



HALD INTERNASJONALE SENTER

CURRICULUM

Hald International Center

Cross-cultural understanding and international work

Revised February 2017

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I The purpose of the education

The purpose of Hald International Center is to educate people for attitude-forming and cross-cultural work, salaried or voluntary, within the church and organizations and in working life in general.

Hald International Center wishes to participate in shaping the students' attitudes and values regarding solidarity, justice, faith and cross-cultural fellowship, and to help them channel their engagement to achieve a better world. This is done from a Christian basis.

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

The main part of the tuition is common to all students. At the same time the students are linked to one of the three programmes which have different profiles. This is particularly important regarding the internship period where the students have their internship locality in relation to projects which are operated by one of the three organizations and their local partners.

Act Now (Strømmestiftelsen)

Act Now has particular focuses on development cooperation, where education and microfinance are important working strategies. Act Now wishes to create greater understanding and knowledge about poverty, its causes, and how it can be fought. Together with Strømmestiftelsen's other work regarding development and information Act Now wishes to give meaning and content to the vision that Strømmestiftelsen has to eradicate poverty.

At the moment Act Now has internship localities in the following countries: Uganda, Tanzania, Kenya, Nepal and Norway.

Interact (Laget – NKSS)

Interact has particular focus on international student work and leadership training. In connection with national student movements in different countries the students will participate in mission, diaconal projects and outreach among students. Through this Interact wants to develop leaders who take responsibility in society, church and mission, both locally, nationally and internationally.

At the moment Interact has internship localities in the following countries: Brazil, Kenya, Nepal, Madagascar, Colombia and Norway.

Connect (The Norwegian Missionary Society – NMS)

Connect has particular focus on mission and development cooperation. NMS works from three different program areas: evangelism and helping build congregations, diakonia and aid, and leadership and organization. Through the exchange program Connect wants the students to experience mission- and development cooperation at close range. One important element is the contact between churches and organizations in different countries.

At the moment Connect has internship localities in the following countries: Brazil, Madagascar, South-Africa, China and Norway.

III A simple sketch of the tuition program

The study at Hald International Center is composed of the following parts:

1. **Autumn course:** Preparation and introduction. 6-7 weeks starting in August.
2. **Internship period:**
 - a. Local introduction course
 - b. Language course
 - c. Follow-up course
 - d. Final course, locally
 - e. Self-study
 - f. Internship w/guidance
3. **Spring course:** Debriefing, going deeper into the five topics and voluntary work.

Distribution of school hours in relation to the various parts of the tuition program:

	Connect/Interact/Act Now
1. Autumn course	200 hours
2. Internship period	
a. Local introduction course	20 hours
b. Language course	80 hours
c. Follow-up course	40 hours
d. Final course, locally	12 hours
e. Self-study	108 hours
- 1 paper	30 hours
- 2 x 6 hours internship report	12 hours
- reading with reports	36 hours
f. Local guidance	12 hours
Internship	24 hours x 18,5 weeks = 444 hours
3. Spring course	228 hours
- 1 paper	30 hours

- It is estimated that the students are supposed to have a two week vacation during the internship period. The vacation comes in addition to the internship period.

IV Topics

Executive learning outcome descriptions:

After completing and passing the course the student has the following learning outcomes:

Knowledge:

- Knowledge about different cultures
- Knowledge about Christian faith
- Knowledge about «themselves and others» and «interaction between people»
- Knowledge about voluntary organizations' role in the society
- Knowledge about development cooperation

Skills:

- Is able to reflect on one's own culture
- Is able to respect other cultures
- Is able to work in an international context

Competence:

- Is able to build relations across cultures
- Has international work experience

Five topics:

1. Culture and cross-cultural understanding
2. Aid and development cooperation
3. Bible, mission and diakonia
4. Leadership and personal growth
5. Information, communication and dissemination

1 Culture and cross-cultural understanding

In the subject «Culture and cross-cultural understanding» the students will be introduced to theory regarding culture and cross-cultural communication, and during their internship period they will do a more in-depth study of the country they are in. The relationship between culture and ethics will be treated more specifically. The way different religions relate to illness, death and accidents will be brought up as a separate topic. Drawing lines between the students' cross-cultural experiences during the internship period and the multicultural society in Norway will be particularly emphasized during the spring course.

After completing and passing the course the student has the following learning outcomes:

1a) Knowledge:

- Has knowledge of different definitions of culture
- Has insight into the term «worldview»

- Has knowledge of different reactions when facing a new culture
- Has knowledge about and understanding of the multicultural society in Norway
- Has basic knowledge about local language

1b) Skills:

- Is able to reflect on discussions regarding own culture and values
- Is able to observe and ask questions about a new culture
- Is able to communicate with people from different cultures
- Is able to work in a cross-cultural context

1c) Competence

- Is able to facilitate for others who arrive in a new culture
- Is able to cooperate and communicate cross-culturally
- Is able to detect and manage a cultural misunderstanding

2 Aid and development cooperation

In the subject «Aid and development» all students will get a general introduction to North-South problems and the main lines in Norwegian aid-politics in the past and current time. The voluntary organizations' role in international aid work will be especially emphasized. Act Now has a particular specialization on the subject aid and development cooperation. The teaching will therefore go further into issues and working methods when it comes to aid work.

After completing and passing the course the student has the following learning outcomes:

2a) Knowledge:

- Knowledge about development-history and development theories (AN)
- Knowledge about global politics and economy (AN)
- Knowledge about the owner organizations' vision and working strategies (AN/C)
- Insight into various development work based on experience from the internship period (health, education, microfinance, poverty alleviation)
- Knowledge about human rights
- Knowledge about climate challenges, sharing of resource and consumption

2b) Skills:

- Analyze and understand global challenges (AN)
- Apply aid terminology to solve a task (AN)
- Recognize global trends in development issues (AN)
- Initiate measures which promote international understanding, poverty alleviation and resource management
- Use relevant professional reports

2c) Competence:

- Analyze their own homeland in a global perspective (AN)
- Work in a development project under supervision
- Is able to take personal responsibility for our common future

3 Bible, mission and diakonia

In the subject «Bible, mission and diakonia» there will be lectures about mission in the Bible. Students attending Connect and Interact will through teaching and internship have a particular specialization within church and mission. There will be focus on the relationship between mission, diakonia and aid in the organizations' work. Christian service will be addressed specifically.

After completing and passing the course the student has the following learning outcomes:

3a) Knowledge:

- Knowledge about central topics in the Bible (C/I)
- Knowledge about the owner organizations' history and methods (C/I)
- Knowledge about the main lines in mission and church history (C/I)
- Knowledge about Christian faith in relation to other worldviews (C/I)
- Knowledge about ethical thinking in relation to different worldviews
- Knowledge about the relationship between aid, mission and diakonia

3b) Skills:

- Able to discuss contextualization in the Bible (C/I)
- Able to convey the core of Christian faith (C/I)
- Respect different expressions and denominations (C/I)
- Conscious about own spirituality and identity
- Reflect on ethical and philosophical themes

3c) Competence:

- Using the Bible as a practical tool in their own lives (C/I)
- Cooperate and conduct a dialogue despite religion and worldview (C/I)
- Take conscious ethical decisions
- Live responsible locally and globally

4 Leadership and personal growth

We will focus on leadership as an opportunity and ability to influence, where leadership is not necessarily linked to formal positions or roles. Leadership is a central theme within both mission and aid work. Through teaching and internship the students are provided with skills in team

collaboration and conflict resolution, and we want to equip and challenge young people to lead themselves and others.

After completing and passing the course the student has the following learning outcomes:

4a) Knowledge:

- Knowledge about different strategies in leadership
- Knowledge about central elements in team collaboration and conflict resolution
- Knowledge of historical leaders in the Bible (C/I)

4b) Skills:

- Is able to consider an organization's vision and leadership strategy
- Is able to reflect on their own and others' behavior and type of personality
- Is able to reflect on and understand their own role in a team and in a conflict
- Is able to explain the principles within Christian leadership (C/I)

4c) Competence:

- Is able to lead themselves and others
- Is able to use their own abilities for the benefit of a team
- Is able to use different tools of leadership
- Is able to apply biblical leadership principles in their own lives as well as in mentoring and teaching (C/I)

5 Information, communication and dissemination

The subject «Information, communication and dissemination» will give the students an introduction to theory and work tools linked to communication and dissemination. Ethical issues related to dissemination of information from North to South will be particularly emphasized. An important part of the subject is practical organization work where students convey own experiences and information about the countries in which they have had their internship period. Evaluation work is an essential part of the study at Hald International Center because it is important to put the students' experiences in a larger context so that it will have consequences beyond their own lives.

After completing and passing the course the student has the following learning outcomes:

5a) Knowledge:

- Knowledge about the organizations' communication strategies
- Knowledge about the use of various information tools

5b) Skills:

- Is able to convey a message orally and written
- Is able to reflect on the organizations' dissemination of information

- Is able to reflect on ethical issues in various medias

5c) Competence:

- Is able to create commitment by communicating a message
- Is able to plan and implement awareness-raising activities

V Methods

Teaching methods will be as follows:

- An international social-educational place of learning at Hald International Center
- Experiential activities (model learning)
- Process-oriented work
- International project work
- Tuition through lectures and group work
- Personal guidance and coaching
- Group mentoring and team guidance

VI Internship period

Preparations for internship period

In addition to the subjects presented above, the students will be working with a number of practical preparations for their internship period, and it will be provided information about and training in:

- Physical and mental health during the internship period
- Crisis, preparedness and safety
- Visa, insurance, economy, participant agreement etc.

As stated in the model that was presented in number 3, both tuition and internship are elements in a comprehensive course. There is a close correlation between tuition in autumn course, tuition during internship period and tuition in spring course. Throughout the school year the focus is on the students' learning outcomes – whether in theory or practice.

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

a) Local introductory course (20 hours)

At the start of the internship period the local collaborator will arrange an introductory course focusing on local conditions (local culture, religion, history, current conditions, customs, partner organization, etc.). In this course, much of the theory that the students have learned during the autumn course at Hald is taken down to a local level.

b) Language course (80 hours)

The students receive language courses of local models. For the language course it is calculated 4 hours teaching each day, 5 days a week for a period of 4 weeks. Self-studies and homework come in addition. The local collaborator is responsible for facilitating the language course and making agreements with local language institutes/teachers for the purchase of services, while Hald International Center covers the costs of the language course.

80 hours in a new language is not much, therefore the language course must be understood as an introduction where the focus is on simple conversation in order to help the students to function in daily life. Those students who have their internship period in a country where English is used as a local work language there will not be arranged any language course, but the internship period will be correspondingly longer.

c) Follow-up course (40 hours)

Halfway through the internship period it is arranged a course for the students in the area where they are deployed. This course gathers 4-30 participants who are located in each region. Some places there will be students from only one program, elsewhere, the group will consist of students from various programs. One or several teachers from HIS will be responsible for the tuition and completion of the course. The course continues on topics taught during the autumn course, but now based on the students' encounter with these topics in their internship period (cross-cultural communication, values and attitudes when facing another culture, issues related to aid and missiology, team cooperation, information work, processing and evaluating personal experiences). Individual guidance with the students is also done during the follow-up course.

d) Final course, locally (12 hours)

Before the students finish their internship period it is arranged a final course where the internship period is evaluated and summarized in cooperation with the local partner. It is important for the students, but also for the local collaborator so that the experiences can become mutual learning.

e) Self-study

A method course is arranged during the autumn course at Hald. This course provides the students an introduction to qualitative, participating method and how to write a paper.

During the internship period the students should have 1 day a week for self-study (reading curriculum, write paper and reports from the internship period).

Curriculum:

Connect/Interact/Act Now: A total of 2300 pages

During the internship period the students submit 6 book reports as a response to the curriculum they have read, one from each topic.

Papers

During their internship period, all students will write two papers of approximately 2500 words each. The first regarding country/culture/history (context), and the second regarding aid, mission or church. The paper can, if the student wants, be written together with another student, but then it should be twice as long.

The first paper is written and submitted during the internship period abroad. The second paper will be written when they have returned to school with guidance from the pedagogical staff, and in cooperation with the internationals from the country they have had their internship in. The research on the other hand should be done during their internship before returning to school.

Reports

The students make 2 periodic reports from the internship period during their stay abroad.

f) Internship period with the guidance of a local mentor

The students are assigned their internship localities based on an overall assessment of personal qualifications, team composition and desirable criteria from the internship localities. During the internship period the students get knowledge about, and the opportunity to participate in the aid-, mission and student work which the local partners are running. The students have, with few exceptions, the same internship locality during the entire stay abroad. Activities and tasks for the internship period are defined in consultation with the local collaborator, and are concretized in the partnership agreement.

During the internship period the students are followed up by local contact persons. It is estimated that the students should have 1 hour together with the local contact person biweekly, as well as continuous monitoring at the internship locality.

VII Curriculum

Distribution of page numbers

Topics	Act Now	Connect	Interact
1. Culture and cross-cultural understanding	400	400	400
2. Aid and development cooperation	700	150	150
3. Bible, mission and diakonia	300	750	750
4. Leadership and personal growth	400	500	500
5. Information, communication and dissemination	100	100	100
6. Country studies	400	400	400
Total	2300	2300	2300

READING LIST INTERNATIONAL STUDENTS

1. CULTURE AND CROSS CULTURAL COMMUNICATION

Lane, Patty, 2002, "A beginner's guide to Crossing cultures".

Compendium intercultural communication Hald Internasjonale Senter. 2014.

2. DEVELOPMENT AND GLOBAL ISSUES

Eade, Deborah, 1997, "Capacity-Building: An Approach to People-Centred Development" Oxfam Professional

3. BIBLE, MISSION AND DIAKONIA

Act Now:

Yancey, Peter, 2002, "What so amazing about grace"

Connect:

Norwegian Mission Society's strategy 2015-2017 "Dignified life – lasting hope",
www.nms.no/documenter

Pippert, Rebecca Manley, 2008, "Out of the saltshaker and into the world" Nottingham.
Inter-Varsity Press

Stott, John, 2005, "Evangelical Truth. A personal plea for unity, integrity and faithfulness. Revised." Downers Grove, IL: InterVarsity Press.

Lausanne Capetown commitment, 2010, I and II. www.lausanne.org/documents

<https://www.lutheranworld.org/content/resource-diakonia-context-transformation-reconciliation-empowerment>

Selected text from the Bible (handout)

Interact:

Brown, Lindsay, 2006, "Shining like stars." Nottingham, InterVarsity Press.

Pippert, Rebecca Manley, 2008, "Out of the saltshaker and into the world" Nottingham. Inter-Varsity Press.

Stott, John, 2005, "Evangelical Truth. A personal plea for unity, integrity and faithfulness. Revised." Downers Grove, IL: InterVarsity Press.

Lausanne Capetown commitment, 2010, I and II. www.lausanne.org/documents

Selected text from the Bible (handout)

4. LEADER DEVELOPMENT AND PERSONAL GROWTH

Interact and Connect:

Maxwell, John C., 2005, "25 ways to win with people." Thomas Nelson Publishers.

Lawrence, James, 2004, "Growing leaders – Reflections on leadership, life and Jesus» The Bible Reading Fellowship.

Warren, Rick, 2002, "The purpose-driven life." Grand Rapids, MI: Zondervan.

Act Now:

Maxwell, John C., 2005, "25 ways to win with people." Thomas Nelson Publishers.

Maxwell, John C., 1998/2007, «The 21 irrefutable laws of leadership». Thomas Nelson Publishers.

5. INFORMATION AND COMMUNICATION

Compendium: Information and communication: HIS 2016-2017

6. NORWAY

Su-Dale, Elizabeth, 2001, "Culture Shock! Norway" Portland, OR: Graphic Arts Center Publishing.

Maagerø E. & B. Simonsen, 2008, "Norway. Society and Culture." Kristiansand. Portal Forlag.