Project Management of CISV International for Peace Education[*]

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Abstract

The objective of the research entitled "the project management of CISV International for peace education" was to study project management of CISV International for peace education.

1. The findings of the project management of CISV International for peace education were found 7 key elements and 52 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 two sub-elements, 3. Communication with six sub-elements questions, 4. Camp Administration with eleven sub-elements, 5. CISV Program Management with nine sub-elements, 6.Post ProgramManagement with five sub-elements and 7.Curriculum Management for Peace Education with nine sub-elements.

Keywords: 1. Project Management 2. CISV International 3. Peace Education

Introduction

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.

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 (London School of Economics and Political Science is a School of the University of London, n.d.). 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 (CISV International, 2016). CISV International, previously called 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 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 (UNICEF, 2017). 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 (The Global Partnership for the Prevention of Armed Conflict, 2018).

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 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" (Page, 2008).

Materials and Methods

Project management of CISV International for peace education was future research. The objective of the research was to study the project management of CISV International for peace education according to jury of executive opinion. 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:

Procedure

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 executive opinion 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 executive opinion in order to answer the opinionnaire.

6. Finally after received the result, the researcher analyzed the data.

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. The researcher 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.

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 who hasd experience in CISV International before purposive sampling process.

1. Board committee members, 5 people

2. Managers, 4 people

3. Operation staff selected by International Office, 5 people

4. Former leaders, 5 people

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 executive opinion's regarding to the project management elements.

2. Round two rating scale opinionnaire was used with jury of executive opinion to provide the elements' scale according to one's opinion.

3. The opinionnaire was analyzed to find mode, median and interquartile range.

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 developed by content analysis with consultation form advisor was conducted to 19 jury of executive opinion 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 from round one semi-structured interview. This opinionnaire was used for the jury of executive opinion to rate the items.

Stage 3: Opinionnaire was created by using the answers from all the jury of executive opinion. The answers were analyzed to find mode, median and interquartile range. This opinionnaire items were the same items as the opinionnaire from stage 2.

Data collection

For this procedure, the researcher collected all data by

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

Data analysis

The researcher analyzed and used statistics as follows:

1. Content analysis was used for the information gathered from interview the jury of executive opinion

2. Mode, Median and Interquartile Range were used for the information gathered from the rating scale opinionnaire in the round two.

2.1 Median

4.50 – 5.00 means jury of executive opinion strongly agree with the item

3.50 – 4.49 means jury of executive opinion mostly agree with the item

2.50 – 3.49 means jury of executive opinion moderate agree with the item

1.50 – 2.49 means jury of executive opinion fairly agree with the item

Less than 1.50 means jury of executive opinion 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 executive opinion's opinion was consensus. However, if the value was 1.50 or over, it stated that the opinions from the jury of executive opinion were not consensus.

Results

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 executive opinion.

Part 1 Jury of Executive Opinion's Basic Information

Table 1 Jury of executive opinion's 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
Professional Doctor	1	5.26
Total	19	100
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 1 showed that there were 19 jury of executive opinion 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 Executive Opinion

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

Content analysis was conducted from 19 jury of executive opinion's interview. Later, the round one semi-structured interview was conducted to 19 jury of executive opinion in order to collect the fundamental elements of the project management of CISV International for peace education. 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 executive opinion to rate the items. Second opinionnaire was created by using the answers from all the jury of executive opinion 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 executive opinion's 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 Executive Opinion's Interview Analysis

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

After the researcher interviewed 19 jury of executive opinion on the management of CISV International for peace education, researcher collected the information and analyzed the content that provided by the jury of executive opinion. It described as follow: After the interview with the jury of executive opinion, the analysis from the interview divided into 7 key elements and 52 sub-elements as followed:

Table 2 Jury of experts' interview analysis

No.	Project Management of CISV International
Human Resource Management	
1	CISV recruits experienced and qualified staff to operate the camp
2	CISV recruits experienced and qualified camp director to lead the camp
3	CISV recruits qualified leaders to facilitate the camp
4	CISV acquires committed and contributed host family to be involving in CISV
5	CISV recruits qualified and suitable age delegate to participate the camp
6	CISV has experienced and qualified local staff to plan and operate the camp
7	CISV invited experienced, qualified and professional guest speakers for sessions
8	CISV recruits experienced and qualified kitchen staff to prepare food for the camp
9	CISV has organized and effective recruitment system for staff, leaders and delegate.
10	CISV 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	Camp director has knowledge and understanding of the budget management and expend efficiently
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
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

No.	Project Management of CISV International
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
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
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

No.	Project Management of CISV International
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 2, content analysis found that 19 jury of executive opinion interview, they had consensus opinion in 7 key elements: Human Resource Management with 10 sub-elements, Finance Management with 2 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 executive opinion by EDFR found that all jury of executive opinion 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 synthesis. There are 5 level of rating scale opinionnaire. Afterward, the researcher asked for the cooperation to complete the opinionnaire, 7 key elements and 52 sub-elements, from the same jury of executive opinion by EDFR technique for the round one as the details below:

1. Human Resource Management with 10 sub-elements questions

2. Finance Management with 2 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 question

Discussion and Conclusion

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

1. Human Resource Management

Joan E. Pynes (2008) states 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. Ellis, Susan J. (1996) states 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. Mary R Watson and Rikki Abzug (2016) state that human resource systems, processes and practices are important to any well-functioning nonprofit organization. Nancy E Day (1991) explains the approach to the most important of human resource management issues, the challenge of compensating work and rewarding performances. Sopon Suaikhuntod (2014) 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. Chanita Mangphuck (2012) founded 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. Parichat Satipa (2016) stated 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 aspects was rated at an average level.

2. Finance Management

As relevant to Steven Finkler (2016) 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. Brière, Sophie, Denis Proulx, Olga Navaro Flores, and Mélissa Laporte (2015) 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." Manab Chakraborty (fundsforNGOs, n.d., para. 2) states 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. Barry Strydom (2014) states 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. Patcharin Kamvong (2011) 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.

3. Communication

Dennis K. Mumby (2012) states 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.Moreover, Baden Eunson (2016) states 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. Miller, Katherine I (2008) states

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. Sivasankari Rajkumar (2010) states 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.

4. Camp Administration

Andrew Lacanienta, Gary Ellis, & Allen Taggart (2018) 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. Joseph D. LaLiberte (2018) 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. Holly Eagleston (2017) states 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.

5. CISV Program Management

CISV International (2018) states 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. National Association for the Education of Young Children (2005) states 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.

6. Post Program Management

It is stated in CISV Village Official Programme Guide (2018) 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 and post meeting costs, are to be included in the budget. 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. 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. 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. CISV International (2018) states 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 local Junior Branch and

build relationships with local like-minded-organizations. Maximilian Von Zedtwitz (2008) states 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.

7. Curriculum Management for Peace Education

Alvior, Mary G (2014) states 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 curriculum, particularly in higher education, must be developed to preserve the country's national identity and to ensure its economy's growth and stability. Brian Clare (2014) states 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. Sultan Muhammad Khan (2014) states 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. Robin Wolven (2013) states 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. Natalie J. Carroll (2016) states 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. Philip Stabback (2016) states 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.

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.

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