REQUEST FOR PROPOSAL

CISV International seeks support in implementation of online training and certification for adults in roles of programme responsibility

Issuer: CISV International

Contact person: Rupert Friederichsen, Training and Quality Assurance Manager

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1. Background information

1.1. Introduction

CISV is a global organization dedicated to educating and inspiring for a more just and peaceful world, through building intercultural friendship, cooperation and understanding. Founded in 1950, today we are a federation of nearly 70 national (full member or developing) Associations (NA will be used as a shorthand for national CISV organizations in the following; see also the Glossary) with over 200 Chapters or local groups. CISV International is the umbrella organization, which assists and guides its member Associations by coordinating the international aspects of the programmes, providing policy and strategic direction, expertise and infrastructure support.

Every year, CISV and its NAs and their volunteer members are organizing and executing around 180 camp-based programmes, 100 family-based exchange programmes ("Interchange") and multiple local educational and social activities with engagement in the local communities. Since its beginnings, CISV has provided educational experiences to more than 250.000 children and youth worldwide. CISV has approximately 50.000 members worldwide.

CISV International is a Registered Charity no. 107338 and a Company Limited by Guarantee registered in England and Wales (under no. 3672838). CISV International assists and guides its member Associations by coordinating the international aspects of CISV's educational programmes, providing policy direction, expertise and infrastructure support.

There are currently **51 full member National Associations** (NAs) and 18 developing Promotional Associations (PAs). Generally, there is one CISV Association (either National or Promotional) in a country affiliated with CISV. It is comprised of local CISV Chapters and youth-run Junior Branches. The goals of Junior Branch include developing community among its members (typically aged 15–25), motivating and developing the skills necessary to take an active role in CISV activities and administration, and developing skills in areas such as leadership and intercultural cooperation.

CISV Associations cooperate internationally through their membership in the umbrella organization of CISV International.

The **CISV NAs** are legally independent organizations in their respective countries and have specific rights and responsibilities as Members of CISV International. Among other things, they commit themselves to operate by the rules and regulations of CISV International. This includes a common set of educational principles, common security and risk mitigation guidelines, common organizational practices, and a set of financial transactions between an NA and CISV International. A CISV NA can – but need not – be divided into one or more CISV Chapters within the respective country. Chapters are the operating unit of CISV. They

- organize and run CISV camps and exchange programmes (see https://cisv.org/programmes/ for an overview and introduction to the seven Programmes)
- run multiple local and social activities with engagement in the local communities
- keep connection and engagement with their members
- recruit new members and participants to programmes
- care for fundraising and profile raising

If a CISV NA is not divided into Chapters, these responsibilities lie with the respective NA (ie. One-Chapter-NA).

CISV International is led by a Governing Board, Committees of the Board, and the Senior Management Team. The senior management team and administrative staff are based at the International Office, located in Newcastle upon Tyne, UK. Board, Committee, Regional Coordinator, and Regional Delivery Team roles are held by volunteers (see https://cisv.org/resources/running-cisv-international/ for more detail).

CISV International's elearning assets (LMS and courses in it) are managed by the Training and Quality Assurance (TQA) Manager and the International Risk Manager, both of whom are members of the TQA Committee. They are responsible for the issuing of this Request for Proposals. The remaining TQA Committee members are volunteers. The above managers are supported by the IT specialists (Thom Kunz and Nick Simpson) on the Resources and Infrastructure Committee.

CISV International's entry into elearning is recent and part of the strategic objectives to grow and ensure high quality programmes. To date, three simple elearning courses have been developed (using Moodle standard components) and run, two of which offer certifications.

The CISV elearning platform uses Moodle (https://learn.cisv.org) and is hosted outside CISV but fully integrates with CISV's Active Directory. CISV is in the process of harmonizing, simplifying, and consolidating IT infrastructure and related services.

CISV is a non-profit organization; this includes budget constraints. CISV aims to keep maintenance (staff and hosting fees) and license fee costs of its developing elearning environment to a minimum.

CISV introduced a so-called CISV ID for everybody needing a login with CISV systems. This CISV ID is being used with SharePoint, where applicable mailboxes, and for any other system which allows IAM integration. CISV aims to use CISV IDs for – ideally – all of CISV's IT systems. The CISV ID is managed and maintained in CISV's Azure Active Directory Service (including AD Domain Services for LDAPs).

Maximum use of the CISV ID will help ensure that the users are in fact the persons they claim to be.

CISV intends to significantly expand its current elearning provisions. This project addresses the first big content development step in CISV's strategic elearning direction.

For this project, CISV has assembled a 6 person-strong team. The supplier will primarily work with Wulff and Rupert as point persons. Depending on need, the supplier may also work directly with the team in some instances. The supplier joins the process in the late stages of the analysis and they will take the lead in the following design, development and implementation phases. Throughout all phases, the supplier will collaborate closely with CISV.

The CISV team comprises three employees and three volunteers, all of whom will act as subject matter experts, and as experts regarding the wider organizational context and needs.

1.2. Purpose

Ever higher safeguarding standards are required of charities working directly with children. This project is a major part of delivering on CISV's strategic priority area "SAFETY & QUALITY: Our programmes are safe and high quality" (see https://cisv.org/resources/running-cisv-international/current-strategic-plan/ for more detail). **Upon completion of this project 100% of Staff, Leaders, and Junior Councillors in CISV will be trained, assessed and certified against defined standards.** A policy is under development which will impose sanctions for non-compliance. This elearning and certification system will be developed, implemented, and maintained by CISV International, but it will mean changes for how CISV works in every Chapter and programme, especially with regard to the in-person training delivered locally and nationally. Putting in place the complete elearning course for training and certification of all CISV Programme Staff, Leaders, and Junior Councillors is the primary purpose of this project.

Secondary purposes of this project are

- to provide attractive learning opportunities (possibly without mandatory certification) for CISVers in other organizational roles to help raise awareness and support the needed organizational cultural shift towards full commitment and accountability in relation safeguarding.
- to lay the foundations for elearning and certification in CISV to facilitate expansion beyond the content areas of risk management, child protection, and safeguarding
- to provide a modular basis to which CISV can add to, depending on future changes e.g. to the number and kind of educational programmes delivered by CISV

1.3. Audience

The primary target audience are **young people who plan to take on the role of Staff or Leader or Junior Councillor in a CISV programme**. They are predominantly in their 20s, non-native English language speakers from 68 countries on all continents (Junior Councillors are 16 – 17 years old). They are typically high school leavers; some with previous CISV experience; they can be expected to have an interest in travel and people and places abroad; most will be of middle class or upper middle and upper class, and often urban backgrounds.

Within the primary target audience, **three levels of achievement** (basic, intermediate, and advanced) are the main distinction. The course will take learners at each level through a targeted learner journey and assess them according to their level of achievement.

The modules will be developed in **English language** during this project but alternative languages may be required at a later stage.

The major constraint of learners will be their **level of English language proficiency**. A major challenge for the instructional designer will be to **be responsive to the highly culturally diverse audience**.

The **certification course** will be taken by approx. 2,000 learners per year.

Making the basic elearning course available to **CISVers in additional roles** (such as trainers or leader recruiters) is an option currently being considered by CISV. This could mean the number of learners per year could possibly double.

1.4. Needs

The Staff and Leader Certification system is of very high **strategic priority** to CISV International; the proposals submitted should stay within budget of around £ 75,000. CISV wants to understand and compare the quality of the solutions proposed within that approximate budget.

CISV International needs to implement (parts of) this project at the highest possible **speed**. Simple, quicker, and cost-effective technical solutions such as line drawings as opposed to custom-made video are preferable.

The elearning and certification must **complement local and national in-person training**. To achieve that, documentation (e.g. in the form of a guide) of the online content (including assessment) must be developed.

Each certificant will be expected to spend around **three to four hours on completing the course** and receiving their certification.

CISV requires a **modular approach to its elearning courses.** The purpose of a modular structure is the flexibility it provides. Within this project, courses will be developed to deliver learning tailored to the specified roles using a defined set of modules. Parts or variations based on existing modules will likely be made available to CISVers at large.

CISV needs **three role-specific learner journeys,** one each serving the basic, intermediate and advanced achievement level.

After logging in and choosing their course, each learner journey starts with an **introduction module** which will be based on a common template and cover learning outcomes, course structure, etc with some variation depending on the learner's role; it will possibly include diagnostic assessment.

The core of each learner journey will be a set of **eight substantive modules** on the topics of risk assessment, planning and prevention, child protection, behavioural expectations from CISV staff and leaders, health and safety, managing medical risks (physical and mental health), e-safety and data protection. Each of these modules will include a) an introduction of content, b) an explanation of learning objectives, c) an educational activity or activities, d) formative assessment (possibly also a limited amount of summative assessment which determines the learner's progress or not within the module (or to the next one)), and e) possibly an evaluation of the learning experience (Kirkpatrick level 1 evaluation). Content and assessment in the substantive modules will vary between basic, intermediate, and advanced learners but some common elements may be used.

Each learner journey will end with a **closing and assessment module** that covers a re-cap of learning achievements, summative assessment, debriefing, and suggestions for learner-led follow up. This module will be based on a common template but the content will vary depending on the learner's role. Upon successful completion of the summative assessment, a certificate will be automatically issued.

Re-certification: CISV will ask applicants to this course to re-certify after a period of time (probably approx. 2 years). Potentially, CISV will want to use the modular approach (see above) to design a re-certification course from existing learning modules. Re-certification may include

Kirkpatrick level 3 evaluation of elearning and in-person training received. Details regarding re-certification are still to be decided in CISV (e.g. validity period of original certification).

The final and detailed assessment strategy will be discussed after awarding the contract; this includes answering questions such as

- At how many instances will a learner be assessed?
- What techniques and activities will be used for assessment?
- Will certificates use Open Badge technology or will badges be issued as well as certificates? CISV wants to understand better how much value badges could offer in terms of motivating learners by enabling them to share and show their learning achievement to others
- How many attempts does a learner have before they fail?
- What ways can be found to reduce the likelihood of fraud (e.g. having somebody else take the assessment)[1]

CISV is still considering whether **one general audience learner journey** should be produced which is made up of a set of simplified modules of the role-specific basic level course without the final summative assessment. Completion of this course may result in a badge being issued to confirm participation (but not certification).

Taken together, the modules have to serve the two purposes of **compliance and engagement**. It is of crucial importance that courses offer an engaging way of raising awareness of child protection and risk management, where CISVers feel positively engaged and motivated to learn and volunteer, rather than controlled and forced to learn against their will. Nevertheless, compliance with safeguarding requirements, as detailed in the competencies framework must be guaranteed for the learners in the roles of Staff, Leaders, and Junior Councillors.

Beyond this project, CISV needs the ability to add modules for additional content and/or organizational roles; CISV may need to adjust existing modules; and CISV may need to combine modules in novel ways. It is not part of this project to develop courses for use also outside of CISV, but this is a possibility CISV may want to consider at a later stage.

The supplier will receive the results of CISV's own analysis and initial design as a basis for developing the elearning courses. CISV will provide a set of competencies with specific learning outcomes and draft scripts for the substantive modules. All competencies have to be covered by the content of the course, organized in modules. The primary audience will be tested on their mastery of all competencies that apply to their role, and certified accordingly. In the section 'Sample content', we provide an example of the Child Protection module's draft script. The script illustrates the level of detail that CISV intends to provide to help the supplier gauge how much work is left to do led by the supplier's instructional designer and their team. CISV needs a clear framework for us to deliver draft scripts in the most useful format; any required changes to the format used in section 3.1. should be clearly explained in the proposal.

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[1] NOTE: With CISV IDs (account in Active Directory) we would be able to enforce multi-factor authentication to reduce the risk of "impersonation", if that is of any help in your proposal.

The supplier's design and development work will pick up CISV's draft scripts and develop them into full elearning scripts (or storyboards). The supplier will deliver the full set of instructional design tasks, supported by the CISV team.

CISV's elearning-related capacity: CISV currently has no capacity for using authoring tools; four people have received basic training in moodle course development and course administration, and three International Office staff, together with approximately five volunteers, deliver, support and oversee the current elearning courses. CISV needs to develop a low-cost medium-term strategy for a) providing technical help desk support to elearners; b) keeping elearning modules up to date and making small edits where required; c) developing an elearning strategy for CISV.

1.5. Interactivity

The training part should be as interactive as possible to match CISV's emphasis on and learners' familiarity with **experiential learning**. The course will comprise a significant amount of information (including numerous rules and procedures), but we will want to engage people by providing scenarios they need to respond to in appropriate ways in their real life CISV roles and based on CISV rules and procedures. Responses to scenarios could also be assessment tasks.

Assessment and certification has to be **fully automated**. Online interaction between learners is not foreseen.

Learner journeys should be responsive to formative and summative assessment. When a learner has passed or has been referred, they should be guided to appropriate next steps and given appropriate feedback so that all learners in all instances experience a meaningful learning journey.

Mini games should be part of the learning activities if and where appropriate.

The **overall amount and sophistication of interactivity** included in the modules may have to be adjusted depending on overall expected costs and the given budget constraints.

Line drawn illustrations and animations should be used wherever suitable to create low-cost and culturally versatile learning stimuli. Existing photos and video provided by CISV should be used where appropriate.

Custom-made **audio** should be developed for the course to the extent that is justified by reaching optimal learning outcomes.

No custom-made video is expected to be produced for this project. This can of course be considered as long as the overall project remains within timeline, budget, quality. Some existing CISV promotional videos can be considered for use.

1.6. Technical specification

Authoring software: Elearning content should be developed in ways where CISV staff and/or volunteers can be trained to edit and maintain the content in the future, e.g. using Articulate Storyline or similar.

CISV will need the **original files** of the elearning modules **and exported SCORM packages** as part of the deliverables.

The supplier should be clear regarding any standards that will be used or that may be suggested by them (e.g. **xAPI, AICC, SCORM, etc.)**.

Assessment, the issuing of badges and certifications should be integrated into **CISV's existing Moodle Learning Management System** (integrated with CISV's **Active Directory**; i.e. learners will have user accounts already or use OAuth to log in).

The course must enable CISV staff to **monitor and export lists of certificants and recertificants** from the Moodle to enable monitoring and compliance control.

Badges and certifications must be made **available through API** through Moodle capabilities in order to be integrated into CISV's central IT system for managing members and participants (currently myCISV – under replacement by another IT project). The availability of these certificates and badges is especially important as the new central member and participants system will want to display a "track record" of a person in CISV; and that obviously shall include such certifications.

The course will be **accessible from** desktop and mobile devices; in consultation with suppliers it is yet to be decided whether a mobile-first approach should be taken. Considerations pro mobile-first include: Mobile phones are devices most used by our target audience; would enable them to learn in bite-sized chunks. Against mobile-first: Seriousness of the topic area and amount of learning required might be more suitable for more formal, longer learning sessions (which may include some longer reading) in front of a laptop/desktop or tablet. Other arguments for or against mobile-first, including budget implications, are highly welcome as part of proposals.

CISV speculates that users will access the elearning from a wide variety of **devices** (SMART TVs; desktop, laptop, tablet, phone), using the common **operating systems** (Windows, Apple iOS, Android), and common **browsers** (Chrome, Microsoft Edge and/or Internet Explorer, Mozilla Firefox, Safari (Apple), Opera).

Internet **bandwidth** will vary between countries from which users will access the course, so modules should be designed to suit that situation, probably assuming medium bandwidth.

The key **accessibility** considerations are that the course has to cater for a) an intermediate level of English proficiency by non-native English speaking learners; b) learners with visual impairment; and c) dyslexia (and possibly additional special educational needs).

CISV currently has no detailed **maintenance strategy** for elearning. Proposals should include delivery of advice and support for CISV to develop a detailed maintenance and support plan for 2020, and a more general strategy for 2021 onwards.

1.7. Delivery timeline

November 2019: Project initiation: Upon award of the contract, CISV and the vendor will finalise project details together and begin the joint work.

December 2019 to end of January 2020: High-level design: Draft ('wireframe') content, structure, screen designs developed, reviewed and agreed.

February 2020 to end of March 2020: Develop. Precise contents developed, reviewed, and agreed; includes interactions and media.

April 2020 to end of May 2020: Build. Technical build of courses, with defined number of versions (alpha, beta, etc).

June to end of August 2020: Implement. Soft launch, i.e. testing under real life conditions, quality checking. The supplier will offer advice on how to manage the support demands, especially around the launch of the course to mitigate launch risks.

September to end of 2020: Implement, evaluate, complete. Evaluation of all modules, finalization of any remaining work before final hand over to CISV.

Notes: The above very tight timeline, especially up to June 2020, may require that testing starts with an incomplete set of modules, and possibly without the certification system being fully operational. The child protection module specifically should be prioritized for delivery as early as possible.

1.8. Project execution and project management

A clear description of the intended project organization and involved personnel needs to be included in the proposal. For the personnel involved in the process, CVs or similar would help CISV to assess the vendor's expertise for executing project implementation.

Roles, responsibilities and requirements (especially time commitments needed) for CISV personnel (or contracted personnel) needs to be outlined.

CISV reserves the right to refuse a proposed project member for risk of violating CISV's values. Therefore, sufficient resources are to be nominated.

The used project management methodology and relevant standards must be explained in the proposal. CISV has no preference for a particular methodology over another (e.g. agile, waterfall, V). However, CISV would like to understand the rationale behind the proposed methodology and the value it has for the project. If envisioning "Scrum", please include clear expectation for the Product Owner role.

Processes, reporting, roles and responsibilities for quality and risk management shall be part of the proposal. Expected risks for this project should – if possible – be made part of the proposal as well for CISV to be able to support early mitigation to the extent possible.

2. Response instructions

2.1. Questions and Answers

Any supplier's request for additional information or clarification shall be submitted in writing before **6pm UK time on 3 October 2018**. For fairness and equal opportunities, responses to any vendor will be made available to all vendors at https://cisv.org/about-us/open-calls-for-expressions-of-interest-and-tender/.

CISV is happy to arrange for a Q&A call (upon request in written form). The call will be limited to two hours per vendor.

All communications, enquiries and requests for further information are to be directed to the project manager Rupert Friederichsen rupert.friederichsen@int.cisv.org.

2.2. Selection timeline

We expect your written proposal by email to the above-mentioned contact person at the latest by midnight UK time of **7 October 2019**. The proposal phase will end at this time.

CISV International plans to take a decision and announce it to suppliers by **18 October 2019**.

2.3. Response format

Proposals must be submitted in written form by email to the above contact. CISV has no preference for any document format as long as the submitted proposal is electronically readable by standard software (Microsoft Office or Adobe Acrobat Reader).

URLs to supporting examples of elearning content produced by the vendor can be provided.

2.4. Scoring criteria and weighting

CISV International's supplier selection policy requires at least three independent proposals to be received. The received proposals are discussed by the Vendor Selection Panel with the intention of putting forward one proposal for authorization by the Resources and Infrastructure Committee. Immediately following authorization, the project manager will notify the bidding vendors of the decision.

The scoring scheme used by the Vendor Selection Panel is structured roughly as follows (whereas additional criteria may be added and weightings adjusted following the requirements for the project outlined above):

Criteria	Weighting	Reason
Cost	0.1	
Quality	0.4	This is a project of high strategic importance for CISV and learners' engagement is of the highest importance. We want to understand from your proposal, how you will ensure high quality of courses and how you intend to meet the above mentioned criteria for the courses.
Service	0.2	As outlined, we are looking for advice regarding the support of the elearning courses and the LMS in future.
Convenience	0.1	We will be looking for your suggestions how you are able to conveniently get in touch and regularly cooperate with us on this project
Social Responsibility	0.1	CISV's values have to be visibly followed and considered in your proposal
Knowledge of CISV needs	0.1	Your proposal must show your understanding of our mission, vision, and strategy; it must demonstrate understanding of our needs with regards to elearning and demonstrate how you intend to support CISV in the medium term.
		Total >>
		Comments >>

3. Supporting resources

3.1. Sample content: Module – Child Protection

This is a rough draft of the intended learning outcomes, key messages and script for one module of the course. The script is for the basic level of the course and here only includes the first few "screens", just to illustrate how we are scripting it, at present. Separate, but similar, scripts will be developed for the intermediate and advanced level. It will be clearly marked where the scripts are the same and where they are different, as each level will cover similar materials in the same module.

Intended Learning Outcomes:

Components	Basic	Intermediate	Advanced
Learning Outcome (LO). 5.1 Understands and recognizes child protection concerns	Understands the main types of child abuse Identifies possible signs of abuse or neglect. Mindfully observes and reports behaviors or situations that appear or feel "wrong"	Able to explain the types of child abuse and recognize possible signs of abuse or neglect Mindfully observes and documents behaviors or situations that appear or feel "wrong" Employs ODIS[2] approach when recognizing concerns	Creates a climate that fosters the recognition of child protection concerns in a non-defensive, objective manner Differentiates and explains types of child abuse and recognizes possible signs of abuse or neglect Advises others in how to document/record possible concerns and helps evaluate how and when to act Employs ODIS approach when recognizing concerns or listening to others' observations of concerns
LO 5.2 Responding to a Concern	Listens actively and objectively to children following the guidance in the Child Protection Policy; Demonstrates understanding of supportive, non-judgmental ways of non-verbally and verbally responding to a child Demonstrates understanding of process to follow and	Listens actively objectively to children and other adults; Does not dismiss concerns but also does not assume abuse has occurred Demonstrates supportive, non-judgmental ways of non-verbally and verbally responding to a	Listens actively and objectively to disclosures from children, staff, leaders, volunteers or others Models supportive, non-judgmental ways of non-verbally and verbally responding to concerns or situations that appears "wrong" Immediately contacts risk manager to determine what to do, - About the suspected abuser - About the child of concern

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[2] ODIS – a method of considering own biases, cultural or otherwise, in evaluating the concern.

	understands that we do not investigate concerns.	child or other staff or leader Effectively explains process to follow when acting on concerns and understands that we do not investigate concerns.	- About the rest of the camp/programme/activity - Communication Collaborates with Risk Manager, to take appropriate steps following our procedures and taking relevant advice from internal or external resources.
LO 5.3 Recording Concerns	Reports any and all concern to Camp Director or to either the hosting or their own Risk Manager in the event the concern is about the Camp Director Actively maintains a record/diary documenting facts of a concern – following the guidance in our Child Protection Policy. Stores any records/diary appropriately and confidentially	Explains how to fulfill obligation to report any and all concern to Camp Director or to and appropriate Risk Manager in the event the concern is about the Camp Director Actively maintains a record/diary documenting facts of a concern – following the guidance in our Child Protection Policy. Stores any records/diary appropriately and confidentially	Ensure records are completed and reported according to the Child Protection Procedure Guides and instructs people on how to record their concerns and how to store them
LO 5.4 Reporting Concerns	Reports all concerns to the person in charge or relevant Risk Manager in a confidential manner. Maintains appropriate confidentiality	Able to explain procedure to follow to report a concern Maintains appropriate confidentiality	Ensures that everyone at the programme/activity understands to report and document any and all concerns in a timely and confidential manner. Instructs people on maintaining appropriate confidentiality

Key messages/content to deliver:

- How to recognize child protection concerns
- How to hear a disclosure
- How to respond to a concern
- How to record a disclosure or concern
- How to report internally and externally

Script – Basic level:

Screen 1

Title	Child Protection in CISV
Screen text	In this module you will learn: • How to recognize child protection concerns • How to hear a disclosure • How to respond to a concern • How to record a disclosure or concern • How to report internally and externally A child is anyone under the age of 18.
Media/narration/animation	
Interaction	
Quiz/assessment	
Additional notes?	

Screen 2

Title	Recognizing Child Protection Concerns
Screen text	**Child abuse:** There are four main types of child abuse: • physical abuse • sexual abuse • emotional/psychological abuse • neglect. Children can suffer from one or a combination of these forms of abuse. (Highlight:) Abuse can happen to a child regardless of their age, gender, race or ability. (Highlight:) Abusers are rarely strangers, mostly they are friends or family of the child
Media/narration/animation	

Interaction	
Quiz/assessment	
Additional notes?	Q: Are there other important general points to call out at the beginning?

Screen 3

Title	Definitions – Physical Abuse
Screen text	**- Physical** – causing any type of bodily or physical harm to a child e.g. hitting, poisoning, burning, giving children alcohol or drugs.
Media/narration/animation	An animated video depicting a few situations indicating that these would be considered child abuse: • A leader slapping a child • Offering beer or similar to a teenager • *Other good examples to include?*
Interaction	
Quiz/assessment	
Additional notes?	

Screen 4

Title	Definitions – Emotional/Psychological Abuse
Screen text	**- Emotional/psychological** – the emotional or psychological mistreatment of a child involves both isolated incidents, as well as a pattern of failure over time to provide a developmentally appropriate and supportive environment. This may include: • Not giving the child opportunities to express his/her views • Deliberately silencing them, 'making fun' of what they say or how they communicate • Telling a child that they are worthless or unloved, inadequate, or valued only to meet the needs of another person • Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction • Seeing or hearing the ill-treatment of another • Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger

Media/narration/animation	An animated video depicting a few situations indicating that these would be considered child abuse:
	• An adult yelling at a child or telling them "mean things"
	• Excluding or singling out a child during activities
	• Overprotection – not allowing the child to participate normal activities
	• Pushing a child to participate in activities that makes them uncomfortable.
	• Other good ideas?
	One tool could be to use the idea of comfort zone, developmental zone and panic zone, to illustrate that we want to put children in their developmental zone, but we do not want to push them into their panic zone.
	(I usually describe to trainees how everyone has a zone of things we are comfortable with, this is where we feel at home and safe, and we are not particularly challenged. Then we have a zone of trying new things, going new places, where we are challenged and must learn and adapt to succeed. And we all have a zone where we panic and feel unsafe and overwhelmed. These zones are different for each individual person. Some might have very big comfort zones, and others might easily be pushed into a panic zone. For some swimming is normal and within their comfort zone, for some they are still learning, and for some they are afraid of water and panic if forced to participate in water activities. It is important to recognize each individuals child (and persons) zones and take care to not push them into their panic zones (or to confine them to their comfort zones).
Interaction	
Quiz/assessment	
Additional notes?	

Screen 5

Title	Definitions – Sexual Abuse or Exploitation
Screen text	**- Sexual** – Sexual abuse is defined as the involvement of a child in a sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society. Children can be sexually abused by both adults and other children who are – by virtue of their age or stage of development – in a position of responsibility, trust or power over the victim. These activities may involve:
	• Physical or sexual contact, including kissing, rubbing, massaging, touching or allowing physical contact that could reasonably be perceived as sexual or inappropriately intimate. Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or

	befriending a child in preparation for abuse (including via the internet)
	• Child sexual exploitation occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
	(Highlight:) Sexual abuse is not only committed by men. Women also abuse children, as do other children.
Media/narration/animation	An animated video depicting a few situations indicating that these would be considered child abuse: • Sharing explicit stories of sex with teenagers • Hugging or touching a child without consent or where it makes them uncomfortable • A 21 year old leader and a 17 year old Junior Counsellor engaging in a relationship (romantic/intimate) even if consensual • Having intimate conversations with a child via social media or similar (conversations about sex, intimacy, etc.) • Ideas? Not too graphic… • Show child thinking of an event afterwards, feeling violated? • Exploitation – favoring, offering gifts, grooming.
Interaction	
Quiz/assessment	
Additional notes?	Basic level will mostly be for 16-19 year olds, whereas the other two levels will be for 19+ year olds.

Screen 6

Title	Definitions – Neglect
Screen text	**- Neglect** – when the child's basic needs are not met to an extent that is likely to result in serious impact on the child's health or development. Neglect may involve failing to: • Provide adequate food, clothing, and shelter • Protect a child from physical harm or danger • Ensure adequate supervision • Ensure access to appropriate medical care or treatment Neglect can also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Media/narration/animation	An animated video depicting a few situations indicating that these would be considered child abuse: - Recognizing a child is neglected at home – surprised at being fed, loved, clothed, etc. - Not providing appropriate food for the children or respecting allergies, diets, etc. - Lack of supervision – situation where children are in danger because of lack of adult supervision – children have gone out in a boat on a lake without adults nearby. - Child not brought to appropriate medial professional after concerns shared. - Other ideas?
Interaction	
Quiz/assessment	
Additional notes?	

3.2. Key existing CISV resources

The following existing material should be considered and can be used, if and where appropriate:

Video: On 4 October CISV will launch a campaign that aims to improve Leader recruitment in CISV Chapters and NAs which is a common problem there. *"Are you ready to lead?"* (the title of the campaign and video) is a call to action for prospective adult volunteers encouraging them to join CISV for either the professional benefits or the CISV community. This campaign also looks to feature leader experiences and the impact CISV has had on them. Additional campaign materials will be available that explain the role of a CISV leader and the process of their recruitment. The video will be available at https://www.youtube.com/user/CISVInternationalLtd

As part of CISV's partnership with Momondo, a video has been produced which is available at https://youtu.be/hjARRVbVHok. CISV would need to get permission to use it.

Further possibly relevant online material is at:

- https://www.youtube.com/watch?v=cAreLVmMn7A
- https://www.youtube.com/watch?v=diGAn251p0E

If additional video were required, CISV could put out call for video content to be provided by our volunteers which could then be edited (this has been done in the past with good results).

Photo bank: CISV has got an extensive photo bank, mostly of CISVers in camp settings. CISV could do a call for specific additional photos among CISVers.

All official CISV Policies, Guides, and Forms are available online at https://cisv.org/resources/. Any appropriate material of that kind (e.g. Child Protection Policy) will be linked to from modules as background material.

3.3. Glossary of key terms

Certification	CISV operates certification and recertification systems to ensure consistent high quality practice in defined organizational roles. Current (re)certification systems

cover trainers and risk managers. This project will add a certification and recertification scheme for programme Leaders, Staff, and Junior Councillors. A (re)certification system comprises of the three principles (1) standards, (2) objective assessment, and (3) a defined set of (re)certification mechanisms.

Chapter	A CISV Sub-Organization of an NA; Sub-structures of NAs differ from country to country; over 200 Chapters exist worldwide
Child Protection	A broad term to describe philosophies, policies, standards, guidelines, and procedures to protect children from both intentional and unintentional harm. For CISV, it applies particularly to the duty of the organization - and individuals associated with our organization - towards children in our care. See the [CISV Child Protection Policy and Procedures](#).
CISV	CISV International, CISV National and Promotional Associations and their Chapters collectively (*Note that originally, the acronym CISV is derived from Children's International Summer Villages, but the fulltext term is not used anymore*)
CISV ID	Many CISVers have an @XX.cisv.org email address (where XX is the 2digit ISO code of their country of residence). These addresses are used as accounts in CISV's systems when the respective person needs a login. Recently, CISV has adopted the term "CISV ID" for these accounts.
Leader	In CISV, Leaders (with capital 'L') is a defined adult role of responsibility for a delegation of children in a CISV → (Educational) Programme; see Programme Guides for details.
LMS	Learning Management System. CISV uses a moodle LMS which is hosted by HowToMoodle (https://www.howtomoodle.com).
NA	National Association – CISV Member Association, separately and independently organized/registered, operated in line with CISV International policy and local law; generally, one in any given country (approx. 51 NAs are full voting Members of CISV International + nearly 20 promotional associations (→ PA))
PA	Promotional Association – a developing CISV association in one country which has not yet become a full member (see → NA). Unless otherwise specified, where the term NA is used, it includes PAs.
Programme	Within the context of CISV, a Programme refers to one of seven official international CISV Programmes. The range of Programmes is geared toward different age groups and includes international camps, exchanges, community social action projects involving international volunteers or local educational projects.

CISV is referring to Programmes in 2 different ways:

- Programme (1 of our 7 international programmes)

- programme (a specific Village, hosted by an NA)

Safeguarding	Range of measures that CISV puts in place to protect people in CISV and those who come into contact with CISV from abuse and maltreatment of any kind.
Staff	In CISV, Staff (with capital 'S') is a defined adult role of responsibility in a CISV (Educational) Programme; see the CISV Programme Guides at https://cisv.org/resources/ for details.

3.4. Brand guidelines

CISV's corporate brand guidelines – called "Looking Good" – apply to CISV International and to its members in order to encourage common visual identity of official CISV promotional material, websites, etc. The guideline can be downloaded from the CISV website: https://cisv.org/resources/communications-fundraising/cisv-branding-logos-fonts-colours/

The moodle LMS already follows the brand guidelines, and the elearning courses must integrate and build on those templates.

3.5. Legal and contractual information

CISV International Ltd. operations fall under the laws of England and Wales. Vendor proposals will therefore be assessed against these laws.

CISV reserves the right to reject any or all proposals. Circumstances that will lead to the rejection of received proposals are (not limited to):

- Failure to deliver to the objectives and core requirements of this RfP
- Proposals which could potentially lead to a vendor lock-in (i.e. self-developed solutions and niche products without clear opt-out/migration possibilities)
- Failure to comply with European data security and privacy regulations (GDPR)

Rejected vendors are offered the possibility for debriefing and discussions on the evaluation of the rejected proposal.

If during a requested debrief the vendor demands the possibility to re-evaluate and offers re-submission of a revised proposal, CISV may accommodate this demand upon free decision. The vendor reserves no right for resubmission after rejection.

All non-proprietary material submitted by the vendor becomes CISV's property. This requires the vendor's proposal to clearly identify any proprietary material and enable easy separation from the proposal.

Use of proposals: CISV reserves the right to use any nonproprietary concepts, ideas or information presented in vendors' responses in its own right.

Disclosure of proposal contents: After the selection process the proposals' contents may be shared with interested parties. In order to make sure no sensitive or other legally protected information is shared, the vendor is requested to clearly identify such content.

Return of proposals and cost of responses: CISV is not obliged to return any proposal or other subsequently submitted material. Also, CISV accepts no responsibility for Vendor costs during the

creation and submission of any proposal or proposal content, including any in-person presentation.

Sole contractor policy: CISV expects the vendor to take full responsibility for the execution of this project. If in case the vendor intends to work with subcontractors, the vendor shall

- take full responsibility for steering these subcontractors
- name these subcontractors to CISV

CISV's intention is to establish one vendor contract for this project. However, CISV reserves the right to reject subcontractors, if its values risk being compromised by engaging with the same.

Data protection: The following legal frameworks apply: European data protection (especially GDPR); UK Data Protection Act 2018; Any data protection regulation based on GDPR applicable for the vendor's country of residence. The CISV privacy policy applies; it is available at https://cisv.org/privacy-policy/.

Safeguarding: As a charity registered in England, the Charity Commission's requirements and UK safeguarding legislation applies.

Duration of contract: The project implementation contract is expected to have a duration of approximately one year.