



# SEMINAR CAMP

OFFICIAL PROGRAMME GUIDE



**international**  
building global friendship

# ABOUT THIS DOCUMENT

This is one of seven Programme Guides. The Guides contain all the information needed to host or participate in CISV's international programmes. Much of the content is the same in all seven of the Programme Guides and some is specific to the particular programme.

## UPDATES



It may be necessary to revise and update the Programme Guide. Any updated version of the Guide will be uploaded on the CISV International website ([www.cisv.org](http://www.cisv.org)) once a year in January. Any significant changes that have been made will be highlighted throughout the document by this button (left).

## STRUCTURE AND CONTENT

Content in this Guide that is specific to the Seminar Camp programme is indicated with a small icon (with an "S" for Seminar Camp) and a dotted, coloured line, like this:



|| Lorem ipsum dolor sit amet, consectetur adipiscing elit. Curabitur arcu urna, lobortis vitae blandit ac, rhoncus eu ipsum. Aenean sollicitudin felis id felis porta porta. Morbi nisl sem, porttitor a pulvinar eu, accumsan quis odio. Sed sed tortor non leo imperdiet venenatis.

Sometimes, this Guide will refer to other CISV documents.



This button refers to linked, external sources such as documents and websites. All CISV internal resources are stored on [www.cisv.org](http://www.cisv.org). The button may refer to...

- an **InfoFile** document
- a **Guide**
- a **form**
- a **webpage**

There are four main sections for each Programme Guide: Introduction, Role Profiles; Programme Practicals; and Education & Evaluation. In the Guides for the five camp-based programmes and Interchange, the Practicals section is divided into 'Hosting a Programme', 'During a Programme' and 'Sending Participants to a Programme'.

CISV tries to ensure that all programmes are of a consistent quality and approach, but each one is unique and certain things may be done differently from programme to programme. Some of the information in this Programme Guide provides advice and best practice and it is up to Chapters, staff or participants to follow this in the best way for their particular programme. However, it is essential that certain things are done in a particular way, so this Guide also includes some 'rules', which must always be followed.

## WHO SHOULD READ IT?

Anyone involved with hosting, sending or participating in a programme should read the appropriate Programme Guide. Certain sections of the Guide are specifically for people with certain roles.

## RELEVANT SECTIONS

◆ -- Highly Relevant

◆◆ -- Be Familiar With

	Introduction	Role Profiles	Hosting Before	Hosting During	Sending	Education & Evaluation
Staff	◆	◆	◆	◆		◆
Participant	◆	◆		◆◆	◆◆	◆
Chapter/NA person with programme responsibility	◆	◆	◆	◆	◆	◆◆

## COMMON ABBREVIATIONS

Below you find an overview of abbreviations commonly occurring throughout this Guide:

NA = CISV National Association  
 PA = CISV Promotional Association  
 IO = CISV International Office

JC = Junior Counsellor  
 NIC = National Interchange Coordinator  
 LIC = Local Interchange Coordinator

PDPEF = Programme Director's Planning and Evaluation Form  
 InfoFile = CISV's collection of policies and procedures

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# SEMINAR CAMP / INTRODUCTION

	Introduction	Role Profiles	Hosting Before	Hosting During	Sending	Education & Evaluation
Staff	◆	◆	◆	◆		◆
Participant	◆	◆		◆◆	◆◆	◆
Chapter/NA person with programme responsibility	◆	◆	◆	◆	◆	◆◆

# ABOUT CISV

CISV has a vision of a more just and peaceful world. We believe that through the choices we make, through debate and action, we can all take responsibility for making this possible. In other words, that we all have roles as active global citizens.

## OUR MISSION

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

This Mission Statement is supported by our four educational principles, which unite and inspire us as members of CISV.

## OUR PRINCIPLES

- we appreciate the similarities between people and value their difference
- 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

It is because we hold these beliefs and have a desire to learn more about them and act upon them, that we are part of this organization.

Peace education is a way of learning about issues that are seen to be the cause of social injustice, conflict and war. In line with our principles, we have four areas of peace education content:

- Human Rights
- Diversity
- Conflict and Resolution
- Sustainable Development

The purpose behind our peace education is to provide us all with the attitudes, skills and knowledge we need to be agents of change, both locally and globally - to become active global citizens.

## CISV PROGRAMMES

Since 1951, CISV has been offering a range of local activities, international camps, family-hosted exchanges and community-based projects. All CISV programmes have a peace education focus, which we use to inspire our participants to become active global citizens. 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.

## OVERVIEW OF CISV PROGRAMMES

CISV offers an exciting blend of seven international camp-based, family exchange and local community programmes. They each focus on one or more of our four educational content areas through activities that are delivered using a fun, non-formal, interactive approach that allows our participants to 'learn by doing'. In line with our educational principles, our programmes are designed to foster open-mindedness, intercultural awareness, and an understanding of our impact on each other and the world around us.

Each of our programmes is designed for a specific age-group and participants are offered increasing levels of personal responsibility. We further encourage our participants to think about how they can use their learning to act to make a positive difference in their communities; from organizing an anti-litter campaign in their school to running for public office.

At the heart of all of our programmes, and everything we do, is our founding belief that peace is possible through building friendship and mutual understanding.

## VILLAGE

Early life experiences shape the way we see the world. CISV Villages bring children together to take part in educational, cultural and fun activities that have been designed especially to appeal to them at this key learning stage. A Village creates a safe setting in which children from around the world can learn about each other's lives and how to communicate, cooperate and live together. The Village learning experiences, and the friendships made, are for a lifetime.

Village, our flagship programme, is proven to be our most attractive programme to donors, and provides CISV with a unique selling point. The young age of the participants, the length of the programme, and the international aspect are what makes this programme distinctive when compared to those offered by similar – local, national or international - organizations. The Village Open Day also provides Chapters with profile raising and media opportunities and a further opportunity to attract sponsors/donations. Village involves and mobilizes the whole Chapter. It provides an excellent opportunity for volunteer recruitment and helps to keep experienced volunteers engaged with a wide variety of roles and tasks.

<b>AGE GROUP</b> 11	<b>DURATION</b> 28 days	<b>SIZE</b> 12 delegations of participants, each with 2 girls and 2 boys
<b>LEADER</b>	<ul style="list-style-type: none"> <li>• Each delegation has 1 adult leader</li> <li>• Can have up to 6 Junior Counsellors (JCs)</li> </ul>	
<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Must have at least 4 adult staff</li> <li>• Can have 1 junior staff (from the host NA) in addition to the minimum 4 adult staff</li> <li>• It is strongly recommended that at least 1 staff member has prior experience as a Village leader or staff and/or have attended Village training at a Regional Training Forum</li> </ul>	
<b>STAFF/LEADER AGE</b>	<ul style="list-style-type: none"> <li>• Adult staff must be at least 21 years old</li> <li>• At least 1 member of staff must be 25+ years old</li> <li>• Junior staff must be 19+ years old</li> <li>• Leaders must be at least 21 years old</li> <li>• JCs must be 16 - 17 years old</li> </ul>	
<b>PARTICIPATION</b>	<ul style="list-style-type: none"> <li>• You can only take part in one Village as a participant or as a JC</li> </ul>	

## INTERCHANGE

Our cultures begin in our homes. This exchange programme places a delegation of teens from one CISV Chapter with host families from a Chapter in another country. The exchange has two phases, one in each country, allowing each participant to be both a visitor and a host. Not only is this a profound cultural experience for the young participants, but it also engages their whole family in the learning and friendship-building experience.

For developing Chapters looking to host a larger camp-based programme in the future, Interchange can be a great, low cost, way to get programme hosting experience and recruit new volunteers. For Chapters that traditionally host a camp-based programme every three to four years, hosting an Interchange between times can help volunteer retention.

AGE GROUP	DURATION	SIZE
12-13 13-14, or 14-15	2 phases of 2 - 4 weeks	2 delegations of participants, each with 6 - 12 children
<b>LEADER</b>	<ul style="list-style-type: none"> <li>Each delegation has 1 adult leader. For delegations of 8 +, there must be 2 leaders or 1 adult leader and 1 junior leader</li> </ul>	
<b>STAFF</b>	<ul style="list-style-type: none"> <li>There are no staff, as this is a family-based experience</li> <li>The Local Interchange Coordinator (LIC) serve a similar role</li> </ul>	
<b>STAFF/LEADER AGE</b>	<ul style="list-style-type: none"> <li>Leaders must be at least 21 years old</li> <li>Junior leaders must be at least 18 years old and it is recommended that they are 4 years older than participants</li> </ul>	
<b>PARTICIPATION</b>	<ul style="list-style-type: none"> <li>You can take part in more than one Interchange</li> </ul>	

## STEP UP

Young people learn when given the chance to lead. Step Up camps encourages participants to take responsibility for planning and organizing educational activities; helping them to develop their problem-solving and leadership skills and confidence. Step Up encourages participants to see how they can use what they have learned to make an impact once they return home. Just as importantly, they make friends and gain a wider appreciation of life in different countries.

Step Up involves and mobilizes the whole Chapter. With a shorter length and fewer volunteer needs, this may be the perfect programme for a developing Chapter that aspires to host a Village. It provides an excellent opportunity for volunteer recruitment and helps to keep experienced volunteers engaged with a wide variety of roles and tasks. As the programme requires participation with other organizations, Step Up also provides opportunities for local impact and local visibility.

AGE GROUP	DURATION	SIZE
14 or 15	23 days	9 delegations of participant, each with 2 girls and 2 boys
LEADER	<ul style="list-style-type: none"> <li>Each delegation has 1 adult leader</li> </ul>	
STAFF	<ul style="list-style-type: none"> <li>Must have 3 - 6 staff</li> <li>Can have only 1 junior staff who must be from the host NA</li> <li>International staff must have prior Step Up experience as leader or staff</li> <li>It is strongly recommended that at least 1 staff member has prior experience as a Step Up leader or staff and/or have attended Step Up training at a Regional Training Forum</li> </ul>	
STAFF/LEADER AGE	<ul style="list-style-type: none"> <li>Adult staff must be at least 21 years old</li> <li>1 staff member must be at least 25 years old</li> <li>Junior staff must be at least 19 years old</li> <li>Leaders must be at least 21 years old</li> </ul>	
PARTICIPATION	<ul style="list-style-type: none"> <li>You can take part in more than one Step Up</li> </ul>	

## SEMINAR CAMP

Exchanging ideas is a powerful tool for leadership development and global learning. The young people who participate in Seminar Camp not only take responsibility for the practical needs of the camp but also for deciding and coordinating the educational content of this personally challenging, intensive programme. Seminar Camp's international group-living environment encourages participants to collaborate, and to take a creative approach to problem-solving and resolving the differences that can arise from healthy discussions.

Seminar Camp has a good return on investment as it is a shorter programme with minimal demands on the Chapter and fewer volunteer needs, due to the age of the participants. It is relatively low-cost to host, particularly where the participants cook their own food.

<b>AGE GROUP</b> 17-18	<b>DURATION</b> 21 days	<b>SIZE</b> 24 or 30 participants, with up to 4 from the same NA
<b>LEADER</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Must have 4 - 5 adult staff or 1 staff for every 6 participants</li> <li>• No junior staff are allowed at Seminar Camps</li> <li>• It is strongly recommended that at least 1 staff member has prior experience as a Seminar Camp staff and/or have attended Seminar Camp training at a Regional Training Forum</li> </ul>	
<b>STAFF/LEADER AGE</b>	<ul style="list-style-type: none"> <li>• Staff must be at least 21 years old</li> <li>• 1 staff member must be at least 25 years old</li> </ul>	
<b>PARTICIPATION</b>	<ul style="list-style-type: none"> <li>• You can only take part in one Seminar Camp as a participant</li> </ul>	



## YOUTH MEETING

Small gatherings inspire big ideas. Youth Meetings bring small groups of participants of a similar age together from different countries within a region. They explore issues that affect all their countries in some way and share their different perspectives. They also think about how they can use the skills and learning they have gained from their experience to help make a positive impact in their own communities.

Youth Meeting is less resource intensive both in terms of the number of volunteers needed and the cost to host than Village and Step Up. The shorter length of the programme can provide Chapters that have limited resources with the opportunity to host and develop capacity. For Chapters that traditionally host a longer programme every three to four years, hosting a Youth Meeting between times can help sustain knowledge and skills.

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 children. For ages 16 and up, 25 individual participants, with up to 4 participants from each NA
<b>LEADER</b>		<ul style="list-style-type: none"> <li>Each delegation of participants ages 12 - 15 must have 1 adult leader</li> </ul>
<b>STAFF</b>		<ul style="list-style-type: none"> <li>Must have 3 - 5 adult staff</li> <li>Can have only 1 junior staff, who must be from the host NA</li> <li>It is strongly recommended that at least 1 staff member has prior experience as a Youth Meeting leader or staff and/or have attended Youth Meeting training at a Regional Training Forum</li> </ul>
<b>STAFF/LEADER AGE</b>		<ul style="list-style-type: none"> <li>Adult staff must be at least 21 years old</li> <li>At least 1 member of staff must be at least 25 years old</li> <li>Junior staff must be at least 19 years old</li> <li>Leaders must be at least 21 years old</li> </ul>
<b>PARTICIPATION</b>		<ul style="list-style-type: none"> <li>You can take part in more than one Youth Meeting</li> </ul>

## INTERNATIONAL PEOPLE'S PROJECT (IPP)

Go out, find out, and help out. International People's Projects actively contribute toward identified needs within a community. In partnership with a local organization, a group of adult participants from different countries work together on a community project related to a specific theme, such as immigration. When they are not working on the project, participants bring knowledge of the chosen theme from their own cultural contexts and lead educational activities for each to help deepen their mutual understanding.

For Chapters looking to engage older participants, the IPP programme also reaches out beyond the Chapter to engage in activities with local like-minded-organizations and can offer profile-raising opportunities.

<b>AGE GROUP</b> 19+	<b>DURATION</b> 14 - 23 days	<b>SIZE</b> 15 - 25 participants, with up to 4 participants from the same NA
<b>LEADER</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Must have 3 - 6 adult staff</li> <li>• Can have only 1 junior staff who must be from the host NA</li> <li>• It is strongly recommended that at least 1 staff member has prior experience as an IPP staff</li> </ul>	
<b>STAFF/LEADER AGE</b>	<ul style="list-style-type: none"> <li>• Staff must be at least 21 years old</li> <li>• At least 1 member of staff must be at least 25 years old</li> <li>• Junior staff must be at least 19 years old</li> </ul>	
<b>PARTICIPATION</b>	<ul style="list-style-type: none"> <li>• You can take part in more than one IPP</li> </ul>	

## MOSAIC

Local communities are reflections of the wider world. Mosaic projects are developed by CISV Chapter volunteers to respond to local needs and interests. Most of the projects are planned and delivered in cooperation with partner organizations and come in many shapes and sizes. Mosaic projects create a practical and meaningful learning experience for local participants of all ages and deliver a benefit to the wider community.

With careful planning, hosting a Mosaic project offers Chapters an excellent opportunity to demonstrate local relevance, raise profile, attract donors, and recruit new volunteers. It is also a good way to engage existing volunteers and the local Junior Branch and build relationships with local like-minded-organizations.

<b>AGE GROUP</b> All ages	<b>DURATION</b> No specific length	<b>SIZE</b> No specific size
<b>LEADER</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Every Mosaic project must have a project coordinator and staff</li> </ul>	
<b>STAFF/LEADER AGE</b>	<ul style="list-style-type: none"> <li>• Adult staff for Mosaic projects must be at least 18 years old, and must be the age of legal responsibility in that country</li> </ul>	
<b>PARTICIPATION</b>	<ul style="list-style-type: none"> <li>• You can take part in more than one Mosaic project</li> </ul>	



# THE SEMINAR CAMP PROGRAMME

## WHAT IS SEMINAR CAMP?

Seminar Camp is a three-week programme for 24-30 international youth ages 17-18, plus staff.

Participants facilitate this personally challenging, intensive programme. The group develops their own themes and agenda to explore issues and form opinions about individual, international and multicultural matters, within a framework that stresses positive conflict resolution.

The atmosphere of Seminar Camp should be constructive and open-minded. This does not mean that everybody has to be friends with everyone else, nor does it mean that people will be smiling all the time. The success of the camp is largely dependent on the willingness of the campers to share responsibility for the whole camp, as well as sharing their thoughts and culture.

Seminar Camp fosters interest in the world as a whole and develops a sense of responsibility for its peaceful survival through peace activities, conflict resolution and cooperative living. As long as laws are obeyed, rules are kept and people are respected, there is no limit to what can be done in a Seminar Camp.

## KEY CHARACTERISTICS OF THE PROGRAMME

- National representation is limited to a maximum of four participants per country
- Participants can attend Seminar Camp only once
- Participants, with the staff serving as support, are the driving force
- Sharing responsibilities and tasks is the organizing principle of Seminar Camp.
- Participants are part of the decision-making process (schedule, activities, cooking, cleaning) and fulfil the actual tasks
- It is a programme that is not pre-set but a blend of topics and activities, chosen by the group to meet their aims
- The schedule can be a mixture of challenging, exhausting, entertaining and creative activities
- The atmosphere of Seminar Camps should be constructive and open-minded
- The experience is not only about being with each other but also learning from one another, about oneself, about each other and about the rest of the world
- Even though activities are an important function in achieving the goals, living together is key to serving its educational purposes
- Every Seminar Camp has an activity involving an LMO to give the participants an idea of the world 'outside' CISV and other ways of working for peace and cultural understanding

## **HOW SEMINAR CAMP DEVELOPED AND IS AN INTEGRAL PART OF CISV**

Seminar Camp programme was officially started in 1971. Its origin was Village reunions but the concept changed and evolved

Seminar Camp offers many possibilities. Its programme is based on the desires and aims of the group. It is an opportunity for participants to be exposed to different points of view and to discover their own responses to the problems and issues faced by people in general today. Seminar Camp blends social aspects of a large group living together with individual personality development.

# OUR GENERAL PROGRAMME RULES

Each CISV programme is designed to play a distinct role in achieving CISV's educational purpose. As members of a global organization CISV NAs have a responsibility to promote, host and participate in all of the CISV programmes.

As an organization working mainly with children, CISV must always have the health, safety and well-being of its participants and volunteers as its highest priority. To support our goal of building inter-cultural understanding, we must try to provide an environment where participants, and their families, are free from worry about basic concerns of health, safety and legal issues.

Programme coordinators, host families, staff, parents and adult delegates all serve as guardians of the children given into our care to participate in CISV's educational programmes. CISV programmes must further observe differing cultural, legal, moral and educational perspectives. If parents and participants do not have confidence in our integrity as an organization and in our ability to run high-quality, safe programmes, then we will have no participants or programmes.

## BASIC CISV PROGRAMME RULES



See InfoFile [C-03 Programme Basic Rules](#) for the complete set of basic rules for all programmes.



CISV's guidelines on behaviour and cultural sensitivity can be found in InfoFile [R-07 Behaviour Policy](#).

The rules and procedures developed and adopted by CISV for all aspects of the organization are intended to maintain or improve our operations and programmes. This is as true of rules about the age of leaders as it is of rules about educational and training standards and rules about what insurance we must have in place.

CISV's international programmes **MUST** be developed in accordance with CISV rules and policies. It is important that persons in a position of responsibility within CISV, internationally, nationally or locally are familiar with all the CISV rules and procedures and adhere to them at all times.

All policy statements and Guides containing additional rules that are specific to each programme must also be followed. Where there are any differences between InfoFile C-03 and the Guides, C-03 is the authority (please notify the International Office (IO) if you notice any differences between a Guide and C-03).

NAs are free to adopt stricter or additional standards for their own Chapters and members (as long as they do not contradict CISV rules). However, no NA may impose stricter or additional requirements upon any other NA.

## COMPLYING WITH LEGAL REQUIREMENTS

As an international organization, CISV exists in 70 countries. CISV's International Office (IO) is based in Great Britain and must observe the laws of Great Britain. National

Associations (NAs) and their Chapters must observe the laws of their own country/province/state/city. It is, therefore important that NAs and Chapters find out about the relevant laws that govern how they can operate and deliver CISV programmes.

It is the responsibility of each NA to ensure that all their Chapters comply with CISV basic rules and legal requirements. NAs/Chapters are responsible for organizing the practical aspects of the programme and ensuring that all health and safety and risk management issues are addressed.

## RISK MANAGEMENT RESPONSIBILITIES OF CISVERS



CISV International has an International Risk Manager who works with the Secretary General and the Governing Board. Each NA and Chapter must also have a risk manager. Details of their responsibilities are found in InfoFile [U-14 Model Role Profile - NA or Chapter Risk Manager](#). However, risk managers are not the only ones responsible for risk management in the organization. Every CISVer has some level of responsibility for risk management and has further responsibility for notifying their risk manager of any concerns they may have or incidents they may have witnessed.

As an organization, CISV must take reasonable action to meet both legal and CISV International requirements in a timely and accurate way. We must understand that in many countries, both CISV and its volunteers can be held legally responsible for negligence or lack of care or attention. Individuals are personally liable for criminal violations in any country.

If we do not manage risk in a reasonable and responsible way, we increase the possibility of incidents and crises. We also expose the organization to claims of liability and, most importantly, we risk endangering the very people with whom we seek to work.

# ORGANIZATIONAL STRUCTURE FOR PROGRAMME ADMINISTRATION AND SUPPORT

Our purpose, to educate and inspire action for a more just and peaceful world, is why CISV exists. Our peace education programmes are the main way we achieve that purpose, so the programmes are the focal point of our structure and operations.

## WHO'S WHO INTERNATIONALLY?

At CISV International, those most involved with programmes are the Educational Programmes Committee, the Regional Delivery Teams for Educational Programmes and the International Office (IO) Administrative Coordinators. The Committee works with policy, strategies and evaluation of our programmes as a whole. The Regional Delivery Teams provide training and advice to our NAs, Chapters, programme staff/LICs, supporting them to host and participate in programmes. Most of the administrative work to enable NAs to host and participate in our programmes is done by the IO. We all work with other Committees and Regional Delivery Teams in order to ensure the quality of our programmes.

## INTERNATIONAL OFFICE (IO)

The IO communicates with NAs through the National Secretary. All mailings (paper or electronic) are sent to the National Secretary, who then distributes the material to the appropriate people within that CISV Association.

The IO is responsible for centralising the administration (invitations, paperwork, reporting, etc.) for all CISV's international programmes. This is handled by the Administrative Coordinators. For more information on the IO, see [www.cisv.org](http://www.cisv.org).



### Hours of Operation

The office is open Monday - Friday  
FROM 08:00 TO 17:00 (EXCEPT FOR U.K. PUBLIC HOLIDAYS).

### Contact Us

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## EDUCATIONAL PROGRAMMES COMMITTEE

One of the standing committees of the CISV International Governing Board, the Educational Programmes Committee is responsible for input to the Board on policy, standards, strategic development and monitoring, focusing on ensuring quality and growth of CISV's educational programmes through training and programme hosting support across all Regions. The Educational Programme Committee will cooperate closely with the other Standing Committees of the Board within areas of shared responsibility.



### **Responsibilities:**

- develop and uphold strategies for programme development
- develop and uphold standards for programme content and delivery
- develop and maintain effective guides and materials for programme content and delivery
- develop and maintain content for programme training
- provide programme content and perspective on the methods of programme evaluation and ensure that programmes are evaluated



For more information, see [Terms of Reference - Educational Programmes Committee](#).

## **REGIONAL DELIVERY TEAMS FOR EDUCATIONAL PROGRAMMES**

There will be an Educational Programmes Regional Delivery Team in each CISV International Region to provide hands-on support and training to CISV NAs and Chapters. The Regional Delivery Team is the main interface between the International Educational Programmes Committee and Governing Board and CISV NAs and Chapters.

The number of members and priorities within each Regional Delivery Team may differ in accordance with the needs of the Region. However, each Team will include expertise and trainers in the areas of educational programme content and delivery. Each Team will also have a Coordinator and Alternate Coordinator who will be the main contact for the Committee and Senior Manager.

### **Responsibilities:**

- help NAs and Chapters to understand and apply programme rules and policy and give essential input to the Educational Programmes Committee based on day-to-day experience
- help NAs and Chapters to understand and be part of programme strategy and give essential input to the Committee based on day-to-day experience
- use and encourage NAs and Chapters to use CISV International programme guides and educational materials. Give essential input to the Committee on the effectiveness of these materials
- provide programme training to NAs and Chapters and give essential input to the Committee regarding the effectiveness of the training and training materials
- provide proactive and responsive guidance to NAs and Chapters on programme-related matters
- help NAs and Chapters to use approved programme evaluation methods and to understand results. Refer questions as needed to the Committee and refer risk management matters to the Regional Risk Manager



For more details and information, see [Terms of Reference - Regional Delivery Team - Educational Programmes](#).

## PROGRAMME ORGANIZATION ON A NATIONAL OR LOCAL LEVEL

Every NA of CISV must have a national programme coordinator/committee, ideally with members from all Chapters. The size of this committee depends on the NA's individual situation, as each is structured differently. Some NAs have one Chapter; others have several. So, in some NAs, the local and the national levels will be the same; in others, they will be separate. In multi-Chapter NAs, it has been shown to be more efficient to have a local programme committee, working in close cooperation with the national programme committee throughout the year, with some of its members taking part at the national level as well. It is up to the NA/Chapters to organize themselves to manage the work of hosting, including:

- dealing with invitations to programmes inside and outside of their NA, and involving participants from their NA
- handling CISV correspondence relating to all programmes
- dealing with international fees
- organizing and funding programmes

## OBJECTIVES OF NATIONAL / LOCAL PROGRAMME COORDINATOR / COMMITTEE

The National Association formally organizes the programme, but in most cases this is delegated to the Chapter and local programme coordinator/committee. This committee must report to the Chapter/national board. As in every CISV programme, decisions can only be taken within the framework of CISV's international guidelines for programmes.



Please refer to the role profile of NA/Chapter programme coordinator (usually the chair of the NA/Chapter programme committee) at InfoFile [U-20 Model Role Profile - NA or Chapter Programme Coordinator](#). The objectives of the national /local programme committees are to:

- promote the specific programme, nationally and locally
- recruit and select participants
- assist in staff recruitment
- train home staff or arrange for them to attend Regional Training Forums
- help prepare and provide support for programmes
- evaluate programmes held nationally
- keep administrative contact with, and give feedback to, IO and the relevant Regional Delivery team
- comply with administrative deadlines
- encourage local participants to become actively involved in their local Chapter
- keep records of previous programmes (being careful to keep appropriate documents confidential and destroy them after the period of time required by the law of the country)
- ensure there are participants from the host NA at each programme

# SEMINAR CAMP / ROLE PROFILES

	Introduction	Role Profiles	Hosting Before	Hosting During	Sending	Education & Evaluation
Staff	◆	◆	◆	◆		◆
Participant	◆	◆		◆◆	◆◆	◆
Chapter/NA person with programme responsibility	◆	◆	◆	◆	◆	◆◆

# ABOUT THIS SECTION

The responsibilities and tasks for each role have been divided into 4 different areas:

**Administration**

**Educational Content and Training**

**Communication and Assistance**

**Practical Responsibilities**

Additionally, you will find small letters in brackets at the end of most responsibilities which indicate the timeframe in which these should be fulfilled:

**(p)**

Permanently (to be considered before, during and after the programme)

**(b)**

Before the programme begins

**(d)**

During the programme

**(a)**

After the programme

# ROLE OF CISV INTERNATIONAL

Every year CISV has thousands of participants and over 200 programmes taking place internationally. All of them are organized and run by local Chapters and staff. CISV International does the overall global coordination.

As an NA plans, hosts or participates in a programme, questions may arise. If the answer is not in the Programme Guide or InfoFile C-03 Programme Basic Rules, ask your Chapter or NA programme coordinator/committee

IO can help with questions relating to administration, forms, invitations, fees and procedures.

Regional Delivery Teams for Educational Programmes exist to support NAs on issues relating to the programme, the planning, the educational experience, and the outcomes.



See [Terms of Reference - Regional Delivery Team - Educational Programmes](#) for more details.

# ROLE OF NATIONAL ASSOCIATION AND CHAPTER

NAs and Chapters organize themselves in different ways. It is up to the NA and Chapter to find the best ways and structures to streamline programme activity within the NA and its Chapters. As Chapters deliver programmes, this Guide will focus on the role of Chapter volunteers and their interaction with the programme staff or with the LIC.

The role of the programme coordinator (sometimes called organizer or planner) differs from programme to programme, from Chapter to Chapter, and from NA to NA. However, there are common elements and responsibilities that are shared.

The programme coordinator has the following responsibilities:

## **Administration**

- Ensure that programme deadlines are met for hosting and sending, programme fees, and penalty fees
- Be up-to-date on sending opportunities and act on them as needed
- Ensure that invitations are assigned, filled or returned
- Ensure that selection of programme participants take places in line with International guidelines
- Ensure that recruitment and selection of leaders and programme staff takes place in line with International guidelines
- Coordinate with the relevant parties in the NA to ensure that all programme forms, reports, and official documents are submitted to IO and/or other NAs on time
- Ensure that programme rules and guidelines are observed

## **Educational Content and Training**

- Be current with CISV educational principles and content
- Be familiar with the specific programme, its goals and structure

## **Communication and Assistance**

- Work with the NA Board to develop a long-term hosting and sending plan for the programme in line with the Global Programme Hosting Plan
- Liaise with the IO and the Regional Coordinators for Chapter Development should there be any changes to the hosting plan
- Liaise with the treasurer to ensure that all programme fees and penalties are understood and paid, and any host fees are recovered
- Liaise with the training coordinator to ensure that participants, parents, leaders and staff receive appropriate training prior to participation in a programme
- Work with the Risk Manager in planning the programmes, assessing sites and activities and ensuring that CISV International rules are followed (e.g. completion of forms, dealing with and reporting any incidents)

- Provide support to the staff/Interchange leaders before, during and after the programme
- Work with the training coordinator to ensure that follow-up evaluations are conducted with the participants, parents, leaders and staff after the programme
- Liaise with the Regional Coordinators for Educational Programmes and IO as needed

### **Practical Responsibilities**

- Promote the programme to encourage growth in hosting and sending



See InfoFile [U-20 Model Role Profile - NA or Chapter Programme Coordinator](#) for more details.

# ROLE OF HOST CHAPTER

The host Chapter and programme staff should share the expectations they have for the programme. A meeting between the host Chapter and programme staff is good for working out expectations and help ensure cooperation during the programme.

The relationship between the host Chapter and the host staff must be developed in a way that works best for the host Chapter/NA. Once developed, the relationship must be documented so that everyone can get an overview of how things are supposed to work including the lines of responsibility. A role profile for each committee and staff member helps everyone to understand their specific contribution to the successful running of the programme.

As soon as the staff starts working, they should inform the host Chapter about any special needs or requests for the programme, (e.g., equipment or excursions).

Arrangements for the arrival of participants at the site and their accommodations are the joint responsibility of the host Chapter and home staff.

The staff and participants of a programme are an educational unit. To protect the educational unit, the Chapter and NA should try to interfere as little as possible with the day-to-day life of a programme. The role of the host Chapter during the programme is to support it in practical ways and cooperate with the programme staff. This gives the staff and the participants the opportunity to develop a good environment for the programme. Home staff should be released from any local work that would take them away from their programme responsibilities. During the programme, the staff may need to contact the Chapter for advice and they may, in turn, need to contact the NA. The Regional Delivery Teams for Educational Programmes and the IO can also serve as advisors to the NAs and Chapters in special situations. They should be contacted as needed.



A Seminar Camp is made possible because of the will, work, and financial support from the hosting NA/Chapter. However much this is vital and appreciated, it is neither expected nor desirable that they continue to be involved in the camp itself. It is up to the staff and the Chapter to find common ground.

Visitors are not allowed in Seminar Camps. If anybody wishes to see somebody in the camp, they should come on Open Day, when visitors are most welcome.



# ROLE OF LOCAL PROGRAMME COMMITTEE

The local programme committee is made up of people who are not going to run the programme, but who play a key role in planning and supporting the programme staff or Interchange leaders during the programme. These are some areas where the help of the programme committee is required:

- Finance (budget)
- Kitchen (food and service for the programme or mini-camp site)
- Tours and transportation
- Accommodation (programme or mini-camp site, host homes)
- Communication, promotion and publicity
- Health and safety
- Materials (including requests from delegations/participants)
- General supplies
- Laundry (if there are no facilities on site)
- Special events (e.g. special trips, Open Day)
- Research
- Programme policies (e.g., visits from Chapter)
- Site/home security

## Hospitality of Participants

A host Chapter may be asked to host participants (for no more than two days before and after the programme dates) where travel arrangements cannot be made for the specific starting and ending dates. Alternatively, the Chapter is expected to help participants make hotel arrangements.

## Designated Arrival Point for Participants

The designated point of arrival stated in the Pre-Camp/Interchange information is where participants are expected to arrive. The host Chapter is responsible for providing transportation from the point of arrival to the programme site/host family homes and back.

## Points to Consider

- Choose a committee structure that will work best for your Chapter
- The committee structure should be documented so that everyone can see how things are expected to work
- A role profile should be prepared for each of the committee tasks (note that one person may be responsible for two or more tasks) to avoid working at cross-purposes or duplicating functions
- Clear division of work between the Chapter and staff or between LIC and Interchange leaders should be made to help prevent uncertainties and disagreements about who is responsible for what and should be agreed upon in a common meeting at the beginning of the preparations.



## RESPONSIBILITIES OF THE LOCAL SEMINAR CAMP COMMITTEE

### Administration:

- **Camp Finances:** devise a workable system for the staff to keep track of money/receipts; create a camp budget (b)
- **Pre-Camps:** host Chapter is responsible for sending out Pre- Camp 1 and touching base with and providing important information to staff to include in subsequent pre-camps (b)

### Communication and Assistance:

- **Keep staff informed** of any information participants should know prior to camp (b)
- **LMO activity:** work with the staff, brainstorm and assist in finding/organizing the activity and set a date (b)
- **Excursions:** work with the staff to brainstorm possible ideas for excursions (b)
- **Open Day:** work with the staff regarding date and time, and help promote Open Day to Chapter members and the public (b,d)

### Practical Responsibilities:

- **First aid/medical:** find healthcare providers to be on-call for the duration of the camp (b)
- **Allocate time** to get to know each other, share expectations and plan how to work together (b)
- **Laundry:** find alternatives to have laundry done at least twice during the camp if the site does not have facilities (b)
- **Pre- and post-camp staff days:** arrange for accommodations, food/beverage, means of communication (internet access, phone access) (b)
- **Camp T-shirt:** Identify suppliers (b)
- **Supplies:** gather supplies (office, camp, bedding, electronic equipment, arts & crafts, etc.)(b,d)
- **Risk management:** visit site prior to camp for a walk-through and keep staff informed of Chapter risk management procedures (b,d)
- **Monitor arrivals/departures** and facilitate home-stays (b,d)
- **Camp photo/CD:** arrange for an official camp photo and discuss with the staff the possibility of a compilation in CD or DVD format (b,d)

### Shopping

Staff should leave the camp to shop on an individual basis as little as possible, whether this may be shopping for camp in general (food/beverage, supplies) or 'personal' shopping for staff/participants (individually needed things), as it keeps the ones who are shopping away for at least one activity.

The recommended solution is that the members of the Chapter take care of the shopping. Another solution is to have the goods delivered by a local shop. If neither is possible, then the whole staff (not only the home staff) should share this task as much as possible.

### **Organization of/During Pre-Programme Days**

Pre-programme days allow the staff to further build a strong team and set the educational content, as well as plan the first day(s) of camp.

# ROLE OF PROGRAMME STAFF

The programme staff needs to discuss responsibilities, set expectations and agree on how they will accomplish their roles.

## RESPONSIBILITIES

Staff members have the following responsibilities:

### Administration

- Follow all national and local laws, and CISV rules and guidelines (p)
- Distribute Pre-Camp information by international deadlines (b)
- Ensure that all participants are registered on [myCISV](#) (b,d)
- Report any incidents using the Incident Report Form and submit to Chapter/National Risk Manager and IO (d)
- Complete the Programme Director's Planning and Evaluation Form (PDPEF) and submit it within the deadline given (d,a)
- Complete required and relevant forms and submit to IO (d,a)

### Educational Content and Training

- Participate in and fulfil the requirements of CISV training (b)
- It is strongly recommended that at least one staff member has prior experience as a Seminar Camp staff, or have attended Seminar Camp training at a Regional Training Forum (b)
- Understand and be committed to CISV's vision, purpose and principles (b)
- Oversee programme planning to ensure that CISV educational principles and programme goals are being met and upheld (b,d)

### Communication

- Use personal skills in ways that complement the skills of others (p)
- Support other staff, leaders and participants (p)
- Deal with problems in a discreet and responsible manner (p)
- Seek and facilitate active participation from all leaders/participants (d)

### Practical Responsibilities

- Ensure the site is fully prepared (b)
- Provide first aid and support to the participants and leaders (b,d)
- Follow CISV procedures if a crisis arises (b,d)
- Treat information on the site in a confidential manner (b,d)

- Accompany anyone who is injured or is ill for medical intervention (a hospitalised participant should be accompanied by a Chapter representative or staff at all possible times) (d)
- Coordinate the daily running of the programme (d)
- Maintain hygiene and other health and safety standards in the campsite (d)
- Manage participant contact with outside parties (d)

Some of these responsibilities will be shared with the Chapter Risk Manager or Chapter.

### Points to Consider

- Key to success is understanding and promoting CISV's purpose and principles
- Ensure that the programme provides a conducive atmosphere for positive experiences in multi-cultural living
- Foster the development of cooperation, sharing and respect among the participants as they learn to know each other
- Create a model of a peaceful global society, where everybody gets the opportunity to participate in creative decision-making
- Ensure that everybody leaves the programme with a growing understanding for and appreciation of different cultures
- Inspire and challenge participants to work actively for peace on a local or global scale when they return home
- Compile a Pre-Camp information pack, which gives the participants an idea of what to expect in the programme
- Be responsible for the organizational structure of the programme
- Provide the opportunity for participants and leaders to influence the organization or daily routine of the programme
- Encourage open communication and establish relationships between participants
- Show a positive interest in everyone and discourage favouritism and biases during the programme
- Show full attention and care for the well-being of all participants



## SPECIFIC RESPONSIBILITIES OF THE SEMINAR CAMP STAFF

### Administration:

- Register and sign up on myCISV (b)
- Ensure one has a valid passport and any necessary visa (b)
- Complete the Health Form no more than three months before the programme (b)
- Complete CISV Adult Legal Form (b)
- Triplicate all forms: one set each for the Chapter, Programme Director, and yourself (b)
- Maintain budget of the camp (d)

- Help complete the PDPEF and send to IO (a)

### **Educational Content and Training:**

- Participate in an approved Seminar Camp staff training before the camp, unless you have attended Seminar Camp staff training or have been a staff in a Seminar Camp within the past three years (b)
- Regard training as an opportunity to meet some of the fellow staff members (b)
- Experienced staff is advised to attend such trainings to exchange and share their experience (b)
- Encourage evaluation throughout the programme (d)
- Be active (take initiative and provide support) (d)

### **Communication and Assistance:**

- Support the Programme Director (p)
- Work closely with the host Chapter (p)
- Share your opinions, beliefs, thoughts, and ideas (p)
- Contact the other members of the staff, get acquainted with each other, and start talking about expectations, share ideas, beliefs, hopes, and concerns (b)
- Respond to the participants' pre-camp questions (b)
- Act on the needs of all participants and staff (b)
- Keep in touch with your fellow staff and participants (a)

### **Practical responsibilities:**

- Be acquainted with the local facilities (p)
- Be a positive role model for the participants (d)
- Be available for two full post-camp days with fellow staff (a)

## **RESPONSIBILITIES OF THE PROGRAMME DIRECTOR**

The Programme Director has a key role within the staff group in IPP, Seminar Camp, Step Up, Village and Youth Meeting. In Interchange, the corresponding role is the Local or National Interchange Coordinator (LIC/NIC). The responsibilities can be divided into two distinct areas - the staff group and risk management.

The overall responsibility of the Programme Director is to ensure that the staff group as a whole is functioning well and that the group is carrying out its responsibilities effectively. It will, therefore, be important for the Programme Director to inspire and build a strong and effective staff team and make sure that tasks are delegated and shared within the group.

Note that the Programme Director is also a member of the staff team. And while there may be occasions when the Programme Director needs to make the decision, ideally, most decisions are discussed and taken together. For group dynamics reasons, the staff may

choose to interact with the participants simply as ‘the staff group’ and not highlight their formal roles.

With regards to risk management specifically, the Programme Director must:

- serve and be considered as the single point of contact externally (towards the Chapter) for all serious issues while the programme is running
- receive and understand the crisis communication plan at the start of the programme to see where he/she and the programme staff fit into the plan
- have an appreciation of the local and wider risk management network that should be in place to support the programme and whom to contact in a crisis or emergency
- receive a copy of the completed Risk Management Checklist Report by the Chapter Risk Manager no later than by the third day of the programme



## SPECIFIC RESPONSIBILITIES OF THE SEMINAR CAMP PROGRAMME DIRECTOR

### Administration:

- Has overall responsibility for health and legal matters, finances, cash handling and (if needed) ultimate decision-making (p)
- Complete all reports in a timely manner (submit no later than two weeks following the end of camp) (a)

### Communication and Assistance:

- Lead and facilitate both staff and participants in legal and educational matters (p)
- Create an optimal atmosphere working towards staff aims and goals (p)
- Be responsible for getting the staff together to evaluate goals and indicators and be a moderator for conflicts (p)
- Initiate communication with other staff members in order to share views and ideas, and encourage others to do the same (p)
- Review rules and policies with the participants (d)
- Fill out Incident Report Forms as needed (d)

# ROLE AND RESPONSIBILITIES OF PARTICIPANTS



As a Seminar Camp participant you should understand the CISV Statement of Purpose, the Seminar Camp goals and indicators, and what a Seminar Camp is. You should also understand the rules and policies and be willing to comply with them in order to attend.

As a participant you are the main pillar of the Seminar Camp and it is mainly run by you and your fellow participants, with help from the staff. You should realize that the bigger the effort you make during the camp, the bigger the benefits you can get from it.

## **Administration:**

- Complete CISV forms: (b)
  - Health Form
    - Complete no more than 3 months before the start of camp
    - Ensure your physician's signature is on the form
    - Ensure parent's/guardian's signature is on the form
  - Child Travelling Alone Legal Form (for participants under age 18) or Adult Legal Form (for participants aged 18+)
    - Sign the completed form
    - Ensure parent's/guardian's signature is on the form (in under age 18)
  - Travel Information Form
    - Fill in and submit to the home staff / host Chapter two months before the camp begins
  - Provide a copy of your forms to your parents/guardians

## **Educational Content and Training:**

- Familiarize yourself with the programme goals and indicators (b)
- Prepare/bring material/information for activities you would like to do (b)
- Actively take part in/plan/run evaluation (d)
- Start brainstorming ideas for topics you would like to explore (b)

## **Communication and Assistance:**

- Share the rules regarding communication with family/friends (b)
- Establish contact with staff/host Chapter as soon as possible (b)
- Read all pre-camps thoroughly and ask your staff any questions you may have regarding your upcoming experience (b)
- Share pre-camp information with your parents/guardian (b)
- Discuss your post-camp plans with your parents/guardian (b)
- Communicate with and get to know your fellow participants (b,d)
- Share ideas, hopes, opinions with your fellow participants and staff (d)
- Respond to needs of other participants (d)



- Share your opinion respectfully (d)
- Resolve conflicts, should they arise, in a non-violent manner (d)
- Keep in touch with your new friends (a)

### **Practical Responsibilities:**

- Act responsibly (d)
- Actively contribute to the daily life in camp (d)
- Get enough rest (d)
- Be respectful of host families (d,a)
- Bring your Seminar Camp experience back home to both your personal and CISV life (a)
- Participate in your local Chapter (a)
- Consider staffing Seminar Camp when you become 21 years of age (a)

# SEMINAR CAMP / HOSTING BEFORE

	Introduction	Role Profiles	Hosting Before	Hosting During	Sending	Education & Evaluation
Staff	◆	◆	◆	◆		◆
Participant	◆	◆		◆◆	◆◆	◆
Chapter/NA person with programme responsibility	◆	◆	◆	◆	◆	◆◆

# ADMINISTRATION FOR HOSTING THIS PROGRAMME

## ADMINISTRATIVE RULES



All CISV programmes must be organized in accordance with the administrative rules set out below and in InfoFile [C-03 Programme Basic Rules](#).

## CISV'S GLOBAL PROGRAMME HOSTING PLAN

One of the most important strategic commitments CISV has made is to host and participate in a sustainable way. In this way CISV can reach more and more people with its unique peace education programmes.

CISV plans five years in advance and states the minimum target number of programmes, globally and regionally. The plan is reviewed and approved annually and can be found on [www.cisv.org](http://www.cisv.org). The plan is based on input from NAs, the Chapter Development Committee, the Educational Programmes Regional Delivery Teams and Committees and the International Office (IO). The Regional Coordinators for Chapter Development play a key role in ensuring that regions plan effectively and deliver the programmes that they have committed to hosting. If there are any changes, the statistical information is gathered by the IO (via the Regional Coordinators for Chapter Development) and updated regularly, so that we keep track of actual hosting figures and maintain a realistic view three years ahead.

An NA should plan its hosting in consultation with the Regional Coordinators for Chapter Development. Each NA's hosting plan is included in the global programme hosting plan.

## DETAILS OF HOSTING OFFERS

The global programme hosting plan contains basic information; type of programme, hosting year, and hosting NA. Next NAs need to confirm the information and get the full hosting details, such as Chapter name, programme dates, age group, airport code of the nearest international airport and the maximum number of invited participants.

NAs provide these details one year in advance by filling in and returning the Host and Participant Data Sheet (one for each of the seven programmes) to the IO. This information is due on 1 June the year before the programme hosting year. NAs planning to host an IPP provide these details by submitting a completed IPP Action Plan Form to the IO by 1 May.

At this point an NA should have:

- a suitable site, available for booking
- assessed the availability of people willing to work for their programme (from the Chapter)
- guaranteed finances for the programme
- identified potential home staff

## **PROGRAMME HOSTING OFFERS**

Before an NA offers to host an international programme, the NA/Chapter must consider whether it has the ability/space/volunteer commitment to enable it to host. Once the NA has confirmed its programme plans, CISV International relies on that information and everyone plans accordingly. If a host NA decides to change dates or cancel a programme, penalties are assessed (see section on Penalties for Cancellations/Changes). CISV International will consult with the NA if there are concerns regarding their ability to host.

Sometimes an offer may be accepted that is dependent upon certain requirements. Some concerns may arise after an offer has been made and approved. In these cases, it is up to the Regional Coordinators for Educational Programmes to work with NAs and determine whether a programme will go ahead. These decisions may relate to any aspect of the programme, such as staffing, site availability or volunteer support. Assessments and decisions may also have to be made about the general security situation in the host NA.

The IO compiles a list of all the programmes and sends them to the Regional Coordinators for Educational Programmes to confirm the details. If needed, the IO may contact host NAs to ask about adjusting dates or changing age groups if they feel it might create a better spread of programmes. The list is then finalised by the IO.

The IO coordinates the process of inviting NAs to participate. Starting the end of January of the hosting year, the IO will update host NAs regarding which NAs will be sending participants to their programmes.

## **PROGRAMME CO-HOSTING**

Two National Associations can decide to host a programme together. This is done when one or both NAs do not have sufficient resources or hosting experience to host on their own. If two NAs decide and agree to co-host a programme they need to inform the Regional Teams for Chapter Development as well as indicate this in the relevant Host and Participant Data Sheet.

Co-hosting a programme can be a great way to make a programme happen while also benefiting from the cooperation and support from another NA. It is very important that both NAs identify their official contact persons and start communicating with one another early on to plan and document the nature of their cooperation. This will include agreeing on matters such as host location, budget arrangement, general support, programme staff, hospitality points, etc.

It is strongly recommended that partnering NAs are from the same region.

In some cases, when the need for host support does not require co-host, a host buddy can be an alternative. A host buddy is a National Association with strong hosting experience and knowledge that can act as a mentor. A host buddy would touch base with the NA throughout the planning process to ensure that things are on track, while also being available in the host has questions or doubts.

A hosting Promotional Association must have a host buddy.

# FINANCES FOR HOSTING

Each programme should have a treasurer. This person may be the Chapter treasurer and should have the ability to deal with financial/banking needs of the programme.

The programme budget is vital and should be carefully discussed in the Chapter and with programme staff or LIC. It is helpful for Chapters that have hosted previously to use figures from past programmes to help forecast costs.

Fundraising and seeking contributions in-kind are essential parts of hosting most programmes. Interchange host families pay for their programme, which they organize under the supervision of the LIC and leader(s).

In programmes with host fees, these contributions will assist in covering the costs of the programme. They may not, however, be sufficient to cover all the costs. Chapters may wish to consider seeking free accommodation/food/excursions, donations or grants from government or other funding organizations. Before a Chapter agrees to host a programme, they must have financing and fundraising plans in place.

During the programme, the treasurer should check regularly that costs do not exceed the budget. It is a good idea for the treasurer to check on the budget once a week with Chapter and staff representatives.

## INTERNATIONAL FEES

The bulk of funding for the work of CISV International (including the IO) comes from membership fees contributed by NAs and from participation fees paid by participants in CISV international programme. These fees help to pay for the overall supervision, administration, training and management of all programmes by Regional Delivery teams, international committees and the IO. Each year, the Governing Board reviews the budget and participation forecasts and determines the fees for the following year's programmes.

## WHEN HOSTING A PROGRAMME

The NA/Chapter must raise funds to cover the costs of hosting the programme. Interchange families bear the cost of their programme, although in some cases the NA/Chapter provides assistance.

For all international programmes except Interchange, the international fees paid by participants include a host fee. This host fee is a contribution to the hosting costs. It is collected by CISV International and credited to the host NA. This credit will appear on the NA's quarterly statement that is issued by the IO.

For current participation and host fee information, see InfoFile [C-10 CISV International Fee Structure](#) on [www.cisv.org](http://www.cisv.org). Fees are billed to the participants' NAs. Note that fees that apply to staff will be invoiced to the host NA. Fees are collected by the IO on behalf of CISV International. This will cover part of the hosting cost.



For help and ideas on fundraising, refer to the [CISV Fundraising Guide](#).

## PENALTIES FOR CANCELLATIONS / CHANGES

Once the NA has confirmed its programme plans, CISV International relies on that information and everyone plans accordingly. So, when an NA decides to change dates or cancel a programme, this can cause significant difficulties for participants around the world. As a result, penalties are imposed on host NAs for late programme cancellations and late date changes. For full information see InfoFile C-11 Programme Cancellation and Penalty Fees on [www.cisv.org](http://www.cisv.org).



## BASIC BUDGET RULES / ITEMS

All expenses for staff, leaders and participants (except personal spending money) are to be covered by the programme budget. Any staff pre- and post-programme administrative expenses, as well as pre and post meeting costs, are to be included in the budget.

Lodging and meals connected to special events planned by the hosting Chapter for staff, leaders and JCs during the leaders' orientation, leaders' night out, leaders' weekend or at any time during the programme must be covered within the programme budget. Under no circumstances are these expenses to be charged to staff, leaders or JCs. Alcohol or other extras are not included and are considered personal expenses.

Transportation to and from the designated arrival point (stated in Pre-Camp 1) must be paid by the hosting Chapter.

All excursion costs (except personal spending money) must be included in the budget. Participants must not be asked to pay extra money to go on excursions. Note that with Interchange, it is usually the hosting families (not the NA/Chapter) who provide the funds in the budget.

Many programmes will design their own camp-shirt. In some programmes the host provides it as a gift to all participants, and in some programmes the participants can buy it. Where participants have to pay for the camp-shirt it is strongly recommended that the shirt be sold close to production cost, and that it not be used as a means to generate income to the programme or host Chapter. Though camp-shirts are not mandatory in CISV programmes, there often is an expectation that a camp-shirt will be available, and participants may feel obligated to buy it.



## SAMPLE OF BUDGET COMPONENTS

### Income (Possible Sources)

- Host fees (where applicable)
- Donations/grants
- Contributions in-kind (sites, materials, food, etc.)
- Financial contribution from NA
- Financial contribution from Chapter

### Expenses


- Pre-and post- programme staff meeting expenses
- Staff training
- Travel and expenses for trainers and home staff
- Accommodation for participants and staff
- Site rental
- Site insurance, if not included in lease
- Food/drinks (3 meals per day, plus at least 1 snack per day)
- Materials (for activities and/or other programme purposes)
- Arts and crafts
- Sports equipment
- Flip charts, paper, markers, pens, pencils
- Hygiene, health, and safety supplies
- Cleaning and maintenance of the site, including equipment and materials
- Laundry facilities and supplies
- First aid supplies
- Security
- Administration(photocopying, phone, e-mail, postage prior to, during and after the programme)
- Excursions
- Transportation (including insurance)
- Entry fees (to any places of interest visited during excursions)
- Miscellaneous

# ACCOMMODATION AND CAMPSITE

Hosting a programme usually starts with finding a site. Ideally the site is ready for booking immediately after the hosting offer has been accepted and confirmed (shortly after the Host and Participant Data Sheets have been submitted to the IO by 1 June, or 1 May for the IPP Action Plan form, in the year prior to hosting). All facilities must comply with local/national health and safety and building laws. See below for details of standard requirements.

## CHOOSING THE CAMPSITE OR HOST HOME


(These basic standards also apply to homes where participants stay for weekends or for Interchanges.)

 The NA/Chapter must choose an appropriate site. The programme environment and the site must be conducive to a safe and healthy programme. The National or Chapter Risk Manager must also assess the site and report on its suitability to the National Risk Manager, using the [Risk Management Checklist Report Form](#). The standards required of a programme site are set out below.

The site must be clean, safe, meet local health and safety requirements and must be adequately insured. Staff, Chapter and site representatives should conduct an inspection of the site together before the programme so that any pre-existing damage can be noted and will not be considered the responsibility of the programme or the Chapter.

Together they should form a clear agreement on how to deal with any claims of damages, both before and after the programme.

The site must be near the supporting Chapter and within reasonable distance of medical assistance, shopping, banking and other necessary services. It should have defined boundaries and not be shared with other groups or travelling individuals, if at all possible (this includes both CISV and non-CISV groups). It is of great importance that participants are free from outside interference. If, for any reason, the site has to be shared with another group, ensure that facilities and meal-times are scheduled separately.

 If the site is not easily accessible, the host Chapter needs to arrange for group transport from a common meeting point to the site. The designated meeting point is where the Chapter considers it reasonable and safe for delegations and participants to reach on their own, and that does not require local knowledge or extensive walking. Any travel cost after the designated meeting point should be covered by the host Chapter. To ensure that all delegations and participants arrive at the designated meeting point on time, the Chapter should provide a clear meeting time for the meeting point (airport, train station, bus station or other).

## SITE INSURANCE

All programme sites must be insured. Whenever a Chapter leases or borrows a site for a programme, it is essential to check that it is insured. If the landlord does not provide insurance, the Chapter must purchase appropriate insurance. The Chapter should ask for the assistance of the National or Chapter Risk Manager when arranging insurance.



## **BASIC STANDARDS FOR SITES AND HOST HOMES**

The preferred location for a site is in the countryside or a sparsely populated area, not too far from the supporting Chapter. Within a reasonable distance there should be medical assistance, shopping, banking facilities, and other necessary services.

### **Dormitory/Sleeping Facilities/Bathroom Minimum Standards/Requirements:**

- Separate areas/rooms for boys, girls and adults
- Sufficient space between beds and/or mattresses
- Mattresses (with or without frames), bed linens and pillows
- Lighting
- Ventilation / climate control appropriate to the climate/site
- Separate showers for boys and girls
- Separate toilets for boys and girls
- Space for luggage
- Clean and sanitary conditions

### **Dining and Eating Facilities**

- Separate dining area
- Sufficient tables and chairs
- Cutlery and dishes
- Adequate hygiene
- Meet health and legal standards

### **Food**

- Three meals and at least one snack a day
- Sufficient quality and quantity of food, with a varied and healthy international diet
- Safe drinking water available at all times
- Provision for special diet requirements

### **Kitchen**

- Sufficient cooking equipment and facilities
- Refrigeration facilities
- Adequate hygiene

### **Laundry**

- A place to wash and dry clothes, preferably a washing machine, and when this is not possible, external washing facilities must be arranged

## Activity Room

- One room large enough for all participants
- Smaller areas for smaller group activities

## Outdoor Facilities

- Free from health hazards
- Adequate space for activities

## Office Space

- Telephone, fax or e-mail facilities
- Safe for valuables
- Room for staff to meet

## Communications and Internet

- There should be at least two means of communications (While it is not necessary for every site to have e-mail or fax, one or the other is needed in addition to a telephone. It is also recommended that at least one of the staff team have a mobile/cell phone, which could be used in emergencies if the regular telephone lines are unavailable.)
- It is recommended that a computer with internet access be available to staff in all programmes
- It is suggested that where internet is available, and where it is deemed not to interfere with the programme, that leaders and JCs may also have access to the computer to check and send e-mails on a limited schedule



## ADDITIONAL SITE NOTE FOR SEMINAR CAMPS:

Practical work done by participants has an important educational value in a Seminar Camp, as participants have to act responsibly on a day-to-day basis. It is important that the site should allow the participants to prepare their own food.

## TRANSPORT

Any driver and vehicle must be licensed and hold the necessary insurance. At least one car should be available for the entire duration of the programme. At least one staff member must hold a full (eligible) driving licence and be appropriately insured, so that banks, hospitals etc. can be reached easily at all times. Participants are not allowed to drive during the programme.

Where buses are used for arrival, departure or trips, experience has shown that it is better to use one large bus instead of several small ones.

If there are bicycles at the site, it should be made clear that they are to be used only for practical purposes, such as shopping or group activities. The group atmosphere can be

disturbed if individuals are able to reach locations independently. In all cases, the insurance situation for cycling in the country should be checked and be familiar to all staff members.

## MEDICAL NEEDS

At least one staff member must have valid first aid and cardiopulmonary resuscitation (CPR) training, and first aid supplies must be available at the site. It is the responsibility of the host Chapter to ensure that this is the case. If there is access to water (pool, lake, etc.) at the site, there must be a lifeguard present if required by local/national law. The services of a hospital, doctor, dentist, nurse, psychologist, pharmacy must be available nearby. Ambulance services must be on call. It is also recommended that counsellors be available, should anything happen that would require their assistance.

If a participant is unwell, or injured to the extent that medical advice is required (beyond the basic first aid training of staff), any treatment given must be prescribed and provided by a medically competent person.



If a serious medical incident does occur, a CISV [Incident Report Form](#) must be completed and the accompanying instructions followed.

Consult the World Health Organization (WHO) website regularly to determine whether there are any travel warnings or advice in place. CISVers should avoid travel to (or itineraries with transfers in) locations where there is a WHO advisory against travel for any health reason.

Just prior to a programme, it is important that the host Chapter consults the WHO website and local authorities to determine whether any procedures or precautions are needed upon arrival of participants. The host Chapter must discuss these guidelines and responsibilities with programme staff and ensure that agreed procedures are followed..

# RISK MANAGEMENT

**In all Situations and at All Times, the Welfare of CISV Participants is Our First Concern.**

Each host Chapter must have a Chapter Risk Manager and that person must be involved in the planning, preparation and running of the programme.



The National/Chapter Risk Manager should check that the necessary steps have been taken to provide for a programme using the [Risk Management Checklist Report Form](#). This official international form must be used when a Chapter is hosting an international programme. Most of the questions must be addressed during the preparation of the programme. This report form serves as a final check by the Risk Manager. If completed by the Chapter Risk Manager, the report must be signed and sent directly by fax/post/e-mail to the National Risk Manager. The National Risk Manager must review and sign the form and include reference to it in their report to the NA board.



For the role of the Risk Manager and all other risk-related considerations, please see InfoFile section N and the Risk Manager role profile at InfoFile [U-14 Model Role Profile - NA or Chapter Risk Manager](#).

## BEING PREPARED TO ACT IF A CRISIS ARISES

When you are preparing to host a programme, there are many things to consider. Among them is what to do if something goes wrong, even seriously wrong – a crisis. Each crisis is unique, but as a group of people planning a programme, it is important to be prepared in case of a crisis, so it can be quickly recognised and addressed.



It is also very important, as part of planning for a programme, to consider and prepare a communications plan. For more information, see the [Crisis Communications Guide](#).



## TERMINATING A CISV INTERNATIONAL PROGRAMME

To terminate a programme means to close it down once it has started, but before its official end date. (Note that alternatively, cancellation takes place before the programme has started. Should it become necessary to terminate a programme, it is important to understand the responsibilities involved.

The decision to cancel or terminate a programme lies with the host National Association. While CISV International has the authority\* to make such a decision, it would only do so in very unusual circumstances as CISV International relies on its Members to assess the local situation and determine whether or not hosting or continuing a programme is appropriate. It is imperative that the hosting National Association communicates with CISV International as soon as the risk for termination becomes real.

\*Within CISV International, only the following persons have the authority terminate a programme and the decision requires that at least two of them agree that termination is required: A Governing Board Trustee; the Secretary General; the International Risk Manager or the Educational Programmes Manager.

**In all cases, the health and safety of participants is always CISV's top priority.**

### **Prior to termination**

In some specific cases, there may be an alternative to terminating the programme. If, for example, a campsite has suddenly become unfit for its purpose, but the host Chapter/NA deems it possible to continue the programme (while still achieving its goals) by changing the location and format that could be an option - even if the circumstances are not ideal. This must be discussed with CISV International and any significant change, such as venue, must be communicated by the host to the sending NAs.

In other cases, if the situation in the programme concerns deteriorating group dynamics, prompt consultation with CISV International might help avert closure by, for example, the decision to send someone to the programme as a mediator. In addition, by having the host Risk Manager to initiate, the sending Risk Managers may gain a better understanding of the situation and be able to support their leaders or participants to help make the programme successful.

### **Immediate Steps when a programme is terminated**

The host Chapter/NA must take the necessary actions required to keep the participants safe. The host Chapter/NA is also responsible for arranging for food, accommodation and assisting with any changes to return travel arrangements.

In the event of a serious crisis, CISV Travel Insurance provides crisis management advisors whom the Chapter/NA should consult.

The host Chapter/NA must inform CISV International about the situation as soon as possible. In addition to contacting the International Office, every attempt must be made to contact at least one of the following persons: Governing Board Trustee; the Secretary General; the International Risk Manager or the Educational Programmes Manager. Furthermore, it is the responsibility of sending NAs to communicate directly with National Risk Managers of the hosting National Association. CISV International will also communicate with all participating NAs to acknowledge the fact and officially pronounce the programme terminated.

### **Additional costs**

The answer to the question of who must bear the costs of any changes to travel plans will depend on the situation and the reasons for terminating the programme. However, additional travel costs relating to changing tickets home must be borne initially by the sending NA or participants.

In all cases, the host Chapter/NA is responsible for covering the costs of food and accommodations until participants are able to return home. If participants choose to stay on longer rather than return home early, they become responsible for their own costs (including any additional insurance required) after the first possible departure date has passed.

In cases of termination due to force majeure, such as national security or natural disaster, it is recommended that the airline and CISV Travel Insurance claims handler be contacted immediately to see if they can cover costs up front; if that is not possible, the participant should make claims afterwards.

If termination is for reasons other than force majeure, and if there are irrecoverable additional travel costs, then the host Chapter/NA may be required to cover those costs. It is

expected that the NAs will work this out among them. However, if the parties are unable to reach an agreement, the matter can be escalated to the Resources & Infrastructure Committee.

Any issues relating to programme fees (including repayment or reclaiming of host fees) must be referred to the Resources and Infrastructure Committee, which will consider the circumstances and make a recommendation to the CISV International Governing Board

# APPOINTING STAFF AND OTHER VOLUNTEERS WITH PROGRAMME RESPONSIBILITY

Home staff must be appointed, and training must be arranged. The invitation process should begin for any international staff and the host NA will pay all expenses for them (unless otherwise stated by the host NA prior to inviting any international staff). Finding staff should be a shared effort of the host Chapter and/or NA.

## GENERAL APPROACH TO SELECTION OF PEOPLE WHO WILL COME INTO CONTACT WITH PARTICIPANTS

In CISV, people in a position of responsibility are the guardians of other people's children. We have a responsibility to participants, their parents, the law and to ourselves, to be very careful in choosing the people who take on programme responsibility and assume a guardianship role. We must also be conscious of, and careful about, anyone who comes into contact with participants.

The responsibility for selection lies entirely with the NA/Chapter. Each NA/Chapter must appoint a representative or committee responsible for selecting and screening all of the people who will be in contact with participants.

CISV has established some guidelines and some specific procedures to make our selection process as fair and as safe as we reasonably can. Please see InfoFile [R-05 Guidelines on Discrimination, Selection & Behaviour](#).



Some qualities and competencies to consider in the selection process:

- Interest in CISV's mission, programmes and educational approach
- Willingness and ability to observe rules and laws;
- Self-control and maturity;
- Integrity and good moral character;
- Common sense;
- Cultural sensitivity and openness to new ideas;
- Appropriateness as a role model within the context of the programme;
- Appreciation of the volunteer nature of the role;
- Interest and ability in working with children;
- Effective verbal and non-verbal communication skills;
- Physical and emotional stamina;
- Sense of humour;
- Problem-solving skills;
- Programme-related attitudes, skills and knowledge

CISV International has also established specific procedures appropriate to the different responsibilities which help us to keep a record of the decisions made and candidates selected. These procedures are set out below for each type of programme responsibility and must be applied consistently throughout the organization. Unless otherwise indicated, they apply to all CISV international programmes and it is recommended that similar procedures be adopted by NAs for national and local programmes and activities.

## STAFF

The procedures in this section apply to all adult staff, junior staff, leaders, and JCs.

With the exception of host families (for home-stays and Interchanges), only people who have been accepted through this process must ever be left alone with participants. Please see below for selection criteria for host families. Leaders or staff member should avoid spending time alone with a child or young person under the age of 18 (or group of children), away from others. Leaders or staff should always let another leader or member of staff know if they need to spend time alone with a child or young person and where they will be.

### When to Appoint Staff

Selection and appointment of staff should take place as early as possible in the programme planning process. All or most staff should be in place by the deadline for sending out Pre-Camp 1 (see below), which is 1 March (for Jun-Aug programmes)/1 September (for Dec-Jan programmes)/1 December (for Mar-Apr programmes).

### Number of Staff

CISV minimum staffing requirements are designed to ensure a good ratio of staff to participants and to have enough staff so that responsibilities can be shared effectively among the team. The requirements are as follows:

- **Village:** Must have at least 4 adult staff; can also have 1 junior staff
- **Step Up:** Must have 3 - 5 adult staff; can also have 1 junior staff
- **Seminar Camp:** Must have 4 - 5 adult staff or 1 staff for every 6 participants; junior staff are not allowed
- **Youth Meeting:** Must have 3 - 5 adult staff; can also have 1 junior staff
- **IPP:** Must have 3 - 6 adult staff; can also have 1 junior staff

### Qualifications

The responsibilities of these positions are set out in the role profiles section of the Guide. Any applicant selected must have appropriate skills and background.

### CISV Membership

Staff must be members of their local CISV Chapter or National Association or join once they are selected, prior to the programme.

### Age Requirements

The following rules must be observed and can be found in InfoFile [C-03 Programme Basic Rules](#).

Staff and JCs must be the correct age on the first day of the programme. Leaders must be the correct age on the day they leave for the programme. This rule does not apply if it violates the law of either the sending or the hosting National Association. Specifically:

- All adult leaders and staff must be at least 21 years old





- At least one member of the staff of every Village, Seminar Camp, Step Up, Youth Meeting and IPP must be at least 25 years old
- Programme staff may have only one junior staff member from the hosting NA; Junior staff must be at least 19 years old, and cannot be left in charge as the only staff member on site

All staff, leaders and JCs must receive appropriate orientation and leadership training.

## Part-Time Staffing

Part time-staffing, generally, is not an ideal arrangement but if the host Chapter has no other means to solve their staffing situation then this should be planned and agreed with the full knowledge of the staff group, host Chapter and Chapter Risk Manager. Part-time staffing is not an option for the Programme Director who should be available/accessible at all times. There must be an appropriate number of staff present on-site at all times.

## APPLYING TO BE A STAFF MEMBER



Anyone applying for a position of programme responsibility (including staff, leaders, JCs, junior staff/leaders) must submit a [Staff-Leader Application Form](#) to the CISV member at the NA or Chapter level, who is responsible for staff selection. At the top of page 1 of the [Staff-Leader Application Form](#), there is a box with the name and address of the appropriate person. That is the person to whom the [Staff-Leader Application Form](#) should be returned. The form must be signed by the applicant.

## REFERENCES



Anyone applying for a position of programme responsibility (including staff, leaders, JCs, junior staff/leaders) must arrange for 2 references to be submitted on their behalf. The NA should refer the applicant to the [Reference Form](#). The applicant should fill in the 'Section 1 Applicant Information' on page 1 of the form and then send it to their two referees, along with the name and address of the CISV member, who is responsible for staff selection (the person listed at the top of page 1 of the [Staff-Leader Application Form](#)). The referees should send the completed reference forms directly to that person. The form can be filled in electronically, but must be printed out and signed.

Even if the person has served as staff member or leader before, they must provide references each year that they apply for a staff/leader position. Previous references can be used if the referee confirms that the information is still valid. There is a space at the end of the [Reference Form](#) for a referee to sign to confirm that they have given a previous reference, which is unchanged.

## POLICE RECORDS CHECK

Police checks are required for all (junior) staff / leaders (aged 18+) at all CISV International programmes and activities. This means that each NA will have to investigate and apply the procedures in its country.

## **What is Meant by Police Check?**

The terms used and the procedures will vary from country to country. For example, in some countries, with the individual's consent, the organization can obtain the information directly from the police. In other countries, the individual has to make the request personally. In some countries the police or other authorities may only give information about situations where the individual has been convicted (found guilty) of an offence. In other countries, they might also give information about arrests or when an investigation is underway.

CISV has to work with the best information we can obtain according to national laws and procedures. What is essential to find out is whether an applicant has a criminal record of convictions or arrests, which would make them unsuitable to take on a role of trust with children in a CISV programme.

## **What if it is Not Possible to do Police Checks in some Countries?**

CISV has to work with the best information we can obtain, according to national laws and procedures. If the law in an NA does not permit police checks, they should send a statement to the IO and the Regional Risk Managers to explain the situation and wait for their guidance.

## **Will the Applicant Agree?**

All applicants are required to fill in and sign the Staff-Leader Application Form. The Form includes a Certification that states:

*I have no criminal convictions or history of mental illness, emotional counselling, violent behaviour, child abuse, drug/alcohol abuse, prejudice etc. that would disqualify me from participation in CISV's international, cross-cultural and peace education programmes. I agree to a police record check if required by CISV. I consent to the personal data in this Application Form being used by CISV to process this application and agree that it may be shared with other people involved in organizing the programmes, wherever they may be hosted.*

The applicants, therefore, are aware that such a check will be required and have agreed to it in advance. If they then decide that they do not want a check carried out, their application will be withdrawn.

## **Will any Criminal Record Mean that the Person Cannot be Selected?**

It is essential under all circumstances to find out whether an applicant has a criminal record of convictions or arrests, which would make them unsuitable to take on a role of trust with children in a CISV programme.

The following are considered inappropriate for a position of leadership and trust in CISV and **cannot** be chosen for positions of programme responsibility:

- Persons who are listed on a national Child Protection Register
- Persons who have been charged with or convicted of serious criminal activity. Serious criminal activity includes, but is not limited to: murder; a serious sex offence; an offence committed by an adult involving intentionally wounding or causing grievous bodily harm; indecency offences; kidnapping; offences connected with child prostitution or child pornography.

There are also some conditions or tendencies, which could make someone unsuitable for a position of programme responsibility. Persons with a history of conviction or treatment for

the following behaviours, except in cases of unusual circumstances, are considered inappropriate for a position of programme responsibility in CISV:

- Alcohol/ drug abuse;
- Dishonesty;
- Emotional or behavioural disturbance;
- Prejudice or intolerance;
- Violence or lack of self control;
- Unable to handle stress appropriately.

Having a criminal record, in itself, does not necessarily mean that the person cannot assume a role of programme responsibility. It depends on the contents of the record and whether it relates to ‘serious criminal activity’ or other behaviours or attitudes that would make the person unsuitable for a position of trust with children.

The national law in some countries may have additional requirements for leaders and staff (e.g., regarding age, police checks or registration with authorities) that also pertain to anyone from abroad who will come in contact with children in the host NA. In this case, it is the responsibility of the host NA to communicate these requirements to the participating NAs and any invited leaders/staff as soon as possible so that can be taken into consideration in the selection and preparation of the leaders/staff.



The CISV member at the local or national level who is responsible for staff selection must review the [Staff-Leader Application Form](#) and the two [Reference Forms](#). In countries where this is possible, they must also obtain and review a police record check on the applicant. See the sub-section immediately below for the procedures relating to international staff.

An interview must be held and references must be checked. At the interview, the requirements and responsibilities of the role should be clarified so that they understand what is expected of them and what they can expect. No selection can be made until all of the necessary documents have been received, reviewed and found to be satisfactory. The CISV member responsible for staff selection then signs the Staff-Leader Application Form, under the applicant’s signature, to certify that the correct procedures have been followed

## SPECIFIC PROCEDURES FOR INTERNATIONAL STAFF

This section relates to situations where a Chapter/NA wishes to invite staff members from another NA to staff a programme, which it is hosting.

### **IPP, Seminar Camp, Step Up, Village and Youth Meeting**

In every case, the person responsible for staff selection in the host NA should send a formal inquiry to the home NA of the person they want to invite, asking if they may invite him/her. The home NA might refuse if they feel that they cannot recommend the person as a staff, or that they need the person for a programme at home. If this is the case, the home NA has the final say.

If the home NA agrees, the person in the host NA responsible for staff selection should send an invitation to the invited person with a copy to the home NA. The invitation must contain the [Staff-Leader Application Form](#), two [Reference Forms](#), as well as a clear statement regarding the following:



- the position (Programme Director or ordinary staff member)
- any financial obligations, travelling conditions, etc.
- relevant staff education/training
- pre- and post- programme days



Anyone interested in becoming international staff can check for international programme staff opportunities on [www.cisv.org](http://www.cisv.org).

## All international Staff

An applicant for an international staff position for any programme must:

- fill in a Staff-Leader Application Form and send it to the person in their NA who is responsible for staff selection
- ask two referees to complete the official CISV Reference Forms and forward them directly to the person in their NA who is responsible for staff selection
- work with the person in their home NA who is responsible for staff selection to arrange for a police check (where possible according to national law) to be carried out and sent to that person for review

Due to the time and effort involved, obtaining a police check must be part of the initial application process for all international staff. The reasons for the home NA to be involved in the police check process for international staff are that: (a) they will know the procedure for requesting the checks in their country; and (b) the police document will be in their language and they will be able to understand and review it effectively.

## The Person in the Applicant's Home NA who is Responsible for Staff Selection Should:

- review the Staff-Leader Application Form, references and police check
- (if all is satisfactory and the applicant is considered to be a suitable candidate) sign the CISV certification at point 11 of the Staff-Leader Application Form
- forward a copy of the Staff-Leader Application Form and the references (not the police check) to the person in the host NA who is responsible for staff selection, which indicates that the home NA is agreeing that the person may be selected for an international staff position

The host NA then reviews the material and it is up to the person in the host NA, who is responsible for staff selection to confirm the choice and offer the position to the applicant.

Host NAs must advise the IO of any international staff they are inviting.

The majority, or at least half, of the host staff for a programme must be from the host NA (preferably the host Chapter).

## KITCHEN STAFF

Kitchens and food preparation must comply with all local health and safety regulations. Anyone who is selected to be kitchen staff must be certified or able to do that work in accordance with local laws.

If these volunteers are to have any programme responsibility and are ever to be left alone with participants, then they must go through the same application procedures (outlined above) as all other staff/leaders. If they are Chapter volunteers then they must go through the same screening as other Chapter volunteers (see below).

## CHAPTER VOLUNTEERS AND OUTSIDE PARTIES

(This section refers to anyone who is not a staff/leader but comes into direct contact with programme participants).

If these volunteers are to have any programme responsibility and are ever to have sole responsibility for or be left alone with participants, then they must go through the same application procedures as staff / leaders (see above).

When bringing outside parties in to programme to assist with specific activities, it is important that they are screened carefully and that their participation is approved by the Chapter/NA board. When outside parties are brought into a camp setting, they must never be left alone with child participants. At all times, a member of staff or leader must be present.

If any volunteer is coming into contact with participants, the NA/Chapter should know their abilities/manner and enquire into their background in order to determine whether or not they can take any part in the programme. If a speaker or performer is invited to the programme, the NA/Chapter should also be aware of that person's background and obtain a C.V. in order to determine whether or not they can contribute positively to the programme.

On-site as well as off-site, a child participant should never be left alone with an outside party or even a Chapter volunteer who has not gone through the application/reference procedure.

## STORING AND KEEPING PERSONAL DATA

All information received in the Staff-Leader Application Form, Reference Forms and through police checks is personal and sensitive and must be treated with confidentiality. Only those designated to be responsible for selection (and the person designated to assist them) should see such information. The applicant signs to consent to the data being used by CISV only to process the application and agrees that the information on the Staff-Leader Application Form may *only* be shared with programme organizers.

All of this information must be kept confidentially and securely. We recommend that the Chapter keep a staff/leader selection checklist (as a record that the required steps were followed and satisfactory) and send the Application/Reference/police check forms to a person designated by the NA to keep them in a secure location. That person will also be responsible for ensuring that the documents are ultimately destroyed according to local or national laws. Based on legal advice on English laws and practice, CISV can suggest the following as guidelines, but local laws may differ and should be checked:

- Police check information should be destroyed after recruitment or as required by national law
- If a person applies and is not selected, all the information should be destroyed within 6 months

- If an applicant is selected, then the information (other than police checks) should be kept for 6 years after the programme (or 6 years after they stop being a volunteer), then destroyed

Note that particular care should be taken when destroying and disposing of people's personal information. This must be done in a secure way that means that none of the information can be read or retrieved (if on a computer) or the person identified.

## PRE-REGISTRATION ON MYCISV WEBSITE

When staff/Interchange leaders are selected, they need to register on [myCISV](#) and claim participation in their upcoming programme. It is then the responsibility of the host NA to confirm the names of the staff / Interchange leaders to the IO, who will then give them programme manager status on [myCISV](#).

### Why it is Important to Register on myCISV



In order to maintain CISV International's membership database and to keep accurate participation numbers, everyone who participates in an international CISV programme must register on [myCISV](#) and claim participation in their upcoming programme. Every international CISV programme needs at least one programme manager on [myCISV](#). The programme managers should ideally be the host staff/Programme Director (for Village, Seminar Camp, Youth Meeting, Step Up, IPP and Mosaic) and the Interchange leader (for Interchange).

The function of the programme manager is to approve/deny the pre-registration claims made to the programme before it goes ahead. During the first three days of the programme, the staff/Interchange leaders need to check that everyone who has arrived at the programme site is also registered for the programme on [myCISV](#).

The benefit of pre-registration on [myCISV](#) is further to allow participants to contact staff before the programme and to facilitate the administrative tasks of the staff group.

## STAFF AND CHAPTER COOPERATION

There are many different roles taken on by volunteers and each Chapter may organize itself slightly differently. However, there are some standard expectations that need to be understood.

### Ensuring that Everyone has Realistic Expectations

One of the best ways to avoid difficult situations before, during and after the programme is to make sure that staff, participants, their parents, and leaders have realistic expectations of the programme. All people with programme responsibility must have training and understand the role they will play, what is expected of them and what they can expect in return. Before they leave, programme participants and their parents should have a good understanding of the programme and what they can expect from the experience and from CISV. It is up to the Chapter/NA to make sure that everyone has reasonable expectations. It is up to the leader (in programmes where delegations travel with a leader) to work with participants in advance to prepare them for the programme.

## SEMINAR CAMP STAFF TRAINING

It is the responsibility of the Host Chapter/NA to ensure that all Seminar Camp staff are properly trained.

Seminar Camp staff training can take place in three different ways.

1. At Regional Training Forums (The trainer is a member of the Educational Programmes Regional Delivery Team)
2. Sending a trainer from the Regional Delivery Team to the NA/Chapter (The trainer is a member of the Educational Programmes Regional Delivery Team)
3. In the form of a National/Chapter training (The trainer is not a member of the Regional Delivery Team but must be approved by the Regional Coordinators for Educational Programmes)

Seminar Camp hosts interested in either option 2 or 3 must contact the Regional Delivery Team for Educational Programmes by 10 January of the programme year and make a request. For option 3, the NA needs to propose a national trainer, who meets the following criteria:

- has a valid TTT-certification
- has attended a Seminar Camp Staff training at an Regional Training Forum in the last 4 years
- has staffed a Seminar Camp
- has NA approval
- will participate in an online preparation with Delivery Team member
- will train according to the Seminar Camp staff training curriculum and internationally approved training sessions
- will commit to submit a standardised report to the Regional Delivery Team for Educational Programmes after the training

Where a national trainer has been approved (option 3), he/she may train the staff of the Seminar Camps hosted in their NA that same year. In order to train the following year, the NA has to make a new request to the Regional Delivery Team for Educational Programmes.


# PROGRAMME INFORMATION

## SENDING OUT INFORMATION TO HELP PARTICIPANTS PREPARE FOR THE PROGRAMME

Prior to the programme, the host Chapter must make sure that Pre-Camp documents are completed and sent to all the relevant parties.

Individual programmes have different guidelines on the number and content of Pre-Camps, and also the deadlines by which they should be sent (see the relevant programme Guides for more information). As a standard minimum, hosts of all international programmes (except Interchange) should send out at least two Pre-Camps as outlined below. Pre-Camps can also be uploaded in the relevant activity area on [myCISV](#) so that participants who have claimed participation and been approved can access them directly.


## VISAS



Hosting NAs may need to provide an official invitation for visa application purposes. The [Sample Visa Invitation Letters](#) is available on [www.cisv.org](http://www.cisv.org). The relevant text would have to be copied and pasted with relevant additions/deletions onto NA letter head and sent to the relevant NA and/or authorities.

It is recommended that the host NA contact the office that issues visas in that country giving some information about CISV, explaining the nature of the international programme that will be taking place and advising them of the home countries of participants/staff/leaders. This approach has been shown to be very effective in speeding up visa applications.

## PRE-CAMP 1



This should contain basic information on the programme site, meeting point, dates and contacts. This form must be completed and sent by the NA to all participating NAs and IO by 1 March (for Jun-Aug programmes)/1 September (for Dec-Jan programmes)/1 December (for Mar-Apr programmes). The [Pre-Camp 1 Form](#) is available on [www.cisv.org](http://www.cisv.org).

## PRE-CAMP 2

This should contain detailed information about the programme. There is no form. This document must be sent to all participating NAs and IO by 1 April (for Jun-Aug programmes)/1 October (for Dec-Jan programmes)/ 1 February (for Mar-Apr programmes). Generally, the staff team prepares Pre-Camp 2 and any further Pre-Camp. They should liaise with the Chapter to confirm information and to send the Pre-Camps out. Pre-Camp 2 should always include the site address and the contact details of the Programme Director.

To make it easier for National Secretaries to forward Pre-Camps within their NAs, the programme reference code (e.g., X-2015-001) should be included in the Pre-Camp (and in the file name) and all correspondence. Since Pre-Camps are mainly sent by email, care should be taken that the files aren't too big; 1MB is the maximum size limit.



The following is the sort of information CISV recommends is included in Pre-Camps. This is simply an outline; Pre-Camps can be much more colourful and creative. Keep in mind that Pre-Camps will likely be read by children and their families so remember to keep the content appropriate for the age of the participants.

Please take care not to reproduce photographs, screenshots, or text (including from books or the internet and narrative from films) in your Pre-Camp without permission. Many camps use the title of films or books as the name of their camp; this is permitted as copyright law does not cover titles (as so many are the same or similar). The reproduction of someone else's material without permission, however, is illegal.

### ✓ **Welcome/Introduction**

Describe what the staff roles will be, and who will be the Programme Director, kitchen staff, liaison, etc. Let the participants know some personal information about the team. Staff may also wish to include their hopes and wishes for the upcoming programme. Allow the participants to feel the enthusiasm of the staff about meeting them and having an excellent experience. Enthusiasm is contagious!

### ✓ **Arrival and Departure**

Let the participants know which airport is the closest and the arrangements in place once they get there. Let them know if families will be at the airport to pick them up or if there is a common meeting point, and how it can be reached.

### ✓ **Site / Location**

Describe where the programme will be taking place. Include some information about the location of the Chapter that is hosting; population, interesting facts, history, etc. Invite participants to do some research of their own about where they will be spending their summer by including some addresses for interesting internet sites on the host town/city and country. Describe the site that the participants will be calling home. Be sure to include important details such as laundry facilities, voltage and socket type, audio/visual equipment, kitchen, outdoor environment (state whether there is a swimming pool, soccer field, basketball court, etc.).

### ✓ **What to Bring**

Describe the climate and weather at the time of the programme and suggest the type of clothing that would be appropriate to pack. Include things they might need for special activities; hiking, swimming, beach, etc. Ask participants to make sure their personal items are clearly marked. This will make it much easier on laundry days and when things get left lying around. Of course, remind them to bring their enthusiasm and good ideas!

### ✓ **Things You Should Know – Laws and Rules**

Let participants know about the legal age to drink and smoke in your country. It is essential that participants understand the laws of your country and of CISV International (including InfoFile [R-07 Behaviour Policy](#), which should also be part of participant preparation). Be very clear which rules and points are non-negotiable.

### ✓ **Contacts**

Provide the e-mail address, phone number and/or fax of the programme contact for your Chapter. This will collect information and answer any questions that arise, and can be the



programme planner, a staff member, or a coordinator. If you know the address of your site, you can include that as well. Also include an emergency contact number for during the programme, as well as an e-mail address or fax number if you have them.

### ✓ **Travel Information Form**



Give participants the link where they can find the [Travel Information Form](#): Remind them of the deadline to return it, so that you can organize transportation.

### ✓ **Dietary Restrictions**

Ask for details of any allergy or dietary restrictions so that the kitchen/food service can be informed and other adjustments made if needed. It can be useful to create a form so that participants do not forget to give this important information.

### ✓ **Special Requests**

Ask for details of any other requests such as religious services.

### ✓ **Hello from the Staff or Interchange Partner NIC/LIC!**

Let participants and leaders know what you have been up to over the past few weeks. Let them know what is new and what developments have been made, any fun activities or get-togethers the staff may have had over the past few weeks. Again, enthusiasm about the upcoming programme experience is key.

### ✓ **Goals**

What are the goals of the programme? What are the purpose and principles of CISV? Ask participants to be thinking about what their goals are for their upcoming experience and how they think they can best achieve them.

### ✓ **Reminders About Preparation**

Remind participants that preparation for the programme is essential. Give them strategies for this planning and remind them of their role in the programme.

### ✓ **Activities**

Ask participants to be thinking of topics and activities as there will probably be a brainstorming session at the beginning of the programme and their ideas will be needed. Remember to focus on the educational theme of the programme.

### ✓ **Money**

The economic status of many participants varies. It is important to decide upon a modest amount of money that is reasonable for a participant to bring for the duration of the programme. Stress the importance of sticking to the set amount. It is important for all of the participants to feel comfortable. If everyone has the same amount of money, nobody will feel excluded. Participants might need money for a camp shop and for shopping day (if this is chosen as an excursion). Give examples of prices (e.g., cola, stamps, post-cards) so that they can come prepared. Inform them about access to and availability of a bank or automated teller machine (ATM).

### ✓ **Camp Shop**

For those planning a camp-based programme, list some of the items that will be available at the camp shop, with their prices. This will help participants budget before they leave.

✓ **Forms**

All participants must arrive with their health and appropriate legal forms. Remind leaders to duplicate the forms for host families as well as for themselves. Inform everyone if there is a legal requirement in the host NA that requires any special forms or notarization.

✓ **Insurance**

Remind participants that they are covered by the CISV Travel Insurance and to bring a copy of the notice or certificate of insurance with them.

✓ **Vaccinations**

Advise everyone to check with their local and national health authorities for any required or recommended vaccinations.

✓ **Visa Requirements**

Advise everyone to check visa requirements and whether they need a special invitation letter to attend the programme. If needed, provide an invitation letter.

✓ **Airport Tax**

If the host country has any airport taxes, specify how much they are and whether they are paid upon arrival or departure.

✓ **Special Things to Bring**

You may want to suggest that participants bring certain things relating to your theme. You may also suggest bringing a newspaper from their country from a specific date or articles from magazines from their culture or any other item you feel is relevant to the theme you choose.

✓ **What Not to Bring**

Computer games, mobile devices, cell phones, expensive things, things that hold considerable personal value, more money than specified

✓ **Equipment**

List the computer and audio-visual equipment that will be available for use by leaders and participants. Explain any internet access/restriction so as to set clear expectations.

✓ **Programme Address and Contact Details**

Address of the programme site and/or host homes, e-mail, and emergency contact number for the parents

✓ **myCISV Website (<http://www.cisv.org/mycisv>)**

All staff, leaders, LICs, participants and others (e.g., kitchen staff, day staff) must register on [myCISV](http://www.cisv.org/mycisv) prior to the programme. It is the responsibility of staff/LICs to stress the importance of pre-registration on the [myCISV](http://www.cisv.org/mycisv) website. Besides the practical importance for administrative reasons, it is a great tool to start communication among participants. Also,

(provided everyone has claimed participation in the programme and been approved) it will provide staff with an instant address list.



Check out the simple [myCISV Help Notes - Register on the site](#).

## PRE-CAMP 3

Pre-Camp 3 is not compulsory, but you may wish to send a follow-up to Pre-Camp 2. Or, you may wish to complete information given in Pre-Camp 2. In that case, send it in Pre-Camp 3. This Pre-Camp can repeat the important information from Pre-Camp 2. Don't be afraid to be repetitive with the important points. Sometimes people need to read it more than once.

## SECURITY CONCERNS IN THE HOST NA

CISV programme are hosted in countries around the world, some of which may be perceived as having security concerns. Generally speaking, CISV recognises that the people on the spot are usually best suited to give a realistic assessment of the situation and can provide information on precautions to be taken. CISV relies on and trusts its local organizers to take all reasonable steps to create as safe a programme environment as and to assess the local situation and determine whether or not hosting or continuing a programme is appropriate.

Participating NAs are encouraged to obtain information from their governments as well as from the host NA. Host NAs should be aware that participant families and NAs may have concerns and be sensitive to this reality; be ready to answer their questions. Host NAs may want to be proactive and send out general information about what life is like in their country and what people can expect.

Whether or not a programme goes ahead, it is the decision of parents/participants whether to travel to or stay in these programmes.

# GETTING INFORMATION FROM THE PARTICIPANTS

## PARTICIPATING NAs

Starting at the end of January in the year of the programme (or December for Mar-Apr programmes), the IO will send regular (monthly) updates to hosting NAs of NAs sending participants to their programme.

## PARTICIPANT NAMES

Just as staff must register on the [myCISV](#) website, all programme participants and leaders should also register. That way, staff will have an easy way to collect names and communicate with participants. During the first three days of the programme, staff/Interchange leaders need to check that everyone who has arrived at the programme is also registered for the programme on [myCISV](#).

## PARTICIPANT SPECIAL NEEDS

Some participants may have special needs regarding medical conditions, dietary requirements and access to facilities. Ask for this information early. Preparations must be made to respond to these needs, so that they are fully respected. Also, check for any other information contained in the Health Forms once people arrive.

Programme staff/LIC/NIC can gather basic information from participants and delegations before the programme through the [Delegation Information Form](#) (for Step Up, Village, Youth Meeting), the [Individual Participant Information Form](#) (for IPP, Seminar Camp, Village JCs, Youth Meeting), and the [Interchange Leader Information Form](#) and [Interchange Delegation Information Form](#) (for Interchange).



## PARTICIPANT TRAVEL DETAILS

Participants / leaders must send their [Travel Information Form](#) to the host NA at least two months in advance of the programme. If this information is not received, ask the sending NA for it, as it will be needed in order to arrange to meet people on arrival.



## PROGRAMME WEBSITES

In the interests of the safety of CISV participants, information regarding the host site, dates and nationalities of participants should be distributed only to those to who need it. It should not be published on websites prior to or during programmes. No 'personal data' including name, address, e-mail address, fax and phone numbers, may be published/distributed without the consent of the individual (or the parent of individuals under the age of 16).

### **Before the Programme**

When sending public e-mails or publishing information on a website or blog before a programme, this must not include any list of participating countries, site address, location, or information identifying the site location. (For example, a picture with landmarks, street signs, or other recognisable features revealing the location must not be shown.)

## **Blogging During the Programme**

If a programme has a website or blog, this must be password protected. Passwords should be provided only to the IO, the relevant regional delivery team members, programme host staff, local hosting/planning committee, leaders, JCs, and participants and their families.

Special care and cultural sensitivity must be taken in the choice of photos and information used on a website or blog, so that all participating cultures and CISV are shown in a positive and respectful way. Please also see the guidance on taking and using photos in the [Child Protection Policy](#).



If it is decided to have a programme website or blog, it is extremely important that it is updated on a regular basis and well managed. People at home will consult it frequently and will be worried or disappointed if they don't find up to date information. Miscommunication with home must be avoided. Unless there is prior and unanimous written authorisation from all parents of children at the programme, children must not be identified by name on the website or blog. Adults can be identified if they give their written consent.

## **Use of Social Networks and Online Communication**

Today CISV people are using online social networks and tools, thus making pre-programme communication much easier and widely shared. For the safety of participants and to preserve the programme atmosphere, some limitations should be set for their use. CISV recommends that pre-programme communication is managed through myCISV or private (by invitation) tools only (such as Yahoo and Google Groups) in order to have an effective, safe and open communication. It is important to limit these communication exchanges to staff, leaders and JCs only. Facebook pages, groups and tools alike are not to be considered adequate means for pre-programme and in-programme communication and should not be used. Participants, parents, staff and leaders etc. can contact each other and share photographs and programme-related information safely within [myCISV](#). Please see the [CISV Social Media Policy and Guidance](#) for more detailed guidance on the safe use of social media (available at [Risk Management](#) on the CISV International website).



# OTHER PRACTICAL PREPARATIONS

## RELIGIOUS SERVICES

Where possible, the host Chapter should arrange for participants, staff/leaders/JCs to attend religious services. Find out where houses of worship are in the area and their contact details, so that participants and staff can attend services if they wish.

## MEETING PARTICIPANTS WHEN THEY ARRIVE

Where possible, the host Chapter should have people at the airport/train or bus station to meet arriving participants and take them to the site or host family. The participants' travel details should be available from the [Travel Information Form](#).



## HOME HOSPITALITY PRE- OR POST- PROGRAMME

As a general rule, the host Chapter is not obliged to provide home hospitality to participants or staff who arrive early or depart late. Pre-programme travel is discouraged by CISV.

In some cases, however, travel arrangements make it impossible for people to arrive and leave on the exact programme dates. In these situations, they are asked to arrive and depart as close to the appointed programme dates as possible. Hosting Chapters may be asked to provide free hospitality for early arriving/late departing staff, participants and leaders up to a maximum of two nights, if travel arrangements make it necessary. The host Chapter is requested to assist in finding hotel accommodation, where home hospitality is not possible. Staff, participants and leaders arriving earlier or departing later will be responsible for their own accommodation expenses.

# ON SITE PREPARATION

There is some information and details of certain safety procedures, which every programme office and host Chapter must have in order to be prepared to run a programme.

## CONTACTS AND INFORMATION

The following information should be accessible at the programme and by the Chapter Risk Manager. In addition to these contacts and information, there must be a clearly outlined procedure for emergencies (e.g., fire, earthquake, bomb threat), which must be displayed prominently at the programme site.

- The numbers and locations of local emergency services/professionals - **police, fire department, ambulance, hospital, doctor, counsellor**
- List of local ‘on-call’ contacts in the host Chapter, including the risk manager
- List and contact details for host NA committee chairs and the National Risk Manager
- CISV International officials directory (available on the CISV International website via [myCISV](#))
- CISV NA/Chapter officials directory (available on the CISV International website via [myCISV](#))
- The emergency numbers for parents/guardians of participants (available from their completed legal health forms)
- Contact details for CISV Travel Insurance claims handler. This information will be on the notice or certificate of travel insurance that all participants will have and can be found on [www.cisv.org](http://www.cisv.org)
- The phone numbers of the embassies and local consulates of each of the countries represented at the camp. In the case of a serious problem (e.g., natural disaster, hostilities) embassies can provide assistance
- Copies of relevant policies and procedures, including the [Crisis Communications Guide](#)
- The relevant [CISV Programme Guide](#); and access to the InfoFile






# SEMINAR CAMP / HOSTING DURING

	Introduction	Role Profiles	Hosting Before	Hosting During	Sending	Education & Evaluation
Staff	◆	◆	◆	◆		◆
Participant	◆	◆		◆◆	◆◆	◆
Chapter/NA person with programme responsibility	◆	◆	◆	◆	◆	◆◆

# A GROUP LIVING EXPERIENCE

Learning and living in a small, closed community is one of the key elements to a programme. In order to make it a positive learning experience, there are a number of planning and practical aspects to keep in mind.


## STAFF PRE-PROGRAMME DAYS



The pre-programme days are the days just before the programme begins. In all programmes, staff must be at the site ahead of the participants. It is strongly recommended that the whole staff team be at the site for at least two full days before the programme begins (depending on site availability). If the site is not available, staff may meet at another location before getting access to the site.

Before the programme begins, the staff should acquaint themselves with the campsite and gain an understanding of any logistical and safety concerns that might arise during the programme. The staff should have the time to discuss all these topics in detail and be prepared for the participants' arrival. However, not all issues can be fully covered beforehand and some site policies and rules may have to be adapted.

During the pre-programme days, the staff and Chapter volunteers should work together to ensure good cooperation. The staff should not spend pre-programme days only doing practical work, such as cleaning or shopping. This should be done mainly by Chapter volunteers. The cost of staff pre-programme accommodation, food and transport are covered by the camp budget.



There is no predefined way to organize the pre-programme days. These are a few topics that the staff might consider:

- Review past scenarios and discuss what should be done and not done
- Divide practical tasks amongst themselves (budget control, camp shop, food supplies, contact with Chapter, safety, first aid, laundry coordination, driving, etc.)
- It is important that all staff members know the way to the hospital
- Discuss the different staff perceptions of relations and attitudes towards the participants and what “to guide participants” means to them
- Decide how many and what sort of activities are going to be run by the staff in the beginning of the camp
- Discuss how to transmit the rules and how to enforce them
- Review the security proceedings, such as fire drills
- Discuss what to expect from the support committee, the Regional Delivery Team for Educational Programmes and the IO

Having fun with the staff is important.

The staff can discuss all topics in detail, but should realize that issues can never be fully covered by the pre-programme days.

## ARRIVAL



Where possible, the host Chapter should have people at the airport/train or bus station to meet arriving participants/delegations and take them to the site or host family. All of the participants' travel details should be included in their completed [Travel Information Form](#). Remind participants / delegations to send the [Travel Information Form](#) if it has not been received by a month prior to the programme. If possible, it is a good idea for a staff representative to be there to greet participants. See the section on host families for more information.

## CHECKING PARTICIPANTS' HEALTH AND OFFICIAL FORMS



It is recommended that when you meet participants at the airport/train station, you bring them to a central location to be welcomed by Chapter members and/or programme staff. Upon arrival, immediately check that every participant has completed the [Health Form](#) and the relevant Legal Form, and also check that the Health Forms have been dated within the last three months. It is helpful if, at a central meeting place or soon after arrival, an appropriate medical professional (nurse or doctor) is present to conduct a general 'well-being check' on everyone. This check is intended to guard against the spread of communicable pests and diseases, including such things as lice and influenza. This has been an effective risk management practice for some NAs and it considered good practice for all NAs. If lice treatment is required the cost should be covered by the programme host.



## PERSONAL ELECTRONIC EQUIPMENT AT PROGRAMMES

Participants should be advised not to bring personal electronic equipment (such as mobile/cell/smart phones, portable computers, computer games) to programmes. They may bring them for the journey, but they will be asked to store them with programme staff/Interchange leaders in a safe place for the duration of the programme. Host staff may use personal electronic equipment whenever needed. Leaders and JCs may use personal electronic equipment at the end of the daily programme.

The use of electronic equipment as part of or to prepare for an educational activity, or for limited periods/use by general agreement within the programme should only be done with the permission of staff/Interchange leaders.

The rationale behind this rule is to avoid the distraction these devices can cause and help participants to focus on the unique programme experience which is meant to take participants out of their day-to-day environment.

## STAYING IN THE COUNTRY

During the programme it is recommended that staff, leaders or participants do not leave the country, in which the programme is hosted because of any practical considerations or potential security concerns. This applies throughout the duration of the programme and includes special events such as host stays, excursions, days off or leaders' night out. If, however, travel or trips across national borders becomes necessary or, after considering travel advice from their government, is considered safe, the hosting Chapter should exercise the same caution as for any travel abroad.

# HEALTH AND LEGAL FORMS

## HEALTH FORMS



It is essential that every participant (including leaders, JCs, and staff) have a [Health Form](#) completed no more than three months before the beginning of the programme. The original signed forms must be taken to the programme and the original should be given to staff; for Interchange the leader retains the originals. Two copies should be made; one copy should stay at home with the sending family or Chapter, and one copy should stay with the leader (if applicable). Interchange host families should also be given a copy. Local doctors must have historical and current medical information on the person to ensure proper treatment. CISV representatives (staff and host families) must also know of any medication which they may have to help administer and medical conditions which they might have to monitor and which might affect a person's participation in certain activities.

[Health Forms](#) must be signed by a doctor and taken to the programme. If the doctor has a stamp, it is recommended that you ask for it to be put on the form along with the doctor's signature. In certain countries, this is important and helpful.

If the participants are children travelling with a leader, then the leader should carry the [Health Forms](#) of all participants under their responsibility. At the programme, these forms should be stored safely and confidentially in the staff office (for Interchange, copies are given to the host families) and consulted in the event of a medical need. On an excursion, the forms should be carried securely by staff or leaders. For home-stays during camp-based programme, the original copy should be given to the host family to be returned at the end of the stay. Leaders must also give host families instructions on any medications, which they may have to administer. Where relevant, if an incident occurs, a copy of the [Health Form](#) should be attached to an [Incident Report Form](#). If an insurance claim is made, this information may also be required. At the end of the programme, the original and all copies should be returned to either the adult participant or child participant travelling alone. In the case of a delegation, the original and all copies should be given to the leader, who should then return them to the child's parent/guardian on arrival. The sending Chapter should destroy any copy it holds within a year after the end of the programme.



### **What if Someone Arrives Without the Signed Health Form?**

If a participant arrives without a properly completed [Health Form](#), their doctor can be asked to fill it in and send it only where the doctor has seen and examined them within the last three months. If this is not possible, the participant must be taken to a local doctor for an examination. That doctor should fill in the form as far as it is possible under the circumstances. The participant must pay for the visit to the local doctor.

## INSURANCE

Every participant must have travel/medical insurance. As of the 2016 programme year, all participants (including leaders and staff) in CISV international programmes (not including Mosaic projects) are automatically covered by the CISV Travel Insurance. The International Office will issue notices or certificates of insurance to all NAs. Every participant, leader and staff should carry a copy in case they need it while travelling or during the programme. The notice will provide basic information and contact details for the claims handler in case something happens and an insurance claim needs to be started. This information will be necessary to show to external parties such as doctors or hospitals. Within CISV, however, all

international programme participants, staff and leaders are covered and will not need to show proof of insurance. Information on the CISV Travel Insurance is available on [www.cisv.org](http://www.cisv.org).



## LEGAL FORMS

There are three types of official CISV Legal Forms; [Child Travelling with Leader Legal Form](#), [Child Travelling Alone Legal Form](#) and [Adult Legal Form](#). They are all available on [www.cisv.org](http://www.cisv.org).

It is essential that every participant (including leaders, JCs, and staff) have the appropriate CISV Legal Form fully completed. The original, signed form must be taken to the programme and we recommend that the original is given to a member of staff (for Interchange, it is kept by the leader.) One copy should stay at home with the sending family or Chapter, and one copy should stay with the leader (if applicable).

For child participants, these forms are signed by their parents and give consent for the child participant to travel with a named leader or alone.

For all participants, these forms appoint CISV representatives as legal guardian should an emergency occur and should medical decisions have to be made on behalf of the person and their parent/guardian cannot be reached. These forms are precautions, but without them children/youth may have difficulty travelling and doctors may not be able to proceed with some treatments without consent.

These forms also make it clear that if someone behaves in a manner contrary to CISV rules then they may be sent home at their own/family's expense.

If the participants are children travelling with a leader, then the leader should carry the participants' legal forms. At the programme, the forms should be stored safely and confidentially in the camp office (for Interchange, copies are given to the host families) and consulted in the event of emergency. On an excursion, the forms should be carried securely by the staff or leaders. For home-stays during camp-based activities, the original should be given to the host family to be returned at the end of the stay. If an incident occurs, a copy of the form should be attached to a completed [Incident Report Form](#). If an insurance claim is made, this information may also be required. At the end of the programme, the original and all copies should be returned to either the adult participant or child participant travelling alone. In the case of a delegation, the original and all copies should be given to the leader, who should then return them to the child's parent/guardian on arrival. The sending Chapter should destroy any copy it holds within a year after the end of the programme.

### **What if Someone Arrives Without the Signed Legal Form?**

If a participant under age 18 arrives without these forms (or with the wrong form), the sending Chapter must be contacted. They must arrange to have the parents of the participant sign and fax/scan and e-mail the legal forms immediately to the host NA or directly to the programme. If the participant is aged 18+, the form must be signed upon arrival if not done previously.



## SUMMARY OF HEALTH AND LEGAL FORMS

FORM	WHO IS IT FOR?	WHICH PROGRAMMES?	WHO SIGNS?	COMMENTS
<b>Health Form</b>	All participants and JCs,  All staff and leaders	All programmes except Mosaic (unless the Mosaic project involves travel and overnight accommodation)	Signed by participant's doctor.  Also signed by parent/guardian for child participants (under age 18) by child participants aged 16-17 and by adult participants (age 18+).  If the doctor has a stamp, you should ask that it be put on the form along with the signature. In certain countries, this is important and helpful.	Must be dated within the 3 months before the programme. If a participant arrives without a properly completed Health Form, the person's doctor can be asked to fill it in and send it only if the doctor has seen and examined the person within the last 3 months. If this is not possible, the person must be taken to a local doctor for an examination. That doctor can fill in the form as well as possible in the circumstances. The participant must pay for the visit to the local doctor.
<b>Child Travelling with Leader Legal Form</b>	All child participants travelling with an adult leader	Village, Interchange, Step Up and Delegation-based Youth Meetings	Signed by parent/guardian of the participant	If a participant arrives without this form, the sending Chapter must be contacted. They must arrange to have the parents sign, scan and email the legal form immediately to the host NA or directly to the programme.
<b>Child Travelling Alone Legal Form</b>	All child participants aged 16-17, travelling without an adult leader	Village JCs, Seminar Camp participants, Youth Meeting participants aged 16-17	Signed by parent/guardian of the participant and the participant	If a participant arrives without this form, the sending Chapter must be contacted. They must arrange to have the parents sign, scan and email the legal form immediately to the host NA or directly to the programme.
<b>Adult Legal Form</b>	All adult leaders and staff members, IPP, Seminar Camp and Youth Meeting participants, aged 18+	All programmes for staff/leaders, IPP, Seminar Camp and Youth Meeting for participants, aged 18+	Signed by adult on their own behalf	Must be signed upon arrival if not done previously.

# OVERVIEW OF THE PROGRAMME SCHEDULE AND EVENTS

## PLANNING ACTIVITIES

When planning activities (including excursions), staff, leaders, participants and Chapter must choose activities appropriate to the group. All activities must be reviewed in terms of any risks they might pose of physical or emotional injury to the participants or of damage to property. For excursions and activities away from the site, the local Chapter Risk Manager should be part of the planning process.



Any risks associated with an excursion or planned activity should be included in the [Risk Management Checklist Report Form](#), which must be completed by day three of the programme. For activities planned during the programme, a risk assessment should be done by staff and leaders and the Chapter Risk Manager can be consulted. Guidelines for appropriate activities are set out in the Education section of this Guide.

## A MIX OF ACTIVITIES

In the Education section of this Guide, you find information about planning and evaluating CISV educational activities. These activities are the core of CISV programmes. At the same time, a large part of the programme develops outside of the organized activities. Waking up fellow campers, cleaning, cooking, eating, organizing the camp, preparing activities, evaluating activities, preparing campfires, relaxing in the sun, sharing feelings informally after dinner – all this is part of camp life. These are crucial to the programme, as often intense moments of sharing occur during these periods.

Sharing the responsibilities and tasks of the programme is also the key for a successful camp. In addition to providing opportunities for cultural exchange and at the same time considering health and safety for all participants, a good programme is balanced and has a mix of:

- Active and quiet time
- Individual and group moments
- Large and small groups
- Outdoor and indoor
- Special and regular
- Educational and fun
- Programme privacy and community involvement

Look at the programme from a broader perspective how one day relates to the entire programme period and how one activity relates to other activities. Free time should be provided each day to enable individual contacts and friendships to deepen. A rest time at mid-day permits a quiet break.



## **Seminar Camp Activities**

The number and type of activities vary based on the desires and needs of the group. Participants are likely to come up with several ideas for further activities (singing, organized entertainment, parties, film, to name a few).

The primary purpose of the LMO activity is for the participants to discover, learn about and understand the work of another organization involved in similar or related work to CISV. It should stimulate the interest of working for the same or a similar organization in order to apply the acquired attitudes, skills and knowledge and become an active global citizen.

Sharing the responsibilities and tasks of the camp is key for a successful camp. Participants should feel part of the decision making process, as well as of the actual tasks. Conflicts in this area should not be ignored and should be addressed as soon as possible.

### **Camp and Activity Development throughout a Seminar Camp**

Participants and staff all bring their own characteristics (e.g. cultural backgrounds, age, CISV experienced/non-CISV experienced, outgoing/shy, active/lazy) to camp, which the group should keep in mind because of their influences on different aspects of camp including planning, organizing, running and evaluating activities.

### **Camp Changing During Time**

During the first days of camp the participants will gain a better understanding of what Seminar Camp is like by doing activities, sharing ideas, fulfilling day-to-day tasks such as cooking and cleaning. The group should begin to develop a positive working relationship. Throughout the camp the participants both live together and share more and more of the responsibility (activities, daily tasks) for the camp. Together they decide upon the content (schedule, activities, daily tasks) of what's going to happen. There is no fixed structure how the running of the programme and practicals should be handled.

The participants and staff experience stages of conflict or disagreement, which can range from but are not limited to lack of enthusiasm, domineering leaders, too much/little commitment, sharing/not sharing the work load, too much/little free time.

The participants learn that they can resolve conflict in a non-violent manner, establish/agree/act on rules for the group, feel accepted in the group and find some better sense of team cohesion. The staff play a facilitating role supporting the participants with both resources/ideas and sharing the leadership role.

They learn to build on each other's strengths to accomplish group tasks rather than pointing out individuals' weaknesses. They are able to "jump into action" and function as an effective team that gets the 'work' done. They are likely to be more satisfied and feel a closer attachment to the group. Therefore they can achieve extraordinary results.

Planning, organizing, running and evaluating activities are key to the programme.

While the staff plan most (or all) of the activities for the first days the participants do all (or most) of the activity planning for the rest of camp.

Participants and staff need to be aware of the stages of group development.



Activities range from but are not limited to team building games, cooperative games, trust games, games that help the group learn more about one another on a more in-depth level, and activities that begin to explore other issues that interest/affect the group (e.g. environment, education, human rights, global issues) such as simulation activities, LMO activity, and/or discussions.

## DAILY SCHEDULE / COMPONENTS

Each day at a programme will bring something new and different, but planning a basic schedule will help to keep things moving. Depending on the programme, the schedule is either set by the staff before the programme, or with participants at the beginning of the programme. Below is a sample of a daily schedule.



The day-to-day life of a Seminar Camp is not pre-set but a blend of topics and activities, chosen by the group to meet their goals and needs. Seminar Camps do not have a “typical daily schedule.”

There is no pre-determined way, when, and how the participants must set the schedule. There is also no ‘best’ way to allocate time and/or organize tasks and activities.

The schedule can be a mixture of challenging, exhausting, entertaining and creative activities. Since conflict solving, cooperative living, cross-cultural communication and non-violent conflict resolution are key to Seminar Camps the daily tasks such as cooking, cleaning, laundry are also important parts of the schedule. Even free time plays an important role not to be neglected or ignored in the schedule. Open meetings should be planned, just like any other activity! There is no pre-determined way for open meetings to be run. Issues will certainly appear during the evolution of the Seminar Camp, so open meetings can happen on a spontaneous basis whenever any participant needs it.

# CALENDAR

Many things happen during a CISV programme. They will relate to orientation, activities, excursions, special events, deliveries, arrivals, departures, etc. Making a large calendar and keeping it displayed in a prominent position will help staff and participants to keep an overview of the whole programme.



## Seminar Camp Calendar

				DAY 1	DAY 2	DAY 3
		Staff pre-programme day (Recommended)	Staff pre-programme day (Recommended)	Participants arrive! Staff planned day	Staff planned day	Staff planned/hand over camp*
DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
		Excursion #1		Evaluation		
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15	DAY 16	DAY 17
LMO activity		Excursion #2		Evaluation		Open Day
DAY 18	DAY 19	DAY 20	DAY 21			
		Final evaluation	Participants departure			

\* Staff can gauge when the appropriate time to hand over the camp to the participants.



## ACTIVITIES WITHIN THE GROUP

### Open Meetings

There will be a moment in camp when the staff and participants come together and evaluate the past, think about the present and determine why, where and how the camp should progress from that moment onwards. Some points to consider when planning an event are:

- Meeting start times
- Frequency of meetings
- Length of meeting
- Best environment for a meeting
- Meeting structure
- Activities that happen without meetings decisions
- Decision-making process
- Role of the planning groups
- Alternatives to the meeting planning systems
- Role of the staff members during the meetings

Meetings without planning easily become boring and tiring events. This leads to aversion to meetings by participants, which, in turn, leads to participants desiring fast decisions rather than good decisions.

There is no reason why creativity shouldn't be present in this type of activity, as long as the aim is reached and topics are discussed seriously and within a comfortable atmosphere. During open meetings participants should be encouraged to express openly anything they may be uncomfortable with, not just issues regarding activities.

### Seminars

Learning in groups creates a great impact on participants. Group activities that are well chosen, interesting and sensitive have the most appeal to them. It is therefore customary to divide the participants into sub-groups to discuss various topics during the camp.

Seminars are any activity that focuses the camp on the exchange of information and sharing opinions about a topic. This can involve personal topics or topics affecting a larger number of people and not just the camp.

### Simulation Activities

A simulation activity is any activity where a situation or a condition that is not real is either introduced as a specific feature of the activity (i.e. the participants are aware of it as a part of the activity) or passed off as a reality (i.e. the participants believe it to be true and not a planned part of the activity).

Two helpful distinctions to be made are those between small and big simulations and between 'open simulations' and 'closed simulations'. 'Open simulations' are activities where the participants are aware that an unreal situation is the base for the activity (e.g. a role play); a 'closed simulation' on the other hand is an activity that is based on an unreal situation which the participants believe is true.

Though the benefits of a good simulation activity can have very positive effects on a Seminar Camp the opposite must be said of the effects of a poorly planned simulation activity.

When planning a simulation activity it important to always have a clear purpose with the activity and to plan it with care. A group planning a simulation should ask the question – how will this simulation move the camp forward? At least one staff member should be involved in the planning, and depending on the nature of the activity, sometimes the entire staff group should be informed of the simulation.

## **Sports**

The number of sport-related activities is up to the participants. Sports on a formal basis are a minor part of the programme. Participants may have varying levels of physical fitness and this should be taken into consideration when planning sport-related activities. Sports should be a time for recreation and relaxation rather than a competition among the participants.

## **Miscellaneous Activities**

Finding a balance between free time, activities and tasks should be discussed amongst the group in order to try to achieve a reasonable compromise

## **An Activity Involving a Like-Minded Organization (LMO)**

The primary purpose of the LMO activity is for participants to discover, learn about and understand the work of another organization involved in similar or related work to CISV.

This LMO activity can last for one activity session or throughout the greater part of one day. It can be done through various means such as inviting a guest speaker, participating in or observing a local/community service activity. It can also be part of one of the excursions.

The Chapter and home staff should find out beforehand what organizations or groups are interested and available in the local area. If possible it should then be up to the whole staff group to decide which LMO they would like to work with. Due to time-pressure, or availability, however, the home staff and the NA/Chapter may make this decision.

In order to set up a mutually beneficial arrangement where both groups may learn from each other the LMO activity can be co-hosted together with the other organization.

## **EXCURSIONS AND GUEST SPEAKERS**

Before staff meet or start corresponding, a list should be made of the local possibilities for enhancing the programme theme. This list should be made by home staff and the local Chapter in order to have options to choose from. This list may include excursions and guest speakers, both for recreational and educational purposes. As these arrangements are often integral to the content of the programme, they have to be considered carefully. If bookings or appointments have to be made before the programme, it is the responsibility of staff to make the proper arrangements. A limited number of excursions (e.g., one per week) to local places of interest should be arranged. Too many excursions tend to disrupt the close communication of camp life and create the impression that CISV is a tourist programme. It is of utmost importance that the safety of all participants should be the first consideration in all excursions and activities. Ensure that proper supervision is provided during the excursion and that staff or leaders carry legal and health forms, in case someone requires medical treatment. Also ensure that each person has the address of the site name and contact details

for staff or Chapter members, in case someone becomes separated from the group. Excursions must be related to the programme theme.



Limited opportunities for sightseeing are part of the programme, but this will mostly be determined by the location of the campsite. An all-day hike through the countryside or a visit to a major city with a shopping opportunity can reflect the area's highlights and be educational at the same time.

It should be stressed that a Seminar Camp provides more understanding through being with other people than through visiting the host country. Nevertheless, visiting a place can also serve as a good stimulus for a seminar (e.g. the LMO activity).

Every Seminar Camp should have one or two excursions. It is the responsibility of the staff to make proper arrangements before the beginning of camp. Excursions should always be covered by the camp budget. Participants may not be asked to cover the cost of an excursion or even part of an excursion.

A useful tool for the theme development is a guest speaker who is invited to take part in your camp during one session or activity with the purpose of showing the participants a personal point of view related to the theme. This person can be a professional working with that theme or someone with enough experience to offer a personal perspective.

Guest speakers can be invited to integrate into an activity, where it is thought that he/she would make a positive contribution to the activity. If appointments have to be made before the beginning of camp, it is always the choice and responsibility of the staff to make proper arrangements. An opportunity to invite a guest speaker might be the LMO activity.

### **Other Events outside the Campsite**

Excursions are usually the only time when the campers leave the campsite. When a campsite is chosen, it is because it guarantees general safety and security that a Seminar Camp needs in order to operate. If the campers would like to do an activity outside the campsite, then safety issues should be taken into account, minimizing the risks as much as possible. However, the general idea is that the staff and participants should leave the campsite as little as possible. There should always be at least one staff with the participants at all times.

## **OPEN DAY**

The Open Day is the only day when visitors are invited to the programme and it is a good opportunity for a Chapter to promote CISV locally. Before the programme starts, the local Chapter should make their expectations of the Open Day clear to the programme staff and should be included in planning the Open Day programme. Members of the Chapter should advertise and send out invitations for the Open Day. Security concerns vary from NA to NA. For this reason, consider very carefully how and to whom general invitations and the location of the site are communicated. If you are in doubt about how and to whom you should communicate about the Open Day, contact your Chapter or National Risk Manager for advice.

# FIRST DAYS AT THE PROGRAMME

## SAFETY DRILLS

Part of being prepared is making sure that everyone on the site is familiar with the safety procedures. At the beginning of the programme, staff are responsible for ensuring that all participants know fire evacuation routes and are informed of any potential hazards. At least one practice fire drill should be carried out with all participants during the first three days of the programme. If the programme is in an earthquake zone, an earthquake drill should also be conducted within the first three days of the programme. It is a good idea to coordinate these drills with local authorities, so that they know about it and the drill can be as realistic as possible. It is advisable to remind participants of these safety procedures on a regular basis.

## SETTING EXPECTATIONS



At the beginning of the programme, the contents of InfoFile [R-07 Behaviour Policy](#) should be discussed, understood and agreed to by all adults and participants. They should know and feel comfortable with what is expected of them, what they can expect and the consequences of misconduct.

## RISK MANAGEMENT

Each hosting Chapter must have a National/Chapter Risk Manager and that person must be involved in the planning, preparation and running of the programme.



To help the National/Chapter Risk Manager check that the necessary steps have been taken to provide for a programme, he/she must use the [Risk Management Checklist Report Form](#). This official international form must be used when a Chapter is hosting an International programme. By day three of the programme, the Chapter Risk Manager must have visited the site and completed the form. Most of the questions must be addressed during the preparation of the programme. This report form serves as a final check by the risk manager. The report must be signed and sent directly by fax/post to the National Risk Manager. The National Risk Manager must review and sign the form and include reference to it in their report to the NA board.



For the role of the Risk Manager and all other risk-related considerations, please see InfoFile section N and InfoFile [U-14 Model Role Profile - NA or Chapter Risk Manager](#).

# GENERAL CARE AT THE PROGRAMME

## SETTING EXPECTATIONS



At the beginning of the programme, the contents of InfoFile [R-07 Behaviour Policy](#) should be discussed, understood and agreed to by all adults and participants. They should know and feel comfortable with what is expected of them, what they can expect and the consequences of misconduct.

## GENERAL HEALTH

Staff and leaders should monitor all participants and each other. Any person displaying any more than minor cold symptoms should be quarantined from the other programme participants and examined by a physician.

At least one staff member must have first aid training and first aid supplies must be available at the site. If first aid is administered, a second adult should be present and the door to the room kept open, where possible.

- The services of a hospital, doctor, dentist, nurse, psychologist, pharmacy must be available. Ambulance services must be on call. It is recommended that counsellors be available as well should there be any occurrence requiring their assistance
- If a participant is unwell or injured to the extent that medical advice is required (beyond the basic first aid training of staff), any treatment given must be medically prescribed and provided by a person competent in the relevant field
- Make sure the participants and adults get enough sleep so that they are rested and fit
- Emphasise the importance of frequent hand washing, covering the mouth when coughing or sneezing and regular good hygiene practices for everyone; make hand sanitizers available

## GENERAL CLEANING AND HYGIENE

With so many people living close together, it is important that sites be kept clean and that individuals observe good hygiene practices.

On some sites, the site provides cleaning as part of the conditions of use. CISV should always expect to treat a site with care and to be considerate.

In most cases, the programme is responsible for daily cleaning of kitchen, common areas, bathrooms and eating-, sleeping- and play areas, along with outdoor facilities. The Chapter must provide cleaning supplies. It is common practice that participants, staff and leaders form cleaning groups and set up a rotation of duties.

## LAUNDRY

Laundry should be done weekly. If there are no laundry facilities on site, it is the responsibility of the host Chapter to provide facilities/host families to do laundry. Usually

bed linen is washed once. It is very important that the laundry items are labelled with the person's name and NA.

## **CONTACT INFORMATION FOR EXCURSIONS**

Before a group leaves the site (or host home) for an excursion, every adult and participant should be given the site address (or host family's address) and an emergency phone number, in case someone becomes separated from the group.

## **SHOPPING**

Most shopping for basic food and supplies should be done by the Chapter or delivered by arrangement with local shops.

## **NUTRITION**

Programme hosts must make every effort to provide a varied and healthy diet that meets officially recognized standards for nutrition and respects the specific dietary requirements of all cultures and individuals present. Three meals and appropriate snacks must be provided and covered by the hosting budget.

## **NOTE ON TRANSPORT**

At least one car should be available during the whole time of the programme, and at least one staff member must be able to and insured to drive, so that banks, hospitals etc. can be easily reached at all times. Any driver and vehicle must be licensed and have the necessary insurance. Participants are not allowed to drive during the programme.

## **PROVIDING ADULT SUPERVISION**

Throughout the programme appropriate adult supervision must be provided. In camp settings, there should never be more than six children/youth for each adult (age 21+) at any given time. Interchange mini-camps require the presence of the two adult leaders and two other adults (age 21+).

### **Note Regarding Adult - Youth Time**

For the protection of child and adult participants, it is recommended that staff/leaders not spend time alone with any one child or group of children. Any meetings should take place in an area that is visible to others and/or a room with the door open. In circumstances where a member of staff or leader needs to spend a short period of time alone with a child/youth, they must inform another member of staff.

If first aid is administered, an adult should be present and/or the door to the room kept open.



# COMMUNICATIONS: WHOM TO CONTACT IF A QUESTION COMES UP

During the programme, the first people to speak to about queries are usually other adults with programme responsibility within the programme – the staff/LIC and, if appropriate, the leaders.

The next step would be to get in touch with your local Chapter contact person. If your question is about administration, forms, insurance or procedures, then you or your Chapter contact can contact the NA and / or the International Office.

If your question is about elements of the programme, such as activities, you or your Chapter contact can get in touch with the Regional Delivery Team for Educational Programmes. Your Chapter should know who they are and they usually try to phone or contact you during the first week of the programme, just to see how things are going and offer support.

## WHAT IF A PROBLEM ARISES?

Each situation is different and may require different actions and on-the-spot decision making. Most problems that are encountered during programme are minor and can be addressed appropriately by the staff/LIC, leaders and participants. The Chapter Risk Manager and National/Chapter programme coordinator can also be consulted. Staff and leaders can also contact the relevant Regional Delivery Team for Educational Programmes or the IO if they have questions.



For situations when someone has to leave a programme prematurely, see InfoFile [R-15 Procedure for Sending Someone Home](#) for further details. It is very important to remember to keep full notes on any occurrence and request formal reports from any local authorities involved or professionals consulted (these reports should eventually be attached to the [Incident Report Form](#)).

## MEDICAL/SAFETY SITUATION

At least one staff member must have first aid training and first aid supplies must be available at the site. If first aid is administered, a second adult should be present and/or the door to the room kept open where possible.

If a participant is unwell or injured to the extent that medical advice is required (beyond the basic first aid training of staff), any treatment given must be prescribed and provided by a medically competent professional in the relevant field.



Please see InfoFile [R-15 Procedure for Sending Someone Home](#) for the detailed steps to follow when a participant has to leave the programme.

## GENERAL BEHAVIOUR / PROGRAMME RELATED SITUATION

Most 'behaviour' or programme -related problems can be dealt with at the programme/Chapter level where people can see what the situation is and can consult with

each other. Sometimes, however, the behaviour is serious enough that removing the person from the programme must be considered.



Please see InfoFile [R-15 Procedure for Sending Someone Home](#) for detailed steps to follow when a participant has to leave a programme.

## WHAT IF THE SITUATION IS A CRISIS AND PUBLIC?

When you are preparing to host a programme, there are many things to consider. Among them is what to do if something goes wrong, even seriously wrong – a crisis. Each crisis is unique, but as a group of people planning a programme, you should be prepared so that a crisis can be quickly recognised and addressed.



It is also very important, as part of planning for a programme, to consider and prepare a communications plan. For more information, see the [Crisis Communications Guide](#).

## REPORTING INCIDENTS OR ISSUES



When an incident or issue occurs at a CISV programme the Programme Director/LIC/Interchange leader, should be in contact with the Chapter/National Risk Manager to discuss the situation. The Programme Director/LIC/Interchange leader (or other person with programme responsibility) must complete and follow the sending instructions on the [Incident Report Form](#).

It is not always the Programme Director/LIC/Interchange leader who identifies or acts on a particular matter. **Any participant or person with programme responsibility should report an issue or incident if they feel it is appropriate to do so.** For examples of incidents and issues that should be reported, see [Incident Report Form](#) later in this section of the Guide. Follow the instructions on the form regarding transmission. This information is sensitive and should only be shared with those listed on the form.

The Risk Manager or Chapter representative should keep sensitive documents in a secure location, in a locked container, where other people will not have access to it. Extra, unneeded copies should be destroyed according to local law. NAs should keep incident reports for at least 10 years. If they relate to an International programme, they must also be sent to the IO, where they will be kept in the secure archives indefinitely.

# LAST DAYS AT THE PROGRAMME

The very last days of a programme are often extremely busy and planning ahead for them can make a big difference. Some of tasks that need to be taken care of can be done by staff but some may require support from the Chapter. Make sure that this has already been arranged as part of the planning process with the staff team and Chapter.

Some of the tasks include: confirming flights; arranging transport; settling camp shop bills; handing back forms, official documents and valuables; cleaning the site; and, packing.



## Post-Programme Days

Ideally, the whole staff group meets for at least full days after the camp for evaluation and to complete the PDPEF. These days do not include cleaning up and closing the campsite. It is necessary to read the participant evaluations, evaluate the camp flow, the participants (from the participant perspective and the staff perspective), and the staff (from the participant perspective and the staff perspective). It is encouraged that the staff members personally evaluate each other. A Seminar Camp is a learning experience for all people involved and evaluation is the means by which we strengthen our understanding of our own actions.

The evaluation process, by itself, can be a valuable experience for the people involved. It is important that the staff do it with total honesty and commitment, in order to get a more fulfilling insight of themselves. It is also helpful for the Chapter to evaluate the cooperation between staff and Chapter that took place during the camp. As little as possible of practical arrangements should have to be dealt with by the staff during the post-programme days.

It is expected that all staff members are aware that evaluation and completing the PDPEF are an important staff responsibility.

# FOLLOW-UP AFTER THE PROGRAMME

## SITE

Very often the site is rented and there may be an arrangement between the Chapter and the owners of the site detailing the extent the site has to be cleaned and things restored to their original place. Make sure that the arrangement is fully understood and agreed by both parties beforehand.

Even though some cleaning can be done during the last day/s of the programme, a more in-depth cleaning may be required after all participants have left the site. It is up to staff to clean the site, but help may be needed from additional Chapter volunteers.

Often a Chapter will use/rent the same site for many of their programmes and so it is very important for the Chapter to maintain good relations with the site owners for the future.

## STAFF AND CHAPTER MEETING

It is recommended that staff and Chapter representatives meet shortly after the completion of the programme to follow-up on the experience, share feedback and to make sure any official or formal reporting has been or will be completed.

This time is also a good opportunity to go over the list of anyone who has contributed to the programme and ensure that everyone is duly recognised for their efforts and contribution.

## PRACTICAL EVALUATION AND REPORTING ABOUT THE PROGRAMME

There are several types of reports and forms that are used to let CISV International know how different aspects of the programme went, who participated, what worked well and whether there were any problems. This information also provides data for billing and statistical purposes. It is also essential information to help CISV as a Peace Education organization to keep improving. Without this information CISV International will not be able to measure its success or provide the needed support/training for future programmes. Paperwork is not usually what people like to do, but this information is very important for the overall quality of CISV's programmes and staff/leaders are the people best suited to provide it.

CISV International official reports and forms are due no later than two weeks after the end of the programme/Interchange hosting phase. These include [Programme Director's Planning and Evaluation Form](#) (PDPEF), [Address List](#) and any [Incident Report Forms](#) (IRF). It is advised that these are completed and submitted immediately after the end of the programme.



The host Chapter will focus on practical evaluation. For information on educational evaluation and how to use the PDPEF as both a planning and evaluation tool for educational activities, see the Education section of this Guide.

# PROGRAMME DIRECTOR'S PLANNING AND EVALUATION FORM (PDPEF)



Every programme must complete and submit the on-line [Programme Director's Planning and Evaluation Form](#) (PDPEF). Though staff can complete and submit the form as well, it is the responsibility of the Programme Director and (for Interchange) the Chapter/National Interchange Coordinator (LIC or NIC). The form should be completed and submitted no later than two weeks after the end of the programme/Interchange hosting phase.



## How to Access and Complete the PDPEF

To be able to access the specific PDPEF for the programme, you must be registered on [myCISV](#), have claimed participation and been approved as either Programme Director or staff (or LIC/NIC for Interchange). When that is done, you can access the specific PDPEF by logging into [myCISV](#) and then the [PDPEF Storage Intranet Site](#)



The PDPEF can be revisited, completed and saved numerous times. It is also possible for more than one person to access it (e.g., staff and Programme Director). Remember to 'save' the form the first time it is opened and only click on 'submit' when you have completed the entire form. For general, technical and support information, please visit the [PDPEF Frequently Asked Questions](#) page on [www.cisv.org](#).

## PDPEF Structure

The PDPEF is made of five sections: 1. Administration, 2 Education, 3 Practical Arrangements, 4 Recommendations and Issues, 5. Media and Community Activities and 6. Additional Comments

## When to Fill in Each Section

Below are four of the five sections of the PDPEF, with tips on how to complete each of them. Section 2 is addressed in the Education section of this Guide. The yellow bars give suggestions for when these sections should be completed.

### SECTION 1: Administration

Please answer all the questions in this section. This information will be collated by the IO and subsequently shared with the relevant NA.

#### Before participants arrive

1.1) This section will be pre-filled for you, based on data from the [myCISV](#) website.

#### When participants arrive

1.4) Attendance information.

1.5) Issues (late arrivals, early departures, absences, age or gender discrepancies, Health and Legal Forms).

### SECTION 2: Education

Please see the Education section of this Guide.

### **SECTION 3: Practical Arrangements**

Please answer all questions in this section. This information will be used by the CISV International committees and the hosting NA. You can monitor the practical arrangements throughout the programme in an informal way through staff and participant meetings.

#### **At the end of the programme**

- 3.1) Comments on the quality of the site
- 3.2) Comments on food, facilities, and arrangements
- 3.3) **Best practices:** Give examples of things that were done well by the hosting Chapter that other Chapters or NAs could do.

### **SECTION 4: Recommendations and Issues**

Please answer all of the questions in this section. This information will be collated by the IO and shared with the home NAs of anyone mentioned.

#### **At the end of the programme**

- 4.1) Staff/leader recommendations
  - 4.2) Recommendations of further training for staff/leaders
- If any incidents occur during the programme, please make sure that you complete an Incident Report Form (IRF) and send it to the IO. You can do this at the time of the incident or submit it with the PDPEF, depending on the severity of the incident.

### **SECTION 5: Media and Community Activities**

Please answer all questions in this section. This information will be used by the CISV International committees and the hosting NA.

#### **At the end of the programme**

- 5.1) Media coverage
- 5.2) Community-based activities with a partner organization

### **SECTION 6: Additional Comments**

#### **At the end of the programme**

Please answer this question if there is anything you would like to add and that has not been answered in any of the previous sections.

## ADDRESS LIST

Every programme must complete and submit a complete Address List of everyone who participated in the programme to the IO no later than two weeks after the end of the programme. Note: Address Lists from both NAs are due within two weeks after the end of the first Interchange host phase.

The Address List must include the address and date of birth of everyone in the programme (and Chapter support, home-stay and kitchen staff if listed). There is not a pre-set format for the Address List. Programme staff and Interchange leaders who are registered as programme managers for their programme on the [myCISV](#) website can easily export an Address List of everyone who has claimed participation (and been approved) on [myCISV](#). The exported document is in Microsoft Excel format.

If anyone has not claimed participation in the programme on [myCISV](#), the exported Address List will have to be completed manually by staff/Interchange leader *before* it is submitted. The Address List must contain the details of everyone who has participated.



## INCIDENT REPORT FORM (IRF)

The [Incident Report Form \(IRF\)](#) must be filled in if there is an ‘incident’ in a programme. However, not every incident will require full reporting.

Examples of situations or incidents to report are those requiring medical (including psychological) attention, those involving criminal behaviour, and violations of CISV guidelines on Behaviour and Cultural Sensitivity, where consequences have been imposed. The information should be sent to the host NA/Chapter Risk Manager with a copy to the IO. The [Incident Report Form](#) must be signed and can be submitted electronically.

If any incidents occur during the programme, please make sure that a completed [Incident Report Form \(IRF\)](#) is sent to the IO. This can be done at the time of the incident or submitted with the PDPEF, depending on the severity of the incident. Anyone participating in a programme can fill in and submit and [Incident Report Form](#) and has a responsibility to ensure that all incidents are recorded and reported.

# INFORMATION YOUR NA WILL RECEIVE

## ISSUES

Your National Secretary and National Risk Manager will also receive an issues report. Any issues (medical, behaviour, rule violations etc.), recommendations or further training suggestions, reported from the programme that relates to participants or adult will be shared with their sending NA (via the National Secretary and National Risk Manager) for follow-up.



# SEMINAR CAMP / SENDING

	Introduction	Role Profiles	Hosting Before	Hosting During	Sending	Education & Evaluation
Staff	◆	◆	◆	◆		◆
Participant	◆	◆		◆◆	◆◆	◆
Chapter/NA person with programme responsibility	◆	◆	◆	◆	◆	◆◆

# HOW THE ADMINISTRATION WORKS FOR SENDING PARTICIPANTS

## ADMINISTRATIVE RULES



All CISV programmes must be organized in accordance with the administrative rules set out below and in InfoFile [C-03 Programme Basic Rules](#).

## CISV'S GLOBAL PROGRAMME HOSTING PLAN

One of the most important strategic commitments CISV has made is to increase hosting and participation in a sustainable way. In this way CISV can gradually reach more and more people with its unique peace education programmes.

CISV plans five years in advance and states the minimum target number of programmes, globally and regionally. The plan is reviewed and approved annually and can be found on [www.cisv.org](http://www.cisv.org). The plan is based on input from NAs, the Chapter Development Committee, the Educational Programmes Regional Delivery Teams and Committees and the International Office (IO). The Regional Coordinators for Chapter Development play a key role in ensuring that regions plan effectively and deliver the programmes that they have committed to hosting. If there are any changes, the statistical information is gathered by the IO (via the Regional Coordinators for Chapter Development) and updated regularly, so that we keep track of actual hosting figures and maintain a realistic view three years ahead.

An NA should plan its hosting in consultation with the Regional Coordinators for Chapter Development. Each NA's hosting plan is included in the global programme hosting plan.

### Details of Participation Requests

The global programme hosting plan only contains basic information: what type of programme, which year, which NA.

Further information and sending details, such as age group; dates when they are able to travel, more exact number of participants, must be confirmed a year before the programme. By this time, NAs will also know better how many invitations to request.



NAs provide these details one year in advance by filling in and returning the [Host and Participant Data Sheets](#) (there is one for each of the seven programmes) to the IO. This form is due on 1 June the year before the programme hosting year.

## INVITATIONS TO PARTICIPATE

With the exceptions of Interchange and Mosaic, entitlement to invitations is based mainly on hosting. If an NA hosts a programme, it will get hospitality points to put toward future invitations. This system is complex as there are so many NAs, and different programmes, as well as invitations reserved for Promotional Associations (PAs) and developing NAs. However, the basic principle is that of reciprocity; hosting leads to invitations. The statistics are kept by the IO and they are entered into a hospitality formula. This exercise determines how many points an NA has for a given year. This number is then 'translated' into invitations depending on a number of variables. These variables include the number of actual

invitations available, and the number of invitations reserved for PAs and specific NAs (to be allocated by the Regional Coordinators for Chapter Development).

At that point, the IO starts the process of allocating spaces within individual programmes, based on the number of invitations to which each NA is entitled and any specific requirements of the NA (e.g. dates, travel restrictions). Invitation allocations are also based on achieving a balance of cultures and languages in each programme.

By 1 September, the Programme Invitation Offer forms are issued by the IO to NAs, inviting them to send participants to particular programmes. This is called “Round One”. NAs then distribute these invitations among their Chapters. NAs inform the IO by the published deadline whether they are accepting or refusing the invitations. They do this by indicating their acceptance/refusal in the Programme Invitation Offer form and sending it to the IO. Interchange follows a different cycle.

Invitations/participation lists are then revised and reissued as needed. This reissuing process is done in “rounds” and works within deadlines, as with the initial invitations. When there are no longer any requests, available invitations are publicised in an open list in the IO Update, which is sent to the national secretaries on a weekly basis.

	<b>IPP, Seminar, Step Up, Village &amp; Youth Meeting</b>	<b>Mar-Apr Youth Meeting</b>	<b>Interchange</b>
Round 1	1 Sep - 15 Jan	1 Sep - 1 Dec	1 - 25 Jul
Round 2	8 Feb - 28/29 Feb	15 Dec - 15 Jan	1 - 28/29 Feb
Round 3	8 Mar - 31 Mar	23 - 31 Jan	
Round 4	8 Apr - 30 Apr	1 Feb	
Round 5	May		
Round 6	Jun		

The Mosaic programme is not part of the invitation system. Full support is offered to the project coordinator and staff for the planning stage and the elaboration of a Mosaic project by contacting [mosaic.request@cisv.org](mailto:mosaic.request@cisv.org)

<b>Mosaic - Project Support System</b>	
<b>Request support</b> - 15th of every month	<b>Receive support</b> - from 1st of following month. Support continues for up to 3 months
<b>No support needed</b> - Submit completed worksheet at least 1 month prior to start of project.	

## Changes to invitations

Once an invitation has been accepted, an NA may change its mind up until certain deadlines. After that, any changes or cancellations will incur financial penalties.

# FINANCES



All NAs and Chapters should have a treasurer, who is responsible for coordinating or overseeing financial arrangements for programmes. There is a [Treasurer's Guide](#) and [U-13 Model Role Profile – NA or Chapter Treasurer](#).

## INTERNATIONAL FEES

The bulk of funding for the work of CISV International (including the IO) comes from membership fees contributed by NAs and from participation fees paid by participants in CISV international programmes. These fees help to pay for the overall supervision, administration, training and management of all programmes by Regional Delivery Teams, international committees and the IO. Each year, the Governing Board reviews the budget and participation forecasts and determines the fees for the following year's programmes.



For current fee information, see InfoFile [C-10 CISV International Fee Structure](#) on [www.cisv.org](http://www.cisv.org).

It is up to the Chapter to collect fees from the participants it is sending to international programmes and for the NA to then collect the fees centrally and pay the amounts invoiced by the IO. It is strongly recommended that participation fees be collected from participants in advance of the programme. If a Chapter chooses, it can raise funds to cover all or part of the fees for its participants.

## INVOICING AND PAYMENT OF INTERNATIONAL FEES

All fees are invoiced by and paid to the IO. When the majority of the participation information has been received, the IO will invoice the NA. This major invoice is generally done in the March quarter. If participation information changes or penalties are charged, amendments will be made in subsequent invoice periods.

The IO will credit hosting NAs with the participant host fees. This is usually done by offsetting the amount to be credited against the amount owed by the NA for its participation in other activities.

## PENALTIES FOR CANCELLATIONS / CHANGES



Penalties are for such things as late programme invitation cancellations, late date changes and programme cancellation by the host NA. For full information see InfoFile C-11 Programme Cancellation and Penalty Fees on [www.cisv.org](http://www.cisv.org).

# SELECTION OF PARTICIPANTS

It is up to the NA/Chapter to select participants for the invitations accepted by the NA.



Participants must be chosen without reference to race, religion or economic status. They must be of the age designated by the programme they will be attending (see InfoFile [C-03 Programme Basic Rules](#) and programme-specific sections of this Guide). Those responsible for selection should be familiar with InfoFile [R-05 Guidelines on Discrimination, Selection and Behaviour](#).

Participants should be selected early enough to allow them to be adequately prepared and, when part of a delegation, time to get to know their fellow participants and leader.

Applicants who are not selected may be disappointed and should be encouraged to take part in other CISV programmes.

## REPEAT PARTICIPATION

Unless specified otherwise, as long as they are qualified, individuals may be participants in more than one of the same programme. See [C-03 Programme Basic Rules](#).



As a participant it is only possible to attend one Seminar Camp.

## AGE REQUIREMENTS

The following rules must be observed and can be found in InfoFile [C-03 Programme Basic Rules](#).

Participants must be the age specified by the programme and the invitation. Participants must be the proper age in the general programme period, in the year in which the programme is hosted, specifically:

- a. Some day between 1 June and 31 August for programmes hosted during that period
- b. Some day between 1 November and 31 January for programmes hosted during that period
- c. Some day between 1 March and 31 May for programmes hosted during that period

Sub-sections (a), (b) and (c) apply to all programmes, except Mosaic.



Seminar Camp participants must be 17 or 18 years old. Participants from Asia can be accepted if they are 19 years old.

## POINTS TO CONSIDER WHEN SELECTING PARTICIPANTS

- The Seminar Camp programme benefits from having a balance of participants who are experienced CISVers and those who are new to CISV
- Knowledge of English is required
- If you are a multi-Chapter NA and is sending more than one participants to the same Seminar Camp, it is recommended to select participants from different Chapters

# PROGRAMME INFORMATION

## GETTING INFORMATION ABOUT THE PROGRAMME FROM THE HOST NA

Prior to the programme, the Host Chapter must make sure that Pre-Camp documents or forms are completed and sent to all the relevant parties.

Individual programme have different guidelines on the number and content of Pre-Camps, and also the deadlines by which they should be sent (see the relevant programme Guides for more information). As a standard minimum, hosts of all international programmes (except Interchange) should send out at least two Pre-Camps as outlined below.

Pre-Camps can also be uploaded in the activity area on [myCISV](#) so that participants who have claimed participation and been approved can access them directly.

### PRE-CAMP 1

Include basic information about the programme site, dates and contacts. This form must be completed and sent to all participating NAs and IO by 1 March (for Jun-Aug programmes)/ 1 September (for Dec-Jan programmes) /1 December (for Mar-Apr programmes).

The [Pre-Camp 1 Form](#) is available on [www.cisv.org](http://www.cisv.org). It is the responsibility of the NA to send it to participating NAs and the IO.



### PRE-CAMP 2

Include detailed information on the programme. There is no form. This document must be sent to all participating NAs and IO by 1 April (for Jun-Aug programmes)/ 1 October (for Dec-Jan programmes)/ 1 February (for Mar-Apr programmes). Contact details for the Programme Director and the address of the site should be included. The following is the sort of additional information that is generally included:

- Welcome/Introduction
- Arrival and departure
- Site/location
- What to bring/what not to bring
- Things you should know – e.g. laws and rules
- Contacts
- Travel Information Form
- Dietary restrictions
- Hello from the staff
- Programme goals
- Reminders about preparation
- Money
- Camp shop

- Forms
- Remind people that they are covered by the CISV Travel Insurance
- Visa requirements
- Airport tax
- Equipment available at the campsite
- [myCISV](#) website

If you do not receive these documents, check with your National Secretary or host NA.

## SECURITY CONCERNS IN THE HOST NA

CISV programmes are hosted in countries around the world, some of which may be perceived as having security concerns. Generally speaking, CISV recognises that the people on the spot are usually best suited to give a realistic assessment of the situation and can provide information on precautions to be taken. CISV relies on and trusts its local organizers to take all reasonable steps to create as safe a programme environment as possible and to assess the local situation and determine whether or not hosting or continuing a programme is appropriate.

Participating NAs are encouraged to obtain information from their governments as well as from the host NA. Host NAs should be aware that participant families and NAs may have concerns and be sensitive to this reality; be ready to answer their questions. Host NAs may want to be proactive and send out general information about what life is like in their country and what people can expect.

Whether or not a programme goes ahead, it is the decision of parents/participants whether to travel to or stay in these programmes.

### **Parental/Adult Participant Decision about Travel to CISV Programmes in Risk Areas**

Every year parents and adult participants contact CISV regarding procedures in place to safeguard participants who have been selected to attend programmes in areas of the world that have been receiving negative global press coverage. The following procedures outline CISV's efforts to assist parents to make the decision about participation:

- CISV programme hosts are usually parents themselves and they all take the responsibility of hosting children very seriously; they will be the first to cancel a CISV activity if it is not safe
- Hosting/travelling CISV Chapters observe selection procedures and are required to have a training programme for adult delegations/staff
- Site facilities used by CISV participants must meet local public health standards
- CISV International officials visit the proposed site before NAs host their first CISV programme
- NA/Chapter officials make inspection visits if requested
- If there are concerns about the physical safety of visitors, CISV consults appropriate embassy or foreign ministry officials
- On request, IO contacts host NAs for details or reassurances

- CISV parents/adult participants take the final decision regarding their child's/their own travel

### **Getting Information on the General Safety Situation in Host NAs and what Security Precautions will be Taken for the Programmes**

CISV programme organizers in each country are very sensitive to people's concerns and understand that people need to feel confident of the organizers' grasp of the situation and their ability to respond. Participating NAs with concerns are encouraged to contact the host NA so that it can respond to any specific queries directly. CISV International also monitors government travel advisories:

- [www.fco.gov.uk/travel](http://www.fco.gov.uk/travel) (United Kingdom)
- <http://travel.state.gov> (United States)
- [www.auswaertiges-amt.de](http://www.auswaertiges-amt.de) (Germany)
- <http://voyage.dfait-maeci.gc.ca> (Canada)
- [www.dfat.gov.au](http://www.dfat.gov.au) (Australia)
- [www.france.diplomatie.gov.fr](http://www.france.diplomatie.gov.fr) (France)

Sending NAs are encouraged to monitor their government websites and it is highly recommend that they contact their own government travel advisories.



### **Registering with Embassies**

In host NAs with security risks, all participants must register with their embassies. Sending NAs should contact their embassies directly to find out about the procedure for registering. The relevant National Programme Coordinator and host Chapter should also have the contact numbers of the local embassies of all countries represented at the programme.



# PREPARING FOR A PROGRAMME

In preparing for and travelling to a programme, there are a number of steps that will assist in dealing with difficulties that may arise. These are the responsibilities of the sending Chapter, leader, parents and participants.

## PARTICIPANT AND DELEGATION PREPARATION

### Ensuring that Everyone has Realistic Expectations

It is up to the Chapter/NA to make sure that participants, their parents, and the leader have realistic and reasonable expectations of the programme. All people with programme responsibility must have training, understand the role they will play, what is expected of them and what they can expect in return. Before participants leave, they and their parents should have a good understanding of the programme and what they can expect from the experience and from CISV.

All staff, leaders and JCs must receive appropriate orientation and leadership training.



### Participant Preparation

It is strongly recommended that Chapters/National Associations prepare participants before they attend the Seminar Camp. Depending on how many Seminar Camp participants the NA/Chapter sends in one year, the participant preparation may be relatively small or a full-sized workshop.

The preparation of participants is dependent on availability and resources of the Chapter and its members but ideally it should be a team that includes at least one former Seminar Camp participant and former staff so as to provide the future participant with complementary perspectives.

### Aims and Topics

The aims of participant preparation are to learn about the programme goals, to set expectations, to address any false myths or beliefs, to provide the required forms, and to answer any questions participants may have.

The following topics should be covered during the preparation:

- Goals and purpose of the Seminar Camp programme
- Programme rules and policies
- Role and responsibilities of participants and staff
- Confronting and resolving conflict
- Difference between Seminar Camp and other CISV programmes
- Effect of previous CISV experience and its possible impact on the programme
- Cultural awareness and sensitivity
- Communication with staff and other participants before the programme
- Preparations before the programme
- How to contribute to the Seminar Camp
- Any impact of participants with limited English language skills
- Concept and general structure of an educational activity and planning models

- Daily practical tasks
- Health/legal forms and any specific travel requirements to consider
- Insurance
- LMO activity

## PREPARATION PROCESS

Participant preparation is a process that can last a full year, starting with promoting invitations, to organizing the preparation session/s and managing communication between the participants and CISV.

Throughout the preparation, the participants should be encouraged to think about activity planning, daily tasks, problem-solving, personal introspection, cooperation, sense of responsibility and decision-making. Participants should further be encouraged to look into topics that interest them prior to the programme in order to come with materials and ideas on how to share and discuss them.

It is also recommended that the preparation be done partly in English in order to prepare the participant for the task of discussing and living together in an environment where the main language will be English.

The [Seminar Camp Participant Preparation Handbook](#) is available at [www.cisv.org](http://www.cisv.org).



### Responsible Persons

The National Seminar Camp Coordinator (or Committee) is responsible for the participant preparation process, and functions as the liaison between the participants and CISV. Participants must not contact the International Office directly. Any questions concerning forms or the status of acceptance/waiting lists need to go through the National Seminar Camp Coordinator.

### Staff

The participation preparation staff should consist of a minimum of two persons, and have a ratio of 7:1 participants to staff. Even if there are less than seven participants it is useful to have two staff. It is strongly recommended that at least one of the staff has participated in a Seminar Camp staff training, a TTT or a Seminar Camp. It is good to involve past Seminar Camp participants in the training of the new participants.

### Target Audience

Only youth who are potential participants or who have already been selected in the current year should attend in order to manage a motivated group.

### Organization

When organizing a participation preparation workshop, the staff should find a suitable location as soon as possible. They should communicate the location and dates of the preparation workshop to the various Chapters of their NA so that all the potential participants receive this information in a timely manner.

Finally, it is important that the staff meet one or two days prior to the workshop to prepare and plan.

Participant preparation can be organized in one or more sessions. The participants who will attend the Introduction to Seminar Camp session are youth who are interested in the Seminar Camp programme. At the end of the preparation it should be clear to the youth whether they want to apply to the programme or not. If the youth are assigned to positions it is important to encourage those who were not assigned in the first round, as it is often possible to find positions at a later period in time.

The Going Deeper session are for the youth who applied in the current year. This includes both youth who have accepted a position and youth who are on the waiting list.

The Follow-Up sessions are for the youth who participated in a Seminar Camp during the year.

### **Before the Process**

The coordination before consists of sending the invitations for the participants to the Chapters.

### **During the Process**

The preparation staff has to make sure that all tasks are clearly divided. The logistics of how to get participants to the site (and back) has to be arranged. The staff should not be busy with practical matters during the preparation days. If needed, an extra staff should be assigned to manage food, etc.

### **After the Process**

Unless the National Seminar Camp Coordinator is one of the preparation staff, the staff need to pass any relevant participants' information to the National Seminar Camp Coordinator.

## **HOW TO ORGANIZE A PREPARATION WORKSHOP**

### **Budget**

The bulk of the expense goes to the rent of a suitable place to host all the participants for the preparation workshop and the travel expenses of the staff. The food expense can be reduced by having a local kitchen staff rather than buying meals. One or two days of pre-preparation workshop for the staff should be included in the budget. Make sure that a suitable quantity of arts and crafts supplies is available.

### **Location**

To promote concentration, the preparation workshop site should be isolated with no other CISV training happening in the same time and place. If, for budget or distance reasons this is not possible, minimum interaction with the other trainings or events is recommended.

During the preparation workshop participants should not be asked to cook for themselves. The sleeping facilities should allow separate areas for males, females and staff. The place should have an indoor area big enough for hosting the whole group of participants plus

smaller rooms for breakout sessions. A space for outdoor activities (if the weather allows it) is a good option.

## **Content Organization**

Depending on the number of expected participants, the preparation can be organized in one or more sessions (days/weekends). For two to four participants it is likely to take place in one single day, whereas for 25-30 participants a whole weekend is needed. The travel distance and costs for participants must also be considered.

If the preparation is done in more than one session it can be split into:

### **Introduction to Seminar Camp**

Key topics in this session include but are not limited to:

- What a Seminar Camp is/is not
- Goals
- Participant/staff roles
- Forms
- Cultural awareness

### **Going Deeper Session**

Key topics in this session include but are not limited to:

- Activities, including the LMO activity
- How to discuss/communicate
- Non-violent conflict resolution
- Rules/policies
- Day-to-day tasks

### **Debriefing Session**

A follow up session consists of gathering the participants after they come back from their camps and creating a comfortable environment where it is possible for them to share their experiences. This is also an opportunity for an evaluation of the effectiveness of the participant preparation.



## CALENDAR AND CHECKLIST

### CALENDAR

<b>September</b>	NA receive Round 1 invitations from IO
<b>September-December</b>	Participant selection (participation preparation I)
<b>15 January</b>	National Coordinator sends acceptance form of Round 1 to IO
<b>8 February</b>	NA receives Round 2 invitations from IO
<b>28/29 February</b>	National Coordinator sends acceptance form of Round 2 to IO
<b>March/April</b>	Participant preparation I or II
<b>1 March</b>	Receive Pre-Camp 1 from host NA
<b>March</b>	Participants contact host Chapter/staff
<b>8 March</b>	NA receives Round 3 invitations from IO
<b>31 March</b>	National Coordinator sends acceptance form of Round 3 to IO
<b>1 April</b>	Receive Pre-Camp 2 from host NA/staff
<b>8 April</b>	NA receives Round 4 invitations from IO
<b>30 April</b>	National Coordinator sends acceptance form of Round 4 to IO
<b>April/May</b>	Send Travel Information Form to host NA/staff two months prior to the camp
<b>May/June</b>	Ensure communication between participants and Seminar Camps
<b>June</b>	Checklist for participant (completed forms, travel arrangements, communication with staff)
<b>One month prior</b>	Receive Pre-Camp 3 from staff
<b>September</b>	Follow up (participant preparation III)

## Checklist

The following checklist may help the planning of the participant preparation.

### Documents

- Health Form and Legal Form
- Application Forms
- Acceptance Forms
- Participant Travel Information Form
- IO Updates for change of dates, cancellations, extra positions
- Seminar Camp Guide

### Useful Contact Information

- Regional Delivery Teams for Educational Programmes
- International Office
- National-Chapter officials directory on [myCISV](#)
- Current year Seminar Camp staff/contact persons
- Participants your Chapter/NA is sending

### Participant Preparation Workshop Management

- Budget
- Staff (assignment)
- Logistic (transportations, food, insurance)
- Content (pre-workshop meetings with staff, Programme)

## PRE-REGISTRATION ON MYCISV WEBSITE

When staff/Interchange leaders are selected, they need to register on [myCISV](#) and claim participation in their upcoming programme. It is then the responsibility of the host NA to confirm the names of the staff/Interchange leaders/LIC to the IO, who will then give them programme manager status on [myCISV](#).

During the first three days of the programme, the staff/Interchange leaders/LICs will check that everyone who has arrived at the programme is also registered for the programme on [myCISV](#).

### Why it is Important to Register on myCISV

In order to maintain CISV International's membership database and to keep accurate participation numbers, everyone who participates in an international CISV programme must register on [myCISV](#) and claim participation in their upcoming programme.

A further benefit of pre-registration on [myCISV](#) is to enable participants to get in contact with staff prior to the programme and to facilitate the administrative tasks of the staff.



## **PERSONAL ELECTRONIC EQUIPMENT AT PROGRAMMES**

Participants should be advised not to bring personal electronic equipment (such as mobile/cell/smart phones, portable computers, computer games) to programmes. They may bring them for the journey, but they will be asked to store them with programme staff/Interchange leaders in a safe place for the duration of the programme. Host staff may use personal electronic equipment whenever needed. Leaders and JCs may use personal electronic equipment at the end of the daily programme.

The use of electronic equipment as part of or to prepare for an educational activity, or for limited periods/use by general agreement within the programme should only be done with the permission of staff/Interchange leaders.

The rationale behind this rule is to avoid the distraction these devices can cause and help participants to focus on the unique programme experience which is meant to take participants out of their day-to-day environment.

# SENDING PARTICIPANT INFORMATION TO THE STAFF

## PARTICIPANT NAMES

Just as all leaders are asked to register on the [myCISV](#) website, all programme participants should register. That way, staff will have an easy way to collect names and communicate with participants.

## PARTICIPANT SPECIAL NEEDS

### General and Dietary

If a participant has any special needs, such as food restrictions, or an allergy, or medical conditions the host Chapter, host families and staff must be notified in advance so that they can prepare. If the host Chapter or staff are not given the time to prepare, then the participant's welfare may be put at risk.

### Physical Accessibility

If a participant has a particular condition that requires that certain things be in place on the site (e.g. ramps for wheelchair access), the sending Chapter must communicate early with the host Chapter to ensure that the site is accessible. As laws differ from one country to another, not every campsite will be fully accessible. If the host site cannot accommodate the needs of the participant, the sending Chapter should check with the hosts of other invitations they have for the same programme in other locations to see whether their sites are accessible. Under these circumstances, it may be possible to arrange with the IO to switch invitations.

It is also essential that staff be consulted where a participant has physical limitations in case there is anything they need to be aware of in terms of activity planning.

### Companions

If a participant has a condition that means they require a companion, the sending Chapter must communicate early with the host Chapter to ensure that they can accommodate another adult. If they cannot, then the sending Chapter should check with the hosts of other invitations they have for the same programme, and with the IO, to see if it is possible to switch invitations to one that can accommodate the companion.

It is also essential that staff be consulted where a companion will be attending, in case there is anything they need to be aware of in terms of activity planning. If a companion does attend, they must have CISV training and be police checked. They must also participate actively in the programme.

## PARTICIPANT TRAVEL DETAILS



Participants/leaders must send their [Travel Information Form](#) to the host NA two months in advance of the programme. If this information is not provided, the hosting NA will not be able to make arrangements to meet participants on arrival. If relevant, check with the host NA when and where participants will be met on arrival.



# HEALTH AND LEGAL FORMS

## HEALTH FORMS



It is essential that every participant (including leaders, JCs, and staff) have a [Health Form](#) completed no more than three months before the beginning of the programme. The original signed forms must be taken to the programme and the original should be given to staff or Interchange leader. Two copies should be made; one copy should stay at home with the sending family or Chapter, and one copy should stay with the leader (if applicable). Interchange host families should also be given a copy. People will be travelling away from home and, if something should occur, local doctors must have historical and current medical information on the person to ensure proper treatment. CISV representatives (staff and host families) must also know of any medication which they may have to help administer and medical conditions which they might have to monitor which might affect a person's participation in certain activities.

[Health Forms](#) must be signed by a doctor and taken to the programme. If the doctor has a stamp, it is recommended that you ask for it to be put on the form along with the doctor's signature.

If the participants are children travelling with a leader, then the leader should carry the [Health Forms](#) of all participants under their responsibility. At the programme, these forms should be stored safely and confidentially in the staff office (for Interchange, copies are given to the host families) and consulted in the event of a medical need. On an excursion, the forms should be carried securely by staff or leaders. For home-stays during camp-based programme, the original copy should be given to the host family to be returned at the end of the stay. Leaders must also give host families instructions on any medications, which they may have to administer. Where relevant, if an incident occurs, a copy of the [Health Form](#) should be attached to an [Incident Report Form](#). If an insurance claim is made, this information may also be required. At the end of the programme, the original and all copies should be returned to either the adult participant or child participant travelling alone. In the case of a delegation, the original and all copies should be given to the leader, who should then return them to the child's parent/guardian on arrival. The sending Chapter should destroy any copy it holds within a year after the end of the programme.



### **What if Someone Arrives Without the Signed Health Form?**

If a participant arrives without a properly completed [Health Form](#), their doctor can be asked to fill it in and send it only where the doctor has seen and examined them within the last three months. If this is not possible, the participant must be taken to a local doctor for an examination. That doctor should fill in the form as far as it is possible under the circumstances. The participant must pay for the visit to the local doctor.

## INSURANCE

Every participant must have travel/medical insurance. As of the 2016 programme year, all participants (including leaders and staff) in CISV international programmes (not including Mosaic projects) are automatically covered by the CISV Travel Insurance. The International Office will issue notices or certificates of insurance to all NAs. Every participant, leader and staff should carry a copy in case they need it while travelling or during the programme. The notice will provide basic information and contact details for the claims handler in case something happens and an insurance claim needs to be started. This information will be

necessary to show to external parties such as doctors or hospitals. Within CISV, however, all international programme participants, staff and leaders are covered and will not need to show proof of insurance. Information on the CISV Travel Insurance is available on [www.cisv.org](http://www.cisv.org).

## LEGAL FORMS



There are three types of official CISV Legal Forms; [Child Travelling with Leader Legal Form](#), [Child Travelling Alone Legal Form](#) and [Adult Legal Form](#). They are all available on [www.cisv.org](http://www.cisv.org).

It is essential that every participant (including leaders, JCs, and staff) have the appropriate CISV Legal Form fully completed. The original, signed forms must be taken to the programme and we recommend that the original be given to a member of staff or Interchange leader. One copy should stay at home with the sending family or Chapter, with copies to stay with the leader (if applicable).

For children, these forms are signed by their parents and give consent for travel with a named leader or alone.

For all participants, these forms appoint CISV representatives as legal guardian should an emergency occur and should medical decisions have to be made on behalf of the person and their parent/guardian cannot be reached. These forms are precautions, but without them children may have difficulty travelling and doctors may not be able to proceed with some treatments without consent.

These forms make it clear that if someone behaves in a manner contrary to CISV rules then they may be sent home at their own/family's expense.

If the participants are children travelling with a leader, then the leader should carry the participants' legal forms. At the programme, the forms should be stored safely and confidentially in the camp office (for Interchange, copies are given to the host families) and consulted in the event of emergency. On an excursion, the forms should be carried securely by the staff or leaders. For home-stays during camp-based activities, the original should be given to the host family to be returned at the end of the stay. If an incident occurs, a copy of the form should be attached to a completed [Incident Report Form](#). If an insurance claim is made, this information may also be required. At the end of the programme, the original and all copies should be returned to either the adult participant or child participant travelling alone. In the case of a delegation, the original and all copies should be given to the leader, who should then return them to the child's parent/guardian on arrival. The sending Chapter should destroy any copy it holds within a year after the end of the programme.

### **What if Someone Arrives Without the Signed Legal Form?**

If a participant under age 18 arrives without these forms (or with the wrong form), the sending Chapter must be contacted. They must arrange to have the parents of the participant sign and fax/scan and e-mail the legal forms immediately to the host NA or directly to the programme. If the participant is aged 18+, the form must be signed upon arrival if not done previously.



## SUMMARY OF HEALTH AND LEGAL FORMS

FORM	WHO IS IT FOR?	WHICH PROGRAMMES?	WHO SIGNS?	COMMENTS
<b>Health Form</b>	All participants and JCs,  All staff and leaders	All programmes except Mosaic (unless the Mosaic project involves travel and overnight accommodation)	Signed by participant's doctor.  Also signed by parent/guardian for child participants (under age 18) by child participants aged 16-17 and by adult participants (age 18+).  If the doctor has a stamp, you should ask that it be put on the form along with the signature. In certain countries, this is important and helpful.	Must be dated within the 3 months before the programme. If a participant arrives without a properly completed Health Form, the person's doctor can be asked to fill it in and send it only if the doctor has seen and examined the person within the last 3 months. If this is not possible, the person must be taken to a local doctor for an examination. That doctor can fill in the form as well as possible in the circumstances. The participant must pay for the visit to the local doctor.
<b>Child Travelling with Leader Legal Form</b>	All child participants travelling with an adult leader	Village, Interchange, Step Up and Delegation-based Youth Meetings	Signed by parent/guardian of the participant	If a participant arrives without this form, the sending Chapter must be contacted. They must arrange to have the parents sign, scan and email the legal form immediately to the host NA or directly to the programme.
<b>Child Travelling Alone Legal Form</b>	All child participants aged 16-17, travelling without an adult leader	Village JCs, Seminar Camp participants, Youth Meeting participants aged 16-17	Signed by parent/guardian of the participant and the participant	If a participant arrives without this form, the sending Chapter must be contacted. They must arrange to have the parents sign, scan and email the legal form immediately to the host NA or directly to the programme.
<b>Adult Legal Form</b>	All adult leaders and staff members, IPP, Seminar Camp and Youth Meeting participants, aged 18+	All programmes for staff/leaders, IPP, Seminar Camp and Youth Meeting for participants, aged 18+	Signed by adult on their own behalf	Must be signed upon arrival if not done previously.

# TRAVEL CONSIDERATIONS

## SUPERVISION – TRAVELLING ALONE OR WITH A LEADER

CISV participants under the age of 16 must not travel without an adult. The exceptions are very unusual circumstances, such as where the participant must return home immediately. In these circumstances, the parents must give their consent and arrangements must be made with the transport company to provide assistance to the participant on their journey.

An individual child participant (not part of a delegation) may only travel alone with parental consent.

Parental consent is required for any child participant under the age of 18. In cases where obtaining parental consent is not possible due to family circumstances, consent from the person's legal guardian must be obtained (and their status made clear on the form).

When a delegation is travelling with a leader, that leader is the temporary guardian of the participants. The leader must exercise due care and should never leave a participant alone during travel. If the leader has to be absent for a few moments, the participants should be left in a group.

## PRE AND POST-PROGRAMME TRAVEL

Generally, this is discouraged in CISV as it can detract from the educational impact of the programme. Delegates are asked to arrive and depart on the appointed programme dates. Where reasonable travel arrangements make it impossible to observe these dates, host Chapters may be asked to provide free hospitality for early arriving/late departing staff, participants and leaders for up to a maximum of two nights. The host Chapter is requested to assist anyone in finding hotel accommodation where home hospitality is not possible. Staff, participants and leaders arriving earlier or departing later will be responsible for their own accommodation expenses.

Where participants arrange to travel after the programme under the care of a CISV leader, it is important that everyone involved understands that this trip is outside the scope of the CISV programme and that CISV does not bear responsibility for arrangements or occurrences related to that trip.

The CISV Travel Insurance-Policy Information covers up to 10 extra days of leisure travel (when in line with CISV International Programme Basic Rules). For any additional travel, it is the responsibility of parents to purchase any additional travel/medical insurance needed.

## VISA REQUIREMENTS

For some countries visas are required. The visa application process varies in length from country to country. Start the application as soon as possible.

It is the responsibility of the sending NA to check whether visas are required. If a formal invitation is required from the hosting NA and/or the IO it is also the responsibility of the sending NA to request this as early as possible. It is further recommended that the host NA be asked to contact the office that issues visas in that country giving some information about

CISV, explaining the nature of the international programme that will be taking place and advising them of the home countries of participants/staff/leaders. This approach has been shown to be very effective in speeding up visa applications.

Cancelling participation in a programme due to a late visa-application does not constitute *force majeure*; therefore all penalties will be incurred.

## **CONTACT DETAILS OF THE PROGRAMME**

In case of an emergency at home, in the host NA or en route to/from the programme, the leader, any participants travelling on their own, the sending Chapter and parents should have:

- Phone/fax/e-mail addresses of programme and Interchange host families
- Leader's mobile/cell phone number if there is one
- Contact details for host Chapter and NA
- Contact details for their country's embassy/consulates in the host country

It is important that sending Chapters and parents recognise that these contact details should only be used in case of emergency and are not to be used for general communication.

## **REGISTERING WITH EMBASSIES**

CISV recommends that a sending Chapter communicate with its country's embassy or consulate in the host NA and advise them of the names of the participants and the location/contact details of the programme. While this practice should always be followed when the programme takes place in a risk region or an area in conflict, it is advisable at all times. Should there be an emergency, be it military or a natural disaster, embassies will assist their citizens in the host country and parents and the sending Chapter can be in contact with the embassy.

## **TIPS FOR TRAVELLING**

The following are some considerations and actions, to help make a journey easier and safer.

### **Purchase of Tickets**

- To the extent possible, choose a reputable, safe airline and a direct route of travel
- Consider air tickets that allow for changes or cancellation without incurring charges right up to the time of departure.
- In the case of transit flights, choose flights that allow ample time for transfers
- Do not make travel arrangements until Pre-Camp 1 is issued

### **Insurance**

As of the 2016 programme year, all participants (including leaders and staff) in CISV international programmes (not including Mosaic projects) are automatically covered by the CISV Travel Insurance. The International Office will issue notices or certificates of insurance to all NAs. Every participant, leader and staff should carry a copy in case they need it while travelling or during the programme. The notice will provide basic information



and contact details for the claims handler in case something happens and an insurance claim needs to be started. This information will be necessary to show to external parties such as doctors or hospitals. Information on the CISV Travel Insurance is available on [www.cisv.org](http://www.cisv.org).

- Understand beforehand, how and when to file reports when making an insurance claim
- The leader must carry copies of the notice of travel insurance for themselves and each participant in their delegation
- Carry [Health Form](#) and Legal Form in hand luggage
- Consider the possibility of participants also carrying a copy of the CISV Travel Insurance policy



### **Difficulties that may Arise During Travel**

Be prepared for difficulties and always remember that the safety of participants is the highest priority. Difficulties may include:

- Cancelled flights
- Inability to make a transfer due to delays or unexpected closing of airports
- No one to meet the participants at the airport or station
- Lost children
- Missing baggage
- Injured or ill children
- A serious incident in the final destination or transit point and airports are closed
- The planned itinerary is changed; the leader/participants travelling on their own must contact both the sending Chapter/parents and the host Chapter to advise them of the situation

### **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 recognising 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; for 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; if a participant is unwell or injured to the extent that medical advice is required, 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
- Anticipate chilly airplane cabins, even in summer
- Consider carrying a change of clothes and toiletries in hand luggage in case checked-in luggage is delayed

# COMMUNICATION DURING THE PROGRAMME

Make sure that any leader or adult participant has the contact details of someone in the sending Chapter in case any questions arise.

## COMMUNICATIONS IF A PROBLEM ARISES

Most problems that programme encounter are minor and can be addressed appropriately by staff, leaders and participants within the programmes.

However, should a serious problem arise and should a participant need to leave the programme early, there are specific procedures to follow. The NA/Chapter of the participant (and parents in the case of a child) must be consulted as part of the process, which is fully described in InfoFile [R-15 Procedure for Sending Someone Home](#).



If a leader has to leave the programme early, the NA/Chapter of the leader must be consulted as part of the process and take part in making alternate arrangements (a new leader or someone to accompany the delegation during travel). Parents of the participants in the leader's delegation must also be consulted and arrangements made for new legal consent forms. The procedure is fully described in InfoFile [R-15 Sending Someone Home Procedure](#).

## COMMUNICATING WITH THE PROGRAMME OR PARTICIPANTS

Should the sending Chapter or a parent need to reach the programme urgently, the contact information is in the Pre-Camp. However, it is important that sending Chapters and parents (as well as the participants) recognise that the contact details should only be used in case of emergency and are not to be used for general communication.

In general, communication with the outside world during a programme is discouraged as it may be distracting for the participant and make it difficult for them to make the most of the programme experience.

In some programmes, depending on the site facilities, leaders and adult participants may have limited access to e-mail to communicate news to family and the parents/guardians of participants.



# FOLLOW-UP AFTER THE PROGRAMME

Participation in a CISV programme can be a powerful experience. It is recommended that sending Chapters organize some form of follow-up activity after participants return from the programme, which will give them the chance to debrief and share. Former participants are a great resource in debriefing sessions for participants who have just returned from a programme.

## LEADER AND STAFF PERFORMANCE

If the programme staff/LIC has provided feedback on leaders, the sending NA will receive a copy of this feedback. Currently, this is sent by the IO to the National Secretary and National Risk Manager.

## ISSUES

The National Secretary of the sending NA will also receive an issues report.

Any issues (medical, behaviour, rule violations etc.), recommendations or further training suggestions, reported from the programme that relates to participants or adult will be shared with their sending NA (via the National Secretary and National Risk Manager) for follow-up.

## INCIDENT REPORT FORM



The [Incident Report Form](#) (IRF) must be filled in if there is an incident in a programme. However, not every incident will require full reporting.

Examples of situations or incidents to report are those requiring medical (including psychological) attention, those involving criminal behaviour, and violations of CISV guidelines on Behaviour and Cultural Sensitivity, where consequences have been imposed. The information should be sent to the host National/Chapter Risk Manager with a copy to the IO. The [Incident Report Form](#) must be signed and can be submitted electronically.

If any incidents occur during the programme, please make sure that a completed [Incident Report Form](#) (IRF) it is sent to the IO. This can be done at the time of the incident or submitted with the PDPEF, depending on the severity of the incident. Anyone participating in a programme can fill in and submit an [Incident Report Form](#) and has a responsibility to ensure that all incidents are recorded and reported.

# SEMINAR CAMP / EDUCATION & EVALUATION

	Introduction	Role Profiles	Hosting Before	Hosting During	Sending	Education & Evaluation
Staff	◆	◆	◆	◆		◆
Participant	◆	◆		◆◆	◆◆	◆
Chapter/NA person with programme responsibility	◆	◆	◆	◆	◆	◆◆

# 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 support social justice and equality of opportunity for all.**

**We appreciate the similarities between people and value their differences.**

**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 Mission Statement 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 CISV MISSION STATEMENT AND EDUCATIONAL PRINCIPLES IN PROGRAMME PLANNING**

The CISV Mission Statement and the educational principles are woven into the Seminar Camp programme through its community living environment. By having participants from different cultural backgrounds a considerable amount of cultural exchange will take place throughout the camp. Seminar Camp settings allow participants to experience, appreciate, consider and be sensitive to cultural difference in life-style and customs of members of other national or ethnic groups both in planned activities and in practical work needed for daily life with other participants.

## **BUILDING THE MISSION STATEMENT AND EDUCATIONAL PRINCIPLES INTO THE PROGRAMME STRUCTURE**

Living in a group allows participants to learn and understand that generalisations, such as putting people from different countries into cultural frames and expecting them to behave according to those stereotypes, should not be made.

Although Seminar Campers live as part of a group while at Seminar Camp, each participant is an individual with his or her own way of behaving. Seminar Camps participants can develop their sensitivity towards others and enable themselves and fellow campers to share ideas and experiences across cultural boundaries. This should help them to avoid misunderstanding, offence or embarrassment as well as learn how to resolve any conflict in a peaceful way.

# 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 [www.cisv.org](http://www.cisv.org).



## PEACE, PEACE EDUCATION AND ACTIVE GLOBAL CITIZENSHIP

### Peace

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 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. Raising awareness of these issues through CISV programme participation can open

the eyes of participants to opportunities for action in their home community and the wider world, thus helping them to become active global citizens.

Participants are exposed to the fun and hardships of group living. This can help them to increase their knowledge of their own motives and behaviours, encouraging them to accept conflicts as a part of daily life as well as stimulating a favourable attitude towards non-violent conflict resolution and the ideal of life in a peaceful society.

The Seminar Camp experience is about being in a group and also learning from one another, about oneself, about each other and about the rest of the world, both through educational activities and through the daily activities of living together (cooking, cleaning, planning, evaluating, etc.). Being accountable for the daily responsibilities of camp life (e.g. schedules, activities, duties) and decision-making helps participants grow personally.

### **Active Global Citizenship**

In Seminar Camps participants are encouraged to discover and formulate their own opinions about international and intercultural issues by exposing them to the ideas of campers from other nations and cultures. The LMO activity that occurs at each Seminar Camp should give participants an opportunity to learn something about other international organizations.

Working together with an LMO, coupled with their daily life at camp should develop the participants' interest in becoming active global citizens.

# 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)

All Seminar Camps share the same educational goals, which are used both as a framework for planning the programme with regard to educational content and as the basis for programme evaluation.

Each goal is made up by up to four indicators, which are the attitudes, skills and knowledge (ASK) we want the participants to develop through the programme.

## SEMINAR CAMP PROGRAMME GOALS AND INDICATORS

<p><b>Develop intercultural competence and self-awareness</b></p>	<ul style="list-style-type: none"> <li>a) Increase awareness of different cultural and personal perspectives (K)</li> <li>b) Compare own perspectives with others' perspectives (A)</li> <li>c) Reflect on challenges to own views during camp (S)</li> <li>d) Use cultural awareness in daily camp life (S)</li> </ul>
<p><b>Develop leadership skills</b></p>	<ul style="list-style-type: none"> <li>a) Take initiative to build a strong camp community (S)</li> <li>b) Support the values and rules of the group (A)</li> <li>c) Plan and facilitate activities throughout the camp (S)</li> <li>d) Take initiative for the practical needs of the camp (A)</li> </ul>
<p><b>Demonstrate positive attitudes towards others</b></p>	<ul style="list-style-type: none"> <li>a) Contribute to the daily running of the camp (A)</li> <li>b) Participate in activities (A)</li> <li>c) Respect other people's points of view (A)</li> <li>d) Work to resolve conflicts (S)</li> </ul>
<p><b>Develop personal desire for active global citizenship</b></p>	<ul style="list-style-type: none"> <li>a) Share personal perspective on topics related to content areas (A)</li> <li>b) Discuss how to become active citizens (K)</li> <li>c) Understand the purpose of the like-minded organization activity (K)</li> <li>d) Connect peace education to everyday life (K)</li> </ul>

Throughout a Seminar Camp, participants are given many opportunities to achieve these goals and their indicators by integrating social aspects of large group living with individual personality development, as this programme is based on the specific desires and needs of both the group and individuals involved.



## **Group living experience**

Learning how to cope with the benefits and hardships of living in a close community is one of the key elements to a Seminar Camp. A large part of the camp develops outside the educational activities. Waking up fellow campers, cleaning, cooking, eating, organizing the camp, preparing activities, evaluating activities, relaxing in the sun, sharing feelings informally after dinner – all this is part of the camp life. These are crucial to the camp, as intense moments of sharing or real conflicts often appear during these periods.

Sufficient free time is also very important to the programme. Free time gives opportunity to relax both body and mind. This is important, especially if the camp has intensive activities or very demanding tasks or events. On the other hand, too much free time can easily become negative for the camp, as it may contribute to a slowdown of camp quality. Energy is contagious so too much free time could reduce the level of enthusiasm in the camp.

Different people have different needs and habits. Finding a balance between free time, activities and tasks is not always easy. This can (and should) be discussed amongst the group in order to try to achieve a reasonable compromise.

## **Practical Aspects**

The practical aspects of working together are essential to the experiential learning that takes place in a Seminar Camp. It is in these small tasks where, as people get to know each other, conflict may arise and where cultural issues can surface.

Tasks at the campsite which should be done by the participants include laundry, cooking, cleaning dishes, setting tables, cleaning floors, and making beds. The participants plus staff organize the practical tasks in any way that they see fit, realizing that there is not an ideal (or preferred) method to do it. The important factor is that participants feel comfortable with the arrangements, both in terms of individual contribution to the camp and with the outcome (e.g. level of cleaning).

## **Using these Attitudes, Skills and Knowledge after the Programme**

A Seminar Camp programme allows participants to grow individually according to their personal needs. Some participants will become more mature through doing practical day-to-day work (e.g. cooking, cleaning) and can use these newly gained ASKs on a daily basis in their lives. The participants should develop an interest in using the newly acquired ASKs as a leader and/or staff member or to take other roles in CISV or a specific LMO in which a participant may later wish to become involved. ASKs acquired at Seminar Camp can also help participants to become more active and successful in other facets of their lives including school and work.

# PEACE EDUCATION IN CISV

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

### 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.

### Diversity

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

### 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 FOUR CONTENT AREAS

Seminar Camp participants should be encouraged to explore topics relating to all four content areas throughout their camp. This could be achieved by examining the content areas individually or in combination.

## EDUCATIONAL CONTENT

### First Days

The first days are very important, as some people are still withdrawn and may be unsure of what exactly is going to happen in the next three weeks. The staff should give some guidance to the participants, instruct them on safety issues, go through a fire drill with them, transmit the rules and policies of CISV and any relevant local legislation or site rules. The staff should prepare some activities for the participants during the first days of the camp.

### Programme Changes Over Time

Every Seminar Camp is unique, so it develops at its own pace. After the introductory days organized by the staff, the objective is that the whole group (staff and participants) will share in managing the camp programme.

There is a danger of fatigue in many camps. Changing the course of a camp overcome by fatigue is not easy, but some physical activities, having a break by assigning a rest day, or going out on an excursion could help to turn the situation around and revitalise participants.

## Last Days

The last days can be difficult, as some people start thinking early about the end of the camp and lose interest in some types of activities. It is important that the staff help them understand how to use the remaining time productively.

## RESOURCES USED TO SUPPORT PEACE EDUCATION IN SEMINAR CAMPS

Resources currently in use include:

- [CISV Passport](#)
- [Big Education Guide](#) (Big Ed)
- [Seminar Camp Programme Guide](#)
- [PDPEF Frequently Asked Questions](#)
- [PDPEF Quick Notes](#)
- [Seminar Camp PDPEF Package](#)
- [Seminar Camp Activity Writing Template](#) – for uploading activities devised in a Village so that they can be shared in [Educational activities](#)
- [Evaluation](#)
- [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 Seminar Camps.
- [International Seminar Camp trainings at selected Regional Training Forums](#)
- [Seminar Camp Training Curriculum](#)
- [www.cisv.org/resources/programmes-resources/seminar-camp/](http://www.cisv.org/resources/programmes-resources/seminar-camp/)



# 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 attitudes, skills and knowledge (ASK) to become active global citizens.



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



## BUILDING PEACE EDUCATION INTO SEMINAR CAMPS

Seminar Camps are not bound by one overall theme. Rather, a blend of topics and activities is chosen by group members in order to meet the goals.

In order for the activity to be effective and valued, it must be properly planned, introduced and carried out. Once the activity has been completed a careful follow up, debriefing and evaluation must take place. A theme must be broad enough to be developed in the time available (one session, half a day, day), but also narrow enough for focus and closure.

# 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

Experiential learning takes place in all aspects of camp life: cooking, cleaning, waking up fellow campers, planning and organizing activities, and open meetings, and evaluation.

Planning an experiential learning activity allows the participants to focus on a specific topic in more detail. Using a theme for a group of activities may help them better identify with the topic and associated activities. As participants prepare each activity they also learn more both about the content of the activity and about themselves (motives, ideas).

### Seminars

It has been discovered by psychologists that learning in groups can have a great impact on young people. Group activities that are well chosen, interesting and sensitive have the most appeal. It is therefore customary to divide the participants into sub-groups to discuss various topics during the camp. Seminars are any activity that focuses the participants on the exchange of information and sharing opinions about personal topics or about topics affecting a larger number of people than just the participants.

### Simulation Activities

A simulation activity is any activity where a situation or a condition that is not real is used.

Two helpful distinctions that can be made are those between small and big simulations and between open simulations and closed simulations. Open simulations are those activities where the participants are aware that an unreal situation is the base for the activity (e.g. a role play); a closed simulation is an activity that is based on an unreal situation which the participants believe is true. The simulation could just be a small part of a bigger activity and still add considerably to the whole activity.

Simulation activities often generate a great deal of interest among participants even before a camp begins. If there seems to be a desire to plan one then at least one staff member should be involved in the planning and, depending on the nature of the activity, the entire staff group should be informed of the simulation.

Although a good simulation activity can have very positive effects on a Seminar Camp, the opposite must be said of the effects of a poorly planned simulation activity.

When planning a simulation activity, it is important to have a clear purpose for the activity and to plan it with great care. It can be easy to lose sight of the goal and concentrate on creating an exciting and cool activity.

## **Decision Making**

There are a number of decisions to be made on a daily basis. The group needs to do certain things together (practical tasks and activities) and these should be discussed among the participants. The decision-making process should be based on a comfortable atmosphere, where people are able to share their thoughts, even if these contradict those of the majority, and where no one feels ignored.

Even though desirable, consensus sometimes is just not possible or advisable. When there is disagreement in the group, it is crucial that everyone has an opportunity to defend their point of view. How to make collective decisions is up to the group. Organization of the tasks and activities is also up to the group. Most staff groups allocate time in the beginning of the camp to a discussion of how decisions are going to be made and tasks will be completed.

## **Open Meetings**

These are used for the whole group (staff and participants) to evaluate the past, think about the present and determine why, where and how the camp should progress from that moment onwards. Open meetings should be planned, just like any other activity. Meetings without special preparation can easily become boring and tiring events. This quite often leads to an aversion to open meetings among participants, which, in turn, can lead to participants desiring fast, rather than good, decisions. Topics must be discussed seriously within a comfortable atmosphere. During open meetings participants should be encouraged to express very openly anything with which they may be uncomfortable and not just issues regarding activities. Experience has shown that although it is good to have scheduled times for meetings like this in the programme, issues will certainly appear during the evolution of the programme, so meetings may happen on a spontaneous basis whenever any participant needs it. Some points to consider when planning such an event are:

- When meetings start
- Frequency of the meetings
- How long open meetings last
- Best environment for open meetings
- Meeting structure
- Activities that happen without the meetings' decisions
- How decisions will be made
- What the planning groups are supposed to do

- Alternatives to the meeting planning systems, alterations to the structure of the meeting
- Role of the staff members during the meeting

### **Activity Involving a Like-Minded Organisation (LMO) or Non- Governmental Organization (NGO)**

The primary purpose of this activity is for participants to discover, learn about and understand the work of another organization involved in similar or related work to CISV. It can also help by making members of the LMO aware of CISV and thus help the Host Chapter to promote CISV in the area.

This LMO activity can last for one activity session or throughout the greater part of one day. It can be done by various means, for example inviting a guest speaker, participating in a local activity or visiting a community service organization. It can also be part of one of the excursions. It should be stressed that the LMO activity should be a well-structured activity and not simply the passing on of information. Planning for this activity should be started in advance in cooperation with the Host Chapter or Local Mosaic Coordinator who will be aware of appropriate organizations in the area so that at the beginning of the programme the staff already has details of the partnership. If participants need to prepare for the activity (e.g. research), this should be mentioned in the Pre-Camp.

The two main parts of the LMO activity are:

- a) Learning about the LMO
  - receiving information from the partner organization
  - having a guest speaker
  - using materials published by the organization
- b) Deepening the experience
  - relating the LMO to the broader context (everyday life, CISV, a global perspective, etc.)
  - done through a seminar or through direct engagement in an activity
  - followed by a de-briefing session and subsequent discussion

## **EXPERIENTIAL LEARNING ACTIVITIES**

The Seminar Camp programme does not have a fixed number of planned experiential learning activities since a lot of the learning through experience takes place in sharing the day-to-day duties of the camp (e.g. cleaning, cooking) as well as in planned activities. However, the majority of activities should be based on experiential learning and they should be sufficient to achieve the educational goals of the programme. In particular, the LMO activity should be enriching in providing an opportunity to relate discussions to real life situations. It might enable participants to reflect on related situations in their home countries and how they might use this experience as they endeavour to become active global citizens.

# 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 attitudes, skills and knowledge (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**

### **Four Educational Quality Standards, which Apply to All our Programmes.**

#### **1. Goals**

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

#### **2. Principles**

All programmes use our Mission Statement, 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.



## WHAT IS EDUCATIONAL EVALUATION?



This is a process which you start at the beginning of a programme and use all the way through until the end. It helps you to plan activities that support the theme (see [CISV Passport](#)) and the achievement of your programme goals. Educational evaluation involves everyone in the programme.

### Why we Evaluate our Education?

- **Educational Success:** So that CISV can assess the achievement of programme goals:
  - For each participant
  - For each camp/project
  - For each international programme
- **Programme planning and monitoring:** All of our programmes use the PDPEF to guide the process of educational evaluation. This process provides you with a way to plan activities that will help your participants to achieve the programme goals. It also helps you to make sure that your programme meets the needs of all your participants.
- **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 provide. Educational evaluation provides our NAs and Chapters with a more valid and reliable record of our achievements, which can help us to recruit new members and retain existing members.
- **External Support and increased visibility:** CISV is an educational charity or not-for-profit organization, 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. Increased visibility and educational credibility help to support CISV's capacity-building and fundraising efforts.

### Who Uses this Information?

- The Educational Programmes Committee and Training and Quality Assurance Committee: to measure the success of each programme in achieving its goals. This assessment will allow CISV to have a better understanding of **what we do well** and **where we can improve**.
- Educational Programmes Committee: to develop activities to assist each programme to achieve its goals more effectively and determine the training and support needs of NAs and Chapters. They also use the information to share best practices and inform programme development.
- National Associations: to evaluate the programmes that they have hosted and to know if their participants achieved the educational goals.

# THE PDPEF (PROGRAMME DIRECTOR'S PLANNING AND EVALUATION FORM)



The [PDPEF](#) is a planning and evaluation tool to use throughout the programme. You should use it:

- In the planning stages to develop educational activities
- When the camp/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

## Goals/Indicators/Evidence

**Goals** are what we want participants 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.

**Indicators** are how participants will demonstrate what they are learning. We have indicators to help us see whether goals have been achieved. Each indicator is an attitude, skill or knowledge.

**Evidence** is what we ask you to collect to show that your participants have acquired the attitudes, skills and knowledge in your programme goals.

Collecting evidence throughout the programme enables you to monitor your participants' progress at regular intervals. It also provides you with the information you need to assist your activity planning, in line with the goals yet to be achieved.

In the PDPEF, you should identify exactly what evidence you have used to demonstrate the success of the goals. Those of you who are planning activities need to decide what evidence should be collected from each activity. When you are planning activities, you need to consider which goal/indicator you want to achieve. Remember that you can collect evidence at any time, not just during activities. Each type of evidence can be used more than once.

The chart below gives you some ideas of types of evidence. You can use any, all or none of the items. You can also use each item more than once or decide on a different type of evidence.

observation	self-evaluation	photograph
discussion	peer evaluation	presentation
diary	portfolio	performance
interview	something made	story
survey	checklist	picture
video	questionnaire	testimonial/letter
participation		

## **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?
- How much will it cost?
- Will everyone be able to do it?
- How often will we need to do this?
- What resources will we need?
- How practical is it?

Two Forms are available to help you (and in some cases your participants) monitor the progress of achievement of educational goals. The Group Evaluation Form and the Individual Evaluation Form.

The Group Evaluation Form is only for staff, leader and adult participants use. You should use this form to record each participant's progress with the educational goals throughout your programme. You should transfer the data you have collected in the Group Evaluation Form into the online PDPEF.

The Group Evaluation Form can be made available for all adults to see and update throughout the programme, using information from staff or delegation meetings and the Individual Evaluation Form (see below). You do not need to record the names of your participants on the Group Evaluation Form, only their country and gender. Place a tick in the appropriate box when a participant has achieved a goal.

### **Individual Evaluation Form**

You can use Individual Evaluation Forms to monitor individual participant's progress. They can be filled in by leaders, staff, or participants. For younger participants, (or example, in a Village) leaders are responsible for filling in the Individual Evaluation Form. However, older participants (for example in a Step Up, Youth Meeting, Seminar Camp, Mosaic, or IPP) may wish to use the Individual Evaluation Form as a self- evaluation tool. Please refer to your Programme Guide for advice on this. You can use the information from the Individual Evaluation Forms throughout the programme to update the Group Evaluation Form. The Individual Evaluation Form is not used in Interchange.

Note: Individual Evaluation Forms are for your use within the programme only and should not be sent to the International Office.

### **Online PDPEF Guidance for Programme Directors**

As Programme Director, you are responsible for making sure the final chart is filled in online at the end of the programme. Place a tick in the appropriate box if the indicators have been achieved to a level with which you are satisfied. An empty box means 'not achieved'. If you are unsure if the indicator has been achieved, leave the box empty and this will be counted as 'not achieved'. In Interchange, the Local Interchange Coordinator (LIC) completes the PDPEF.

## Activity Writing Template

There is an Activity Writing Template on [www.cisv.org](http://www.cisv.org) for each CISV International programme, which contains the programme goals and indicators. When planning activities, this template should be used to identify what evidence will be collected during the activity, to show what attitudes, skills and knowledge participants will learn and develop.

It is hoped that all participants will achieve all of the programme goals. However, if they do not, it is important to know where the gaps are. This allows the Educational Programmes Committee to see how future programmes can be best supported. The information you provide will help with training development, activity planning, programme structure and goal review. We thank you for your honesty when making these judgements.

## IDEAS FOR INTEGRATING EVALUATION INTO THE PROGRAMME

### The Big PDPEF

Draw a large version of the Group Evaluation Form for the wall in the staff room, and fill it in throughout the programme. Your staff/leader meetings are regular opportunities to share information and to update the Group Evaluation Form. You can use this to monitor the progress of the group as a whole and to discuss and plan the type of activities needed to achieve the remaining programme goals.

### Delegation Time

The Individual Evaluation Form can be used during delegation time to allow participants to discuss and share their learning experiences. It can also be used by older participants (14 years plus) for self-evaluation and reflection. Participants can provide staff/leaders with feedback about the quality of the activities and evaluate their own learning, participation and contributions.

### Idea-Sharing

When participants are designing and leading activities (Youth Meetings, Seminar Camp, IPPs, Interchange and Step Up) the goals and indicators provide valuable guidance for the design of activities. They should be used as a framework to create activities that are not only fun, but educational. Have an idea-sharing session early in the programme to familiarise your participants with the goals and indicators and to explore which activities they could facilitate that will achieve the goals.



### To Access the PDPEF

For technical information, see PDPEF Quick Notes on [www.cisv.org](http://www.cisv.org).



## **BUILDING EDUCATIONAL EVALUATION INTO THE PROGRAMME**

Evaluation provides opportunities for staff and participants to grow and learn, and to make adjustments along the way in order to enhance the particular Seminar Camp and the programme in general.

Evaluation should be a constant part of the programme and must be planned by the people involved. With relatively small adaptations, activities and the daily routine can be evaluated on a daily basis. The camp staff should ensure that evaluation takes place both during and at the end of camp, and on at least one occasion during the camp (e.g. middle of the camp) an in-depth evaluation with the whole group should be organized. The evaluation process should be initiated by the staff and then be developed in cooperation with the participants.

### **Seminar Camp Evaluations should Focus on:**

- Individual and personal goals of the participants and staff
- Goals and indicators of the programme
- Goals of CISV
- Practical arrangements (food, accommodation, catering)
- Activities (planning, organizing, running, value, effectiveness)
- Group dynamics
- Preparation
- Group living dynamics (sharing of responsibilities for activities, cleaning, cooking)
- Staff
- External support (Chapter/NA)
- Activity involving an LMO

### **The Evaluation of the Seminar Camp can be part of:**

- Open meetings
- Staff meetings
- Activities
- Short daily evaluations made with all participants
- Planning groups
- Mid and end of camp evaluation among staff and/or participants
- PDPEF form

### **Before Determining the Method to be Used, some of the Following Issues should be Taken into Consideration:**

- What is being evaluated
- Leadership required
- Group size

- Future use of outcomes

A variety of evaluation techniques should be used in order to get an accurate response from all participants and staff during the camp. Participants' knowledge of and ability to speak English should be taken into account in deciding on appropriate evaluation strategies.

### **Evaluation by Staff**

Before the programme, the staff should decide upon their goals for the camp itself and for the staff as a team.

During the programme, the staff needs to monitor these goals to see if they are being achieved. If not, then the staff should either re-visit the goals and/or see what actions they can take to move in the direction of the defined goals. It is strongly recommended that the staff look at the goals on a regular basis (e.g. daily) and have small, frequent evaluations. In the middle of the camp, the staff should make a dedicated time to do a detailed evaluation, that includes their goals, their input as individuals, the staff team, the participants' interaction, the group dynamics, the activities so far and the practical matters (food, cooking, cleaning, etc.) Last, but not least, the staff needs to discuss if the goals are being fulfilled or not.

At the end of the camp, the staff needs to do a more in-depth evaluation with the participants and transmit the findings into the PDPEF.

### **Evaluation by Participants**

The more meaningful the evaluation process is to the participants, the more willing they will be to plan, arrange for and participate in it.

At the beginning of the camp, the participants should have discussed their expectations, hopes and fears.

All participants must have the opportunity to comment on what has been accomplished and what remains to be achieved. Participants need to feel that their fellow campers and staff have heard them when something is not meeting their expectations. It is also a good opportunity for them to make adjustments and/or assist staff in making adjustments for things that are not working.

Complaints should include suggestions for improvement.

### **Mid-camp Evaluation**

The mid-camp evaluation may be done in large or small group discussion format. It is meant to help participants and staff to reflect on what has taken place so far, to solve any problems that need solving, and to make necessary adjustments in the programme. Ideally the mid-camp evaluation takes place towards the end of the first part of the programme and may stimulate the need for further intensive planning.

Mid-camp evaluation should be as short as possible but as long and detailed as needed.

Participants and staff can be creative in mixing formal with informal formats, or simply informal. A lot will depend on the content and style of organization and interaction in the Seminar Camp and on what people who are planning the evaluation want to address.

An alternative to the mid-camp evaluation is to evaluate the camp at the end of each week.

## **Final Evaluation**

Evaluations should be done the day before people begin to pack and leave to allow for enough time to reflect and to give full attention to the evaluation process. Participants should be advised of the importance of honest opinions and reflections, and that these will be used to improve the programme. Use as little time as possible, but as much time as needed.

The final evaluation should include both formal and informal evaluation discussion and/or activity. It is usually best to begin with a formal evaluation form. Specify a completion time and place, so that all of the evaluation forms can be collected and accounted for. Give participants plenty of time to complete them in private, so that they have time to think about all of the elements of the programme and their feelings. This also includes the staff evaluations.

After the formal evaluation forms have been completed, informal evaluation should take place, involving group discussion and reflection. This is a good time to talk about feelings generated by the programme goals, group dynamics, hopes and fears for the future, ideas for further LMO activities/participation. This is a good time to help the participants think about the personal goals that they set for themselves at the beginning, and decide how well they reached them, or if they changed them. Ask questions related to the goals and indicators, and ask participants to discuss whether or not they felt they were achieved.

It will be helpful to have the evaluation day broken up with several energisers and breaks, as this can be a lot of work. Balance it with some fun.

## **PDPEF**

Although the Programme Director is primarily responsible for the PDPEF, the whole staff should be involved in its completion. Information for this document should be collected regularly throughout the camp. Staff should use their two post-camp days to complete the PDPEF and submit it to the International Office. The Programme Director is required to submit the PDPEF within two weeks of the end of the programme

## **Using the Results of Educational Evaluation**

Data noted on the PDPEF can be used to demonstrate achievement of programme goals. It can also reveal any areas that may need further special attention in order for participants to reach certain programme goals. Results from the data entered on the PDPEF are used for global programme evaluation, training and development purposes.

## **Actions Inspired by Programme Participation**

Participants are expected to take an active role within their Chapter and Junior Branch, to encourage others to be involved in the organization and to share their newly gained ASK. Their enthusiasm for their experience may help to recruit future participants. They may also show evidence of what they have learned in CISV by making changes in their daily living practices or through participation in LMOs.

# **FITTING IT ALL TOGETHER**

## **MEETING CISV'S EDUCATIONAL AND TRAINING QUALITY STANDARDS IN THE PROGRAMME**

The Regional Delivery Teams for Educational Programmes work around the year to be available for Chapters/NAs and offer advice if questions arise. They also provide training through Regional Training Forums and visits to first-time programme hosts where needed.

The Educational Programmes Committee is responsible for input to the Board on policy, standards, strategic development and monitoring, focusing on ensuring quality and growth of CISV's educational programmes through training and programme hosting support across all Regions.