



# MOSAIC

OFFICIAL PROGRAMME GUIDE



**international**  
building global friendship

# ABOUT THIS DOCUMENT

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

## UPDATES



It may be necessary to revise and update the Programme Guide. Therefore, any updated version of the Guide will be uploaded on Resources once a year in January. In future editions of the Guides any changes that have been made will be noted on this page and will be highlighted throughout the document by this button (left).

## STRUCTURE AND CONTENT

Content in this Guide that is specific to the Mosaic Programme is indicated with a small icon (with a "M" for Mosaic) and a dotted, coloured line, like this:



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Sometimes, this Guide will refer to other CISV documents.



This button refers to linked, external resources such as documents and websites. All CISV internal resources are stored on CISV Resources (<http://www.cisv.org/resources/>). In case the button refers to...

- An **InfoFile** document - you can find a list of all InfoFiles on [Resources](#) under "Infofile".
- A **Guide** - you can find a list of all guides on [Resources](#) under "Guides".
- A **form** - you can find a list of all guides on [Resources](#) under "Forms".
- A **committee** - you can find a list of all international committees on [Resources](#) under "Committees".

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

CISV tries to ensure that all Programmes are of a consistent quality and approach, but each one is unique and certain things may be done differently from Programme to Programme. Some of the information in this Programme Guide provides advice and best practice and it is up to Chapters, staff or participants to follow this in the best way for their particular

Programme. However, it is essential that certain things are done in a particular way, so this Guide also includes some 'rules', which must always be followed.

## WHO SHOULD READ IT?

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

## RELEVANT SECTIONS

- ◆ -- Highly Relevant
- ◆◆ -- Be Familiar With

	Introduction	Role Profiles	Hosting Before	Hosting During	Hosting After	Education & Evaluation
Coordinator & Staff	◆	◆	◆	◆	◆	◆
Parent	◆	◆			◆◆	
Participant	◆	◆			◆◆	
Chapter/NA person with Programme responsibility	◆	◆	◆	◆	◆	◆
Partner Organization Staff	◆	◆	◆	◆	◆	◆

## **COMMON ABBREVIATIONS**

Throughout this document you will find a variety of abbreviations which are not explained every time they appear. Below you find an overview of abbreviations commonly occurring in this Guide:

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

### **International Programme Committees**

IIC = International Interchange Committee  
IMC = International Mosaic Committee  
IPP = International People's Project Committee  
ISU = International Step Up Committee  
IVC = International Village Committee  
SCC = International Seminar Camp Committee  
YMC = International Youth Meeting Committee

### **Roles**

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

### **Documents**

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

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# MOSAIC / INTRODUCTION

	Introduction	Role Profiles	Hosting Before	Hosting During	Hosting After	Education & Evaluation
Coordinator & Staff	◆	◆	◆	◆	◆	◆
Parent	◆	◆			◆	
Participant	◆	◆			◆	
Chapter/NA person with Programme responsibility	◆	◆	◆	◆	◆	◆
Partner Organization Staff	◆	◆	◆	◆	◆	◆

# ABOUT CISV

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

## OUR PURPOSE

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

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

## OUR PRINCIPLES

- We appreciate the similarities between people and value their difference
- We support social justice and equality of opportunity for all
- We encourage the resolution of conflict through peaceful means
- We support the creation of sustainable solutions to problems relating to our impact upon each other and the natural environment

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

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

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

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

## CISV PROGRAMMES

Since 1951, CISV has been offering a range of local activities, international camps, family-hosted exchanges and community-based projects. All CISV Programmes have a Peace Education focus, which we use to inspire our participants to become active global citizens. Over the years, these Programmes have provided opportunities for thousands of participants to meet and develop friendships with people from different countries, backgrounds and cultures.

## OVERVIEW OF CISV PROGRAMMES

CISV has seven international Programmes, with something for everyone from age 11 onwards. Each of our Programmes is designed for a particular age-group and participants are offered increasing levels of personal responsibility within a Programme, in line with their maturity.

Each of the seven Programmes has four educational goals, or things we expect them to achieve. Each goal has up to four indicators of success, to enable CISV to evaluate or measure how well the Programme is doing. The goals and indicators also help CISV to see how best to develop the Programme. See the Education section in this Guide for details of CISV's educational approach and content.

## VILLAGE

Early life experiences shape the way we see the world. CISV Villages are international camps that inspire children to imagine a more just and peaceful world. Children come together from many different countries to take part in a variety of educational, cultural and fun activities. A Village creates a safe setting in which children from around the world learn about each other's lives and how to communicate, cooperate and live together. The Village learning experiences, and the friendships made, last a lifetime.

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

## INTERCHANGE

Our cultures begin in our homes. This exchange Programme for teens promotes aspects of peace education by placing participants with host families from a Chapter in another country. The exchange has two phases, one in each country, allowing each delegate to be both a visitor and a host. Not only is this a profound cultural experience for the young delegates, but it also engages the whole family, and potentially the broader community, in the learning experience.

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

## STEP UP

Young people learn when given the chance to lead. International Step Ups encourage the youth to take a leading role in planning and organizing activities. The participants and adult leaders use CISV's Peace Education to provide a theme around which the activities are planned, for example, identity, democracy, and environmental protection. Step Ups provide great opportunities for youth to learn about how these issues are thought about and dealt with in different countries and cultures and learn how they can make an impact once back home. Just as importantly, they make friends and gain a wider appreciation of how life is for people in different countries.

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

## SEMINAR CAMP

Exchanging ideas; a powerful tool for global learning. This personally challenging, intensive Programme is coordinated by the young people who are participating in it. They develop their own agenda and explore global issues based on their own backgrounds and interests, through activities and in-depth discussions. Seminar Camp's group-living environment encourages them to collaborate, and to take a creative approach to problem-solving and resolving differences that can arise from healthy discussion.

<b>AGE GROUP</b> 17-18	<b>DURATION</b> 21 days	<b>SIZE</b> 24 or 30 participants, with up to 4 from the same NA
<b>LEADER</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Must have 4 - 6 adult staff or 1 staff for every 6 participants.</li> <li>• No junior staff are allowed at Seminar Camps.</li> </ul>	
<b>STAFF/LEADER AGE</b>	<ul style="list-style-type: none"> <li>• Staff must be at least 21 years old.</li> <li>• The Programme director must be at least 23 years old.</li> <li>• There must be 2 home staff from the host NA, 1 Programme director and 1 or 2 more international staff.</li> </ul>	
<b>PARTICIPATION</b>	<ul style="list-style-type: none"> <li>• You can only take part in one Seminar Camp as a participant.</li> </ul>	

## YOUTH MEETING

Small gatherings inspire big ideas. Youth Meetings bring small groups of participants together from different countries within the region. They explore aspects of peace education related to a specific theme and share their different perspectives. They also think about how they can apply what they have gained from their experience, such as knowledge of the theme along with planning and communication skills, within their own community.

AGE GROUP	DURATION	SIZE
12 - 13, 14 - 15, 16 - 18, or 19+	8 or 15 days	For ages 12 - 15, 5 delegations of participants, each with 6 youth. For ages 16 and up, 25 individual participants, with up to 6 participants from each NA
<b>LEADER</b>	<ul style="list-style-type: none"> <li>• Each delegation of participants aged 12 - 15 must have 1 adult leader.</li> </ul>	
<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Must have 3 - 5 adult staff.</li> <li>• Can have only 1 junior staff, and the person must be from the host NA.</li> </ul>	
<b>STAFF/LEADER AGE</b>	<ul style="list-style-type: none"> <li>• Adult staff must be at least 21 years old.</li> <li>• At least 1 member of staff must be at least 25 years old.</li> <li>• Junior staff must be at least 19 years old.</li> <li>• Leaders must be at least 21 years old.</li> </ul>	
<b>PARTICIPATION</b>	<ul style="list-style-type: none"> <li>• You can take part in more than one Youth Meeting.</li> </ul>	



## INTERNATIONAL PEOPLE'S PROJECT (IPP)

Go out, find out, help out. International People's Projects are innovative learning Programmes, which actively contribute toward identified needs within a community. In partnership with a local organization, a group of participants from different countries works together on community projects related to a specific theme, like environmental degradation or immigration. When they are not working on the project, participants bring knowledge of the chosen theme from their own cultural contexts and take turns leading educational activities.

<b>AGE GROUP</b> 19+	<b>DURATION</b> 14 - 23 days	<b>SIZE</b> 15 - 25 participants, with up to 5 participants from the same NA.
<b>LEADER</b>	<ul style="list-style-type: none"> <li>• None.</li> </ul>	
<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Must have 3 - 6 adult staff.</li> <li>• Can have only 1 junior staff and the person must be from the host NA (provided there are already 3 staff).</li> </ul>	
<b>STAFF/LEADER AGE</b>	<ul style="list-style-type: none"> <li>• Staff must be at least 21 years old.</li> <li>• At least 1 member of staff must be at least 25 years old.</li> <li>• Junior staff must be at least 19 years old.</li> </ul>	
<b>PARTICIPATION</b>	<ul style="list-style-type: none"> <li>• You can take part in more than one IPP.</li> </ul>	

## MOSAIC

Local communities are reflections of the wider world. Mosaic offers our Chapters a model for community-based peace education. Each project responds to local needs and interests in meaningful ways. Most of the projects are planned and delivered in cooperation with partner organizations and come in many shapes and sizes. Mosaic projects create an authentic learning experience for local participants of all ages and deliver a benefit to the wider community.

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



# THE MOSAIC PROGRAMME

## WHAT IS MOSAIC?

Mosaic is a unique model for community-based peace education. It gives people the tools to identify the needs in their communities and helps them plan projects that respond in meaningful ways. Mosaic projects come in many shapes and sizes, but they all involve innovative learning and local impact.

Mosaic is a project-based Programme. It has specific goals and a set of tools and guidelines that help people design and implement quality peace education while also having a positive impact. Every Mosaic project in the world uses the same framework, but each one does it in a different way. For instance, every project sets goals in the three areas of attitudes, skills and knowledge, but each project will have a different set of these.

### Mosaic Programme Goals

- Mosaic projects aim to actively explore a theme in a local context
- Mosaic encourages creative and critical thinking towards problems and solutions
- Mosaic creates a personal desire for active citizenship
- Mosaic empowers participants to take initiative in their communities

## KEY CHARACTERISTICS OF THE PROGRAMME

Each Mosaic project has the following characteristic:

- It has educational goals (attitudes, skills, knowledge) and educational content which comply with the CISV main content areas of Diversity, Human Rights, Conflict & Resolution and Sustainable Development.
- It deals with a specific theme that addresses a need and responds to an interest of the local community
- It has a determined target group
- It consists of 3 interconnected phases which are “Discover”, “Understand” and “Create”
- It lasts up to one year and it has a start and an end point.
- It reaches out to as many people as possible, inside and outside the organization.
- It has a project coordinator and a group of staff that manage the evolution of the project.

## HOW MOSAIC DEVELOPED AND IS AN INTEGRAL PART OF CISV

The Mosaic Programme has its origins in an official Programme hosted by CISV until 2005, called Local Work. Local Work was a Programme defined as a “long-term and continuous process hosted locally”. It had its roots in Junior Branch and also in the idea of following-up on the other CISV Programmes. Later on, Local Work evolved to build its own identity - which was to provide theme-based long-term Peace Education continuously in local Chapters.

For many years, much effort was put into trying to make Local Work “work” worldwide and, most importantly, to promote the idea that CISV is not an isolated summer-experience, but a long-term educational process. However, Local Work was a widely misunderstood Programme, generally thought to be “anything held locally” and poorly hosted in all continents.

Throughout a process of re-thinking Local Work, a new Programme was shaped. The new Programme should: have a defined start and end, be more inspiring and have a flexible framework, be more attractive (“change the name?”) and have reliable educational quality. These were some of the ideas that helped, after a lot of work, to shape the new Programme.

In 2005 six pilot projects were planned, hosted, and evaluated under the new framework of Mosaic. The Mosaic Programme was approved and celebrated by CISV International. In the first year, almost 50 projects were requested and a number of trainings were given to ensure quality on all of them. Since then the number of projects per year have increased steadily and the Programme has widely spread in all regions of the organization.

### **Mosaic Inspiration**

Aiming to provide a significant support to every Chapter wanting to host Mosaic Projects, the International Mosaic Committee offers several resources for information and inspiration about the Programme.

- **Website:** The International Mosaic Committee hosts a website (<http://www.cisv.org/resources/programmes/mosaic/>) that contains, not only relevant information about the Programme, but also valuable tools to help with the development of projects at the local level. There is also information available on the ongoing and past projects and their results.
- **Activate Magazine:** The Activate Magazine is a publication of CISV International; inside you will find stories of meaningful community impact from CISV’s educational Programmes around the world

# OUR GENERAL PROGRAMME RULES

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

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

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

## BASIC CISV PROGRAMME RULES



(See [InfoFile C-03](#) for the complete set of basic rules for all Programmes.)



CISV's Guidelines on Behaviour and Cultural Sensitivity can be found in [InfoFile R-07](#).

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

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

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

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

## COMPLYING WITH LEGAL REQUIREMENTS

As an international organization, CISV exists in over 60 countries. CISV's International Office (IO) is based in Great Britain and must observe the laws of Great Britain. National associations (NA) and their Chapters must observe the laws of their own country/province/state/city. It is, therefore important that NAs and Chapters find out about the relevant laws that govern how they can operate and deliver CISV Programmes.

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

## RISK MANAGEMENT RESPONSIBILITIES OF CISVERS



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

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

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

# ORGANIZATIONAL STRUCTURE FOR PROGRAMME ADMINISTRATION AND SUPPORT

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

## WHO'S WHO INTERNATIONALLY?

At CISV International, the Programme Committees are those involved most closely in developing and promoting our Programmes and supporting NAs to host and participate in them. Most of the administrative work to enable NAs to host and participate in our Programmes is done by the International Office (IO). The Programme Committees and IO also work with other international committees, such as risk management and the education committees in order to ensure the quality of our Programmes.

## INTERNATIONAL OFFICE (IO)

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

The IO is responsible for centralising the administration (invitations, paperwork, reporting, etc.) for all CISV's international Programmes. This is handled by our Programme Administrators. For more information on the IO, please see [Resources](#) and the IO Terms of Reference in InfoFile O-06.



### Hours of Operation

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

### Contact Us

You can reach the IO at:

*CISV International Ltd.  
MEA House, Ellison Place  
Newcastle upon Tyne  
NE1 8XS, England*

*Tel: +[44 191] 232 4998  
Fax: +[44 191] 261 4710  
E-mail: [international@cisv.org](mailto:international@cisv.org)*

## INTERNATIONAL PROGRAMME COMMITTEES



Each CISV Programme has a specific international committee. Each committee will work with the other international committees on relevant issues. Please see the Terms of Reference for Programme Committees at [InfoFile O-20](#).

Programme committees work to ensure the high quality and sustainable growth of CISV's international Programmes. In order to achieve these goals, Programme committees:

- Network with NA and Chapter Programme coordinators
- Provide general advice on the management and content of Programmes to NAs and IO
- Monitor the quality of Programmes and ensure that they are conducted in line with the CISV Educational Principles and specific Programme goals
- Monitor and enforce Programme rules
- Ensure that Programmes are evaluated and that the data collected is used to review and improve the quality of the Programmes
- Review, report and take action based on the findings from evaluation data
- Serve as a 'trouble shooter' to Chapters or national associations that are having difficulties in beginning or maintaining a Programme consistent with CISV rules, standards or recommendations
- To cooperate with the other committees on areas of common interest and responsibility
- To keep the Programme specific section of the Guide up-to-date
- Consult with IO on administrative issues
- Be in contact with all Programme directors during the Programmes and provide readily available advice should any questions or problems arise.
- Maintain committee web pages to provide ongoing information on the committee and the Programme.
- Maintain and update Programme-specific training resources
- Deliver Programme-specific training at Regional Training Forums
- Cooperate to develop and implement long-range Programme hosting and participation plans.

## PROGRAMME ORGANIZATION ON A NATIONAL OR LOCAL LEVEL

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



## OBJECTIVES OF NATIONAL / LOCAL PROGRAMME COORDINATOR / COMMITTEE

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



Please refer to the role profile of NA/Chapter Programme coordinator (usually the chair of the NA/Local Programme committee) at [InfoFile O-20](#). The objectives of the national /local Programme committees are to:

- Promote the specific Programme, nationally and locally
- Recruit and select participants
- Assist in staff recruitment
- Train home staff or arrange for them to attend Regional Training Forums (e.g. for Seminar Camp home staff)
- Help prepare and provide support for Programmes
- Evaluate Programmes held nationally
- Keep administrative contact with, and give feedback to, IO and the international committee
- Comply with administrative deadlines
- Encourage local participants to become actively involved in their local Chapter
- Keep records of previous Programmes (being careful to keep appropriate documents confidential and destroy them after the period of time, required by the law of the country)
- Ensure there are participants from the host NA at each Programme



# MOSAIC / ROLE PROFILES

	Introduction	Role Profiles	Hosting Before	Hosting During	Hosting After	Education & Evaluation
Coordinator & Staff	◆	◆	◆	◆	◆	◆
Parent	◆	◆			◆	
Participant	◆	◆			◆	
Chapter/NA person with Programme responsibility	◆	◆	◆	◆	◆	◆
Partner Organization Staff	◆	◆	◆	◆	◆	◆

# ABOUT THIS SECTION

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

**Administration**

**Educational Content and Training**

**Communication and Assistance**

**Practical Responsibilities**

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

**(p)**

Permanently (has to be considered throughout the preparation as well as during and after the Programme)

**(b)**

Before the Programme begins

**(d)**

During the Programme

**(a)**

After the Programme

# SUPPORT FROM CISV INTERNATIONAL

Every year CISV has thousands of participants and over 200 Programmes taking place internationally. All of them are organized and run by local Chapters and staff. The overall global coordination is done by CISV International.

As an NA plans, hosts or participates in a Programme, there may be questions that arise. If the answer is not in the Guide, ask your Chapter or NA Programme coordinator/committee.

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

The international Programme committee is there to support NAs on issues relating to the Programme itself; planning, the educational experience and outcomes.

See InfoFile [O-20 Terms of Reference - All International Programme Committees](#) for more details, (available on <http://www.cisv.org/resources/> under InfoFile).



## INTERNATIONAL MOSAIC COMMITTEE

The International Mosaic Committee (IMC) coordinates the Mosaic Programme globally. The committee offers trainings; creates resources; and provides one-to-one support for every project as it is conceptualized, planned, implemented and evaluated.

If you cannot find the information you are searching for, e-mail [mosaic@cisv.org](mailto:mosaic@cisv.org).

# NATIONAL AND CHAPTER COORDINATION

NAs and Chapters organize themselves in different ways. It is up to the NA and Chapter to find the best ways and structures to coordinate Programme activity within the NA and make sure that all the Chapters within the NA are connected with each other. As Chapters deliver Programmes, this Guide will focus on the role of Chapter volunteers and their interaction with Programme staff, who may or may not be from that Chapter, or with the local Interchange coordinator (who is from the Chapter).

The role of Programme coordinator (sometimes called organizer or planner) differs somewhat from Programme to Programme and from Chapter to Chapter. However, there are many elements and responsibilities that are the same.



## RESPONSIBILITIES OF THE NATIONAL AND LOCAL MOSAIC CHAIR

The National Mosaic Chair serves as a support structure for the local Chapters executing Mosaic projects. Each NA should have an active National Mosaic Chair (or committee). Training for this role is regularly offered by the International Mosaic Committee at Regional Training Forums.

The Local Mosaic Coordinator functions at the Chapter level to ensure that Mosaic projects are taking place.

### Administration

- Ensure that the administrative routines are followed (p)
- Ensure that appropriate recruitment, selection of Programme staff takes place in line with CISV International guidelines (b)
- Coordinate with the relevant parties in your NA to ensure that all Programme forms and reports and any other official documentation are submitted to the International Mosaic Committee and/or the International Office (p)
- Ensure that the Programme rules & guidelines are respected
- Ensure submission of the [Host and Participant Data Sheet](#) by 1 June (b)
- Request support with Mosaic International, if Chapters/Project Coordinators wish support in planning their project (b)



### Educational content and training

- Keep up to date with CISV Education principles and content (p)
- Familiarise themselves with the specific Programme, its goals and structure (b)
- Ensure that the staff receive appropriate training prior to participation in the Programme (b)
- Give local and national Mosaic Trainings in the NA and Chapters (b)

## Communication and Assistance

- Work with the board to develop a long term hosting plan to the Programme, which is in line with the CISV International Global Hosting Plan (p)
- Liaise with the International Office and the International Mosaic Committee if any changes to the hosting plan are needed (p)
- Work with Risk Manager to plan Programmes, assess site and activities to ensure that CISV International rules are followed
- Assist in staff recruitment and provide support and help to the staff team when needed before, during and after the Programme (p)
- Liaise with the International Programme Committee and International Office as needed (p)

## Practical responsibilities

- Encourage that follow up evaluation is conducted with participants and staff after the Mosaic project (a)
- Promote the Programme and be an inspirational resource (p)
- Monitor and promote growth and development of the Programme nationally (p)
- Ensure that training and training tools are provided to the Chapters (p)



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

## RESPONSIBILITIES OF THE PROJECT STAFF AND PROJECT COORDINATOR

Just as the Chapter and Staff need to organize themselves and agree on who does what, the staff team also needs to discuss responsibilities, set expectations and agree on how they will accomplish their roles.

The project staff are responsible for facilitating both the logistical and educational elements of a Mosaic project. In order to do so, they must have a strong understanding of the various elements and methods of the Mosaic Programme.

Project Coordinators have particular roles and lead the staff group. Project Coordinators are overall responsible for the project and the responsibility for the success of the project falls to them.

### Administration

- Produce a well-designed Mosaic project worksheet that clearly shows the planned steps of the project and demonstrates the educational purpose and indicators. (b)
- Distribute appropriate information about the project to participants. (b)
- Encourage participants to register on the [myCISV Website](#). (d)

## **Educational content and training**

- Facilitate evaluations and assess the project against the planned project indicators. (d)
- Report results to IMC clearly and on time, by filling in the 'report section of the Mosaic worksheet. (a)
- Participate in and fulfil requirements of CISV training. (p)
- Have an understanding of and be committed to CISV goals and educational principles and oversee that these are being met and upheld during the planning of the project. (p)

## **Communication and Assistance**

- Liaise with IMC Support person/IO before, during and after the project and ensure that timelines are kept and communication is timely and clear. (p)
- Liaise with partner organization or any other external partners, before, during and after the project. (p)
- Promote the Mosaic project widely, actively and creatively to attract volunteers, participants and funding and to raise awareness about the project in the local community. (p)
- Involve the local community and use the media – connect the theme to the need & interest of the local community. (p)
- Work and communicate closely and collaboratively with other staff and with project coordinator to ensure the quality of the project. (p)
- Ensure there is a good debrief with all staff during the project and at the end (a)
- Seek and facilitate active participation by all participants. (d)

## **Practical responsibilities**

- Liaise with local Chapter on logistical arrangements (p)
  - Where possible, the Chapter should take on the majority of logistical planning (site arrangements, food arrangements, finances etc) while staff are responsible for the educational content and quality of the project. These should be planned in dialogue with one another.
- Manage all practical aspects during the delivery of the project, including risk management, first aid, finances, transport communication with partners etc. (p)
- Contribute with a Mosaic story in written, video, image or other digital format. (a)
- Where possible, identify options for linking with other CISV activities or develop the project further in future years. (a)



# TEAMWORK BETWEEN STAFF AND HOST CHAPTER

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

The relationship between the host Chapter and the Project staff may be structured in a variety of ways. Once developed, the relationship must be documented so that everyone can get an overview of how things are supposed to work and the lines of responsibility. A role profile for each committee and staff member helps everyone to understand their specific contribution to the successful running of the Project.

As soon as staff start working, they should inform the hosting Chapter about any special needs or requests for the Project e.g. equipment.

Arrangements for the arrival of participants and their lodging are the joint responsibility of the home staff and hosting Chapter.

The staff and participants of a Project are an educational unit. During the Programme, the Chapter, the NA, the international committees and the IO can serve as advisors in special situations. They should be contacted as needed where staff or the hosting Chapter are unsure what to do, in circumstances such as policy or disciplinary problems.



# MOSAIC / HOSTING BEFORE

	Introduction	Role Profiles	Hosting Before	Hosting During	Hosting After	Education & Evaluation
Coordinator & Staff	◆	◆	◆	◆	◆	◆
Parent	◆	◆			◆◆◆◆	
Participant	◆	◆			◆◆◆◆	
Chapter/NA person with Programme responsibility	◆	◆	◆	◆	◆	◆
Partner Organization Staff	◆	◆	◆	◆	◆	◆



# PROJECT-BASED WORK

One of the key-features of the Mosaic Programme is the requirement that Mosaic is conducted in the format of project-based work. This Chapter will go through what a project is and give information about how to manage a project as a coordinator and/or as a project group/staff.

## WHAT IS A PROJECT?

The following things define a project:

- A project has **clearly defined goals**
- The work is done by a **group of people** (project group)
- There is a **time limit** (a start and an end)
- A project has its own economy, a **budget**

## FIVE STEPS OF PROJECT-BASED WORK

Now it might sound like a Mosaic project has to be big and complicated to manage, but this is not the case. Your project can be as short as one day or as long as one year. It can cost a lot of money or it can cost no money. It can involve 100 people or ten people. This has to do with your theme, your goals and what resources you have access to. A large project is not necessarily better than a small-scale project. The key is that the Mosaic project is defined not by its structure, but rather by its content. In general every project should be planned according to and go through the following **five steps**:

- 1. Insurance**
- 2. Preparation**
- 3. Implementation (doing the project itself)**
- 4. Evaluation (and follow up)**
- 5. Completion**

## WHY PROJECT-BASED WORK

- Because projects are more independent from continuous Chapter work and can make it easier to find the needed resources (opportunity to involve passive members), projects have the potential to strengthen our Chapters.
- Because of opportunities to receive financial support due to local relevance of the project
- Because we can benefit from working with other organizations (clear goals, task division, publicity)
- Because you can attract new target groups and motivate new/old Chapter members
- Because you can develop the skills of many CISVers to manage a project and develop the leadership skills of participants
- Because with clear goals you can measure the results: evaluation (ensure the educational quality end increase development of the Programme)



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



# PLANNING YOUR PROJECT



## THE WORK SHEET

The [Mosaic Worksheet](#) is a planning and evaluation tool to use throughout the Programme. The Mosaic Worksheet has been designed to help Mosaic Coordinators and Staff to plan and evaluate their project. All Mosaic projects must have certain characteristics, and the Mosaic Worksheet provides an easy way to ensure that all these characteristics are considered and addressed throughout the process.

The Mosaic Worksheet is very easy to use as long as you understand the Mosaic Programme. Mosaic has only one form to fill out - we use the same worksheet before the project (to plan and propose) and after the project (to evaluate and report).

You should use the worksheet to:

- In the planning stages of the project:
  - to find the theme of the project
  - to define a target group
  - to set project indicators
  - to develop educational activities including the phases (Discover, Understand, Create)
- During the project use it as an ongoing tool of evaluation and to record the educational progress of the project
- At the end, to provide a final evaluation of the project and deliver a report to CISV International.

## Worksheet Guidance notes for Project Staff



The [Worksheet Guidance Notes](#) is a document that helps Project Staff understand and use the Mosaic Worksheet as a tool for planning and evaluating Mosaic projects. It should be used throughout all the planning and report process in order to help you fill in every single part of the Worksheet.

## WHY DO YOU WANT TO DO A MOSAIC PROJECT?

This is one of the most important questions your group should ask itself when initiating a Mosaic project. Some questions that could form the basis of a discussion are:

- What is the issue or theme we are trying to approach with our project?
- In what way does our project address a need of our local community?
- In what way does our project respond to the interest of our local community?
- What do we (as individuals and as a group) expect to get out of the project?
- What do we want the target group (the participants) to get out of the project?
- Do we have the resources (time/money/ people) required to complete the project?

The project group really needs to think about how they would answer these questions, before going any further with their idea, and furthermore they must be comfortable and confident in their answers to these questions.

## THEME OF THE PROJECT

In choosing a theme for your project the list of possibilities is never-ending. The theme is chosen based on the interests and curiosities of the group planning the project. The theme is specific to the local community and represents “issues” or “problems” in the community that the project can explore, and ultimately, that participants can take concrete action towards changing.

### Developing a Mosaic Theme

In the planning phase for Mosaic projects, the project staff selects a theme (need and interest) and designs a learning process that will enable participants to learn about that theme.

The theme of a project is decided by the project staff during the planning phase. Themes should be aligned with real needs and interests of both the community and the participants of the project. Therefore, project staff must be attentive and thoughtful in finding themes that are truly relevant.

### Using the Mosaic Theme in the Programme structure and culture

The theme is the starting point from which every Mosaic project is built. All of a project’s events and activities are built from this. In this way, the theme runs through every aspect of the project structure and culture and provides both staff and participants with a solid foundation upon which the rest develops.

### Relating the theme to the content areas of CISV

CISV has four educational content areas: *Human Rights, Sustainable Development, Conflict & Resolution, and Diversity*. All Mosaic projects address one or more of these content areas. Within these content areas, the project focus can be more specific. For instance, a project addressing the issue of bullying fits easily under the content area of Conflict & Resolution.

## TARGET GROUP

Think about whom are you planning to educate with this project. Who will obtain new attitudes, skills and knowledge from this project? For example, you might target groups of 14-15 year old children from four high schools in four different areas of your city. Or you might focus on targeting whole families from a particular multicultural neighbourhood. Whoever it is, make it as specific as possible in this section of the worksheet. At this stage, think about how you can attract attention from non-CISV participants.

## PROGRAMME GOALS AND INDICATORS

Goals are what we want participants to learn or develop. The goals are written as broad areas of learning and development and all Mosaic projects should be working towards meeting the goals of the Mosaic Programme. Each Programme goal consists of a set of Programme indicators that relate to a set of Attitude, a Skill and Knowledge indicators. If the indicators are being met, then the goals are being achieved.

The Mosaic goals and indicators can be found in section Mosaic Education & Evaluation. It is very important that you refer to them throughout this stage of the planning process:

## **Project Indicators**

Project indicators are the Attitudes, Skills and Knowledge participants demonstrate as a result of their participation in the project. Besides Programme goals and Programme indicators, each project has specific project indicators.

Project indicators should be the best guide for the people in charge of executing the project to measure its success. An example would be “the ability to explain aspects of the project theme” or “the willingness to take local action”. Each indicator is either an attitude (A), a skill (S) or a knowledge (K). As listed above the Mosaic Programme has 12 ASK indicators. These should inspire and influence the indicators you choose for your project.

## **Method of Evaluation**

A method of evaluation is what we ask you to collect to show that your participants have acquired the Attitudes, Skills and Knowledge of the project indicators. How do we know we have been successful in reaching these project indicators? We need an evaluation method. These do not have to be too complicated. We just want to make sure you have built in an evaluation system into the project, so that at the end of the project it is much easier to decide how well you have met your project indicators. Examples of these are: written evaluations, group discussion, participant presentations, artwork, observations etc.

For further inspiration please take a look at project examples available on the Mosaic website.

## **PHASES AS EDUCATIONAL FRAMEWORK FOR MOSAIC PROJECTS**

Now it is time for you to decide how you are going to achieve the project indicators - in other words: what are you actually going to do?

To ensure that participants go through an educational process throughout the project, Mosaic uses three specific phases. These phases, “Discover”, “Create”, and “Understand” are the basis of experiential learning processes. A Mosaic project’s educational content must include all 3 phases and, in doing so, will give planners a path to follow.

### **Why the phases?**

Mosaic projects must clearly show the process of going through the three phases within the timeframe of the project. One phase can be used many times and there is no certain order in which one must organize them. The phases are aligned with CISV’s Educational Principles. The most important reasons for using an educational framework as core of the program and the projects are:

- An educational framework gives orientation and guidance for project coordinators without limiting their creativity
- The projects themselves are characterised and recognised by the content and not by their format/structure.

### **The phases**

The phases of the Mosaic Programme are intended to be the educational framework of the Programme. They are the vehicle to achieve a project’s goals (see section below on Attitude, Skills and Knowledge). It is important to keep in mind that “Discover, Understand, and Create” are not the goals themselves, but rather the methods to achieving them. The phases



of Mosaic are designed to be easily linked, related and fluid. A Mosaic project planner should be able to explain the educational process the participants will go through. Furthermore, each phase should be specifically linked to the Programme goals and should clearly relate to the theme. The project coordinator should consider the impact that each phase will have on the participants and their relationship to the theme. Keep in mind that the same project can go through any of the phases multiple times, that is to say, that a project might have several activities that fall under the "Discover" phase. This goes equally for all of the phases.

The phases should help you design each activity or event participants will engage in throughout the project, for example games, discussions, special meals, presentations by experts, craft activities, research projects, community work, visits to exhibitions, visits to neighborhoods or national parks etc.

## **Discover**

This phase aims to increase knowledge and awareness about the theme. Some things to consider might be:

- What is the theme?
- What are the participants' basic ideas or opinions about the theme?
- What is their awareness of it?
- What is the reality of the theme in the local community?

## **Understand**

The understand phase addresses the theme chosen for the specific project more fully. It also addresses the question of why this theme was chosen. It looks more at causes and effects of the theme on different groups or entities. The group might explore:

- Why is a particular thing happening?
- What effect does additional information about the theme have on our perception and awareness?
- How can we understand the theme on a deeper level?
- What are some different points of view about the theme and what do we think of them?
- What solutions have already been tried?
- How do the participants' realities relate to the theme?

## **Create**

This phase aims to get participants to consider how they will take action toward change in relation to the theme. As CISV's educational purpose is to "educate and inspire action for a more just and peaceful world", the "Create" phase enables them to connect the theme directly to their daily lives and personal actions. The objectives of this phase are to engage and encourage participants to become agents of change in their lives and in society.

Participants might be challenged to consider:

- Should the theme/issue, or ideas about it, be changed? If so, how?
- How do or could we, as individuals, affect it?
- How can or do we think and act in new ways in relation to the theme?

- Which are ways that participants could actively relate the theme (individually or as a group) to their everyday lives (outside CISV)?
- What actions are suitable to answer the need that we have examined?

### **Breaking down the Phases**

To simplify the planning of the phases we can break them down to the level of the individual participant. According to UNICEF's work on behavioural change (Fishbein, 1992) and communication capacity (HealthCom, 1995), the process of changing behaviour proceeds through a sequence of stages in which an individual:

1. becomes aware of the issue (discover);
2. becomes concerned about the issue (discover);
3. acquires knowledge and skills pertaining to the issue (understand);
4. becomes motivated, based on new attitudes and values (understand);
5. intends to act (understand);
6. tries out a new behaviour (for example, peaceful conflict resolution) (create);
7. evaluates the trial (understand);
8. practices the recommended behaviour (create).

On the individual level this is what we should plan for and evaluate. These stages may vary in order, or take place simultaneously, depending on the social and cultural context in which the behavioural change is taking place. A comprehensive approach to peace education should address all of these stages. Thus, the three-phase Mosaic educational structure looks like this:

**Discover:** a young person may become aware that most conflicts between people of her/his age are dealt with through fighting; He or she becomes concerned about the damage that is being caused by physical and emotional violence;

**Understand:** he or she learns about alternative ways of handling conflict and realizes that there are non-violent alternatives in conflict situations; he or she becomes motivated to try out these skills in a real situation;

**Create:** he or she makes a decision to try skills of non-violence the next time he or she is involved in a conflict; he or she tries out new behaviour such as negotiating in a cooperative manner in a conflict with a peer; he or she reflects on the experience and realizes that the outcome was less physically or emotionally harmful than the behaviours used in previous conflict situations; finally, he or she makes a commitment to continuing to use and learn about non-violent methods of handling conflict.



# PLANNING YOUR RESOURCES

## COMMUNITY PARTNERSHIPS

### Introduction

Working with other organizations long been a goal for CISV. On a local and national level many national associations have succeeded in establishing good working relationships with other organizations. Wherever this happened, it has been a working-relationship benefiting both organizations through exchange of human resources, sharing of points of view, knowledge, and experience, and also by the fact that cooperation can significantly boost community impact.

### The benefit for CISV in working with NGOs

One of the most enriching aspects of a Mosaic Project can be the learning process that takes place in a partnership with another organization. At the same time, working with another group is hard work, and requires significant planning, cooperation and mutual respect. This can be intimidating when considering whether or not to approach another organization. The good news is that you are not alone when considering a new partnership.<sup>3</sup>

Some of the benefits of working with other NGOs are:

### Educational

- Working with NGOs helps achieve the goals of Mosaic. The best way of translating CISV knowledge, skills and attitudes to a real-life situation is by interacting and cooperating with other organizations. Most Mosaic projects become more interesting and more educationally enriching when facilitated in cooperation with other organizations. By doing so we are able to include other perspectives on the same educational theme thus creating a great opportunity CISVers and non-CISVers to interact and share ideas
- Sharing of best practice :
  - We can learn from an NGO that has more expertise in the thematic area
  - We can work with them and *learn new methods*
  - We can *teach them what CISV is* all about and they can learn our goals and methods

### Public Relations and Marketing

- Working with NGOs promotes CISV's educational purpose in communities. Through interaction with non-CISVers, we share points of view and gain new opportunities to have an impact.
- Working with NGOs can raise the profile of CISV in your community leading to an increase in new members

## How do we start working with NGOs?

You may start to organize a project-partnership from the following 3 different situations.

1. **You already have chosen a theme for a Mosaic project in your Chapter and want to introduce new perspectives:**

In the first case you would try to select a NGO with expertise in the theme's field, according to your project and your needs. For example, if your project involves learning about the different cultures, communities, and groups living in your city, you might want to contact several of them in order to have multiple experiences with the various groups. If your theme concerns learning more about the civil rights in your own community for those minorities, you might have to find a specific NGO who is working on that issue such as a human rights organization or a social agency.

If you are successful in finding an NGO, you can also add ideas for new activities and consider making a larger or longer project.

***Remember:** it's important to approach an NGO with clear ideas or suggestions in mind.*

This will enable fruitful discussion and exploration around how to work together. You may be able to change your plans if the NGO suggests other ideas, but be prepared to suggest something first – you're the one asking for help! However, if you already have a relationship with a NGO, you can work with them to develop your ideas.

2. **You are still looking for ideas and themes that could motivate the participants in your Chapter.**

Together with the partner organisation, you can brainstorm or explore ideas in various ways. Is there a social justice issue, peace education topic, or community issue/need that interests you both? Is there a Chapter member who is already involved in one of these areas or has a passion/ concern for a specific issue? Those leading the project will motivate and engage others to get involved if the theme is rooted in a passion or interest. A topic or theme will soon evolve after you explore these questions.

3. **You might be approached by an organization that seeks cooperation with CISV related to a certain theme:**

You might also be approached by a NGO that has heard about Mosaic, CISV or your involvement in your community. This NGO could work with themes and areas of action where cooperation between CISV and the organization would be beneficial to both parties. When this happens, you should always remember to consider if this cooperation would adjust to your needs, what would be the outcomes and if the partner organization would be an organization that CISV would like to be associated with. If you find this cooperation advantageous and decide to create a mosaic project, assess the expectations and needs of both parties and from there start brainstorming together and see where you can get.

## Where and how can I find NGOs?

Very often, the easiest way to find an NGO is through friendships or partnerships you or other CISV members already have. It's always easier to approach a group – or to think of an idea – when you already have an idea of who to speak with. Sometimes, you can find articles in local newspapers, magazines, or posters in the street. Universities, schools, institutes, training colleges, national youth councils and UNESCO could be good sources to find NGOs or people with experience in the topic you are considering. Many will have a contact person or an office, an address and so on. In some countries the City Government has a list

of all community organization working in the area along with a statement of their goals and plans.

### **How do I approach NGOs?**

Once you have the theme of your project, clear Educational Goals (Attitudes, Skills and Knowledge), and an idea of the different phases (Discover, Understand, Create), reflect on where you need additional information or collaborators. This will help you choose the right partner organization to approach. Make contact by email or phone and ask for a meeting. It is usually better to meet in person. Bring along CISV and Mosaic resources such as CISV Passport, the Mosaic Guide, a copy of the *Activate Magazine*, and some documentation about your project concept.

Introduce yourself as a member of CISV and explain what CISV and Mosaic are. Express yours and your Chapters interest in their work and make clear that you would like know the possibilities of developing a project together. For inspiration on this, please see *Just Saying*, CISV's communication guidelines, available on Resources.

Explore with the possibilities for cooperating and let them understand what both organizations could potentially gain. Some organizations also have political objectives in their work (for example, a human rights organization can educate others about human rights standards, but they may also work to influence government policy on this topic), however, this doesn't mean you cannot work with them.

Unfortunately, you must be prepared for rejection. This doesn't mean they don't like CISV or that they are bad people. Not every organization is ready or able to establish a new project at any point in time. You can always look at it as a future cooperation opportunity.

### **Cooperating with your NGO**

Once you establish a contact with them you might need to meet their volunteers or facilitators a couple of times before starting the project together.

- Briefly explain CISV Educational Purposes and approach to Peace Education
- Explain the details of your Mosaic project
- Elaborate together on what each organization needs/expects from the other
- Brainstorm on common ideas and goals for this cooperation
- Establish how to work together. For example, state the length of time you have in mind for a project and the stage of your own program at which they will be introduced to CISVers (if you've already been working on an ecological theme for six months, let them know the participants have knowledge of the issues at hand)
- Decide what types of events and activities will take place
- Plan the activities you are going to run together
- Plan the evaluation methods for each step of the project
- Investigate if there is any potential for further work between the two organizations

For help and ideas on working with other organisations, refer to the CISV Public Relations Guide available on Resources.

# FINANCES FOR HOSTING

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

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



## Planning your budget

Your project needs a realistic, well thought-out budget. Budget planning and monitoring can be challenging but it's worth putting the work into it, particularly in the preparation stage and especially if you are seeking external funding.

There are mainly two parts of a budget, money coming in (donations/grants, participation-fees, financial contribution from Chapter or NA) and money going out (staff meeting expenses, travel and expenses for staff, accommodation, food, materials). These two parts should be even in the end. Add an extra 10% for additional costs that might appear.

Make sure your proposed budget matches the project description. A strong link is needed between every item in your budget and your project description (lists of activities, materials you'll need, training you'll need, etc). Don't make wild guesses about how much the project is going to cost. Base your costs on quotes and estimates you have researched. You may be asked to provide quotes with applications or requests for funding, in particular for more expensive budget items.



The NA/PA/Chapter must raise the funds to cover the costs of hosting the project. For help and ideas on fundraising, refer to the [CISV Fundraising Guide](#).

# GETTING ORGANIZED

## WHAT DO YOU NEED TO PREPARE?

The project group needs to look at types of preparation activities that have to be undertaken in the process. Time plan and task division are closely related. Neither should be done without consideration of the other. The time plan and task division are tools to be adjusted and changed throughout the process, as things unfold.

An idea could be to ask the W-questions:

- Who does what?
- With Whom?
- When?
- Where?
- With What?

Throughout the preparation phase, it is important to allow time for the team to develop, to ensure that everybody involved has a role and that the group meetings are properly facilitated.

### Working in a team

Working in a team can be great fun, but brings its own challenges. It's a really good idea to look at how you can work best as a team at the preparation stage of the project, as it can make the project a much more enjoyable experience. Group-management is mainly made up of organization and teambuilding and it is important to think about within the staff group. There are certain things that need to be taken into consideration in terms of organizing yourself;

- Who has the final responsibility for the project?
- Who has what knowledge?
- Who has what skills?
- How will decisions be made?
- How will you communicate?
- How much time can people give?

*Teambuilding* is needed in order to be able to trust each other and communicate well. In a team everyone is equally important. Include group bonding and teambuilding in your time plan. You can find many different activities for teambuilding in various CISV documents and guides. Forums outside CISV have good examples of activities.

A few tips:

- Set ground rules. At the start of your project it is important to think about some commonly agreed upon rules on decision-making, responsibilities, communication, and time.
- Take time to get to know each other. Working closely together will be much easier with people you know.

- Value and recognize the different skills and talents of each group member. Team members need to know and use each other's skills.
- Agree on how you will make decisions. Conflict and disagreement are normal. The emphasis should be on finding a solution to a disagreement rather than focussing on personal issues.
- Listen to each other!





# ACCOMODATION AND CAMPSITE

## WHEN HOSTING A PROJECT

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



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

## SITE INSURANCE

All Project sites must be insured. Whenever a Chapter leases or borrows a site for a Programme, it is essential to check that it is insured. If the landlord does not provide insurance, the Chapter must purchase appropriate insurance. The Chapter should ask for the assistance of the national or local risk manager when arranging insurance.

## TRANSPORT

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

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

If there are bicycles at the site, it should be made clear that they are to be used only for practical purposes, such as shopping or group activities. The group atmosphere can be disturbed if individuals are able to reach distant locations independently. In all cases, the insurance situation for cycling in the country should be checked and be familiar to all staff members.

## MEDICAL NEEDS

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

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



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

Consult the World Health Organization (WHO) website regularly to determine whether there are any travel warnings or advice in place. CISVers should avoid travel to (or itineraries

with transfers in) locations where there is a WHO advisory against travel for any health reason.

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

# RISK MANAGEMENT

**In all situations and at all times, the welfare of CISV participants is our first concern.**

Each hosting Chapter must have a local risk manager and that person must be involved in the planning, preparation and running of the Project.

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



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

## BEING PREPARED TO ACT IF A CRISIS ARISES

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

It is also very important, as part of planning for a Project, to consider and prepare for communications before and during a crisis.



For more information, see the CISV [Crisis Communications Guide](#).

# APPOINTING STAFF AND OTHER VOLUNTEERS WITH PROJECT RESPONSIBILITY

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

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

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

With the exception of international Seminar Camp staff (who are selected by the International Seminar Camp Committee), this responsibility lies entirely with the NA/Chapter. Each NA/Chapter must appoint a representative or committee responsible for selecting and screening all of the people who will be in contact with participants.

CISV has established some guidelines and some specific procedures to make our selection process as fair and as safe as we reasonably can: InfoFile [R-06 Selection Guidelines for Persons with Programme Responsibility](#), and [R-05 Guidelines on Discrimination, Selection & Behaviour](#). They set out, in general terms, who may be considered an appropriate candidate and what kinds of factors should/can be considered when reviewing applications.



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

## STAFF

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

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

## APPLYING TO BE A STAFF MEMBER



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

## REFERENCES



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

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

## POLICE RECORDS CHECK

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

### **What is meant by police check?**

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

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

### **What if it is not possible to do police checks in some countries?**

It may not be possible to obtain this type of information in all countries. It is essential that all NAs investigate and see what information can be obtained. CISV has to work with the best information we can obtain, according to national laws and procedures. If the law in an NA does not permit police checks, they should send a statement to the IO and International Risk Management Committee (IRMC) to explain the situation and wait for their guidance.

### **Will the applicant agree?**

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

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

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



## ADMINISTRATION AND SUPPORT

The International Mosaic Committee offers direct, personalised support to all mosaic projects. If a Chapter would like to host a Mosaic project and would like support from Mosaic International, the National Mosaic Chair has to request support (with brief comments and ideas about the project) to [mosaic.request@cisv.org](mailto:mosaic.request@cisv.org) by the 15th of any month. By the 1st of the following month, the project staff can start receiving support from the international support person. After this, the staff has 3 months with the supporter in order to plan the project (fill Worksheet etc.).

**Approval of project:** the Project Coordinator can submit the worksheet at any point, and expect an answer within 14 days. To ensure high quality projects, the International Mosaic Committee checks if the project meets all the Programme requirements and approves/not approves the project.

**Projects that do not wish support:** NAs or Chapters who do not wish support can (also) submit worksheets whenever they want and expect an answer (approved/not approved) after 14 days.





# MOSAIC / HOSTING DURING

	Introduction	Role Profiles	Hosting Before	Hosting During	Hosting After	Education & Evaluation
Coordinator & Staff	◆	◆	◆	◆	◆	◆
Parent	◆	◆			◆	
Participant	◆	◆			◆	
Chapter/NA person with Programme responsibility	◆	◆	◆	◆	◆	◆
Partner Organization Staff	◆	◆	◆	◆	◆	◆



# PRACTICALS DURING THE PROJECT

At this point your project should be clearly mapped out and structured. However, to successfully implement a project there are areas you need to keep an eye on.

## PARTICIPATION

A good project involves all members of the team in a meaningful way at all stages. Meaningful participation means that everyone – in his or her own way – has helped to move the team forward. This goes for members of the project group and of participants in the project.

Some tips for encouraging meaningful participation:

- You can arrange meetings that provide more opportunities for people to speak by working in small groups and bringing results together
- Listening to each person's ideas before jumping into a discussion
- Trying to explore the underlying meaning of behaviour, why is someone silent all the time; why does someone always disagree?

## MONITORING FINANCE

If you neglect the finances during your project you will create lots of headaches for your group later. Below are some useful tips that you should think about.

- It is important that one group member takes the lead responsibility for the finances but all members ultimately share responsibility to some degree
- Make sure you collect all receipts, and keep them in a safe place
- Develop a system for recording money you have spent against your budget
- If you plan any major changes in your budget, you might need to contact your financiers

## PROMOTION AND PUBLIC RELATIONS

It is important to include your promotion plan already in your preparation. During the delivery of your project you will need to handle the relations with, for example, the municipality and media. Your project is benefiting the local community and you are working hard at it. Spread the word!

Remember to:

- Issue a press release to local newspapers and radio stations
- Write an article on your project for your webpage
- Write an article and share photos of your project for the Activate Magazine or the International Mosaic website
- Organize meetings with the local community (an open day?)
- Contact local authorities and do a follow up on newspapers and radio stations
- Keep records/copies of all publicity material (remember to include it in your final report)

## DOCUMENTATION

Fundraising and seeking contributions in kind are essential parts of hosting most Programmes. With Interchange the participating host families pay for the Programme, which they organize under the supervision of the LIC and leader(s).

## ON-GOING EVALUATION

The purpose of the ongoing evaluation is to determine if you are accomplishing the goals of the project. It is important to follow-up on the project-plan, group development, time-plan, and task-division. The project's budget as well as the educational process need to be carefully followed up. There might be stages of your plan that need extra focus and this way you can focus on the right things at the right time. During the preparation you should prepare a plan for how to do follow-up.

A good evaluation should:

- Determine if you have reached the project goals
- Give feedback on what has been done and how it was done
- Help you gain experiences and draw conclusions
- Give you guidance for the future and basis for new decisions to be taken

Things that should be evaluated after each activity are:

- **Objective** of the activity (Did we reach it? Was it the right objective to reach?)
- **Participants** (Were there enough participants? Did they enjoy the activity? How was the group dynamic?)
- **Practicals** (Were duration, material, place, weather, adapted for the activity?)
- **Activity** (Was the activity interesting for the target group? Why?)
- **Staff** (Were the staff able to take care of all the parts of the activity? How did they manage to solve crises or problems?)

**External Support** (How was the Chapter support? How was the support of the partner organisation?)

# COMMUNICATIONS: WHOM TO CONTACT IF A QUESTION COMES UP

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

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

If your question is about elements of the Programme, such as activities, you or your Chapter contact can get in touch with the member of the international Programme committee that is assigned as your liaison. Your Chapter should know who they are and they usually try to phone or contact you during the first week of the Programme, just to see how things are going and offer support.

## WHAT IF A PROBLEM ARISES?

Each situation is different and may require different actions and on-the-spot decision making. Most problems that are encountered during Project s are minor and can be addressed appropriately by the staff/LIC, leaders and participants. The local risk manager and local/national Programme coordinator can also be consulted. Staff and leaders can also contact the relevant international Programme committee or the IO if they have questions.



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

## MEDICAL / SAFETY SITUATION

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

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



Please see InfoFile [R-15 Sending Someone Home Procedure](#) for the detailed steps to follow when a participant has to leave the Programme because of illness or an accident.

## GENERAL BEHAVIOUR / PROGRAMME RELATED SITUATION

Most 'behaviour' or Project-related problems can be dealt with at the Project/Chapter level where people can see what the situation is and can consult with each other. Sometimes, however, the behaviour is serious enough to mean that removing the person from the Programme must be considered.



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

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

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



It is also very important to consider and prepare for communications before and during a crisis. For more information, see the [Crisis Communications Guide](#).

## REPORTING INCIDENTS OR ISSUES



When an incident or issue occurs at a CISV Programme the Programme director/Project Coordinator/LIC, should be in contact with the local/national risk manager to discuss the situation. The Programme director/Project Coordinator/LIC (or other person with Programme responsibility) must complete and follow the sending instructions on the [Incident Report Form](#).

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

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



# MOSAIC / HOSTING AFTER

	Introduction	Role Profiles	Hosting Before	Hosting During	Hosting After	Education & Evaluation
Coordinator & Staff	◆	◆	◆	◆	◆	◆
Parent	◆	◆			◆	
Participant	◆	◆			◆	
Chapter/NA person with Programme responsibility	◆	◆	◆	◆	◆	◆
Partner Organization Staff	◆	◆	◆	◆	◆	◆



# POST-PROJECT EVALUATION & PROJECT-COMPLETION

## POST PROJECT EVALUATION

The purpose of the post evaluation is to help the staff and the project coordinator to see how the project has gone: what went well and what needs to be improved for the next time. This evaluation must be done only between the staff and the project coordinator. It can be done in a formal or an informal way, but is important that in the end you have something concrete that you, and especially others, can use in the future.

## COMPLETION

Completion is all about assuring the sustainability within your project. Try to think about the following:

- How can you make sure your achieved goals eventually help toward reaching your aims?
- What assumptions do we need to make?
- How will you communicate the results of your project to interested groups?
- How will the participants use the skills developed during your project in their everyday life?
- Will other groups be able to benefit from your experience and hard work? How?





## REPORTING TO CISV INTERNATIONAL

In order to let CISV International know how different aspects of your project went, please fill in the report section of the Worksheet. This must be submitted within two weeks of the end of your project.

This information will provide not only data for billing and statistical purposes but also essential information to help CISV as a peace education organization to keep improving and getting better at what it does. Without this information CISV International will not be able to measure its success or provide the needed support/training for future Programmes. We know that paperwork is not usually what people love to do, but this information is very important for the overall quality of CISV's Programmes and you are the ones best suited to providing it.

### INCIDENT REPORT FORM (IRF)

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

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

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



# MOSAIC / EDUCATION & EVALUATION

	Introduction	Role Profiles	Hosting Before	Hosting During	Hosting After	Education & Evaluation
Coordinator & Staff	◆	◆	◆	◆	◆	◆
Parent	◆	◆			◆	
Participant	◆	◆			◆	
Chapter/NA person with Programme responsibility	◆	◆	◆	◆	◆	◆
Partner Organization Staff	◆	◆	◆	◆	◆	◆

# ABOUT CISV

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

Since 1951, CISV has been offering a range of local activities, international camps, family-hosted exchanges and community-based projects. These are known as our 'Programmes' and every year our volunteers organize them for young people and adults from over 60 countries.

Over the years these Programmes have provided opportunities for thousands of participants to meet and develop friendships with people from different countries, backgrounds and cultures. All CISV Programmes have a Peace Education focus, which we use to inspire our participants to become active global citizens. As CISV continues to grow around the world we remain united as an organization by our educational principles. These reflect the way we think and behave:

## OUR EDUCATIONAL PRINCIPLES

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

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

**We encourage the resolution of conflict through peaceful means.**

**We support the creation of sustainable solutions to problems relating to our impact upon each other and the natural environment.**

Our Educational Principles form a bridge between our Statement of Purpose and our focus on Peace Education. So, when you look at them alongside the main strands of our Peace Education content in the Chapter "Peace Education in CISV", you will be able to see how closely they are linked.

Programmes combine our Educational Principles with Peace Education to promote inclusion, social justice, non-violent resolution of conflict and sustainable development. They also help to develop an awareness of how each of us can take action towards a more just and peaceful world.

In addition to our Programmes we also contribute to research and work with organizations worldwide whose goals are similar to ours.

# PEACE EDUCATION AND ACTIVE GLOBAL CITIZENSHIP

## CISV'S APPROACH TO PEACE EDUCATION



This is a practical guide to what we do and why we do it, and can be used as a handbook for CISV training. We hope you enjoy reading it and find it useful. You can find more details on all the information contained in this Guide in the [CISV Passport](#), in our [Big Education Guide](#) (“BigEd”).

**Peace Education provides us with the attitudes, skills and knowledge we need to become agents of change, both locally and globally; in other words, to become Active Global Citizens.**

It looks at local and global issues that are relevant to all countries, recognizing that peace can mean much more than the absence of war. In fact, Peace Education encourages us to look at a wide range of issues and helps us gain a better understanding of:

- our own identity within the local and global community
- basic human rights as well as forms of exploitation and injustice
- conflicts and how they can be caused, prevented and resolved
- sustainable solutions for environmental and development issues

Having the opportunity to make friends with people from different backgrounds and life experience can also play an important role within Peace Education. This is because it encourages us to examine our own attitudes and values, which in turn helps to broaden our perspective of the world. It also helps to raise our self-awareness and our awareness of others.

Many of the issues within Peace Education are also found in what is often called development education, intercultural education and global citizenship. You can find more information on the similarities and differences between these in our [Big Education Guide](#) (Big Ed), which is available on [Resources](#).





## **“PEACE”, “PEACE EDUCATION” AND “ACTIVE GLOBAL CITIZENSHIP”**

### **Peace**

In CISV “Peace” means more than the absence of war. For CISVers, “Peace Education” helps us to develop our personal and interpersonal knowledge about the communities in which we live, the culture and communities of fellow participants and how these inter-relate. It helps us to advance effective skills of communication and cooperation towards shared goals, alongside attitudes of friendship and openness to other people, in local and global contexts.

### **Peace Education**

Peace Education connects local issues to the global context. Peace education provides individuals with the Attitudes, Skills and Knowledge needed to become agents of change—in other words, to become active global citizens. Mosaic projects provide Peace Education in communities with the belief that local communities are microcosms of the global context. By becoming active locally, people can have a positive impact while learning about global issues.

### **Active Global Citizenship**

The Mosaic Programme is rooted in the idea that “Peace” means more than the absence of war. For Mosaic, “Peace Education” is a vehicle, by which individuals learn about and become inspired to take initiative in their communities. This, combined with an understanding of the connections between the local context and the global one, represents “active global citizenship” for Mosaic.

### **Topics which may be relevant to Mosaic participants**

Topics (or themes) for Mosaic projects are always based on a specific need or interest in the local community, and are always linked to one of CISV’s four educational content areas (Diversity, Human Rights, Conflict & Resolution, and Sustainable Development). Project themes span a diverse range and have included examples such as: integration, ecological conservation, community arts, youth engagement, cultural diversity, bullying, and many others.

# ASK FOR ACTIVE GLOBAL CITIZENS

Active global citizens need a combination of attitudes, skills and knowledge (ASK). In CISV we ensure that these attitudes, skills and knowledge are at the heart of our educational goals and our approach to learning.

## EXAMPLES OF ASK

**Attitudes** - How we think and behave:

- Being open minded
- Behaving flexibly
- Willingness to include people
- Taking responsibility for our own actions and decisions

**Skills** - Our ability to/for:

- Communicate
- leadership
- Self-reflection
- Creative problem solving

**Knowledge** - Information we gain about:

- Population dynamics
- Community concerns
- Geographical facts
- Environmental issues



## ATTITUDES, SKILLS AND KNOWLEDGE (ASK), WHICH ARE DEVELOPED IN CISV MOSAIC PROJECTS

All Mosaic projects are designed according to the same four goals, which relate to Exploring local themes, Thinking creatively and critically, Activating citizenship, and Empowering for local initiative. The list of specific Attitudes, Skills and Knowledge exists to help project coordinators plan effectively and ensure a quality educational processes. The Programme Goals and general indicators are given below. Project staff should develop specific indicators for their own project from the general indicators given below:

## MOSAIC PROGRAMME GOALS AND INDICATORS

<b>Mosaic projects aim to actively explore a theme in a local context</b>	<ul style="list-style-type: none"><li>a) Understand the theme and the project's relevance (K)</li><li>b) Understand opportunities and challenges affecting the community (K)</li><li>c) Are able to connect the theme with everyday life (S)</li></ul>
<b>Mosaic encourages creative and critical thinking towards problems and solutions</b>	<ul style="list-style-type: none"><li>a) Understand where their own opinions on the theme fit in a range of local and global perspectives (K)</li><li>b) Are willing to challenge their own perspectives and be challenged (A)</li><li>c) Are able to use open dialogue to work towards solutions (S)</li></ul>
<b>Mosaic creates a personal desire for active citizenship</b>	<ul style="list-style-type: none"><li>a) Are able to explain and share what they have learned (S)</li><li>b) Are able to reflect their strengths and potential (S)</li><li>c) Are willing to act and take a stand (A)</li></ul>
<b>Mosaic empowers participants to take initiative in their communities</b>	<ul style="list-style-type: none"><li>a) Are willing to show empathy through your actions (A)</li><li>b) Are able to identify and use available resources (S)</li><li>c) Are able to make a plan of action (S)</li></ul>

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

The Mosaic Programme strives to educate and inspire individuals to be active global citizens in their communities. This means that project coordinators, staff, and participants will carry forward their Mosaic experiences and continue to apply their learning and inspiration beyond the Programme itself. Mosaic participants will continue to be active global citizens and local agents of change.



# PEACE EDUCATION IN CISV

**The four main content areas of Peace Education in CISV Programmes are:**

## **Diversity**

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

## **Human Rights**

Considers how human rights affect every aspect of our lives and how violations can lie at the root of problems such as poverty, violence and lawlessness.

## **Conflict and Resolution**

Helps us to understand how conflicts can arise deliberately or otherwise and what can be done to help bring a peaceful resolution.

## **Sustainable Development**

Looks for integrated ways to promote economic and social well-being, while protecting the environment through the responsible use of natural resources.

Activities and discussions in CISV Programmes can either relate to one of these areas or a combination of two, three or all four of them. This allows our Programme planners the flexibility to make sure that the issues are interesting and relevant to the whole group and meet the educational goals.

We help our participants to use Peace Education within the context of a Programme to develop their attitudes, skills and knowledge, so they can become active global citizens.



## USING THE 4 CONTENT AREAS IN MOSAIC PROJECT PLANNING

Mosaic focuses on four main content areas of peace education. They provide a conceptual framework for thinking about which issues and themes Mosaic projects should address in the local context. Every Mosaic project can be categorized into one or more of these content areas.

Every Mosaic is based on a local need/interest and is connected to one of CISV's four educational content areas. This is the "problem" or "issue" around which the Mosaic project will develop learning and for which it will inspire action. For example, a Human Rights project in Victoria, Canada, focused on the local and global impacts of Domestic Abuse and the attitudes and behaviours that perpetuate violence against women.

## EDUCATIONAL CONTENT IN A MOSAIC PROJECT

Educational Content in Mosaic projects is organized into indicators (which are developed by project coordinators), connected to each of the four Programme goals (which are the same for every project). Indicators represent the specific attitudes, skills and knowledge that participants will develop through the project, as shown in section 3, above.

## RESOURCES USED TO SUPPORT PEACE EDUCATION IN MOSAIC PROJECTS



**Mosaic Stories** (<http://www.cisv.org/resources/programmes/mosaic/whats-inspiring-us/>)

On the Mosaic website you can find various Mosaic resources. In addition to guides and documents, the website includes regular updates from Mosaic projects around the world, posts about inspirational websites, videos, and other links, that can be used to enhance Mosaic projects in various ways.

### **The Activate Magazine**

*Activate Magazine* is a publication of CISV International. In it you will find stories of meaningful community impact from CISV's educational Programmes around the world.



### **Educational Activities**

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

# BUILDING PEACE EDUCATION INTO PROGRAMMES

We use 'Themes' to provide a unique flavour to each of our Programmes. These are developed from our four Peace Education content areas. Each Theme can concentrate on one particular content area or provide a link between two, three or all of them.

Themes are helpful as they connect the educational content directly to the goals of each Programme. When you are planning your theme, you may wish to take into account a number of factors, including:

## Location

- Age of participants
- Duration of Programme
- International/national campaigns

## Local Issues

- World events
- Size of group
- Partner organizations
- Resource availability
- Cost
- Group dynamics
- Relevance to participant group
- Complexity of issue

Everyone who has been on a CISV Programme remembers the friends they made and the fun they had. They also remember many of the 'activities' they took part in. Most of these 'activities' are connected to at least one of our four content areas of Peace Education. Activities are chosen to support the Theme and to provide opportunities for our participants to learn more about themselves and how they can develop the ASK to become active global citizens.

# LEARNING BY DOING

**‘Learning by doing’ is simply a way of saying learning from direct experience, rather than from reading books or listening to lectures. It is characteristic of all CISV Programmes and you may hear this process referred to as ‘experiential learning’.**

Because we think that experiential learning is effective and fun, it is at the core of all our activities. We find it helpful to think of it as a four step process:

**Step 1: Do a Peace Education activity**

**Step 2: Reflect on what ASK you have learned from this activity**

**Step 3: Generalize how this new learning can be applied to a new context**

**Step 4: Apply put your new ASK into action**

Sometimes the ‘Apply’ part of the process will take place within a CISV Programme, which is great to see. However, sometimes the process takes longer or the right opportunity does not present itself until after the Programme. This is how experiential learning helps participants to become active global citizens.



## USING EXPERIENTIAL LEARNING IN THE MOSAIC PROJECTS

Mosaic projects are experiential learning Programmes. The experiential learning process in a Mosaic project is organized into three specific phases: “Discover”, “Understand” and “Create”. A Mosaic project’s educational content must include all 3 phases in order to ensure that all Mosaic projects have a common educational process..

# HOW DO WE KNOW WE ARE GOOD AT WHAT WE ARE DOING?

**As an educational organization it is important that we have ways to:**

- monitor the quality of our Programmes for all our participants
- improve what we do year by year
- share with each other what we do well
- show how well we are achieving our organizational purpose

**Educational evaluation helps us to do all of these.**

This process starts at the beginning of a Programme and is used all the way through until the end. It helps us to plan activities which support the theme, and also allows us to see how well each of our participants is developing their ASK.

At the end of the Programme we collect information from each CISV Programme to build up a picture of how successful they are. The process also helps us to collect information on which themes have been used, so we can see the balance of educational content across all of our Programmes.

We use the process to show us how well we are educating and inspiring for action towards a more just and peaceful world.

## QUALITY STANDARDS

**There are four educational quality standards, which apply to all our Programmes.**

### **1. Goals**

All Programmes have four educational goals, which are developed from our Statement of Purpose.

### **2. Principles**

All Programmes use our Statement of Purpose, educational principles and approach to achieve their goals.

### **3. Peace Education**

All Programmes use Peace Education to achieve their educational goals.

### **4. Evaluation**

All Programmes follow the CISV evaluation framework to plan, monitor and evaluate success.

## WHAT IS EDUCATIONAL EVALUATION?



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

### Why we evaluate our education?

- **Educational Success:** So that CISV can assess the achievement of Programme goals:
  - For each participant
  - For each camp/project
  - For each international Programme
- **Programme planning and monitoring:** All of our Programmes use the PDPEF to guide the process of educational evaluation. This process provides you with a way to plan activities that will help your participants to achieve the Programme goals. It also helps you to make sure that your Programme meets the needs of all your participants.
- **Recruitment and Retention:** CISV's past, present and future is related directly to the experiences that our participants share with their friends, neighbours and community. These "success stories" are a result of the educational experience our Programmes provide. Educational evaluation provides our NAs and Chapters with a more valid and reliable record of our achievements, which can help us to recruit new members and retain existing members.
- **External Support and increased visibility:** CISV is an educational charity or not-for-profit organization, so profile-raising and fund development are ongoing activities for all of our NAs and Chapters. The systematic evaluation of our Programmes can be used for marketing and fundraising purposes. For instance, many funders require us to provide evidence of past successes when we make funding applications. We are also often required to provide evidence of effective evaluation when we are reporting to funders. We can also use the results of our educational evaluation to celebrate our successes in our publications, websites and educational forums to raise the profile of CISV. Increased visibility and educational credibility help to support CISV's capacity-building and fundraising efforts.

### Who uses this information?

- The Evaluation and Research Committee: To measure the success of each Programme in achieving its goals. This assessment will allow CISV to have a better understanding of **what we do well** and **where we can improve**.
- International Programme committees: To develop activities to assist each Programme to achieve its goals more effectively and determine the training and support needs of NAs and local Chapters. They also use the information to share best practice and inform Programme development.
- National associations: to evaluate the Programmes that they have hosted and to know if their participants achieved the educational goals.
- Leadership training Committee: to see if there are any specific issues that Programmes and NAs can address with additional training support.



## EVALUATION METHODS

Below are some methods of how to evaluate:

### **Surveys/questionnaires/rating scales:**

Should be used both before and after a project has been implemented, with conclusions being drawn from a comparison of results. Surveys, questionnaires, and rating scales have been used to assess knowledge of conflict resolution concepts, ways of handling a hypothetical conflict, self-image and school/camp climate, to name but a few possibilities.

### **Interviews:**

These appear to be used primarily after a peace education Programme has been implemented, though they could also be used in a pre-intervention situation. Interviews may be carried out with participants, leaders, or even parents to assess the impact of the Programme. Many different kinds of knowledge, skills, and attitudes can be assessed through interviews, for example: self-confidence, methods used to resolve conflict, communication skills, and reactions to a Programme.

### **Focus groups:**

Focus groups are similar to interviews, but are carried out with groups of five to ten people, rather than on an individual basis. A moderator develops a discussion guideline appropriate to the group, and ensures that each person has the chance to speak and run the group. The interaction between the participants can stimulate rich discussion and insights, yielding qualitative data on the impact and effectiveness of a Programme. Focus groups can usually be carried out more quickly than in-depth interviews. They have been used to examine the types of concepts and values that children and adults have about peace, ideas about how to deal with violence, and suggestions for how best to promote peace in schools, communities, and other environments. When having a camp-based project, Focus Groups can serve as superb continuous evaluations.

### **Observation:**

Observations tend to focus on changes in the behaviour of children and young people, and are usually carried out both before and after a Programme is implemented, with conclusions being drawn from a comparison of the frequency of observed behaviour. Many different types of behaviour can be the subjects of observation, for example: ability to cooperate, methods used to resolve a conflict, incidence of name-calling or other biased behaviour, and use of mediation skills.

## A SUCCESSFUL EVALUATION

An evaluation becomes useless and ineffective when the wrong questions are asked, when wrong methods are used, and when there is an unclear purpose. Using the methods described above and thinking about indicators when initially setting the goals will assure you relevant methods for evaluation. Think about for whom you are doing the evaluation for and what the purpose of the final evaluation is.



# MOSAIC TRAINING

## THE IMPORTANCE OF TRAINING

This section will serve as an introduction to the training needed to deliver successful Mosaic projects. For useful resources visit <http://www.cisv.org/resources/programmes/mosaic/>.

Training in CISV ensures quality within our Programmes and activities. CISV has clear goals and objectives and reaching these is only possible if all members of the organization understand them and have the skills to work toward achieving them. The International Mosaic Committee has a team of members focussed on training, as well as a multi-year global training strategy that is updated each year. Training is a crucial ingredient for successful Mosaic projects. The International Mosaic Committee works to ensure that training is available globally to individuals seeking to develop new projects. The Mosaic Committee delivers several Regional Mosaic Trainings each year (at CISV International’s Regional Training Forums), and supports a network of “Mosaic Experts” worldwide, who deliver Local Mosaic Training on an ongoing basis. Mosaic training is based on the Mosaic Training Curriculum.

## TYPES OF MOSAIC TRAINING

Mosaic has two different types of training. **Regional Mosaic Trainings** are the most comprehensive type of trainings for Mosaic. Every NA should ensure they send at least one person to this type of training every two years. **Local Mosaic Trainings** cover all the main elements of planning, running and evaluating a Mosaic project.

The table below shows more details on Mosaic Trainings:

	REGIONAL MOSAIC TRAINING		LOCAL MOSAIC TRAINING
Trainees	Mosaic Project staff	National and Chapter Mosaic chairs	Mosaic Project staff
What?	Staff training	Staff and administrative training	Staff training
Trainers	IMC members & Mosaic experts (as assigned by IMC)	IMC members & Mosaic experts (as assigned by IMC)	National or Chapter Mosaic chairs (or IMC members where necessary & possible)
Goal	To be able to plan, run and evaluate quality Mosaic projects	To be able to promote, train and support Mosaic projects	To be able to plan, run and evaluate quality Mosaic projects