



PROJECT MANAGEMENT OF CISV INTERNATIONAL
FOR PEACE EDUCATION



By
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A Thesis Submitted in Partial Fulfillment of the Requirements
for Doctor of Philosophy (EDUCATIONAL ADMINISTRATION)
Department of Educational Administration
Graduate School, Silpakorn University
Academic Year 2018
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การบริหารโครงการของหมู่บ้านฤดูร้อนเด็กนานาชาติเพื่อสันติศึกษา



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Field of Study	(EDUCATIONAL ADMINISTRATION)
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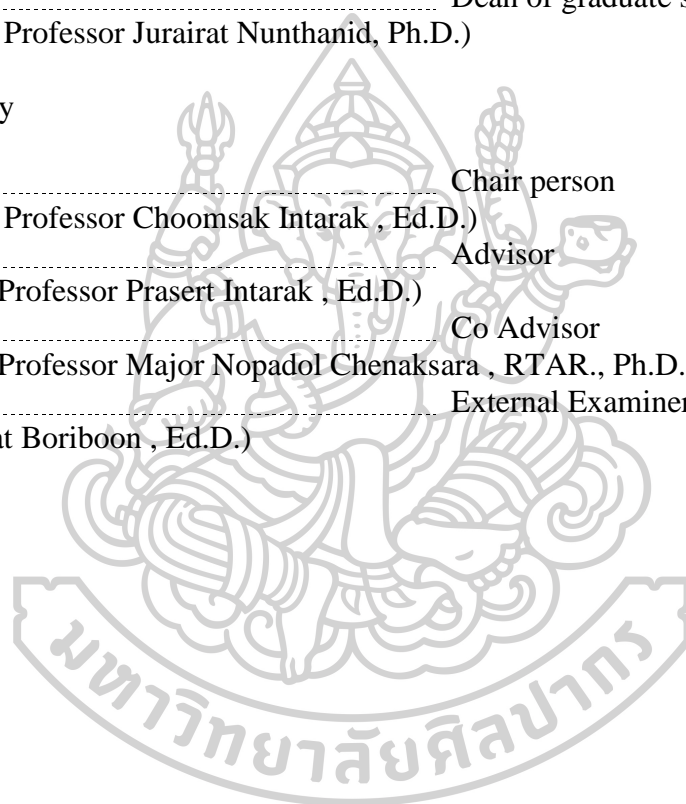
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MR. PATCHARAPON PODAMRONGCHAI : PROJECT MANAGEMENT
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The objective of the research was to study project management of CISV International for peace education. The methodology of this research composed of 3 steps: 1) designed research framework by Ethnographic Delphi Futures Research (EDFR) technique. Researcher studied all related books, textbooks, researches, journals and articles related to project management, activity, recreation, peace education and CISV International in order to design the framework of the research. 2) used the information gathered, researcher designed semi-structure interview based on content analysis of project management, activity, recreation, peace education and CISV International and interviewed 19 jury of experts by semi-structure interview form. Afterward, researcher gathered information from interviews then analyzed the information by content analysis and developed rating scale opinionnaire as research instrument from content analysis. 3) analyzed the data. This study is future research. The instruments for collecting data were opinionnaires. The respondents were 19 jury of experts of CISV International. The statistics for analyzing the data were mode, median and inter-quartile range.

The finding of the project management of CISV International for peace education was found 7 key elements and 54 sub-elements from the jury of executive opinion by Ethnographic Delphi Futures Research (EDFR) technique. There were; 1. Human Resource Management with ten sub-elements, 2. Finance Management with four sub-elements, 3. Communication with six sub-elements, 4. Camp Administration with eleven sub-elements, 5. CISV Program Management with nine sub-elements, 6. Post Program Management with five sub-elements and 7. Curriculum Management for Peace Education with nine sub-elements.

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To my life-coach, my dear father, Thienchai Podamrongchai: because I owe it all to him.

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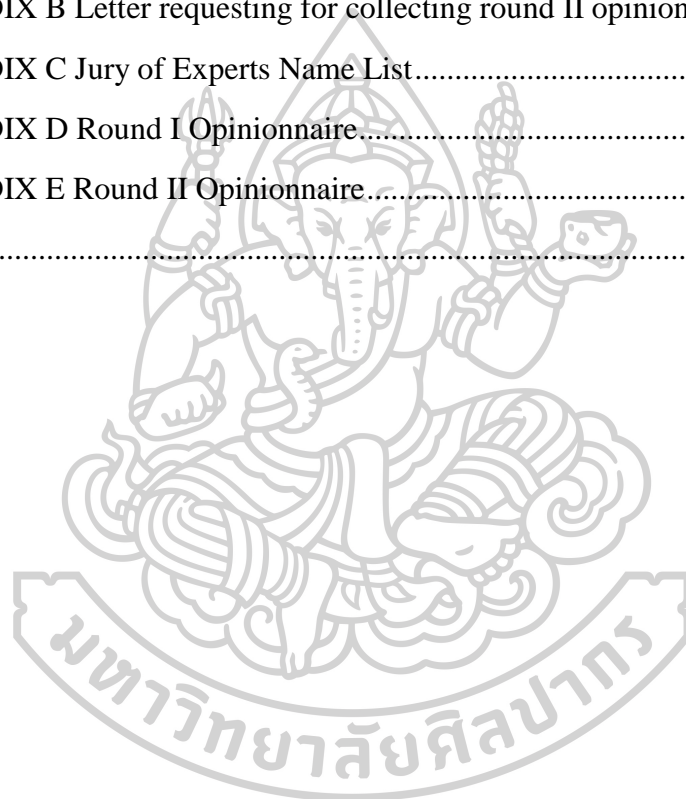
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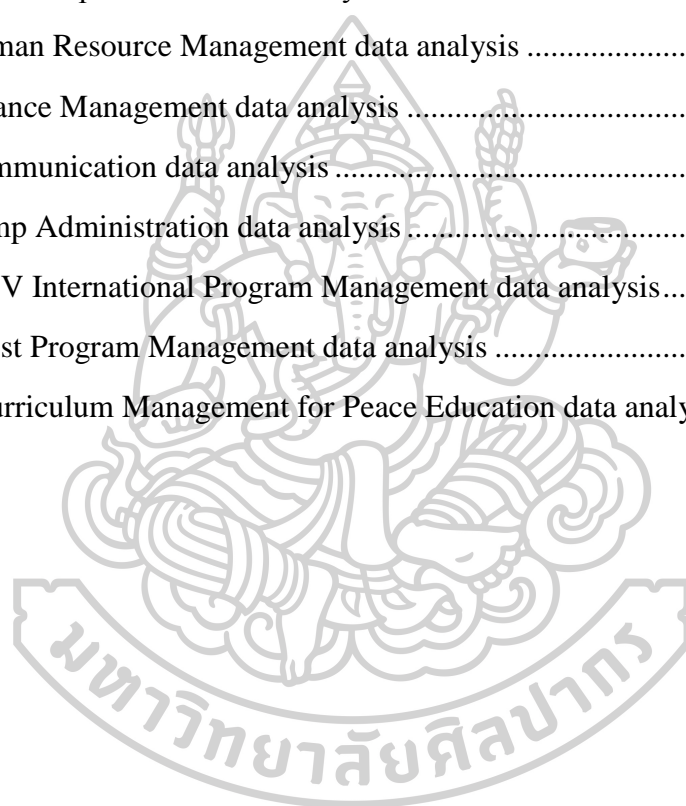
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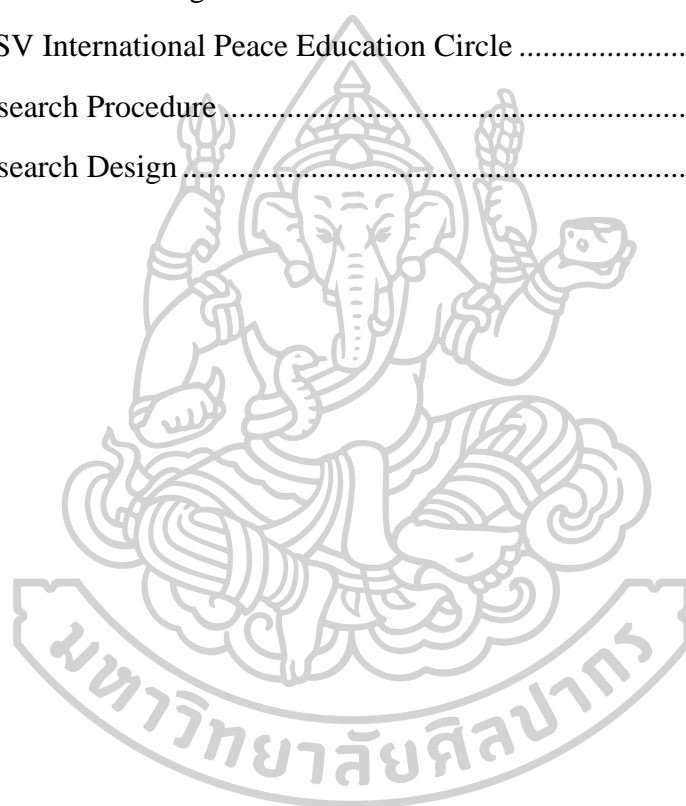
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Chapter I

Introduction

Perhaps more than at any time in our history, our world has been engaged in conflict. From the UK and USA engaged at war in Afghanistan and Iraq, through to insurgencies in Algeria, Burma and Columbia, civil wars in African nations, and conflict between people in China, Iran and Israel, we see that we are in a fragile landscape.¹ Over the past century, a number of facets of humanities development have contributed to this. It includes economics, agriculture and energy, technology, climate change, religion, governance and politics.

From early colonialism to modern capitalism, our western economic growth has often been at the detriment of other nations where, for example, we have aggressively acquired assets, created trade routes, or leveraged economic scale to source products, assets, and services artificially cheaply. These processes, while creating great wealth and development in Europe and the USA, have exacerbated poverty and economic inequality in many nations, creating a great deal of tension and potential for conflict.

Agriculture and Energy, our world is hugely dependent on agriculture and energy. Both of these asset classes are in huge demand, with their protection and development becoming serious debate. Population and economic growth also puts huge strains on these assets, as our world comes close to consuming greater than is sustainable. Technology, while technology has been a huge enabler for global development, it has also made our injustices and inequalities more visible to external and internal participants in any situation.

¹ Vikas S. Shah. "Global Conflict: Causes and Solutions for Peace." Accessed 17 November 2016. From <https://thoughteconomics.com/global-conflict-causes-and-solutions-for-peace/>.

Climate Change, this is now becoming a real and significant issue with millions worldwide becoming displaced by climatic effects. Religion, Governance, and Politics, these issues, and their allied topics of human rights, justice, and so forth have historically caused many of the world's most significant conflicts, and continue to do so as often these issues are the most fundamental in the structure of a society. As mention above, there are people, group of people or organization are formed, trying to solve this major crisis.² Acting as a part to bringing the peace into the society and the world, there are activist, local group, NGO, local organization and international organization. CISV international is one of them.

CISV International is a global organization dedicated to educating and inspiring for peace through building inter-cultural friendship, cooperation and understanding.³ CISV International, previously was Children's International Summer Villages, is a global youth camp which the first camp was held in Cincinnati, U.S.A. in 1951. The concept of the camp came from Dr. Doris Allen, a progressive child psychologist. She developed an organization that would foster inter-cultural understanding and friendship as an essential step toward world peace. The organization provides opportunities for children of different cultures to come together to learn and make friends. Learning to accept the differences and diversity among their peers, they would grow up to become ambassadors for a more just and peaceful world.

CISV International camps are project based. Project management is the discipline of using established principles, procedures and policies to manage a project from conception through completion. In each camp, there are many functions

² London School of Economics and Political Science is a School of the University of London. "Organisations Working in Peacebuilding, Conflict Resolution, Mediation and Related Activities." Accessed 17 November 2016. From <http://www.lse.ac.uk/intranet/CareersAndVacancies/careersService/EmploymentSectors/DevelopmentInternationalOrgsAndNGOs/PeacebuildingConflictResolutionMediationOrgs.aspx>.

³ CISV International. "About Us." Accessed 17 November 2016. From <http://www.cisv.org/about-us/>.

performed in order to complete the camp from the start until the end and to the post camp.

To achieve the goal of peace and friendship, the activities were conducted in the camp by using Peace Education Circle as a tool in different modules. Peace education refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level.⁴ Moreover, in CISV International Peace Education Circle includes international education, intercultural education, human relations education, small peace education, development education, environment education, human rights education and global awareness education.

Peace education is a primary pillar for preventing armed conflict and violence, saving lives and freeing up limited resources for social needs. Opportunities for reform and positive change often arise simultaneously during and after conflicts, as peace education initiatives helps educators teach the next generation to better understand and address problems that can undermine the rule of law and prepare students to serve as the next generation of leaders in creating a more equitable society.⁵

Peace education be thought of as "encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace; as informing the student on the consequences of war and social injustice; as informing the student on the value of peaceful and just social structures

⁴ Peace Education In UNICEF. "Peace Education." Accessed 17 November 2017. From <https://www.unicef.org/education/files/PeaceEducation.pdf>.

⁵ The Global Partnership for the Prevention of Armed Conflict (GPPAC). "The Importance of Peace Education: World Day of Social Justice,." Accessed 12 Dec 2018. From https://www.gppac.net/news/-/asset_publisher/fHv91YcOz0CI/content/the-importance-of-peace-education-world-day-of-social-justice/.

and working to uphold or develop such social structures; as encouraging the student to love the world and to imagine a peaceful future; and as caring for the student and encouraging the student to care for others".⁶

Statements and Significance of the Problems

The first Children's International Summer Villages' Village programme was held in Cincinnati in 1951, bringing together young people from Austria, Britain, Denmark, France, Germany, Mexico, Norway, Sweden and USA. Since then, it has been sixty six years. Currently CISV International member associations operate in 69 countries and over 200 cities around the world.⁷ CISV International volunteers in our Chapters have organized over 7,000 international educational programmes for some 300,000 participants.⁸

In 2000, researcher has been participating in CISV International as a youth leader and a local staff. Over the past 15 years, researcher has been participating in various youth camps such as Germany, Thailand, U.K., Brazil, Australia, Poland, Costa Rica, Philippines, U.S.A. and Sweden respectively. From researcher's direct personal experience and also shared experience with leaders and staff, there are many challenges in the camp operation process for example meal amount limitation, budgeting limitation and participant recruitment and training. These problems can be solved by good project management. In order to operate or host a camp, these elements are taken into the account, the tradition of camping, what is the camp director's job, where does the program begin, the participant, designing the program, personnel organization, personnel recruitment, staff orientation and training, staff supervision and performance appraisal, selection, development, and maintenance of the site, risk management, operation and supervision: central administrative services,

⁶ Page, James S. *Peace Education : Exploring Ethical and Philosophical Foundations*. (Charlotte: Information Age Publishing, 2008.)

⁷ CISV International. "Our World." Accessed 27 September 2018. From <https://cisv.org/our-world/>.

⁸ "Our Story." Accessed 27 September 2018. From <https://cisv.org/about-us/our-story/>.

marketing, business and finance, volunteers, evaluation and reporting, and professional growth. It is increasingly critical for camps to prove their importance in the youth-development arena by providing measurable outcomes.⁹

Wee, Kek and Kelly have suggested that educational silos are seen across the disciplines; additionally they support the view that the subject based curriculum of traditional forms of education encourages and supports an individualistic mentality.¹⁰ In making a better community, society in a local and international scale, peace is the key element. By doing so, peace education is the tool to be implemented in the academic system direct or indirectly. Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment.¹¹ Researcher was interested to study these problems from the CISV International stakeholders and improve the process for the good solution for CISV International program.

Objective of Research

To study the project management of CISV International for peace education.

Research Question

What are the elements relating to the management of the project to be effective and efficient for peace education?

⁹ A.B. Ball and B. Ball, *Basic Camp Management: An Introduction to Camp Administration* (Coaches Choice, 2008).

¹⁰ Management Association, *Information Resources, Project Management: Concepts, Methodologies, Tools, and Applications: Concepts, Methodologies, Tools, and Applications* (IGI Global, 2016).

¹¹ Wikipedia. "Peace Education,." Accessed 12 Dec 2018. From https://en.wikipedia.org/wiki/Peace_education.

Hypothesis

The components of opinions according to connoisseur about the elements of project management of CISV International for peace education are multiple elements.

Framework

The researcher reviewed documentation related to project management including books, researches, reports, journals and articles nationally and internationally. Moreover, studying about CISV International as a whole, researcher focused in CISV International. Semi-structured interview was used for gathering and collection the opinions from jury of experts globally. These data were used to be a framework of this research as shown in figure 1 below.

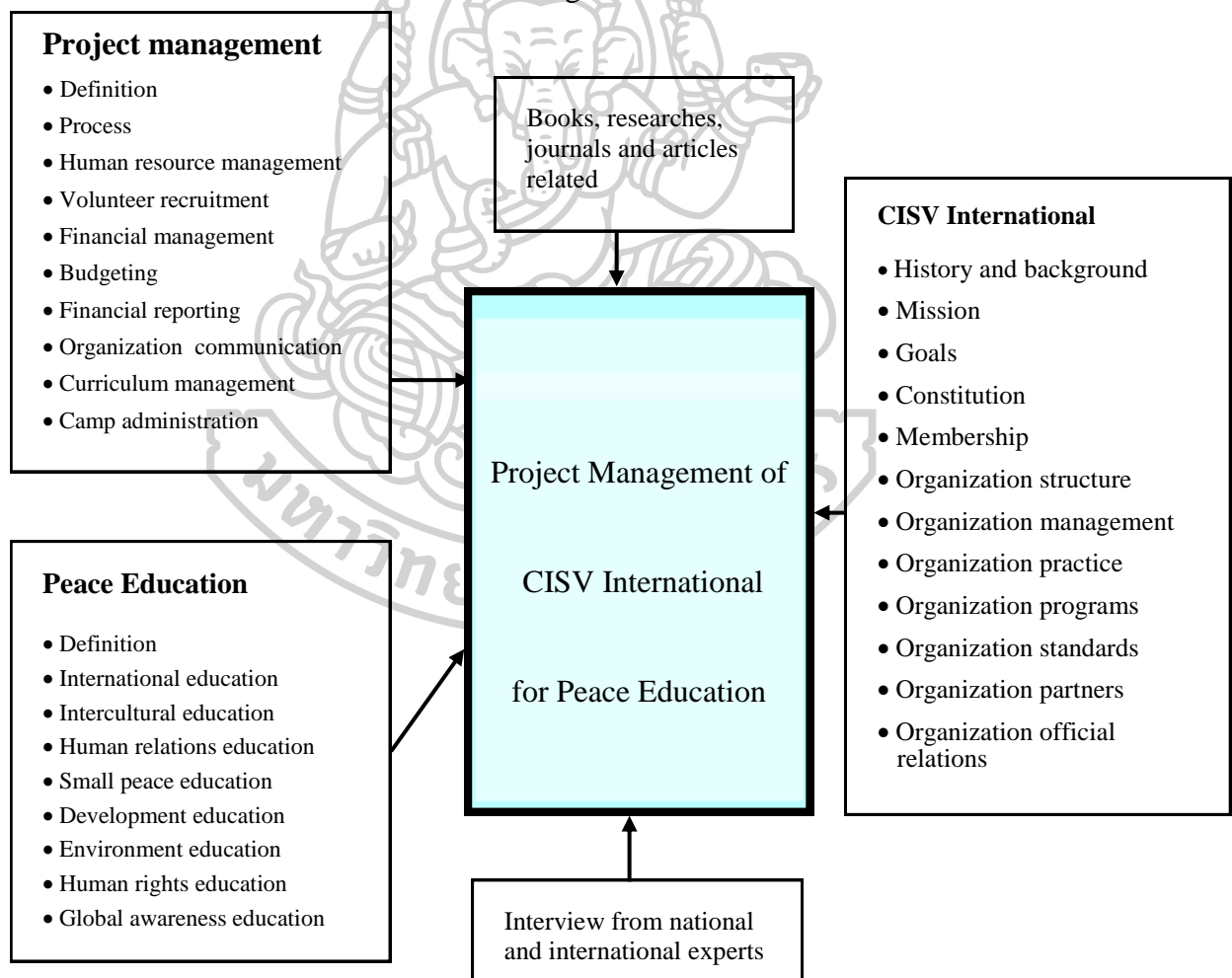


Figure 1 Framework

From: CISV International, **About us**, accessed November 17, 2016, available from <http://www.cisv.org/about-us/>

Clay, R. "Science vs. ideology: Psychologists fight back about the misuse of research. *Monitor on Psychology*", 39(6), Accessed 17 November 2016. From <http://www.apa.org/monitor/>

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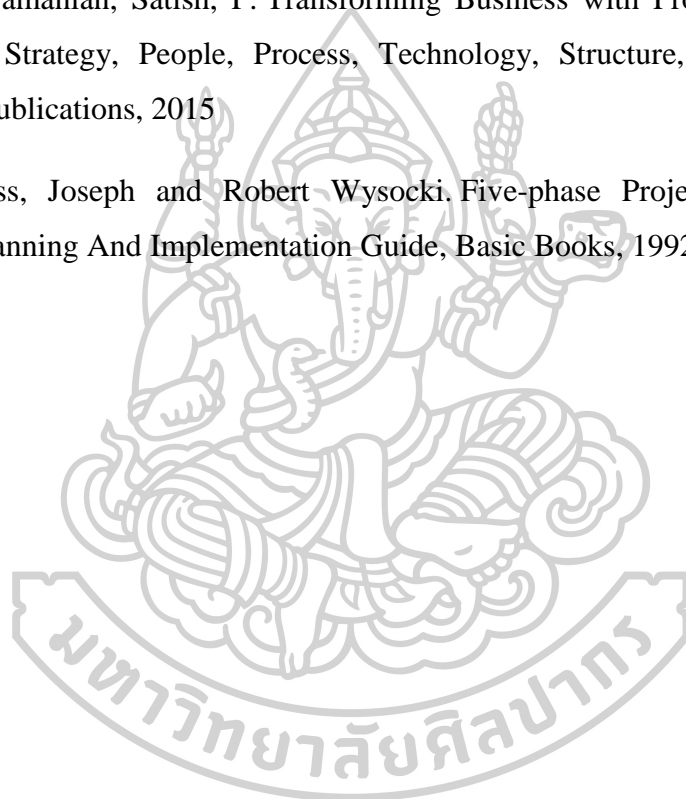
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Subramanian, Satish, P. Transforming Business with Program Management: Integrating Strategy, People, Process, Technology, Structure, and Measurement. Auerbach Publications, 2015

Weiss, Joseph and Robert Wysocki. Five-phase Project Management: A Practical Planning And Implementation Guide, Basic Books, 1992

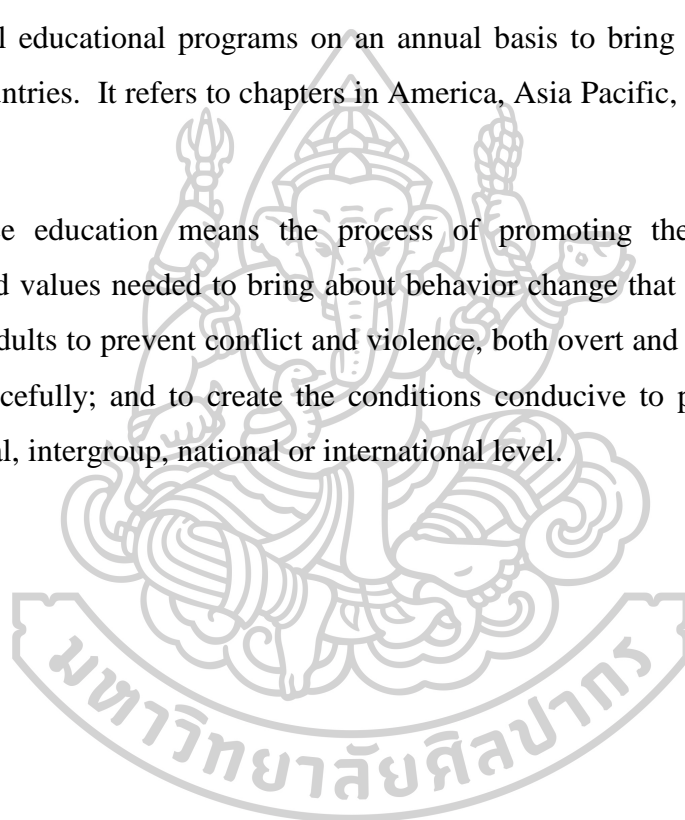


Definition

Project management means the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Project management processes fall into five groups: Initiating, Planning, Executing, Monitoring and Controlling and Closing.

CISV International means international youth non-profit organization previously was Children's International Summer Villages organization which operates international educational programs on an annual basis to bring together participants from 60 countries. It refers to chapters in America, Asia Pacific, Europe, Middle-East and Africa.

Peace education means the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national or international level.



Chapter II

Review of Related Literature

The research entitled “Project Management of CISV International for Peace Education” had increasingly been gathered from different concepts, theories, documentaries concerned, reports and researches. This chapter covered the core concept of project management, CISV International and peace education.

Project Management

Definition of Project Management

A project is temporary in that it has a defined beginning and end in time, and therefore defined scope and resources. A project is unique in that it is not a routine operation, but a specific set of operations designed to accomplish a singular goal. So a project team often includes people who don't usually work together – sometimes from different organizations and across multiple geographies.

The development of software for an improved business process, the construction of a building or bridge, the relief effort after a natural disaster, the expansion of sales into a new geographic market — all are projects. All must be expertly managed to deliver the on-time, on-budget results, learning and integration that organizations need.

Project management, then, is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Project management processes fall into five groups: Initiating, Planning, Executing, Monitoring and Controlling and Closing.

Project management knowledge draws on ten areas: Integration, Scope, Time, Cost, Quality, Procurement, Human resources, Communications, Risk management and Stakeholder management.

All management is concerned with these, of course. But project management brings a unique focus shaped by the goals, resources and schedule of each project. The value of that focus is proved by the rapid, worldwide growth of project management: as a recognized and strategic organizational competence, as a subject for training and education and as a career path.¹²

Erik W. Larson and Clifford F. Gary stated that a project is a temporary endeavor undertaken to create a unique product, service or result. Like most organizational effort, the major goal of a project is to satisfy a customer's need. Beyond this fundamental similarity, the characteristics of a project help differentiate it from other endeavors of the organization. The major characteristics of a project are 1. an established objective, 2. a defined life span with a beginning and an end, 3. the involvement of several departments and professionals, 4. Doing something that has never been done before and 5. Specific time, cost and performance requirements.¹³

Jack R. Meredith and Samuel J. Mantel, Jr. mentioned that the definition of a project has defined as "A temporary endeavor undertaken to create a unique product, service, or result". There is a rich variety of projects to be found in our society. Although some may argue that the construction of the Tower of Babel or the Egyptian pyramids were some of the first "projects," it is probably that cavemen formed a project to gather the raw material for mammoth stew. It is certainly true that the construction of Boulder Dam and Edison's invention of the light bulb were projects by any sensible definition. Modern Project management, however, is usually said to have begun with the Manhattan Project. In its early days, project management was

¹² Inc. Project Management Institute. "What Is Project Management ". Accessed 12 November 2016. From <https://www.pmi.org/about/learn-about-pmi/what-is-project-management>.

¹³ E. Larson and C. Gray, *Project Management: The Managerial Process* (McGraw-Hill Higher Education - VST E+p, 2013).

used mainly for very large, complex research and development (R & D) projects like the development of the Atlas Intercontinental Ballistic Missile and similar military weapon systems. Massive construction programs were also organized as projects-the construction of dams, ships, refineries, and freeways, among others.¹⁴

In conclusion, project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Project management processes fall into five groups: Initiating, Planning, Executing, Monitoring and Controlling and Closing. Project Management knowledge draws on ten areas: Integration, Scope, Time, Cost, Quality, Procurement, Human resources, Communications, Risk management and Stakeholder management.

Project Management Processes

Project management is one of the critical processes of any project. This is due to the fact that project management is the core process that connects all other project activities and processes together.

There are five main project management processes in details¹⁵.

1. Project Initiation

Project initiation is the starting point of any project. In this process, all the activities related to winning a project takes place. Usually, the main activity of this phase is the pre-sale. During the pre-sale period, the service provider proves the eligibility and ability of completing the project to the client and eventually wins the business. Then, it is the detailed requirements

¹⁴ Jack R. Meredith and Jr. J. Mantel, Samuel *Project Management: A Managerial Approach*, 7th ed. (Wiley, 2008).

¹⁵ Tutorials Point. "Project Management Processes." Accessed 26 November 2016. From https://www.tutorialspoint.com/management_concepts/project_management_processes.htm.

gathering which comes next. During the requirements gathering activity, all the client requirements are gathered and analyzed for implementation. In this activity, negotiations may take place to change certain requirements or remove certain requirements altogether. Usually, project initiation process ends with requirements sign-off.

2. Project Planning

Project planning is one of the main project management processes. If the project management team gets this step wrong, there could be heavy negative consequences during the next phases of the project. Therefore, the project management team will have to pay detailed attention to this process of the project.

In this process, the project plan is derived in order to address the project requirements such as, requirements scope, budget and timelines. Once the project plan is derived, then the project schedule is developed. Depending on the budget and the schedule, the resources are then allocated to the project. This phase is the most important phase when it comes to project cost and effort.

3. Project Execution

After all paperwork is done, in this phase, the project management executes the project in order to achieve project objectives. For execution, each member of the team carries out their own assignments within the given deadline for each activity. The detailed project schedule will be used for tracking the project progress.

During the project execution, there are many reporting activities to be done. The senior management of the company will require daily or weekly status updates on the project progress. In addition to that, the client may also

want to track the progress of the project. During the project execution, it is a must to track the effort and cost of the project in order to determine whether the project is progressing in the right direction or not. In addition to reporting, there are multiple deliveries to be made during the project execution. Usually, project deliveries are not onetime deliveries made at the end of the project. Instead, the deliveries are scattered throughout the project execution period and delivered upon agreed timelines.

4. Control and Validation

During the project life cycle, the project activities should be thoroughly controlled and validated. The controlling can be mainly done by adhering to the initial protocols such as project plan, quality assurance test plan and communication plan for the project. Sometimes, there can be instances that are not covered by such protocols. In such cases, the project manager should use adequate and necessary measurements in order to control such situations.

Validation is a supporting activity that runs from first day to the last day of a project. Each and every activity and delivery should have its own validation criteria in order to verify the successful outcome or the successful completion. For project deliveries and requirements, a separate team called 'quality assurance team' will assist the project team for validation and verification functions.

5. Closeout and Evaluation

Once all the project requirements are achieved, it is time to hand over the implemented system and closeout the project. If the project deliveries are in par with the acceptance criteria defined by the client, the project will be duly accepted and paid by the customer. Once the project closeout takes place, it is time to evaluate the entire project. In this evaluation, the mistakes

made by the project team will be identified and will take necessary steps to avoid them in the future projects.

During the project evaluation process, the service provider may notice that they haven't gained the expected margins for the project and may have exceeded the timelines planned at the beginning. In such cases, the project is not a 100% success to the service provider. Therefore, such instances should be studied carefully and should take necessary actions to avoid in the future.

6. Conclusion

Project management is a responsible process. The project management process connects all other project activities together and creates the harmony in the project.

Therefore, the project management team should have a detailed understanding on all the project management processes and the tools that they can make use for each project management process.

Human Resource Management

The process of hiring and developing employees so that they become more valuable to the organization, Human Resource Management includes conducting job analyses, planning personnel needs, recruiting the right people for the job, orienting and training, managing wages and salaries, providing benefits and incentives, evaluating performance, resolving disputes, and communicating with all employees at all levels. Examples of core qualities of HR management are extensive knowledge of

the industry, leadership, and effective negotiation skills. Formerly called personnel management.¹⁶

Human resource management (HRM), the management of work and people towards desired ends, is a fundamental activity in any organization in which human beings are employed. It is not something whose existence needs to be elaborately justified: HRM is an inevitable consequence of starting and growing an organization.¹⁷



¹⁶ Business Dictionary. "Human Resource Management." Accessed 17 July 2018. From <http://www.businessdictionary.com/definition/human-resource-management-HRM.html>.

¹⁷ P. Boxall, J. Purcell, and P. Wright, *The Oxford Handbook of Human Resource Management* (OUP Oxford, 2008).

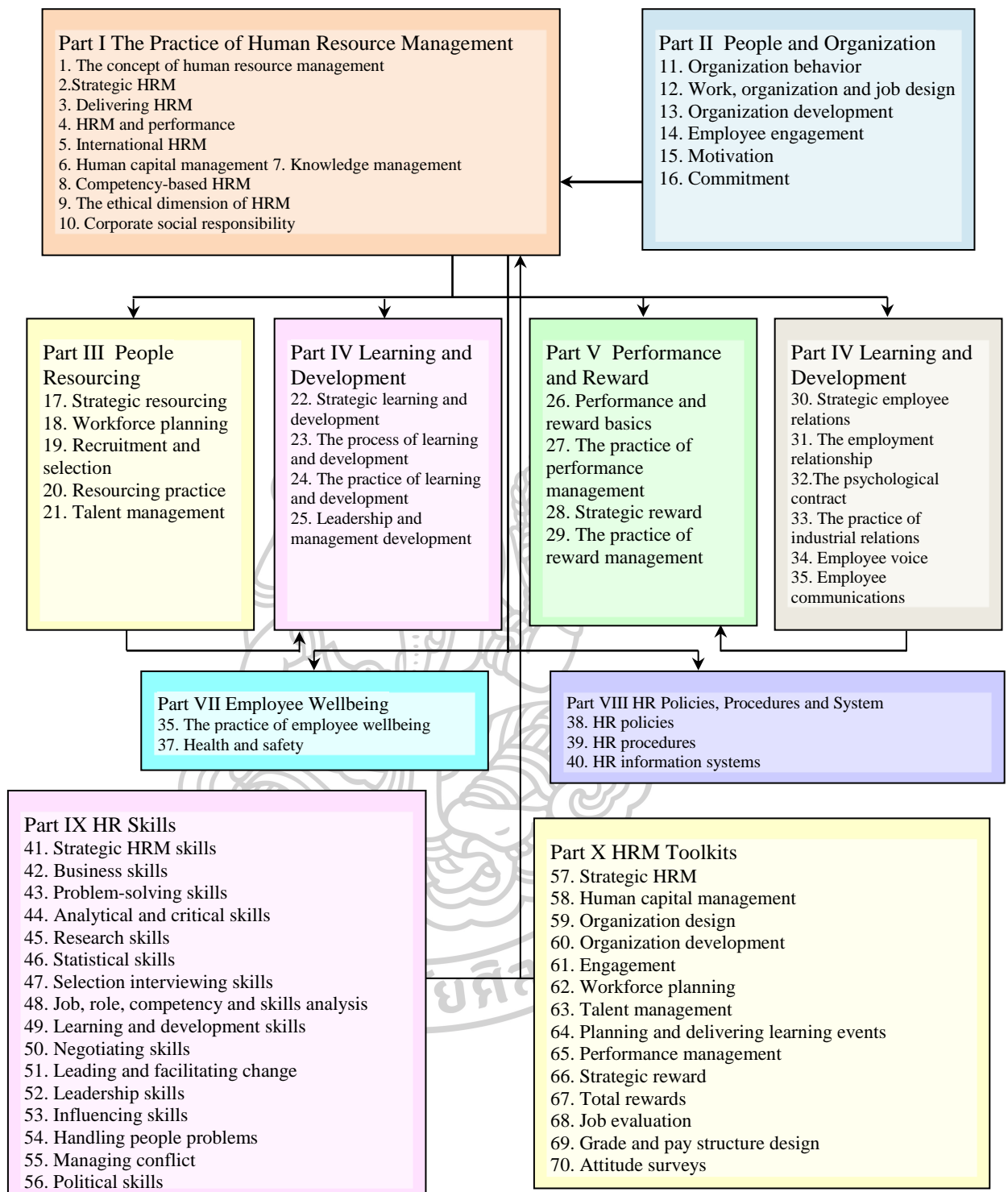


Figure 2 Human Resource Management Practice Route Map

From: Michael Armstrong, **Armstrong's Handbook of Human Resource Management Practice**, Kogan Page Publishers., 2017

Volunteer Recruitment

Recruitment is the process of attracting new volunteers to an organization. There are important reasons for people want to volunteer for one organization. For voluntary positions, the recruitment process is often informal and being able to attract a pool of qualified applicants can be a difficult task. For some voluntary positions, organizations do not have the constitutional power to recruit individuals. Organizations are bound in most instances to elect board or committee members or to appoint some members on an ex-officio basis.

The reasons or motives that people volunteer and the benefits they gain from being a volunteer are an important reason to understand. Personal contact with potential volunteers, whether through friends, family or individuals already involved in an organization are among the most frequently cited ways that volunteers first became involved in voluntary work. Some volunteers seek volunteer opportunities but relatively few volunteers are recruited through advertising or publicity. Clearly, people need to be asked to volunteer if an organization is going to be successful in recruiting volunteers.

The recruitment process should provide potential volunteers with a realistic preview of what a job entails. Volunteers need to understand the size and nature of the task ahead of them before deciding to commit their time and energy to a position. This is where an adequately prepared job description is very helpful. Details should include things like meeting times, major tasks and average weekly or monthly time commitments for the position. Benefits and conditions need to be clearly specified so applicants are in a position to make an informed decision about whether a job might suit their skills, experience and availability.

When recruiting volunteers it is important to emphasize the benefits for volunteers rather than the needs of the organization. Many volunteers give up their leisure time to help sporting organizations and may not be attracted by work-like

recruitment campaigns. Volunteers need to feel valued by organizations and not feel as though they are being recruited to fill a position that no one else wanted.¹⁸

Financial Management

Financial Management means planning, organizing, directing and controlling the financial activities such as procurement and utilization of funds of the enterprise. It means applying general management principles to financial resources of the enterprise.¹⁹

Financial Management means planning, directing, monitoring, organizing, and controlling of the monetary resources of an organization.²⁰

As available resources become scarcer, public managers and policy makers must have a working knowledge of financial management to ensure organization missions are met while not sacrificing long-term survival. This does not mean that all managers and policy makers of government, not-for-profit, and healthcare organizations must be financial managers. However, they cannot simply rely on others to be aware of the financial issues that may be of concern to the organization, nor can today's managers depend solely upon others to make consequential financial decisions. All managers must be able to understand and make use of financial information. This is particularly true at a time when mergers are increasingly

¹⁸ National Organisational Development Network. "Recruiting Volunteers." Accessed 18 July 2018. From https://www.ausport.gov.au/data/assets/word_doc/0003/454233/factsheet_Recruiting_volunteers.doc.

¹⁹ Management Study Guide. "Financial Management - Meaning, Objectives and Functions." Accessed 19 July 2018. From <https://www.managementstudyguide.com/financial-management.htm>.

²⁰ Business Dictionary. "Financial Management." Accessed 19 July 2018. From <http://www.businessdictionary.com/definition/financial-management.html>.

common in the not-for-profit and health sectors-merger requires, at a minimum, that managers read numerous documents with financial data.²¹

All organizations need money. Alongside staff, money is the one thing that takes up most management time. Good financial management involves the following four building blocks:

1. Keeping Records

The foundations of all accounting are basic records that describe your earnings and spending. This means the contracts and letters for money you receive and the receipts and the invoices for things that you buy. These basic records prove that each and every transaction has taken place. They are the cornerstones of being accountable. You must make sure that all these records are carefully filed and kept safe. You must also make sure that you write down the details of each transaction. Write them down in a 'cashbook' which is a list of how much you spent, on what and when. If you are keeping your basic records in good order and writing down the details of each transaction in a cashbook then you cannot go far wrong.

2. Internal Control

Make sure that your organization has proper controls in place so that money cannot be misused. Controls always have to be adapted to different organizations. However, some controls that are often used include:

- Keeping cash in a safe place (ideally in a bank account).
- Making sure that all expenditure is properly authorized.
- Following the budget.

²¹ Steven A. Finkler et al., *Financial Management for Public, Health, and Not-for-Profit Organizations* (CQ Press, 2016).

- Monitoring how much money has been spent on what every month.
- Employing qualified finance staff.
- Having an audit every year.
- Carrying out a 'bank reconciliation' every month –

which means checking that the amount of cash you have in the bank is the same as the amount that your cashbook tells you that you ought to have. This last control is particularly important. It proves that the amounts recorded in the cashbook and the reports based on it are accurate.

3. Budgeting

For good financial management, you need to prepare accurate budgets, in order to know how much money you will need to carry out your work. A budget is only useful if it is worked out by carefully forecasting how much you expect to spend on your activities.

The first step in preparing a good budget is to identify exactly what you hope to do and how you will do it. List your activities, then plan how much they will cost and how much income they will generate.

4. Financial Reporting

The fourth building block is writing and reviewing financial reports. A financial report summarizes your income and expenditure over a certain period of time. Financial reports are created by adding together similar transactions. Financial reports summarize the information held in the cashbook. This is normally done using a system of codes, to allocate transactions to different categories.

Project Management and the Comprehensive Project Budget

Project budgets, similar to resource plans, are a reflection of project work and the timing of that work. A comprehensive budget provides management with an understanding of how funds will be utilized and expended over time for projects or operations.

The S-Curve displayed below shows the estimated cumulative expenditures of the project over time. In general, a project expends resources slowly, ramps up rather quickly as more resources are utilized and then tapers off as the project comes to completion.

Most project expenditures follow this pattern, resulting in a graphical representation that resembles an "S". Knowing the timing of expenditures on a project will assist management in planning appropriately.

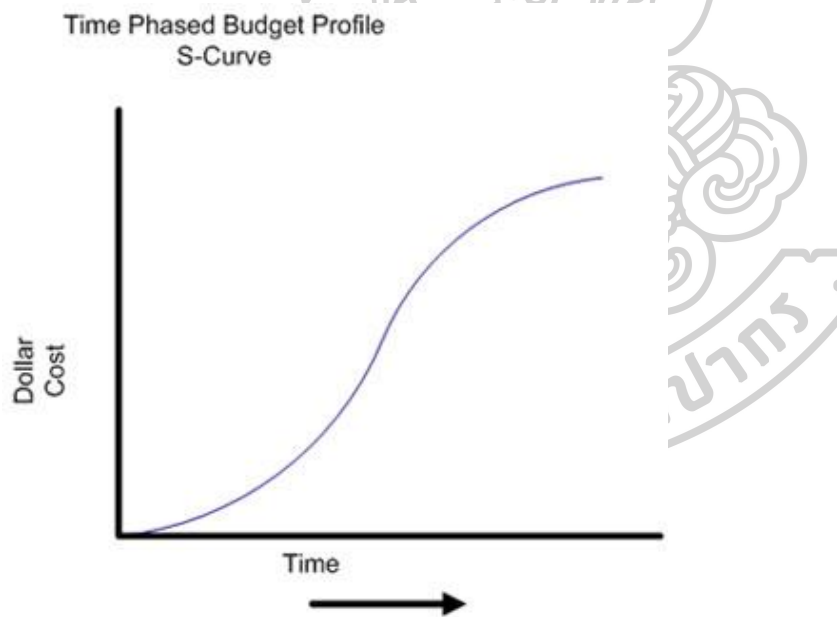


Figure 3 Time Phased Budget Profile

From: Project Insight, **Project Management and the Comprehensive Project Budget**, accessed on November 26, 2016, available from <http://www.projectinsight.net/project-management-basics/basic-project-budget>

High-level estimates, provided by management in advance of a project's start, are not budgets. In Project Insight, these high-level estimates are named 'target budgets.' A comprehensive budget can only be developed as a result of the project schedule and resource plan. Therefore, the better you identify all the work of the project within your schedule and the types of resources necessary to complete the work effectively, the more accurate your budget will be.

Building the Planned Project Budget

The Work Breakdown Structure (WBS) is the basis for any budget. The WBS includes all the work necessary to create the product of the project. The WBS is created through a decomposition process resulting in deliverables defined at the lowest level of the WBS—work package or what is called a 'task' in Project Insight. All of the efforts used in producing the deliverable of each task can be defined in terms of cost. Labor, materials, facilities, services and overhead are examples of costs that may be expended in producing the deliverable of the task. The sum of all tasks within the WBS constitutes the total budget of the project. Project Insight performs bottom-up budgeting, which means that the tasks roll up into summary task totals, and the project total represents the sum of all tasks planned and actual costs.

In the planning stage of the project, the project manager may build out the budget and resource plan without issue. Projects left in the 'planning' state in Project Insight allow project managers to make as many changes as necessary before launching the project. Therefore, early on in the project life cycle, planned costs may be developed. These estimates can come from a variety of sources—such as prior project experience, industry databases, vendor catalogs and the like. A key role of the project manager in the planning process is to build consensus from the team and sponsor on each of the WBS task elements, recognizing that as you elaborate on those tasks, the budget associated with that task may change.

Organization Communication

Definition of Communication

Communication means a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.²² It also means the imparting or exchanging of information by speaking, writing, or using some other medium.²³

While it has become much easier to reach target audiences, it has become more difficult to be heard and understood. Ensuring engagement is well planned is more necessary than ever in the digital era.

In this digital era, NGOs run campaigns online, raise funds online, recruit and mobilize people online and through social media. Last year alone NGOs audiences grew by 101% on Instagram, 50% on Twitter and 23% on Facebook.²⁴ The procedure to make communications for NGOs more efficient are first, it is essential to define a clear frame in which employees and volunteers feel free to communicate. This should take the form of a social media strategy, or more broadly a communications strategy, with a common framework that guides people to achieve specific goals without discouraging active communications. This can include brand and style guidelines, to ensure that audiences get information packaged in similar terms regardless of the country in which they live.

These trends have changed how organizations in the non-for-profit sector communicate. Communications departments have been reorganized or newly created, and digital activities have been introduced. The rapid growth of online communication also requires new skills, and thus people with new profiles have entered the NGO landscape. All of these changes should in theory make the job of

²² Merriam-Webster. "Definition of Communication." Accessed 20 July 2018. From <https://www.merriam-webster.com/dictionary/communication>.

²³ Oxford Dictionary. "Definition of Communication in English." Accessed 20 July 2018. From <https://en.oxforddictionaries.com/definition/communication>.

²⁴ M+R Benchmarks. "The 2017 M+R Benchmarks Study." Accessed 20 July 2018. From <https://www.mrss.com/lab/benchmarks2017/>.

communicating NGOs messages easier and faster. However in practice, the opposite seems to be true.

Baden Eunson states that most scholars would agree that an organisation involves a social collectivity (or a group of people) in which activities are coordinated in order to achieve both individual and collective goals. By coordinating activities, some degree of organisational structure is created to assist individuals in dealing with each other and with others in the larger organisational environment. With regard to communication, most scholars would agree that communication is a process that is transactional (i.e., it involves two or more people interacting within an environment) and symbolic (i.e., communication transactions 'stand for' other things, at various levels of abstraction). To study 'organisational communication', then, involves understanding how the context of the organisation influences communication processes and how the symbolic nature of communication differentiates it from other forms of organisational behaviour.²⁵

Effective communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. As well as being able to clearly convey a message, you need to also listen in a way that gains the full meaning of what's being said and makes the other person feel heard and understood. More than just the words you use, effective communication combines a set of 4 skills:

1. Engaged listening
2. Nonverbal communication
3. Managing stress in the moment
4. Asserting yourself in a respectful way²⁶

²⁵ Baden Eunson. "Organisational Communication." Accessed 25 August 2018. From https://www.researchgate.net/publication/308073441_Organisational_Communication

²⁶ Effective Communication. "Help Guide." Accessed 25 August 2018. From <https://www.helpguide.org/articles/relationships-communication/effective-communication.htm>.

Because investigations of organizational communication involve the intersection of two complex concepts – organization and communication – the discipline of organizational communication involves a number of diverse topical interests. Most scholars would agree that “organizations” are social collectives, embedded in a larger environment, in which activities are coordinated to achieve individual and collective goals. The study of organizational communication, then, is the consideration of “how the context of the organization influences communication processes and how the symbolic nature of communication differentiates it from other forms of organizational behavior”.²⁷

Curriculum Management

Definition of Curriculum Development

Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the educational system. Every time there are changes or developments happening around the world, the school curricula are affected. There is a need to update them to address the society’s needs.²⁸

²⁷ Katherine I Miller, "Organizational Communication," *The international encyclopedia of communication* (2008).

²⁸ Mary G. Alvior. "The Meaning and Importance of Curriculum Development." Accessed 29 August 2018. From <https://simplyeducate.me/2014/12/13/the-meaning-and-importance-of-curriculum-development/>.

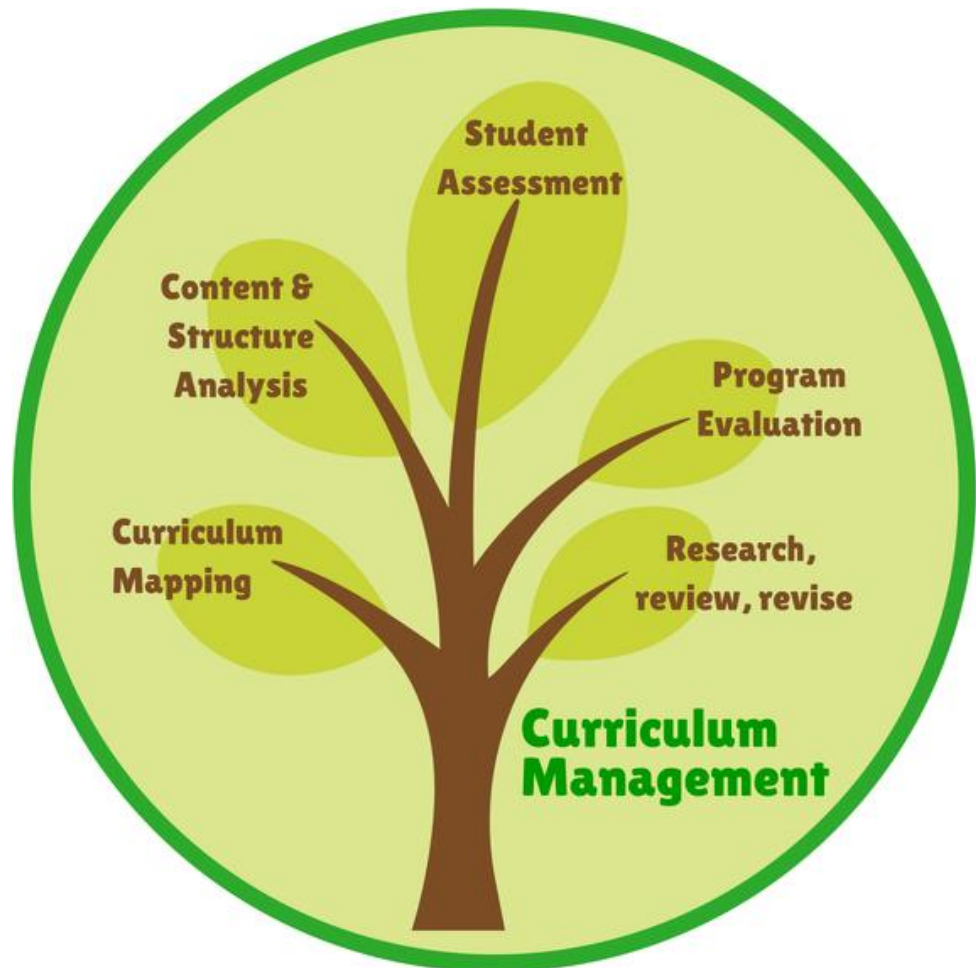


Figure 4 Curriculum Management

From: Brian Clare, **What is curriculum management?**, accessed 28 August 2018 available from <https://www.one45.com/curriculum/what-is-curriculum-management/>

1. Curriculum Mapping

Curriculum mapping often gets confused with curriculum management, but they're not the same thing. Curriculum mapping is really just the first step in any curriculum management effort. It's a process of tagging and linking the structural elements of your curriculum (phases, years, courses,

sessions, etc.) with each other and with your learning outcomes and content areas.

Curriculum mapping is essential to curriculum management because it transforms your curriculum from a series of documents and experiences into a searchable database that is an accurate representation of your curriculum. Without this database, the other steps in curriculum management are much less valuable.

2. Content & Structure Analysis

Once your curriculum is mapped, you can start to analyze and assess whether the content is still relevant, and if the structure supports your learning goals. Some common ways of doing this include:

2.1 Gap/Redundancy Analysis

A gap and/or redundancy analysis is a report that looks across your curriculum to find content gaps or redundancies. For example, you may have a redundancy because you're teaching the same thing about diabetes in several different course areas. You may have a gap if one of your six graduation competencies is under-represented in your fourth year curriculum.

2.2 Teaching Types Analysis

A teaching types analysis is a report that looks across a segment of your curriculum to provide an overview of the teaching types and frequency that your program uses. This report is often a component of an accreditation review, but it can also be used to ensure that your program stays true to its

pedagogical foundation, that students are given an opportunity to have different types of learning experiences, and that content is taught in a way most appropriate.

2.3 Sequencing Analysis

A sequencing analysis is a report that lets you see how topics are sequenced throughout your curriculum. To do a sequencing analysis, learning objectives or content areas are tagged with a list like Bloom's taxonomy. You then pull a report across the content area to see how the content is sequenced.

Content & structure analysis is essential to curriculum management because it is one of the main ways to prevent curriculum drift. If used on a regular basis, it helps identify missing, inappropriate and stale content so you can replace it with something more appropriate.

3. Student Assessment

Student assessment is where the curriculum rubber meets the cold road of reality. Assessment results are the ultimate outcome of your curriculum. Because of this, they provide an important input into a curriculum management process.

Student assessment is essential to curriculum management because assessment results can give the teacher insight into curriculum problems that may not show up in other result areas. Note that not all problems in student assessment are curriculum problems. Sometimes you'll have issues with particular faculty, individual students, or with other non-curriculum things. But systemic student assessment problems (like missed results in a key content

area, or over-performance in another area) can help you find issues that may have otherwise remained hidden.

4. Program Evaluation

Program evaluation is essential to curriculum in the same way that student assessment is. Program evaluation provides your staff and faculty with real-time feedback about the curriculum. Not all program evaluation results will provide insight into curriculum problems (for example, a poor teacher evaluation is not necessarily a curriculum management problem). However, if you are diligent about asking curriculum-related questions on your program evaluation forms (for example, asking about content sequencing on a lecture evaluation form), you will have a great source of curriculum feedback to use.

5. Research, Review, Revise

The final step in curriculum management is the step that makes the whole thing work. You need to take the data you've gathered from your content and structure analyses, your student assessment results, and your program evaluation feedback, and decide whether or not curriculum changes are needed. This is frequently the main job of the curriculum committee and is not a task to be taken lightly. Many issues you'll uncover—such as a deep-seated curriculum issue found through low student assessment scores— will require further research in order to decide how to proceed.²⁹

²⁹ Brian Clare. "What Is Curriculum Management?". Accessed 28 August 2018. From <https://www.one45.com/curriculum/what-is-curriculum-management/>.

Type of Curriculum

There are many types of curriculum design, but here we will discuss only the few. Types or patterns are being followed in educational institutions; Subject curriculum, Teacher Centered curriculum, Learner centered curriculum, Activity/Experience curriculum, and Integrated curriculum,

1. Subject Based Curriculum

Subject matter is the most used and accepted Curriculum Design, it is also the oldest Curriculum Design. We see the earliest example in the medieval era in the Middle Ages the monastery and Cathedrals and the organizations of the seven liberal arts in the schools of ancient Greece and Rome. The seven liberal arts were consisted of two divisions: 1. Trivium 2. Quadrivium

These subjects were broad. In the modern period the Trivium was further divided to include literature and history and the quadrivium to include algebra, trigonometry, geography, botany, zoology, physics and chemistry. In this manner subjects added one after the other so much so that in 1930 there were over 300 different subjects.

After centuries the curriculum design of the seven liberal arts are still the nucleus of the subject curriculum. In a subject base curriculum every subject is separate unit. In this kind of curriculum four or five subject are placed in curriculum and each subject has a separate teacher. Every teacher try to teach his own subject, no one intervene in the subject of other teacher.

Characteristics of Subject Curriculum

Importance is given to acquire knowledge and information for future use, only those subjects are considered important which have a value and the individual have benefit from it in future (vocational importance). Adult

problems are given importance and the problems of children in youth are ignored.

Progress is measured to the extent the students learned the subject: In this type of curriculum subject matter is the most important thing to learn therefore the learning is measured by how much and well the subject matter has been mastered by the pupil. Frequent tests are given to students to check the degree of the achievement in the subject.

Predetermined uniform standard of knowledge: There is a uniform standard for all the students to pass the subject else they will have to repeat the subject therefore the experts of the subject centered approach strongly support the minimum standards for examination so all achieved the set standard and qualify the examination. The teacher tries to help the weak students and to bring him to the set standard and pass the exam or repeat a grade.

Each subject is a separate entity (unit) with a logical organization of its own: Importance is given to the acquisition of skills, facts and information for vocational purpose in different logically organized subjects. The teaching staff teaches different subjects and they do not discuss or plan subject together.

Practice in skills is emphasized: The main aspect of subject base curriculum is the continues practice or drill in a specific skill, it is one of the typical characteristics of the subject base curriculum. For this purpose multiple methods are used; evaluations, Exercise session, tutoring classes are often dedicated to such type of practices and all the students are given equal opportunities to participate.

Subject matter is selected by adults/experts for teaching learning situation: The content of the subject is selected in advance before the teaching learning process; the subject matter is logically organized from simple to complex with the help of the experts, specialists, teacher's supervisors, planners, writers and administrators.

Learning subject matter is an end in itself: The main focus of the teachers, administrators and students are to complete the subject matter, to cover all the topics which are provided in the course outline by listening to lectures, studying the recommended textbook. It is all preparation for examination on the part of students and teachers and it shows the influence of the subject centered approach. For the teacher to finish the textbook on time is a great accomplishment.

Requirements for the Optimum Operation of Subject Curriculum

- Trained Teachers with mastery in a subjects and expert in methodology are required to teach.
- A separate classroom for each subject and each level.
- A fixed time table is required for different subjects according to importance of the subjects and age in curriculum.
- Special arrangements for guidance physical education, Indoor and outdoor activities, tours and examinations etc.

Criticism on Subject Curriculum:

Teacher has the control over pupil experiences, Learning activities and conduct. The teacher follows the decision of others in the planning and evaluation process. The teacher and headmaster formulate the rules for the classrooms management. They demand a very stern discipline and they want a quiet classroom atmosphere, teacher thinks it is the best situation for teaching learning process. It is compartmentalized and fragmentary. The critics believed that there is no unity and continuity in the subject base matter. The subject is learned in parts. Every teacher is specialist in one subject and he feels pride to have the knowledge of his own subject and teaching and denying any responsibility for any other subject. Here they say that the learner acquires scraps of information not actual knowledge. Subject base curriculum ignores

the interest and activities of the learner. The critics think that the arrangement of the course content is useless and inefficient and not suitable for teaching learning process. The subjects are logically organized. The critics also have a viewpoint that the fact is the students know about the history what a few men had done in the past but they do not know about the current situation in their own country and what are the hopes and desires of Pakistani people and what are the social problems they have today here. The critics also said that subject base curriculum fails to develop habits of effective and critical thinking. This curriculum gives importance to mastery of conclusions of thought (the end result) rather than the process through which that conclusion were derived. Which support this conclusion that it lead to uncritical thinking? The traditional assumption is that anybody who has learned the facts and information can think effectively, but the evidence does not support this assumption.

Defense of Subject Curriculum:

The supporter of the subject base curriculum rejects the claim that it did not develop child's thinking. They argue that it is the most suitable method for the development of critical thinking in an individual but if one can't then the problem lies in the instruction not in the curriculum itself. A vast majority of countries select this method and they are producing botanist, doctors and geologist and so on. The other claim that it is fragmentary and compartmentalized is also not true about subject base curriculum alone because no one can study one subject in one session at once in any kind of curriculum. They use the principle of selection in the selection of course contents. In a sense anything that is learnt is a fragment and is a part of some larger unit. It gives the teacher the idea what to teach and the student what he supposed to learn and how much time they have to cover the course of the subject. This provides them with a constant source of security and a self-evaluation process through which they know how much course they have

cover and how to complete. Subject base curriculum use a logically sound framework for the organization of subject matter, it used the cause and effect principle in science and the chronological order of the historical events but they assumed an order and are reliable for learning experiences. The evaluation of subject base curriculum is easy. It use the achievement based testing in the evaluation to find the mastery of the subject matter in the individual. It has a bright future. Subject approach is useful for specialization in any branch of knowledge. It is more effective.

2. Learner-Centered Curriculum

The supporters of learner-centered Curriculum give importance to individual development and they wants to organize the curriculum according to the needs and interest of learners, there are fundamental differences in this approach and the subject-centered design. This movement from the traditional curriculum towards a programme that stresses the interests and needs of students, this approach was used by Rousseau in the education of Emile, then Dewy in his Laboratory School in 1896-1904. It is believed that all of these twentieth-century efforts reflect the influence of Dewey. It is a fundamental principle of education that the beginning of each instruction it shall be connected with the previous experience of learners. The purpose is that the experience and the capacities that have been developed in early lessons, it should provide a starting point for further learning. The current importance given to student-centered programmes may not always acknowledge the Dewey's philosophy and influence on the movement to incorporate more student-serving learning opportunities into the curriculum. The association for the Advancement of Progressive Education formed in 1919, had its aim "The development of the individual, based upon the scientific study of his mental, physical, spiritual, and social characteristics and needs". The views of this association, later called the Progressive Education Association (PEA), were compatible with the ideas of Dewey's as indicated by their principles:

- Freedom to develop naturally.
- Interest is the motive of all work.
- The teacher is a guide, not a task-master.
- Scientific study of pupil development.
- Greater attention to all that affects the child's physical development.
- Co-operation between school and home to meet the needs of child-life.
- The progressive school a leader in educational movement.

The aim of using the learner-centered curriculum on the part of curriculum planners to interpret the needs and interests design as one based on common needs and interests of learners rather than on those of the particular population to be served. Reflected in curriculum plans, this interpretation could and sometimes did, become the rationale for teaching. Research on learner centered curriculum in recent years made it possible for curriculum planners to develop a better learner-centered curriculum. Modern learning theories and dissatisfaction of students and parents from the old curriculum are moving curriculum and instruction toward a design that focus on real student needs and interests.

Characteristic: the curriculum design on the needs and interests of student has these characteristic and features.

1. The curriculum plan is based on knowledge of learner's needs and interests in general and diagnosis the specific needs and interests of the population served by the plan.
2. The curriculum plan is flexible; to accept new modification to conform to the needs and interests of particular learner's In fact, in some curriculum designs the learner may develop his or her own curriculum plan with the guidance of a teacher.
3. The learner is consulted and tutored individually at difficult points in the curriculum and instructional process.

Learner centered approach is an example of the applications of needs and interests (activities) approach. Subject obstacles were lowered or removed as teachers combined subjects to study social problems identified by students. Students in the experimental schools were more successful in college. This practice has ever lasting effect on secondary education.

Applications of Learner Centered Curriculum:

If the learning opportunities are not based on the needs and interests of the learners then there is no assurance that the learners well equipped with the skills to participate effectively in social activities; students as adults and good citizens. Therefore we see that the needs and interests design as especially appropriate for the personal development, but not for the social competence domain. The most common approach to meet the needs and interests of learners is the grouping of students for special programmes believed by the planners to match the needs and interests of the students concerned.

The major use of the needs and interests design in curriculum planning is in the provision of options for individual students. For example, the middle schools provide many special interests activate, exploratory courses and other experiences aimed at giving each student opportunities to explore his own interest.

Currently the movement in higher education and expansion of it by “Open University” arrangements illustrates the feature of the needs and interests design. Drunker (1969) argues for continuing education which assumes “that the more experience in life and work people have, the more eager they will be to learn and the more capable they will be of learning.

Curriculum plans emphasizing the option concept:

1. The options are based on knowledge of learner characteristic.
2. Scheduling and other arrangements facilitate selection and choice of options, with counseling services available to help students.
3. Students are actively involved in planning and evaluating the options in general and for themselves in particular.

3. Activity Based Curriculum:

The Activity Based Curriculum is also called project curriculum or an experience curriculum but the name activity is a fundamental conception. Activity Curriculum has a long history. The title “Activity Curriculum”, however, did not come into general use before 1920, although Dewey used the expression “Activity Programme” as early as 1897 in a talk to the parents and teachers at his laboratory school in Chicago (U.S.A). Activity is the natural urge of the child. He wants to do things by himself. When curricular material is translated in terms of activity, it is known as activity curriculum. Learning of the prescribed material takes place through activities. Activity is used as a media or means for imparting knowledge and skills. Activity is the greatest motivation for child. he enjoys the freedom of expressing his potentialities during activities.

These activities should not merely be considered as physical activity but also intellectual activity. The educator (teacher) should engage pupils in activities in such a way that while manual skills are gained there should be mental satisfaction found in the work. The students should not be passive listener they should be active participants in the process of learning.

True learning is experiencing, while activity is the process then experience becomes the product of activity. Activity results in experience, in fact activity and experience cannot be separated from each other. A purposeful

activity must end in gainful experience. The school must, therefore, plan its activities in such a way that students gain mastery on various experiences. Such type of projects should be completed under a problematic situation in a natural setting.

Characteristics of Activity Curriculum

Children's Interest Determines the Educational Programme: The primary principle of the activity curriculum is that the interests and purposes of children determine the educational programme. The basic principle of the activity programme refers to the felt needs of children and not of adults. Because the educational programs are aimed at doing something in the best interest of the children and not for adults only, it is the task of the teacher to discover these interests and to build educational activities upon them. Whims (urges) must not be considered as basis of an educational programme. The interest of the students must be carefully analyzed and then accepted, these intended courses of actions are accepted after their consequences are reviewed. The subject matter is a mean of fulfilling the purposes of an individual or a group and as a result of manipulating subject matter children learn within the boundaries of group interests. The teacher's responsibility is to find out the interest of individual students and of the groups. He helps children to select the most interesting activity for study; Building a cage for an animal, making preparation for a field trip, gathering information on a current political affair, running a school store, planning family budget.

The Activity Curriculum is not planned in Advance: The teacher discovers the interests of students in group or individually. He guides the students in the selections of activity and their interest among activities. He helps them to plan and carry out these activities according to their interests. He also guides the individual or group in assessing what they have accomplished in the process. This is the responsibility of the teachers to make plans for him how to guide the students and their activities in the classrooms. Although

teacher does not come into the classroom with a preplanned subject matter, he does come with ideas and a background of experience of the students and their interests. These are his working tools.

Activities are Planned Co-operatively by Students and the Teacher: The teacher and the students plan the activities cooperatively what needs to be done? And how, first of all objectives are formulated with the help of the teacher, and then the class students considers means of teaching the objectives e.g. a group has determined to improve the beauty of its own classroom. The class may be divided into small groups so that students can talk with their seat mates. A student from each of these groups report to the total class, there should be ample opportunity to organize for investigating, seeking information, selecting materials, interviewing people and carrying on the activities needed to solve the problem, in each of these steps the students take part in making decisions and they assume full responsibility for it. Here the teacher is guide in the process of learning, he guide the students how to select group leaders and how to make intelligent decisions. Most important is the quality of thinking that goes in the group. There is a given and take of ideas in the group. The opinions of different students in the group are evaluated by the students to select the best idea of all. It is really a laboratory for learning group processes.

Problem solving is the Dominant Method of Activity Curriculum:

In the activity curriculum, the teaching learning process consists largely of problem solving. In the pursuit of interests in the groups to complete an activity various difficulties will arise. The teacher and his students are to find ways of overcoming these obstacles. As the interests of children lead to problems requiring a great diversity of content so the subject matter from almost every field of

Knowledge is used in the activity curriculum. But the subject matter is studied as a means of solving problems and not as subject.

The Teacher Assists the Group as a Resource Person: Here the teacher works as a guide and resource person. He serves to small groups, to individual students. He sometimes leads the discussion to help the students to analyse the problem. He works with them in improving their skills. He is a part of the total learning situation rather than task master.

Practice and Individual Assistance are provided as needed: In activity curriculum the need for practice grows out of the learning situation. As the students show the need for working on spellings of certain words, or grammar, the teacher gives them the opportunity to learn and practice these skills. If the students ask the teacher to help them in writing a letter to invite a speaker, the teacher will not write the letter for them, but he will guide them. He will work with them on the use of words and thus he will encourage them to write a letter inviting the guest speaker.

Requirements for Optimum Operation of Activity Curriculum:

Training of Teachers:

Teachers should have a broad general education with specialized training in child and adolescent development, guidance and methods of teaching.

Physical Features of the School:

Activity base curriculum needs spacious Building, grounds and classrooms to permit as many activities as possible. Will light rooms and have ample facilities; for displaying and decorations devised by children. The ample use of school grounds in addition to outdoor class work and for other countless outdoor activities in which children may engage as they follow their interests. To complete these possibilities the school will require several times more

space than they have now. Tentatively ten acres of land (one acre= 4940 sq. yards) would likely be the minimum to meet the needs of an activity curriculum. To those critics who criticize the activity curriculum as the most expensive pattern of curriculum organization, the advocates of an activity programme will give a reply that there is no such thing as “a good cheap education”.

4. Teacher-Centered Curriculum:

Teachers participate in a variety of curriculum activities at classroom level. These are the very core of their daily teaching tasks and include such activities as selection of specific content, selection of teaching approach, use of audio-visual aids and so on. In recent years teachers have become increasingly involved in a broader level of curriculum decision-making such as involvement in major curriculum projects. It mostly involves few teachers, although some teachers participate in syllabus committees. At the school level, however, staff members are becoming more responsible for a vast array of curriculum decision.

In countries where they have adopted teacher centered curriculum the schools have considerably greater responsibility for curriculum development. In these schools teachers have become involved, willingly or unwillingly, in more school-level curriculum decision-making. Regardless of the state in which one teaches, it has become obvious in recent years that all teachers are participating more in curriculum decision-making at the school level. The nature of this participation may be seen in the various roles that teachers adopt in the decision-making process. It is suggested that teachers may participate in any combination of curriculum decision-making roles at the school level:

- Implementers
- Adapters
- Developers

- Researchers
- Implementers

As an 'implementer' or 'receiver', the teacher's role is to apply the developed curriculum. In this role the teacher has a minimum of responsibility and involvement in the curriculum development phase of the curriculum process, though he has a significant role in the application phase of this process. As an adapter, the role of the teacher is just the same as implementer. This is somewhat conceptual term which indicates that the teachers become ready to accept the curriculum in order to implement it. As a developer, the teacher's role is to take part in the curriculum development process. In Pakistan, some representative teachers are being invited to attend various meetings held by the higher authorities in order to make contributions in the curriculum development or curriculum evaluation process. Researchers, curriculum is a dynamic process. Keeping in view this characteristic, there is a need to conduct research in order to bring about desirable changes in the curriculum. Teachers in most of the countries and also in Pakistan are taking part in various types of researches in curriculum development process. The nature of these researches is.

- To review the curriculum.
- To evaluate the curriculum.
- To change the curriculum, etc.

Advantages of Teacher's Centered Approach:

- As the curriculum is designed by the teacher, it becomes easy to achieve the desired goals.
- Subject matter become psychologically sound due to its relevance with interests, needs and level of the children.
- Content/Subject matter is logically arranged.
- Irrelevant material/Subject matter is avoided.

- Teachers feel comfortable and confident in the classroom activities.
- Democracy is encouraged.
- Co-operation is developed.
- Society/Community is also involved (directly or indirectly) in the development of curriculum.
- No objection is raised by the teacher in connection with the availability of sources and resources.

Limitations: If this approach is followed in Pakistan then the following limitations may hinder the process.

- A change in the attitude on the part of learners, teachers and community is difficult to develop.
- Lack of sources and resources.
- Hindrance due to rigid administration, planning and management.
- It will become difficult to maintain a common standard in various institutions.
- The existing curriculum for the teaching training institutions is not suitable for the teacher centered approach.
- A drastic change in the examination system/evaluation will be required.

5. Integrated Curriculum

Defining Integrated Curriculum

What exactly is integrated curriculum? In its simplest conception, it is about making connections. What kind of connections? Across disciplines? To real life? Are the connections skill-based or knowledge-based? Correlation may be as slight as casual attention to related materials in other subject areas . . . a bit more intense when teachers plan it to make the materials of one subject interpret the problems or topics of another

Integration: the Unification of All Subjects and Experiences.

Arguments for supporting integrated curriculum: There are two strong arguments supporting an integrated curriculum. First, there is simply too much information to be covered in the traditional structure of a forty or fifty minute class period. Secondly, most subjects are taught to students in isolation from other related information. Advocates of an interconnected curriculum believe that individuals learn best when encountering ideas that are connected to one another. A strong belief system exists supporting that "all things are connected."

What do the critics say? Critics of integrated curriculum have formulated several arguments against the idea; first, it is sometimes appropriate for information to be taught within the content area. Some concepts run the risk of becoming confused when connected to unrelated subject matter. Secondly, most teachers have always been a part of a somewhat modernist method of teaching. Therefore, implementing integrated curriculum becomes increasingly more difficult. Third, critics claim that many teachers may lack knowledge and skills of the various disciplines. Finally, a key criticism of integrated curriculum is assessment. Schools continue to struggle with effective methods to assess student achievement in regard to higher level thinking and deeper understanding. In order for integrated curriculum to replace traditional teaching styles, the entire structure of the school needs to be change. Frankly, this is a change that many modernist teachers are not willing to accept.

The integrated curriculum approach is successful in making students more aware of content area connections, challenging students, providing a learning environment, supporting academic and social needs, dissolving the boundaries among the disciplines and fostering stronger student/teacher relationships.

- Components of Integrated Curriculum
- Focuses on basic skills, content and higher level thinking
- Encourages lifelong learning
- Structures learning around themes, big ideas and meaningful concepts
- Provides connections among various curricular disciplines
- Provides learners opportunities to apply skills they have learned
- Encourages active participation in relevant real-life experiences
- Curiosity, motivates, and challenges learners
- Provides a deeper understanding of content
- Offers opportunities for more small
- Accommodates a variety of learning styles/theories (i.e., social learning theory, cooperative learning, intrinsic motivation, and self-efficacy) and multiple intelligences

The organization of integrated curriculum is a post second world war occurrence. This phenomenon gain greatest support in the 1960s. Based on the essential organization of content, as in the subject design, the academic disciplines design emphasizes on the role played by those diverse entities called academic disciplines. Thus it is clearly defined in terms of knowledge, skills and values.

Objectives of Integrated Curriculum

1. The basic objective of integrated curriculum is to emphasize the learning and basic language skills for the children of class' I to III this would increase the literacy rate of the country.
2. Reeducation of text books to one or two only so that the Teachers may focus their attention on the improvement of language skills of the students and along with it they may be able to impart the concept of other subjects.
3. In integrated curriculum, the mental level and interests of the children acquire the central place which is the basic condition of acquiring knowledge.

4. Interesting textual material not only attracts the children but also provides opportunities to groom up their mental abilities. Therefore efforts have been made to prepare the integrated curriculum with the following comprehensive general objective.

5. The general objective of the integrated approach is to make a clear relation between various subjects (having similar concepts) so that the learners may apply their knowledge in real life situation.³⁰

Camp Administration

Definition of Camp Administration

Camp administration means the certified camp director program and the basic camp directors have the knowledge and management skill of (1) an historical overview of the tradition of camping and types of camps; (2) the camp director's job including administrative roles and responsibilities; (3) the purpose, goals, and objectives of the camp; (4) programming designed to meet the objectives of the camp, including an explanation of centralized and decentralized philosophies of camping; (5) staff recruitment and organization; (6) marketing and promotion; (7) camper recruitment and retention; (8) site and facility preparation; (9) risk-management program including record keeping and retention, accident/incident reports, determining local laws, and insurance; (10) staff orientation and training; (11) supervision of staff; (12) operation and supervision of program services; (13) central support services such as health, food, and transportation services; (14) evaluation and reporting; (15) business and finance, including budgeting, purchasing, and accounting

³⁰ Sultan Muhammad khan. "Types of Curriculum." Accessed 1 July 2018. From <https://research-education-edu.blogspot.com/2014/08/types-of-curriculum.html>.

systems; (16) volunteer and committee structures; and (17) professionalism of camping.³¹

“Youth camp” means any regularly scheduled program or organized group activity advertised as a camp or operated only during school vacations or on weekends by a person, partnership, corporation, association, the state or a municipal agency for recreational or educational purposes and accommodating for profit or under philanthropic or charitable auspices five or more children.³²

In order to operate the camp efficiently, the camp committee which is made up of people who are not going to run the program, but who play a key role in planning and supporting the program staff or Interchange leaders during the program has roles as followed;

1. Finance (budget)
2. Kitchen (food and service for the program or mini-camp site)
3. Tours and transportation
4. Accommodation (program or mini-camp site, host homes)
5. Communication, promotion and publicity
6. Health and safety • Materials (including requests from delegations/ participants)
7. General supplies
8. Laundry (if there are no facilities on site)
9. Special events (e.g. special trips, Open Day)
10. Research
11. Program policies (e.g., visits from Chapter)

³¹ Armand B. Ball and Beverly H. Ball, *Basic Camp Management: An Introduction to Camp Administration* (American Camping Association, 1990).

³² Office of Early Childhood State of Connecticut. "Youth Camps." Accessed 1 July 2018. From https://www.ct.gov/oec/lib/oec/licensing/camps/camp_statutesregs.pdf.

12.Site/home security³³

Concepts of CISV International

1. History and Background

CISV International is a global organization dedicated to educating and inspiring for peace through building inter-cultural friendship, cooperation and understanding. Founded in 1950, today we are a federation of 70 Member Associations with over 200 Chapters or local groups. In over 60 years we have given countless children and young people the experience of their lives and the opportunity to build lasting friendships through our international educational programs. CISV International's innovative, fun, non-formal peace education 'learning by doing' programs begin with its original and unique Village program for 11-year-olds. They offer an exciting blend of seven international camp-based, family exchange and local community programs. The aim is to help our participants develop the skills they need to become informed, responsible and active global citizens and make a difference in their communities and the world. The glue that underpins all of our programs is friendship, in line with our founding belief that peace is possible through friendship and mutual understanding.³⁴

2. CISV International Mission

CISV International educates and inspires action for a more just and peaceful world. CISV International was founded in 1950, CISV International is a federation of 70 Member Associations around the world. Our National Associations (full-member Associations) and Promotional Associations (Associations in the process of gaining full membership) run our educational programs and cooperate internationally through

³³ CISV International. "Village Official Programme Guide." Accessed 1 July 2018. From [http://mycisv.cisv.org/assets/Village Programme Guide](http://mycisv.cisv.org/assets/Village_Programme_Guide).

³⁴ "About Us".

their membership of CISV International. CISV International assists and guides its associations by coordinating the international aspects of our programs, providing policy direction, expertise and infrastructure support.³⁵ Over its 60-year-history, CISV International has become a worldwide movement working toward peace and intercultural cooperation and understanding. Educated and inspired many thousands of children and young people, the programs empowering them to achieve their full potential and to play an active role in creating a better world. In late 1940s, a progressive child psychologist named Dr. Doris Allen developed the concept of an organization that would foster inter-cultural understanding and friendship as an essential step toward world peace. Doris Allen believed that by creating opportunities for children of different cultures to come together to learn and make friends, they would grow up to become ambassadors for a more just and peaceful world.³⁶

3. Children's International Summer Villages

In a few years, with much hard work on the part of volunteers and supporters, Dr. Allen's idea had become a reality. Children's International Summer Villages (CISV) was registered as a non-profit corporation in Ohio in 1950. The first Village program was held in Cincinnati in 1951, bringing together young people from Austria, Britain, Denmark, France, Germany, Mexico, Norway, Sweden and USA. Over the years, beginning with that first Village, CISV International volunteers in many Chapters have organized over 6,000 international programs for some 230,000 participants.

Since 1950 the world has changed, and CISV International has evolved along with it. Today, CISV International offers experiences to people of all ages, starting with children aged eleven, through to young adults. In the spirit of Doris Allen's original vision, CISV International aspires to be a unique and pioneering organization. CISV International has grown from one program model to seven different

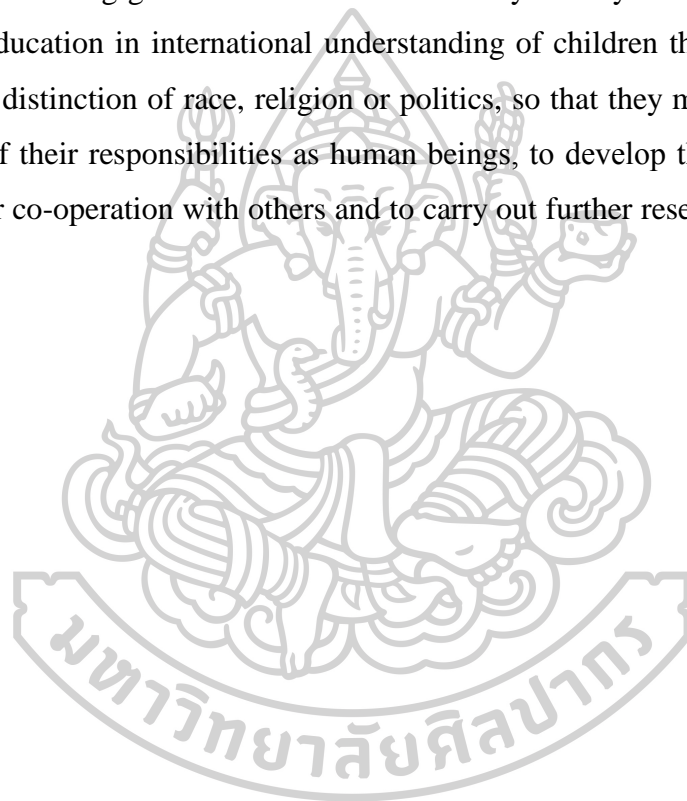
³⁵ *ibid.*

³⁶ *ibid.*

international programs; from one Village to over 200 program-events a year, involving over 8000 participants. CISV International continues to grow, guided by its founding belief that a more just and peaceful world is possible through inter cultural exchange, education and friendship.

4. CISV International Goals

The founding goals remain as relevant today as they were in 1950. They are to further education in international understanding of children throughout the world, without the distinction of race, religion or politics, so that they may grow to maturity conscious of their responsibilities as human beings, to develop the individual child's potential for co-operation with others and to carry out further research, contributing to this work.



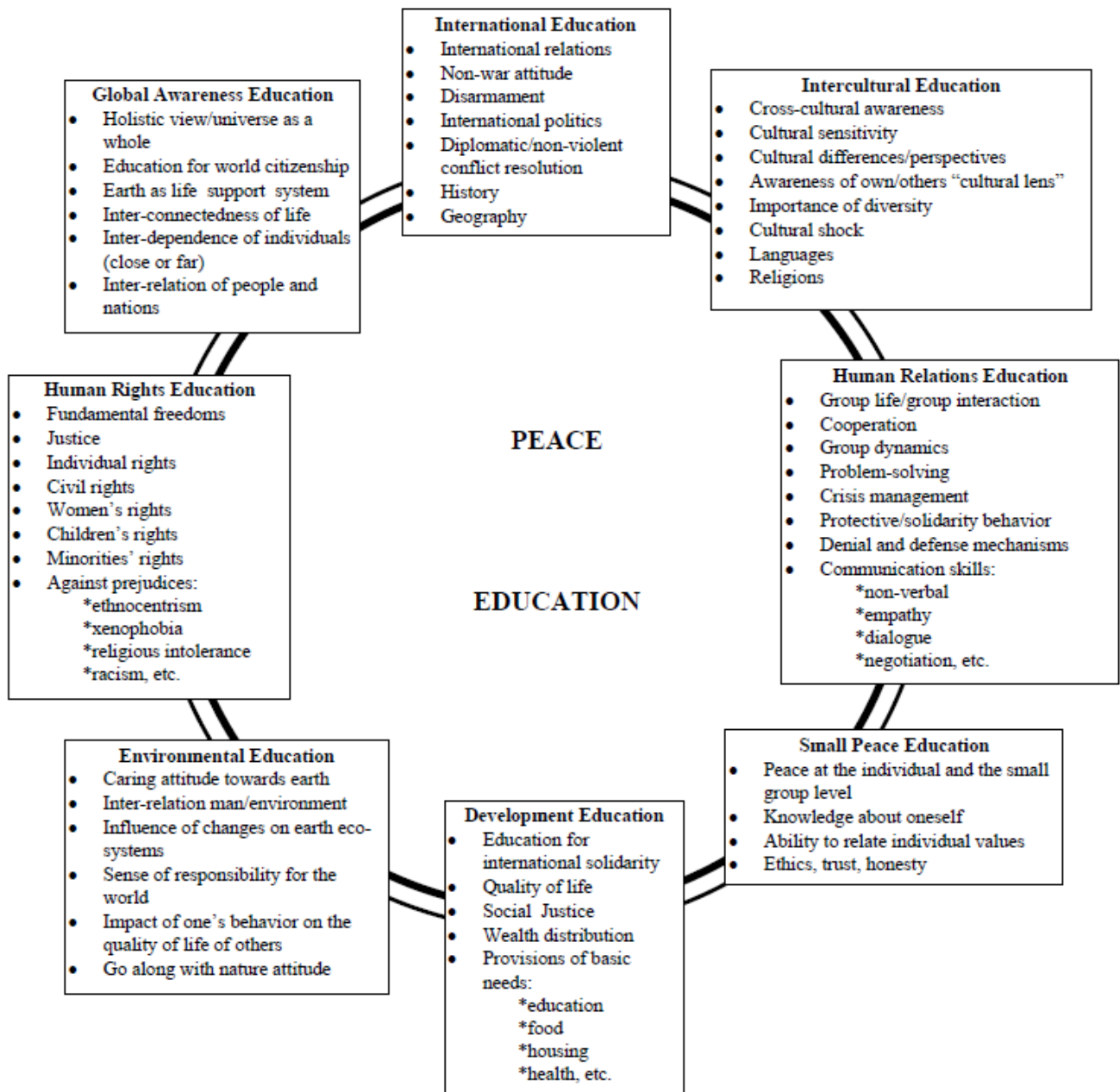


Figure 5 CISV International Peace Education Circle

From: CISV. "The Cisv Peace Education Circle." Accessed 5 September 2018. From <http://www.peace.ca/CISV%20Peace%20Education%20Circle.pdf>.

5. CISV International Constitution

CISV International constitutional documents govern the operation of CISV International and safeguard our fundamental principles.

6. CISV International's International Membership

The Members of CISV International are our National Associations and Junior Branch. The representatives of the CISV International Membership approves plans, accounts and receives reports annually; this is done virtually. The Membership send representatives to an in-person meeting, held at the Global Conference, every three years.

7. CISV International Structure

7.1 Trustees/Directors

The Trustees of CISV International are the nine elected members of the **Governing Board**. The Governing Board upholds CISV International's vision, mission and values and ensures that they are reflected in the strategic direction of the organization. Three members of the Governing Board are elected by the Members of CISV International, the National Associations and Junior Branch, annually by electronic ballot. The first members of the Governing Board were elected in 2013 for staggered terms. In the first election, eight members were elected by the Membership as a whole and one was elected by the Junior Branch. Individuals may be elected to the Governing Board for two consecutive terms.

The election process is managed by an Election Committee established for that specific purpose. The Election Committee invites nominations and ensures that they are valid according to CISV International procedures. They then circulate the list of candidates among the Members along with significant

biographical information and the details of the candidates' involvement in or knowledge of the CISV International global activities and the organization.

7.2 Secretary General

The Secretary General is the chief executive officer of the organization and works very closely with the Governing Board. The Secretary General, with a small senior management team, is responsible for the running of CISV International. The Secretary General attends all meetings of the Governing Board, but is not entitled to vote.³⁷

7.3 Governing Board

The Governing Board upholds CISV International's vision, mission and values and ensures that they are reflected in the strategic direction of the organization.

The Governing Board is made up of 9 elected Trustees:

Daniel Edelshaim (2014-17) Chair

Luis Javier Akle Fierro (2014-17) Vice Chair

Daniel Edelshaim (2014-17)

David Kruse-Pickler (2014-17)

Einav Dinur (2015-2018)

Anne-Caroline Paquet (2015-2018)

Margie Parikh (2015 - 2018)

Vinh Prag (2016-2019)

³⁷ *ibid.*

Gustavo Cuellar (2016-2019)

Calixto Mateos Hanel (2016-2019)³⁸

7.4 International Junior Branch

The International Junior Branch is the youth-led arm of CISV International and leads and represents the interests of our local Junior Branch members. Our Junior Branch welcomes members aged 16-25 and offers young people an unrivalled opportunity to develop their personal and leadership development skills.

7.5 CISV International Junior Representatives

There are two CISV International Junior Branch Representatives (IJRs), who are both full voting members of the Board of CISV International. The IJRs organize and lead the annual International Junior Branch Conference. At this Conference, CISV International National Junior Branch Representatives elects one new IJR for a two year term.

The current IJRs are:

Senior IJR Gaspard Simon, CISV France (2016-17)

Junior IJR Flora Gurgel, CISV Brazil (2016-18)

7.6 CISV International Junior Branch Meetings

There is an annual international Junior Branch Conference for National Representatives and delegations from National Junior Branches. In order to select the host National/Promotional Association (NA/PA), CISV International

³⁸ *ibid.*

will undertake a bidding process, where interested NA/PAs may submit a Proposal to Host, which will be presented to all National Junior Representatives (NJR) and National Representatives. The final venue will be selected via an electronic vote by all Senior NJRs.

There are also annual meetings in the three working regions of the CISV International Junior Branch:

America's Regional Members Meeting, European Junior Branch Meeting and Juniors Asia Pacific Region Conference.

7.7 CISV National Junior Branch Representatives

Each CISV National Association Junior Branch has two National Junior Branch Representatives, who in turn elect the International Junior Branch Representatives. The National Junior Branch Representatives are elected by their national Junior Branch membership. Nearly every one of our 200 plus, CISV Chapters has an active local Junior Branch.

7.8 CISV International Member Associations

CISV International has Member Associations in over 60 countries. The established National Associations and developing Promotional Associations are in every region of the world. CISV Associations run our educational programs and cooperate internationally through their membership of the umbrella organization of CISV International.

Each association is legally registered, consistent with national law, and volunteer members manage the organization locally and nationally. National Associations are financially independent of CISV International, and are required to have annual audits and appropriate insurance cover. The vast

majority of our associations operate without permanent or fixed offices, and only a very small number employ part-time administrative support staff.³⁹

Table 1 The name of CISV global chapters

America	Asia Pacific	Europe Middle-East and Africa	
CISV Costa Rica	CISV Australia	CISV Algeria	CISV Italy
CISV El Salvador	CISV China	CISV Austria	CISV Ivory Coast
CISV Ecuador	CISV Hong Kong	CISV Belarus	CISV Jordan
CISV Guatemala	CISV India	CISV Belgium	CISV Kenya
CISV Honduras	CISV Indonesia	CISV Bulgaria	CISV Latvia
CISV Mexico	CISV Japan	CISV Croatia	CISV Lebanon
CISV Panama	CISV Korea	CISV Czech Republic	CISV Lithuania
CISV Peru	CISV Mongolia	CISV Denmark	CISV Luxembourg
CISV USA	CISV Myanmar	CISV Egypt	CISV Macedonia FYR
	CISV New Zealand	CISV Estonia	CISV Netherlands
	CISV Philippines	CISV Faroe Islands	CISV Norway
	CISV Thailand	CISV Finland	CISV Poland
	CISV Vietnam	CISV France	CISV Portugal
		CISV Georgia	CISV Romania
		CISV Germany	CISV Russia
		CISV Great Britain	CISV Senegal
		CISV Greece	CISV Slovenia
		CISV Greenland	CISV Spain
		CISV Hungary	CISV Sweden
		CISV Iceland	CISV Switzerland
		CISV Israel	CISV Turkey

³⁹ Ibid.

8. CISV Programs

CISV International programs are for all ages. Our original and unique Village program for 11-year-olds is a great introduction to the fun, friendship and educational experience that CISV International offers. CISV International offers educational programs for children and young people and we have opportunities for people of all ages to participate and volunteer.⁴⁰

Table 2 CISV International Program

Program	Age group
Village	11
Interchange	12-15 and family
Step Up	14-15
Seminar Camp	17-18
Youth Meeting	12-19+
International People's Project	19+
Mosaic	All ages

8.1 Village

A camp-based program for 11-year-olds lasting 28 days. The first Village, our original program, was held in 1951. CISV Villages are international camps that inspire 11-year-old children to imagine a more just and peaceful world. The children come together from many different countries to take part in a variety of educational, cultural and fun activities.

⁴⁰ "Cisv Programmes." Accessed 17 November 2016. From <http://www.cisv.org/cisv-programmes/>.

Each Village welcomes delegations from 10-12 countries. Each delegation has two boys and two girls, accompanied by an adult leader. The camp is coordinated by adult staff, supported by Junior Counsellors (age 16-17). A Village creates a safe, fun setting in which a child will learn, with children from around the world, about each other's lives and cultures and how to communicate, cooperate and live together. The Village learning experiences, and the friendships made, will last a child a lifetime.⁴¹

8.2 Interchange

Two-way family exchange program for 12–15 year olds; each exchange lasts between 14 to 28 days. The first Interchange was held in 1961. While based on the same educational principles as CISV International's camp-based programs, Interchange encourages a deeper encounter between two cultures by placing young people within families. Group activities during the exchange, such as a mini-camp, are a vital complement to the in-depth family experience.

Interchange takes place in two 'phases' - a child joins a delegation that visits another country and is hosted there by a CISV International family. Then in return you and your family host a child from the delegation from the country a child visited. Interchange exchanges give your whole family the chance to experience another culture and make new friends and to be part of your local CISV International community. With over 40 years of experience of organizing family-based exchanges for children and teenagers, it is assured of the highest level of supervision and safety for a child.

An Interchange involves both a child and the whole family. As part of a child's Interchange, a family will host a child from another country in your home and get involved with local CISV International social and educational

⁴¹ CISV International. "Village." Accessed 17 November 2016. From <http://www.cisv.org/cisv-programmes/village/?Village%20programme>.

activities. CISV International offers a family a taste of the CISV International experience along with dedicated support and advice.⁴²

8.3 Youth Meeting

A camp-based program for 12-19 + year-olds, lasting either 8 or 15 days. The first Youth Meeting was held in 1969. Youth Meetings bring small groups of young people, of similar ages together from different countries within a region. Youth Meetings are for 25-35 participants (aged 12-13, 14-15, 16-18 or 19+), coordinated by adult staff. Young people aged under 16 travel in delegations with an adult leader. Participating a Youth Meeting and explore aspects of a theme that affects us all, such as democracy, and share your perspectives and learn from each other. The participants will also think about how they can use what they gain from their experience, new understanding and planning and communication skills - beyond the camp in your school, college or community. As with all of CISV International programs, they will find there is an emphasis on friendship and fun.⁴³

8.4 Step Up

A camp-based program for 14-15 year olds, lasting 23 days. The first Step Up was held in 1985. CISV International 's Step Up program encourages young people to take a leading role in planning and organizing activities. The participants and their adult leaders use CISV International 's peace education to guide the theme of the camp around which they plan activities, such as identity, democracy, or environmental protection. Step Up delegations come

⁴² CISV International. "Interchange." Accessed 17 November 2016. From <http://www.cisv.org/cisv-programmes/interchange/?CISV%20Interchange%20programme>.

⁴³ CISV International. "Youth Meeting." Accessed 17 November 2016. From <http://www.cisv.org/cisv-programmes/youth-meeting/?CISV%20Youth%20Meeting%20programme>.

from nine countries and are comprised of four young people, 2 girls and 2 boys, who are accompanied by an adult leader. The camp is coordinated by adult staff. Taking part in Step Up provides the amazing opportunity to learn about important issues that affect us all and how they are thought about and dealt with in different countries and cultures. Youth participants will think about how you will take your new knowledge and leadership skills and make active use of them in your school or community. Importantly, delegate have fun and make new and lasting friendships.⁴⁴

8.5 Seminar Camp

A camp-based program for 17-18 year olds, lasting 21 days. The first Seminar Camp was held in 1959. This personally challenging, intensive program is coordinated by the young participants themselves. They develop their own agenda and explore global issues based on their backgrounds and interests, through activities and in-depth discussions. Seminar Camps are for 30 international participants, with the supervision and assistance of international adult staff. Joining a Seminar Camp puts youths in the driving-seat, as with your fellow participants you plan and lead the program. Being part of Seminar Camp's group-living environment encourages you to take a creative and cooperative approach to problem-solving and resolving differences that can arise from healthy discussion. Friendship and fun ensure that Seminar Camp experience is lasting and positive.⁴⁵

⁴⁴ CISV International. "Step Up." Accessed 17 November 2016. From <http://www.cisv.org/cisv-programmes/step-up/?CISV%20Step%20Up%20programme>.

⁴⁵ CISV International. "Seminar Camp." Accessed 17 November 2016. From <http://www.cisv.org/cisv-programmes/seminar-camp/?CISV%20Seminar%20Camp%20programme>.

8.6 International People's Project

An international community-based program for people aged 19+, lasting 14-23 days. International People's Projects (IPPs) are locally run projects that benefit a community and its environment. In partnership with local organizations, a group of volunteers from at least four different countries work together on a community project, such as combating environmental degradation, support for immigrants or an arts-based regeneration scheme. IPPs are personally fulfilling, giving you the chance to learn new skills and ways of thinking and make lasting friendships. They are an opportunity to live and work as part of a community, in an authentic cultural experience that will make a genuine difference. Around 25 volunteers participate in each IPP, including staff.⁴⁶

8.7 Mosaic

Mosaic is CISV International's local community-based program for participants of all ages. Mosaic can be anything from a one-off event to a year-long project. Mosaic projects are planned and delivered by our Chapters, using CISV International's educational approach, and each one responds to local needs and interests in a meaningful way. Most projects are designed and run in cooperation with partner organizations to further the benefit to the local community. A local program from CISV USA, Jacksonville Chapter, promotes community harmony. To celebrate its 10th anniversary, Kerry McClure CISV USA, interviewed delegates and staff from Faces of Jacksonville to find out what this Mosaic program so special. The Faces of Jacksonville Village camp is a two-week residential experience held in a public school facility and modified to replicate the traditional CISV International Village atmosphere. This project fulfills the long term vision of

⁴⁶ CISV International. "International People's Project." Accessed 17 November 2016. From <http://www.cisv.org/cisv-programmes/international-peoples-project/?CISV%20IPP%20programme>.

former City Council President Lad Daniels to promote cultural understanding and develop future city leaders.⁴⁷

9. A Child and CISV International

Taking part in a CISV International educational program is an experience that will have a powerful and positive impact on a child for life. They will have the opportunity to make lasting friendships with other children from around the world in a fun, safe environment. The positive impact of meeting and making friends with children from other countries and cultures cannot be overestimated. A child will gain a global perspective and come to understand their part in our global community. While CISV International put an emphasis on fun and friendship, at the core of everything CISV International does is the aim to educate and inspire young people to realize their full potential. The curriculum in each of our programs is age-appropriate and delivered using our informal, 'learning by doing' approach. CISV International will help a child to develop an 'anything is possible' attitude, leadership and communication skills and an understanding of the world around them.

10. Family and CISV International

A child will have many exciting tales to tell when they return from one of CISV International programs. There are many ways for a parent and the rest of the family to also get a taste of the CISV International experience.

⁴⁷ CISV International. "Mosaic." Accessed 17 November 2016. From <http://www.cisv.org/cisv-programmes/mosaic/?CISV%20Mosaic%20programme>.

11. CISV International Standards

CISV International has over 60 years of organizing camp-based programs experience for children and young people. CISV assure the high quality of supervision and care CISV International take with the youngest participants.⁴⁸

12. Child Safety and Protection

Going to a CISV International camp abroad for up to a month is an exciting prospect for the children who will participate - but perhaps a little daunting for their parents. A child will be looked after and kept safe before, during and after the program. CISV International is committed to ensuring that the safety of each child in our care is paramount. CISV International has been organizing camp-based programs and family-hosted exchanges for decades and child safety and protection remain our highest priorities. Many of our volunteers are parents themselves who are sending their children to CISV International programs in other countries - or may have done so in the past. They share our commitment to, and your concern for, the welfare of a child.

13. Child Protection

CISV International has comprehensive child protection policy and procedures, which are reviewed and updated regularly. Our National Associations additionally have their own child protection procedures, which are in line with their national legislation and requirements. All of our program staff and leaders receive child protection, risk management and leadership training to prepare them to take care of your child. Our child protection and risk management procedures ensure that all program staff and leaders are locally selected and trained to international standard. Confidential references are reviewed locally. All program staff and leaders are

⁴⁸ CISV International. "Your Child and Cismv." Accessed 17 November 2016. From <http://www.cismv.org/cismv-programmes/your-child-cismv/>.

carefully screened and police-checked, in line with national procedures and international standards. All children who are under 16 travel with an adult leader aged over 21. Hosting families are carefully screened CISV International members.

14. Health and Safety

A full risk assessment is conducted at the start of every program and program staff are supported by local, regional and international network of experienced Risk Managers. All of our participants are required to carry insurance and to provide detailed medical and health information. At every program there is a qualified first-aid. They are responsible for any basic first aid, the organization and distribution of medicines, liaising with local doctors and hospitals as necessary and keeping all records relating to any illness or accident. Medical care is always within easy reach, in the rare event of illness or accident, parents are called at the first opportunity and updated with full information on what steps have been taken to help their child.⁴⁹

15. CISV International - A Family Experience

Participation in one of our programs is often a powerful experience - and not just for a child. They will come home with stories to share and may even have changed a little and become more independent. CISV International will help to prepare a family and a child for the experience of going to a program, so the parents know what to expect. Hearing first-hand from children and parents of children who have already participated is an important part of this process. Inter-cultural experience is enriching for all of the family. If a child is going to be part of an Interchange exchange, your family will all get to take part in the experience as part of the two-way exchange. You may also get the opportunity to host children coming from another country to take part in a camp-based program near you.

⁴⁹ CISV International. "Child Safety and Protection." Accessed 17 November 2016. From <http://www.cisv.org/cisv-programmes/your-child-cisv/child-safety/>.

CISV International is all about friendship and fun and not just for children and young people. Many of our Chapters hold regular social events and activities that whole family can join in with. Each association is legally registered, consistent with national law, and volunteer members manage the organization locally and nationally. National Associations are financially independent of CISV International, and are required to have annual audits and appropriate insurance cover. The vast majority of our associations operate without permanent or fixed offices, and only a very small number employ part-time administrative support staff.

16. CISV International Partners

Since its beginning, CISV International has worked in cooperation with like-minded organizations for the purpose of educational research, national, regional and international relations, and, increasingly, to develop our programs and activities.

17. CISV International Official Relations

CISV International is a United Nations Educational, Scientific and Cultural Organization (UNESCO) partner Non-Governmental Organization (NGO), holds participatory status with the Council of Europe and is a candidate member of the European Youth Forum. UNESCO: The CISV International representative is Beatrice Naegeli (CISV France). Council of Europe: The CISV International representative is Anne Kraus (CISV Luxembourg). European Youth Forum: The CISV International representative is Fanny Rådström (CISV Sweden).

18. CISV International Funding Partners

With the support of the Erasmus+ Program of the European Union

19. CISV International Research Partnerships

CISV International has research partnerships with Birkbeck College (UK), Newcastle University (UK), University of Modena (Italy), University of Ohio (USA) and University of Cincinnati.

20. CISV Partner Organizations

CISV International works closely every year with Peace One Day to support the annual international Peace Day.

21. CISV International Corporate Partnerships

CISV International has a new, exciting collaboration with Momondo, to help create more opportunities for cross-cultural understanding.

CISV International member associations and their Chapters work in partnership with a wide variety of like-minded national and local organizations around the world.⁵⁰

Peace Education

Definition of Peace Education

United Nations International Children's Emergency Fund (UNICEF) defined peace education as “the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict

⁵⁰ CISV International. "Our Partners." Accessed 17 November 2016. From <http://www.cisv.org/about-us/our-partners/>.

peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national or international level".⁵¹

Mohamed Walid Lutfy defined that peace education, as a concept, seems to be as old as some peace education masters, such as Confucius, yet it is also as young as the United Nations. In the old times, peace education was a way of life, as it was conveyed through religions manuscripts. Nevertheless, as the material life started to gain precedence over the spiritual one, the teaching of peace needed to be codified. This is the point at which peace transformed from a lifestyle to a life practice. This change, however, meant that peace could only be sustained as long as its practice does. Peace is a goal that can only be attained through common accord, and the means to achieve this unity for peace are twofold: first, an immediate effort to resolve conflicts without recourse to violence—in other words, to prevent war—and second, a long-term effort to establish a lasting peace among men.⁵² The clarity of this statement notwithstanding, the question of whether the current school systems are capable of fostering genuine peace education remains. The link between peace and education is glaringly obvious, as the latter is the “key tool in promoting peace, justice, cultural diversity and environmental awareness”. Nonetheless, in academia, education has traditionally been treated just as a means to an end. In other words, it was “education for peace” rather than “education as peace.” This relation between peace and education is an issue addressed in this work. The purpose is to reach an in-depth understanding of the complex relation between both seemingly obvious concepts. To do so, the author explores the components of peace and education separately and then jointly.⁵³

⁵¹ UNICEF. "Peace Education." Accessed 5 January 2017. From https://www.unicef.org/education/focus_peace_education.html.

⁵² K. Pandey, *Promoting Global Peace and Civic Engagement through Education* (IGI Global, 2016).

⁵³ Mohamed Walid Lutfy. "From Peace Education to Peaceful Education: Raising the Independent and Innovative Peaceful Mind." Accessed 6 January 2017. From <http://www.igi-global.com/chapter/from-peace-education-to-peaceful-education/151909>.

Ian Harris stated that peace education hopes to create in the human consciousness a commitment to the way of peace. Just as a doctor learns in medical school how to minister to the sick, students in peace education class learn how to solve problems caused by violence. Social violence and warfare can be described as a form of pathology, a disease. Peace education tried to inoculate students against the evil effects of violence by teaching skills to manage conflicts nonviolently and by creating a desire to seek peaceful solutions of conflicts. Societies spend money and resources training doctors to heal the ill. Why should not they also educate their citizens to conduct affairs nonviolently? Peace educators use teaching skills to stop violence by developing a peace consciousness that can provide the basis for a just and sustainable future.⁵⁴

State University defined peace education as it encompasses the key concepts of education and peace. While it is possible to define education as a process of systematic institutionalized transmission of knowledge and skills, as well as of basic values and norms that are accepted in a certain society, the concept of peace is less clearly defined. Many writers make an important distinction between positive and negative peace. Negative peace is defined as the absence of large-scale physical violence—the absence of the condition of war. Positive peace involves the development of a society in which, except for the absence of direct violence, there is no structural violence or social injustice. Accordingly, peace education could be defined as an interdisciplinary area of education whose goal is institutionalized and non-institutionalized teaching about peace and for peace. Peace education aims to help students acquire skills for nonviolent conflict resolution and to reinforce these skills for active and responsible action in the society for the promotion of the values of peace. Therefore, unlike the concept of conflict resolution, which can be considered to be retroactive—trying to solve a conflict after it has already occurred—peace education has a more proactive approach. Its aim is to prevent a conflict in

⁵⁴ Ian Harris. "Peace Education: Definition, Approaches, and Future Directions." Accessed 6 January 2017. From <https://www.eolss.net/Sample-Chapters/C04/E1-39A-06.pdf>.

advance or rather to educate individuals and a society for a peaceful existence on the basis of nonviolence, tolerance, equality, respect for differences, and social justice.⁵⁵

1. Peace Education Circle

CISV International is conducting youth camps worldwide by using the same principle as a tool which is the Peace Education Circle. The Peace Education Circle comprises of international education, intercultural education, human relations education, small peace education, development education, environment education, human rights education and global awareness education.⁵⁶

2. International Education

International education is a dynamic concept that involves a journey or movement of people, minds, or ideas across political and cultural frontiers. The development of a "Worldmindedness" can become the goal of any school, and hence, any school can become truly "international."⁵⁷

3. Intercultural Education

Intercultural education promotes the understanding of different people and cultures. It includes teachings that accept and respect the normality of diversity in all areas of life. It makes every effort to sensitize the learner to the notion that we have naturally developed in different ways. It seeks to explore, examine and challenge all

⁵⁵ State University. "Peace Education - the Development of Peace Education and Its Basic Principles." Accessed 6 January 2017. From <http://education.stateuniversity.com/pages/2314/Peace-Education.html#ixzz4UxzZb9eP>.

⁵⁶ CISV. "The Cisv Peace Education Circle." Accessed 5 September 2018. From <http://www.peace.ca/CISV%20Peace%20Education%20Circle.pdf>.

⁵⁷ Holly Moran Hansen, , *New Direction for Higher Education* (, Wiley Periodicals, Inc., Spring 2002).

forms of "isms" and xenophobia, while promoting equal opportunity for all. Intercultural education works to transform not only the individual but the institution as a metaphor and mechanism for the transformation of society.⁵⁸

4. Human Relations Education

Human relations is the skill or ability to work effectively through and with other people. Human relations includes a desire to understand others, their needs and weaknesses, and their talents and abilities. For anyone in a workplace setting, human relations also involves an understanding of how people work together in groups, satisfying both individual needs and group objectives. If an organization is to succeed, the relationships among the people in that organization must be monitored and maintained. In all aspects of life, you will deal with other people. No matter what you do for a living or how well you do it, your relationship with others is the key to your success or failure. Even when someone is otherwise only average at a job, good human relations skills can usually make that person seem better to others. Sadly, the opposite is also true: poor human relations skills can make an otherwise able person seem like a poor performer. A doctor who respects patients, a lawyer who listens carefully to clients, a manager who gets along well with others in the workplace: all of these people will most likely be thought of by others as successful.⁵⁹

5. Small Peace Education

Peace may be conceived of not only as the absence of physical or structural violence, but also positively as harmony between culture and structure. In that case, the values of a society must be known in order for us to assess the degree of peace. Since 'small peace' presupposes a shared symbolic reality, most instances existing

⁵⁸ Intercultural Education Network. "What Is Intercultural Education?," Accessed 6 January 2017. From <http://ien.inclusion.msu.edu/node/130>.

⁵⁹ Lowell Lamberton and Leslie Minor-Evans, *Human Relations: Strategies for Success*, 5th ed. (McGraw-Hill, 2014).

today are small — e. g., religious communities — and 'world peace' will have to consist of a multitude of 'small peaces', which may also contain what the outsider will define as structural violence.⁶⁰

6. Development Education

An educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and other at personal, community, national and international levels.⁶¹

7. Environment Education

Environmental Education (EE) is a process in which individuals gain awareness of their environment and acquire knowledge, skills, values, experiences, and also the determination, which will enable them to act - individually and collectively - to solve present and future environmental problems. EE is a complex process, covering not just events, but a strong underlying approach to society building as a whole. EE provides people with the awareness needed to build partnerships, understand NGO activities, develop participatory approaches to urban planning, and ensure future markets for eco-business.

Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes,

⁶⁰ Paul Smoker. "Small Peace." Accessed 6 January 2017. From <http://journals.sagepub.com/doi/abs/10.1177/002234338101800203>.

⁶¹ Global Solidarity. "Development Education." Accessed 6 January 2017. From <http://www.ictu.ie/globalsolidarity/education/>.

motivations, and commitments to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration, 1978). Environmental education enhances critical thinking, problem-solving, and effective decision-making skills, and teaches individuals to weigh various sides of an environmental issue to make informed and responsible decisions. Environmental education does not advocate a particular viewpoint or course of action.

The components of environmental education are: Awareness and sensitivity to the environment and environmental challenges, Knowledge and understanding of the environment and environmental challenges, Attitudes of concern for the environment and motivation to improve or maintain environmental quality, Skills to identify and help resolve environmental challenges and Participation in activities that lead to the resolution of environmental challenges.

Environmental education is aimed at producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to help solve these problems, and motivated to work toward their solution.⁶²

8. Human Rights Education

Human rights education is an integral part of the right to education and is increasingly gaining recognition as a human right in itself. Knowledge of rights and freedoms is considered a fundamental tool to guarantee respect for the rights of all. Education should encompass values such as peace, non-discrimination, equality, justice, non-violence, tolerance and respect for human dignity. Quality education

⁶² W. B. Stapp and et al, "The Concept of Environmental Education," *Journal of Environmental Education*, no. 1 (1969).

based on a human rights approach means that rights are implemented throughout the whole education system and in all learning environments.⁶³

9. Global Awareness Education

Global awareness is a conceptual understanding of global and cultural perspectives with social, political, economic, cultural and environmental components. Global awareness is key to the understanding of commonalities and differences among people. Global awareness promotes sensitivity to the impact of globalization, a better cross-cultural understanding and better partnerships among educational institutions, government organizations and businesses in an effort to solve global issues. Global diversity includes the dimensions of race, ethnicity, religion, culture, age, family situations, gender, life experiences, sexual orientation and cognitive ability. Rising planetary challenges, such as poverty, health epidemics and economic recessions call for an interconnected awareness and efforts toward global peace.⁶⁴

Books, Researches, Journals and Articles Related

Johann Packendorff conducted the research “Inquiring into the temporary organization: New directions for project management research”. In the research he stated that The theoretical field of project management (PM) can be described as a set of models and techniques for the planning and control of complex undertakings. The three main shortcomings of PM research and theory are identified as: (1) PM is seen as a general theory and a theoretical field in its own right, (2) research on PM is not sufficiently empirical, and (3) projects are seen as “tools.” Instead, a diversity of theoretical perspectives should be employed in field research on “temporary

⁶³ UNESCO. "Human Rights Education." Accessed 6 January 2017. From <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/human-rights-education>.

⁶⁴ Bloomsburg University of Pennsylvania. "Global Awareness." Accessed 6 January 2017. From <http://organizations.bloomu.edu/gasi/>.

organizations” in order to construct middle-range theories on different types of projects. These proposed future directions call for research on expectations, action and learning in project settings.⁶⁵

Tomas Blomquist, Markus Hällgren, Andreas Nilsson and Anders Söderholm conducted a research on project management “Project-as-practice: In search of project management research that matters”. They stated that research on projects is not only an immature field of research, but it is also insubstantial when it comes to understanding what occurs in projects. This article contributes to making project management research matter to the academic as well as to the practitioner by developing a project-as-practice approach, in alignment with the ongoing debate in social science research. The article outlines a framework and argues that there are two major challenges to the researcher and also suggests how these challenges can be met. Underlying notions of the practice approach are outlined to ensure a development of the project-as-practice approach that makes project management research matter.⁶⁶

Jonas Söderlund conducted a research “Building theories of project management: past research, questions for the future”. Project management has long been considered as an academic field for planning-oriented techniques and, in many respects, an application of engineering science and optimization theory. Much research has also been devoted to the search for the generic sub-elements of project success. Project management has, however, in the last decade received wider interest from other academic disciplines. As the field rapidly expands, the need for an internal discussion and debate about project management research increases. Project management and project organization is a complex subject and, we argue, is usefully examined from several perspectives. In this paper we discuss the emerging perspectives within the project field. The paper also presents a number of questions

⁶⁵ Johann Packendorff. "Inquiring into the Temporary Organization: New Directions for Project Management Research." Accessed 5 January 2017. From <http://www.sciencedirect.com/science/article/pii/095652219500018Q>.

⁶⁶ Tomas Blomquist et al. "Project-as-Practice: In Search of Project Management Research That Matters." Accessed 5 January 2017. From <http://onlinelibrary.wiley.com/doi/10.1002/pmj.20141/full>.

that project research to a greater extent should acknowledge. The questions concern issues such as why project organizations exist, how they behave and why they differ. The principal argument is that too much effort has been dedicated to clarifying the reasons of project success and failure, while downplaying a number of important research questions that need to be discussed in order to further the knowledge about project management.⁶⁷

Yan Jiang had conducted the research “Intercultural Learning in a CISV Village and Its Short-term and Long-term Impact on the Participants’ Intercultural Communicative Competence Development”. This research investigated the 11-year-old children’s intercultural learning experience in an international summer camp (CISV Village programme) and the short-term and long-term effects of this experience on the participants’ intercultural development. It consists of three separate but related studies: (1) a participant observation study of a CISV Village held in the UK; (2) a longitudinal questionnaire study of a group of British children who participated in CISV Villages held in various nations in 2006; and (3) an interview study of nine former participants who participated in a CISV Village programme when they were eleven. The results of the longitudinal study and the interview study demonstrate that most young and former participants are positive about the experience. The participants perceived that the intercultural learning experience in that camp not only facilitated their intercultural communicative competence (ICC) development but also brought about personal changes to them, which they characterized as significant, positive and enduring. The findings have theoretical and practical implications for understanding and facilitating youth intercultural learning.⁶⁸

⁶⁷ Jonas Söderlund. "Building Theories of Project Management: Past Research, Questions for the Future." Accessed 5 January 2017. From <http://www.sciencedirect.com/science/article/pii/S026378630300070X>.

⁶⁸ Jiang Yan. "Intercultural Learning in a Cisiv Village and Its Short-Term and Long-Term Impact on the Participants’ Intercultural Communicative Competence Development." Accessed 1 January 2017. From <http://www.cisv.org/EasySiteWeb/GatewayLink.aspx?alId=140654>.

Claudio Baraldi had conducted this article “Forms of Decision Making: Gatekeeping and Dialogic Coordination in CISV Organizational Meetings”. The present article deals with decision making as a communicative process taking place in organizations as social systems. The process investigation whereby decisions are produced, before being announced, by looking at turn design and sequence organization in the interaction, and by considering cultural presuppositions, which are specific patterns of expectations about interlocutors’ expectations. In so doing, the theories and methodologies deriving from Conversation Analysis and Social Systems Theory were combined. The article deals with interactionally achieved patterns of expectations concerning participants’ positioning in decision making and analyzes two different forms of decision making, namely, gatekeeping and coordination of participative decision making. These are analyzed within the framework of organizational meetings in which educational activities for children’s camps are planned. The analysis of videotaped and transcribed interactions taking place during these meetings highlights the ways in which different forms of decision making are socially constructed.⁶⁹

Jennifer Watson had conducted a study which evaluated the effect of participation in the educational programs for young people (ages 11 – 18) provided by the volunteer organization, CISV International. The contact hypothesis has generally been interpreted to suggest that positive contact with representatives of different nationalities, cultures, religions and ethnic groups can lead to the development of favorable perceptions and reduce the likelihood of the construction of simplistic racial or ethnic stereotypes. Preliminary interviews took place and a draft questionnaire was developed in 2001. The first round of survey-based research, involving former participants from Great Britain, Norway and United States of America, took place in 2002. A sample of former participants from a further six national associations namely Brazil, Canada, Finland, Germany, Israel and Italy responded in 2003 and the questionnaire was translated for use in Japan in 2005 and 2006. Results indicate that

⁶⁹ Claudio Baraldi. "Forms of Decision Making: Gatekeeping and Dialogic Coordination in Cisv Organizational Meetings." Accessed 1 January 2017. From <http://journals.sagepub.com/doi/pdf/10.1177/0021943613497055>.

for those who completed and returned the questionnaire, CISV programs were effective in meeting the educational goals of the organization: i.e. the development of cross-cultural friendships; communication among members of different cultures; development of leadership and cooperation skills to benefit society. The experiential learning within CISV activities provided highly valued opportunities for personal development. Interests developed through, or encouraged by, involvement in CISV were perceived as having influenced significant choices in the lives of a substantial number of former participants replying to the questionnaire.⁷⁰

Tamara Thorpe had conducted a research “Measuring Intercultural Sensitivity in International Service Learning”. The research overarching goal was to provide a systematic measure of the programs’ intercultural learning outcomes. The specific aims of the research were to assess changes in intercultural sensitivity and competence, to evaluate intercultural interaction and cooperation, and to understand the impact of international service learning programs. The research includes the collection of both qualitative and quantitative data. The data was rich and offered insight into the participants’ experience with the target issue, intergenerational understanding, and cultural differences. In intergenerational understanding aspect, participants’ fears and insecurities about aging changed as a result of their experience volunteering in the long-term care center. At the program’s end the majority of participants expressed more hope for their elder years and a better understanding of the potential for a quality life. The data did not provide a new or more complex perspective or reflection of attitudes and behaviors towards elders in their home culture. Intercultural Sensitivity and Competence. The qualitative data shows participants expected to learn and experience cultural differences and enjoyed their experience living and working with people from different cultures. However, neither qualitative nor quantitative data reflects a deeper experience of cultural difference, or a more complex or sophisticated examination of culture. Minimization is a monocultural mindset, individuals are aware and recognize difference, and accept those

⁷⁰ Jennifer Watson. "Intercultural Understanding across the Years." Accessed 1 January 2017. From <http://www.cisv.org/EasySiteWeb/GatewayLink.aspx?alId=140377>.

differences while holding on to the idea that all humans are essentially the same. At this stage relying on “similarity” is a viable solution for adapting to difference. The group’s orientation towards difference was reinforced by their experience in the IPP. The post –IDI© indicates that as a group, participants relied on similarities to adapt to cultural differences within the group and at the program’s end the group was “more likely to assume people are like us”.⁷¹

Rosemary Barnett, Alison Adler, Janice Easton, and Keri P. Howard conducted a research “An Evaluation of Peace Education Foundation's Conflict Resolution and Peer Mediation Program”. The Peace Education Foundation (PEF) conflict resolution and peer mediation program appears to have affected the school climate, as evidenced by downward trends in incident referral rates during the 3 years of program implementation at this particular high school. It appears from the data that as a result of program implementation, the students who received the full 3-year program experienced either direct or indirect effects, culminating in a more positive emotional climate. Discussing conflict resolution within the school culture resulted in better anger management or diplomatic communication such that reported incidents were reduced. An increased understanding or tolerance on the part of school staff and the student body may have also resulted in judgments made differently about conflicts. Such judgments may have resulted in less of a need to report these incidents and an increased ability to handle the conflicts before escalation. Further research on the PEF conflict resolution and peer mediation program might explore these changes in the perceptions and empathy level of school staff, as well as the long-term effects of the program on other indicators of an improved school climate. An examination of factors, such as student academic performance, attitudes, peer relationships, and self-concept, will lead to an increased understanding of these deeper effects. Perhaps by exploring these other student outcomes, total program impact may eventually be assessed.

⁷¹ Tamara Thorpe. "Measuring Intercultural Sensitivity in International Service Learning." Accessed 1 January 2017. From <http://www.cisv.org/EasySiteWeb/GatewayLink.aspx?alId=140484>.

Summary

This chapter emphasizes three main concepts: the Project Management, CISV International and peace education. The first concept surely shows the components of project management which includes all aspects and spectrums of project management range from project planning, project executing, project control, human management, finance management, project closeout, project evaluation. Moreover, this chapter includes the volunteer recruitment regarding the CISV International is a non-profit organization. Organization communication is including in this chapter since CISV International is a global level organization. Camp administration is a part of this chapter because CISV International is a camp-based activity program. It usually organizes at the locations where the camp facilities are provided. The second concept expresses the CISV International history and background. Starting from the founder and the main reason of the establishment, this chapter includes the management level and structure. All the programs provided from CISV International are covered in this chapter. Finally, the last concept states peace education which is the main goal of CISV International. In accordance with CISV International peace education circle which is implemented in all programs, it is the combination of international education, intercultural education, human relations education, small peace education, development education, environment education and global awareness education.

Chapter III

Methodology

Project management of CISV International for peace education was a future research methodology. The objective of the research was to study the project management of CISV International for peace education according to jury of expert. As follow, here was the research process.

Process of Study

In order to achieve the objective of the research through research methodology, the researcher had identified the process of this research as following:

Stage 1: Preparatory stage, the researcher studied all related books, textbooks, researches, journals and articles related in order to design research framework for this research.

Stage 2: Research process included

Step 1, design research framework by EDFR technique

1. Researcher studied all related books, textbooks, researches, journals and articles related to project management, activity, recreation, peace education and CISV International in order to design the framework of the research.
2. Thus using the information gathered, researcher designed semi-structure interview based on content analysis of project management, activity, recreation, peace education and CISV International.

3. Then researcher interviewed 19 jury of experts by semi-structure interview form. Afterward, researcher gathered information from interviews then analyzed the information by content analysis.
4. The researcher developed rating scale opinionnaire as research instrument from content analysis.
5. The next step was to send the developed rating scale opinionnaire to jury of expert in order to answer the opinionnaire.
6. Finally after received the result, the researcher analyzed the data.

The details of procedure were showed in figure 6.

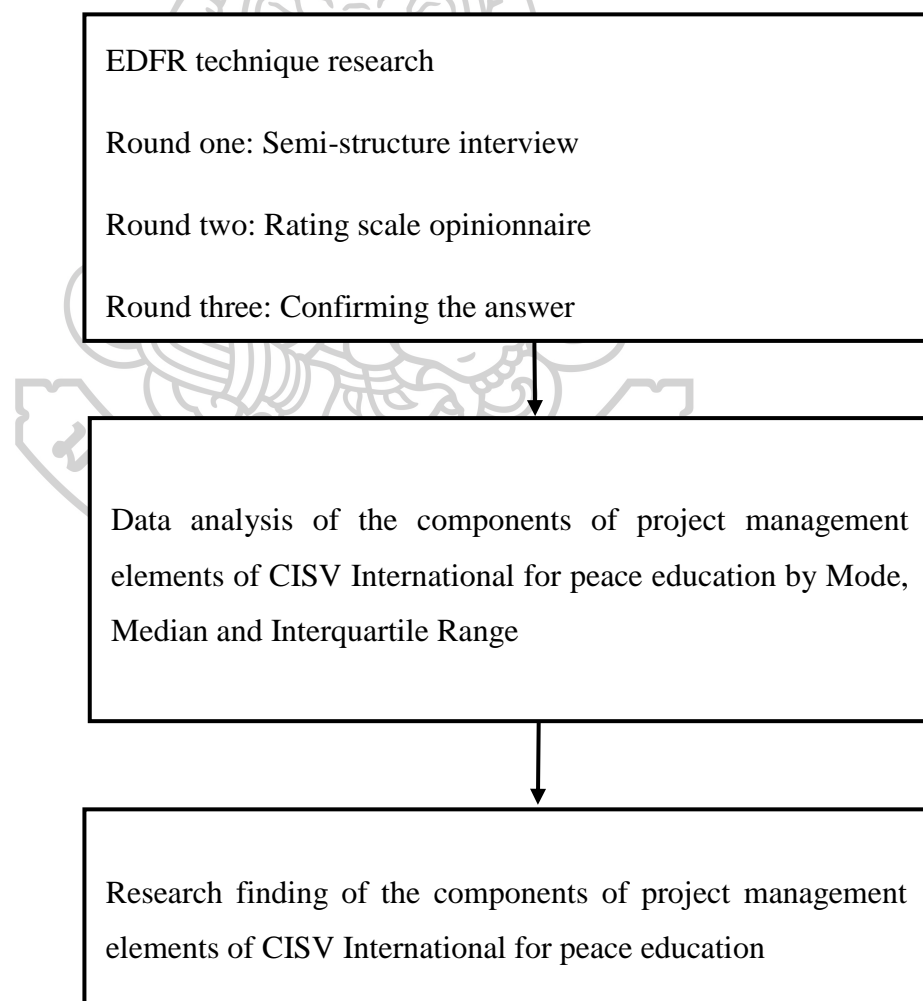


Figure 6 Research Procedure

Stage 3: Research report

Researcher summarized research finding, improved from advisors' recommendation and advice.

Research methodology

To achieve the objective of the research, researcher defined the details for research methodology which included research design, population and samples, definition of variable, research instruments, instrument development, data collection, data analysis and the statistical used as followed.

Research Design

This research is a future research by using EDFR technique. The design was one group study which studied from theory, related research papers, interview and opinionnaires. The research design that was applied in this research was a one-shot, non-experimental case study as the figure below.

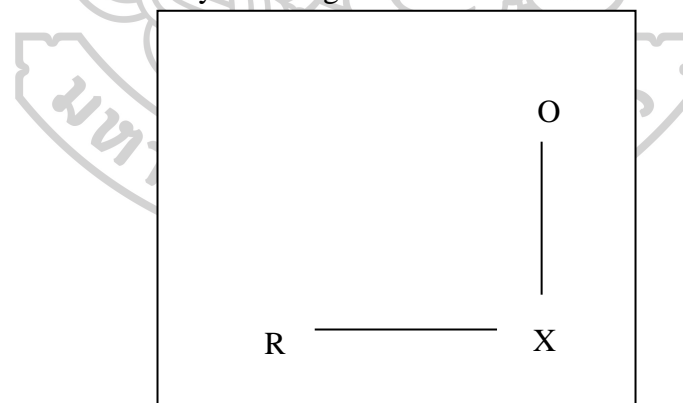


Figure 7 Research Design

R Sampling by purposive

X Variables i.e. the information from the interview and opinionnaires.

O Results from jury of experts

Population and samples

The population and samples of this research were:

Purposive Sampling was used to select CISV International stakeholders who are directly involved with organizing a camp or operating a camp. The researcher has defined the qualification of the population before purposive sampling process.

1. Board committee members
2. Managers
3. Operation staff selected by International Office
4. Former leaders

The jury of experts names are as follow:-

1. Mr. Ademir Alvarado Cancino,
2. Ms. Anne-Marie Gulbrandsen
3. Ms. Aprilisa Madewa
4. Mr. Heath Puddefoot
5. Mr. Jirawat Tangkijngamwong
6. Ms. Kanyarat Maneesinthu
7. Ms. Kittiwat Imanishi
8. Mr. Marco Maletti
9. Mr. Marko Knöbl
10. Ms. Novi Safitri
11. Mr. Pedro Reis
12. Dr. Quang Tu,
13. Ms. Rose Marie
14. Ms. Satoe Sekiguchi
15. Ms. Siri-on Issakula Na Ayuthaya

16. Mr. Steve Jang
17. Ms. Vidya Munandar
18. Ms. Yuriko Yuriboh Noda
19. Mr. Zak Yuson

Research Instruments

The instruments for collection data were formed following the research procedures.

1. Round one semi-structured interview was used in order to gather jury of experts' regarding to the project management elements.
2. Round two rating scale opinionnaire was used with jury of experts to provide the elements' scale according to one's opinion.
3. The opinionnaire was analyzed to find mode, median and interquartile range.

1. Instrument Development

The development of the instrument was formulated based on three stages as follows:

Stage 1: The content regarding to all ideas, concept, theories and the research concerning the project management from Thailand and international sources was analyzed. Later, the semi-structured interview was conducted to 19 jury of experts in order to collect the fundamental elements of the project management of CISV International for peace education.

Stage 2: Refer to the information collected from the interview; the rating scale opinionnaire was constructed. This opinionnaire was used for the jury of experts to rate the items.

Stage 3: Opinionnaire was created by using the answers from all the jury of experts. The answers were analyzed to find mode, median and interquartile range. This opinionnaire items were the same items as the opinionnaire from stage 2. In addition, the jury of experts' answer was indicated in each of the jury of expert's opinionnaire. The space for clarify the reason is provided at the end of each item.

2. Data collection

For this procedure, the researcher collected all data by

1. Interviewing the jury of experts
2. Sending opinionnaire file through e-mail or internet based opinionnaire form.
3. Gathering data from the sources as mentioned above.

3. Data analysis

The researcher analyzed and used statistics as follows:

1. Content analysis was used for the information gathered from interview the jury of experts
2. Mode, Median and Interquartile Range were used for the information gathered from the rating scale opinionnaire in the round two and round three.

2.1 Median

4.50 – 5.00 means jury of experts strongly agree with the item

3.50 – 4.49 means jury of experts mostly agree with the item

2.50 – 3.49 means jury of experts moderate agree with the item

1.50 – 2.49 means jury of experts fairly agree with the item

Less than 1.50 means jury of experts slightly agree with the item

2.2 Interquartile Range calculated from the difference between the first and third quartiles. If the value was 1.50 or less, it meant the jury of experts' opinions were consensus. However, if the value was 1.50 or over, it stated that the opinions from the jury of experts were not consensus.

Summary

The objective of this research was to identify the elements of project management of CISV International for peace education according to opinions of jury of experts. The Ethnographic Delphi Future Research (EDFR) was applied. There were 3 stages of the research procedures, which followed the objective. In the first stage, the concepts, theories Stage 1 the content of all ideas, concept, theories and the research concerning the project management from Thailand and abroad was analyzed and synthesized. Later, the semi-structured interview was conducted to 19 jury of experts in order to collect the fundamental elements of the project management of CISV International for peace education. Secondly, refer to the information collected from the interview, the rating scale opinionnaire was constructed. This opinionnaire would be used for the jury of experts to rate the items. Lastly, opinionnaire was created by using the answers from all the jury of experts. The answers were analyzed to find mode, median and interquartile range. In addition, the jury of experts' answer was indicated in each of the expert's questionnaire. The space for clarify the reason is provided at the end of each item and send back to the jury of experts for confirmation.

Chapter IV

Research Finding and Interpretation

The objective of the research entitled “The Project Management of CISV International for Peace Education” which applied the research methodology entitled “Ethnographic Delphi Future Research (EDFR)” was to study the project management of CISV International for peace education according to opinions of jury of experts.

Every year, each chapter hosts at least one CISV International camp. In order to be able to host a camp, the chapter board of committee must propose to International Office (IO) in order to receive the approval and camp participation quota. The board of committee has the plan in advance to prepare the project. Many aspects were taken to considerations such as the qualified staff recruitments. It is very important to recruit the qualified staff member to participate in the project since youth camp requires experienced staff to operate the camp. Among the staff, camp director is the center of the project. Camp director is the main person and carries the great responsibility for the entire project. As a result, acquiring an experienced camp director is one of the essences of the camp. Youth leaders are the chaperones for the parents’ children and must be trusted by the chapter and the parents. Youth leaders’ role includes being good friends to the participants, being a mentor for his or her delegates, being an interpreter to interpret the instruction, being a legal guardian while being abroad and so forth. According to CISV International’s Village camp, delegates stay with host family prior the camp starts while the staff and leaders prepare the camp, and mid-camp, while staff and leaders evaluate the mid camp evaluation. Thus involving the committed and contributed host family is mentioned by the experts. CISV International camp focuses on children who participate in the project. Therefore, recruiting the appropriate age and suitable delegates is taken to consideration.

After reviewing all the information from the research framework, researcher found that there was further detail information needed which was not be acquired from the framework document. The researcher was confident that the further information could be gathered by EDFR. However, the knowledge from research framework was the researcher's foundation knowledge to communicate with jury of experts. Moreover, the opinion provided by jury of experts was confirmative and important for making this research's instrument.

Part 1 Jury of Experts' Basic Information

Table 3 Jury of experts' basic information

Information	Number	Percentage
Gender		
Male	9	47.37
Female	10	52.63
Total	19	100
Age		
Less than 30	3	15.79
30-40	9	47.37
40-50	5	26.32
Over 50	2	10.53
Total	19	100
Education		
Bachelor's degree	8	42.11
Master's degree	10	52.63
Doctor	1	5.26
Total	19	100

Information	Number	Percentage
CISV International Position		
Board of committee	5	26.32
Managers	4	21.05
Operational staff	5	26.32
Former leaders	5	26.32
Total	19	100

Table 3 showed that there were 19 jury of experts answered the opinionnaire. Male was 47.37 percent which was less than female, 52.63 percent. The age range of 30 – 40 was the most with 47.37 percent. Master's degree education background was the most with 52.63 percent. Position in CISV International, Board of committee, Operational staff and Former leaders are the most with 26.32 percent.

Part 2 Interview Analysis from 19 Jury of Experts

According to research purpose, the tables were applied for presenting data into two parts as follows:-

Content analysis was conducted from 19 jury of experts' interview. Later, the round one semi-structured interview was conducted to 19 jury of experts in order to collect the fundamental elements of the project management of CISV International for peace education. With consultation with advisor, researcher had two open questions for jury of experts. The questions which related to the management of the project to be effective and efficient for peace education were 1. In your opinion and experience, what are the key elements to manage CISV camps to be effective and efficient for building peace? and 2. According to the key elements above, what are the sub-elements for each key element to manage CISV camps effectively and efficiently? Each of jury of experts provided with the details and insight of the information as

much as they can provide for the broader view of project management of CISV International as well as the specific details to operate the CISV International program.

Regarding to the first question of jury of experts' opinion and experience on the key elements to manage CISV camps to be effective and efficient for building peace, the answers were given including various important and useful aspects such as the man power or human resources, resources, communication within and between organization, risk management, camp venue, CISV International program management and peace education.

Many jury of experts stated that human resource was the primary source to plan, operate, monitor, evaluate and follow up the program. Thus, having the qualified human resources would lead to effective and successful program. Moreover, as the time passed, maintaining the quality of the human resource by providing the training and refreshing program was encouraged throughout international chapters. To recruit the qualified human resource such as leaders and staff who were volunteers for the program, the recruitment process must follow CISV International standard procedures.

To operate a project, many resources were involved from the beginning of the project until the end as well as post project. One of the resources was funding. Some of the jury of experts' mentioned in the opinionnaire that not only the budget that was giving from the International Office as a grant to operate the camp, the local community support was essential. Moreover, having the knowledge and expertise on financial management is the key for the successful camp. However, the profit making was not an extremely consideration since CISV International is a non-profit organization. Thus effective budgeting in each camp is taken to consideration. Therefore, profit making is not the main interest. In contrast fund raising and finance management are the essence.

Communication is one of the answers that jury of experts indicated in the opinionnaire since CISV international is an international organization; which allows CISV local chapters to run the local program in cooperation with international chapters. Therefore, communication is one the main elements among the counterparts

to plan, arrange, organize, operate, facilitate, evaluate and follow up the program. To have a successful communication, it required all dimensions of communication in appropriate channels.

Camp venue or site was one of the key elements that mentioned in the answer in the opinionnaire. The main reason was local CISV chapters organized youth program in various places such as youth camp, resorts, schools, etc. Therefore the management of the camp site is essential. Especially safety and hygiene are the most concern when it came to operate a program apart from convenience and cost effective. Risk management played an important role in camp administration as mentioned by some of the jury of experts.

CISV International program management was one of the elements informed by the jury of experts in the opinionnaire. The concern of CISV International program management included pre-camp, while-camp and post-camp management. The main concern was to encourage the current volunteer to continue volunteering for the program. Moreover, it is to include the new volunteer to participant and continue support the program nationally and internationally.

The content that was the core concept to be used in each program was the peace education. Many jury of experts agree that peace education circle which was in the CISV International Guidebook was the main tool to be included in each program. The reason was Peace Education Circle consisted of international education, intercultural education, human relations education, small peace education, development education, environment education, human rights education and global awareness education. These were all aspects that participants should gain from the program.

Refer to the information collected from the interview; the round two rating scale opinionnaire was constructed. This opinionnaire would be used for the jury of experts to rate the items. Second opinionnaire was created by using the answers from all the jury of experts in the previous opinionnaire. The answers were analyzed in order to find mode, median and interquartile range. This opinionnaire items were the same items as the opinionnaire from round two. In addition, the jury of experts'

answer was indicated in each of the expert's opinionnaire. The space for clarify the reason is provided at the end of each item. To indicate the consensus of the data, median was or over 3.5 and interquartile range was or less than 1.5 to conclude the project management of CISV International for peace education.

1. Jury of Experts' Interview Analysis

Content analysis from round one interview, the researcher used semi-structured interview for gathering and collection the opinions from jury of experts globally. 19 jury of experts were divided into 4 groups: 5 board of committees, 4 managers, 5 operational staff and 5 former leaders.

After the researcher interviewed 19 jury of experts on the management of CISV International for peace education, researcher collected the information and analyzed the content that provided by the jury of experts. After the interview with the jury of experts, the analysis from the interview divided into 7 key elements and 54 sub-elements as followed:

Table 4 Jury of experts' interview analysis

No.	Project Management of CISV International
Human Resource Management	
1	CISV International recruits experienced and qualified staff to operate the camp
2	CISV International recruits experienced and qualified camp director to lead the camp
3	CISV International recruits qualified leaders to facilitate the camp
4	CISV International acquires committed and contributed host family to be involving in CISV International

No.	Project Management of CISV International
5	CISV International recruits qualified and suitable age delegate to participate the camp
6	CISV International has experienced and qualified local staff to plan and operate the camp
7	CISV International invited experienced, qualified and professional guest speakers for sessions
8	CISV International recruits experienced and qualified kitchen staff to prepare food for the camp
9	CISV International has organized and effective recruitment system for staff, leaders and delegate.
10	CISV International provides training for staff, leaders and delegate prior the camp.
Finance Management	
1	Host chapter has the financial year plan policy to manage the budget sufficiently
2	Host chapter manages the budget for each camp effectively
3	Camp director has knowledge and understanding of the budget management
4	Camp director manages the budget for each camp effectively
Communication	
1	Local chapter has an effective communication with International Office
2	Local chapter has an effective communication with host chapter

No.	Project Management of CISV International
3	Local chapter has an effective communication with leaders
4	Host chapter has an effective communication with leaders
5	Delegates' families have an effective communication with leaders
6	Staff has an effective communication with leaders
Camp Administration	
1	Host chapter provides enough food for participants
2	Host chapter provides healthy food for participants
3	Host chapter provides enough water for participants
4	Host chapter provides enough and comfortable accommodation for participants
5	There are clean and sanitized bathroom
6	There are clean and sanitized toilets
7	The campsite is the closed compound and private
8	There are facilities available to the activities such as gym or field
9	Risk management has been done for the campsite prior the event
10	The campsite is safe and secure
11	The campsite is located close to or accessible to healthcare or hospital

No.	Project Management of CISV International
CISV International Program Management	
1	The CISV host chapter has efficient human resource plan prior the camp
2	The CISV host chapter has efficient financial plan prior the camp
3	The CISV host chapter has logistic plan prior the camp
4	The host chapter has well organized in all aspects for preparing the camp
5	Staff and leaders work as a team harmonizing to accomplish the CISV International objectives
6	Staff has problem solving skills
7	Staff and leaders have good communication all through the camp
8	Safety and security for all participants are provided all through the camp
9	Host chapter created a safe zone or comfort zone environment for participants to share and participate in the program
Post Program Management	
1	Families are encouraged to contribute to CISV International
2	Junior Branch is encouraged to improve the community
3	Former leaders are encourage to improve the local community
4	CISV chapter committee is working strongly for CISV International
5	Local chapter provides assistance and support for Junior Branch for their local activities

No.	Project Management of CISV International
Curriculum Management for Peace Education	
1	Host chapter includes Human Rights topic in the camp activities
2	Host chapter includes Diversity topic in the camp activities
3	Host chapter includes Conflict and Resolution topic in the camp activities
4	Host chapter includes Sustainable Development topic in the camp activities
5	Host chapter includes Intercultural topic in the camp activities
6	Host chapter includes International topic in the camp activities
7	Host chapter includes Global Awareness topic in the camp activities
8	Host chapter includes Human-Relations topic in the camp activities
9	Host chapter includes Personal Development topic in the camp activities

Refer to table 4, content analysis found that 19 jury of experts interview, they had opinion regarding the project management of CISV International for peace education to be effective and efficient in 7 key elements: Human Resource Management with 10 sub-elements, Finance Management with 4 sub-elements, Communication with 6 sub-elements, Camp Administration with 11 sub-elements, CISV Program Management with 9 sub-elements, Post Program Management with 5 sub-elements and Content Management for Peace Education with 9 sub-elements. According to interview 19 jury of experts by EDFR found that all jury of experts had consensus opinion on the managing CISV International to be effective and efficient, the project must be well prepared, appropriate operation and well managed post program.

2. Result from round one opinionnaire data analysis by EDFR technique

The researcher developed the rating scale opinionnaire by using content analysis. There are 5 level of rating scale opinionnaire. Afterward, the researcher asked for the cooperation to complete the opinionnaire, 7 key elements and 54 sub-elements, from the same jury of experts by EDFR technique for the round one as the details below:

1. Human Resource Management with 10 sub-elements questions
2. Finance Management with 4 sub-elements questions
3. Communication with 6 sub-elements questions
4. Camp Administration with 11 sub-elements questions
5. CISV Program Management with 9 sub-elements questions
6. Post Program Management with 5 sub-elements questions
7. Curriculum Management for Peace Education with 9 sub-elements questions

After it was completed, the researcher collected the data from the jury of experts. The researcher analyzed the data to find Median, Mode and Interquartile Range in each item. The value of Median was or greater than 3.5 ($Md. \geq 3.5$) meant the jury of experts' opinion's level was mostly agree. The value of Interquartile Range was or less than 1.5 ($IQR. \leq 1.5$) meant jury of experts' opinion was consensus. The value of the difference of Mode and Median ($Mo. - Md.$) was or less than 1.0 ($Mo. - Md. \leq 1.0$) meant the jury of experts' opinion is consensus. The round two EDFR technique opinionnaire data analysis was shown in the tables below with the description.

Table 5 Human Resource Management data analysis

No.	Item	State				Level of agreement	Consensus
		Median	Mode	Md - Mo	IQR		
1	CISV International recruits experienced and qualified staff to operate the camp	4	4	0	1	Mostly agree	Consensus
2	CISV International recruits experienced and qualified camp director to lead the camp	4	4	0	1	Mostly agree	Consensus
3	CISV International recruits qualified leaders to facilitate the camp	4	4	0	1	Mostly agree	Consensus
4	CISV International acquires committed and contributed host family to be involving in CISV	4	4	0	1	Mostly agree	Consensus
5	CISV International recruits qualified and suitable age delegate to participate the camp	4	4	0	1	Mostly agree	Consensus
6	CISV International has experienced and qualified local staff to plan and operate the camp	4	4	0	1	Mostly agree	Consensus

No.	Item	State				Level of agreement	Consensus
		Median	Mode	Md - Mo	IQR		
7	CISV International invited experienced, qualified and professional guest speakers for sessions	4	4	0	1	Mostly agree	Consensus
8	CISV International recruits experienced and qualified kitchen staff to prepare food for the camp	4	4	0	1	Mostly agree	Consensus
9	CISV International has organized and effective recruitment system for staff, leaders and delegate.	4	4	0	1	Mostly agree	Consensus
10	CISV International provides training for staff, leaders and delegate prior the camp.	5	4	1	1	Strongly agree	Consensus

Regarding to opinionnaire, many jury of experts stated that human resource was the primary source to plan, operate, monitor, evaluate and follow up the program. Thus, having the qualified human resources would lead to effective and successful program. Moreover, as the time passed, maintaining the quality of the human resource by providing the training and refreshing program was encouraged throughout international chapters. To recruit the qualified human resource such as leaders and

staff who were volunteers for the program, the recruitment process must follow CISV International standard procedures.

Refer to table 5, it showed that the study of the project management of CISV International for peace education in Human Resource Management element. There were 10 sub-elements. According to the jury of experts' opinion, they were consensus. The value of Median was or greater than 3.5 ($Md. \geq 3.5$) meant the jury of experts' opinion's level was mostly agree. The value of Interquartile Range was or less than 1.5 ($IQR. \leq 1.5$) meant jury of experts' opinion was consensus. The value of the difference of Mode and Median ($Mo. - Md.$) was or less than 1.0 ($Mo. - Md. \leq 1.0$), every single sub-elements, found that the jury of experts' opinion was 1 sub-element on strongly agree ($4.5 \leq Md. \leq 5.0$), CISV International provides training for staff, leaders and delegate prior the camp. Moreover, the jury of experts' opinion on the level of mostly agree ($3.5 \leq Md. \leq 4.49$) was 9 sub-elements, CISV International recruits experienced and qualified staff to operate the camp, CISV recruits experienced and qualified camp director to lead the camp, CISV recruits qualified leaders to facilitate the camp, CISV International acquires committed and contributed host family to be involving in CISV International, CISV International recruits qualified and suitable age delegate to participate the camp, CISV International has experienced and qualified local staff to plan and operate the camp, CISV International invited experienced, qualified and professional guest speakers for sessions, CISV International recruits experienced and qualified kitchen staff to prepare food for the camp and CISV International has organized and effective recruitment system for staff, leaders and delegate.

Table 6 Finance Management data analysis

No.	Item	State				Level of agreement	Consensus
		Median	Mode	Md - Mo	IQR		
1	Host chapter has the financial year plan policy to manage the budget sufficiently	4	4	0	1	Mostly agree	Consensus
2	Host chapter manages the budget for each camp effectively	4	4	0	1	Mostly agree	Consensus
3	Camp director has knowledge and understanding of the budget management	4	4	0	1	Mostly agree	Consensus
4	Camp director manages the budget for each camp effectively	5	4	1	1	Strongly agree	Consensus

Regarding to opinionnaire, to operate a project, many resources were involved from the beginning of the project until the end as well as post project. One of the resources was funding. Some of the jury of experts' mentioned in the opinionnaire that not only the budget that was giving from the International Office as a grant to operate the camp, the local community support was essential. Moreover, having the knowledge and expertise on financial management is the key for the successful camp. However, the profit making was not an extremely consideration since CISV International is a non-profit organization. Thus effective budgeting in each camp is

taken to consideration. Therefore, profit making is not the main interest. In contrast fund raising and finance management are the essence.

Refer to table 6, it showed that the study of the project management of CISV International for peace education in Finance Management element. There were 4 sub-elements. According to the jury of experts' opinion, they were consensus. The value of Median was or greater than 3.5 ($Md. \geq 3.5$) meant the jury of experts' opinion's level was mostly agree. The value of Interquartile Range was or less than 1.5 ($IQR. \leq 1.5$) meant jury of experts' opinion was consensus. The value of the difference of Mode and Median ($Mo. - Md.$) was or less than 1.0 ($Mo. - Md. \leq 1.0$), every single sub-element, found that the jury of experts' opinion was 1 sub-element on strongly agree ($4.5 \leq Md. \leq 5.0$), camp director manages the budget for each camp effectively. Moreover, the jury of experts' opinion on the level of mostly agree ($3.5 \leq Md. \leq 4.49$) was 3 sub-elements, host chapter has the financial year plan policy to manage the budget sufficiently, host chapter manages the budget for each camp effectively and camp director has knowledge and understanding of the budget management.

Table 7 Communication data analysis

No.	Item	State				Level of agreement	Consensus
		Median	Mode	Md - Mo	IQR		
1	Local chapter has an effective communication with International Office	3	3	0	1	Mostly agree	Consensus
2	Local chapter has an effective communication with host chapter	4	3	1	1	Mostly agree	Consensus

No.	Item	State				Level of agreement	Consensus
		Median	Mode	Md - Mo	IQR		
3	Local chapter has an effective communication with leaders	4	4	0	1	Mostly agree	Consensus
4	Host chapter has an effective communication with leaders	4	3	1	1	Mostly agree	Consensus
5	Delegates' families have an effective communication with leaders	4	4	0	1	Mostly agree	Consensus
6	Staff has an effective communication with leaders	4	4	0	1	Mostly agree	Consensus

Regarding to opinionnaire, communication is one of the answers that jury of experts indicated in the opinionnaire since CISV international is an international organization; which allows CISV local chapters to run the local program in cooperation with international chapters. Therefore, communication is one the main elements among the counterparts to plan, arrange, organize, operate, facilitate, evaluate and follow up the program. To have a successful communication, it required all dimensions of communication in appropriate channels.

Refer to table 7, it showed that the study of the project management of CISV International for peace education in Communication element. There were 6 sub-elements. According to the jury of experts' opinion, they were consensus. The value

of Median was or greater than 3.5 ($Md. \geq 3.5$) meant the jury of experts' opinion's level was mostly agree. The value of Interquartile Range was or less than 1.5 ($IQR. \leq 1.5$) meant jury of experts' opinion was consensus. The value of the difference of Mode and Median ($Mo. - Md.$) was or less than 1.0 ($Mo. - Md. \leq 1.0$), every single sub-element, found that the jury of experts' opinion on the level of mostly agree ($3.5 \leq Md. \leq 4.49$) was 6 sub-elements, local chapter has an effective communication with International Office, local chapter has an effective communication with host chapter, local chapter has an effective communication with leaders, host chapter has an effective communication with leaders and delegates' families have an effective communication with leaders and Staff has an effective communication with leaders.

Table 8 Camp Administration data analysis

No.	Item	State				Level of agreement	Consensus
		Median	Mode	Md - Mo	IQR		
1	Host chapter provides enough food for participants	4	5	1	1	Strongly agree	Consensus
2	Host chapter provides healthy food for participants	4	4	0	1	Mostly agree	Consensus
3	Host chapter provides enough water for participants	5	5	0	1	Strongly agree	Consensus
4	Host chapter provides enough and comfortable accommodation for participants	4	4	0	1	Mostly agree	Consensus

No.	Item	State				Level of agreement	Consensus
		Median	Mode	Md - Mo	IQR		
5	There are clean and sanitized bathroom	4	4	0	1	Mostly agree	Consensus
6	There are clean and sanitized toilet	4	4	0	1	Mostly agree	Consensus
7	The campsite is the closed compound and private	4	4	0	1	Mostly agree	Consensus
8	There are facilities available to the activities such as gym or field	4	4	0	1	Mostly agree	Consensus
9	Risk management has been done for the campsite prior the event	5	5	0	1	Strongly agree	Consensus
10	The campsite is safe and secure	5	5	0	1	Strongly agree	Consensus
11	The campsite is located close to or accessible to healthcare or hospital	5	5	0	1	Strongly agree	Consensus

Regarding to opinionnaire, camp venue or site was one of the key elements that mentioned in the answer in the opinionnaire. The main reason was local CISV chapters organized youth program in various places such as youth camp, resorts, schools, etc. Therefore the management of the camp site is essential. Especially safety and hygiene are the most concern when it came to operate a program apart

from convenience and cost effective. Risk management played an important role in camp administration as mentioned by some of the jury of experts.

Refer to table 8, it showed that the study of the project management of CISV International for peace education in Camp Administration element. There were 11 sub-elements. According to the jury of experts' opinion, they were consensus. The value of Median was or greater than 3.5 ($Md. \geq 3.5$) meant the jury of experts' opinion's level was mostly agree. The value of Interquartile Range was or less than 1.5 ($IQR. \leq 1.5$) meant jury of experts' opinion was consensus. The value of the difference of Mode and Median ($Mo. - Md. \leq 1.0$), every single sub-element, found that the jury of experts' opinion was 5 sub-elements on strongly agree ($4.5 \leq Md. \leq 5.0$), host chapter provides enough food for participants, host chapter provides enough food for participants, host chapter provides enough water for participants, risk management has been done for the campsite prior the event, the campsite is safe and secure and the campsite is located close to or accessible to healthcare or hospital. Moreover, the jury of experts' opinion on the level of mostly agree ($3.5 \leq Md. \leq 4.49$) was 6 sub-elements, host chapter provides healthy food for participants, host chapter provides enough and comfortable accommodation for participants, there are clean and sanitized bathroom, there are clean and sanitized toilet, the campsite is the closed compound and private and there are facilities available to the activities such as gym or field.

Table 9 CISV International Program Management data analysis

No.	Item	State				Level of agreement	Consensus
		Median	Mode	Md - Mo	IQR		
1	The CISV International host chapter has efficient human resource plan prior the camp	3	3	1	1	Mostly agree	Consensus
2	The CISV International host chapter has efficient financial plan prior the camp	4	4	0	1	Mostly agree	Consensus
3	The CISV International host chapter has logistic plan prior the camp	4	4	0	1	Mostly agree	Consensus
4	The host chapter has well organized in all aspects for preparing the camp	4	4	0	1	Mostly agree	Consensus
5	Staff and leaders work as a team harmonizing to accomplish the CISV International objectives	4	5	1	1	Strongly agree	Consensus
6	Staff has problem solving skills	4	4	0	1	Mostly agree	Consensus
7	Staff and leaders have good communication all through the camp	4	4	0	1	Mostly agree	Consensus

No.	Item	State				Level of agreement	Consensus
		Median	Mode	Md - Mo	IQR		
8	Safety and security for all participants are provided all through the camp	5	5	0	1	Strongly agree	Consensus
9	Host chapter created a safe zone or comfort zone environment for participants to share and participate in the program	5	5	0	1	Strongly agree	Consensus

Regarding to opinionnaire, CISV International Program Management was stated because it was the core pillar for CISV International. All of CISV International program operates under the CISV International program management. This includes overall aspects in running CISV International program.

Refer to table 9, it showed that the study of the project management of CISV International for peace education in CISV International Program Management element. There were 9 sub-elements. According to the jury of experts' opinion, they were consensus. The value of Median was or greater than 3.5 ($Md. \geq 3.5$) meant the jury of experts' opinion's level was mostly agree. The value of Interquartile Range was or less than 1.5 ($IQR. \leq 1.5$) meant jury of experts' opinion was consensus. The value of the difference of Mode and Median ($Mo. - Md.$) was or less than 1.0 ($Mo. - Md. \leq 1.0$), every single sub-element, found that the jury of experts' opinion was 3 sub-elements on strongly agree ($4.5 \leq Md. \leq 5.0$), staff and leaders work as a team harmonizing to accomplish the CISV objectives, safety and security for all participants are provided all through the camp and host chapter created a safe zone or comfort zone environment for participants to share and participate in the program

Moreover, the jury of experts' opinion on the level of mostly agree ($3.5 \leq Md. \leq 4.49$) was 6 sub-elements, the CISV host chapter has efficient human resource plan prior the camp, the CISV host chapter has efficient financial plan prior the camp, the CISV host chapter has logistic plan prior the camp, the host chapter has well organized in all aspects for preparing the camp and staff has problem solving skills and staff and leaders have good communication all through the camp.

Table 10 Post Program Management data analysis

No.	Item	State				Level of agreement	Consensus
		Median	Mode	Md - Mo	IQR		
1	Families are encouraged to contribute to CISV International	4	4	0	1	Mostly agree	Consensus
2	Junior Branch is encouraged to improve the community	4	4	0	1	Mostly agree	Consensus
3	Former leaders are encourage to improve the local community	4	4	0	1	Mostly agree	Consensus
4	CISV chapter committee is working strongly for CISV International	4	4	0	1	Mostly agree	Consensus
5	Local chapter provides assistance and support for Junior Branch for their local activities	4	4	0	1	Mostly agree	Consensus

Regarding to opinionnaire, CISV International program management was one of the elements informed by the jury of experts in the opinionnaire. The concern of CISV International program management included pre-camp, while-camp and post-camp management. The main concern was to encourage the current volunteer to continue volunteering for the program. Moreover, it is to include the new volunteer to participant and continue support the program nationally and internationally.

Refer to table 11, it showed that the study of the project management of CISV International for peace education in Post Program Management element. There were 5 sub-elements. According to the jury of experts' opinion, they were consensus. The value of Median was or greater than 3.5 ($Md. \geq 3.5$) meant the jury of experts' opinion's level was mostly agree. The value of Interquartile Range was or less than 1.5 ($IQR. \leq 1.5$) meant jury of experts' opinion was consensus. The value of the difference of Mode and Median ($Mo. - Md.$) was or less than 1.0 ($Mo. - Md. \leq 1.0$), every single sub-element, found that the jury of experts' opinion on the level of mostly agree ($3.5 \leq Md. \leq 4.49$) was 5 sub-elements, families are encouraged to contribute to CISV, Junior Branch is encouraged to improve the community, former leaders are encourage to improve the local community, CISV chapter committee is working strongly for CISV and local chapter provides assistance and support for Junior Branch for their local activities.

Table 11 Curriculum Management for Peace Education data analysis

No.	Item	State				Level of agreement	Consensus
		Median	Mode	Md - Mo	IQR		
1	Host chapter includes Human Rights topic in the camp activities	4	4	0	1	Mostly agree	Consensus

No.	Item	State				Level of agreement	Consensus
		Median	Mode	Md - Mo	IQR		
2	Host chapter includes Diversity topic in the camp activities	4	4	0	1	Mostly agree	Consensus
3	Host chapter includes Conflict and Resolution topic in the camp activities	4	4	0	1	Mostly agree	Consensus
4	Host chapter includes Sustainable Development topic in the camp activities	4	4	0	1	Mostly agree	Consensus
5	Host chapter includes Intercultural topic in the camp activities	4	4	0	1	Mostly agree	Consensus
6	Host chapter includes International topic in the camp activities	4	5	1	1	Strongly agree	Consensus
7	Host chapter includes Global Awareness topic in the camp activities	4	5	1	1	Strongly agree	Consensus
8	Host chapter includes Human-Relations topic in the camp activities	4	4	0	1	Mostly agree	Consensus
9	Host chapter includes Personal Development topic in the camp activities	4	4	0	1	Mostly agree	Consensus

Regarding to opinionnaire, the content that was the core concept to be used in each program was the peace education. Many jury of experts agree that peace education circle which was in the CISV International Guidebook was the main tool to be included in each program. The reason was Peace Education Circle consisted of international education, intercultural education, human relations education, small peace education, development education, environment education, human rights education and global awareness education. These were all aspects that participants should gain from the program.

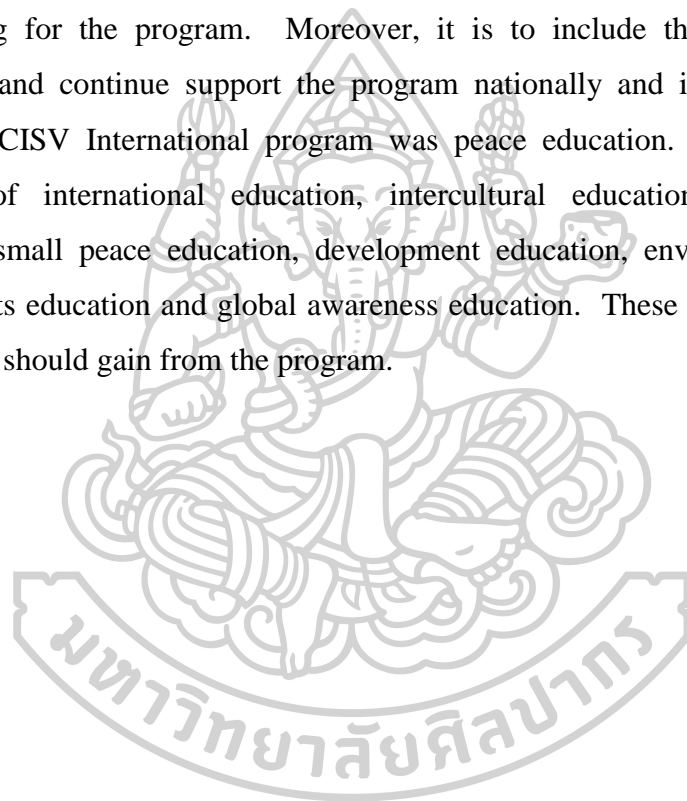
Refer to table 11, it showed that the study of the project management of CISV International for peace education in Human Resource Management element. There were 9 sub-elements. According to the jury of experts' opinion, they were consensus. The value of Median was or greater than 3.5 ($Md. \geq 3.5$) meant the jury of experts' opinion's level was mostly agree. The value of Interquartile Range was or less than 1.5 ($IQR. \leq 1.5$) meant jury of experts' opinion was consensus. The value of the difference of Mode and Median ($Mo. - Md.$) was or less than 1.0 ($Mo. - Md. \leq 1.0$), every single sub-element, found that the jury of experts' opinion was 2 sub-elements on strongly agree ($4.5 \leq Md. \leq 5.0$), host chapter includes International topic in the camp activities and host chapter includes Global Awareness topic in the camp activities. Moreover, the jury of experts' opinion on the level of mostly agree ($3.5 \leq Md. \leq 4.49$) was 7 sub-elements, host chapter includes Human Rights topic in the camp activities, host chapter includes Diversity topic in the camp activities, host chapter includes Conflict and Resolution topic in the camp activities, host chapter includes Sustainable Development topic in the camp activities, host chapter includes Intercultural topic in the camp activities, host chapter includes Human-Relations topic in the camp activities and host chapter includes Personal Development topic in the camp activities.

The data analysis, the statistic from 19 jury of experts, their opinions toward to the project management of CISV International for peace education; there were 7 key elements. According to the jury of experts' opinion, they were consensus. The value

of Median was or greater than 3.5 ($Md. \geq 3.5$) meant the jury of experts' opinion's level was mostly agree. The value of Interquartile Range was or less than 1.5 ($IQR. \leq 1.5$) meant jury of experts' opinion was consensus. The value of the difference of Mode and Median ($Mo. - Md.$) was or less than 1.0 ($Mo. - Md. \leq 1.0$) meant the jury of experts' opinions were consensus.

According to the information above, the elements of project management of CISV International for peace education are multiple elements which were the same as the research hypothesis; the components of opinions according to connoisseur about the elements of project management of CISV International for peace education are multiple elements. Each element supported one another in managing a project and led to project management of CISV International for peace education effectively and efficiently through the program. First of all, human resource was the primary source to plan, operate, monitor, evaluate and follow up the program. Thus, having the qualified human resources would lead to effective and successful program. Moreover, maintaining the quality of the human resource by providing the training and refreshing program was encouraged throughout international chapters. To recruit the qualified human resource such as leaders and staff who were volunteers for the program, the recruitment process must follow CISV International standard procedures. One of the resources for operating a project was funding. Having the knowledge and expertise on financial management is the key for the successful project. However, the profit making was not an extremely consideration since CISV International is a non-profit organization. Thus effective budgeting in each camp is taken to consideration. Therefore, profit making is not the main interest. In contrast fund raising and finance management are the essence. Working with a group of diversity, effective communication plays an important role. It is one the main elements among the counterparts to plan, arrange, organize, operate, facilitate, evaluate and follow up the program. To have a successful communication, it required all dimensions of communication in appropriate channels. The venue or the site to host the project was significant. The main reason was local CISV chapters organized youth program in various places such as youth camp, resorts, schools, etc. Therefore

the management of the camp site is essential. Especially safety and hygiene are the most concern when it came to operate a program apart from convenience and cost effective. Risk management played an important role in camp administration as mentioned by some of the jury of experts. CISV International Program Management was included because it was the core pillar for CISV International. All of CISV International program operates under the CISV International program management. This includes overall aspects in running CISV International program. Post program was one of the concerns. It was to encourage the current volunteer to continue volunteering for the program. Moreover, it is to include the new volunteer to participant and continue support the program nationally and internationally. The content of CISV International program was peace education. The reason was it consisted of international education, intercultural education, human relations education, small peace education, development education, environment education, human rights education and global awareness education. These were all aspects that participants should gain from the program.



Chapter V

Conclusion, Discussion and Recommendation

The objective of the research entitled “The Project Management of CISV International for Peace Education” which applied the research methodology entitled “Ethnographic Delphi Future Research (EDFR)” was to study the project management of CISV International for peace education according to opinions from jury of experts. The research techniques were applied in the research method including interview and rating scale opinionnaire. In terms of the thesis purposes, the data was analyzed and proposed into 3 stages as followed:-

Stage 1 In order to discover the baseline process of the project management, the researcher reviewed and analyzed the theories and concepts relating to the project management of CISV International for peace education from textbooks, information statistics, dissertations, academic articles, academic research, journals and websites in both domestic and international. This information was used in order to design research framework and this research.

Stage 2 Research process included design research framework by EDFR technique by studied all related books, textbooks, researches, journals and articles related to project management, activity, recreation, peace education and CISV International. Afterward, the researcher design semi-structure interview based on content analysis of project management, activity, recreation, peace education and CISV. Then, researcher interviewed 19 jury of experts by semi-structure interview form. 19 jury of experts were divided into 4 groups: 5 board of committees, 4 managers, 5 operational staff and 5 former leaders. Researcher defined the jury of experts' qualification as a member of a board committee, CISV managers, operation staff selected by International Office or former leaders. Researcher gathered information from interviews then analysis by content analysis. The next step was to

develop rating scale opinionnaire as research instrument from content analysis. Sent the developed rating scale opinionnaire to jury of experts, they answered the opinionnaire based on knowledge, expertise and experience. After the researcher received the result, the researcher analyzed the data.

Conclusion

Researcher summarized the research according to the research instruments as followed;

Round 1, researcher interviewed 19 jury of experts by semi-structure interview form. 19 jury of experts were divided into 4 groups: 5 board of committees, 4 managers, 5 operational staff and 5 former leaders. Researcher defined the jury of experts' qualification as a member of a board committee, CISV managers, operation staff selected by International Office or former leaders.

Round 2, researcher gathered information from round 1 interview then analysis by content analysis. Afterward, researcher developed rating scale opinionnaire as research instrument from content analysis. Researcher sent rating scale opinionnaire to jury of experts, they answered the opinionnaire based on their knowledge, expertise and experience. After the researcher received the result, the researcher analyzed the data. Research found out that there were 7 key elements and 54 sub-elements. 1) Human Resource Management with 10 sub-elements, CISV recruits experienced and qualified staff to operate the camp. 2) Finance Management with 2 sub-elements, host chapter has the financial year plan policy to manage the budget sufficiently. 3) Communication with 6 sub-elements, Local chapter has an effective communication with International Office. 4) Camp Administration with 11 sub-elements, host chapter provides enough food for participants. 5) CISV Program Management with 9 sub-elements, the CISV host chapter has efficient human resource plan prior the camp. 6) Post Program Management with 5 sub-elements, families are encouraged to contribute to CISV. 7) Curriculum Management for Peace Education with 9 sub-elements, Host chapter includes Human Rights topic in the

camp activities. Thus the results of the opinionnaire were consensus; researcher did not perform round 3.

Discussion

The result of the research the project management of CISV International for Peace education according to the jury of experts was discussed as followed;

The result of the research found that the elements of project management of CISV International for peace education are multiple elements were the same as the research hypothesis which stated that the components of opinions according to connoisseur about the elements of project management of CISV International for peace education are multiple elements. Researcher found that there were 7 elements because these elements were the key aspects in operating a project. Each element supported one another in managing a project and led to project management of CISV International for peace education effectively and efficiently through the program.

The result of the research found that the project management of CISV International for peace education consisted of 7 key elements including 1. Human Resource Management 2. Finance Management 3. Communication 4. Camp Administration 5. CISV Program Management 6. Post Program Management and 7. Curriculum Management for Peace Education. These 7 key elements derived from the study of the project management to accomplish the successful in operating each CISV project. CISV International hosts program globally for children age range from 11 year-old to 18 year-old, young adult and adult without age limit. To organize the effective and efficient CISV project, it is necessary to plan, organize and evaluation the project in order to facilitate children's learning and expanding their knowledge in their future. The expectation from the children after the participating the project is to build the friendship with their friends all around the world. This related to Project Management Institute, Inc. which stated that project management processes fall into five groups: Initiating, Planning, Executing, Monitoring and Controlling and Closing. Project management knowledge draws on ten areas: Integration, Scope, Time, Cost,

Quality, Procurement, Human resources, Communications, Risk management and Stakeholder management.

Refer to 7 key elements, they were discussed as follow;-

1. Human Resource Management

Project management of CISV International for peace education, the jury of experts had consensus agreement on human resource management elements as followed; CISV International recruits experienced and qualified staff to operate the camp. CISV recruits experienced and qualified camp director to lead the camp. CISV International recruits qualified leaders to facilitate the camp. CISV International acquires committed and contributed host family to be involving in CISV International. CISV International recruits qualified and suitable age delegate to participate the camp. CISV International has experienced and qualified local staff to plan and operate the camp. CISV International invited experienced, qualified and professional guest speakers for sessions. CISV International recruits experienced and qualified kitchen staff to prepare food for the camp. CISV International has organized and effective recruitment system for staff, leaders and delegate. CISV International provides training for staff, leaders and delegate prior the camp. These elements related to Joan E. Pynes states that to be strategic partners, HRM department must possess high levels of professional and business knowledge. HRM must establish links to enhancing organizational performance and be able to demonstrate on a continuing basis how its activities contribute to the organization's success and effectiveness.⁷² Ellis, Susan J. states that to help nonprofit organizations recruit and retain volunteers, the organization must discuss what volunteer recruiters need to do before actually asking anyone to volunteer. There are steps to take to plan for volunteer involvement and select the best sources of prospective volunteers for the available assignments. It also includes the best ways to reach out to prospective volunteers and choosing the right recruitment techniques and presenting the organization's message in the most motivating way. There are challenges of reaching

⁷² J.E. Pynes, *Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach* (Wiley, 2008).

out to the widest possible audiences to find the best volunteers, including distinctive recruitment issues relevant to all-volunteer groups.⁷³ Mary R Watson and Rikki Abzug state that human resource systems, processes and practices are important to any well-functioning nonprofit organization. Nancy E Day explains the approach to the most important of human resource management issues, the challenge of compensating work and rewarding performances.⁷⁴ Sapon Suaikhuntod states in his thesis entitled *Personnel Management in Thai Educational System* that teachers work effectively when the level of personnel management and teacher competency are high.⁷⁵ Chanita Mangphuck found in her thesis entitled *The Study of Human Resources Management System* that Significant benefits of effective human resource management includes 1) to successfully recruit and select people to work for organization, 2) to maximize the potentials of human resources.,3) to maintain high performers with an organization, and 4) to develop knowledge and skills of human resources.⁷⁶ Parichat Satipa states in her thesis entitled *Personnel Administration of Schools in the secondary education service area office 5* that 6 aspects of personnel management schools were rated at a high level. 5 aspects were rate at a high level. The rankings from highest to lowest were based on the following aspects: 1) discipline and control in schools, 2) plan personnel, 3) evaluation personnel 4) development personnel, and 5) compensation personnel. The selection of personnel

⁷³ Ellis S. J., *The Volunteer Recruitment (and Membership Development) Book* (ERIC, 1996).

⁷⁴ D.O. Renz and R.D. Herman, *The Jossey-Bass Handbook of Nonprofit Leadership and Management* (Wiley, 2016).

⁷⁵ Sapon Suaikhuntod. "Personnel Management in Thai Educational System." Accessed 19 July 2018. From <http://www.repository.rmutt.ac.th/bitstream/handle/123456789/2506/146488.pdf?sequence=1>. (Original Thai thesis, translated for reference purpose)

⁷⁶ Chanita Mangphuck. "The Study of Human Resources Management System." Accessed 19 July 2018. From <http://eprints.utcc.ac.th/16/3/16fulltext.pdf>. (Original Thai thesis, translated for reference purpose)

aspects was rated at an average level.⁷⁷

2. Finance Management

Project management of CISV International for peace education, the jury of experts had consensus agreement on finance management elements as followed; host chapter has the financial year plan policy to manage the budget sufficiently and camp director has knowledge and understanding of the budget management and expend efficiently. As relevant to Steven Finkler, he indicates that as available resources become scarcer, public managers and policy makers must have a working knowledge of financial management to ensure organization missions are met while not sacrificing long-term survival. This does not mean that all managers and policy makers of government, not-for-profit, and healthcare organizations must be financial managers. However, they cannot simply rely on others to be aware of the financial issues that may be of concern to the organization, nor can today's managers depend solely upon others to make consequential financial decisions. All managers must be able to understand and make use of financial information. This is particularly true at a time when mergers are increasingly common in the not-for-profit and health sectors-merger requires, at a minimum, that managers read numerous documents with financial data.⁷⁸ Brière, Sophie, Denis Proulx, Olga Navaro Flores, and Mélissa Laporte state that several testimonies mention specifically the need to have financial management skills: "From the moment you have your own bank account, that you start writing cheques and that you have petty cash [...] a project's credibility can be lost because there are 50 cents missing from the petty cash." One must also be able in this context to implement financial control and budget management mechanisms in circumstances where the way to see money is often not the same for all

⁷⁷ Parichat Satipa and et all. "Personnel Administration of Schools in the Secondary Education Service Area Office 5." Accessed 19 July 2018. From <http://gs.nsruc.ac.th/NSRUNC/research/pdf/21.pdf>. (Original Thai thesis, translated for reference purpose)

⁷⁸ A. Finkler et al., *Financial Management for Public, Health, and Not-for-Profit Organizations*.

stakeholders.⁷⁹ Manab Chakraborty states that according to the local laws and regulations of most countries, all registered NGOs are required to maintain a system for recording and submitting all types of financial transactions made by them for the purposes of implementing projects and running their organization. Since finances are a crucial part of organizational management, it is always a better idea to maintain a 'Financial Policy' for following procedures to keep the accounting system effective, transparent and easily manageable.⁸⁰ Barry Strydom states in his research that the study found that the majority of NPOs surveyed utilized recommended financial management principles but that there was no statistical relationship between their use and the experience of financial distress. It was found that having sufficient reserves and the existence of a separate finance committee were significant aspects related to the absence of financial distress. Further, evidence was found to suggest that the size and age of the NPO, as well as the experience of its financial manager, were significant sub-elements in whether or not financial distress was experienced.⁸¹ Patcharin Kamvong states in her research that there were 10 risk sub-elements. When those risk sub-elements were analyzed and ranked, the results indicated the extreme high level of risk sub-elements as follows: Only one officer took responsibilities for both financial and accounting jobs. The financial officer or the accounting officer could make disbursements with either of the officer's signature. The misuse of the budget allocated.⁸²

⁷⁹ Sophie Brière et al., "Competencies of Project Managers in International Ngos: Perceptions of Practitioners," *International Journal of Project Management* 33, no. 1 (2015).

⁸⁰ Fund for NGO. "How to Manage Accounts & Finances in Ngos – a Manual for Developing Ngo Financial Management Policy." Accessed 19 July 2018. From <https://www.fundsforngos.org/free-resources-for-ngos/manage-accounts-finances-ngos-manual-developing-ngo-financial-management-policy/>.

⁸¹ Barry Strydom, *Financial Management in Non-Profit Organisations: An Exploratory Study*, vol. 5 (2014).

⁸² Patcharin Kamvong, *Risk Management in Financial, Accounting and Procurement Systems of a Government Institution* (Rajamangala University of Technology Thanyaburi, 2011). (Original Thai thesis, translated for reference purpose)

3. Communication

Project management of CISV International for peace education, the jury of experts had consensus agreement on communication elements as followed; Local chapter has an effective communication with International Office. Local chapter has an effective communication with host chapter. Local chapter has an effective communication with leaders. Host chapter has an effective communication with leaders. Delegates' families have an effective communication with leaders. Staff has an effective communication with leaders. Dennis K. Mumby states that communication is an important and defining feature of organizations. This means that communication activities are the basic, defining “stuff” of organizational life. Without communication, organizations cease to exist as meaningful human collectives. In this sense, organizations are not simply physical containers within which people communicate; rather, organizations exist because people communicate, creating the complex systems of meaning that we call “organizations”.⁸³ Moreover, Baden Eunson states that most scholars would agree that an organisation involves a social collectivity (or a group of people) in which activities are coordinated in order to achieve both individual and collective goals. By coordinating activities, some degree of organisational structure is created to assist individuals in dealing with each other and with others in the larger organisational environment. With regard to communication, most scholars would agree that communication is a process that is transactional (i.e., it involves two or more people interacting within an environment) and symbolic (i.e., communication transactions ‘stand for’ other things, at various levels of abstraction). To study ‘organisational communication’, then, involves understanding how the context of the organisation influences communication processes and how the symbolic nature of communication differentiates it from other forms of organisational behaviour.⁸⁴ Miller, Katherine I states that because investigations of organizational communication involve the intersection of two complex concepts – organization and communication – the discipline of

⁸³ Dennis K. Mumby, *Organizational Communication: A Critical Approach* (SAGE Publications, 2012).

⁸⁴ Eunson, "Organisational Communication".

organizational communication involves a number of diverse topical interests. Most scholars would agree that “organizations” are social collectives, embedded in a larger environment, in which activities are coordinated to achieve individual and collective goals. The study of organizational communication, then, is the consideration of “how the context of the organization influences communication processes and how the symbolic nature of communication differentiates it from other forms of organizational behavior”.⁸⁵ Sivasankari Rajkumar states that nothing is more important to the success of a project than effective communication. More effective communication = Better project management is obviously known to everyone in project management, but we do face difficulties in implementing it due to various sub-elements like the nature of the project, structure of the organization etc. About 90% of the time in a project is spent on communication by the project manager. If this continues in a project, there is a danger of missing the deliverables or other outcomes as required by the sponsor. This paper highlights more specific details like, what communication means in a project, the steps required for effective communication, the major obstacles in communication, how to overcome obstacles through communication sharing, the importance of communications in diverse work groups and provides a four-step process for effective communication explained with a case study. As all of us know, communication is not an absolute, finite thing. Developing an effective communication plan is explained in steps on how to identify communication requirements: 5Ws (What, Why, Who, Where, When) and 1H (How).⁸⁶

4. Camp Administration

Project management of CISV International for peace education, the jury of experts had consensus agreement on camp administration elements as followed; Host chapter provides enough food for participants. Host chapter provides healthy food for

⁸⁵ Miller, "Organizational Communication."

⁸⁶ Sivasankari Rajkumar. "Art of Communication in Project Management." Accessed 25 Aug 2018. From <https://www.pmi.org/learning/library/effective-communication-better-project-management-6480>.

participants. Host chapter provides enough water for participants. Host chapter provides enough and comfortable accommodation for participants. There are clean and sanitized bathroom. There are clean and sanitized toilets. The campsite is the closed compound and private. There are facilities available to the activities such as gym or field. Risk management has been done for the campsite prior the event. The campsite is safe and secure. The campsite is located close to or accessible to healthcare or hospital. Andrew Lacanienta, Gary Ellis, & Allen Taggart state that the quality of daily experiences of campers is imperative to the success of camps, particularly in the increasingly competitive (McCormack, 2016) camp industry. Campers who enjoy deep, valued, and meaningful experiences during their days and nights at camp will return as future opportunities allow, and will also become advocates for a camp. Advocacy through social media and word-of-mouth advertising is keenly important. Competition for campers can be intense, and camp managers are challenged to provide top-quality experiences that campers enthusiastically describe to friends and relatives after their days at camp end.⁸⁷ Joseph D. LaLiberte found that preliminary findings and ongoing analyses indicate that boys felt significantly more comfortable and less pressured in the camp environment, as opposed to their schools. The larger differences for older campers could suggest that their experiences at camp serve as a place where boys are encouraged to be themselves, feel accepted, and relax, more so than at school. Alternatively, perhaps the more years a boy returns to camp, the more he feels as if camp is a safe environment, one in which he feels less pressure to conform to a gender role stereotype. These results might allow camps to promote themselves as retreats not only from the fast pace of daily life, but also from the social pressures to act tough or hide weakness. In a time where the concept of what it means to be masculine can be foggy and unclear for boys and young men, such a reprieve may be welcome. That said, it is important to note that roughly a quarter of the boys reported a positive association with masculine stereotypes and another quarter felt neutral on the topic. Given that adherence to a stoic or tough masculine stereotype is

⁸⁷ Andrew Lacanienta, Gary Ellis, and Allen Taggart. "How Theming Leads to Greater Retention, Satisfaction, and Promotion." Accessed July 1. From <https://www.researchgate.net/publication/325020153/download>.

generally associated with negative outcomes, one wonders both about the social desirability bias of respondents, as well as the possibility of a healthy, ego-syntonic state of stoicism. Further data analysis of the current sample will investigate how group mean differences vary with regards to demographic information and how they co-vary with other questions on the survey.⁸⁸ Holly Eagleston states that managers of protected natural areas seek to protect their natural conditions while providing opportunities for recreational visitation. Camping is an essential element of backcountry and wilderness recreation for a variety of protected natural areas in the U.S. and internationally. Furthermore, overnight visitors to protected areas spend a substantial portion of their time on campsites so their behaviors determine the nature and extent of resource impacts, and the quality of their recreational experiences can be affected by campsite conditions.⁸⁹

5. CISV Program Management

Project management of CISV International for peace education, the jury of experts had consensus agreement on CISV program management elements as followed; The CISV host chapter has efficient human resource plan prior the camp. The CISV host chapter has efficient financial plan prior the camp. The CISV host chapter has logistic plan prior the camp. The host chapter has well organized in all aspects for preparing the camp. Staff and leaders work as a team harmonizing to accomplish the CISV objectives. Staff has problem solving skills. Staff and leaders have good communication all through the camp. Safety and security for all participants are provided all through the camp. Host chapter created a safe zone or comfort zone environment for participants to share and participate in the program.

⁸⁸ Joseph D. LaLiberte. "How Summer Camp Influences Boys' Expectations of Toughness and Expression of Weakness." Accessed 1 July 2018. From <https://www.researchgate.net/publication/325020153/download>.

⁸⁹ Holly Eagleston. "Sustainable Campsite Management in Protected Areas: A Study of Long-Term Ecological Changes on Campsites in the Boundary Waters Canoe Area Wilderness, Minnesota, USA." Accessed 1 July 2018. From <https://www.sciencedirect.com/science/article/pii/S1617138116301005>.

CISV International states that camp committee has required roles including finance (budget), kitchen (food and service for the program or mini-camp site), tours and transportation, accommodation (program or mini-camp site, host homes), communication, promotion and publicity, health and safety, materials (including requests from delegations/participants), general supplies, laundry (if there are no facilities on site), special events (e.g. special trips, Open Day), research, program policies (e.g., visits from Chapter), and site/home security.⁹⁰ National Association for the Education of Young Children states that the program administrator is the individual responsible for planning, implementing, and evaluating an early care and education program. The role of the administrator covers both leadership and management functions. Leadership functions relate to the broad view of helping an organization clarify and affirm values, set goals, articulate a vision, and chart a course of action to achieve that vision. Managerial functions relate to the actual orchestration of tasks and setting up systems to carry out the organization's mission.⁹¹

6. Post Program Management

Project management of CISV International for peace education, the jury of experts had consensus agreement on post program management elements as followed; Families are encouraged to contribute to CISV. Junior Branch is encouraged to improve the community. Former leaders are encouraged to improve the local community. CISV chapter committee is working strongly for CISV. Local chapter provides assistance and support for Junior Branch for their local activities. It is stated in CISV Village Official Programme Guide that all expenses for staff, leaders and participants (except personal spending money) are to be covered by the programme budget. Any staff pre- and post-programme administrative expenses, as well as pre

⁹⁰ CISV International, "Village Official Programme Guide".

⁹¹ National Association for the Education of Young Children. "Program Administrator Definition and Competency." Accessed 1 July 2018. From http://www.riosalado.edu/programs/earlychildhood/documents/eed_program_administrator_competencies.pdf.

and post meeting costs, are to be included in the budget.⁹² Moreover, it is also stated in Home Hospitality Pre- or Post- Programme that in some cases, however, travel arrangements make it impossible for people to arrive and leave on the exact programme dates. In these situations, they are asked to arrive and depart as close to the appointed programme dates as possible. Hosting Chapters may be asked to provide free hospitality for early arriving/late departing staff, participants and leaders up to a maximum of two nights, if travel arrangements make it necessary. The host Chapter is requested to assist in finding hotel accommodation, where home hospitality is not possible.⁹³ Village delegates should be broadly representative of the entire local population. It is important for preparation and post Village work that participants live within a proper distance to each other for planning and preparation of the delegation.⁹⁴ Where participants arrange to travel after the programme under the care of a CISV leader, it is important that everyone involved understands that this trip is outside the scope of the CISV programme and that CISV does not bear responsibility for arrangements or occurrences related to that trip.⁹⁵ CISV International states that local communities are reflections of the wider world. Mosaic projects are developed by CISV Chapter volunteers to respond to local needs and interests. Most of the projects are planned and delivered in cooperation with partner organizations and come in many shapes and sizes. Mosaic projects create a practical and meaningful learning experience for local participants of all ages and deliver a benefit to the wider community. With careful planning, hosting a Mosaic project offers Chapters an excellent opportunity to demonstrate local relevance, raise profile, attract donors, and recruit new volunteers. It is also a good way to engage existing volunteers and the

⁹² Village Official Programme Guide. "Basic Budget Rules / Items." Accessed 2 July 2018. From http://mycisv.cisv.org/assets/Village_Programme_Guide.

⁹³ Village Official Programme Guide. "Home Hospitality Pre- or Post- Programme." Accessed 2 July 2018. From http://mycisv.cisv.org/assets/Village_Programme_Guide.

⁹⁴ "Selection of Participants." Accessed 2 July 2018. From http://mycisv.cisv.org/assets/Village_Programme_Guide.

⁹⁵ "Pre- and Post-Programme Travel." Accessed 2 July 2018. From http://mycisv.cisv.org/assets/Village_Programme_Guide.

local Junior Branch and build relationships with local like-minded-organizations.⁹⁶ Maximilian Von Zedtwitz states that post–project reviews are one opportunity to systematically improve performance in subsequent projects. However, a survey reveals that only one out of five R&D projects receives a post–project review. Post–project reviews – if they take place – are typically constrained by lack of time and attention as well as lack of personal interest and ability. They focus mostly on technical output and bureaucratic measurements; process–related sub-elements such as project management are rarely discussed.⁹⁷

7. Curriculum Management for Peace Education

Project management of CISV International for peace education, the jury of experts had consensus agreement on curriculum management for peace education elements as followed; Host chapter includes Human Rights topic in the camp activities. Host chapter includes Diversity topic in the camp activities. Host chapter includes Conflict and Resolution topic in the camp activities. Host chapter includes Sustainable Development topic in the camp activities. Host chapter includes Intercultural topic in the camp activities. Host chapter includes International topic in the camp activities. Host chapter includes Global Awareness topic in the camp activities. Host chapter includes Human-Relations topic in the camp activities. Host chapter includes Personal Development topic in the camp activities. Alvior, Mary G states that in today's knowledge economy, curriculum development plays a vital role in improving the economy of a country. It also provides answers or solutions to the world's pressing conditions and problems, such as environment, politics, socio-economics, and other issues of poverty, climate change, and sustainable development. There must be a chain of developmental process to develop a society. First, the school

⁹⁶ Village Official Programme Guide. "Mosaic." Accessed 2 July 2018. From http://mycisv.cisv.org/assets/Village_Programme_Guide.

⁹⁷ Maximilian Von Zedtwitz. "Organizational Learning through Post–Project Reviews in R&D, R&D Management." Accessed 2 July 2018. From <https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9310.00258>.

curriculum, particularly in higher education, must be developed to preserve the country's national identity and to ensure its economy's growth and stability. Thus, the president of a country must have a clear vision for his people and the country as well. Hence, curriculum development matters a lot in setting the direction of change in an organization, not only at the micro but also at macro levels. As long as the goals and objectives of curriculum development are clear in the planner's mind, cutting-edge achievements in various concerns can be realized.⁹⁸ Brian Clare states that Content & structure analysis is essential to curriculum management because it is one of the main ways to prevent curriculum drift. If used on a regular basis, it helps identify missing, inappropriate and stale content so you can replace it with something more appropriate.⁹⁹ Sultan Muhammad khan states that true learning is experiencing, while activity is the process then experience becomes the product of activity. Activity results in experience, in fact activity and experience cannot be separated from each other. A purposeful activity must end in gainful experience. The school must, therefore, plan its activities in such a way that students gain mastery on various experiences. Such type of projects should be completed under a problematic situation in a natural setting.¹⁰⁰ Robin Wolven states that the function of curriculum development is to research, plan, and prepare the content and methods that will be taught during instruction to achieve the desired outcomes. State curriculum standards currently play a major role in schools and how the curriculum is developed. Curriculum development resources provide the necessary resources for teachers and librarians to plan and prepare curricula that can meet the standards set by each state.¹⁰¹ Natalie J. Carroll states that a curriculum development team is recommended in order to bring both subject matter and educational methods expertise to the project. The team can help with planning the topics to be introduced and specific components to be included. They can also assist with formative reviews and, when the entire

⁹⁸ Alvior, "The Meaning and Importance of Curriculum Development".

⁹⁹ Clare, "What Is Curriculum Management?".

¹⁰⁰ khan, "Types of Curriculum".

¹⁰¹ Robin Wolven. "Curriculum Development Resources for Teachers and School Librarians: A Selection of Resources." Accessed 1 July 2018. From <https://www.emeraldinsight.com/doi/abs/10.1108/RR-01-2013-0003>.

curriculum has been created, finding outside reviewers and pilot-test subjects.¹⁰² Philip Stabback states that in this we are assuming that curriculum, given its essential role in the provision of quality learning for all children and young people, and in articulating and supporting education that is relevant to holistic development, is critical in the realization of SDG 4. It is the curriculum that determines to a large extent whether education is inclusive, thus playing a significant role in ensuring that provision is equitable. It is the curriculum that provides the structure for the provision of quality learning, especially where teachers might be under-qualified and inexperienced, their classrooms under-resourced, and their students lacking the prior frameworks within which to situate their learning. And it is the curriculum that articulates both the competencies necessary for lifelong learning and the competencies needed for holistic development. We thus argue that curriculum lies at the crossroads of these four key aspects of SDG 4: that education should be (1) inclusive and equitable, (2) characterized by quality learning, (3) promoting lifelong learning, and (4) relevant to holistic development. Curriculum, in other words, provides the bridge between education and development – and it is the competencies associated with lifelong learning and aligned with development needs, in the broadest, holistic sense of the term, that span that bridge.¹⁰³



¹⁰² Natalie J. Carroll. "Curriculum Development & Delivery Via 4-H." Accessed 1 July 2018. From <https://ams.confex.com/ams/96Annual/webprogram/Paper279435.html>.

¹⁰³ Philip Stabback. "What Makes a Quality Curriculum? Unesco International Bureau of Education." Accessed 1 July 2018. From <http://unesdoc.unesco.org/images/0024/002439/243975e.pdf>.

Recommendation

Regarding the result of this research, the Project Management of CISV International for Peace Education, in order to continue develop the management, researcher would like to provide some recommendations as follow.-

Recommendations for proposed policy

1. It should encourage each CISV chapter to perform effective human resources recruitment and training.
2. It should support the host chapter to have the sufficient financial plan and management.
3. It should facilitate the communication in all level regarding local chapter, international chapter and international office.
4. It should reinforce each host chapter to include and manage the peace education curriculum in each camp.
5. It should cover the best practice for camp administration in order to provide healthy and safe shelter or accommodation for participants and staff.
6. It should provide the effective CISV program management in all chapters to have a well plan camp for each project.
7. It should be followed up the post program since the camp finished in order maintaining the relationship between the organization and the participants.

Recommendations for operation staff

1. It should encourage each CISV staff to pass human resources recruitment and training prior joining the program.
2. It should support the host chapter staff to have the sufficient financial plan and management and staff involved to perform the task professionally.

3. Staff should facilitate the communication in all level regarding local chapter, international chapter and international office effectively.
4. It should reinforce camp director, international staff and local staff to include and manage the peace education curriculum in each camp.
5. Local staff should cover the best practice for camp administration in order to provide healthy and safe shelter or accommodation for participants and staff.
6. CISV management level staff should provide the effective CISV program management in all chapters to have a well plan camp for each project.
7. Local staff should follow up the post program since the camp finished in order maintaining the relationship between the organization and the participants.

Recommendations for further study

1. To conduct the further research of factor analysis of CISV International management to analyze the sub-elements of CISV International camp management
2. Referring to 7 key elements, the experimental research would recommend to be conducted by using the 7 key elements to planning stage and organizing the project and throughout the project
3. To find the model of CISV International management

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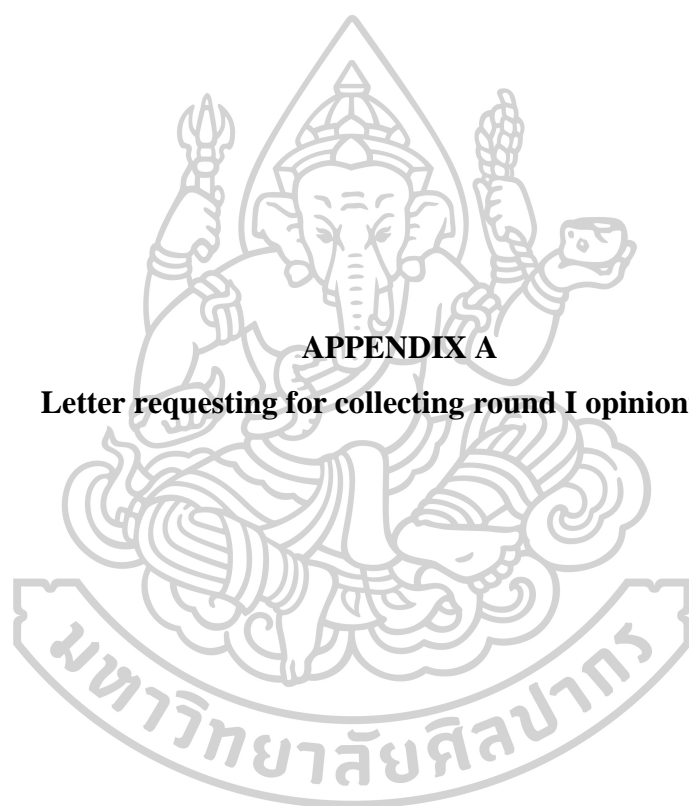
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APPENDIX A

Letter requesting for collecting round I opinionnaire

No. 6812.2/699



Department of Educational Administration
Faculty of Education, Silpakorn University
Nakhon Pathom, Thailand 73000

9th March 2017

Subject: Request for Interviewing.

Dear

Mr.Patcharapon Podamrongchai, student number 56252807, is a doctoral student in Philolsophy majoring in Educational Administration at the Faculty of Education, Silpakorn University. He has been approved to conduct the doctoral dissertation on the topic of "Project Management of CISV for Peace Education".

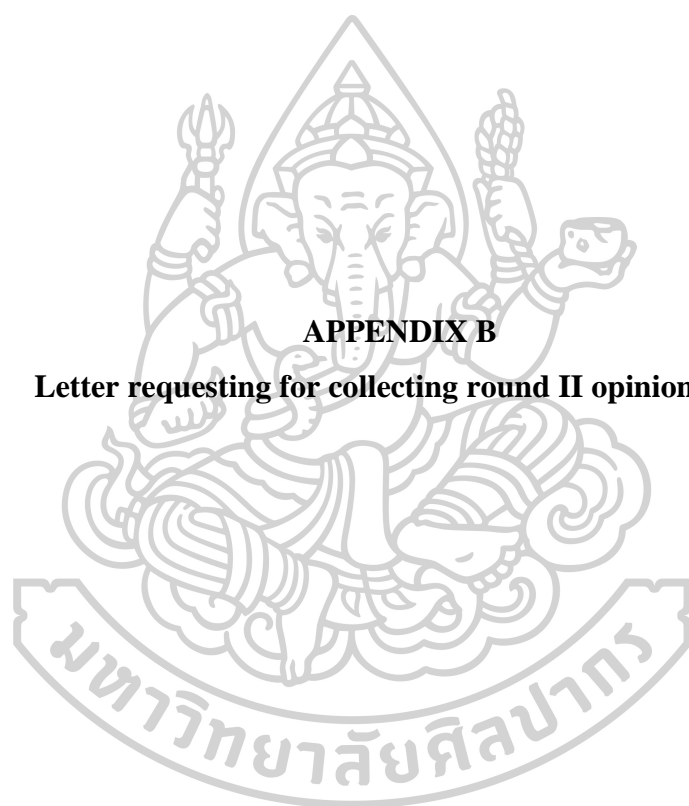
We would like to ask for your kind cooperation to allow Mr. Patcharapon Podamrongchai to collect your opinions about Project Management of CISV for Peace Education. The information will be used only in his dissertation study.

Your kind cooperation will be highly appreciated and thank you very much for your kindness.

Yours faithfully,

(Assistant Professor Dr.Prasert Intarak)
Head of Educational Administration Division

Department of Educational Administration
Telephone 09 3979 3455



APPENDIX B

Letter requesting for collecting round II opinioinaire

No. 6812.2/1364



Department of Educational Administration
Faculty of Education, Silpakorn University
Nakhon Pathom, Thailand 73000

27th October 2017

Subject: Research

Dear:

I would like to express my gratitude for your great support in completing first opinionare for Mr. Patcharapon Podamrongchai, a Ph.D. candidate of Department of Educational Administration at Faculty of Education under Silpakorn University at Sanamchandra Palace Campus in Nakhon Pathom province. His current dissertation entitled "Project Management of CISV for Peace Education" is Ethnographic Delphi Future Research (EDFR). From your input in his first opinionare, he had analyzed and crated the second opinionare. He would like to request assistance from you to complete the second opinionare relating the project management, project management for peace education or project management of youth program for peace education. Enclosed here with please find the opinionare and summary of his research.

Your kind cooperation will be highly appreciated and thank you very much for your kindness.

Yours faithfully,

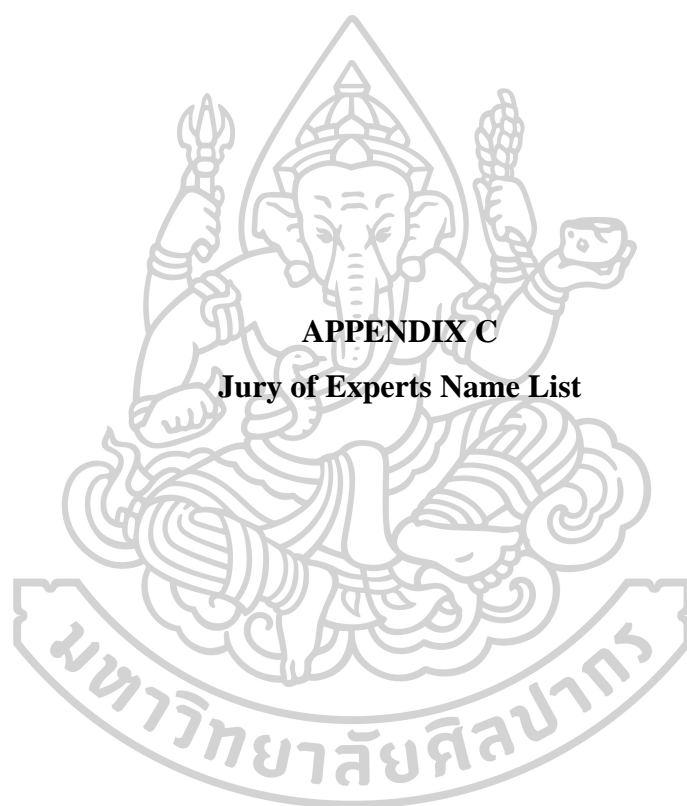
(Asst.Prof.Prasert Intarak, Ed.D.)

Head of the Educational Administration, Department
Silpakorn University

Department of Educational Administration
Telephone : 09-3979 9455



"องค์กรแห่งการสร้างสรรค์"
"Creative Organization"

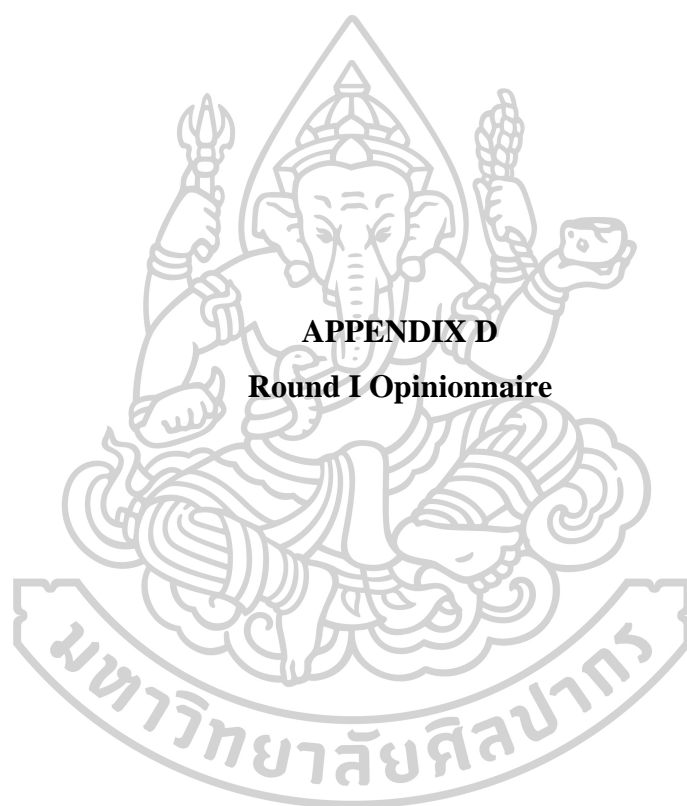


APPENDIX C
Jury of Experts Name List

Jury of Experts

1. Mr. Ademir Alvarado Cancino. He was an international staff and leader for CISV Mexico City, Mexico for many years. His expertise and experience as a staff and leader was an asset to the chapter and CISV international.
2. Ms. Anne-Marie Guldbrandsen. She was camp director and staff for many camps nationally and internationally. Moreover, she is board member of the Danish Interchange committee, CISV Nordsjælland, Denmark
3. Ms. Aprilisa Madewa. She is a Chapter President of CISV Bundung, Indonesia. She is the representative of the chapter. She participated in many CISV International program globally.
4. Mr. Heath Puddefoot. He is regional coordinator for educational programs of CISV Victoria chapter, Australia. He participated in many program of CISV International nationally and internationally.
5. Mr. Jirawat Tangkijngamwong. He is a camp director of CISV Bangkok, Thailand for over 20 years. He is also a board committee member. He is one of the main drives of CISV Thailand.
6. Ms. Kanyarat Maneesinthu. She is Secretary-General of CISV Thailand for many years. She has been helping coordinating CISV Thailand with CISV International. Her experience and expertise are appreciated by CISV Thailand and CISV International.
7. Ms. Kittiwat Imanishi. She is coordinator of CISV Thailand. She has been involved with CISV Thailand for many years. She has been coordinating with CISV chapters internationally. She is also local staff for CISV Thailand camps.
8. Mr. Marco Maletti. He is a former leader of CISV Modena, Italy. He was a leader for several camps internationally.
9. Mr. Marko Knöbl. He is a former leader from CISV Vienna, Austria. He participated many camps as a leader.
10. Ms. Novi Safitri. She is Mosaic and IPP coordinator of CISV Jakarta, Krakatau, Indonesia. She is also a facilitator of Training of the Trainer of CISV International. She was also a former CISV leader.

11. Mr. Pedro Reis. He was a Treasury, national chapter and a former Chapter Vice President of CISV Lisbon, Portugal.
12. Dr. Quang Tu, He was Vietnam National Junior Representative. He was national staff and leader of CISV Hanoi, Vietnam.
13. Ms. Rose Marie. She is a board member and Regional Mosaic Expert of CISV Jakarta, Krakatau, Indonesia. She participated in many programs of CISV nationally and internationally.
14. Ms. Satoe Sekiguchi. She is National Step Up Coordinator of CISV Kanto, Japan. She participated in many programs of CISV nationally and internationally.
15. Ms. Siri-on Issakula Na Ayuthaya. She is CISV Thailand Trustee. She participated in CISV program as a youth participant. She was staff and leader for national and international program.
16. Mr. Steve Jang. He is a Camp Director and a Chapter President of CISV Boston, U.S.A. He was international staff and a leader.
17. Ms. Vidya Munandar. She was a leader, a staff and a vice-president of CISV Krakatau Chapter, Indonesia. She participated in many CISV program internationally.
18. Ms. Yuriko Yuriboh Noda. She was a Camp director of CISV Kanto, Japan.
19. Mr. Zak Yuson. He was a Chapter president of CISV Quezon City, Philippines



APPENDIX D
Round 1 Opinionnaire



Round I Opinionnaire

PROJECT MANAGEMENT OF CISV INTERNATIONAL FOR PEACE
EDUCATION

This opinionnaire is for the thesis titled “*Project Management of CISV International for Peace Education*” in order to collect data to develop round two opinionnaire. The objective for collecting your opinion is to analyze the CISV International project management.

Please be informed that your answers will be confidential and will not be shared without your permission.

Patcharapon Podamrongchai

Doctor of Philosophy Program Student
Educational Administration, Silpakorn
University

Name _____

CISV position _____

Chapter _____

Country _____

Gender _____

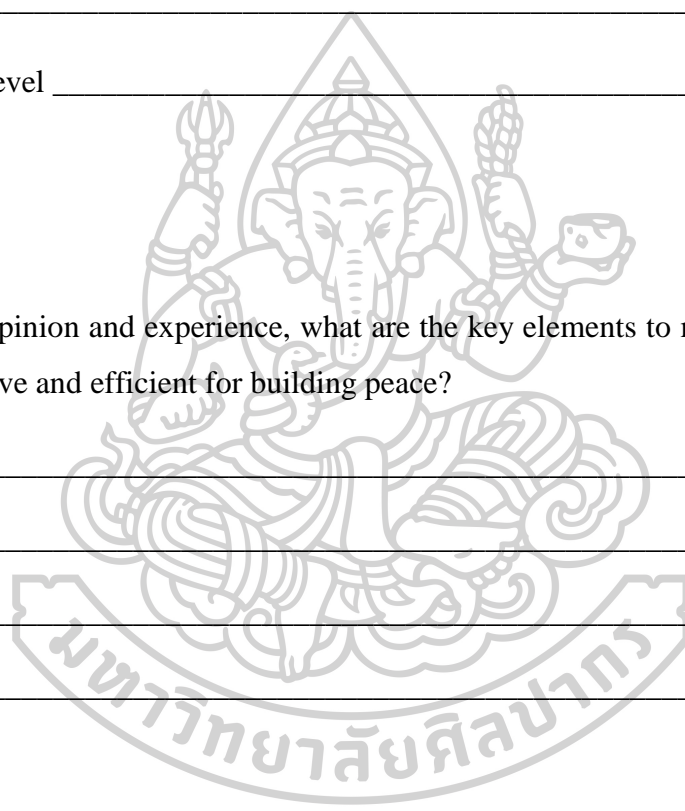
Age _____

Academic level _____

Question

1. In your opinion and experience, what are the key elements to manage CISV camps to be effective and efficient for building peace?

2. According to the key elements above, what are the sub-elements for each key element to manage CISV camps effectively and efficiently?







Round II Opinionnaire

PROJECT MANAGEMENT OF CISV INTERNATIONAL FOR PEACE EDUCATION

This opinionnaire is constructed from first interviewing jury of experts for the thesis titled “*Project Management of CISV International for Peace Education*” in order to collect data to develop the round II opinionnaire. The objective for collecting your opinion is to analyze the CISV International project management.

Please be informed that your answers will be confidential and will not be shared without your permission.

Patcharapon Podamrongchai

Doctor of Philosophy Program Student

Educational Administration, Silpakorn University

INSTRUCTIONS: Please check ✓ the box for each statement below to show how much you agree or disagree with it.

5 means you *strongly agree* with the project management of CISV International

4 means you *mostly agree* with the project management of CISV International

3 means you *moderate agree* with the project management of CISV International

2 means you *fairly agree* with the project management of CISV International

1 means you *slightly agree* with the project management of CISV International

No.	Project Management of CISV International	Opinion Level (Agreement)					For researcher use []
		5	4	3	2	1	
	Human Resource Management						
1	CISV International recruits experienced and qualified staff to operate the camp						
2	CISV International recruits experienced and qualified camp director to lead the camp						
3	CISV International recruits qualified leaders to facilitate the camp						

No.	Project Management of CISV International	Opinion Level (Agreement)					For researcher use []
		5	4	3	2	1	
4	CISV International acquires committed and contributed host family to be involving in CISV International						
5	CISV International recruits qualified and suitable age delegate to participate the camp						
6	CISV International has experienced and qualified local staff to plan and operate the camp						
7	CISV International invited experienced, qualified and professional guest speakers for sessions						
8	CISV International recruits experienced and qualified kitchen staff to prepare food for the camp						
9	CISV International has organized and effective recruitment system for staff, leaders and delegate.						
10	CISV International provides training for staff, leaders and delegate prior the camp.						

No.	Project Management of CISV International	Opinion Level (Agreement)					For researcher use []
		5	4	3	2	1	
Finance Management							
1	Host chapter has the financial year plan policy to manage the budget sufficiently						
2	Host chapter manages the budget for each camp effectively						
3	Camp director has knowledge and understanding of the budget management						
4	Camp director manages the budget for each camp effectively						
Communication							
1	Local chapter has an effective communication with International Office						
2	Local chapter has an effective communication with host chapter						
3	Local chapter has an effective communication with leaders						
4	Host chapter has an effective communication with leaders						

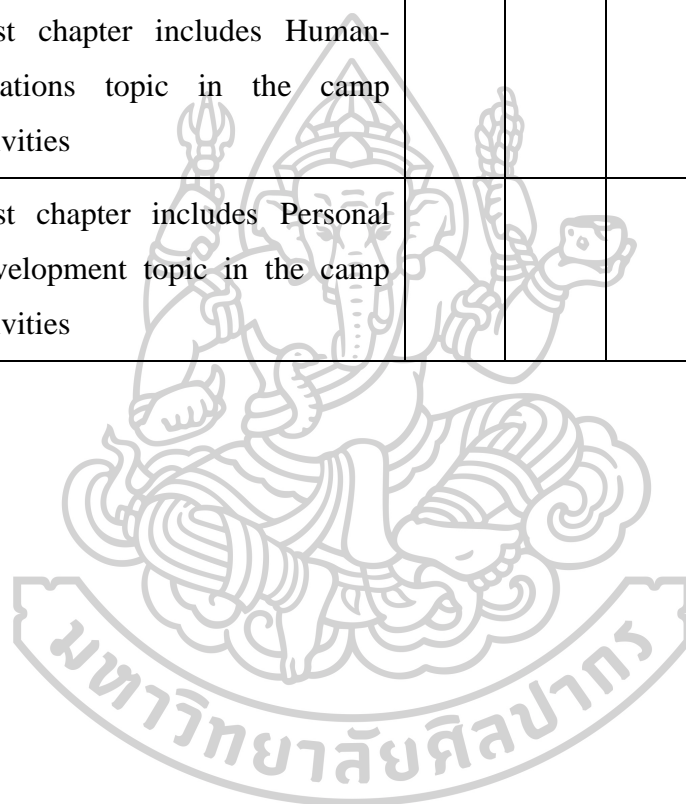
No.	Project Management of CISV International	Opinion Level (Agreement)					For researcher use []
		5	4	3	2	1	
5	Delegates' families have an effective communication with leaders						
6	Staff has an effective communication with leaders						
Camp Administration							
1	Host chapter provides enough food for participants						
2	Host chapter provides healthy food for participants						
3	Host chapter provides enough water for participants						
4	Host chapter provides enough and comfortable accommodation for participants						
5	There are clean and sanitized bathroom						
6	There are clean and sanitized toilet						
7	The camp site is the closed compound and private						
8	There are facilities available to the activities such as gym or field						

No.	Project Management of CISV International	Opinion Level (Agreement)					For researcher use []
		5	4	3	2	1	
9	Risk management has been done for the campsite prior the event						
10	The campsite is safe and secure						
11	The campsite is located close to or accessible to healthcare or hospital						
CISV International Program Management							
1	The CISV host chapter has efficient human resource plan prior the camp						
2	The CISV host chapter has efficient financial plan prior the camp						
3	The CISV host chapter has logistic plan prior the camp						
4	The host chapter has well organized in all aspects for preparing the camp						
5	Staff and leaders work as a team harmonizing to accomplish the CISV International objectives						
6	Staff has problem solving skills						

No.	Project Management of CISV International	Opinion Level (Agreement)					For researcher use []
		5	4	3	2	1	
7	Staff and leaders have good communication all through the camp						
8	Safety and security for all participants are provided all through the camp						
9	Host chapter created a safe zone or comfort zone environment for participants to share and participate in the program						
Post Program Management							
1	Families are encouraged to contribute to CISV International						
2	Junior Branch is encouraged to improve the community						
3	Former leaders are encourage to improve the local community						
4	CISV chapter committee is working strongly for CISV International						

No.	Project Management of CISV International	Opinion Level (Agreement)					For researcher use []
		5	4	3	2	1	
5	Local chapter provides assistance and support for Junior Branch for their local activities						
Curriculum Management for Peace Education							
1	Host chapter includes Human Rights topic in the camp activities						
2	Host chapter includes Diversity topic in the camp activities						
3	Host chapter includes Conflict and Resolution topic in the camp activities						
4	Host chapter includes Sustainable Development topic in the camp activities						
5	Host chapter includes Intercultural topic in the camp activities						
6	Host chapter includes International topic in the camp activities						

No.	Project Management of CISV International	Opinion Level (Agreement)					For researcher use []
		5	4	3	2	1	
7	Host chapter includes Global Awareness topic in the camp activities						
8	Host chapter includes Human-Relations topic in the camp activities						
9	Host chapter includes Personal Development topic in the camp activities						



VITA

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