WELL DONE!

A GUIDE TO QUALITY ASSURANCE

This is an evaluation resource booklet
for Chapter events and activities.

CISV International
Building global friendship

This guide explains how and why we evaluate so Chapters can ensure they plan and deliver high-quality activities for their members

Content

Introduction

Quality assurance through evaluation and research are essential for CISV to ensure the quality of our programmes, educational content, and methods. They also allow us to improve and develop and to show other organizations and our supporters how good at what we are doing.

At the regional and international levels, the Training & Quality Assurance Committee is responsible for input to the Board on policy, standards, strategic development and monitoring of quality standards and methodologies of training, evaluation and risk management.

The Guide

The purpose of this guide is to foster a culture of evaluation at all levels of CISV participation and programmes, especially at the Chapter level. Educational evaluation is how we ensure we provide quality programmes and continue to improve.

This quick and easy, user friendly guide specifically aims to:
·   inform Chapter volunteers about CISV's approach to evaluation
·   educate Chapter volunteers on the benefits and added value of evaluation
·   provide a resource to Chapter volunteers to conduct evaluation; and
·   support Chapters in applying evaluation at the Chapter level.

CISV's Educational Purpose

CISV has a vision of a more just and peaceful world; we believe that we can all take responsibility for making this happen. This vision gives us a strong purpose as an educational organization. This is summed up in our Statement of Educational Purpose:

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

CISV aims to prepare individuals to become active and contributing members of a peaceful society. CISV endeavours to stimulate the life-long development of relationships and leadership skills that will contribute towards a more fair and just world.

CISV and its volunteers run programmes and activities that are designed to promote personal, cultural, intercultural and international learning. This enables individuals to develop awareness and positive attitudes towards others and the skills and knowledge to live, work, and play with them.

Evaluation has to be guided by the educational purpose of CISV – if we do well, we will work towards this purpose. So we need to be clear at all times that, however we reach that goal, CISV exists to educate and inspires action for a more just and peaceful world. Answering the basic question of any evaluation – how well are we doing? – requires a standard against which we define quality. CISV's educational purpose provides a standard (imagine a yardstick) against which we can answer and measure the specific questions we ask as part of evaluation.

CISV's educational purpose guides what we do, but how do we know we are good at what we are doing?

Evaluation!

4 EDUCATION CONTENT AREAS

Human Rights

Sustainable Development

Diversity

Conflict & Resolution

Read more about our peace education content areas in the Passport, a handy summary of our approach to peace education
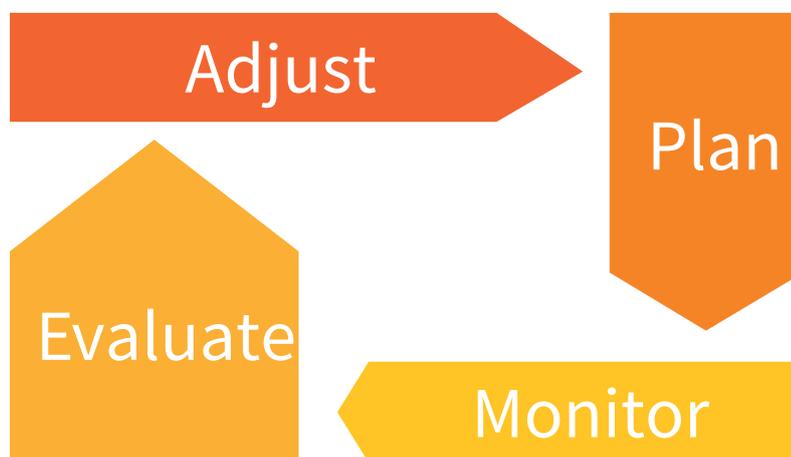
What is Evaluation?

Evaluation is a part of the way we function as human beings. We use evaluative thinking to make our decisions based on previous experience, needs and the context- every day. In CISV, some of these decisions might be: deciding on what food to serve at a mini-camp, deciding which location to use for Chapter meetings, etc.

Evaluating is more than just an exercise in ticking checkboxes - it's a learning experience! People around the world use evaluation to learn about what they're achieving, *how* they're achieving it, and to what extent. This way, we can continue to learn and grow, adapting to the needs of our participants in an ever-changing global context.

Evaluation and Learning in CISV

This section aims to clarify how we use evaluation in CISV.

CISV is a peace education organization, and like all other educational organizations around the world, we want to know how well we are doing what we say we do. Evaluation plays a key role; CISV has adopted a "goals-based" approach to the Planning and Evaluation Cycle.

Adjust

Plan

Evaluate

Monitor

Evaluation is a cycle because it is a continuous sequence of defined steps – it should not be a one-off, random or arbitrary exercise. Goal-based evaluation is a systematic way of defining what we want to achieve (plan), checking whether we are still on track (monitor), assessing progress made so far (evaluate), and taking action to improve our next steps (adjust).

CISV's international programmes each have a specific set of goals and indicators. A programme's goals and indicators reflect CISV's educational purpose and define the standards against which we measure each of our programmes' educational performance.

Example of 2012 Village Goals and Indicators:

Goal 1	Develop intercultural competence
a)	Show knowledge of own culture and reflect on it
b)	Gain knowledge of other cultures
c)	Be open minded about new knowledge
d)	Be able to reflect on new knowledge

Goal 2	Build an inclusive community through friendship
a)	Interact with peers from other countries
b)	Understand the importance of trust within friendship
c)	Understand the benefits of an inclusive community
d)	Contribute to the creation of an inclusive community

Goal 3	Develop positive attitudes towards others
a)	Respect other people's point of view
b)	Respond positively to challenge
c)	Demonstrate care for others
d)	Respect the feelings and belongings of others

Goal 4	Develop an interest in peace education
a)	Participate in peace education activities
b)	Reflect on learning from peace education
c)	Share learning from peace education
d)	Connect peace education to home life

CISV volunteers use these goals to plan, monitor, evaluate, and adjust activities within programmes. The programme goals and indicators ensure that our international programmes are fulfilling our educational purpose:

- For each participant
- For each camp/project
- For each international programme

Each of these levels feed into each other to tell us how good we are at what we are doing. Participants' experiences are the core of our programming, and we collect evidence of these experiences to learn how well we're doing in a particular programme or project, and then use that information to improve programme activities and training.

The participant experiences in a programme provide information about how well our international programmes are achieving our educational purpose. CISV utilises the Programme Directors Planning and Evaluation Form (PDPEF) to collect this information and communicate it in a meaningful way to our organization, our partners and our funders.

But why should we evaluate at a chapter level?

Chapters are at the heart of CISV! CISV Chapters worldwide contribute greatly to CISV's achievement of our educational purpose through your involvement and participation in both international programmes and local activities. Chapters are run by dedicated volunteers of all ages who are on the front line organizing and delivering life-changing experiences to thousands of children and people every year.

In addition to international programmes, Chapter volunteers organize activities regularly including meetings, camps, activities, and community projects which all contribute the CISV's educational purpose. Chapter activities happen year round, and it's important to recognise how these different activities contribute to CISVs larger goals.

Junior Branch plays a significant role at the local level. Serving as a vehicle to develop Chapter activities, Junior Branch ensures educational content at the local level and strives to develop individuals and leadership. It is essential that members of Junior Branch evaluate constantly to make sure their actions are in line with the rest of the Chapter and National Association (NA) activities. International Junior Branch (IJB) has developed four specific goals for all Junior Branches to ensure their activities contribute to the success of each Chapter, and actively develop the organization

> Junior Branches (JBs) are a youth-based international network of volunteers taking action to achieve CISV's educational purpose, while inspiring and enabling others to do the same.

Read more about Junior Branch here.

The evaluation of all activities at the Chapter level will empower you to know you are good at what you are doing and improve the quality of your activities. It will also help you to ensure you are achieving your goals, and understand how local activities contribute to CISV's larger goals. Additional benefits of evaluation include:

Planning and Monitoring: We all love learning, and we all recognise that reaching educational goals requires a bit of planning - the same goes with your local activities. Planning helps us take the long look forward, so we establish clear goals and objectives before we get to work. This also enables us to monitor the progress of our activities. For more information, see: Education Quality Standard 4: Passport page 29

Recruitment and Retention: CISV's past, present and future is related directly to the experiences that our participants share with their friends, neighbours and community. These "success stories" are a result of the educational experience our programmes and activities provide. Educational evaluation can provide us with a means to collect information about our successes, which can then help us to recruit new members and retain existing members.

External support and increased visibility: CISV is an educational charity, so profile-raising and fund-development are ongoing activities for all of our NAs and Chapters. The systematic evaluation of our programmes can be used for marketing and fundraising purposes. For instance many funders require us to provide evidence of past successes when we make funding applications. We are also often required to provide evidence of effective evaluation when we are reporting to funders. We can also use the results of our educational evaluation to celebrate our successes in our publications, websites and educational forums to raise the profile of CISV.

Recognising our successes and strengthening our weaknesses: When we evaluate, we often discover that certain goals are achieved that we hadn't intended to touch upon, especially in experiential 'learning by doing'. By evaluating, we can understand the many goals we've achieved, but also how we've achieved them. When we know that, we can use that knowledge to improve our programming. Sometimes, we discover that we're not good at achieving certain goals, and this is equally important. When we learn why, we can work to modify our activities to improve them.

NOTE: There are no reporting requirements for evaluation at the Chapter level. All of these functions serve to help our own Chapters grow and mature by benefitting from the past to inform our future actions. As a volunteer-run organization, organizational memory is integral to our success at achieving our educational purpose.

Makes sense; now what?

This section aims to demonstrate a goals-based approach for evaluation at the Chapter level by going through each step of the Planning and Evaluation Cycle. Evaluation at the Chapter level is for the Chapter, so it's important to gear your evaluation towards your learning needs.

The Planning and Evaluation Cycle:
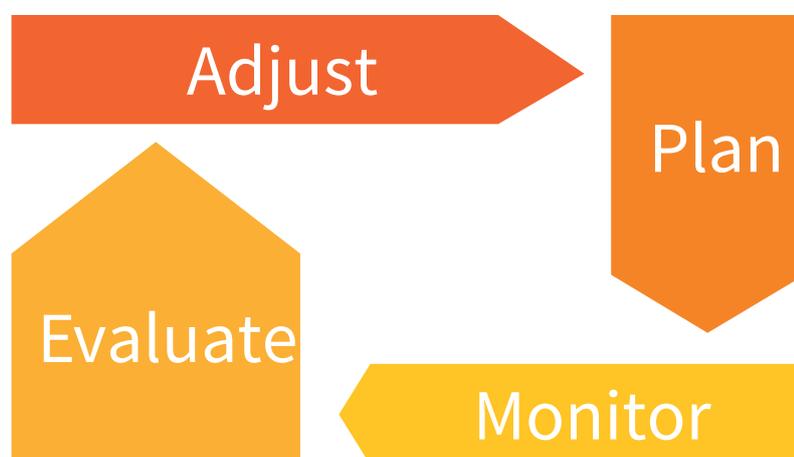
Plan:

Evaluation is used to help you map out where you want to go. It outlines our goals, and helps us think clearly about how we want to get there. This provides an opportunity to discuss and come to an agreement on goals, as well as illuminate the reasons why specific goals are important. Volunteers will be able to get to know one another better because it fosters excellent conversations about the core of what we do and why. Chances are, we already do this. However, when we go through the process of planning, if we identify the why of an activity, we can identify the goals.

Goals are what we want to learn or develop. Our goals are written as broad areas of learning and development. Some examples of programme goals are: to develop leadership skills; to empower participants to take initiative in their community; and to increase inter-cultural awareness.

Example: We have a board meeting coming up, and we have to talk about fundraising. In order to cover our expenses this year, we need to raise some money, especially if we want to start building a sponsorship fund.

Potential Goals:

1. Create and support fundraising efforts at the local level
2. Raise enough funds to cover national and international dues
3. Raise extra funds for contributing to a sponsorship fund
4. Have surplus funds to ensure the sustainability of the Chapter
5. Build capacity in JB in the area of fundraising

Note: CISV has agreed on a number of goals that apply across all of CISV, such as the educational goals for each of our programmes, a set of training goals for all CISV trainings (see our training curricula), and Chapter Development goals (see the Chapter Evaluation Tool). Nevertheless, in a situation like our fundraising example above, it is necessary to think about and define your own specific goal or goals.

Monitor:

Monitoring how we're doing is key to understanding if we're still on track with our goals. It's important to note that monitoring doesn't mean that you ensure you've remained strictly on your path. But it does help ensure that even if you've veered off track, you're still getting where you want to go. These are like stop signs, where we take the time to stop and look around at where we've come from and where we are, and where we're headed. These are captured by indicators, which are the signs of how we know we're achieving our goals.

Indicators are how we will demonstrate what we are learning. We have indicators to help us see whether goals have been achieved. Each indicator is an Attitude, Skill or Knowledge.

Examples of ASK:

Attitudes: how we think and behave

- Being open-minded
- Behaving flexibly
- Willingness to include others
- Taking responsibility for our own actions

Skills: our ability to:

- Communicate effectively
- Demonstrate leadership
- Practice self-reflection
- Contribute to creative problem solving

Knowledge: information we gain about:

- Population dynamics (what are communities looks like)
- Community concerns
- Environmental issues
- How our communities work

After you have identified your goals, you can create a set of indicators for each goal. This will give you specific attitudes, skills, and knowledge you can use to monitor the progress of each goal.

To create an indicator, identify the attitudes, skills, and knowledge that demonstrate achievement of the goal. An easy framework CISV International uses to create indicators is:

Attitude: Willing to [fill in the blank]

Skill: Able to [fill in the blank]

Knowledge: Understands [fill in the blank]

To continue with our fundraising example:

1. Create and support fundraising efforts at the local level.
   a. Effectively able to brainstorm different opportunities for fundraising
   b. Effectively able to execute fundraising activities
   c. Chapter understands the importance of contributing to fundraising activities
   d. Chapter members are willing to be actively engaged in fundraising activities
   e. Chapter understands the importance of fundraising for profile-raising.

2. Raise enough funds to cover national and international dues.
   a. Able to effectively plan and execute activities that bring in revenue
   b. By mid-year, able to raise funds needed to cover dues.

3. Raise extra funds for contributing to a sponsorship fund
   a. Chapter understands the importance of creating a sponsorship fund
   b. By end of year, able to contribute to 20% of surplus into the sponsorship fund

4. Have surplus funds to ensure sustainability of Chapter
   a. Chapter understands the importance of carrying a financial surplus at the end of year
   b. Chapter is able to carry a surplus over to the next year
   c. Executive understands what annual costs the Chapter incurs
   d. Executive is able to use new knowledge to create fundraising plan for next 5 years to ensure Chapter sustainability.

5. Build capacity in JB in the area of fundraising
   a. JB is willing to participate in fundraising training
   b. JB is able to create a fundraising plan for the coming year, demonstrating their new knowledge of fundraising
   c. JB understand the importance of fundraising for financial sustainability of an organization
   d. JB understand the importance of fundraising for profile-raising.
   e. JB are able to contribute to sponsorship fund

Similarly, both the Chapter Evaluation tool and international programmes have shared indicators. At this point you will be developing your own indicators so it may be helpful to familiarize yourself with the existing Chapter and programme indicators.

Evaluate:
Evaluation generally happens at the end of an activity. It's where we look at all the evidence of the indicators to determine if we've met our goals. If we have (and especially when we haven't), we need to find out the why. The why is the most important part of the journey, and feeds into all of the reasons why we evaluate, which were mentioned above.

Evidence is what we collect to show that we have acquired the Attitudes, Skills and Knowledge. Different indicators require different kinds of evidence. Evidence can include observations of new behaviors and attitudes. It can be reports and presentation of new knowledge, or the demonstration of new skills.

Here are examples of methods you can use to collect evidence to evaluate the achievement of your goal:

Observation
Interview
Websites
Performance Questionnaire
Discussion
Survey
Diary / Journal
Storytelling
Self-evaluation
Peer evaluation
Crafts
Check list
Presentation and Reports
Portfolio
Photographs
Testimonial
Feedback
Letters / interviews
Participation
Video

It is a best practice to determine how you aim to collect evidence during the planning phase. This is extremely valuable during the activity or project so you know in advance how to monitor the progress. Then you can use all of the evidence to evaluate and adjust your project or activity.

Who's going to use this information? You! So it's important to collect this information in a way that makes sense for you.

You may find the following questions helpful when choosing evidence for an activity:

- How easy will it be to collect?
- How much time will it take?
- Will everyone be able to do it?
- How often will we need to do this?
- What resources will we need?
- Will it help us tell the story we want to tell?

To continue with our fundraising example:

For the above indicators, evidence could include a presentation from the JB about the skills they've learned. It could be fundraising support letters in the Chapter newsletter, financial statements, fundraising plans, head counts at the fundraising events... evidence is everywhere!

Adjust:

Finally, once you've collected the evidence and evaluated how you've done in terms of reaching your goals, you want to take that learning and implement it into the next planning cycle.

This stage is an opportunity to make improvements and adjustments for upcoming and future activities. This may include a revision of goals and indicators for a specific activity or the development of an entirely new activity. It may also include new chapter processes and procedures based upon the evidence that was collected. Chapters may also consider training at both the local and regional levels as opportunities to foster new attitudes, skills, and knowledge for your volunteers.

To continue with our fundraising example:

The Board must now discuss the evidence collected and make decision about the achievement of their goals and make plans for future action. For example, Goal 2:

Raise enough funds to cover national and international dues.
   a. Able to effectively plan and execute activities that bring in revenue
   b. By mid-year, able to raise funds needed to cover dues.

At this point, the Board can use feedback from one another, financial statements, their observations, and record of participation of Chapter members and JB at fundraising activities. These will provide evidence needed to evaluate and adjust the goals that were set during the planning phase.

If the Board has been unable to raise the necessary funds to cover dues then they must make adjustments to their activities and plans by either maintaining their fundraising efforts or taking steps to increase participation by their members.

So to Sum It Up!

Evaluation is essential to letting us know we are good at what we are doing. We can use the Cycle of Evaluation so we are systematic and consistent in our approach to evaluation. CISV International has adopted a goals-based approach to evaluation using goals, indicators, and evidence for planning and monitoring, recruitment and retention, profile raising, and recognising our strengths and weaknesses.

CISV International offers this approach to Chapters so you are able to ensure you are providing high quality programmes at the local level.

Evaluation Tools and Resources

Suggested template

To help you guide your own evaluations of Chapter activities, we've put together a suggested format to get you started. This format can be used for activities, such as regular meetings, the annual Cookie-a-thon, mini-camps, city clean-ups…. all of the activities your Chapter supports regularly in your community.

This format applies the planning and evaluation cycle:

Step One: Plan and Monitor
· Determine the goals of the activity
· Identify the indicators; the attitudes, skills, and knowledge that demonstrate the achievement of the goal

Step Two: Monitor
· Use the goals and indicators to track the progress of the activity

Step Three: Evaluate and Adjust
· Collect evidence throughout the activity
· Make any improvements or adjustments to the activity based upon the evidence

Here is our fundraising example again…

Activity Goals	Activity Indicators	Activity Evidence	Goal achieved? Why or Why not?
1. Create and support fundraising efforts at the local level.	Effectively brainstormed different opportunities for fundraising	- posters of brainstorming sessions - meeting minutes	
	Effectively executed fundraising activities	- number of events planned were executed and reported on at executive meetings	
	Chapter understands the importance of contributing to fundraising activities	- chapter members attend activities - testimonials received confirming understanding	
	Chapter members are actively engaged in fundraising activities	- Chapter members attend activities - Chapter members suggest other activities	
	Fundraising activities contribute to profile-raising	- community members take part in fundraising activities - ¼ of our fundraising activities are held in partnership with another community organization.	

Using this format will help members of the Chapter plan and evaluate activities to support their ongoing learning and improvement. This type of evaluation will equip you with the information you need to know that you are good at what you are doing.

Chapter self-evaluation tool

This format provided focuses on creating activity specific goals; however, there are Chapter Goals which have been developed by CISV International along with a Chapter Self Evaluation tool. This tool is to evaluate your Chapter as a whole and you can use the information collected from local activities to feed into these tools:

A handy do-it-yourself kit is available for this called the Chapter self-evaluation tool. Check out the link and see all the awesome tools available for learning about how your local Chapter is supporting the CISV education principles.

You'll notice that some of this information can feed into the Chapter Self-Evaluation tool.

For instance, evidence from Activity Goal 1 contributes directly to Chapter Goal 1: Develop a Sustainable local CISV Community. All of the activities you do all year will have connections to the Chapter goals and the Chapter self-evaluation tool.

We hope this guide proves to be a benefit for your Chapter. We have provided a listing of the international evaluation tools and resources used throughout CISV to ensure quality at all levels of the organization.

Please send any inquiries and success stories to the Training and Quality Assurance Committee.

International Evaluation Tools and Resources

CISV has loads of resources to help you evaluate international programs. You can find them all in Resources at www.cisv.org.

International Programme Goals

Each international programme has four Programme Goals. These goals were written with the age of participants and programme structure in mind. They identify the most important Attitudes, Skills and Knowledge that our participants are expected to gain from their CISV experience. This means, in some cases, your participants can help to structure the CISV programme and plan activities.

THE PDPEF: A Planning and Evaluation Tool

The PDPEF is a planning and evaluation tool to use throughout a programme. It is the primary tool for evaluating international programmes. It is used by Programme Directors, Local Interchange Coordinators, staff, and leaders. They use it:
· In the planning stages to develop educational activities
· When the programme/project begins, to record important information about participants, staff and leaders
· During the programme to plan activities and record your participants' educational progress
· At the end to provide a final evaluation of the programme

Partner Organization Evaluation Survey

This tool is used by organizations that partner with CISV for Mosaic and IPP. It provides our partners with an opportunity to give us feedback on how we do what we do. It also helps us do things better, and build stronger relationships with our existing partners and foster new partnerships. You could use this to understand activities that involve partners outside of official programmes.

Regional Training Forum (RTF) Evaluation Forms

As a learning organization, CISV wants to equip CISVers with the best Attitudes, Skills and Knowledge to carry out programming, delivered by certified trainers, following a set curriculum, which follow the model of goals, indicators and evidence. We evaluate these sessions to ensure that our training is relevant (why do we evaluate?) and useful (did you get the attitudes, skills and knowledge to evaluate?).

This is a general evaluation tool for Regional Training Forums (RTFs). It is not specific to individual training goals and indicators. The RTF evaluation survey is available online using your CISV identity (your.name@yourcountrycode.cisv.org username) here and for all MyCISV registrants here .

Check out the RTFs that are happening in the coming year, and where they are by clicking here. Each year they cover different content, and are located throughout the CISV world.

The Training and Planning Evaluation Form (TPEF)

The TPEF is used by trainers to evaluate trainer trainings (TTT). The TPEF assesses the extent to which trainees grasp the training content, and whether they are comfortable in training others in this content. The TPEF is modelled on the PDPEF but uses TTT-specific goals.

Research as an Evaluation Tool

Why do we do it?

Research is at the foundation of every successful educational institution and program; it improves the educational process, promotes the practical application of its results, and provides CISV and its volunteers essential knowledge to make decisions and improvements. Integrating research with the experience and wisdom of CISV volunteers maximizes our opportunities to develop and evaluate our programs, and contribute to the field of international relations and peace.

In addition to CISV's focus on providing opportunities to learn from experience, an additional key focus is to "contribute through research to a science of international relations and non-violent conflict resolution".

- Improve the quality of our programmes,
- Contribute to the development of peace education and experiential learning for children and youth field of international relations and education,
- Share our knowledge, experience and expertise with other NGO's, educational institutions,
- Help our NA's and chapters to better understand our educational principles and practices,
- Promote collaboration between CISV and external organizations, i.e. UNESCO,
- Answer important questions within our organization with high quality studies,
- Use our research to influence international relations and peace globally, and
- Promote a new generation of understanding of experiential learning and peace education

How do we do it?

While the objective of basic research is gain fuller knowledge of a subject, CISV encourages applied research, which includes the practical application of the results. Applied research provides the knowledge and understanding needed to determine needs within our own organization and the field of international relations. This type of research benefits CISV two-fold in both our programme evaluation and capacity.

We have protocols in place to ensure that research is safe for all people involved and that it does not harm the integrity of our programmes. The organization checks any proposed research project to make sure they are safe and in line with CISV's purpose. Several years ago it was decided to include the clause which spells out the consent to research in the legal forms to ensure that we could pursue our organizational goals.

Here are recent research conducted by CISVers addressing the following questions and topic areas:

- How does the intercultural understanding of CISV participants develop over time? Read the work by Jennifer Watson
  - Executive summary
  - Full report

- Why we should increase children's participation. Read about research by Claudio Baraldi

- How well does CISV's train-the-trainer system work? Read Chuck Catania's research
  - [Executive summary](#)
  - [Full report](#)

- Does learning from the world help youth to lead in their community? Read the findings by Tamara Thorpe
  - [Executive summary](#)
  - [Full report](#)

If you interested in conducting research with CISV, please contact us by going to the Research page on our website or just click [here](#).

The Youth Legal Information Form (YLIF)

This YLIF is a form that all youth participants (under the age of 16 at the time of departure for the CISV programme) must have completed by a parent or legal guardian of the participant to participate in an international programme.

Signing this form gives consent for programme participants to participate in any research being conducted in their specific programme.

Part 11: Research on CISV Programmes
In addition to its educational programmes, CISV works to promote research in the field of intercultural education and relations. I give permission for my child to participate in approved research projects. Unless my specific parental consent is obtained, children will not be identified by full name. For further information, please see CISV International's Amended Research Guidelines (Info-File R-04) available at http://resources.cisv.org.

All research conducted in international programmes has been evaluated and approved by the International Research Coordinator. Programme Directors, Interchange Coordinators, Programme Staff and Leaders will be informed of research taking place at a specific programme, as well as information being provided in the programme pre-camps.

Consent is very important to CISV and taken very seriously. The YLIF is designed to ensure that all parties involved in research clearly understand the objectives of the research, how it will benefit CISV and what it entails. Beyond that, it is a matter of parents' choice whether they wish that their children take part in a CISV programme, taking into account that, as a CISV programme it may possibly be part of a research project. You can access this form [here](#).

Additional Online Resources

CISV International has developed a range of resources to help all members of CISV fulfill our educational purpose through our activities and programmes. We've provided links to several resources to get you started.

If you have questions you may also contact the Training and Quality Assurance Committee (TQA) in your Region.

Contact tqa@cisv.org for more information

CISV Resources
This is where you will find all the documents, guides, forms, policies and other information you need for running or taking part in CISV and our programmes.

Evaluation Tools
Check out our suite of evaluation tools to monitor, evaluate and improve the quality of all our educational programmes and trainings.

CISV Education
Here you will find all the information you need about our educational purpose and approach to learning. You will also find our most popular educational resources:

- CISV PASSPORT
  The Passport is CISV's pocket guide to Peace Education. It is a very useful little resource to have on hand for any CISV event.

- BIG ED
  Big Ed is a larger, more comprehensive guide to Peace Education and CISV's methodology and approach.

Chapter Self-Evaluation database
Here are the resources you need to self-evaluate your Chapter. We like to call this a 'Do It Yourself Kit'.

CISV & Research
Read the various research that has been done over the years, and if you are interested in doing your own research this is the place to start.