



CISV International

Building global friendship

Improving Educational Quality in Programmes

Trainer Notes 2019

Introduction

CISV International is committed to the continuous improvement in the educational quality of our programmes. The information collected in the Programme Director's Planning and Evaluation Form (PDPEF) is used every year to help the organization make improvements.

The Educational Programmes Committee has reviewed and analyzed the 2018 PDPEF data and additional input from the Regional Delivery Teams to identify areas for growth and improvement. This newsletter offers tips and recommendations for trainers to share with programme staff and leaders in the upcoming Regional Training Forums, and in national and local trainings.

Please contact your Educational Programmes Regional Delivery Team if you need help with designing your training using the suggestions and resources below.

Americas: educational.programmes.americas.team@cisv.org

Asia-Pacific: educational.programmes.asiapacific.team@cisv.org

Europe, Middle-East and Africa: educational.programmes.emea.team@cisv.org

Thank you from the International Educational Programmes Committee

Inside the Trainer Notes

PDPEF Trends and Training Tips
by Chrissy Fischer

Child Protection Policy Tips
by Helen Scott and the Training & Quality Assurance Committee

Best Practices in Facilitation
by Tamara Thorpe

**New Training Resources:
Crossing Borders**
by the Educational Programmes and the Training & Quality Assurance Committees

Being Culturally Sensitive
by Tamara Thorpe



Learning from the PDPEF PDPEF Trends and Training Tips

by Chrissy Fischer

The Programme Goals and Indicators are designed to tell us how we are doing in the design and delivery of quality of educational content within our programmes. We have identified trends among the goals and indicators with lower success rates. Review the trends and the recommendations and resources to help you in your upcoming training for leaders, staff and participants to support them in better reaching the goals of the programmes.

There were two primary trends in the Goals and Indicators with lower success rates:

1. Manage and work to resolve conflict and build community.
2. Understand Global Active Citizenship and connect peace education to everyday life.

Trend #1 Manage and work to resolve conflict and build community.

Training Recommendations:

Conflict and Resolution is the 2019 Content Area so this is a great time to ensure you incorporate CISV's conflict and resolution resources into your training. And:

1. Discuss situations that could arise during a programme that could lead to a conflict, specifically, issues that may arise at the beginning, middle and end of the programme.
2. Remind trainees that conflict is normal, and cannot be avoided, it can be part of positive community building.
3. Reinforce the importance of conflict resolution not only as a skill for leaders and staff, but also for programme participants.
4. Review and discuss how to facilitate the success of conflict and resolution goals and indicators.
5. Provide trainees with conflict resolution tools, including activities. Please see links below.

Programme Recommendations:

1. Introduce Confronting Conflicts and conflict resolution activities into programme training.
2. Encourage staff, leaders and participants to include Confronting Conflicts training in their first leader's weekend.
3. Provide Confronting Conflicts resources by email to all camp directors/staff/leaders.
4. Evaluate the quality and effectiveness of conflict resolution midway through the programme, and identify unresolved or potential sources of conflict and agree upon solutions.
5. Develop guidelines for leaders and staff meetings, including facilitation tips for inclusive decision making and problem solving.

Resources:

- [Conflict and Resolution Blogs](#)
- [Conflict and Resolution Activities](#)
- [Confronting Conflict Training and Resources](#)
- [Confronting Conflict Booklet](#)

Trend #2 Understand Active Global Citizenship and connect peace education to everyday life

Training Recommendations:

The ultimate objective of all CISV programmes is to develop future leaders and active global citizens. Therefore, it is essential that programme participants understand Active Global Citizenship and connect peace education to everyday life.

1. Define and discuss active global citizenship and peace education, and identify how programme participants can apply what they learn in CISV to their life at home.
2. Provide examples of using the theme to plan activities and how to thread the theme throughout the programme.
3. Discuss to how to facilitate discussions in formal activities and during delegation time, as well as other times during the programme to connect their learning to their life at home.
4. Remind trainees that taking small actions in everyday life is key to becoming active global citizens.
5. When planning a programme, discuss the importance of choosing a relevant theme to the participants both in terms of age and relevance to current issues and involve participants in the selection of the theme.

Programme Recommendations:

1. Have staff/leaders, think concretely about how they expect the theme to relate to participants' lives after the programme, they can then plan activities and discussions from there.
2. In camp, staff and leaders plan and plot theme-related activities on the programme calendar with educational outcomes for each.
3. Facilitate activities that focus on the transition to bridge the divide between the programme and their everyday lives.
4. Introduce the programme theme early, even prior to the programme start, and discuss its value and importance to both the programme and everyday life.

Resources:

- [Active Global Citizenship Resource](#)
- [Programme Resources](#)



Child Protection Policy Tips and Reminders

by Helen Scott

Child Protection is a mandatory and important part of being involved with CISV programmes. It has become apparent that a few key areas related to this need to improve on a local, national and international level to ensure the safety and wellbeing of the children in our care.

Reminders:

There is an Adult Code of Behaviour (appendix to the Child Protection Policy) which states:

1. All volunteers (adults or people in a position of responsibility, such as JCs and kitchen staff) must receive this Code of Behaviour during training and/or volunteer orientation and become familiar with its requirements, by reading and understanding the Code.
2. While JC are children, they are also in positions of responsibility, which means they have the same Duty of Care and must also be trained on the Adult Code of Behaviour as part of their role.
3. Recruitment of people to positions of responsibility must be thorough to ensure the safety of all participants. The process must include:
 - Application form
 - Interview (The interview should include explaining the roles and responsibilities for individuals so that they understand what is expected of them and what they can expect too.)
 - Criminal record check
 - Relevant training (In good practice and Child Protection procedures)
4. Missing administrative deadlines is seen as a Child Protection issue. In particular, submitting the address list is mandatory and all legal and health forms must be the most up to date version and complete with signatures.

Child Protection Policy Training Tips:

1. Ensure the Adult Code of Behaviour is discussed during training and/or orientation on a local, national and international level
2. Reinforce the importance of complete and accurate legal and health forms
3. Discuss the role and responsibility of JCs, and challenges that may arise as they are children in a position of responsibility.

Resources:

[Child Protection Adult Code of Conduct \(Pocket size\)](#) 

[Child Protection Adult Code of Conduct \(Poster A3\)](#) 

[Child Protection Policy](#) 



Best Practices in Facilitation

by Tamara Thorpe

In CISV, we deliver peace education through Experiential Learning, “learning from experience or by doing”. Our priority in CISV is to ensure that all activities are fun and help CISV programmes and participants reach our educational goals. Simulation activities are very popular and can be very powerful learning experiences when facilitated responsibly. If not done responsibly, they can be emotionally painful for participants and deter their learning.

To help trainers, please share the following recommendations with leaders and staff deliver so they are able to facilitate effective simulation activities:

1. Be sure the topic and activities are appropriate for the readiness level of learners.
2. Be aware of individual risk factors as they relate to age, gender, ability, culture, race, and religion.
3. Connect the activity topic of the activity to the programme theme.
4. Tell the participants the purpose for the activity, add assurances if the exercise requires the group to step outside their comfort zone.
5. Give clear instructions, provide a demonstration when possible.



New Training Resources: Cross-cultural Dialogue

by the Educational Programmes and the
Training & Quality Assurance Committees

Using educational e-learning material developed by [Crossing Borders Education](#), CISV International has developed two training resources intended for programme staff and leaders. The purpose of the two training resources is to help programme staff and leaders be better prepared to avoid creating unnecessary conflict and to effectively resolve conflict when it arises.

Programme staff and leaders play a key role in programmes and their ability to work together as a group is central to that. However, over the past few years there have been more reported incidents where staff and leaders instead have exacerbated problems by not being able to work together.

The two training resources introduce the concept of dialogue as a way of communicating to help to overcome divisions.

- The **first training resource** is an in-person training session called [Dialogue for Conflict Transformation](#). This training session can be part of a programme training. It can also be done at the programme when staff and leaders as a group prepare for the programme. It not a problem if anyone does the training session twice as the outcome related to the specific group being trained.
- The **second training resource** is an online elearning module called Dialogue Tools. This is done on an individual basis. It complements the Dialogue for Conflict Transformation training session, but can be done its own. It is designed to help staff and leaders to deepen and consolidate their learning. To access the module, the person first has to register at [learn.cisv.org](#). The second step is to enroll (or register) for the module Dialogue Tools, using the enrolment key: Dialogue2019. For questions, please email learn@cisv.org.

Practicing Cultural Sensitivity

by Tamara Thorpe

CISV's Behavior and Policy ensure we deliver both safe and quality educational programmes, and cultural sensitivity is at the heart of our policy. But what exactly does it mean to be culturally sensitive?

CISV programmes bring people from all over the world together to share and learn about our rich and diverse cultures. Our educational activities should support the learning and understanding our differences so that participants are able to develop more complex perceptions and experiences of cultural differences.

When we explore our differences, it is important to remember that we must be open and inclusive, which means we commit to ensure that everyone feels respected and valued. "Discrimination" is a Forbidden Behaviour (see R-07 Behaviour Policy), our policy states:

"...in interpreting CISV's policy against discrimination, if local 'customs' limit CISV in a manner contrary to the to our policy of non-discrimination of any person based upon age, gender, race, religion, ethnic background, language, etc) or the UN's International Declaration of Human Rights, the Declaration of the Rights of the Child must be observed in CISV irrespective of local custom."

In addition to our own policy on non-discrimination, the UNDHR also outline the following:

- All human beings are born free and equal in dignity and rights (Article 1).
- Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status...(Article 2).
- Everyone has the right to life, liberty, and security of person (Article 3).

Training Tips:

1. Review CISV's Behavior Policy and discuss strategies to incorporate it into programmes.
2. Discuss cultural sensitivity, inclusion, and discrimination and how they apply to delivering educational content and activities within our programmes.
3. Identify and practice activities that can be used for intercultural learning and increasing cultural sensitivity
4. Practice how to address issues of discrimination within programmes, and create more inclusive environments.
5. Remind trainees that they are obliged to adhere to the Behavior Policy in all aspects of CISV programmes, including the educational content and activities.

Resources

- [Risk Management Resources](#)
- [Universal Declaration of Human Rights Booklet](#)
- [Intercultural Learning Toolkit](#)