

YOUTH MEETING

Small gatherings inspire big ideas. Youth Meetings bring small groups of participants together from different countries within the region. They explore aspects of peace education related to a specific theme and share their different perspectives. They also think about how they can apply what they have gained from their experience, such as knowledge of the theme along with planning and communication skills, within their own community.

AGE GROUP	DURATION	SIZE
12 - 13, 14 - 15, 16 - 18, or 19+	8 or 15 days	For ages 12 - 15, 5 delegations of participants, each with 6 youth. For ages 16 and up, 25 individual participants, with up to 6 participants from each NA
LEADER	<ul style="list-style-type: none"> • Each delegation of participants aged 12 - 15 must have 1 adult leader. 	
STAFF	<ul style="list-style-type: none"> • Must have 3 - 5 adult staff. • Can have only 1 junior staff, and the person must be from the host NA. 	
STAFF/LEADER AGE	<ul style="list-style-type: none"> • Adult staff must be at least 21 years old. • At least 1 member of staff must be at least 25 years old. • Junior staff must be at least 19 years old. • Leaders must be at least 21 years old. 	
PARTICIPATION	<ul style="list-style-type: none"> • You can take part in more than one Youth Meeting. 	



THE YOUTH MEETING PROGRAMME

WHAT IS A YOUTH MEETING?

Youth Meetings are short regional camps feature individual themes that allow young people to explore intercultural issues in a regional context. The programme reinforces core CISV values, builds leadership and organizational skills, while promoting continued CISV involvement. It can be either 8 days long or 15 days.

The age range for delegations can be between 12-13 or 14-15, which means that they travel with an adult leader; and individuals can be from 16-18 years old and 19+.

A Youth Meeting can be hosted at any time during the year, preferably in the major school holidays.

The theme development is the backbone of the programme.

KEY CHARACTERISTICS OF THE PROGRAMME

Content

- All Youth Meetings must have a theme and most of the activities should be related to this theme.
- The participants are encouraged to plan and lead the activities depending of their ages.
 - The 12-13 years old, like to participate in planning activities, however they have not yet developed the skills to do it on their own completely. They could work in groups with adult intervention, but the adults run the most of the activities.
 - The 14-15 years old are more autonomous in planning activity, especially the youths that already participated in a CISV camp. Leader and staff participate in the planning group and give orientation when needed.
 - 16-18 and 19 + participants should plan on their own.
- The staff is encouraged to plan the first/second day of the camps. During the camp, they can make activities related to the theme, so participants can have these activities as role models and you can guarantee the achievement of the educational goals in short time.

Items to Bring on the Journey

Overall:

- The leader/participants travelling on their own must be sure to take reserve funds and credit cards that can be used to cover emergency expenses like medical expenses, hotel charges, etc.
- For delegations, consider having each participant travel with emergency pocket money in a widely accepted currency. It is important that participants recognise that this money is to be used for emergencies only and is not extra spending money for use at their programme. A discussion with parents of the participants should determine a suitable amount.
- Consider whether the leader should rent an international mobile/cell phone or take a pre-paid telephone card to maintain contact during the journey. With an Interchange, it is particularly recommended that the leader has a mobile phone for use during the hosting phase, which will work in that area.
- Take a basic first-aid kit. However, if a participant is unwell or injured to the extent that medical advice is required (beyond basic first aid training), any treatment given must be prescribed and provided by a medical professional competent in the relevant field.
- Be prepared to explain ordinary medicines in English. Everyone travelling should take a copy of prescriptions for any medications or eye glasses in case luggage is lost or glasses are broken.
- Phone numbers of the sending and host Chapter/NA and of sending parents.

For Travel:

- Check hand-luggage rules in advance and pack accordingly to avoid problem and delays.
- For delegations, anticipate long waits in the airport. Take amusement items such as books and games to help pass the time and possibly snacks.
- Anticipate chilly airplane cabins, even in summer. Take sweaters or other warm clothing.
- Consider carrying a change of clothes and toiletries in hand luggage in case checked-in luggage is delayed.

ABOUT CISV

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

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

Over the years these programmes have provided opportunities for thousands of participants to meet and develop friendships with people from different countries, backgrounds and cultures. All CISV programmes have a peace education focus, which we use to inspire our participants to become active global citizens. As CISV continues to grow around the world we remain united as an organization by our educational principles. These reflect the way we think and behave:

OUR EDUCATIONAL PRINCIPLES

We appreciate the similarities between people and value their differences.

We support social justice and equality of opportunity for all.

We encourage the resolution of conflict through peaceful means.

We support the creation of sustainable solutions to problems relating to our impact upon each other and the natural environment.

Our educational principles form a bridge between our Statement of Purpose and our focus on peace education. So, when you look at them alongside the main strands of our peace education content in the Chapter “Peace Education in CISV”, you will be able to see how closely they are linked.

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

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



USE OF THE STATEMENT OF PURPOSE AND THE EDUCATIONAL PRINCIPLES IN PROGRAMME PLANNING

The CISV Statement of Purpose and educational principles, given above, are central to training and programme planning. They are used by the staff and leaders at the Village as the foundation for Village goals, Village development and for planning specific activities. The Statement of Purpose and educational principles are reflected in Village practice, and Village participants may get to know them in this way. They may also be discussed in activity debriefing or in delegation time.

BUILDING THE STATEMENT OF PURPOSE AND EDUCATIONAL PRINCIPLES INTO THE PROGRAMME STRUCTURE

In CISV Youth Meetings the theme is developed following the A+ASK model: the activities develop attitude, skills and knowledge of the participants about different issues related to the theme. In this way, participants develop awareness of the theme and its direct impact on the realities of their lives both in the group living experience and outside the Youth Meeting, while understanding how to contribute to a better world. The statements below are just a few examples that corroborate this:

“The theme [...] stimulated us to see things from a different point of view, to understand and accept different cultures and traditions. I had a lot of fun, but I learned a lot. We got through a lot of important issues, like the friendship, the peace, the love, the war and the tragedy of Asia; so we decided to organize a show (for collecting funds for the Tsunami) and it was really great. I never imagined that I would be able to do so many things and to feel so many good emotions in just 8 days!!” (13-year old participant, to the Youth Meeting Taskforce after her 1st Youth Meeting)

“Good theme development is absolutely necessary and crucial. Only if the staff clearly thinks of a valid theme during the period of camp preparation, can you expect a useful outcome and a change in the participants. Working on the theme and connecting activities to it is much easier when the theme is straightforward and deeply thought of. For a Youth Meeting, I would even say the theme is the absolute basis. You can then develop CISV core values on top of it, like building a house on a stable ground! Since the Youth Meeting is a relatively short programme, focusing on goals, on the core issues is of importance” (Youth Meeting staff response to Theme Staff Survey, 2008)

“I was involved in the organisation of 7-8 Youth Meetings in my country in the last 9 years. Youth Meeting is a very good ‘tool’ to educate participants. Most of the times we have organised 8-day camps. This means that it is a short break for the participants from their daily life. The Youth Meeting could have such themes, which are closer to the issues of their “real life”, so they can use their new knowledge right after the camps. My experience is that Youth Meeting has the essence what CISV can offer. Due to its short timeframe the participants are more active and try to squeeze the most experience in 8 or 15 days as possible. That is why the programme is so intense and vivid” . (Youth meeting staff and organizer response to Theme Staff Survey, 2008)

CISV'S PURPOSE

CISV's purpose is to prepare individuals to become **active and contributing members of a peaceful society**. CISV endeavours to stimulate the lifelong development of amicable relationships, effective communication skills, cooperative abilities, and appropriate leadership towards a just and **fair world**.

CISV volunteer programmes and activities are planned to **promote personal, cultural, intercultural and international learning**. This **enables individuals to develop awareness** of, and positive attitudes towards others, and the skills and knowledge to live, work and play with them, irrespective of cultural background. **Through participation, individuals come to better understand themselves and their own culture as well as others and their cultures.**

CISV offers opportunities for interested children, young people, adults and families **to explore relevant themes** through independent, short term, non - formal educational activities organized in international, national and local contexts. These may be residential or non - residential settings and are offered to qualified participants irrespective of gender, race, religion, ethnicity, political affiliation, socio - economic background, or distinction of any other kind.

PEACE EDUCATION AND ACTIVE GLOBAL CITIZENSHIP

CISV'S APPROACH TO PEACE EDUCATION



This is a practical guide to what we do and why we do it, and can be used as a handbook for CISV training. We hope you enjoy reading it and find it useful. You can find more details on all the information contained in this Guide in the [CISV Passport](#), in our [Big Education Guide](#) (“Big Ed”).

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

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

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

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



Many of the issues within peace education are also found in what is often called development education, intercultural education and global citizenship. You can find more information on the similarities and differences between these in our [Big Education Guide](#) (Big Ed), which is available on the CISV International website (www.cisv.org).



“PEACE”, “PEACE EDUCATION” AND ACTIVE GLOBAL CITIZENSHIP

In CISV “peace” means more than the absence of war. For CISVers, “peace education” helps us to develop our personal and interpersonal knowledge about the communities in which we live, the culture and communities of fellow participants and how these inter-relate. It helps us to develop effective skills of communication with members of different cultures, and cooperation towards shared goals, alongside attitudes of friendship and openness to people of other nations and cultures.

Peace

In the context of the Village programme, peace means living and working together, and learning to appreciate similarities and difference. The concept of peace that is developed throughout the programme lines up with the programme's goals: Building an inclusive community, developing cross cultural competence as well as positive attitudes towards others, and gaining an interest and initial experience in peace education.

Peace Education

Learning through living as a group and taking part in activities in an intercultural setting enables participants to become aware of issues within CISV's four areas of educational content. Youth Meeting participants engage in peace education activities, reflect on learning from peace education activities, share their learning, and connect the things they have learned to life in their respective homes, communities and the wider world.

Active Global Citizenship

Attitudes, skills and knowledge for active global citizenship are developed through participation in Youth Meetings. Attention is given to the development of intercultural awareness, self-awareness, communication, leadership, and cooperation skills. It is anticipated that young people who attend Youth Meetings will be able to use what they learn in this international Programme to help with the development of educational aspects of the work in their own Chapter or Junior Branch on their return home. They are also encouraged to think about how to apply their learning to other contexts, such as school or participation in LMOs, and so to use what they have gained in CISV to become truly active global citizens.

Topics which may be relevant to Youth Meeting Participants

2007: Exclusion;

2008: Sustainable World;

2009: Wi:Fight (Why fight?);

2010: Identity (together with IJB) - (related to Diversity- the theme used in CISV more generally)

2011: Conflict and Resolution.

For example, in 2010 we had some programmes that worked around each individual identity - ID required, each country's identity, individuals' identities within CISV, etc.

Future topics may be developed from the CISV focus area for each year.

ASK FOR ACTIVE GLOBAL CITIZENS

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

EXAMPLES OF ASK

Attitudes - How we think and behave:

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

Skills - Our ability to/for:

- Communicate
- leadership
- Self-reflection
- Creative problem solving

Knowledge - Information we gain about:

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



ATTITUDES, SKILLS AND KNOWLEDGE (ASK), WHICH ARE DEVELOPED IN CISV YOUTH MEETINGS

All Youth Meetings share the same educational goals. The goals are used both as a framework for the programme and as the basis for programme evaluation. The four Youth Meeting goals are:

- 1.** Explore the theme in the local and global context
- 2.** Raise awareness and stimulate critical thinking
- 3.** Develop the attitudes, skills, and knowledge necessary to work well within a group
- 4.** Generate an interest in the theme to empower active global citizenship

Within each goal there are up to four 'Indicators', which are also the same for each Youth Meeting. The Indicators are more specific and easy to understand and evaluate. All Youth Meetings are planned to help participants to learn or gain these attitudes, skills and knowledge (ASK)



YOUTH MEETING PROGRAMME GOALS AND INDICATORS

Explore the theme in the local and global context	<ul style="list-style-type: none">a) Able to apply or use training to develop the theme (S)b) Participate actively in activities related to the theme (A)c) Understand the theme within their own community and contribute at least one activity to demonstrate (K)d) Understand the theme within in the local context (K)
Raise awareness and stimulate critical thinking	<ul style="list-style-type: none">a) Share personal perspective of the theme (K)b) Contribute to group discussions and debates (A)c) Put oneself in the place of others and understand his/her perspective (S)
Develop the attitudes, skills, and knowledge necessary to work well within a group	<ul style="list-style-type: none">a) Improve communication skills (listening, speaking, non-verbal) (S)b) Demonstrate initiative and have the ability to follow (A, S)c) Contribute to planning activities (S)
Generate an interest in the theme to empower active global citizenship	<ul style="list-style-type: none">a) Link the theme to daily life (S)b) Show critical thinking towards an issue in their local community (A, S)c) Plan and discuss how to use their newly developed skills in their local community (S)

APPLYING ATTITUDES, SKILLS AND KNOWLEDGE AFTER THE PROGRAMME

As we can see from the educational goals and indicators of the Youth Meeting programme, we focus on the individual growth and the real world applications that a theme can have. Therefore, we emphasise the importance of planning activities in which the participants can reflect on the theme and how it is linked to their daily life (noting that reflection is an important area of the experiential learning cycle). To ensure the achievement of this goal we encourage the staff and leaders to plan some “high impact” activities related to the theme and to each of the educational goals. Youth Meeting participants are encouraged to transfer their learning to their daily life and to become more active global citizens.

PEACE EDUCATION IN CISV

The Four Main Content Areas of Peace Education in CISV Programmes are:

Diversity

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

Human Rights

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

Conflict and Resolution

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

Sustainable Development

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

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

We help our participants to use peace education within the context of a programme to develop their attitudes, skills and knowledge, so they can become active global citizens.



USE OF THE 4 CONTENT AREAS IN YOUTH MEETING PROGRAMME PLANNING

Youth Meeting is a theme based programme; therefore the content areas are the basis for developing each camp. The theme may relate closely to one of the four content areas but there is often over-lap with other areas so that these can also be developed during the period of the Youth Meeting.

We encourage the staff to develop the theme in their planning and to advise the participants about it in advance, though the pre camps. One of the most common ways that guarantees the participants have been prepared and are ready to actively participate, is to ask them to plan theme related activities from their own countries or activities related to their personal life which they can share with other participants during the Youth Meeting.

EDUCATIONAL CONTENT OF THE YOUTH MEETING PROGRAMME

Each Youth Meeting should be working towards the programme goals. Programme planners and staff need to take account of the unique characteristics of their Youth Meeting, such as the age group, the length of the programme (which makes it fast paced) and the individual growth of the participants, linked to the theme development and the four areas of educational content. Although the short duration of a Youth Meeting means that the total experience is compressed, it is still important that there is sufficient time around educational

activities for effective de-briefing and subsequent reflection. These phases of the experiential learning cycle are important in helping participants to understand what they have been doing and in orienting them to applications of their learning in their lives outside the Youth Meeting.

RESOURCES USED TO SUPPORT PEACE EDUCATION IN YOUTH MEETINGS

- [CISV Passport](#)
- [Big Education Guide](#) (Big Ed)
- [Youth Meeting Programme Guide](#)
- [PDPEF Frequently Asked Questions](#)
- [PDPEF Quick Notes](#)
- [Youth Meeting PDPEF Package](#)
- [Youth Meeting Activity Writing Template](#) – for uploading activities devised in a Village so that they can be shared in [Educational activities](#).
- [Educational activities](#) and [Evaluation and Research](#)
- Chapter/NA activity books
- Commercially available activity books and on-line database of resources from development education organizations may also contain activities which can be used or adapted for use in Youth Meetings.
- [International Youth Meeting trainings at selected Regional Training Forums](#)
- Chapter/NA Youth Meeting trainings
- [Youth Meeting Training Curriculum](#)
- Theme packs.
- <http://www.cisv.org/resources/running-or-taking-part-in-educational-programmes/youth-meeting/>



BUILDING PEACE EDUCATION INTO PROGRAMMES

We use ‘themes’ to provide a unique flavour to each of our programmes. These are developed from our four peace education content areas. Each theme can concentrate on one particular content area or provide a link between two, three or all of them.

Themes are helpful as they connect the educational content directly to the goals of each programme. When you are planning your theme, you may wish to take into account a number of factors, including:

Location

- Age of participants
- Duration of programme
- International/national campaigns

Local Issues

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

Everyone who has been on a CISV programme remembers the friends they made and the fun they had. They also remember many of the ‘activities’ they took part in. Most of these ‘activities’ are connected to at least one of our four content areas of peace education. Activities are chosen to support the theme and to provide opportunities for our participants to learn more about themselves and how they can develop the ASK to become active global citizens.



CISV has a database of activities, which you can find in [Educational activities](#).



BUILDING PEACE EDUCATION INTO YOUTH MEETINGS

Each Youth Meeting has a specific theme chosen by the staff well before the beginning of the camp. The theme is communicated to the participants before the camp, in order for them to have enough time to prepare. At the beginning of the camp, the staff, the leaders and the participants decide how they will use the theme during the camp, and how the theme will be developed. The theme development relates participants' interest to their realities and to specific issues of their daily life. After generating interest, Youth Meeting participation raises awareness and stimulates critical thinking among participants, so that they can become active members of society, contributing towards a "fair world". In this regional programme, participants acquire skills for relating and interacting in group situations, while gaining a better understanding of their own culture and their own development as well as other cultures.

Themes are linked to the annual rotation of education areas, using resources developed by, for example, IJB or from international updates. Although one content area may be emphasised in the selected theme, it is possible that all four content areas may be included in some of the activities. CISV International continues to develop a specific document for programmes giving tips for each age group and some ideas on subthemes.

A questionnaire has been developed, which is a tool that will help the staff to develop the theme. The staff should fill out this form and send it back to their Regional Team for Educational Programmes no later than 2 months before the start of the Youth Meeting. Regional Team for Educational Programme will read and analyze the questionnaire and will give some feedback on it to the staff through the person who is in charge of doing the follow up of the camp. This document will provide information to the committee to ensure the quality of the programme, based on development of the annual theme.

Some Key Elements to Work with a Theme:

1. Be aware of the age group when you developed the theme of your programme, keeping in mind their interests and what they do.
2. Choose a theme broad enough but focused enough.
3. It is always useful to have a multilayered theme, for example, it can be applied personally, locally, nationally and internationally.
4. Use questions as a good tool to develop the theme and gain the participants interest.
5. Use what is happening in the real world related with the theme as a tool to plan and develop during the programme.
6. The theme should be exciting and fun for everyone, not only for the participants.
7. Keep in mind we always try to take the participants to another level.

Staff, leaders and participants are encouraged to contribute to [Educational activities](#) with relevant activities for the theme of the year so that other programmes and members can benefit.

LEARNING BY DOING

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

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

Step 1: Do a peace education activity

Step 2: Reflect on what ASK you have learned from this activity

Step 3: Generalize how this new learning can be applied to a new context

Step 4: Apply put your new ASK into action

Sometimes the ‘apply’ part of the process will take place within a CISV programme, which is great to see. However, sometimes the process takes longer or the right opportunity does not present itself until after the programme. This is how experiential learning helps participants to become active global citizens.



USING EXPERIENTIAL LEARNING IN YOUTH MEETINGS

Experiential learning is the basis for all Youth Meeting activities. Whether the focus is on peace education or group development the participants should be actively participating in their learning experiences. It is especially important that all parts of the experiential learning cycle (do, reflect, generalize and apply) take place during peace educational activities. It is possible that group development activities may not contain all aspects of the experiential learning process.

Taking into account the short duration of Youth Meetings there is often an intensity of planned experiential learning activities, although it is important to also have some times for fun and relaxation. The actual experience of living as a group during the programme, sharing in tasks and duties, is also important in developing understanding of other people and their ways of life.

The experiential learning process (do, reflect, generalize, apply) is also used for Youth Meeting training.

EXPERIENTIAL LEARNING ACTIVITIES IN CISV YOUTH MEETINGS

The balance of planned educational activities and ‘fun’ activities will depend on the needs of the group in terms of age, experience, activity level and also on the site and facilities available. However, the educational goals of the programme should be kept in mind so that the majority of activities have educational content and can be used in working towards these programme goals.

HOW DO WE KNOW WE ARE GOOD AT WHAT WE ARE DOING?

As an Educational Organization it is Important that we have Ways to:

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

Educational Evaluation Helps us to Do all of these.

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

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

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

QUALITY STANDARDS

There are Four Educational Quality Standards, which Apply to All our Programmes.

1. Goals

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

2. Principles

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

3. Peace Education

All programmes use peace education to achieve their educational goals.

4. Evaluation

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