

CROSS-CULTURAL UNDERSTANDING AND INTERNATIONAL WORK

Hald International School

Passed by the Board June 4, 2019

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I Purpose of the education

The purpose of Hald International School is to educate youth in awareness raising and international work, paid or voluntary, within the church and organization and professional life in general. Hald International School wants to participate in shaping students' attitudes and values regarding solidarity, justice, faith and a cross-cultural community and to help them channel their commitment to create a better world. It is based on a Christian worldview.

II One study – three programs: profile of the three programs

The main part of the education (45 credits total) is the same for all students. Simultaneously, all students will do one of the three programs that have a different profile. Choosing a program also means choosing an in-depth study topic. Act Now offer the in-depth study topic of "Global development" as its specialization, while Interact and Connect offer the in-depth study topic of "Bible, mission and diakonia" as its specialization. This is particularly important regarding the internship period where students will have their internship location in connection with projects run by one of the three organizations and their local partners.

Act Now (Strømme Foundation)

Act Now largely focuses on development cooperation, where job creation, community building and education are important work strategies. Act Now wants to create a deeper understanding and knowledge of poverty, the causes of poverty and how to eradicate it. Along with the Strømme Foundation's other work regarding development and information, Act Now wants to give meaning and content to Strømme Foundation's vision of eradicating poverty.

Act Now offers in-depth study topic of "Global development, 15 credits" as its specialization.

Act Now offers internships in the following countries: Uganda, Tanzania, Nepal and Norway.

Interact (Laget – NKSS)

Interact largely focuses on international student work and leadership training. In affiliation with national student movements in different countries, the students will participate in mission, diaconal projects and outreach among students. Through this participation, Interact will create leaders who assume responsibility in society, church and mission - locally, nationally and internationally.

Interact offers the in-depth study topic of "Bible, mission and diakonia, 15 credits" as its specialization.

Interact offers internships in the following countries: Brazil, Kenya, Nepal, Madagascar, Colombia and Norway.

Connect (the Norwegian Mission Society – NMS)

Connect largely focuses on mission and development cooperation. NMS works with the aim of combatting injustice, sharing the faith in Jesus and eradicating poverty. Through the exchange program, Connect wants the students to experience mission and development cooperation first-hand. An important element is the contact between churches and organizations in different countries.

Connect offers the in-depth study topic of "Bible, mission and diaconate, 15 credits" as its specialization.

Connect offers internships in the following countries: Brazil, Madagascar, Hong Kong and Norway.

III A simple outline of the education program

The education offered at Hald International School is divided into the following parts:

1. Fall course: Preparation and introduction. Duration: seven weeks, starting in August.

2. Practice period:

- a. Local introductory course
- b. Language course
- c. Follow-up course
- d. Final course locally
- e. Private study
- f. Internship with supervision

3. Spring course: Debriefing, in-depth study topic and voluntary work.

School hours distributed on the different sections of the program:

1. Fall course	200 hours
2. Practice period	
a. Local introductory course	20 hours
b. Language course	80 hours
c. Follow-up course	70 hours
d. Final course locally	12 hours
e. Private study	7 hours x 22 weeks = 154 hours
f. Internship	28 hours x 22 weeks = 616 hours
3. Spring course	315 hours

* It is intended that the students will have a week off during their stay abroad. The week off will be in addition to the internship period.

IV Study topics

1. Culture and intercultural communication, 15 credits
2. Christians faith and ethics, 5 credits
3. Sustainable development, 5 credits
4. Communication and advocacy, 10 credits
5. Leadership and personal growth, 10 credits

In-depth study topics:

6. Bible, mission and diakonia, 15 credits
7. Poverty eradication, 15 credits

Descriptions of primary/main learning outcomes:

After successfully completed studies, students will have the following learning outcomes:

Knowledge:

- Possess knowledge of different cultures
- Possess knowledge of Christian faith
- Possess knowledge of “themselves and others” and “interactions between people”
- Possess knowledge of the role of voluntary organizations in society
- Possess knowledge of development cooperation

Skills:

- Are able to reflect on their own culture
- Are able to respect other cultures
- Are able to work in an international context

Competence:

- Are able to build relations across cultures
- Have international work experience

Descriptions of learning outcomes for each topic:

1 Culture and intercultural communication, 15 credits

In this topic, students will get an introduction to theories about culture and intercultural communication, and they will do a more in-depth study in the context of where they do their internship. Doing the internship in another country leaves room for utilizing theoretical knowledge. In spring, sharing of experience and reflection will be of importance for increasing the competence on the topic.

After successfully completed studies, students will have the following learning outcomes:

1a) Knowledge:

- Possess knowledge of cultural concepts and different views on culture
- Possess knowledge of the concept of worldview
- Possess knowledge of various responses in intercultural encounters
- Possess knowledge of multicultural societies
- Possess basic knowledge of a local language

1b) Skills:

- Are able to reflect upon and discuss their own culture and values
- Are able to observe and ask questions about parts of other cultures
- Are able to communicate with people with a different cultural background
- Are able to work in a new cultural context

1c) Competence:

- Are able to adapt when communicating with others who experience a new culture
- Are able to cooperate and communicate interculturally
- Are able to become aware of and handle a cultural misunderstanding
- Are able to show respect toward people with a different cultural background

2 Christian faith and ethics, 5 credits

In this topic, students will get a basic introduction to the Christian faith. Mission, diakonia and evangelization will be given special attention. Reflections regarding ethical issues and one's own worldview when encountering others will be emphasized.

After successfully completed studies, students will have the following learning outcomes:

2a) Knowledge:

- Possess knowledge of the essence of the Christian faith, with basis in an evangelical Christianity
- Possess knowledge of the concepts of mission, diakonia and evangelization, and be able to give examples on how these work in practice
- Possess knowledge of various ethical models

2b) Skills:

- Are able to reflect upon the Christian faith and its significance to society and individuals
- Are able to reflect upon their own worldview and attitudes toward others
- Are able to reflect upon and analyze various reasons for ethical choices

2c) Competence:

- Are able to meet people with other beliefs with knowledge and respect
- Are able to make ethical choices in a conscious and responsible manner

3 Sustainable development, 5 credits

The topic of "Sustainable development" gives a general introduction into worldwide development, poverty, inequality and North-South issues. The topic introduces the Sustainable Development Goals and today's aid regime within a globally political framework. Traditional aid, the history of aid and Norway's role as a donor country will be discussed in a critical manner. The topic focuses on challenges concerning poverty, human rights and environment/climate.

After successfully completed studies, students will have the following learning outcomes:

3a) Knowledge:

- Possess an understanding of central development issues and current issues that concern the development process
- Possess knowledge of the vision and work strategies of the main organizations
- Possess insight into various development work based on experience from the internship
- Possess knowledge of human rights, climate change challenges, resource distribution and consumption and dilemmas regarding poverty eradication

3b) Skills:

- Are able to reflect upon how various social systems, processes and relations affect poverty, inequality and development processes
- Are able to analyze their own native country in a sustainable perspective

3c) Competence:

- Are able to establish initiatives that promote international understanding, poverty eradication and resource management
- Are able to contribute to our mutual sustainable future

4 Communication and advocacy, 10 credits

This topic will give students an introduction to theory and tools regarding communication and advocacy. At the center of the topic is planning and execution of advocacy. The students will use their own experiences from their stay abroad and the work of the main organizations. Ethical issues surrounding communication of information will be emphasized in this topic.

Through this topic, students will acquire tools, insight and motivation to be an active social actor and supporter of the main organizations' work.

After successfully completed studies, students will have the following learning outcomes:

4a) Knowledge:

- Possess knowledge of the organization's communication strategies
- Possess knowledge of various methods of gathering data, communicating a message and doing advocacy

- Possess knowledge of ethical challenges concerning field work and communication
- Possess knowledge of the individuals' possibilities of advocacy in society

4b) Skills:

- Are able to reflect upon the organization's communication strategies
- Are able to communicate a message verbally and in writing, adjusted to a target group
- Are able to communicate a message through various social media
- Are able to reflect upon ethical issues in field work, communication and advocacy
- Are able to plan and execute advocacy

4c) Competence:

- Are able to create commitment by communicating a message through using various communication tools
- Are able to plan and execute advocacy and motivate different target groups into active participation in society
- Possess an ethical consciousness surrounding their communication
- Are able to collect and analyze data and present their findings in writing

5 Leadership and personal growth, 10 credits

The topic of "Leadership and personal growth" will focus on leadership as an opportunity and ability to impact others, where leadership not necessarily is concerned with formal positions or roles. Leadership in either development cooperation or church and mission work will be emphasized in the subject. Through teaching and internships, the students will learn

After successfully completed studies, students will have the following learning outcomes:

5a) Knowledge:

- Possess knowledge of various forms and strategies within leadership
- Possess knowledge of leadership in a multicultural context
- Possess knowledge of teamwork and conflict management
- Possess knowledge of principals for guidance of oneself and of others
- Possess knowledge of leadership principals within development cooperation or church and mission work

5b) Skills:

- Are able to use various tools to understand their own and others' behavior, strength and personality type
- Are able to reflect on leadership and cooperation in a multicultural context
- Are able to reflect on and understand their own role in a team and in a conflict
- Are able to reflect on power and boundaries in various relations
- Are able to reflect on leadership in development cooperation or church and mission work

5c) Competence:

- Are able to use knowledge and experience to lead themselves and others
- Are able to adjust and maneuver their leadership style to fit the context and evaluate how their own background affects this
- Are able to exercise leadership based on leadership principals within development cooperation or church and mission work

In-depth study topics**6 Bible, mission and diakonia (Connect and Interact), 15 credits**

In this topic, students will learn about the Bible's origin and content. They will be equipped to use the Bible in their own lives and in Christian work. Issues concerning Christian faith in encounters with different worldviews and cultures will be an important part of this study. The students will through teaching and practice develop their understanding and competence within mission and diakonia. The course will provide historical and current perspectives. The organizations' working methods will be emphasized.

After successfully completed studies, students will have the following learning outcomes:

6a) Knowledge:

- Possess knowledge of the development of the biblical canon, and how the Bible can be understood as authoritative in Christian faith
- Possess knowledge of selected topics and major lines in the Bible
- Possess knowledge of the Christian faith in relation to other beliefs
- Possess knowledge of a few current topics in Christian apologetics
- Possess knowledge of methods and biblical foundations for mission and diakonia
- Possess knowledge of the main features of Christian mission's history
- Possess knowledge of the history, methods and strategies of the owner organization

6b) Skills:

- Are able to use various methods for reading the Bible and praying
- Are able to reflect on and discuss the guidance the Bible gives for our lives
- Are able to reflect on and consider the context's significance to faith, worldviews and attitudes and discuss the contextualization of Christian faith based on the Biblical materials
- Are able to communicate Christian faith to people with different worldviews and from different cultures
- Are able to reflect on and discuss various methods and arguments for mission and diakonia
- Are able to use the organizations' tools and methods for mission and diakonia

6c) Competence:

- Are able to use the Bible and prayer as practical tools in their own lives

- Are able to encounter various expressions and confessions within the Christian faith with thoughtful assurance
- Are able to master methods within mission and diaconal work

7 Poverty eradication (Act Now), 15 credits

This topic focuses on global and local initiatives for poverty eradication and the voluntary organizations' role in development cooperation. The course introduces a rights-based approach to development based on principals such as participation, non-discrimination, human dignity, empowerment, increasing people's freedom and capabilities, transparency and advocacy. The course examines current issues and working methods in aid and development cooperation. By using examples, various strategies for community development, job creation and education are presented and discussed.

After successfully completed studies, students will have the following learning outcomes:

7a) Knowledge:

- Possess knowledge of the role of the voluntary organizations in development cooperation
- Possess knowledge of main features in a right-based approach to development
- Possess knowledge of possibilities and challenges concerning development programs such as microfinance, vocational skills training and youth dialogue groups.

7b) Skills:

- Are able to analyze and understand challenges and trends in local and global development
- Are able to utilize relevant concepts, terms and reports

7c) Competence:

- Are able to discuss reasons why some countries are rich, and some are poor and what might promote or hinder wealth, human rights and social development
- Are able to work in a development project under supervision
- Are able to contribute to positive changes in their own community

V Learning methods

Examples of learning methods that may be utilized:

- An international learning arena for social education at Hald International School
- Experience-based activities (model learning)
- Process-oriented work
- International project work

- Studies in the form of lectures, group work, roleplay and debates
- Personal guidance
- Team guidance
- Excursions and organization visits
- Private study:

During the internship period, the students will have one day per week for private studies (reading prescribed texts and writing assignments and internship reports).

Written assignments:

All written assignments will support the descriptions of the main learning outcomes. All written assignments thus count as interdisciplinary. The assignments will help the students to immerse themselves in the studies, but also give the school a proper basis of assessment through the portfolio assessments that are described in chapter VIII.

Blog/VLog

During the internship period, all students will publish three blog posts or three vlogs about country, people, culture, mission, aid, development and intercultural communication.

Article

Each student will send an article to a newspaper, magazine, publication and the like, online or printed, in relation to their internship.

Field assignment

During the school year, all students will write a field assignment about topics of sustainable development, poverty eradication, civil society, mission, religious community or diakonia. During the fall course at Hald, there will be a method course for the students which will give them an introduction to qualitative, participatory method and how to write an assignment. Research ethics will be emphasized.

Internship reports

The students will write two internship reports during the internship period. The reports will report on gained knowledge, skills and competence for the descriptions of the main learning outcomes.

After the internship is completed, each student will write a final internship report as well.

Book reports

During the school year, the students will hand in book reports on one book from the reading list from each topic.

VI Internship period

Preparations for the internship period:

In addition to the topics presented above, the students will, during the fall course, work on some practical preparations for their stay abroad, and there will be information given about and training in:

- physical and mental health during their stay abroad
- crisis, preparedness and security
- visa, insurance, finances, participant agreement, etc.

As instanced by the model presented in chapter III, both education and internship are included as elements in an overall course program. The internship period count as practice in all topics of the study. The weighing of the topics is balanced by the number of credits, which again guides the number of teaching hours and the number of pages in the curriculum. There is a close correlation between the teaching in the fall, the training out in the field, the internship and the teaching in the spring. Through the whole school year, the focus is on the students' learning outcomes – both in theory and practice.

The following elements will be included in the students' internship period:

a. Local introductory course (20 hours)

In the beginning of the internship period, the local partner will give an introduction course with focus on local circumstances (local culture, religion, history, current conditions, customs, security, partner organizations, etc.). They will now on a local level utilize a great deal of the theory they have studied during fall course.

b. Language training (80 hours)

The students will receive language training based on local models.

The language course must be understood as an introduction which focuses on simple conversations for helping the students function in daily life. The students that do their internship in countries where English is spoken as a local working language will not do a language course but a longer internship.

c. Follow-up course (70 hours)

In the middle of the internship period, there will be a course for the students in the area where they will do their internship. In the course, 4–30 participants who are placed in each region will gather. Some places, there will only be students from one program, other places, the group will consist of students from various programs. One or more of the teachers at HIS will be responsible for the education and the completion of the course. The course picks up the thread from topics that were taught during the fall course, but that are now based on the students' experience with the topics out in the field (intercultural communication, values and attitudes in encounters with a different culture, issues concerning aid and missiology, teamwork, voluntary work, processing and evaluating personal experiences). Individual guidance interviews with the students are done after the follow-up course as well.

d. Final course, locally (12 hours)

Before the students leave their internship placements, a final course is held where the

internship period is evaluated and reviewed in collaboration with the local partner. It is important for the students, but also for the local partner, so that the experiences may become mutual learning.

f. Internship period with supervision from a local internship supervisor

The students are assigned their internships based on an overall assessment of personal qualifications, team composition and desirable criteria from the internship locations. During the internship period, the students gain knowledge of - and an opportunity to participate in - the aid, mission and student work that the local partners do. The students do, with few exceptions, the same internship during the entire stay abroad. Activities and assignments from the internship period are defined in consultation with the local partner and rendered specifically in the partnership agreement.

During the internship placement, the students are supervised by local internship supervisors. It is expected that the students will have one hour with the local internship supervisor every other week, as well as continuous observations during internship.

VII Curriculum

Distribution of page numbers

Topic	Act Now	Connect	Interact
1. Culture and intercultural communication, 15 credits	450	450	450
2. Christian faith and ethics, 5 credits	150	150	150
3. Sustainable development, 5 credits	150	150	150
4. Communication and advocacy, 10 credits	300	300	300
5. Leadership and personal growth, 10 credits	300	300	300
6. Poverty eradication, 15 credits	450		
7. Bible, mission and diakonia, 15 credits		450	450
In total	1800	1800	1800

The curriculum will be available when the studies begin.

VIII Graduation and completion of exams

This chapter is in accordance with the "Regulation for admission, completion of studies, exams and rules of appeal for the vocational school of Hald International School" set by Hald Internasjonale Senter school board on May 30, 2017.

Hald Internasjonale Senter uses continuous assessment and final assessment with the grading system passed/failed.

Registration

Students who are admitted to the school, are automatically registered for exams/final assessment if the terms in § 4.2 of the regulation are met. That means that the student has:

- a) Paid the tuition fee
- b) Completed and passed an internship abroad with less than 10% absence
- c) Attended mandatory classes with less than 10% absence
- d) Handed in all elements for the portfolio assessment within the given deadline

Continuous assessment

Continuous assessment of the students is an important part of the educational program at HIS:

- Arranged guidance interviews between teacher at HIS and student
- Regular guidance interviews between internship supervisor and student at the internship
- A written response on written work during the school year. The students will have a chance to make changes and improvements based on the written response they have been given until they are to be handed in for the final assessment.

In addition, there is continuous informal contact with feedback to the students.

Final assessment

By the end of the school year, there will be a final assessment of the students. The following elements are included in an overall assessment:

- 1 There will be a portfolio assessment of each student
- 2 The internship will be assessed by a local internship supervisor
- 3 Absence during the school year (not surpassing 10%)
- 4 An external examiner will assess a selection of the portfolios

The study will be assessed as passed/failed. For the study to be passed, it is required that all elements of the portfolio are submitted and meet the requirements, and that the internship is passed.

The study makes up a whole where theory and practice are closely connected. Thus, it is required that the students pass all elements in the course (portfolio, internship and attendance). There will not be an opportunity to redo parts of the course if you fail one of them.

Students with special needs will be considered for an alternative assessment after a written submission has been given to the school.

IX Diploma

When the students have completed the studies, they are given a diploma.

The diploma will contain:

- The name of the tertiary vocational education: "Cross-cultural understanding and international work"
- The name of the vocational school: Hald Internasjonale Senter
- The main learning outcomes
- The name of the program the student is affiliated with
- Topics
- The country of internship and the name of the local partner organization
- NKR level and the qualifications that are achieved
- The grading system that is used (A-F) or passed/failed
- The number of vocational school credits earned
- If the study is passed or not