

Guide to the Mosaic Programme



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1. Introduction

Mosaic is a programme that consists of projects that empower individuals to be agents of change, reach out, and involve as many people as possible. Each project is based on CISV educational content and is developed by chapters worldwide.

Aims of the Mosaic programme

- To empower participants to take initiatives in their community
- To provide non-formal, experiential, peace education at the local level to as many participants from inside or outside the organisation as possible
- To contribute to the development and expansion of CISV Chapters
- To promote cooperation between chapters and LMOs and NGOs

Mosaic consists of different projects, all reaching a goal on their own, yet when put together they form a global movement for a more peaceful world. The rules, strategies, and structures of Mosaic projects are flexible however, the way in which it is put into practice may differ from one place to another. This flexibility depends very much on the local reality of each chapter or group executing a project. One may create or adapt activities, or find a specific way of planning and coordinating projects.

Education is at the heart of our strategy for peace building. It is through education that the broadest possible introduction can be provided to the values, attitudes, skills and knowledge that form the basis of respect for human rights and democratic principles. This includes the rejection of violence and a spirit of tolerance, understanding and mutual appreciation among individuals, groups, and cultures. - *UNESCO*

Mosaic is an educational program addressing these issues at the local level. By taking part in Mosaic-projects participants gain knowledge, develop skills, and form a desire to contribute and take action for a more peaceful world.

Please also see the “Introduction” chapter in the General Guide (G-2), which contains information that applies to all CISV programmes.

Characteristics of a Mosaic Project

Each Mosaic project has the following characteristic:

- It has an educational goal and an educational content which comply with the CISV Educational Circle
- It deals with a specific theme that addresses to a need of the local community responds to an interest of this community
- It has a determined target group
- It consists of 3 interconnected phases which are “Discover”, “Understand” and “Create”
- 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 gives CISV an identity in a community
- It has a project coordinator and a group of staff that manage the evolution of the project.

Recognized Mosaic Project

A recognized Mosaic project is one that:

- Follows the Aims and Purpose of the programme
- Includes all the characteristics
- Has a project proposal approved by the IMC
- Reports the outcome of the project to the IMC (*check chapter "Administration" specific procedures*)

History

The Mosaic Programme has its origins in an official programme hosted by CISV until 2005, called Local Work. To understand Mosaic, it is fundamental to have an idea of what the experiences of Local Work were and how it evolved into what is currently known as Mosaic.

The Past: Local Work

Local Work was a programme defined as a "long-term and continuous process hosted locally". It had its roots in "Junior Work" (currently known as its evolved version: 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. These efforts included creating tools to plan, run, and evaluate educational activities (which included, in the late 80's the Peace Education Circle); promoting training in all regions using Junior Branch meetings (the strongest network and most obvious public aspect of CISV at the time) and generally promoting the idea of Local Work through a strong and active International Local Work Committee.

Even though these efforts have had a strong impact in the organization as a whole, through planting the seeds of a generation that would want to go beyond the *traditional* international programmes, it has never corresponded to the expectations and efforts as an educational peace-building programme. Local Work was a massively misunderstood programme, generally thought to be "anything held locally" and poorly hosted in all continents. These conclusions were elaborated upon by the "Mid-Way Status Report 2003", a document published by the Local Work Committee addressing the *status* of the programme worldwide.

These conclusions uncovered the need to take another step in the development of the programme (as suggested by the fundamental AIM 2003 "Give CISV a Voice" activity) The International Local Work Committee (ILWC) thought it was the moment to focus on a comprehensive evaluation of the programme. At the AIM 2004, The International Board of Trustees approved the "Re:Think Local Work" Project, a mandate for the ILWC to think, discuss, and come up with solutions for the programme.

Re:think Local Work

The Re:Think Local Work project started with an application for funding from the *Peace Fund*, a trust-fund connected to CISV that was created to provide funds to projects relevant to the development of the organization. After a long application process and lots of discussion, the project was rejected by the Fund and had to count on an improbable extension of budget given by the newly-elected International Executive Committee to allow the project to take place. With the very strong support of CISV Milan, it was decided that the meeting would take place 3 months later, in Italy.

The "Re:Think Local Work" Meeting had a very well planned schedule that was designed to accommodate the strong and varied leadership styles of the participants. The process was very clear: understand the core of Local Work and its implementation strategies (then known as "Preparation Phase") and then question and

find the “essential contradictions” in the concepts of Local Work. This step included understanding why Local Work was not working and designing something new that could solve the problems and take Local Work (and CISV) to another level.

The year of 2004 was the year of CISV International’s *Strategic Planning Process*. There was a wide discussion about which direction CISV should go which encouraged existing spirits of change. The specific priorities approved by the board at the time (to work against exclusion, to develop leadership, to cooperate with other organizations, to strengthen existing chapters, and to financially sustain the organization everywhere). They were taken as guidelines of “where CISV wants to go” – which guided the ideas about where Local Work , in its soon to be new shape, should take CISV.

Throughout the process, by taking advantage of the very different backgrounds of the participants present there, the programme was defining itself. The analysis of the problems of Local Work shaped what the new program should be: a defined start and end, more inspiring and flexible framework, more attractive (“change the name?”) and reliable educational quality. These were some of the ideas that helped, after a lot of work, to shape the new programme.

*Participants of the **Re:Think Local Work Meeting** were: Marcos Tourinho, Daniela Calmon, Babsi Enko, Sebastian Merz, Sarah Montgomery, Per Olsson, Maria Dorigatti, committee chair Juan Carlos Lozano, former chairs Bea Baglioni and Jurgen Grielberger, the IEC liason Elenita Gutiérrez and Chapter Contact Enrico Quaroni.*

Mosaic begins

It was not until the last day of the Re:Think Local Work Meeting that it was decided the new Programme would be called Mosaic, This was only the beginning. Right after the end of the Re:Think Meeting (at that point already starting to be called the “Mosaic Meeting”) another big step was taken: the “Implementation Phase” – basically, everything that had to be done to make Mosaic a reality.

Between November 2004 and August 2005 the ILWC worked intensively to have everything ready for the programme approval at AIM 2005. While the new guides, training programme, and educational process were being worked on, six pilot projects were planned, hosted, and evaluated under the new framework of Mosaic. This material was presented to the Board of Trustee at AIM 2005 for approval.

After a long discussion and many clarifications, 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 – from the beginning..

2. To assure educational quality

A Mosaic project's main characteristic is the fact that it goes through three specific phases during its educational process. 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.

The following chapter is an explanation of the theory behind the phases of Mosaic. It will help clarify how we understand them, use them, and evaluate them. This section also explains how to set goals and objectives for your project.

Peace Education

In a working paper from 1999 prepared by Susan Fountain, a consultant for United Nations Children's fund (UNICEF), peace education is defined as an essential component of quality basic education. The paper defines peace education as *the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, inter-group, national or international level.*

Behaviour does not occur in a vacuum; it is fostered within the context of the family, peer group, the community and the larger society. In any context existing values and norms can contribute to but can also hinder behaviour that promotes peace. Peace education in CISV promotes the development of values and awareness and views behaviour as an indicator of an individual's or group's values. The effectiveness of peace education is increased when strategies are used that address the values of the entire community. This is the aim of the Mosaic programme and the reason why we need to address the local community in a more inclusive way in CISV.

Why the phases?

Mosaic projects have to 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 you must organize them. 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 are built from a similar structure used by UNICEF and serve to collect data, develop an awareness and engagement, and create a notion of concrete actions to take upon the theme of the project.

Most importantly, the phases grew out of and are aligned with the CISV Educational Principles. Alvino Fantini, CISV's former educational advisor, has helped CISV develop a clear educational framework, including the notion of experiential learning and intercultural competence. The following sections will outline the specifics of the phases (as the educational framework) followed by the Attitude, Skills, and Knowledge model (as the tool for project goal setting).

The phases

The phases of Mosaic are intended to be the educational framework of the programme. That is to say, the phases are vehicles 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. 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 have a specific objective in mind that should be clearly related to the theme. The planner 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.

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 completely. 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 goal is to "prepare individuals to become active, responsible, and contributing members of a peaceful society. 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?
- What 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?

Lets break them down

To simplify the planning of the phases we can break them down to the level of the individual participant. UNICEF refers to work on behavioural change by Fishbein (1992); and work on communication capacity by HealthCom (1995). From their work they conclude that the process of changing behaviour proceeds through a sequence of stages in which an individual:

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

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. The three-phase educational Mosaic structure would then look 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.

Questions to ask when planning

The following are useful questions to ask within the planning group during the planning stage of the project:

1. What is the **issue or theme** we are trying to approach with our project?
2. In what way does our project **address a need** of our local community?
3. In what way does our project **respond to the interest** of our local community?
4. What **knowledge** will our participants acquire?
5. What **skills** will our participants gain through our project?
6. What **attitude** do we hope to develop among our participants through our project?

By answering these questions related to the local community you would assure the relevance of your project. By answering the questions related to the individual participant or the group you will end up with objectives that could be sorted as attitudes, skills, or knowledge. The ASK-model (Attitude, Skills and Knowledge) is a tool that can further help you plan your project by guiding you through goal-setting for the different activities within your project.

Goal setting

Independent of what educational phase you work with, all of the ASK model could be used to set goals for that specific phase. When answering the questions suggested above you decide what knowledge, skills, and attitude you want your project participants to achieve. Identify what Attitude, Skills, and Knowledge you would like to achieve in each specific phase. This way it will be easier to plan activities for each phase, knowing what you want to achieve. This will of course help you evaluate and follow up when your project comes to its end.

Examples of ASK:

Knowledge

Self-awareness, understanding nature of conflict and peace, ability to identify causes of conflict and non-violent means of resolution, conflict analysis, enhancing knowledge of community, understanding of rights and responsibilities, understanding interdependence between individuals and societies, awareness of cultural heritage.

Skills

Communication: active listening, self-expression, paraphrasing, reframing assertiveness, ability to cooperate, affirmation, critical thinking, ability to deal with stereotypes, problem-solving, ability to generate alternative solutions, conflict prevention, decision making.

Attitudes

Self respect, positive self image, strong self-concept, tolerance, acceptance of others, respect for differences, respect for rights and responsibilities of children and parents, gender equity, empathy, solidarity, social responsibility, sense of justice and equality

It is also important to formulate clear goals. Partly because it makes it easier to evaluate the project, however, it also makes it easier for the project group to have clear goals to fall back on during the project. It is important to have a common image and goals of the project in the group. Common goals and shared expectations will increase the level of motivation and a sense of security will arise in the group. Goals and aims of a project should be the best guide for the people in charge of executing the project. A way to set clear goals is to think SMART:

- **S**imply stated and easy to understand
- **M**easurable against clear performance targets
- **A**chievable and accepted by the individuals undertaking them
- **R**ealistic but challenging
- **T**ime-framed

When you set goals they should be formulated as if they already were met. For example: *The participants are able to solve a conflict situation peacefully.*

Indicators

When you have agreed on this objective you should also agree on how to measure it. How will you know that you have reached your goal or not? Perhaps when almost all participants have been able to show an alternative method of solving a conflict? To make it even clearer we could say; *when eight out of ten participants have shown an alternative method of solving a conflict.* Now we have an indicator. It tells us when we have reached our goal. But how will we know? We need an evaluation method. Perhaps a good way to let the participants show alternative ways to solve conflicts is through a role-play?

To make everything a bit more clear, we could put all of what is suggested above in a table where we can get an overview of the goals divided into the different phases with suggested indicators and evaluation methods. This is the same procedure asked for in the Mosaic project proposal and report form. The table allows you to briefly describe the need and interest of the theme in your community and the actions to take in the different phases of your project. And it allows you to briefly describe the objectives chosen for the project according to the ASK-model (Knowledge, Skills and Attitude). Please see *appendix three* for a step-by-step planning process. For more information on evaluation methods, please see the section in this guide on evaluation.

Theme Please use the box below to describe briefly how the theme of your project will meet the need and interest of your community.

How does it address a NEED of your local community?	
How does it respond to the INTEREST of your local community?	

Educational Goals Please write the objectives of your project according to the ASK-model (Attitudes, Skills, Knowledge). Please only write one objective per line. You may add as many lines as you need to describe all your objectives. When used for reporting, please indicate if the objective has been achieved and comment on the outcome.

Type of objective	Objectives	Indicator	Method of evaluation	Achieved?	Comment
Attitudes				Y/N	(fill in when submitted as report)
Skills					
Knowledge					

Educational Process Include the actions that will address the different phases of your project. If a phase occurs more than once during the project, more lines can be added.

The phases...	What will you do? (Actions)	Type of objective
Discover		Attitude/Skills/Knowledge
Understand		
Create		

References:

- Susan Fountain, "Peace Education in UNICEF", a working paper for UNICEF, 1999
 CISV Infofile, section T, "CISV's Core Educational Content" Section T, CISV International, 1988
 Beyond the phases – a working paper on the theory of the mosaic phases, CISV International, 2006

3. Training

This section will serve as an introduction to the training needed to execute successful Mosaic projects. Please also see the training section on the Mosaic-website (www.cisv.org/mosaic)

The importance of training

Training in CISV ensures quality within our programmes and activities. CISV has clearly stated goals and objectives. Reaching these goals is only possible if all members of the organization understand them and have the skills to work toward them. Passing knowledge and skills on to other people is crucial to allow constant quality and improvement.

Within Mosaic, training plays an extraordinary role. Many people are in charge of the different projects and participants and staff might change frequently. Also, Mosaic opens CISV up to the outside, so both participants and staff might initially have little contact with our organisation before. In addition, the structure of Mosaic projects is a lot more flexible than the structure of the other CISV programs. Therefore, it is very important that all those involved have a common understanding of Mosaic, know the tools we have, and work toward the same goal.

Everyone in a position of leadership in Mosaic should be trained by CISV in CISV's philosophy, principles, and methods as part of preparation for a project.

Training concept

	<i>FIRST TIME VISIT/ RETURN VISIT*</i>		<i>REGIONAL TTMT WORKSHOP</i>	<i>INTRODUCTION</i>
<i>Who is receiving training?</i>	<i>Mosaic Project Staffs</i>	<i>Mosaic Coordinators</i>	<i>Mosaic Trainers</i>	<i>Juniors, Chapters, NAs, Boards</i>
<i>What?</i>	<i>Staff training</i>	<i>Special Mosaic Intro</i>	<ul style="list-style-type: none"> - <i>Staff training</i> - <i>Train The Trainers</i> 	<i>Mosaic Intro</i>
<i>Goal</i>	<i>To be able to plan and run high quality Mosaic projects</i>	<i>To be able to coordinate several projects</i>	<i>To be able to train Mosaic staff as well as introduce Mosaic to Juniors, Chapters, NAs and boards.</i>	<i>To understand what Mosaic is and motivate people in the chapter to do it</i>

* it is understood that a **Return Visit** is a staff training in a chapter that already had a First Time Visit.

The Mosaic pool of trainers

How to become a Mosaic Trainer

People who receive a **Train-The-Mosaic-Trainers (TTMT)** training can become Mosaic Trainers and be added to the Pool of Mosaic Trainers.

Mosaic Trainer Profile

The following grid describes a set of skills, knowledge, and attitudes that a Mosaic Trainer is expected to have after attending a TTMT.

SKILLS	KNOWLEDGE	ATTITUDE
<ul style="list-style-type: none"> • The ability to plan, run, and evaluate a First Time Visit/ Return Visit • This includes the ability to apply Mosaic training tools • The ability to support Mosaic staff in the planning phase of eventual Mosaic projects emerging in trainings 	<ul style="list-style-type: none"> • Programme characteristics • Mosaic overall training system • IMC work methodology • Overall program administration • Available Mosaic resources • Project management 	<ul style="list-style-type: none"> • Towards playing an active role for the program growth and implementation • Towards being actively involved in the development of the program • Towards establishing a continuous communication with IMC

What is expected from a Mosaic Trainer

Being part of the Mosaic pool of trainers implies a set of responsibilities:

- Run Mosaic First Time Visits/ Return Visits whenever needed/possible
- Apply the Mosaic training report system
- Keep in constant communication with IMC when relevant
- Promote Mosaic trainings and training development
- Provide help and support to Mosaic project staff in their planning and implementation phases when needed
- Support chapters in the implementation and growth of Mosaic
- Follow the Mosaic training system

Training material

To assure high quality in Mosaic trainings, the International Mosaic Committee uses standardized training sessions. The standardized training sessions are available on the Internet for trainers. Trainers are supposed to plan and run trainings using these.

Training reports and evaluation

The International Mosaic Committee needs to evaluate Mosaic Trainings in order to improve the quality of Mosaic Training tools as well as the quality of Trainings in general. Also, the International Mosaic Committee needs to have tools for quality control within Mosaic Trainings of any kind.

Reports

Regional TTMT workshops are followed by a full report, containing a detailed explanation of the sessions, minutes, and the outcome of each session. A list of participants is attached to the report.

First Time Visits/ Return Visits are reported through an online report form which is located on the Mosaic webpage. Trainers receive an explaining email containing a link directly to the form after they do a First Time Visit or Return First Time Visit.

Introductions to the programme of any kind (e.g. a session introducing Mosaic at a national board meeting) must be reported to the International Mosaic Committee **BEFORE** they are happening.

The person giving the introduction has free choice of communication mode (email, msn, skype, phone call) but has to tell the International Mosaic Committee before the introduction:

- **WHO** is introduced to Mosaic
- **WHAT** the introduction includes
- **WHEN** it is taking place
- **WHERE** it is taking place

Evaluation

The International Mosaic Committee improves training quality by evaluating training contents and training tools of First Time Visits/ Return Visits and the training system in general.

The evaluation of training content is based on the online report form of First Time Visits/ Return Visits and on a small evaluation section in the Project Report Form.

The evaluation of training sessions is based on the online report form of First Time Visits/ Return Visits.

The evaluation of the training system in general is based on an annual assessment of information according to the programme development's needs.

Three year training plan

The programme is at different stages of development within our chapters. Therefore, the chapters' needs in terms of Mosaic trainings differ from chapter to chapter and from NA to NA.

In order to help every chapter improve the implementation and growth of the programme in the appropriate way, the International Mosaic Committee plans Mosaic Trainings strategically, serving the needs of the chapters, in the form of a Three Year Plan.

The Three Year Plan includes regional TTMT workshops, First Time Visits, Return Visits and the involvement of the pool of trainers.

The Three Year Plan is in line with the International Organizational Development Committee's strategy for multi-NA trainings and is revised and adapted every year according to the stages of programme development in different regions worldwide.

The table gives an example of how our Three Year Plan looks like.

YEAR	FOCUS	REGION*	TRAINING
Year 1	Focus 1	Region A	Regional TTMT
	Focus 2	Region B	FTVs
	Focus 3	Region C	Return Visits; Pool of trainers involvement
Year 2	Focus 1	Region B	Regional TTMT
	Focus 2	Region C	FTVs
	Focus 3	Region A	Return Visits; Pool of trainers involvement
Year 3	Focus 1	Region C	Regional TTMT
	Focus 2	Region A	FTVs
	Focus 3	Region B	Return Visits; Pool of trainers involvement

*These regions do not necessarily refer to the official CISV regions- they can be e.g. "North America", "Baltic countries", etc...

4. To coordinate a project

One of the key-features of Mosaic is the requirement that Mosaic is conducted in the format of project-based work. This section will go through what a project is and give some 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**
- **One-time** character (when its over, its over)

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 objectives 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.

Regardless of how large or small your project is there are three keywords to keep in mind: *relevance*, *feasibility* and *sustainability*. We get to these words by asking ourselves a few questions during the planning stage of a project:

1. **Relevance:** What is the context of our project? What problems or issues are we tackling? Who is interested in what we want to do? What are our goals and objectives?
2. **Feasibility:** What does our activity-plan look like? What resources do we need/have? How can we measure or make sure we reached our goals in the end?
3. **Sustainability:** Are there any risks? What are the assumptions we have to make to succeed? Are there any long-term goals or a vision that the project will help achieve?

In general every project should be planned according to and go through the following **five steps**:

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

Why project-based work?

As mentioned above, a project is independent from the continuous work done by the chapter. By separating it from the continuous work it is easier to find the resources and the focus needed to achieve successful educational programming within your chapter. A clearly defined project is easier to coordinate when there is more than one organization involved. This means that when we are working with another organization it is easier to cooperate in project-based work. Also, to be creative, to find new target-groups, as well as, to involve new and old members is easier when you can show a well-prepared project plan.

With clear goals it is easier to measure results. This way it is also easier to evaluate our educational work at the local level. Project-based work is also about ensuring quality in educational programming. By having clear goals and a way to reach them, we can better evaluate whether or not we reach what we aim for.

This also allows us to compare projects in order to increase the development of the program and future projects around the world. By being able to show results we will, as an organization, be more interesting for new people and other possible partner-organizations. This will:

- Strengthen our chapters
- Increase our co-operations with other organizations
- Develop the skills of many CISVers to manage a project and its sometimes complex features
- Develop the leadership skills of participants

All of these are prioritized areas for CISV International

1. Exploration

Exploration is the attempt to develop an initial, rough understanding of something. In relation to your coming project, ask yourself the following questions;

- Why do you want to do a Mosaic project?
- How do you choose your project theme?
- What is a need of your local community?
- What is an interest in your local community?
- Can there be there a local impact?
- What could be your project goals and aims?

This section will help you answer the above-mentioned questions. This will also assure the **relevance** of your project.

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 do you (as individuals and as a group) expect to get out of the project?
- What do you want the target group (the participants) to get out of the project?
- Do you have the resources (time/money/ people) required to complete the project?
- Is there enough interest in the group to complete a project?
- What impact will your project have on the local community?

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.

How do you choose your project theme?

In choosing a theme for your project the list of possibilities is never-ending. It is important that you choose an area (or areas), which is relevant to your group and your local community. For inspiration please see the CISV Education Circle or the CISV Statement on Peace – but please remember that you should not have

more than two specific thematic areas in your project. It is important to keep a coherent thread throughout the project at all stages.

In the idea-stage it is important to allow the group to be creative. The flow of ideas should not be hindered by other participants' values or criticism. It is important not to criticise ideas at this point. Write down all ideas so everyone can see them. When you're done with the brainstorm you can start explaining the ideas that might be unclear, and you can discuss which ideas the group would like to continue to work with.

Before you start preparing for your project, find out as much as you can about your theme. Check libraries, browse the Internet, contact local experts - maybe there are other groups in the area that have done a related project, talk to them about their experiences. There might even be other Mosaic projects in other parts of the world targeting the same issues as you. The International Mosaic Committee can help connect you with these.

What is the local impact?

The effectiveness of peace education is increased when projects address the values of the local community. A Mosaic project should have a strong local impact and answer an interest and need of the local community. Ask yourself the following questions about your project:

- Who is the target group of your project?
- Who else in the local community will benefit from your project?
- What supports are available in your local community?
- How will the group consult/communicate with the local community?
- How could the end product/result of the project be used in your community?

Do you think you could do more to make the answers to these questions a part of your project? If so you're on the road to making a project with a strong local impact.

What are your project goals and aims?

To plan a peace education project is not the simplest thing to do. A well-known and proven approach is to set goals for the project as a whole and for each activity.

Aims define why the project exists and what it ideally would like to achieve in the long run. Goals or objectives are what should be achieved when the project has reached its last day. Therefore the aims of a Mosaic project should be more focused on the local impact and the goals more focused on the participants.

It is of greatest importance that the goals we set are **relevant**. A way to ensure this is to use a "problem tree" and a "goal tree" when setting goals for your project. Please see appendix for an example.

Please see the section on how to assure educational quality before you set goals for your project. This is to be sent to the IO as a project proposal. For more information on this, please see the administration section.

2. Preparation

This is the time to determine the **feasibility** of the project. How and with what resources can the project be implemented? The preparation time should end with a project description, as well as, the organisation of the project, a time plan, and a task division. This section will try to help you with the following:

- What do you need to prepare?
- How to identify needs and develop skills for your project

- Planning and scheduling
- Working in a team
- Planning your budget
- Marketing plan
- Project Description

What do you need to prepare?

The project group needs to sit down and look at types of preparation activities that have to be undertaken. Examples of these could be a time plan, task division and group meetings, but also could deal with public relations and gathering materials.

Time plan and task division are closely related and one of them shouldn't be done without consideration of the other. Everyone in the group needs to have access to the time plan and task division. Try to make it as visual as possible as it helps to get a general overview. The time plan and task division are tools by which you control, adjust, and change in consideration to new situations that come up during your project. It is always a good idea to add an extra 10% of time in case things develop in unexpected ways. It often happens and should not be seen as a problem, especially if you don't have time for it in the time plan. Take into consideration how long every task will take and when it needs to be finished. Also in what order you need to do the different tasks. Make a list of exactly what you need to prepare, what type of preparation activities you will do, what will be involved in them, and when will they be done

An idea could be to ask the W-questions:

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

Be sure to put a date on the time plan so you always know you're working with the latest version.

Group meetings

- Consider how often the group should get together, is this sufficient to carry out the project or will you need to meet more often?

Task Groups

- Task groups are a great way of getting everyone involved in the project: look at the different tasks within the project e.g. carrying out research, gathering materials, dealing with public relations, and allocating them to different groups of people. Remember to give feedback to the entire group during meetings.

Write it down

- It is very useful to prepare a planning chart and to mark it according to how the project will be phased, including important dates such as the start and finish date, group deadlines etc. This should be in a place visible for the whole group.

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/reporting back is facilitated.

How to identify needs and develop skills for your project?

It's important that all members of the group are interested in the theme of the project and committed to their involvement for the whole duration of the project (make sure your timetable does not clash with exams, holidays etc.)

1. Decide on what you want to do for your project, and then divide the project into key tasks.
2. Then look at each task and see what skills are needed to complete the tasks.
3. Check within the group to see if the skills are there already.
4. If there are any gaps – what training or support would help you bridge the gaps?
5. See if any training costs should be included in your budget.

Planning and Scheduling

As part of your preparation, you need to make a detailed work-plan of how you will implement your project. If you made an initial plan for the preparation-stage you also need one for the project itself. This is done by taking your objectives, breaking them down into activities, and deciding when they need to be done. Again look at the “goal tree” in the appendix for a visualisation. The trick is to find a balance between a timetable that might put your group under unrealistic pressure to complete the project and a timetable that is too spread out. You don't want to put too much pressure on people in your group, but you also don't want to risk losing momentum and the interest and motivation of the participants.

Do...

- ... check what may already be planned in the community for the same period
- ... put all the activities together in one calendar, plan and check if it is realistic
- ... consider time for planning, preparation, implementation, and evaluation (and follow-up)
- ... think of time for regular evaluation and check points
- ... complete a work timetable for your group
- ... make a checklist of objectives vs. activities and review them against each other

Do not...

- ... make your project dependant on one single activity
- ... overestimate time, most likely you will miss over-optimistic deadlines
- ... over-estimate your capacities: you also need energy and time to recover
- ... stay forever at the preparation stage: you also need to start implementing/doing
- ... forget that the perfect plan does not exist!

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. Effective teamwork does not just happen. The development of good teamwork needs to be encouraged. The Project Coordinator should have some experience in group management.

Group-management is mainly made up of organisation and teambuilding. It is important to think about group management with your Local Coordinator and Project Coordinator/staff group, especially if you are cooperating with an NGO so that responsibilities can be clearly defined.

Organisation is mainly about how to organise the people involved, making them work well together. There are certain things that need to be taken into consideration;

- 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?

Be sure to try to find a balance and to be able give away assignments.

Teambuilding could be translated into group-feeling, but it is more than that. In a team everyone is equally important. Teambuilding is needed in order to be able to trust each other and communicate well. 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. Work together, feel, and own the project as a team.

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!!!!

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 and money going out. These two parts should be even in the end. Examples of costs are; phone, mail, food, a place to be, and materials. Add an extra 10% for additional costs that might appear. Examples of income are; funds, participation-fees, sponsoring.

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.

Marketing Plan

When you do a marketing-plan it is important to have a clear picture of your target-group. Think about the best way to reach them and how to reach out to as many others as possible. It is important to be seen and confirmed by other organisations such as non-governmental, governmental, and individuals. Media is a good way to reach out. What media would be the best for your project? What is your message to them? How can you communicate it most effectively?

Project-description

When the above things have been discussed and decided upon you can finish the project-description. The project-description will serve as the operative plan of the project group or project coordinators. It can also serve other purposes as an attachment when applying for funds or as a marketing tool towards other organisations. You might want to adjust the description depending on who the target group is. Most importantly, the project-description is something to show your chapter, national committee, and the international committee so that your plans can be used to inspire others.

A project description should include the following:

- A short summary of the idea
- Some background information on how and why the ideas came to mind
- Information on the organisation behind the project
- Goals/ What you want to achieve with the project. Include both long-term and short-term goals
- Purpose/ Why is this project important to do
- Information on the target group of the project
- The different educational phases
- How to implement the project
- How to finance the project
- A budget-estimation
- Partner organisations
- A brief time-plan
- How you will evaluate the project

Note that the Project description is different from the project proposal.

3. Implementation (doing the project)

At this point your project should be clearly mapped out and structured in the preparation stage, however, to successfully implement a project these are the areas you need to keep an eye on:

- Participation
- Monitoring Finance
- Marketing and Public Relations
- Documentation

Remember to keep referring back to your original aims and goals. Include evaluation stop points throughout the programme and adjust your programme if need be.

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, maybe even giving time for people to write down their ideas
- 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 what you have spent against your budget
- If you plan any major changes in your budget, you might need to contact your financiers

Marketing and Public Relations

It is important to include your marketing plan already in preparation. During implementation of your project you 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 (and the international Mosaic Magazine!)
- Organise 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

Documenting your project is necessary for many reasons. Well-done documentation is of great importance when sending reports to the different stakeholders such as funds or sponsors. Also CISV as an organisation will benefit from documentation. The IMC will request a report from your project to be able to spread ideas and develop trainings. Also one of the committee's tasks is to monitor the projects being done around the world, this is made possible by documentation. Documentation will also help your chapter or group of organisers to develop new projects, to engage new people, and to reach outside CISV with what you have done, do, and will do. For the participants of a project, some documentation is nice to have as a memory of what they have achieved.

Documentation can be done in a variety of ways. It all comes down to what resources you have, both equipment-wise and skills-wise. You can take photos, film, record voices and sound, write or a combination of all these and many other things. Different stakeholders might appreciate different forms of reporting and documentation. Be creative and make sure to share your ideas and methods.

4. Evaluation (and follow up)

It is important to have continuous evaluation and follow-up on the project-plan, group development, time-plan, and task-division. The project's budget needs to be followed-up carefully. The follow-up on the educational process is also of great importance. 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 reached your 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

Please, also see the section of this guide about evaluation.

5. 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?

References:

Leargas, *Group Initiative Project Guide*, 2004

Kulturverkstan, *Project Hand Book*, 2004

Swedish International Development Cooperation Agency, *Guidelines for the application of Logical Framework Approach in Project Cycle Management*, 2003

5. Evaluation

Please also see the “Evaluation” chapter in the “CISV General Guide” (G-9), which contains information that applies to all CISV programmes.

What is an evaluation?

Evaluation is a process that consists of taking into consideration all of the aspects of the project to see if they fulfil the goal of the project. You can have a pre-project evaluation, an ongoing evaluation and a post-project evaluation. Each of these types of evaluations has different characteristics and purposes.

Evaluating a Mosaic project

Pre-Project Evaluation

This type of evaluation includes a checklist after having settled the project details. The purpose is to check if all the parts of the project are connected and are really consistent with the goals of the project and the Mosaic Programme. It is a theoretical evaluation (because you haven't yet started to do the project), but it will help you to see potential weak points of the project and may help you ensure the success of the project.

The project description report (see section 5-2.2.3) should be sent to the IO after the check list. Some questions for the check list are these:

- Is the target group really reachable?
- Is the topic I chose relevant for my local community?
- Is the goal consistent with the topic, with the local need, and with the target group?
- Do I have the resources (human and practical) to lead the project?
- Is the timeline appropriate for the goal and the target group?
- Does the general plan include the three phases: discover, understand, and create?
- Have I contacted the Mosaic national and international committee for advice and support?

It will also be useful to do a similar checklist before each activity in the project!

Ongoing Evaluation

The purpose of the ongoing evaluation is to determine if you have accomplished the goals and objectives that you have set for your project. Evaluations should never be considered a chore, but rather an opportunity for the staff and participants to grow and learn, and make adjustments along the way to enhance the project. You want your project to be meaningful for everyone concerned, but how will you know for sure that it is, unless you ask? So, **evaluation is another shared learning experience.**

When evaluations indicate that something is not working the way you had intended, it is the time to try something different or make adjustments. Be flexible.

Evaluations should be done with the participants after every activity, and at the end of the project. We suggest that you have a short staff evaluation after each activity in which you analyse the participant's feedback and so you can adjust the project on that basis.

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?)

There are generally two formats: structured evaluations and unstructured evaluations.

Unstructured Evaluations can involve more discussion than writing so the feedback is usually more immediate and is also more public.

Structured Evaluations are less immediate, but they allow the participants to think more and give you the possibility to collect data and measure them... just remember that not everything is measurable!

There is a lot of room for creativity in the format you use. You can make up your own, or use some tried and tested methods that you have used in other CISV activities and programs.

(some evaluation tools are available on the website)

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 tangible that you and especially others can use in the future.

This part is really important because it helps you fill out the project report form that you are required to send to the IO after the end of the project.

Evaluation

Evaluations of peace education programmes are most commonly carried out in non-experimental contexts. Below are a few examples: (inspired by Fountain)

1. *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.

2. *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.

3. *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.

4. *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 become useless and ineffective when the wrong questions are asked, when wrong methods are used, and 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, but also be sure to set goals for the evaluation itself. Think about for whom you are doing the evaluation for and what the purpose of the final evaluation is.

A good evaluation should:

- Tell if you reached your goals
- Give feedback on what's been done and how it was done
- Help you gain experiences and draw conclusions
- Give you or others guidance for the future

What to do with your evaluation

After you have filled out the final report form, please send it to the international office.

6.Chapter Development

Mosaic has many characteristics that naturally help in developing and strengthening chapters (and NAs). Throughout this section benefits to a chapter will be described and we expect that chapters will discover others. Even though this is not the primary goal of the programme, chapters are encouraged to use Mosaic Projects as a tool to develop and strengthen themselves.

Participation

Hosting Mosaic Projects regularly motivates and creates positive group feelings among regular participants, increasing participation in all chapter activities. High quality educational activities provide participants with an opportunity to acquire a better knowledge and understanding of CISV and the world. This is particularly relevant for participants that do not have the funds, age, or availability to take part on other CISV programmes (e.g. parents, adult leaders that work, etc.).

Apart from that, members that actively participate in Mosaic projects develop skills and knowledge that will make it easier to carry out other chapter functions.

Low Cost Participation

International programmes are often restricted to those with economic privilege. It is a priority of the organisation to find ways to provide fair participation and increase the number of people reached by CISV. The availability of low cost opportunities offering Peace Education will be a key factor in CISV development, as well as, the inclusion of more people in the educational process provided by CISV.

CISV identity in the community

Mosaic, among other characteristics, helps generate a visible identity for CISV in local communities. If this CISV identity becomes visible, positive, and respected in your community, your chapter will benefit in many ways i.e. fundraising, recruiting board members, and other CISV International Program participants. Ultimately the goal for CISV is to become known as a credible peace education organization contributing to one's community. Hosting Mosaic Projects will support and develop this goal.

Leadership development

Mosaic offers a continuous opportunity for leadership development inside and outside CISV. Developing quality leaders who are ready to solve conflicts and facilitate processes within society is one of CISV's goals. CISV also needs quality leadership in order to increase the quality and effectiveness of our programmes and administration. Local Chapters play an important role in the leadership development of their volunteers, providing the opportunities for them to develop their skills. This will also result in respect and commitment from volunteers, as well as, a positive image of the organization.

Cooperation within the chapter

Mosaic has a decentralised planning structure providing a unique opportunity for all members of a chapter to participate in planning and running an educational programme. Through "doing" and "being involved " in projects, chapter members will develop a better understanding of the structure of CISV and more importantly a better understanding of the purpose and processes of CISV. This will help the development of a common vision which will lead to the increase of motivation and cooperation between members/volunteers. Mosaic

also encourages discussion and critical analysis of a chapter, motivating members to reflect on how the chapter can be more effective & grow stronger.

Fundraising / Publicity

Fundraising and publicity are two important factors in CISV's growth and sustainability. Potential funders are often especially attracted to organisations in which they can see concrete results on a community level. Mosaic Projects provide an opportunity for potential funders to really understand what CISV can accomplish. Individual funders, Foundations, NGOs, and Governments will be more attracted to CISV when the organization is viewed as contributing to the community, operated by a committed group of volunteers, and continuously hosting educational projects.

Understanding of CISV principles

Hosting Mosaic Projects supports the understanding of CISV Education and Programmes inside and outside the local chapters. Mosaic has, among its core values, keeping educational goals as the main focus on planning, execution, and evaluation of the projects. This specific characteristic helps people inside and outside the organisation to understand the educational processes of all CISV activities and programmes', providing a better idea of what CISV is in theory and fact.

Having CISV activities taking place throughout the whole year helps with understanding CISV as an educational organisation that works full time, and not only during summer. Recognizing CISV as not only a punctual summer experience for the participants, but as an organization that provides constant, continuous, and effective Peace Education is extremely important for the growth of the organisation.

CISV Promotional Associations

Promotion and expansion are key factors of organizational development and Mosaic has many points that will concretely help the development of chapters in a sustainable way. The Mosaic Programme:

- Provides opportunities for leadership development
- Exposes CISV as a day-to-day based organisation and a life philosophy rather than as an isolated summer experience
- Generates motivation
- Gives participants the opportunity to have CISV experiences in the early stages of chapter development
- Give participants the opportunity to be part of CISV, to run CISV activities, and to see the results of a CISV experience. This encourages them to get going on the tough work of building a CISV nucleus in their city.
- Offers opportunities for low cost participation and encourages families to join the organisation.

Strategic Development Chart

This table was made to help chapters identify which of the benefits in hosting Mosaic they might be interested in focusing on in their chapters according to its development status. These are only suggestions and they should be a topic for discussion in each chapter.

<p>Inactive Chapters (hardly sends delegations and are not prepared)</p>	<ul style="list-style-type: none"> • Participation • Leadership development • CISV Education understanding
<p>Quiet Chapters (prepares and sends delegations)</p>	<ul style="list-style-type: none"> • Participation • Leadership development • Cooperation within the chapter • CISV Education understanding
<p>Active Chapters (prepares and sends delegations, has active volunteers and a JB, has occasional events (fundraisers, parties, etc.) and some work toward local educational projects in the past)</p>	<ul style="list-style-type: none"> • Participation • Leadership development • Cooperation within the chapter • NGO Relation
<p>Very Active Chapters (has had successful local educational projects, as well as a strong JB, adult volunteers, chapter activities and fundraisers, and several events of some kind per month)</p>	<ul style="list-style-type: none"> • CISV and the Community • Fundraising / Publicity • Low cost participation • Leadership development • Cooperation within the chapter

7. Mosaic and...

... the local community

Mosaic provides the essential opportunity for CISV to give relevant and viable contributions to local communities, being acknowledged as part of it. This brings CISV to a new degree of respect and recognition, spreading the purpose of the organisation to more people and easing the burden of recruitment, involvement, having qualified volunteers, and fundraising for the local chapter. Mosaic can connect to the community in many ways, whether through organisers, participants, staff, or by working with other organisations.

... other organisations

Introduction

Working with other organisations has for many years been a goal for CISV. On a local and national level many national associations have achieved to establish a good working relation with like-minded organisations. These organisations have one thing in common: they are all dealing with different aspects of the Peace Educational Circle, and thus having overlapping aims with CISV.

Wherever this happened, it has been a working-relationship benefiting both organisations through exchange of human resources, sharing of points of view, knowledge, and experience, and also by the fact that we in cooperation can achieve much higher goals. On this guide, we'll refer to these organisations with the acronym LMO (Like-Minded Organisations). These are groups, associations, schools or foundations that share a common concern with CISV's educational curriculum. To minimize confusion among the acronyms LMO and NGO, we'll refer to all these entities with the acronym NGO.

Although many local chapters have had positive experiences working with NGOs, in most cases it has been an attempt that has not led to a continuous working relationship. A common factor is that chapters haven't had the reserve of energy or human resources to put a great deal of effort into establishing a fruitful short-term or long-term relationship with a NGO.

We all know that on all levels of CISV, the running of CISV programs and activities as well as dealing with the challenges of continuity and quality in volunteer work, is often demanding and time consuming – but it is fundamental to invest the necessary effort to network and benefit from other organisation's *know-how*. We must look inwards to our strengths and look outwards to find the people we can share them with. This is how we'll be able to make a difference and contribute to building a peaceful society.

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, requiring 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.

If we contact an NGO and work with them on a specific Mosaic project, there can be benefits in two main areas:

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 co-operate with other organisations. Most Mosaic projects become more interesting and more educationally enriching when facilitated in cooperation with other organisations. Doing so, there are other perspectives on the same educational theme thus creating a great opportunity for 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 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 an NGO promotes CISV's Educational purposes in society. Through interaction with non-CISVers, we share points of view and gain better opportunities to have an impact.
- Gain new members
- Through our affiliation with *UNESCO*, several opportunities for cooperation are possible. It is fundamental to use this adequately and to benefit from the opportunities that this status provides to CISV and its partners. Mosaic is away to ensure networking and visibility for CISV – therefore contributing to the maintenance of this position in relation to UNESCO.

Where do we start working with NGOs?

You may start to organize a project-partnership from either of the following situations:

- You already have chosen a theme for Mosaic project in your chapter and want to introduce new perspectives
- You are still looking for ideas and themes that could motivate the participants in your chapter
- You might be approached by an organization that seeks cooperation with CISV related to a certain theme

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 more long-term project.

Remember: *it's always better to approach an NGO with clear ideas in mind* as they could ask you what kind of project you offer. 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.

Together, 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? The people spearheading the project/ program will motivate & engage others to become involved if the theme is their passion or interest. A topic or theme will soon evolve after you explore these questions.

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 a NGO is usually through friendships or partnerships you or other CISVers 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, posters in the street. Universities, schools, institutes, and training colleges could be a good source 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.

National Youth Councils

Almost all countries have National Youth Councils (NYC) or similar umbrella organisations, representing a wide variety of organised youth groups. These are good platforms for NA's/PA's as well as national Junior Branches to establish a network with other national youth organisations. NYC often facilitates projects with interest for CISV, informs about funding opportunities, and offers trainings to its member organisations.

Even though these are network organisations with a wide variety interests (from scouts and young politicians to human rights protection and religious youth) they meet to discuss issues of their (and often our) interest, such as youth policies, education and development. Generally, having CISV as part of these networks means having positive opportunities for cooperation.

UN System

Another possible opportunity to find resourceful partners for Mosaic projects is through the representations of the UN System in your country, especially UNESCO. Even though in each country these organizations work in a different way, it is very possible that, with a good approach, you find space for partnerships with UN-based projects. They could be done with UNESCO, UNDP (United Nations Development Programme), UN Information Agency or any other that fits your educational plans. It is, of course, strongly recommended that good preparation is made before approaching these groups and that our affiliation with UNESCO is mentioned.

How do I approach these groups?

Once you are at this point, you should have a theme of your Mosaic project and a clear idea of your Educational Goals (Attitudes, Skills and Knowledge) and perhaps even the different phases (Discover-Understand-Create) you will run to achieve those goals; from that you can get a selection of potential organizations that could be the right ones for working in your Mosaic project. You can make contact by telephone, fax or email and ask for an appointment. It might be better to meet them personally, bringing with you CISV and Mosaic tools such as CISV brochures, the Mosaic Guide, a copy of the Mosaic Magazine, photos and an outline of your Mosaic project.

Introduce yourself as a member of CISV and explain what CISV and Mosaic are. Explain that you and your chapter members are interested in their work and that you would like to know if there is potential for developing a common project between your organizations. Explore with them the possibilities for cooperating and let them understand what we could gain reciprocally. Sometimes it depends on the NGOs. Some NGOs that work against drugs, for example, are interested in coming to spread their knowledge and tips, while others might need a specific invitation from the chapter president, or a specific age group to work with. It must be understood that every organization has its own goals and different ways of operating.

You may be interested in their work because of specific areas of expertise the organization may be able to offer. Of course, 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). This doesn't mean you cannot work with them. Likewise, if your purpose is to learn about different cultures or religions, consider this as an opportunity to experience the views of others and to learn from this.

Unfortunately, you must be prepared for rejection. This doesn't mean they don't like CISV or that they are bad people. Simply put, not every organization is ready or able to establish a new project at any point in time. This may be due to budget amounts each group has for this type of work, or the number of volunteers they would be required to provide. You can always look at it as a future cooperation opportunity.

An interested 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 Purposes¹ and idea on Peace Education
- Explain your educational goals and methods
- Explain the details of your Mosaic project
- Elaborate together on what each organisation 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)
- State the number of people there will be working with for planning and the number of participants, their ages and interests
- 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

¹ Use CISV's "Statement on Educational Purposes" from Infofile Section T and the "Statement on Peace", infofile R-01 - available on <http://resources.cisv.org>

Don't forget that you're working and volunteering under CISV's name. Therefore, make sure you are prepared to take on the extra responsibility of working with another organization and that your chapter will be able to carry through with its obligations to this group; make this a successful opportunity to work in the community, using the values and principles important to CISV.

And last, but not least: make sure you enjoy the process!

... IPP

It is known that both Mosaic and IPP (as well as the local Chapter, in general) benefit very much from a close relationship. The outcome of this work together can be of extreme importance in the overall process of having both better and successful IPPs and Mosaic Projects.

It is important to understand that to have clear and adequate goals in a high quality IPP it is very necessary to understand what the dynamics are of the theme in the specific local community and which would be the best focus to achieve the educational goals. Even though this can be somewhat done by research, having an educational process prior to the IPP that prepares and complements its own process is the way to go. Mosaic is the best way to do this.

Mosaic projects provide the understanding of these dynamics, as well as, start a day-to-day connection with the PO, giving a clear idea of how CISV works and what they can expect from the participants. At the same time, CISV becomes more aware on the PO's working methods, goals, and human resources. This knowledge is extremely useful to the general process of planning and running an IPP.

A Mosaic project can benefit a lot from hosting an IPP, because IPP gives the chapter the opportunity to work very closely with a NGO and to share knowledge and different ways of working. It emphasises a very relevant part of CISV and, at the same time motivates people to become more involved with Mosaic projects.

The IPP-MOSAIC model: "eyes of IPP"

There are three main time phases in a Mosaic Project connected with IPP.

THE LEFT "EYE"

The left "eye" is the phase before the IPP. There are two ways of doing Mosaic in this phase:

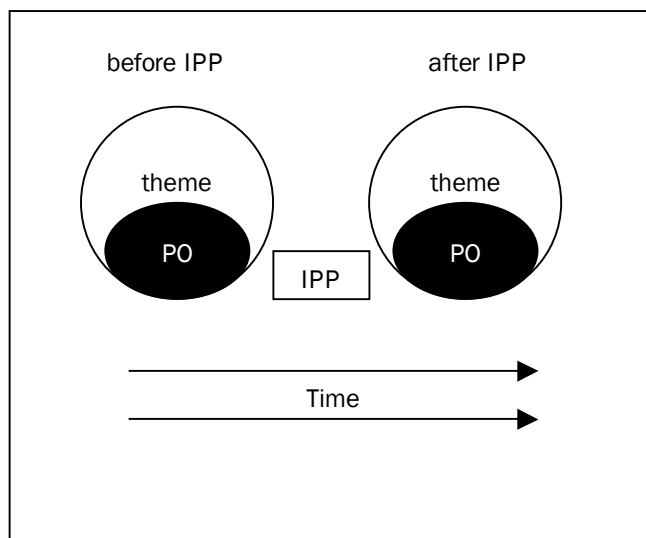
- 1) Activities connecting to the theme
- 2) Activities connecting to the theme in cooperation with the partner organisation of the IPP (black part of the eye)

We recommend doing both.

THE IPP

It's also recommended to do a part of the Mosaic project while the IPP is actually happening. The local Mosaic committee / project coordinator could plan an event/activity about the theme during the IPP for participants, the partner organization and the Mosaic projects target groups.

It's a great chance to merge IPP participants, the partner organisation, the local community and CISVers into a big educational happening.



THE RIGHT "EYE"

This is the phase after the IPP. It's a great opportunity to develop, as a Mosaic project, a relevant follow up to the projects developed by the IPP. Again, as in the left "eye", the black part of it shows the possibility of having activities together with the partner organisation.

Besides that, in continuing the work with the partner organisation after the IPP gives you the opportunity to continue the process that started before.

Who should plan a Mosaic project in cooperation with IPP?

The local Mosaic committee / project coordinator has the task of developing a Mosaic Project, being in close contact with the NIPPC (National IPP Coordinator) and the staff of the IPP, who should be very active in cooperating with the partner organization, and considering their recommendations, ideas and needs. This cooperation between IPP staff, NIPPC and Mosaic staff would benefit the overall development of the IPP.

When to start?

In the first phase we recommend to start the activities, if possible, around 6 months before the IPP begins. It's very important to do a very well and detailed plan of all the Mosaic activities you need to do, with and without the partner organization.

The Mosaic International Committee contact person might help the national/ local Mosaic group, as well the IPP staff, in the planning.

8. Risk Management

Please also **read** the “Risk Management” chapter in the General Guide (G-8) which contains information that applies to all CISV programmes.

CISV International recommends that all preparation and Risk Management procedures used for international programmes be adapted for use in local activities. This is particularly applicable to JB and Mosaic activities involving children and overnight travel away from home.

When a project is approved, it is an approving of the educational content. The NA/Chapter are entirely responsible for organizing the practical aspects of the project and ensuring that all health and safety and risk management issues are addressed. The CISV International rules provide general principles, but it is up to the organizing NA/Chapter to make sure the project complies with all national/local laws.

It is recommended that the local chapter Risk Manager be consulted and involved as appropriate when planning Mosaic Activities. The Risk Manager may determine the level of Risk Management and training necessary for planners / coordinators / volunteers involved in relation to the activity. *(moved from end)* The International **Risk Management Checklist Report From (available from resources.cisv.org) may be used or adapted for Mosaic projects**, as a support for NAs Risk Management.

Parental consent for youth participation

If the project will involve minors (according to the local age laws), it is essential that the organizing NA/Chapter obtain parental permission for the children or youth to participate. This is particularly crucial if the project involves an overnight or travel with a group without a parent, but should be done for all projects. The Mosaic planners should design a permission form for parents to sign. They can use the CISV International forms as a template, but it must be clear that the project is entirely sponsored by the NA/Chapter.

If youth are participating in the activity are not members of the CISV chapter, the planners should also have their parents complete the permission form.

The permission form should have sufficient details and information for the parents to understand the activity in which their child is participating.

All Participants

The word “participants” is used instead of “members” because not every participant of a Mosaic Project will necessarily be a member of CISV. Thus anyone attending and participating at a local activity is expected to observe CISV’s Guidelines on Behaviour and Cultural Sensitivity as well as specific information noted in this Mosaic Guide. It is, therefore, important that these guidelines be discussed with all participants at the beginning and be part of the agreed “ground rules” of the project.

Recording attendance

Attendance must be recorded. Recording attendance at activities, even those that are a short duration, will give you some statistics and a picture of who is participating in Mosaic events. You may want to refer to these as you evaluate your program and reach out to other participants.

Besides the Mosaic Committee, the chapter’s membership/ recruitment chair or communications chair may be interested in this information. Local Risk Manager should also be aware of this information.

ACTIVITY _____	Date_____	Comments/ details re: Activity
Participant's Name:	Contact Information:	Comments:

Planning Activities

In planning activities the Mosaic planners must choose activities appropriate to the group. All activities must be reviewed in terms of any risks they might pose of physical or emotional injury to the participants or of damage to property. The Local Risk Manager should be part of this planning process.

Planning in cooperation with another organisation

CISV risk management policies must be observed and planners should make the partnering organization aware of chapter, CISV National, and International policies, guidelines, and regulations. Likewise, the planners should be aware of any policies their partner organization/ group may have.

Providing Adult Supervision

Please observe the ratio of adult supervision to youth participants that your chapter require. This needs to be observed in all Mosaic activities and with other organizations/groups.

The local age of adulthood must apply. Check with your NA for their guidelines. It is the responsibility of the Mosaic planning group to clarify the responsibilities of the adult supervisors, eg. be a participant and at the same time take initiative to deal with behaviour or security issues that may arise during the program.

Policies regarding supervisors having Criminal Record Checks (CRC) might be needed also at local activities. Please check with your chapter or NA for this information.

Please see section G-8.3.3 for selection of adults with programme responsibility and contact with outside parties

9. Administration

This section provides the basic administration routines for the Mosaic Programme and the projects executed within it. Also, it explains a few roles of responsibility within the programme structure.

The Mosaic Year

June 1st – CISV National Associations send in their National Report Form (NRF). In this form they indicate how many Mosaic Projects they wish to host the following calendar year. These projects end up in the Mosaic Project Pool. This means that the projects will be assigned a reference number (M-year-XX). All projects in the pool will be given a support person and will receive support in all phases of the project.

AIM – During the Annual International Meeting (AIM) of CISV, the International Mosaic Committee will review the draft pool with all trustees (NA representatives at AIM). It is then possible to revise the number of projects your country wishes to host.

Dec 1st – Projects starting in January 2007 should have sent their project proposal to IO by December 1st at the latest. At least one month before this date contact should be taken with the support person in the International Mosaic Committee. This is called Priority Period A.

Mar 1st – Projects starting after March 10th should have sent in their project proposal to IO by March 1st at the latest. At least one month before this date contact should be taken with the support person in the International Mosaic Committee. This is called Priority Period B.

Jun 1st – Projects starting after June 10th should have sent in their project proposal to IO by June 1st at the latest. At least one month before this contact should be taken with the support person in the International Mosaic Committee. This is called Priority Period C.

Sep 1st – Projects starting after September 10th should have sent in their project proposal to IO by September 1st at the latest. At least one month before this contact should be taken with the support person in the International Mosaic Committee. This is called Priority Period D.

Please note: If you have a project idea but do not have a priority period (i.e. your project is not in the pool) you can still send in your proposal to the IO. It will then be dealt with if there is time. Only approved projects can use the CISV Mosaic Programme label and name. Local Chapters and Project Coordinators are encouraged to plan ahead and make sure their National Association put the right number of projects in the Mosaic Project Pool.

Mosaic Programme actors

International Mosaic Committee

The International Committee's responsibility is to provide training; support; connections, when possible, to NGOs and funding sources; international coordination; and evaluation of Mosaic as a programme. It is responsible for the development of the Programme. See the "Resources" section for more information on what the committee offers.

National Mosaic Coordinator

The National coordinator, applicable only in multi-chapter National Associations, serves as a support structure for the local chapters executing Mosaic projects.

The National Coordinator:

- Is a vehicle of information
- Makes sure that training and training tools are provided to the chapters
- Ensures that the administrative routines are followed
- Should have a full understanding of Mosaic educational principles and characteristics
- Is in close contact with International Mosaic Committee

Local Mosaic Coordinator

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

The Local Mosaic Coordinator:

- Has an active role in planning and organizing the projects that take place in her/his chapter
- Catalyses efforts both in planning and in implementation of projects with staff and project coordinators
- Should fully understand the educational principles and characteristics of CISV and Mosaic, and be able to pass those on to others involved as necessary
- Is in charge of the chapter development dimensions of a Mosaic Project

Project Coordinator

The Project coordinator is the person responsible for the project itself. For more guidance on this function please see the section on how to coordinate a project.

The Project Coordinator:

- Leads the staff during the project
- Holds responsibility for the educational content and risk management of the project
- Runs the project together with the staff
- May be different people for each project
- Should have a full understanding of CISV and Mosaic

Project Staff

The project staff run the project and are in charge of the process from take-off to landing. Different people in the staff can have different roles of responsibilities during the project.

Project staff:

- Is capable of facilitating the particular target group of the project
- Run the project together with the project coordinator.

International Office (IO)

The International Office serves as administrative assistance to the International Mosaic Committee. Therefore all requests dealing with the administrative routines should be sent to the office and **not** to the committee. The IO sends reminders to all project coordinators when it is time to submit either the project proposal or the project report.

Mosaic Project Proposal and Report Form

The International Mosaic Committee checks all projects with the programme characteristics and approves projects that are in line with CISV and Programme educational characteristics. This is done through a Mosaic Project Proposal and Report Form. The Project Coordinator and the local or national programme coordinator should make sure the details and characteristics of their projects are explained in the proposal and sent to the IO in time. When the project is over the **same form** is used to report on the outcome of the project. The Report serves as a resource for the continuous improvement and development of the programme.

The IMC support person and the local or national coordinator can help with filling in the form if needed. The Mosaic Project Proposal and Report Form can be found on the programme webpage.

10. Resources

Aiming to provide a significant support to every chapter wanting to host Mosaic Projects, the International Mosaic Committee (IMC) offers several resources for information and inspiration.

Webpage

International Mosaic Committee hosts a webpage (www.cisv.org/mosaic) that contains, besides relevant information about the programme, several 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. The webpage is very frequently updated.

Magazine

The Mosaic Magazine provides an interesting view of the past Mosaic Year. Project examples, success stories, tools, information about resources, and much more are there. It is published once a year by IMC and is a great way to understand and promote Mosaic. We are always looking for articles and photographs to contribute to the magazine. You can check the website or write to mosaic.magazine@cisv.org for more information. Older versions of the magazine are available on www.cisv.org/mosaic to provide inspiration and ideas.

Examples of successful projects

On the Mosaic webpage (www.cisv.org/mosaic), project-descriptions, evaluations, and stories are available to everyone. This can be very helpful to understand and execute your own projects

First Time Visits

International Mosaic Committee offers first-time visits to chapters/NAs that have not hosted Mosaic projects. So, for the NAs that are hosting projects for the first time (and have their project in the pool), the International Mosaic Committee will arrange a first-time visit to help your NA/Chapter host a successful Mosaic project.

Workshop Minutes

International Mosaic Committee holds several workshops every year in different regions and for different NAs, all with different goals. The minutes of these Workshops are also available on our webpage (www.cisv.org/mosaic).

Mosaic Mini Guide

A simplified version of this Guide is also available on our website (www.cisv.org/mosaic). It is aimed to explain the Mosaic Programme in an easier way, with more practical information and steps to make Mosaic Projects happen in your chapter. It is relevant to mention that the Mini Guide does **not** provide information about all possibilities of Mosaic, it only gives an idea on a few things that can be done within the programme's framework. The Programme Guide (the one you're reading now) should be used for full information regarding the programme.

11. Appendices

1. CISV Education Circle



The CISV Education Circle can be used in a variety of ways. We would like to encourage project coordinators to use it as source of inspiration when planning your projects. It is a tool to return to many times during your project to check what areas you are working with. At the same time you can get associations for new topics and activities. Please adjust the circle to your chapter situation. A good introduction activity to do with your chapter would be to try to find other organisations for each of the sub themes in the circle. Please also notice, that even if the education circle indicates topics and themes we should work with in CISV it doesn't mean that we cannot work with other themes.

2. CISV Statement on Peace

INFO FILE R-1 (9308)

CISV INTERNATIONAL - STATEMENT ON PEACE BY THE BOARD OF DIRECTORS, ISSUED ON AUGUST 11TH 1993 AT NEWCASTLE, GREAT BRITAIN.

We deplore the confrontations taking place in various regions of the world, as well as the degradation of the natural heritage and human dignity. These developments threaten the very existence of humanity.

CISV is a non-governmental organization, educating young people around the world towards peace, and encouraging its members to act upon the following concerns, consistent with CISV philosophy:

- lack of intercultural awareness
- violations of human and particularly children's rights
- denial of access to education and possibilities for personal growth
- internal and regional conflicts
- tense international relations
- underdevelopment
- deterioration of the environment.

We urge all people of the world to work together for the peaceful settlement of all conflicts since, above all else, we wish to live together in harmony without the fear and the consequences of all sorts of violence and intolerance.

3. Example of planning step-by step:

My project group has decided on the theme “conflicts in everyday life”. It addresses a need of our local community because we see a growing hateful attitude among people. Frustration is growing and there is less and less understanding between people. People tend to get irritated for small things always thinking it is the other ones fault. Bullying in school is getting more common.

We have identified the following possible achievements from the ASK model:

Knowledge Goal:

- Why people get irritated.
- What different factors lay behind irritation (interpersonal and intrapersonal).
- How frustration can grow from irritation.

Skill Goal:

- Communication skills
- Ability to identify aggressive communication
- Ability to communicate non-aggressive
- Ability to listen
- Conflict mediation

Attitude Goal:

- Tolerance
- Self respect
- Acceptance of others
- Respect for differences
- Solidarity

When we sort the content of the ASK into phases we get the following result:

Discover...

- What different factors lay behind irritation (interpersonal and intrapersonal)
- Different ways of communication (Ability to identify aggressive communication)
- Differences between people in the class

Understand...

- Why people get irritated
- How to mediate when a conflict appears (conflict mediation)
- How different ways of communication are sent and received (communication skills)
- How their new communication skills will help solving conflicts and aggressive behaviour
- How differences between people can enrich the class (acceptance of others & self respect)

Create...

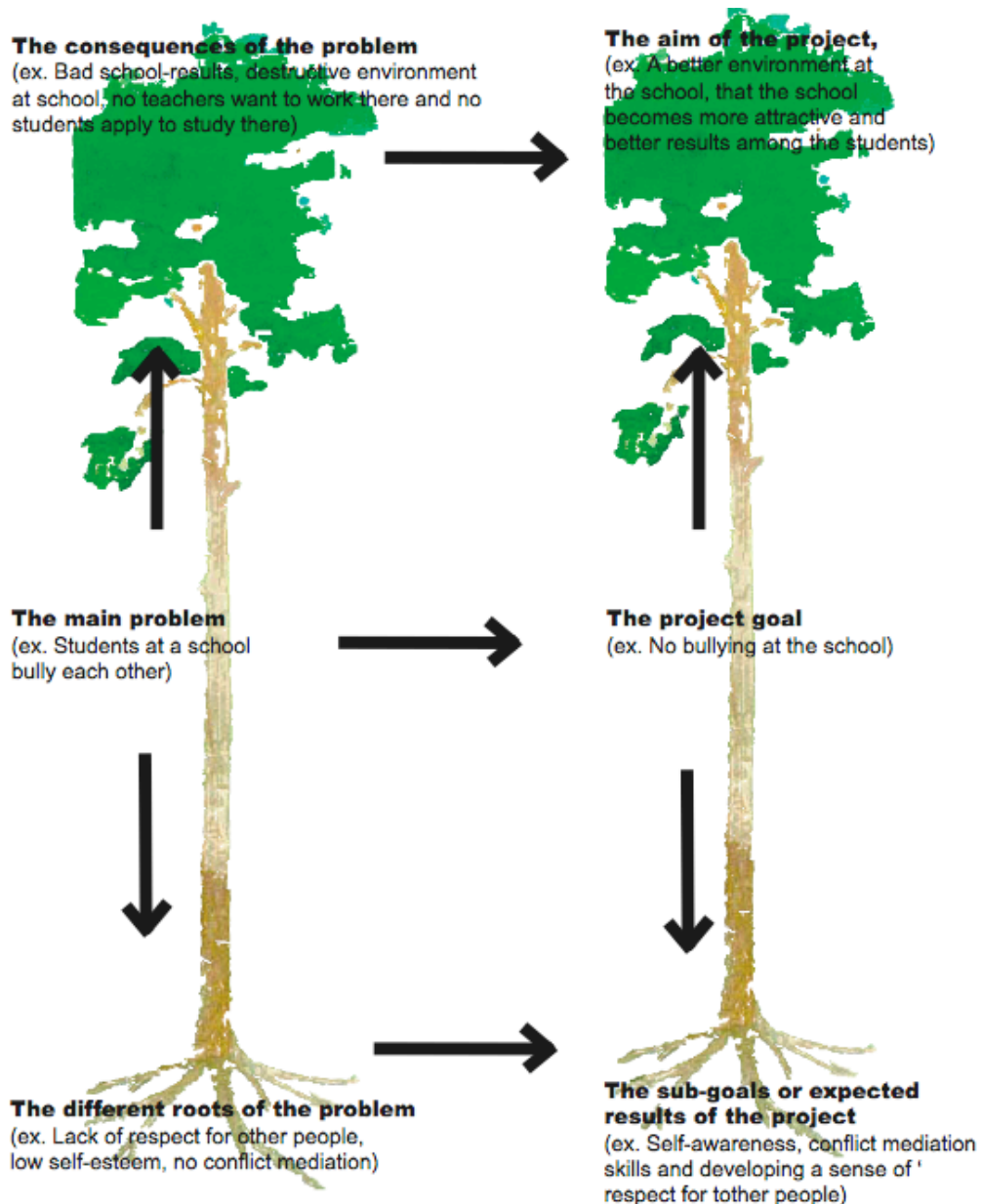
- A sense of solidarity between members of the class (solidarity)
- Tolerance for differences (tolerance & respect for others)
- Determination to mediate when conflicts appear (conflict mediation)

If we now put this information in a table like the one below we get a clear overview of the objectives of the project and how to evaluate the achievements of them. Also, since we have sorted the different objectives into the phases of a mosaic project we can develop a certain order for us to meet the objectives. This is the same procedure asked for in the Mosaic project proposal and report form.

Type of objective	Objectives	Indicator	Method of evaluation
Knowledge	Everyone understands why people get irritated and how frustration is growing from irritation	When presented with a description of a typical conflict in their community, participants will be able to identify a likely cause, and explain their reasoning	<i>Drawings and focus groups</i>
Knowledge	How communication skills will help solving conflicts and aggressive behaviour	They will be able to elaborate on how feelings can be communicated differently.	Focus groups
Skills	How to mediate when a conflict appears	Participants will be able to give examples of how to act in a conflict situation	Focus groups
Skills	Different ways of communication	Participants will be able to give examples of how to communicate in different situations.	Focus groups
Attitudes	How differences between people can enrich the class	When asked to work together to complete a task in groups composed of peers of varying racial or ethnic groups, participants will cooperate effectively.	Focus groups and observations
Attitudes	A sense of solidarity between members of the class Tolerance for differences Determination to mediate when conflicts appear	The atmosphere in the classroom will improve and the level of irritation will descend. A more friendly atmosphere, characterized by respect and tolerance is developed.	Follow-up focus groups and observations

Does the theme...	Y/N	How?	
... address a NEED of your local community?	Y	There is a need of a project targeting this issue in close relation to the peer group and the school. The school has themselves been part of the project planning together with project group from CISV.	
...respond to the INTEREST of your local community?	Y	Also adding to the above, the student have showed an interest and will to participate	
The phases...	What will you do?		Type of objective
Discover 1	Through a discussion identify factors behind irritation and reasons for conflict		Knowledge
Discover 2	Through activities try out different communications methods		Skills
Understand 1	Through activities understand how communication skills will help solving conflicts and aggressive behaviour		Knowledge
Understand 2	Through cooperation activities acknowledge how differences between people can enrich the class		Attitude
Create	A sense of solidarity between members of the class and determination to mediate when conflicts appear		Attitude

4. Problem tree / Goal tree



To visualize and to draw a problem tree is a method to assure relevance in your project. The elimination of your main problem becomes the project goal. The roots of the problem becomes your sub-goals and the activities you plan to do in your project should target this. The different activities in your project should therefore reach the subgoals and altogether this will lead to goal-accomplishment of your project. When your project is over you should have reached your project-goal. Also, be sure to think about how your finished project can reach its aims. This is the sustainability of your project.