



**CISV**  
PASSPORT

*for*

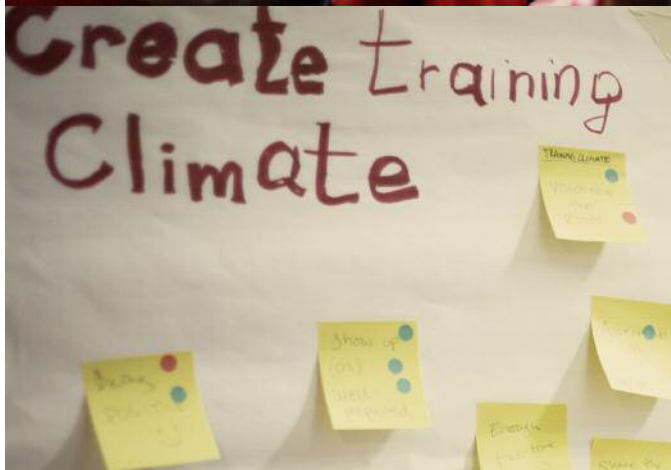
ACTIVE GLOBAL CITIZENSHIP

## The Passport provides a summary of CISV's approach to Peace Education.

It is a practical guide to what we do and why we do it, and can be used as a handbook for CISV training.

We hope you enjoy reading it and find it useful. In case you would like to make notes as you read, we have included some blank pages at the back.

You can find more details on all the information contained in this Passport in our Big Education Guide and The Library, which are available on <http://resources.cisv.org/>



## CONTENT

# The Passport has nine sections

1. Peace Education and Active Global Citizens
2. About CISV
3. ASK for Active Global Citizens
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5. Building Peace Education into our Programmes
6. Learning by doing
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8. Fitting it all together
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## 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.

It looks at local and global issues that are relevant to all countries, 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. You can find more information on the similarities and differences between these in our Big Education Guide (Big Ed), which is available on <http://resources.cisv.org/>

**Summary of the Statement of Educational Purpose**

# 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 organise 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 organisation 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

Our Educational Principles form a bridge between our Statement of Purpose 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 Educational 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 take action towards a more just and peaceful world.

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





Active Global Citizens need a combination of Attitudes, Skills and Knowledge (ASK). In CISV we ensure that these Attitudes, Skills and Knowledge are at the heart of our educational goals and our approach to learning.



## 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

All of our Programmes have four educational goals, which are made up of Attitudes, Skills and Knowledge, like the ones above. The goals for each Programme can be found in our Big Education Guide and The Library, which are available on <http://resources.cisv.org/>







## The four main content areas of Peace Education in CISV Programmes are:

### Diversity

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

### Human Rights

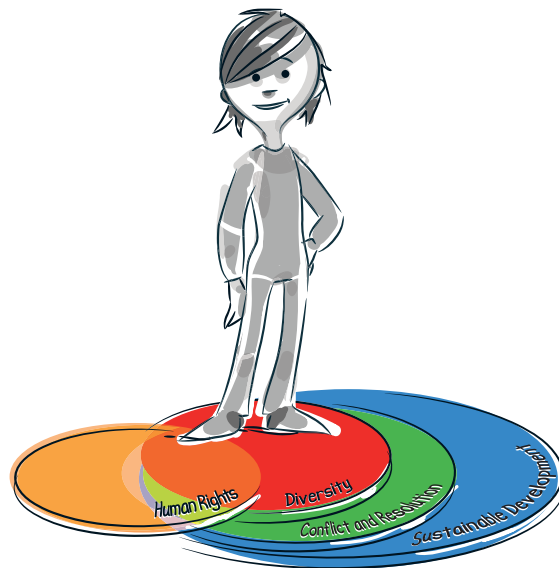
Considers how human rights affect every aspect of our lives and how violations can lie at the root of problems such as poverty, violence and lawlessness.

### Conflict and Resolution

Helps us to understand how conflicts can arise deliberately or otherwise and what can be done to help bring 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

Activities and discussions in CISV Programmes can either relate to one of these areas or a combination of two, three or all four of them. This allows our Programme planners the flexibility to make sure that the issues are interesting and relevant to the whole group and meet the educational goals.

We help our participants to use Peace Education within the context of a Programme to develop their Attitudes, Skills and Knowledge, so they can become Active Global Citizens.





We use ‘Themes’ to provide a unique flavour to each of our Programmes. These are developed from our four Peace Education content areas that we mentioned in Section 4. Each Theme can concentrate on one particular content area or provide a link between two, three or all of them.

Themes are helpful as they connect the educational content directly to the goals of each Programme.

When you are planning your Theme, you may wish to take into account a number of factors, including:

- Location
- Age of participants
- Duration of programme
- International/National campaigns

- Local Issues
- World events
- Size of group
- Partner organisations
- Resource availability
- Cost
- Group dynamics
- Relevance to participant group
- Complexity of issue

Everyone who has been on a CISV Programme remembers the friends they made and the fun they had. They also remember many of the ‘Activities’ they took part in. Most of these ‘Activities’ are connected to at least one of our four content areas of Peace Education. Activities are chosen to support the Theme and to provide opportunities for our participants to learn more about themselves and how they can develop the ASK to become Active Global Citizens.

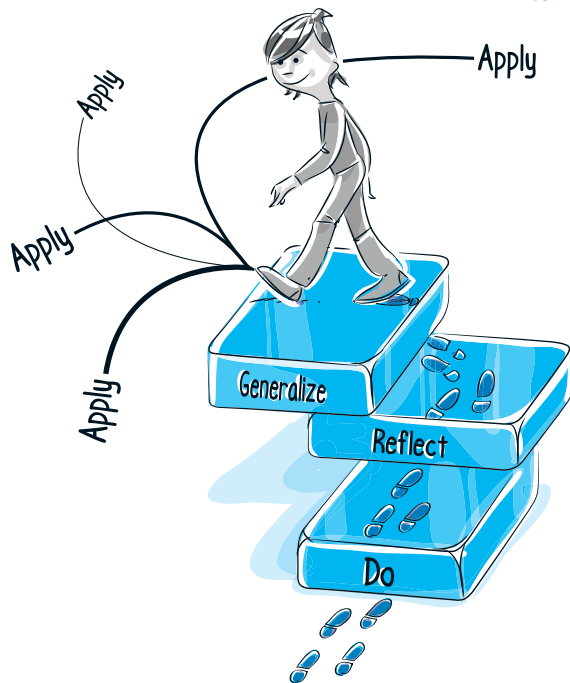
CISV has a database of Activities in The Library, which you can find on <http://resources.cisv.org/>



‘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 you may hear this process referred to as ‘Experiential Learning’.

Because we think that experiential learning is effective and fun, it is at the core of all our Activities. We find it helpful to think of it as a four step process:

- Step 1 **Do:** a Peace Education activity
- Step 2 **Reflect:** on what ASK you have learned from this activity
- Step 3 **Generalize:** how can this new learning be applied to a new context
- Step 4 **Apply:** put your new ASK into action



Sometimes the 'Apply' part of the process will take place within a CISV Programme, which is great to see. However, sometimes the process takes longer or the right opportunity does not present itself until after the Programme.

This is how Experiential Learning helps participants to become Active Global Citizens.

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

CONFUCIUS





## As an educational organisation it is important that we have ways to:

- **monitor** the quality of our Programmes for all our participants
- **improve** what we do year by year
- **share** with each other what we do well
- **show** how well we are achieving our organisational purpose

## Educational Evaluation helps us to do all of these.

This process starts at the beginning of a Programme and is used all the way through until the end. It helps us to plan Activities which support the Theme, and also allows us to see how well each of our participants is developing their ASK.

At the end of the Programme we collect information from each CISV Programme to build up a picture of how successful they are. The process also helps us to collect information on which Themes have been used, so we can see the balance of educational content across all of our Programmes.

We use the process to show us how well we are educating and inspiring for action towards a more just and peaceful world.



## Quality Standards

There are four educational quality standards, which apply to all our Programmes.

### Education: **1 Goals**

All programmes have four educational goals, which are developed from our Statement of Purpose.

### Education: **2 Principles**

All programmes use our Statement of Purpose, educational principles and approach to achieve their goals.

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

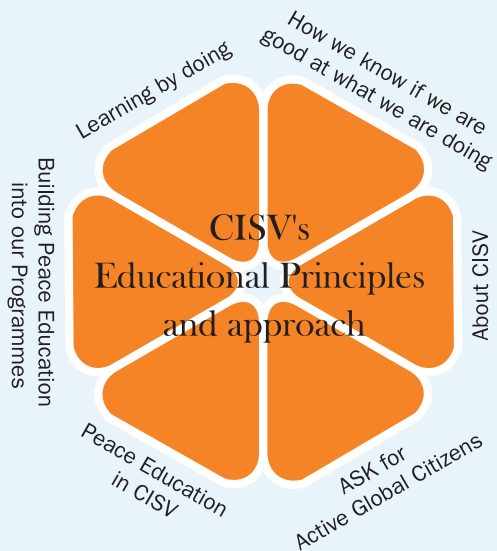
All programmes use Peace Education to achieve their educational goals.

### Education: **4 Evaluation**

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

## SECTION 8

### Fitting it all together







## How you can join in

### **As a participant**

There are many ways you or your child can get involved with CISV. You can join your local Chapter and take part in our local and international Programmes. We offer unforgettable experiences, global friendships, and the attitude, skills and knowledge you need to act towards a more just and peaceful world.

To find out more about becoming a CISV participant, look at our website [www.cisv.org](http://www.cisv.org), where you will also find contact details for your National Association.

If you would like to know more about what the CISV inter-cultural experience can offer your child, you will find the answer to many of your questions in the special section for parents on our website [www.cisv.org](http://www.cisv.org). Your local CISV Chapter will be happy to provide you with all the additional information and reassurance you need.

### **As a volunteer**

CISV could not exist without our community of thousands of dedicated volunteers and a small staff operating worldwide. CISV volunteers are young and old, men and women, busy professionals and retirees, students and teachers. Our volunteers experience the value of inter-cultural communication, develop and practice language, leadership and professional skills and participate actively in community activities. We provide full training and opportunities for development.

To find out more about volunteering with CISV, look at our website [www.cisv.org](http://www.cisv.org), where you will also find contact details for your National Association. Your National Association will put you in touch with your local Chapter. If you haven't got a local Chapter, why not think about helping us to start a new one?

### **How to find out more about our educational approach and research**

For more detailed information about our educational approach and research projects, contact our International Office (see contact details on back cover).



**international**

building global friendship

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