations

## PEACE EDUCATION IN CISV

- International campaigns, e.g. UNESCO International Year of Human Rights Learning
- Articles and Research, e.g. CISV Longitudinal Study
- Themes, e.g. who is my local community, climate change, and food production
- Education evaluation data
- Passport, Big Ed
- Training session plans

In the next section we will see how we can build peace education into all of our programmes through themes and activities, giving each one a unique educational flavour.

### **Education Quality Standard: 3**

All programmes use peace education to achieve their educational goals.



## SECTION 5

### Building Peace Education into our Programmes

In previous sections we have talked about how peace education provides the educational content for all CISV programmes. This section is designed to show how this content can be built into any programme, on a day by day basis.

#### What is a theme?

In simple terms, a 'theme' is the main issue or idea for activity planning, and it is developed from one or more of our peace education strands. Who decides what the theme is going to be is very much down to the guidance set out in the Programme Guides.



Examples of themes could include:

- Who am I and who is in my local community?
- Creative ways of recycling waste materials
- Tensions between migrant groups and the local population
- Human Rights for the homeless

The theme allows staff and leaders to develop and explore ideas slowly and carefully throughout the programme. A coherent sequence of well planned activities throughout the programme should enable all participants to acquire the **ASK** in the educational goals.

As well as the peace education strands and the educational goals, a number of other factors should be taken into account when planning a theme. These factors can be loosely arranged under three main headings: Context, Participants, and Practical.

# BUILDING PEACE EDUCATION INTO OUR PROGRAMMES

## Context

- Location and venue of programme e.g. rural, school - based
- International/national events, campaigns
- Climate
- Local community population dynamics
- National/local issues
- Global events

## Participants

- Age
- Size of group
- Gender balance
- Duration of programme
- Complexity and relevance of theme

## Practical

- Cost
- Resource availability
- Local support
- Partner organizations
- Sponsorship

Themes are important as they are a direct link between peace education and the educational goals. They help staff, leaders, and participants to plan appropriate activities at particular points in time.

Many more examples of themes can be found in Resources on [www.cisv.org](http://www.cisv.org) under each programme name. They can also be found in each of the Programme Directors Planning and Evaluation Form (PDPEF), which can also be found on Resources.

# BUILDING PEACE EDUCATION INTO OUR PROGRAMMES

## Linking Activities to Goals

All CISV programmes use a variety of activities, which are related to the theme, to achieve their educational goals. These activities are concrete experiences; for example games, role plays, discussions, practical, or creative sessions.

While there is no set list of activities that must be used in any programme, there are a number of them which are very popular and used on a regular basis. Some are less popular or brand new to the organization and therefore only used in a limited number of programmes. We are very keen to encourage people to find new activities which we can use and share.

Whether an activity is familiar to CISV or a new one, there are four important questions for planners to keep in mind:

1. How does the activity relate to the theme?
2. How does the activity help participants to achieve the educational goals?
3. How do we ensure that it is well planned and implemented?
4. How do we know if the activity was successful?

To help ensure that activities meet the requirements of these questions, we have developed an Activity Template, which is available in the Resources section of [www.cisv.org](http://www.cisv.org).

There is a specific template for each programme. This is because it has each programme's educational goals built into it. The template requires the activity planner to add in the following information:

- Which peace education heading/s it relates to
- Theme
- Which goals and indicators it contributes to
- Instructions for running the activity
- Debriefing and reflection
- Evidence for achievement
- Tips for facilitators
- Materials needed
- Group size and time allocation
- Source of the activity - where it has come from

The template is helpful as it provides a consistent way of presenting CISV activities to leaders so that they are easy to follow. You can find completed examples and blank copies of the template in the activities database section of Resources.

## BUILDING PEACE EDUCATION INTO OUR PROGRAMMES

We know that well managed activities:

- Increase motivation for learning
- Develop ASK
- Provide an opportunity for people to change their ideas, values and relationships
- Promote inclusion by allowing everyone to be involved and have their voice heard
- Encourage individuals to take responsibility for their behaviour and learning
- Bring groups of people together

We are continuously collecting activities for all programmes covering a wide range of peace education themes. Please send any new activities to: [activities@cisv.org](mailto:activities@cisv.org)

Programme Leader Training is a good opportunity to introduce the Activity Template and practice using it. This will make it easier for them when they are planning activities during their programme.

Programme Directors should also encourage staff and leaders to use the Template during the programme, and submit them for entry into the activities database.

The Educational Programmes Committee is responsible for assuring the quality of activities in the database.

In the next section we will see how CISV programmes use the themes and activities in a way that allows participants to learn by doing.

**Education Quality Standard: 2.**

All programmes use the CISV educational principles and approach to achieve their educational goals

**Educational Quality Standard: 3**

All programmes use peace education content to achieve their educational goals

## SECTION 6

### Learning By Doing

Learning by doing is simply a way of saying learning from direct experience, rather than from reading books or listening to lectures. It is characteristic of all CISV programmes and is referred to as ‘experiential learning.’

“I hear and I forget,  
I see and I remember,  
I do and I understand”

Confucius



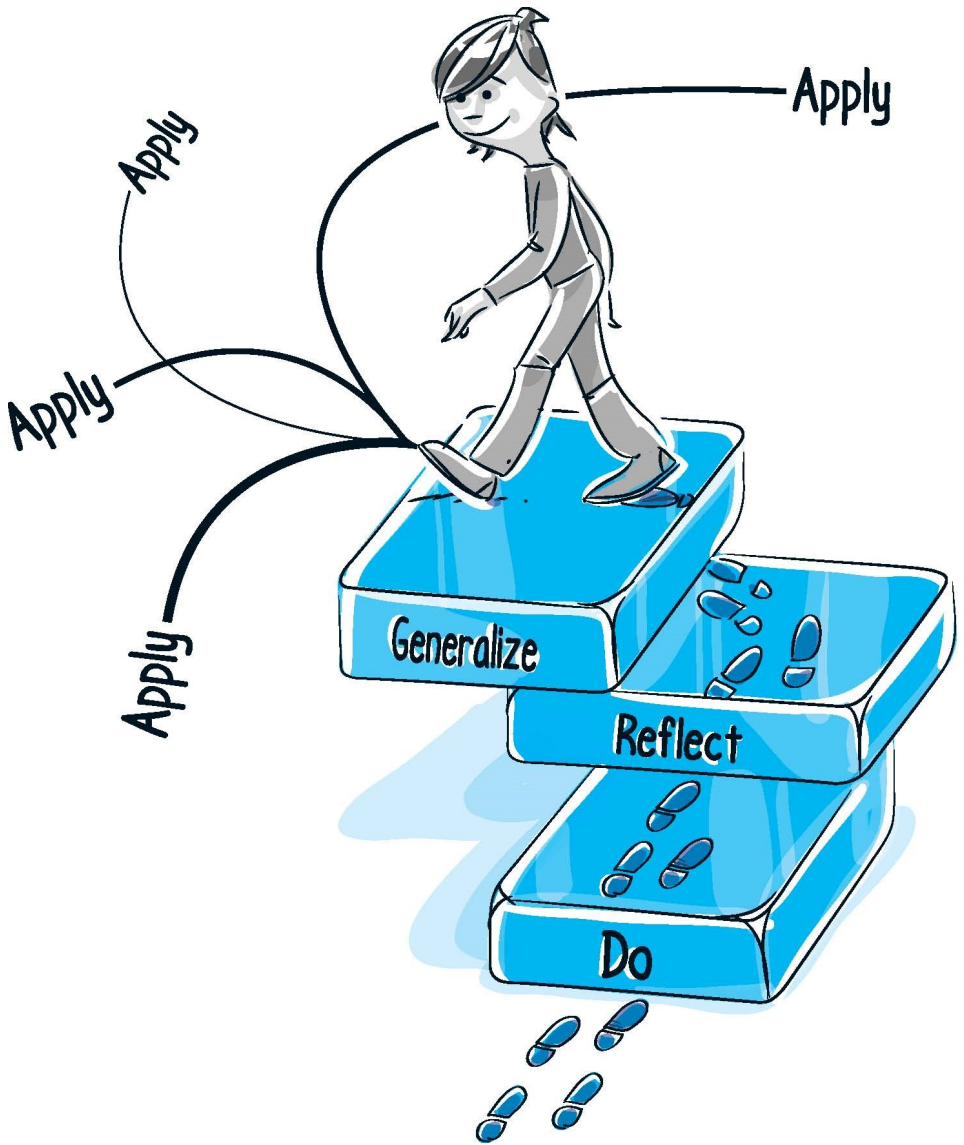
CISV programmes have certain features in common, they are:

- Interactive
- Fun
- Culturally sensitive
- Experiential

From this list ‘experiential’ is perhaps the term that requires most explanation. For participants this means:

- Getting involved and doing rather than sitting and listening
- Learning from others and on your own
- Sharing responsibility for learning with facilitators
- Sharing decision making with each other
- Learning how to learn rather than just learning facts
- Identifying problems and finding solutions
- Recognising the importance of other people’s knowledge and experience
- Recognising the importance of other people’s attitudes and values
- Applying practical, immediate approaches to problems/issues

# LEARNING BY DOING



## Four Step Approach

### Step 1 Do:

Participants are involved in an activity, which might be a game, role play etc. This is a concrete experience, which can be planned by either leaders and/or participants.

### Step 2 Reflect:

The activity is followed by a period of reflection. This can be done individually, in pairs, or small groups. Reflection is an important part of the activity and can require sensitive facilitation by leaders. This part of the process asks participants to think about what they have seen, thought and done during the activity. Participants may also be asked to consider the motivation behind their behaviour and what they wanted to achieve by it. Reflection contributes to our process of educational evaluation, which is discussed in more detail in Section 7 of this guide.

Educational evaluation is an ongoing process, which we use to monitor the quality of the programme and ensure that activity planning is relevant, inclusive and appropriate.

## LEARNING BY DOING

### Step 3 Generalize:

Participants build upon their observations and reflection to think about the bigger picture of what they have learned. For example, what the experience meant or felt like for other people. These different perspectives are drawn together so that participants can think about how they can use their new learning (ASK) within the programme or in the 'real world'. In some cases the generalisation may build on what participants have observed and reflected upon from a series of activities or situations.

### Step 4 Apply:

Though new ASK can be applied within the remainder of the programme, it often takes weeks or months for individuals to draw final conclusions from their experiences. This means that it can take some time for individuals to fully incorporate their learning in to their daily lives in the form of a new behaviour – this is the ultimate goal of peace education.

## ASK for Facilitators

To ensure programme success, staff leaders and participants need facilitation skills. This is particularly important as experiential learning shifts the emphasis from directing and telling by a teacher to participant involvement and doing, guided by facilitators.

The role requires a number of ASK, including:

- understanding the motivation of the learner
- preparing and managing activities through each phase of the experiential learning cycle
- encouraging participation
- empowering all and therefore acting as inclusion facilitators
- maintaining the focus of activities
- managing the process of group decision making
- continually monitoring the progress of the activity

All of the above require the ability to create a safe environment in which participants can experiment, learn, gain confidence and grow as people.

## LEARNING BY DOING

CISV has a global Train The Trainer (TTT) network, which operates through the Regional Training Forums (RTFs) and its role and responsibilities are defined in the Terms of Reference for the Training and Quality Assurance Regional Delivery Team. Trainees receive support and guidance to develop their **ASK** as facilitators and gain certification if they complete the course successfully. Information on the TTT can be found on in the Resources section of [www.cisv.org](http://www.cisv.org)

### **Education Quality Standard: 2.**

All programmes use the CISV educational principles and approach to achieve their educational goals

### **Educational Quality Standard: 3**

All programmes use peace education content to achieve their educational goals



## SECTION 7

### How We Know If We are Good at What We Are Doing

This section contains practical tips on how to use and locate the new materials, as well as quotes and references for further reading. Together these show how CISV's approach to educational evaluation is grounded in current theory and best practice.



## What is Educational Evaluation?

You may be wondering why we need to give such a large focus to educational evaluation, after all, CISV programmes have been running very successfully for nearly 60 years. First of all, it is important that everyone has the same understanding of what we mean by educational evaluation.

Over recent years, educational organizations, universities and governments across the world have put time, energy and money into developing systems and materials for educational evaluation.

Here are 3 definitions of the process:

“Evaluation is an active process of investigation, which leads to judgements being made about the efficiency and effectiveness of a project.”

*(Development Education Association, 2003, p. 3)*

“Educational evaluation is a method to prove if the expectations and aims of an educational process reflect reality.”

*(Council of Europe, 2007, p. 13)*

“Evaluation is about monitoring and using other information you collect to make judgements about your project. It is also about using information to make improvements.”

*(UK Charities Evaluation Services, n.d.)*

## HOW WE KNOW IF WE ARE GOOD AT WHAT WE ARE DOING

In short educational evaluation is a quality assurance process, which allows us to ‘see how well we are doing what we say we do’. For us in CISV this means finding out how successful we are in making the CISV mission a reality for all our participants.

We view educational evaluation as a two part process:

- **Monitoring:** The collection of evidence during a programme.
- **Evaluation:** Putting the evidence together to look for trends, patterns and results, so that judgements can be made.

By adopting a ‘goals based’ approach to programme planning, the programme committees have identified the most important ASK that participants should have the opportunity to develop. With these in place it is possible to structure our programmes and plan activities in order to achieve these goals. Educational evaluation helps us to ensure that both of these aspects of planning contribute to the achievement of the goals. Placing greater emphasis on planning activities in line with programme goals and the theme means we are better placed to improve the quality of our programmes.

The link between planning and evaluation is very important. This is why both these words are linked together in the title of the new form, the Programme Director's Planning and Evaluation Form (PDPEF). This form requires activity planning to be linked to educational goals and the monitoring of progress to take place throughout the programme. This means that the evaluation is an ongoing process rather than something that happens at the mid point and end point of the programme.

Why should we do it?

## HOW WE KNOW IF WE ARE GOOD AT WHAT WE ARE DOING

If we look at the reasons why other educational organizations have developed systems and trained their staff in the process of educational evaluation, it will help us understand why we need to do it as well:

- Without evaluation studies, practitioners cannot learn from their own and others' experiences;
- Policy makers cannot design strategies which build positively on pilot projects;
- Funding bodies cannot be confident they are securing value for money, and
- Evaluation seeks to assess the impact of a defined initiative.

Evaluation provides useful feedback to a variety of audiences including sponsors, donors, clients, groups, administrators, staff, and other relevant organizations:

- To learn
- To motivate
- To participate
- To change and improve

*(Council of Europe, 2007)*



# HOW WE KNOW IF WE ARE GOOD AT WHAT WE ARE DOING

## Evaluation:

- Promotes professional integrity
  - Incorporates improvements at the earliest time
  - Passes on good practice to others
  - Make a convincing case for funders
- (Humanitarian Practice Network, 2006)*

## Evaluation is important as it can:

- Inform ongoing decision making and assess whether a project has achieved, or is on target to achieve, its goals
- To improve practice and inform future strategy and planning
- To secure support, either financial or in-kind, for the project

As well as the above, we need to know how successful we are at achieving our educational purpose (organizational impact). This includes knowing:

- how well each of our participants and programmes are performing
- what we do well, so we can share it
- what we can improve, so we can plan our work

We also need evaluation data to help us:

- Assess our coverage of peace education through themes
- Recruit participants and volunteers
- Demonstrate educational credibility to like-minded organizations (LMOs)
- Assure sponsors that their money will be well spent

One of the reasons why participants and parents choose CISV rather than other global exchange organizations is because of our educational content. Our approach to educational evaluation allows us to show which aspects of education we are addressing and how successful all our participants have been in achieving our programme goals.

# HOW WE KNOW IF WE ARE GOOD AT WHAT WE ARE DOING

## How and when do we do it?

Before we talk about how we go about the process in CISV, it is worth reviewing again what other organizations have to say.

### Effective evaluation systems require:

- A common framework, language and vision
  - Analysis of educational needs and standards
  - Programme and project monitoring and evaluating
  - Training and capacity building to enhance effectiveness
- (Humanitarian Practice Network, 2006)*

### Highly Reliable Organizations (HROs):

- Limit the number of goals
- Develop staff with intensive training
- Refine what works and make sure all staff utilise these methods
- Pay considerable attention to evaluating performance in order to improve quality and decision making

“Knowledge, skills and attitudes are key elements to enable participants to develop”

*(Oxfam, 2006)*

As a global organization with a variety of Programmes, one of the most important lessons we can learn from others is having the ‘common framework, language and vision’ cited in the HPN network paper.

This has many benefits in the following areas:

- training
- sharing best practice
- data analysis
- collaborative working practices
- reporting organizational impact

Through the PDPEF, and all its supporting documents, CISV has a common language and framework for all Programmes. As suggested in Highly Reliable Organizations, each programme has limited the number of goals to four.

The Guidance Notes for PDPEF provides advice on how to complete the PDPEF. This is available on CISV Resources.

# HOW WE KNOW IF WE ARE GOOD AT WHAT WE ARE DOING

## Using the Goals

Now that the goals and indicators for each programme have been set, leaders and staff can develop a theme and plan activities around it. As we said in section 5, each of the activities should include ‘evidence,’ which is what staff and leaders can use to show that the activity has been a success.

By collecting evidence during activities (monitoring), we can see how well each of our participants is developing the ASK identified in the goals. There are more details on this process in the PDPEF Guidance Notes.

This style of evaluation also contributes to our commitment to ‘Inclusion’. This is because it allows planners to see how each of the participants is progressing at any point in the programme. If necessary, they can then modify the sequence and/or style of activities to take account of the patterns of progress.

Quick task. As you are reading through this section think of one of the indicators for the programme you are interested in.....then think of an activity you could use to help participants achieve this and what type of evidence you could collect to demonstrate success.

## What is evidence?

In order to evaluate a project, it is usually possible to draw on various types of evidence. By evidence, we mean anything that is used to determine the achievement of targets or indicators.

Some people have asked why we use the word ‘evidence’ as it can make the process sound too scientific or like school. In fact the word is quite commonly used in educational evaluation, because it describes very well what we are looking for. If we ask ourselves the question “How do we know if an indicator has been achieved?” we might recall something that the participant did, said or took part in. However, because of the very individual and creative nature of each programme, there might be many other ways of describing to someone else why you think the indicator has been achieved. In this situation ‘evidence’ seems to be exactly what we are collecting as a way of illustrating success. So, while it is unfortunate that it may not be a popular word with everyone, it does accurately reflect what we are trying to do.

## HOW WE KNOW IF WE ARE GOOD AT WHAT WE ARE DOING

In our approach to educational evaluation the choice of evidence is with the activity planners. This should be decided while the activity is being planned, so that everyone is aware of what they should be looking for or collecting. In some programmes, leaders meetings provide a good opportunity to do this. In some cases participants might choose the evidence, particularly if they are involved in planning the activity.

There are some examples of types of evidence in the box below. There are no rules as to what evidence should be collected so you can use some, all, or none of them. You can also use some of them more than once, if this seems appropriate, and in some cases a piece of evidence might be valid for more than one indicator.

Diary	Presentation	Observation	Survey	Demonstration
Video	Photograph	Story	Checklist	Attendance
Letter	Testimonial	Interview	Portfolio	Model
Drama	Self evaluation participation	Artwork	Discussion and reflection	Questionnaire

The questions below are helpful when choosing evidence:

- How easy will it be to collect?
- How much time will it take to collect?
- How reliable is it?
- How much will it cost?
- Will everyone be able to collect it?
- How often might we need to collect it?
- What resources will we need?
- How practical is it?
- Would it be nice for participants take home with them?

**Please note: there is no need to send any evidence to the International Office. It may be something that participants would like to take home with them at the end of the programme.**

## HOW WE KNOW IF WE ARE GOOD AT WHAT WE ARE DOING

Once it has been decided what evidence is being used for a particular indicator, it is important to agree who will be responsible for collecting it for each participant. To help keep track of how each participant is progressing with respect to the ASK, there is a form called an Individual Evaluation Form (IEF). Please check with Programme Guides and Guidance Notes for information on who fills in the IEF and who has access to it.

For example, in a Village, if a leader is responsible for four delegates, they will have four IEFs, which they will update on a regular basis throughout the camp as they collect their evidence for their participants.

**Please note: IEFs are for use within the programme only and should NOT be sent to the International Office**



# HOW WE KNOW IF WE ARE GOOD AT WHAT WE ARE DOING

## Group Evaluation

In addition to the Individual Evaluation Form, there is also a Group Evaluation Form (GEF). This is updated on a regular basis using information from the Individual Evaluation Forms. Some camps have reported the benefits of drawing a large version of the Group Evaluation Form on flip chart paper and putting this on the staff/leader room wall. Regular updates allow everyone to see if the programme is on course to achieve its goals for all participants and therefore provide guidance for activity and group planning. Think Inclusion!

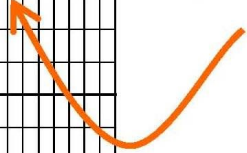
In some cases Programme Directors ask all of the staff/leaders to bring their Individual Evaluation Forms to the leaders/staff meetings and update the Group Evaluation Form once every 2 or 3 days.

You will notice that on both the individual and group forms there are 'time cues' at the top right hand of the page. This is a reminder of when they should be filled in. The main point being that to get best value out of the process the forms should be updated throughout the programme e.g. every other day.

The charts below show how a useful visual of progress can be built up by updating the Group Evaluation Form (GEF) on a regular basis.

## Day 0 of the programme

	Delegation 1		Delegation 2		Delegation 3		Delegation 4		Delegation 5		Delegation 6		Delegation 7		Delegation 8	
	M1	M2	F1	F2	M1	M2	F1	F2	M1	M2	F1	F2	M1	M2	F1	F2
<b>Goal 1</b>																
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**Your goal: Make this go green!**

# HOW WE KNOW IF WE ARE GOOD AT WHAT WE ARE DOING

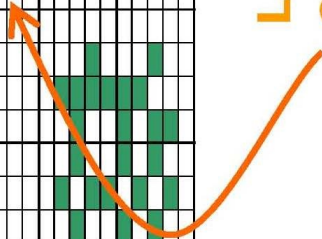
## Week 1 of the programme

	Delegation 1			Delegation 2			Delegation 3			Delegation 4			Delegation 5			Delegation 6			Delegation 7				
	M1	M2	F1	F2	M1	M2	F1	F2	M1	M2	F1	F2	M1	M2	F1	F2	M1	M2	F1	F2	M1	M2	F1
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Start filling it out

# Week 2 of the programme

	Delegation 1		Delegation 2		Delegation 3		Delegation 4		Delegation 5		Delegation 6		Delegation 7		Delegation 8	
	M1	M2	F1	F2	M1	M2	F1	F2	M1	M2	F1	F2	M1	M2	F1	F2
<b>Goal 1</b>																
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Look for patterns and empty spots

# HOW WE KNOW IF WE ARE GOOD AT WHAT WE ARE DOING

End of the programme

	Delegation 1			Delegation 2			Delegation 3			Delegation 4			Delegation 5			Delegation 6			Delegation 7			Delegation 8		
	M1	M2	F1	F2	M1	M2	F1	F2	M1	M2	F1	F2	M1	M2	F1	F2	M1	M2	F1	F2	M1	M2	F1	
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Mission accomplished

## Who should do it?

Gathering evidence throughout the programme generally involves staff and leaders. However, for some programmes it might be more appropriate for participants to collect their own evidence with the help of leaders. Taking responsibility for one's own learning and development in this way is called **self-evaluation** and is very motivating and a useful skill to acquire. In these situations leaders may wish to verify the evidence to ensure that the integrity and reliability of the process is maintained.

In some situations both participants and leaders may collect evidence so that they can do a comparison. For further guidance on who collects evidence and makes judgements about ASK, please refer to the Guidance Notes and Programme Guides.

At the end of the programme the PDPEF is sent to the International Office. The data from all similar programmes will be analysed and summarised and then made available to the Educational Programmes Committee. The Training and Quality Assurance Committee helps the Educational Programmes Committee make best use of the results.

## HOW WE KNOW IF WE ARE GOOD AT WHAT WE ARE DOING

The reason for putting so much time and effort into this process is to improve on things where possible and to identify and share best practice.

### **Education Quality Standard : 4**

All programmes follow the CISV framework for educational evaluation to plan, monitor and evaluate success.

In summary, it is worth spending time and effort on educational evaluation because the information allows us to:

- Improve programme quality
- Recruit volunteers and leaders
- Improve training
- Show everyone how good we are
- Share best practice
- Encourage partner organizations to work with us
- Raise the profile of CISV as an organization that is committed to developing active global citizens and to the ethos of continuous improvement.

In summary, our educational evaluation process looks like this:

Step	Action	Who	When
1	Goal Setting	Educational Programmes Committee	Reviewed every three years
2	Activity Planning	Leaders/staff/parents/participants depending on programme	During the programme
3	Collecting evidence	Leaders/staff/parents/participants depending on programme	During the programme
4	Recording	Leaders/staff/parents/participants depending on programme	During the programme
5	Reporting	Programme Director	Within 2 weeks of programme
6	Collation	International Office	Within 3 months of programme
7	Analysis	Educational Programmes and Training and Quality Assurance Committees	Annually

# HOW WE KNOW IF WE ARE GOOD AT WHAT WE ARE DOING

## Quality Standards for Education and Training

The main purpose of Big Ed is to provide a guide for our educational approach; this will mainly be for trainers to pass on to those wishing to take a position of responsibility within a programme. However, it is also important that we can use our principles and approach to offer a level of assurance to parents, teachers, participants and partner organizations who are thinking of working with us. This is why we have four educational standards, which assure the quality of all of our international programmes.

### Education Standard 1: **Goals**

All programmes have four educational goals, which are developed from our mission and educational principles.

### Education Standard 2: **Approach**

All programmes use our mission, educational principles and approach to achieve their goals.

### Education Standard 3: **Peace Education**

All programmes use peace education to achieve their educational goals.

### Education Standard 4: **Evaluation**

All programmes follow the CISV evaluation framework to plan, monitor and evaluate success.

In addition to the above, CISV also has four Quality Standards for Training. These work in the same way as the standards for education and guarantee the quality of training wherever it takes place. There is more information about these standards and how they are applied in the Trainer The Trainer (TTT) and Leadership Training guides.

#### Training Standard 1: **Certification**

All international and national trainers are certified through the global TTT system.

#### Training Standard 2: **Curriculum**

All programmes have an agreed training curriculum, which includes the educational principles, approach and peace education content

#### Training Standard 3: **Trainees**

All staff and leaders receive the agreed training before participating in programmes.

#### Training Standard 4: **Evaluation**

All training is evaluated and there is a mechanism to evaluate the effectiveness of this training through staff and leader performance at programmes.

# HOW WE KNOW IF WE ARE GOOD AT WHAT WE ARE DOING

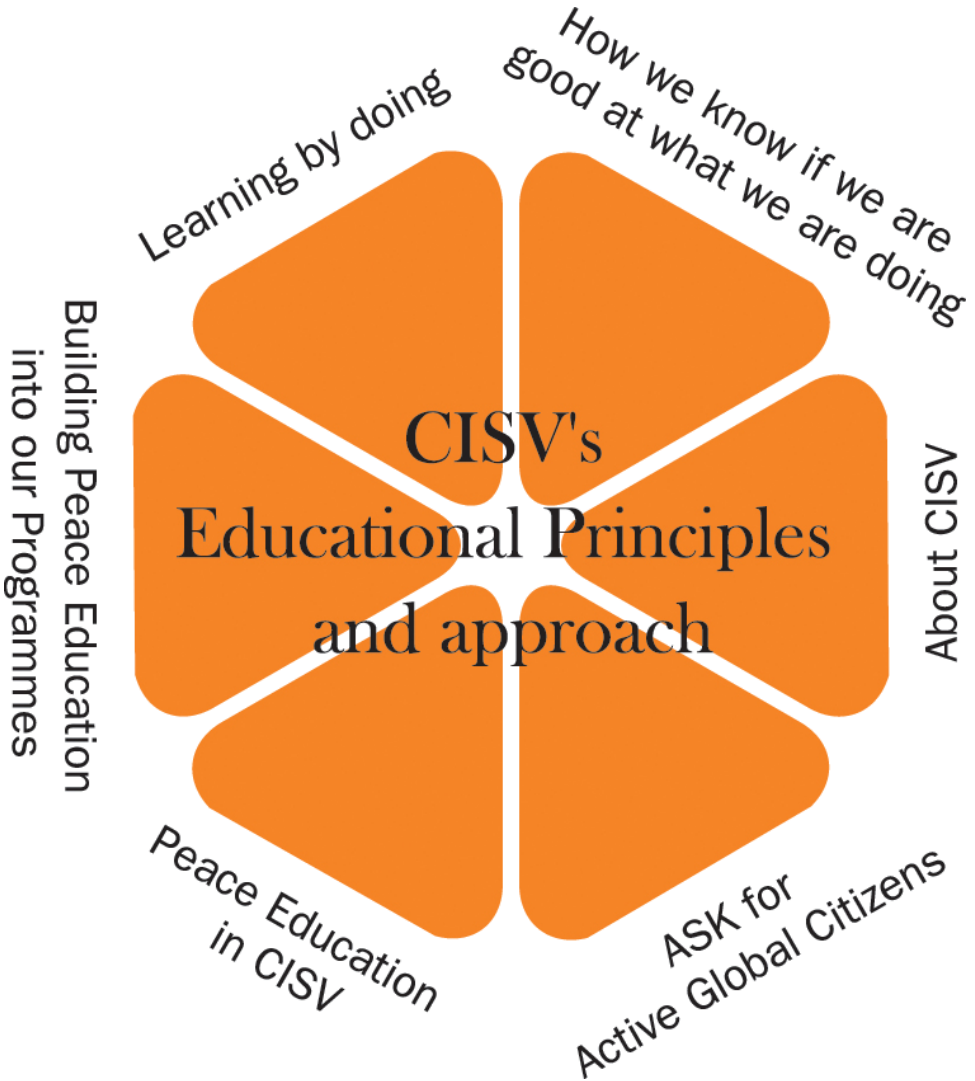
## Quality Standards inventory

Section	Education Quality Standards
2	QS 1 QS2
3	QS1 QS2
4	QS3
5	QS2 QS3
6	QS2 QS3
7	QS 4



SECTION 8

Fitting It All Together



## SECTION 9

# Glossary of CISV educational terms and abbreviations

Active global citizen	A person who uses ASK (attitudes, skills, and knowledge) to become an agent of change both locally and globally.
Activity template	A form used to record experiential learning activities in a consistent way.
ASK	(A) attitudes, (S) skills and (K) knowledge: the basis for CISV's educational goals and our approach to learning.
Big Ed	The full version and primary resource of CISV's educational principles, approach, and content.
CISV activities	Concrete experiences related to a peace education theme, which are used in programmes, trainings, committees and Chapters to achieve educational goals.
Content Areas	The four areas that make up the conceptual framework for CISV's peace education: Diversity, Human Rights, Conflict and Resolution, and Sustainable Development. Each year CISV focuses on one of these content areas
Curriculum	An overview of the content of a training course. This will include the educational goals, indicators, and elements for a specific target group.
Educational Programmes Committee	The Educational Programmes Committee leads and is responsible for developing and monitoring policy, standards, and strategies that ensure quality and growth of CISV's educational programmes.
Educational Evaluation	A quality assurance process which allows people to see how well they do what they say they are doing.
Educational Principles	The principles, which form a bridge between the mission and the focus on peace education.
Element	A topic area that is covered in training, e.g. risk management. A training curriculum is made up of a number of elements. An element may be completed through one session or a group of sessions.
Evidence	Proof that an indicator has been achieved: how we know a participant achieved an ASK indicator.
Experiential Education	Education that provides learning from direct experience (learning by doing). CISV activities use four steps: Do, Reflect, Generalize, and Apply.

## GLOSSARY OF KEY TERMS

Goal	A broad educational/training target: what we want participants to learn or develop based on the ASK approach to learning. Goals are broken down into more specific competencies called indicators.
Indicators	The attitudes, skills or knowledge that make up a goal. The ASK we want participants to achieve or develop as a result of an educational activity or training.
Passport	A short, practical guide which contains a summary of CISV's educational principles, approach and content.
PDPEF	(P) Programme (D) Directors (P) Planning and (E) Evaluation (F) Form. A planning and evaluation tool to help ensure programme goals are met by all participants. Also used for recording important information during the programme.
Peace Education	Provides ASK needed to become agents of change, both locally and globally (active global citizens).
RTF	(R) Regional (T) Training (F) Forum: Forums held in CISV regions which provide common and specific training courses for CISV participants.
Session	A specified period of time during a programme or training course where activities occur. Sessions are developed specifically to reach a particular set of indicators related to an educational goal. In training courses, sessions relate to an element of the training curriculum.
CISV Mission statement	The defining purpose of CISV is summarised in CISV's mission: "CISV educates and inspires action for a more just and peaceful world".
Theme	A unifying idea or issue used for activity planning that has been developed from one or more of the content areas.
Training and Quality Assurance Committee	The Training and Quality Assurance Committee leads and is responsible for developing and monitoring policy, standards, and strategies for training, evaluation, and risk management in CISV.
Training and Quality Assurance Regional Delivery Team	In each region, a Training and Quality Assurance Regional Delivery Team provides hands-on support and training to CISV National Associations (NA) and Chapters in the area of quality assurance through training and risk management standards.
Training session Template	A form for recording training sessions in a consistent way.
Training Strategy	An overall plan for the delivery of a particular training course. It takes into account the audience, the region, and the period of time allotted for a training.
TTT	A four day Train the Trainers course.

# References and further reading

This list of bibliographical references is based on the Info File Section T, a predecessor to Big Ed. We have included these additional references here for anyone interested in studying the issues mentioned in Big Ed in greater depth.

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CISV International Ltd  
MEA House  
Ellison Place  
Newcastle upon Tyne  
NE1 8XS, England

Tel: +[44 191] 232 4998  
Fax: +[44 191] 261 4710  
E-mail: [International@cisv.org](mailto:International@cisv.org)

[www.cisv.org](http://www.cisv.org)

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