

CISV International

Building global friendship

TRAINING CURRICULUM

2019

ESSENTIALS OF PEACE EDUCATION



WELCOME TO THE CISV ESSENTIALS OF PEACE EDUCATION TRAINING CURRICULUM

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

TRAINING CURRICULUM

The Essentials of Peace Education Training Curriculum provides an overview of the content that should be covered in all Essentials of Peace Education trainings. 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 Essentials of Peace Education 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 CISV Passport and Big Education Guide (Big Ed). Being familiar with CISV's approach to Peace Education prior to the training will be helpful but it is not mandatory.

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.

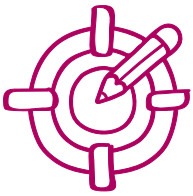
TRAINING AUDIENCE (TRAINEES)

The intended training audiences for the Essentials of Peace Education training are:

- Adult Chapter Board and Committee volunteers
- Junior Branch Board members
- CISV volunteers new to CISV or who have not attended any type of programme training, and are active in their Chapter.

FEEDBACK

In the interest of continuous improvement, the Training and Quality Assurance Committee encourages feedback regarding trainer experiences when using this training curriculum. Please send any comments or suggestions you may have to training.quality.assurance@cisv.org.



ESSENTIALS OF PEACE EDUCATION TRAINING

GOALS AND INDICATORS

1 To prepare trainees to use CISV's approach to active global citizenship

- A** Be willing to promote peace education as the primary purpose of CISV **(A)** ELEMENT 1
- B** Know the CISV mission and educational principles **(K)** ELEMENT 1
- C** Understand CISV's approach to peace education and active global citizenship **(K)** ELEMENT 3
- D** Be able to explain how CISV peace education helps each trainee become an active global citizen **(S)** ELEMENT 3, 6

2 To prepare trainees to effectively undertake their practical responsibilities within CISV

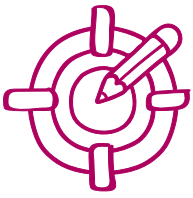
- A** Be willing to prioritize peace education and the CISV mission in all that we do in CISV **(A)** ELEMENT 3
- B** Understand how the CISV approach to peace education helps CISVers make a positive contribution inside and outside the organization **(K)** ELEMENT 3
- C** Be able to connect content areas, themes, and educational activities **(S)** ELEMENT 4
- D** Be able to create a safe environment for learners to explore peace education themes effectively and appropriately **(S)** ELEMENT 4, 6

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

- A** Be willing to continuously improve the quality of all that we do in CISV **(A)** ELEMENT 5
- B** Understand how ASK is used to create goals and indicators for planning and evaluating activities at any level of CISV **(K)** ELEMENT 4, 5
- C** Be able to use goals and indicators to plan, monitor, and evaluate **(S)** ELEMENT 5, 6
- D** Be able to use quality assurance to support the growth of CISV at all levels **(S)** ELEMENT 5, 6

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

- A** Understand how ASK, the educational content areas, and the experiential learning cycle work together when planning and delivering an activity at any level of CISV **(K)** ELEMENT 4, 6
- B** Be able to apply content areas to a community's context to strengthen the educational focus of all CISV chapters **(S)** ELEMENT 4, 6
- C** Understand what support trainees can get from CISV International and how they can contribute **(K)** ELEMENT 2
- D** Be willing to use the appropriate quality assurance tools for educational activities, training, or chapter development and use quality standards set by CISV International **(A)** ELEMENT 5



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.

Element 1 - Introducing CISV	page 4
Element 2 - CISV as an organization	page 5
Element 3 - CISV'S approach to peace education	page 6
Element 4 - Applying peace education	page 7
Element 5 - Evaluation and quality assurance	page 8
Element 6 - Using peace education in all that we do	page 9

SUGGESTED TIME ALLOCATION PER ELEMENT




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

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

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

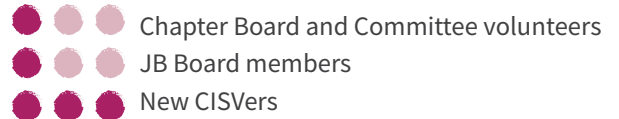
SCALE OF IMPORTANCE OF ELEMENTS FOR SPECIFIC TRAINEES

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



PURPOSE

Trainees will explore the history of CISV as an organization and understand its focus on peace education and research.

Founded in 1950, CISV is a global organization whose purpose (also known as mission) is to “educate and inspire action for a more just and peaceful world”. This element introduces the history of CISV and its mission.

The element outlines the idea of peace education in CISV and CISV programmes, stressing the importance of intercultural experience and building of friendship across cultures. It also introduces CISV’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



KEY RESOURCES

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



ADDITIONAL RESOURCES

- Webpage: [Research](#)

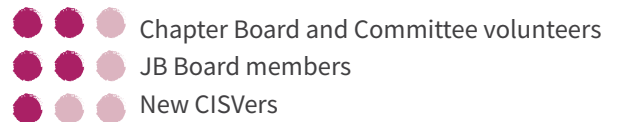


TRAINING INDICATORS

- 1A** Be willing to promote peace education as the primary purpose of CISV (**A**)
- 1B** Know the CISV mission and educational principles (**K**)

ELEMENT 2

CISV AS AN ORGANIZATION



PURPOSE

Training in this element will introduce the organizational structure of CISV and its vision for 2030. Trainees will learn how their role relates to and is part of CISV as a whole and what the vision for growth means for them.

Trainees will learn how CISV's international, regional, national and local levels fit together. This element will introduce the various sources of support available within the organizational structure as appropriate and relevant to each specific group of trainees and the roles that they hold in their Chapters and National Associations.

CISV's vision for 2030 is to "be well-known for creating educational experiences that reach at least twice as many people as we do today (2015). We will stand together to lead, act and inspire change in our communities to help build a more just and peaceful world." Trainees will learn about specific actions that are being undertaken to achieve this vision and how they can contribute to this effort.

The trainee will understand how their organizational role contributes to CISV's overall success as part of an international team.



TRAINING CONTENT

- CISV's organizational structure and how the various levels work together
- Roles and their responsibilities most relevant to each specific group of trainees
- Regional, national, and local support positions, including National Committees and Regional Delivery Teams
- Identify the role, contribution, and responsibilities that each trainee holds in CISV
- The role of Junior Branch in CISV



KEY RESOURCES

- 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](#)
- CISV Volunteer opportunity webpages - [International opportunities](#)
- Webpage: [International Junior Branch](#)
- Webpage: [International officials directory](#)
- Webpage: [NA/Chapter officials directory](#)



ADDITIONAL RESOURCES

- InfoFile: [C-15 List of CISV International Member Associations](#)
- Webpage: [Organizational diagram](#)

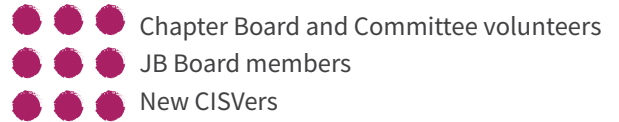


TRAINING INDICATORS

- 4C** Understand what support trainees can get from CISV International and how they can contribute (**K**)

ELEMENT 4

CISV'S APPROACH TO PEACE EDUCATION



PURPOSE

This element covers all of the pieces that make up CISV's approach to peace education.

Trainees will learn how CISV defines peace education and the role of active global citizenship in it. They will be introduced to CISV's educational principles, the experiential learning cycle, the four peace education content areas, and how to use attitudes, skills, and knowledge (ASK). In this element, trainees get an opportunity to discuss in-depth what peace and globalization mean to them, and how peace education can help us work towards peace and to better cope with globalization. Trainees will explore how CISV contributes to facilitating peace and change, both locally and as a global organization.



TRAINING CONTENT

- Connect CISV's mission and educational principles to peace education
- Unpack the meaning of active global citizenship and explain how it contributes to peace
- Define attitudes, skills, and knowledge (ASK) and experiential learning
- Define and explore the four content areas



KEY RESOURCES

- InfoFile: [T-02 Big Education Guide](#) (Big Ed) (Sections 1. Peace Education and Active Global Citizens, 3. ASK for Active Global Citizens, 4. Peace education in CISV, 6. Learning by Doing)
- Info File: [T-03 The Passport](#) (Sections 1. Peace Education and Active Global Citizens, 2. CISV's mission, 3. ASK for Active Global Citizens, 4. Peace education in CISV, 6. Learning by Doing)
- Web pages: [CISV education](#)
- Web pages: [Education content areas](#)

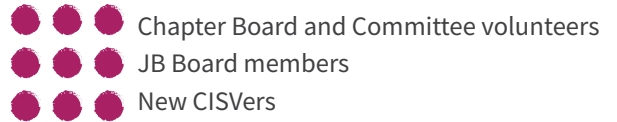


TRAINING INDICATORS

- 1C** Understand CISV's approach to peace education and active global citizenship (**K**)
- 1D** Be able to explain how CISV peace education helps each trainee become an active global citizen (**S**)
- 2A** Be willing to prioritize peace education and the CISV mission in all that we do in CISV (**A**)
- 2B** Understand how the CISV approach to peace education helps CISVers make a positive contribution inside and outside the organization (**K**)

ELEMENT 4

APPLYING PEACE EDUCATION



PURPOSE

Trainees will learn how to plan and deliver peace education activities using CISV's educational approach. This element will tie the four CISV peace education content areas to specific attitudes, skills, and knowledge (ASK). This is an opportunity for trainees to understand and develop the ASKs they have already gained within CISV, and to understand the general usefulness of ASK for planning and implementing educational activities.

Educational activities in CISV take place in different environments as part of programmes, Chapter and/or Junior Branch meetings, and community projects. Applying the CISV approach to peace education will ensure that all activities contribute to CISV's mission despite the differences between them.

Trainees will be introduced to the vital importance of safe learning spaces in CISV and will discuss how to create safe learning spaces. The CISV International Code of Conduct of Adults and the Child Protection Policy will be discussed, and trainees will be made aware that risk management is a responsibility for all CISVers.



TRAINING CONTENT

- Definition of goals and indicators
- Practice the creation of goals and indicators to represent achievable ASKs
- Derive themes from the four educational content areas
- Use ASK and the experiential learning cycle to plan activities
- Discuss low and high risk activities and considerations that must be taken to ensure a safe learning environment for CISV participants
- Child Protection



KEY RESOURCES

- InfoFile: **T-02 Big Education Guide** (Big Ed) (Sections: 3 ASK for Active Global Citizens, 5 Building Peace Education into our Programmes)
- InfoFile: **T-03 The Passport** (Sections: 3 ASK for Active Global Citizens, 5 Building Peace Education into our Programmes)
- Web Pages: **Educational activities**
- Web Page: **Submitting activities**

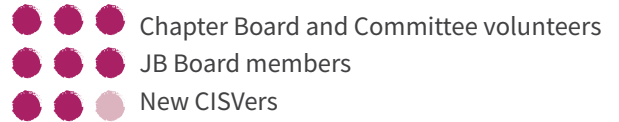


TRAINING INDICATORS

- 2C** Be able to connect content areas, themes, and educational activities (**S**)
- 2D** Be able to create a safe environment for learners to explore peace education themes effectively and appropriately (**S**)
- 3B** Understand how ASK is used to create goals and indicators for planning and evaluating activities at any level of CISV (**K**)
- 4A** Understand how ASK, the educational content areas, and the experiential learning cycle work together when planning and delivering an activity at any level of CISV (**K**)
- 4B** Be able to apply content areas to a community's context to strengthen the educational focus of all CISV Chapters (**S**)

ELEMENT 5

EVALUATION AND QUALITY ASSURANCE



PURPOSE

This element will explain what evaluation is and how it is used within CISV. Trainees will learn about educational evaluation in CISV programmes and they will explore how they can use the same framework to evaluate within their own Chapters.

Trainees will learn about the importance of evaluation, its purpose to ensure and demonstrate quality, and the steps they have to go through when doing an evaluation. CISV's framework for evaluation starts with goals and indicators used for planning before a programme or activity; they provide the quality standard which spells out quality criteria which we aim to achieve. Collecting evaluation data during the programme or activity helps us 'see' how well we are doing. After the programme or activity has taken place, the data together with the goals and indicators enable us to measure quality. Evaluation results inform the actions we take to improve the way that we do things.



TRAINING CONTENT

- Define evaluation and explain the cycle of evaluation
- Discuss the role of evaluation in quality assurance
- Learn how CISV uses goals and indicators to evaluate
- Review the PDPEF and the data it collects
- Practice using goals and indicators to evaluate in trainees' own context



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) (7: How we know if we are good at what we are doing)
- Webpage: [PDPEF Frequently Asked Questions](#)
- Improving Educational Quality in Programmes – Trainer Notes (updated annually and available at [Training materials](#) webpage)



ADDITIONAL RESOURCES

- Webpage: [Evaluation Tools](#)
- [The Complete Notes to Educational Evaluation](#)
- [Educational Evaluation: 5 Key Training Points for the PDPEF](#)

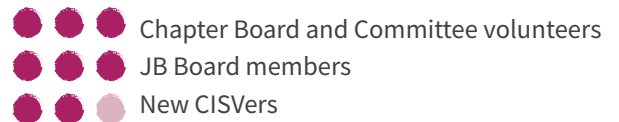


TRAINING INDICATORS

- 3A** Be willing to continuously improve the quality of all that we do in CISV (**A**)
- 3B** Understand how ASK is used to create goals and indicators for planning and evaluating activities at any level of CISV (**K**)
- 3C** Be able to use goals and indicators to plan, monitor, and evaluate (**S**)
- 3D** Be able to use quality assurance to support the growth of CISV at all levels (**S**)
- 4D** Be willing to use the appropriate quality assurance tools for educational activities, training, or Chapter development and use quality standards set by CISV International (**A**)

ELEMENT 4

USING PEACE EDUCATION IN ALL THAT WE DO



PURPOSE

This element ties all of the learning from this training together. Trainees will reflect on how to use all of the elements to help them to contribute to fulfilling CISV's mission. They will apply it in a practical project that is suitable to each trainee's specific role in CISV.

Trainees will review all of the elements to ensure they have achieved all of the training goals and indicators. Trainees can work towards a practical project relating to their CISV context. For instance, a trainee who is a Chapter President can develop a plan to assess and raise the quality of educational work in support of the growth and public profile of their Chapter. A trainee who is responsible for fund development can develop a plan to raise funds in their community through an event or grant. Each project will relate to the educational principles, will define ASKs, will use experiential learning, and will include evaluation.

Trainees will understand and practice how to communicate CISV clearly and effectively both within the organization and to people outside of it. Thereby, trainees will learn to promote CISV and help achieve its mission and its vision for growth.



TRAINING CONTENT

- Discuss the practical use of the tools and resources that were introduced throughout the training
- Apply the training content to a practical project for the trainees' CISV context
- Communicating CISV within one's own community



KEY RESOURCES

- Webpage: [Profile Raising](#)
- [Just Saying- A Guide to Communicating CISV \(under revision\)](#)



ADDITIONAL RESOURCES

- Animated movie: [Start Your CISV Story](#)
- [Looking Good- CISV's Brand Guidelines](#)
- InfoFile: [R-17A CISV International Social Media Guidelines](#)



TRAINING INDICATORS

- 1D** Be able to explain how CISV peace education helps each trainee become an active global citizen **(S)**
- 2D** Be able to create a safe environment for learners to explore peace education themes effectively and appropriately **(S)**
- 3C** Be able to use goals and indicators to plan, monitor and evaluate **(S)**
- 3D** Be able to use quality assurance to support the growth of CISV at all levels **(S)**
- 4A** Understand how ASK, the educational content areas, and the experiential learning cycle work together when planning and delivering an activity at any level of CISV **(K)**
- 4B** Be able to apply content areas to a community's context to strengthen the educational focus of all CISV Chapters **(S)**

ESSENTIALS OF PEACE EDUCATION TRAINING CURRICULUM

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