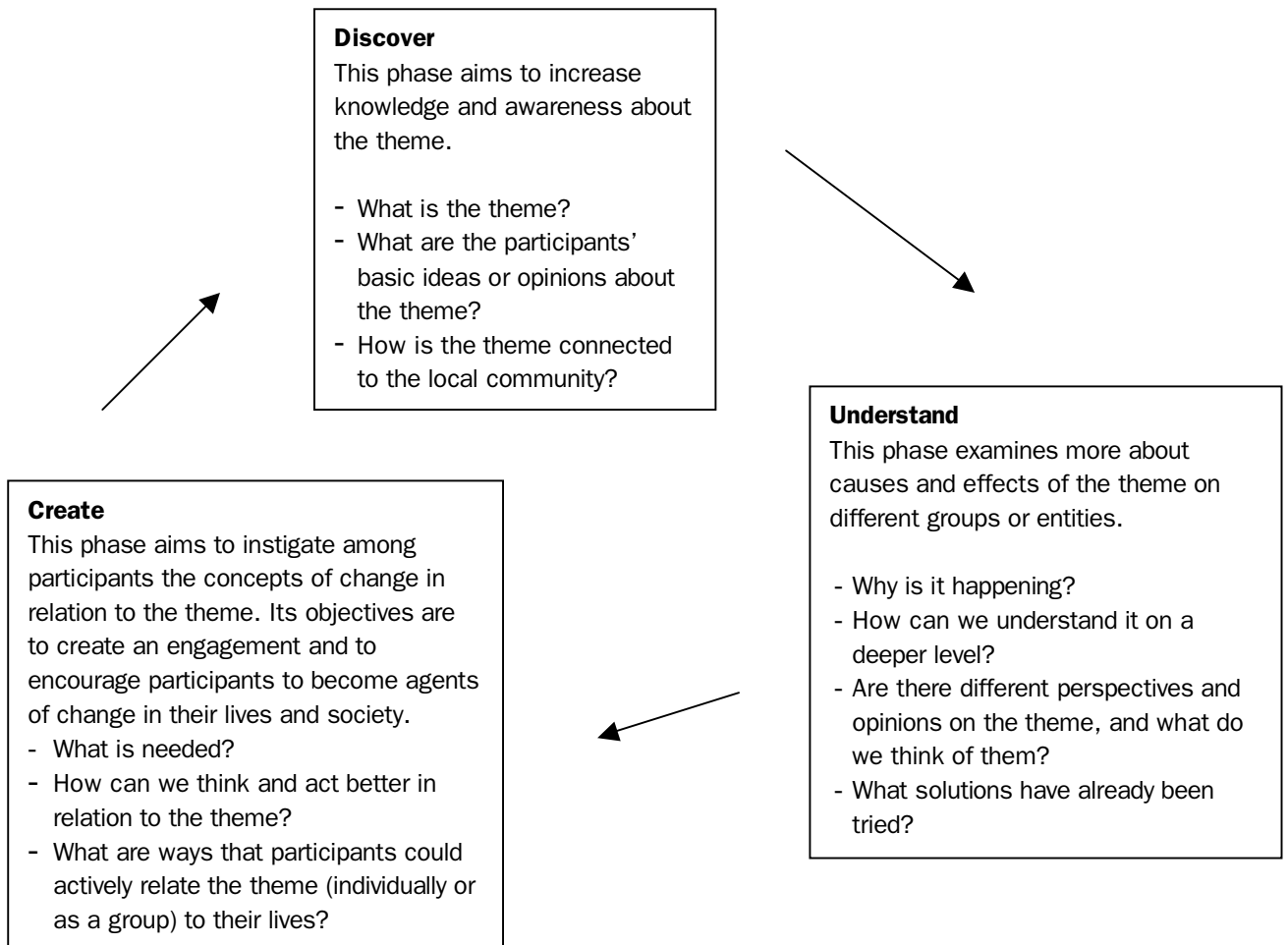


The Mosaic Programme; Beyond the phases

- An educational framework that gives orientation and guidance for project coordinators without limiting them and their creativity
- A way to have the projects characterised and recognised by the content and not by their format.
- 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.

The phases of Mosaic are designed to be easily linked, related and coherent with each other. A Mosaic project coordinator should be able to explain the educational process the participants will go through and plan the specific impact of each one of the phases or events on the participant's idea of the theme. It's very important, also, to keep in mind that the same project can go through the same phases several times and that the order of those phases doesn't really matter.



Where do the phases come from?

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 it 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.*

Peace education focuses on behavioural change. Behaviour does not occur in a vacuum; it is nested within the context of the family, peer group and the community. Existing values and norms can either contribute to or hinder behaviour that promotes peace. Peace education in CISV promotes the development of values as the basis for behavioural change. The effectiveness of peace education is increased when strategies are used that address the values of the community. This is also why all Mosaic projects have to come from a need and interest in the community. Project Coordinators are of course allowed to define their own community, relevant to the project.

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; and
8. *practices* the recommended behaviour.

These steps describe the process for the individual participant. 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 phases of Mosaic come from this but are addressing the group.

Example:

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

He or she learn about alternative ways of handling conflict and realize that there are non-violent alternatives in conflict situations; become motivated to try out these skills in a real situation.

He or she makes a decision to try skills of non-violence the next time she/he is

Discover



Understand



involved in a conflict; try out new behaviour such as negotiating in a cooperative manner in a conflict with a peer; reflect on the experience and realize that the outcome was less physically or emotionally harmful than the behaviours used in previous conflict situations; and make a commitment to continuing to use and learn about non-violent methods of handling conflict.



Create

As you notice, this process is closely linked to the type of objectives that we are to use (Attitudes, Skills, Knowledge). To assure the quality and correctness in this, a few questions have to be asked when planning:

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?

When you have your answer to these questions, you have set your objectives and assured the relevance of your project. Next step is to figure out how you can make sure to meet the objectives and make the group experience all three phases. What methods should you use? Only your creativity sets your limits!