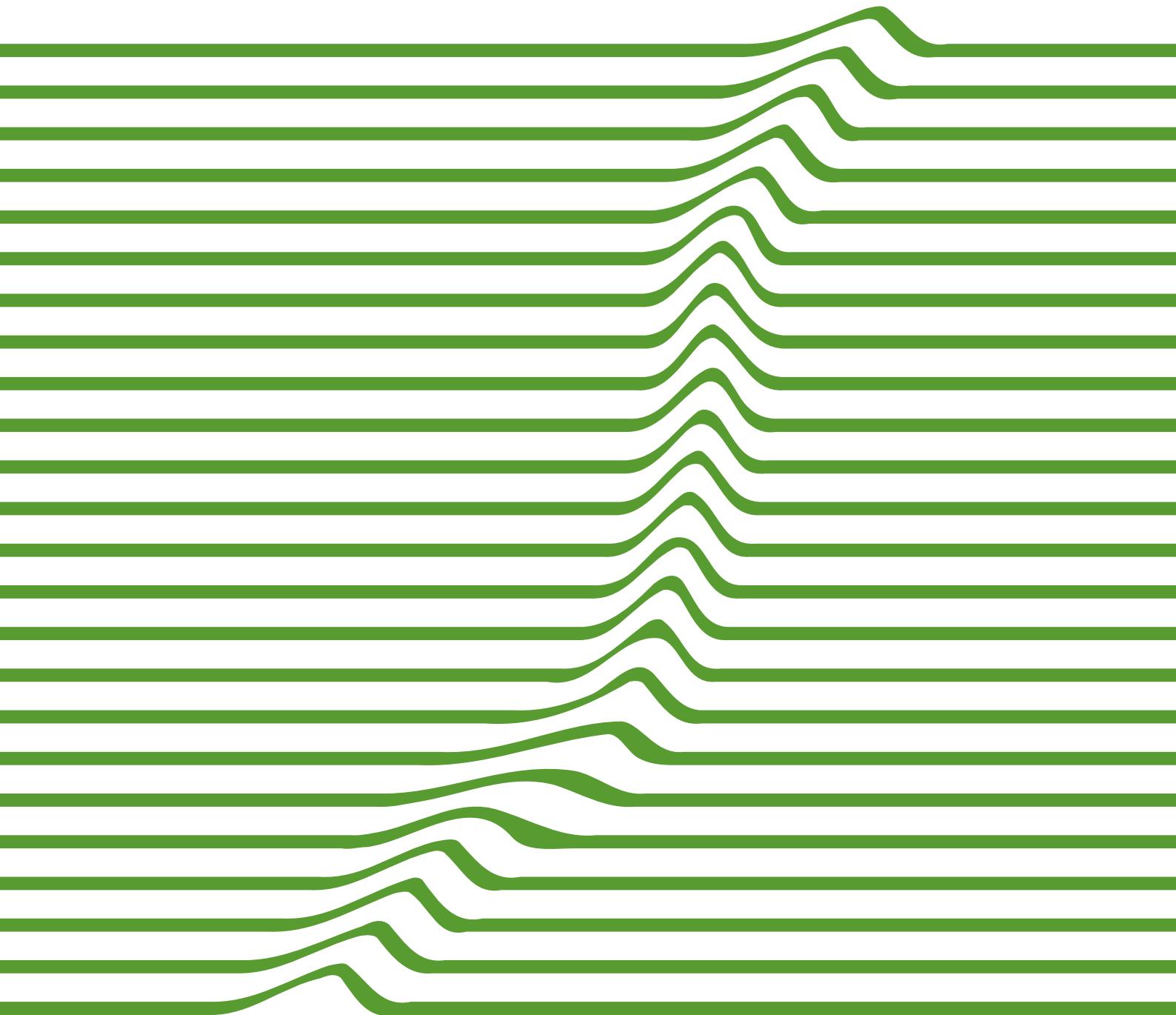




**CISV International**  
Building global friendship

**TRAINING CURRICULUM**  
2018



# INTERCHANGE

# WELCOME TO THE CISV INTERCHANGE TRAINING CURRICULUM



This document defines the content, goals, and indicators for Interchange training. The following definitions help explain the training curriculum, its structure, and where it fits.

## TRAINING CURRICULUM

The Interchange Training Curriculum provides an overview of the content that should be covered in Interchange training. It identifies the learning outcomes (training goals and indicators) and the mandatory content (elements) of the training, and is designed for specified target groups of learners.

The structure and format of the Interchange Training Curriculum is based on the [CISV Basic Training Curriculum](#), which is the basis for all CISV international programme and organizational trainings.

The training curriculum should be used together with other educational resources and training tools produced by CISV International, in particular the relevant Programme Guide and the CISV Passport. Everyone involved with a programme in a role of responsibility is expected to familiarise themselves with the relevant sections of the Programme Guide prior to the training.

## TRAINING GOALS AND INDICATORS

A training goal is a training outcome formulated in general terms. It describes what we want trainees to learn or develop. Goals are broken down into more specific competencies called indicators. A training indicator is formulated as an attitude, skill, or knowledge item that we want trainees to acquire or to develop as a result of the training.

## ELEMENTS

A training element is a defined topic area that must be covered in the training. It is divided into four sections; purpose, training content, resources, and training indicators. An element may be completed through one or several training sessions.

## TRAINING SESSIONS

While the training curriculum provides the overview of the content, the detailed training content will be covered through training sessions. Depending on various factors (such as trainee needs and number of trainees) different training sessions can be used to cover the same element.

## TRAINING AUDIENCE (TRAINEDES)

The intended programme training audiences are:

- Those responsible for overseeing and running the educational programmes (i.e. leaders/staff/directors (NIC/LIC for Interchange))
- Those overseeing and delivering programme training in NAs (i.e. national programme coordinators and trainers)

## FEEDBACK

In the interest of continuous improvement, the Educational Programmes Committee encourages feedback regarding trainer experiences when using this training curriculum. Please send any comments or suggestions you may have to [educational.programmes@cisv.org](mailto:educational.programmes@cisv.org).

# INTERCHANGE TRAINING GOALS AND INDICATORS

## 1 Understand CISV's approach to active global citizenship within the Interchange programme.

- A Understand how peace education is relevant to active global citizenship (K) ELEMENT 4
- B Understand how CISV's educational principles and methods relate to Interchange (K) ELEMENT 4
- C Be able to plan, deliver and evaluate educational activities (S) ELEMENT 5
- D Be able and willing to actively support and promote CISV's educational principles (A) ELEMENT 1, 4, 5

## 2 Prepare trainees to fulfil their responsibilities in Interchange

- A Understand specific responsibilities and resources required to fulfil your role in the programme (K) ELEMENT 2, 6, 7
- B Understand how individual responsibilities are important in a wider context (K) ELEMENT 2
- C Be able to apply practical skills necessary to your role (S) ELEMENT 3, 6, 7
- D Be willing to adopt a proactive and responsible attitude (A) ELEMENT 3

## 3 To prepare trainees to contribute to the development and growth of CISV as an organization

- A Be willing to seek opportunities for cooperation inside and outside the organization (A) ELEMENT 2, 4, 5, 7
- B Be able to apply best practices and lessons learned from relevant experience (S) ELEMENT 2, 3, 4, 5, 6
- C Be willing to actively contribute to continuous improvement (A) ELEMENT 1, 2, 3, 4, 5, 6
- D Understand how the vision of CISV relates to individuals (K) ELEMENT 1, 5, 6, 7

## 4 To prepare trainees to interact effectively and appropriately in diverse environments

- A Develop an understanding of self and others (K) ELEMENT 3
- B Be able to make a positive contribution to a group environment (S) ELEMENT 3
- C Be able to respond appropriately to change and conflict (S) ELEMENT 3
- D Be willing to act inclusively and with an open mind (A) ELEMENT 2, 3

# ELEMENTS

The following elements (or topics areas) will be part of all CISV trainings. These may be completed as part of a session or in a group of sessions. The elements will be developed and covered in more or less detail, depending on the specific training and audience.

<b>Element 1 – Introducing CISV</b>	<b>page 4</b>
<b>Element 2 – CISV as an organization</b>	<b>page 5</b>
<b>Element 3 – Effective leadership in CISV</b>	<b>page 8</b>
<b>Element 4 – Peace Education in Interchange</b>	<b>page 10</b>
<b>Element 5 – Evaluation</b>	<b>page 12</b>
<b>Element 6 – Risk Management</b>	<b>page 14</b>
<b>Element 7 – Communicating CISV</b>	<b>page 16</b>

## SUGGESTED TIME ALLOCATION PER ELEMENT

(based on Regional Training Forum (RTF) at 25 hours)

Element	1	2	3	4	5	6	7
Hours	2h	3,5h	4h	4h	3,5h	4h	2h

The total time allocated to Interchange training at a Regional Training Forum is 25 hours. The combined total of the suggested time per element is only 23 hours. That leaves a two-hour session that the trainer can allocate where it is most needed.

## SCALE OF IMPORTANCE OF ELEMENTS FOR SPECIFIC TRAINEES

On every Elements page you will find the scale of importance for different target groups

- ● ● Very important; must be at the heart of the training and discussed in-depth.
- ● ○ Of medium importance; must be mentioned and explained in some detail.
- ○ ○ Of minor importance; must be mentioned only.

# ELEMENT 1

## INTRODUCING CISV

- 
- ● ● Delegation Leaders
  - ● ● Programme Staff
  - ● ● Programme Directors



### PURPOSE

Introduced to the following concepts, trainees will recognise the longevity of CISV as an organization and recognise its focus on education and research.

Founded in 1950, CISV is a global organization whose purpose is to 'Educate and inspire action for a more just and peaceful world'. This element introduces the history of CISV and the mission.

It outlines the idea of peace education in CISV, specifically in the Interchange programme, stressing the importance of intercultural experience and building of friendship across cultures. It also shows the organization's contribution to research and its commitment to continuous improvement using quality standards.



### TRAINING CONTENT

- History and origin of CISV (including its founder)
- CISV's mission
- CISV in numbers and global reach (National Associations, Chapters, hosted programmes, participation, global membership)
- Peace education and research in CISV
- The seven official programmes of CISV (and their organization, structure and main features)



### KEY RESOURCES

- [A Little Bit About Us](#)
- InfoFile: [T-03 CISV Passport](#) (Section 1. Peace Educational and Active Global Citizens, and 2. About CISV)
- Webpage: [About CISV International](#)
- Webpage: [Our History](#)
- Webpage: [Programmes](#)
- [Interchange Programme Guide \(Introduction section\)](#)



### ADDITIONAL RESOURCES

- Webpage: [Research](#)



### TRAINING INDICATORS

- 1D** Be able and willing to actively support and promote CISV's educational principles (A)
- 3C** Be willing to actively contribute to continuous improvement (A)
- 3D** Understand how the vision of CISV relates to individuals (K)

## ELEMENT 2

# CISV AS AN ORGANIZATION

- 
- ● ● Delegation Leaders
  - ● ● Programme Staff
  - ● ● Programme Directors



### PURPOSE

Training in this element will introduce the structure of CISV, showing the relationship between international, regional, national, and local levels. Trainees will learn how their role relates to and is part of CISV internationally.

Within the organizational structure, the various sources of support available should be outlined as appropriate/relevant to the role(s) to be taken by the trainees.

Trainees should become familiar with programme structure, the annual cycle of organizing participation in programmes elsewhere and running programmes in one's own country. They will be introduced to specific roles relevant to the programme.

The trainee should understand the administration and structure of the Interchange programme, and their role and responsibility in programme planning and organization.



### TRAINING CONTENT

- The organizational structure and how the international, regional, national, and local levels fit and work together
- The specific Interchange programme structure and administration (pre-programme communication, planning process, programme logistics, and general administration)
- Roles and their responsibilities relevant to the Interchange programme (including programme coordinators, leaders, and staff)
- Regional, national, and local support positions (including National Programme Coordinators, Risk Managers, Educational Programmes Regional Delivery Teams)
- Identify the role, responsibilities that the trainees bring to the programme (such as participating in the programme administration, support, training)
- The role of Junior Branch in CISV as it relates to the Interchange programme
- Registering on myCISV

Reference: the subheadings below are taken directly from the Interchange programme guide and can be referenced and used by the trainer.

#### Interchange / Role Profiles

Role of CISV International

Role of National Association and Chapter

- National Interchange coordinator

Role of local programme committee

- Local Interchange coordinator

Role of leaders

Role and responsibilities of delegates and

families

#### Interchange / Hosting & Sending

Administration for hosting this programme

Finances for hosting

Selection of leaders

## ELEMENT 2

### CISV AS AN ORGANIZATION

Selection of participants

- Interchange role profile

Programme information

Getting information from the participants

Accommodation and campsite

On site/chapter preparation

- Like-minded organization

Arrival

General care at the programme

Between phases for a long interchange

Sending participant information to the hosting chapter (sending phase)

Travel considerations

Health and legal forms

Communications: whom to contact if a question comes up

Follow-up after the programme

Information your NA will receive



### KEY RESOURCES

- [Interchange Programme Guide](#)
- Webpage: [Running CISV International - Governing Board and Committee](#)
- Webpage: [Running CISV International - Regional Delivery Teams Americas](#)
- Webpage: [Running CISV International - Regional Delivery Teams Europe-Middle-East and Africa](#)
- Webpage: [Running CISV International - Regional Delivery Teams Asia-Pacific](#)
- InfoFile: [C-03 CISV Programme Basic Rules](#)
- InfoFile: [U-20 Model Role Profile - NA or Chapter Programme Coordinator](#)
- CISV Volunteer opportunity webpages - [International opportunities](#)
- CISV Volunteer opportunity webpages - [International programme staff opportunities](#)
- Webpage: [International Junior Branch](#)
- Webpages: [Interchange-related forms and administrative documents](#)
- Webpage: [International officials directory](#)
- Webpage: [NA/Chapter officials directory](#)



### ADDITIONAL RESOURCES

- InfoFile: [C-15 List of CISV International Member Associations](#)
- InfoFile: C-10 CISV International Fee Structure - Updated annually and available on [Resources](#)
- Info File: C-11 Programme Cancellation and Penalty Fees - Updated annually and available on [Resources](#)
- Webpage: [Organizational diagram](#)

## ELEMENT 2

### CISV AS AN ORGANIZATION

---



#### TRAINING INDICATORS

- 2A** Understand specific responsibilities and resources required to fulfil your role in the programme (K)
- 2B** Understand how individual responsibilities are important in a wider context (K)
- 3A** Be willing to seek opportunities for cooperation inside and outside the organization (A)
- 3B** Be able to apply best practices and lessons learned from relevant experience (S)
- 3C** Be willing to actively contribute to continuous improvement (A)
- 4D** Be willing to act inclusively and with an open mind (A)

## ELEMENT 3

# EFFECTIVE LEADERSHIP IN CISV

- 
- ● ● Delegation Leaders
  - ● ● Programme Staff
  - ● ● Programme Directors



### PURPOSE

Trainees need to be able to apply effective leadership and teamwork strategies when in any position of responsibility. This is important because, as a volunteer organization, CISV depends on the leadership of its members. Volunteers take leadership roles in the organization's National Associations and Chapters, the international organization and the educational programmes.

In CISV, teams are often made up of diverse people, who will communicate in different ways. Each individual will contribute different skills to a team and will take a leading role at various times.

Trainees will understand the skills necessary to be a part of team, to be a leader, and to handle their various roles in CISV.



### TRAINING CONTENT

- Leadership roles and responsibilities
- Setting goals (and being clear on the “why”) for all aspects of the programme (including meetings, the leadership group, educational activities)
- Organizing people and resources to achieve goals (including setting clear norms and responsibilities, and changing plans when needed)
- Making decisions and being able to build consensus in diverse environments
- Identifying who the members of your team are (which can refer to staff, leaders, delegations and the whole programme), and understanding how each individual can contribute and know the overall strengths and needs of the team
- Facilitating discussions and meetings
- Understanding different leadership styles
- Active listening and communicating effectively
- Giving, receiving and acting on feedback
- Accepting conflict as a normal part of working together and understanding how resolving it can help teams reach goals together
- Group development (including Tuckman’s model of group development stages - forming, storming, norming, performing, adjourning)
- Creating an inclusive environment to ensure that everybody in a group is heard and can engage (taking into account non-native English speakers, and differences in how people communicate)

#### Leadership role (Interchange specific)

- Know the characteristics and needs of the relevant age groups, including working with families

#### Team-work (Interchange specific)

- Know specific roles and responsibilities within the Interchange programme, including the Local Interchange Coordinator
- Know the link between roles and responsibilities and the specific positions in the Interchange programme

## ELEMENT 3

### EFFECTIVE LEADERSHIP IN CISV

#### Communication (Interchange specific)

- Develop skills for solving typical conflicts in the Interchange programme
- Know how to communicate appropriately with the local community
- Know how to communicate with family members including parents and siblings
- Be aware of cultural norms in the two countries involved

#### Group development (Interchange specific)

- Be aware of the timeframe of the Interchange programme and the implications for group development



#### KEY RESOURCES

- [Stages of group development \(Tuckman's model\)](#)
- [Confronting Conflicts: A toolbox for understanding and managing conflicts](#)
- [Interchange Programme Guide](#) (Role Profile section)



#### TRAINING INDICATORS

**2C** Be able to apply practical skills necessary to your role (S)

**2D** Be willing to adopt a proactive and responsible attitude (A)

**3B** Be able to apply best practices and lessons learned from relevant experience (S)

**3C** Be willing to actively contribute to continuous improvement (A)

**4A** Develop an understanding of self and others (K)

**4B** Be able to make a positive contribution to a group environment (S)

**4C** Be able to respond appropriately to change and conflict (S)

**4D** Be willing to act inclusively and with an open mind (A)

## ELEMENT 4

# PEACE EDUCATION IN INTERCHANGE

- ● ● Delegation Leaders
- ● ○ Programme Staff
- ○ ○ Programme Directors



### PURPOSE

Trainees need to understand what is meant by peace education in CISV and how it prepares participants to become active global citizens.

The heart of CISV is its mission to educate and inspire its members to work for a more just and peaceful world. It does this through educational content focused on peace education. Our educational principles underpin all of our educational programmes and activities and are:

- 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.

These educational principles connect the mission of CISV to our focus on peace education. The educational principles are also closely linked to the four content areas which are used to develop educational themes and activities: Diversity, Human Rights, Conflict and Resolution, and Sustainable Development

CISV's experiential learning approach (also referred to as "learning by doing") follows the four steps: Do, Reflect, Generalize, and Apply. This approach allows participants to develop attitudes, skills, and knowledge (ASK), and throughout the programme, participants are encouraged to consider how they can apply their experiences in their daily lives and to how to become active global citizens.



### TRAINING CONTENT

- CISV educational principles
- Attitudes, Skills, and Knowledge for active global citizenship
- Peace education content areas and themes
- The content area of the programme year
- Planning educational activities
- Experiential learning/learning by doing: Do, Reflect, Generalise, and Apply

CISV's educational approach applies to all its programmes but it does not mean the programmes are all the same. Every programme has its unique characteristics (or combination of characteristics) and its application of CISV's educational approach will differ from the other programmes. Key components in the Interchange programme:

Interchange specific:

- Mini Camp
- In-depth learning about another culture through family living

## ELEMENT 4

### PEACE EDUCATION IN INTERCHANGE



#### KEY RESOURCES

- InfoFile: [T-02 Big Education Guide](#) (Big Ed) (Sections: 3 ASK for Active Global Citizens, 4 Peace Education in CISV, 5 Building Peace Education into our Programmes, 6 Learning by Doing)
- Info File: [T-03 The Passport](#) (Sections: 3 ASK for Active Global Citizens, 4 Peace Education in CISV, 5 Building Peace Education into our Programmes, 6 Learning by Doing)
- Webpage: [PDPEF Frequently Asked Question](#)
- [PDPEF Quick Notes](#)
- [Interchange PDPEF-package](#)
- [Interchange Programme Guide](#) (Education & Evaluation section)



#### ADDITIONAL RESOURCES

- Webpage: [Finding educational activities](#)
- [Interchange Activity Writing Template](#)



#### TRAINING INDICATORS

- 1A** Understand how peace education is relevant to active global citizenship (K)  
**1B** Understand how CISV's educational principles and methods relate to Interchange (K)  
**1D** Be able and willing to actively support and promote CISV's educational principles (A)  
**3A** Be willing to seek opportunities for cooperation inside and outside the organization (A)  
**3B** Be able to apply best practices and lessons learned from relevant experience (S)  
**3C** Be willing to actively contribute to continuous improvement (A)

# ELEMENT 5

## EVALUATION

- ● ● Delegation Leaders
- ● ○ Programme Staff
- ● ● Programme Directors



### PURPOSE

We evaluate so we can improve the way that we do things. We collect information about how we do things, and use this to reflect on and improve the way we operate. This information can also be used to show the effectiveness of CISV as an educational organization.

Goal-based planning should be used as a basis for evaluation. Evaluation ensures quality and is an ongoing process. This process gives the organization a way to gather evidence and find trends.

Trainees must understand that evaluation needs to be followed by action. They will also connect goal-based evaluation at the programme level to other purposes in CISV. They will be introduced to the various evaluation tools that are used by CISV and the methods for using the tools.



### TRAINING CONTENT

- Using evaluation for action planning and setting group or individual goals
- The range of things to evaluate (including engagement, interest, learning (ASK), future direction)
- Using goal-based approach to programme and activity evaluation
- Evaluating and different tools to use (including the Programme Director's Planning and Evaluation Form)
- Collecting evidence for evaluation: (including informal questioning, observation, written, debriefing)
- Evaluation during a programme or activity - giving immediate feedback to the group to allow for improvement
- Evaluation after a programme or activity - allowing us to make improvements in the long term
- Using evaluation results for guiding trainers and people who plan programmes



### KEY RESOURCES

- [Well Done - A Guide to Quality Assurance](#)
- InfoFile: [T-03 The Passport](#) (Section 7: How we know if we are good at what we are doing)
- InfoFile [T-02 Big Education Guide](#) (Big Ed) (Sections 5: Building Peace Education into our Programmes, 7: How we know if we are good at what we are doing)
- Webpage: [PDPEF Frequently Asked Questions](#)
- [The Complete Notes to Educational Evaluation](#)
- [Educational Evaluation: 5 Key Training Points for the PDPEF](#)
- Improving Educational Quality in Programmes – Trainer Notes (updated annually and available at [Training materials](#) webpage)



### ADDITIONAL RESOURCES

- Webpage: [Evaluation Tools](#)



### TRAINING INDICATORS

- 1C** Be able to plan, deliver and evaluate educational activities (S)
- 1D** Be able and willing to actively support and promote CISV's educational principles (A)
- 3A** Be willing to seek opportunities for cooperation inside and outside the organization (A)
- 3B** Be able to apply best practices and lessons learned from relevant experience (S)
- 3C** Be willing to actively contribute to continuous improvement (A)
- 3D** Understand how the vision of CISV relates to individuals (K)

# ELEMENT 6

## RISK MANAGEMENT

-  Delegation Leaders
-  Programme Staff
-  Programme Directors



### PURPOSE

CISV International is committed to providing the highest standard of welfare to participants and volunteers and to ensuring they are kept as safe as possible from harm. In all situations and at all times, the welfare of CISV participants is our first concern. It is the responsibility of everyone to ensure that participants are protected. Trainees need to be able to recognise and minimise elements of risk before, during and after the programme.

CISV provides unique educational experiences, which all contain elements of risk. There is no way to eliminate risk, but there are ways to assess and minimise it. It is very important to learn to be aware of potential risk and how to act when issues arise.

In all CISV programmes, the health and safety of participants are the highest priority. The approach to risk management is the same across programmes



### TRAINING CONTENT

- Child protection in CISV
- Creating a safe environment for everyone
- Understanding risk and how to assess it
- Managing risks related to a specific programme
- Managing risks outside of a camp-setting, including home-stays, excursions, and local programmes and activities
- Managing risks involving CISV participants and other organizations
- Requirements and recommendations for medical care and first aid at a programme
- Protocols for responding to and documenting incidents, including communication channels
- Dealing with a crisis situation • Health Form, Legal Forms, and CISV Travel Insurance
- Online safety and guideline



### KEY RESOURCES

- [Interchange Programme Guide](#) (Our General Programme Rules Section, Risk Management Section, Communications: whom to contact if a question comes up, Health and Legal Forms)
- InfoFile: [N-01 Risk Management in CISV – An Overview](#)
- InfoFile: [R-07 Behaviour Policy](#)
- [Incident Report Form](#)
- [Incident Report Form Appendix - Body Chart](#)
- Webpage: [Risk Management](#)
- [Child Protection Policy](#)
- [Reference Form](#)
- Webpage: [CISV Travel Insurance](#)
- [Crisis Communications Guide](#)
- [Procedure for Sending Someone Home](#)
- InfoFile: [R-17A\\_CISV International Social Media Guidelines](#)

## **ELEMENT 6**

### **RISK MANAGEMENT**

---



#### **TRAINING INDICATORS**

- 2A Understand specific responsibilities and resources required to fulfil your role in the programme (K)
- 2C Be able to apply practical skills necessary to your role (S)
- 3B Be able to apply best practices and lessons learned from relevant experience (S)
- 3C Be willing to actively contribute to continuous improvement (A)
- 3D Understand how the vision of CISV relates to individuals (K)

## ELEMENT 7

# COMMUNICATING CISV

-  Delegation Leaders
-  Programme Staff
-  Programme Directors



### PURPOSE

Communication is important to promote the organization in order to achieve the mission of CISV.

Participants will understand how to communicate about the Step Up programme and CISV clearly and effectively both within the organization and to people outside of the organization.

Participants will understand how to be good ambassadors of the organization in written and verbal communication.



### TRAINING CONTENT

- Raising the profile of CISV
- CISV brand guidelines (for written communications and merchandise)
- Talking about CISV – the Golden Circle
- Social media guidelines
- Being good ambassador for the organization
- Communicating CISV within one's own communities



### KEY RESOURCES

- Webpage: [Profile Raising](#)
- [Just Saying- A Guide to Communicating CISV](#)
- [Looking Good- CISV's Brand Guidelines](#)
- InfoFile: [R-17A CISV International Social Media Guidelines](#)



### ADDITIONAL RESOURCES

- Animated movie: [Start Your CISV Story](#)



### TRAINING INDICATORS

**2A** Understand specific responsibilities and resources required to fulfil your role in the programme (K)

**2C** Be able to apply practical skills necessary to your role (S)

**3A** Be willing to seek opportunities for cooperation inside and outside the organization (A)

**3D** Understand how the vision of CISV relates to individuals (K)