



MOSAIC

OFFICIAL PROGRAMME GUIDE



international
building global friendship

ABOUT THIS DOCUMENT

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

UPDATES



It may be necessary to revise and update the Programme Guide. Any updated version of the Guide will be uploaded on the CISV International website (www.cisv.org) once a year in January. Any significant changes that have been made will be highlighted throughout the document by this button (left).

STRUCTURE AND CONTENT

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



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Sometimes, this Guide will refer to other CISV documents.



This button refers to linked, external sources such as documents and websites. All CISV internal resources are stored on www.cisv.org. The button may refer to...

- an **InfoFile** document
- a **Guide**
- a **form**
- a **webpage**

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

CISV tries to ensure that all programmes are of a consistent quality and approach, but each one is unique and certain things may be done differently from programme to programme. Some of the information in this Programme Guide provides advice and best practice and it is up to Chapters, staff or participants to follow this in the best way for their particular programme. However, it is essential that certain things are done in a particular way, so this Guide also includes some ‘rules’, which must always be followed.

WHO SHOULD READ IT?

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

RELEVANT SECTIONS

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

	Introduction	Role Profiles	Hosting Before	Hosting During	Hosting After	Education & Evaluation
Coordinator and Staff	◆	◆	◆	◆	◆	◆
Parent	◆	◆			◆◆	
Participant	◆	◆			◆◆	
Chapter/NA person with programme responsibility	◆	◆	◆	◆	◆	◆
Partner organization staff	◆	◆	◆	◆	◆	◆

COMMON ABBREVIATIONS

Below you find an overview of abbreviations commonly occurring throughout this Guide:

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

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

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

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MOSAIC / INTRODUCTION

	Introduction	Role Profiles	Hosting Before	Hosting During	Hosting After	Education & Evaluation
Coordinator and Staff	◆	◆	◆	◆	◆	◆
Parent	◆	◆			◆	
Participant	◆	◆			◆	
Chapter/NA person with programme responsibility	◆	◆	◆	◆	◆	◆
Partner organization staff	◆	◆	◆	◆	◆	◆

ABOUT CISV

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

OUR MISSION

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

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

OUR PRINCIPLES

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

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

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

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

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

CISV PROGRAMMES

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

OVERVIEW OF CISV PROGRAMMES

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

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

VILLAGE

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

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

INTERCHANGE

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

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

STEP UP

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

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

SEMINAR CAMP

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

AGE GROUP 17-18	DURATION 21 days	SIZE 24 or 30 participants, with up to 4 from the same NA
LEADER	<ul style="list-style-type: none"> • None 	
STAFF	<ul style="list-style-type: none"> • Must have 4 – 5 adult staff or 1 staff for every 6 participants • No junior staff are allowed at Seminar Camps 	
STAFF/LEADER AGE	<ul style="list-style-type: none"> • Staff must be at least 21 years old • 1 staff member must be at least 25 years old • There must be 2 home staff from the host NA, 1 Programme Director and 1 or 2 more international staff 	
PARTICIPATION	<ul style="list-style-type: none"> • You can only take part in one Seminar Camp as a participant 	

YOUTH MEETING

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

AGE GROUP 12 - 13, 14 - 15, 16 - 18, or 19+	DURATION 8 or 15 days	SIZE For ages 12 - 15, 5 delegations of participants, each with 6 youth. For ages 16 and up, 25 individual participants, with up to 4 participants from each NA
LEADER	<ul style="list-style-type: none"> Each delegation of participants ages 12 - 15 must have 1 adult leader 	
STAFF	<ul style="list-style-type: none"> Must have 3 - 5 adult staff Can have only 1 junior staff, who must be from the host NA 	
STAFF/LEADER AGE	<ul style="list-style-type: none"> Adult staff must be at least 21 years old At least 1 member of staff must be at least 25 years old Junior staff must be at least 19 years old Leaders must be at least 21 years old 	
PARTICIPATION	<ul style="list-style-type: none"> You can take part in more than one Youth Meeting 	

INTERNATIONAL PEOPLE'S PROJECT (IPP)

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

AGE GROUP 19+	DURATION 14 - 23 days	SIZE 15 - 25 participants, with up to 4 participants from the same NA
LEADER	<ul style="list-style-type: none"> • None 	
STAFF	<ul style="list-style-type: none"> • Must have 3 - 6 adult staff • Can have only 1 junior staff who must be from the host NA 	
STAFF/LEADER AGE	<ul style="list-style-type: none"> • Staff must be at least 21 years old • At least 1 member of staff must be at least 25 years old • Junior staff must be at least 19 years old 	
PARTICIPATION	<ul style="list-style-type: none"> • You can take part in more than one IPP 	

MOSAIC

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

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



THE MOSAIC PROGRAMME

WHAT IS MOSAIC?

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

Mosaic is a project-based programme. It has specific goals and a set of tools and guidelines that help people design and implement peace education that has a positive impact. Every Mosaic project uses the same framework, but each one does it in a different way.

KEY CHARACTERISTICS OF THE PROGRAMME

Each Mosaic project has the following characteristic:

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

HOW MOSAIC DEVELOPED AND IS AN INTEGRAL PART OF CISV

The Mosaic programme has its origins in an official programme hosted by CISV until 2005, called Local Work. Local Work was a programme defined as a “long-term and continuous process hosted locally”. It had its roots in Junior Branch and in the concept of an activity to follow-up after involvement in other CISV programmes. Later on, Local Work evolved to build its own identity – which was to provide theme-based long-term peace education activities continuously in Chapters. Effort was made to implement Local Work worldwide and to promote the idea that CISV is more than an isolated summer-experience; it is a long-term educational process.

Re-thinking Local Work, a new programme was shaped. In 2005 six pilot projects were planned, hosted, and evaluated under the new identity of Mosaic.

It became an official CISV programme the same year.

OUR GENERAL PROGRAMME RULES

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

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

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

BASIC CISV PROGRAMME RULES



See InfoFile [C-03 Programme Basic Rules](#) for the complete set of basic rules for all programmes.



CISV's guidelines on behaviour and cultural sensitivity can be found in InfoFile [R-07 Behaviour Policy](#).

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

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

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

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

COMPLYING WITH LEGAL REQUIREMENTS

As an international organization, CISV exists in 70 countries. CISV's International Office (IO) is based in Great Britain and must observe the laws of Great Britain. National

Associations (NAs) and their Chapters must observe the laws of their own country/province/state/city. It is, therefore important that NAs and Chapters find out about the relevant laws that govern how they can operate and deliver CISV programmes.

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

RISK MANAGEMENT RESPONSIBILITIES OF CISVERS



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

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

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

ORGANIZATIONAL STRUCTURE FOR PROGRAMME ADMINISTRATION AND SUPPORT

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

WHO'S WHO INTERNATIONALLY?

At CISV International, those most involved with programmes are the Educational Programmes Committee, the Regional Delivery Teams for Educational Programmes and the International Office (IO) Administrative Coordinators. The Committee works with policy, strategies and evaluation of our programmes as a whole. The Regional Delivery Teams provide training and advice to our NAs, Chapters, programme staff/LICs, supporting them to host and participate in programmes. Most of the administrative work to enable NAs to host and participate in our programmes is done by the IO. We all work with other Committees and Regional Delivery Teams in order to ensure the quality of our programmes.

INTERNATIONAL OFFICE (IO)

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

The IO is responsible for centralising the administration (invitations, paperwork, reporting, etc.) for all CISV's international programmes. This is handled by the Administrative Coordinators. For more information on the IO, see www.cisv.org.



Hours of Operation

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

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EDUCATIONAL PROGRAMMES COMMITTEE

One of the standing committees of the CISV International Governing Board, the Educational Programmes Committee is responsible for input to the Board on policy, standards, strategic development and monitoring, focusing on ensuring quality and growth of CISV's educational programmes through training and programme hosting support across all Regions. The Educational Programme Committee will cooperate closely with the other Standing Committees of the Board within areas of shared responsibility.

Responsibilities:

- develop and uphold strategies for programme development
- develop and uphold standards for programme content and delivery
- develop and maintain effective guides and materials for programme content and delivery
- develop and maintain content for programme training
- provide programme content and perspective on the methods of programme evaluation and ensure that programmes are evaluated



For more information, see [Terms of Reference - Educational Programmes Committee](#).

REGIONAL DELIVERY TEAMS FOR EDUCATIONAL PROGRAMMES

There will be an Educational Programmes Regional Delivery Team in each CISV International Region to provide hands-on support and training to CISV NAs and Chapters. The Regional Delivery Team is the main interface between the International Educational Programmes Committee and Governing Board and CISV NAs and Chapters.

The number of members and priorities within each Regional Delivery Team may differ in accordance with the needs of the Region. However, each Team will include expertise and trainers in the areas of educational programme content and delivery. Each Team will also have a Coordinator and Alternate Coordinator who will be the main contact for the Committee and Senior Manager.

Responsibilities:

- help NAs and Chapters to understand and apply programme rules and policy and give essential input to the Educational Programmes Committee based on day-to-day experience
- help NAs and Chapters to understand and be part of programme strategy and give essential input to the Committee based on day-to-day experience
- use and encourage NAs and Chapters to use CISV International programme guides and educational materials. Give essential input to the Committee on the effectiveness of these materials
- provide programme training to NAs and Chapters and give essential input to the Committee regarding the effectiveness of the training and training materials
- provide proactive and responsive guidance to NAs and Chapters on programme-related matters
- help NAs and Chapters to use approved programme evaluation methods and to understand results. Refer questions as needed to the Committee and refer risk management matters to the Regional Risk Manager



For more details and information, see [Terms of Reference - Regional Delivery Team - Educational Programmes](#).

PROGRAMME ORGANIZATION ON A NATIONAL OR LOCAL LEVEL

Every NA of CISV must have a national programme coordinator/committee, ideally with

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

- dealing with invitations to programmes inside and outside of their NA, and involving participants from their NA
- handling CISV correspondence relating to all programmes
- dealing with international fees
- organizing and funding programmes

OBJECTIVES OF NATIONAL / LOCAL PROGRAMME COORDINATOR / COMMITTEE

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



Please refer to the role profile of NA/Chapter programme coordinator (usually the chair of the NA/Chapter programme committee) at InfoFile [U-20 Model Role Profile - NA or Chapter Programme Coordinator](#). The objectives of the national /local programme committees are to:

- promote the specific programme, nationally and locally
- recruit and select participants
- assist in staff recruitment
- train home staff or arrange for them to attend Regional Training Forums
- help prepare and provide support for programmes
- evaluate programmes held nationally
- keep administrative contact with, and give feedback to, IO and the relevant Regional Delivery team
- comply with administrative deadlines
- encourage local participants to become actively involved in their local Chapter
- keep records of previous programmes (being careful to keep appropriate documents confidential and destroy them after the period of time required by the law of the country)
- ensure there are participants from the host NA at each programme

MOSAIC / ROLE PROFILES

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

ABOUT THIS SECTION

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

Administration

Educational Content and Training

Communication and Assistance

Practical Responsibilities

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

(p)

Permanently (to be considered before, during and after the programme)

(b)

Before the programme begins

(d)

During the programme

(a)

After the programme

ROLE OF CISV INTERNATIONAL

Every year CISV has thousands of participants and over 200 programmes taking place internationally. All of them are organized and run by local Chapters and staff. CISV International does the overall global coordination.

As an NA plans, hosts or participates in a programme, questions may arise. If the answer is not in the Programme Guide or InfoFile C-03 Programme Basic Rules, ask your Chapter or NA programme coordinator/committee

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

Regional Delivery Teams for Educational Programmes exist to support NAs on issues relating to the programme, the planning, the educational experience, and the outcomes.



See [Terms of Reference - Regional Delivery Team - Educational Programmes](#) for more details.



The Regional Teams for Educational Programmes coordinates the Mosaic programme globally. Mosaic Experts on Regional Teams for Educational Programmes provide one-to-one support for every project as it is conceptualized, planned, implemented and evaluated.

ROLE OF NATIONAL ASSOCIATION AND CHAPTER

NAs and Chapters organize themselves in different ways. It is up to the NA and Chapter to find the best ways and structures to streamline programme activity within the NA and its Chapters. As Chapters deliver programmes, this Guide will focus on the role of Chapter volunteers and their interaction with the programme staff or with the LIC.

The role of the programme coordinator (sometimes called organizer or planner) differs from programme to programme, from Chapter to Chapter, and from NA to NA. However, there are common elements and responsibilities that are shared.

The programme coordinator has the following responsibilities:

RESPONSIBILITIES OF NATIONAL AND CHAPTER MOSAIC COORDINATOR



The National Mosaic Coordinator serves as a support for the Chapters executing Mosaic projects. Each NA should have an active National Mosaic Coordinator (or committee). The Regional Delivery Teams for Educational Programmes offer training for this role at Regional Training Forums. The Local Mosaic Coordinator functions at the Chapter level to ensure that Mosaic projects are taking place.

Administration

- Ensure that the administrative routines are followed (p)
- Ensure that recruitment and selection of programme staff takes place in line with CISV International guidelines (b)
- Coordinate with the relevant parties in your NA to ensure that all programme forms, reports, and other official documents are submitted to a Mosaic Expert on the Regional Delivery Team for Educational Programmes and/or the IO (p)
- Ensure that the programme rules and guidelines are respected (d)
- Ensure submission of the [Host and Participant Data Sheet](#) by 1 June (b)
- Request support from a Mosaic Expert as needed (b)



Educational Content and Training

- Be up to date with CISV educational principles and content (p)
- Be familiar with the specific programme, its goals and structure (b)
- Ensure that staff receive appropriate training prior to participation in the programme (b)
- Facilitate local and national Mosaic trainings in the NA and Chapters (b)

Communication and Assistance

- Work with the board to develop a long term hosting plan in line with the CISV International Global Programme Hosting Plan (p)

- Liaise with the IO and the Regional Coordinators for Chapter Development should changes to the hosting plan be needed (p)
- Work with Risk Manager to plan programmes, assess site and activities in accordance with CISV International rules
- Assist in staff recruitment and provide support and help to the staff team when needed(p)
- Liaise with the Regional Delivery Team for Educational Programmes and IO as needed (p)

Practical Responsibilities

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



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

RESPONSIBILITIES OF THE PROJECT STAFF AND PROJECT COORDINATOR

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

The staff are responsible for facilitating both the logistical and educational elements of the project. They must have a strong understanding of the various elements and methods of the programme.

Project coordinators have particular roles and lead the staff. They are responsible for the project and its success.

Administration

- Complete the Mosaic Worksheet that shows the steps of the project and demonstrates the educational purpose and indicators (b)
- Share appropriate information about the project with participants (b)
- Encourage participants to register on [myCISV](#).

Educational Content and Training

- Facilitate evaluations and assess the project according to the project indicators (d)
- Report results to IO clearly and on time using the Mosaic Project Worksheet (a)
- Participate in and fulfil requirements of CISV training (p)

- Have an understanding of and be committed to CISV goals and educational principles and oversee that these are being met and upheld during the planning of the project (p)

Communication and Assistance

- Liaise with Mosaic Expert/IO and ensure that timelines are observed and communication is timely and clear (p)
- Liaise with partner organization or any other external partners during all phases of the programme (p)
- Promote the project widely, actively and creatively to attract volunteers, participants and funding sources and to raise awareness about the project in the local community (p)
- Involve the local community and use any form of media available
- Make sure the theme is relevant and has connection to the need and interest of the local community(p)
- Work closely and collaboratively with staff and the project coordinator (p)
- Ensure there are good debriefs with the staff during and at the end of the project (d,a)
- Seek and facilitate active participation from all the participants (d)

Practical responsibilities

- Liaise with local Chapter on logistical arrangements (p)
 - When possible, the Chapter should take on the majority of logistical planning (site arrangements, food arrangements, finances, etc.)
 - Staff are responsible for the educational content and quality of the project which should be planned in dialogue with one another
- Manage all practical aspects during the delivery of the project, including risk management, first aid, finances, transport, communication with partners, etc. (p)
- Go to [Submit a story](#) on the CISV International website if you wish to share your Mosaic story (formats is up to you) (a)
- Where possible, identify options for linking with other CISV programmes or develop the project further in future years (a)

ROLE OF HOST CHAPTER

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

The relationship between the host Chapter and the host staff must be developed in a way that works best for the host Chapter/NA. Once developed, the relationship must be documented so that everyone can get an overview of how things are supposed to work including the lines of responsibility. A role profile for each committee and staff member helps everyone to understand their specific contribution to the successful running of the programme.

As soon as the staff starts working, they should inform the host Chapter about any special needs or requests for the programme, (e.g., equipment or excursions).

Arrangements for the arrival of participants at the site and their accommodations are the joint responsibility of the host Chapter and home staff.

The staff and participants of a programme are an educational unit. To protect the educational unit, the Chapter and NA should try to interfere as little as possible with the day-to-day life of a programme. The role of the host Chapter during the programme is to support it in practical ways and cooperate with the programme staff. This gives the staff and the participants the opportunity to develop a good environment for the programme. Home staff should be released from any local work that would take them away from their programme responsibilities. During the programme, the staff may need to contact the Chapter for advice and they may, in turn, need to contact the NA. The Regional Delivery Teams for Educational Programmes and the IO can also serve as advisors to the NAs and Chapters in special situations. They should be contacted as needed.

MOSAIC / HOSTING BEFORE

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



PROJECT-BASED WORK

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

WHAT IS A PROJECT?

- 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 budget

FIVE STEPS OF PROJECT-BASED WORK

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

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

WHY PROJECT-BASED WORK?

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



PLANNING YOUR PROJECT



THE WORK SHEET

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

Mosaic has only one form to fill out - we use the same worksheet before the project (to plan and propose) and after the project (to evaluate and report).

Use the worksheet:

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



Worksheet Guidance notes for Project Staff

The [Worksheet Guidance Notes](#) is a document that helps Project staff understand and use the Mosaic Worksheet as a tool for planning and evaluating Mosaic projects. It should be used throughout the process.

WHY DO YOU WANT TO DO A MOSAIC PROJECT?

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

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

THEME OF THE PROJECT

The theme is chosen based on the interests and curiosities of the group planning the project. The theme is specific to the local community and represents “issues” or “problems” in the community that the project can explore, and ultimately, that participants can take concrete action towards changing.

In the planning phase for Mosaic projects, the project staff selects a theme (need and interest) and designs a learning process that will enable participants to learn about that theme. Themes should be aligned with real needs and interests of both the community and the participants of the project. Project staff must be attentive and thoughtful in finding themes that are truly relevant.

The theme runs through every aspect of the project structure and culture and provides both staff and participants with a solid foundation upon which the rest develops.

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

TARGET GROUP

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

PROGRAMME GOALS AND INDICATORS

Goals are what we want participants to learn or develop. They are written as broad areas of learning and development and all Mosaic projects should be working towards meeting the goals of the Mosaic programme. Each programme goal consists of a set of programme indicators that relate to a set of attitude, skill and knowledge indicators. If the indicators are met, then the goals are achieved.

Method of Evaluation

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

For further inspiration please take a look at project examples available on www.cisv.org.

PHASES AS EDUCATIONAL FRAMEWORK FOR MOSAIC PROJECTS

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

Why the Phases?

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

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

The Phases

The phases of the Mosaic programme are intended to be the educational framework. They are the vehicle to achieve a project’s goals (see section below on Attitude, Skills and Knowledge). It is important to keep in mind that “discover, understand, and create” are not the goals themselves, but rather the methods to achieving them. The phases of Mosaic are designed to be linked, related and fluid. A Mosaic project planner should be able to explain the educational process the participants will go through. Furthermore, each phase should be specifically linked to the programme goals and should clearly relate to the theme. The project coordinator should consider the impact that each phase will have on the participants and their relationship to the theme. Keep in mind that the same project can go through any of the phases multiple times, that is to say, that a project might have several activities that fall under the “discover” phase. This goes equally for all of the phases.

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

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

This phase 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

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 affect it?
- How can or do we think and act in new ways in relation to the theme?
- Which are ways that participants could actively relate the theme (individually or as a group) to their everyday lives outside CISV?
- What actions are suitable to answer the need that we have examined?

Breaking down the Phases

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

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

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

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

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

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



PLANNING YOUR RESOURCES

COMMUNITY PARTNERSHIPS

Introduction

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

The benefit for CISV working with Non-Governmental Organizations (NGOs)

One of the most enriching aspects of a Mosaic project can be the learning process that takes place in a partnership with another organization. At the same time, working with another group is hard work, and requires significant planning, cooperation and mutual respect. This can be intimidating when considering whether or not to approach another organization.

Educational Benefit

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

Public Relations and Marketing Benefit

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

How do we start working with NGOs?

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

Select an NGO with expertise in the theme's field, according to your project and your needs. For example, if your project involves learning about the different cultures, communities, and groups living in your city, you might want to contact several of them in order to have multiple experiences with the various groups. If your theme concerns learning more about the civil rights in your own community for those minorities, you might have to find a specific NGO

who is working on that issue such as a human rights organization or a social agency. If you are successful in finding an NGO, you can also add ideas for new activities and consider making a larger or longer project.

Remember: *it* is important to approach an NGO with clear ideas or suggestions in mind. This will enable fruitful discussion and exploration around how to work together. You may be able to change your plans if the NGO suggests other ideas, but be prepared to suggest something first – you’re the one asking for help! If you already have a relationship with a NGO, you can work with them to develop your ideas.

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

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

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

You might also be approached by an 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 consider if this cooperation meets your needs, what the outcomes would be and whether or not the partner organization would be one 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 start brainstorming together.

Where and how can I find NGOs?

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

How do I approach NGOs?

Once you have the theme of your project, clear educational goals (attitudes, skills and knowledge), and an idea of the different phases (discover, understand, create), reflect on where you need additional information or collaborators. Make contact by email or phone and ask for a meeting. It is usually better to meet in person. Bring along CISV and Mosaic resources such as CISV Passport and the Mosaic Guide and some documentation about your project concept. Introduce yourself as a member of CISV and explain what CISV and Mosaic are. Express your Chapter’s interest in their work and make clear that you would like

to know the potential of developing a project together. For inspiration, see *Just Saying*, CISV's communication guidelines, available on www.cisv.org.

Explore the possibilities for cooperating and let them understand what both organizations could potentially gain. Some organizations also have political objectives in their work (for example, a human rights organization can educate others about human rights standards, but they may also work to influence government policy on this topic); however, this doesn't mean you cannot work with them. You must be prepared for rejection. Not every organization is ready or able to establish a new project at any point in time. You can always look at it as a future cooperation opportunity.

Cooperating with your NGO

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

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



For help and ideas on working with other organisations, refer to the [CISV Public Relations Guide](#).

FINANCES FOR HOSTING

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

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



Planning your Budget

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

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

Make sure your proposed budget matches the project description. A strong link is needed between every item in your budget and your project description (lists of activities, materials, training, 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.



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

GETTING ORGANIZED

WHAT DO YOU NEED TO PREPARE?

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

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

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

Working in a team

A good idea is to look at how you can work best as a team at the preparation stage of the project, as it can make the project a much more enjoyable experience. Group-management is mainly made up of organizing and teambuilding and it is important to think about with the staff group. There are certain things that need to be taken into consideration in terms of organizing yourself:

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

Team building is necessary in order to be able to trust each other and communicate well. Everyone is equally important. Include group bonding and teambuilding in your time plan. You can find activities for team building in various CISV documents and guides and from outside forums.

A few tips:

- Set ground rules on decision-making, responsibilities, communication, and time
- Take time to get to know each other
- Value and recognize the different skills and talents of each group member
- Conflict and disagreement are normal; the emphasis should be on finding a solution to a disagreement rather than focussing on personal issues
- Listen to each other

ACCOMODATION AND CAMPSITE



WHEN HOSTING A PROJECT

The NA/Chapter must raise funds to cover the costs of hosting the project.



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

CHOOSING THE CAMPSITE OR HOST HOME

(These basic standards also apply to homes where participants stay for weekends or for Interchanges.)



The NA/Chapter must choose an appropriate site. The programme environment and the site must be conducive to a safe and healthy programme. The National or Chapter Risk Manager must also assess the site and report on its suitability to the National Risk Manager, using the [Risk Management Checklist Report Form](#). The standards required of a programme site are set out below.

The site must be clean, safe, meet local health and safety requirements and must be adequately insured. Staff, Chapter and site representatives should conduct an inspection of the site together before the programme so that any pre-existing damage can be noted and will not be considered the responsibility of the programme or the Chapter.

Together they should form a clear agreement on how to deal with any claims of damages, both before and after the programme.

The site must be near the supporting Chapter and within reasonable distance of medical assistance, shopping, banking and other necessary services. It should have defined boundaries and not be shared with other groups or travelling individuals, if at all possible (this includes both CISV and non-CISV groups). It is of great importance that participants are free from outside interference. If, for any reason, the site has to be shared with another group, ensure that facilities and meal-times are scheduled separately.

If a site is not easily accessible, the Chapter will need to arrange for group transport from a common meeting point to the site.

SITE INSURANCE

All programme sites must be insured. Whenever a Chapter leases or borrows a site for a programme, it is essential to check that it is insured. If the landlord does not provide insurance, the Chapter must purchase appropriate insurance. The Chapter should ask for the assistance of the National or Chapter Risk Manager when arranging insurance.

TRANSPORT

Any driver and vehicle must be licensed and hold the necessary insurance. At least one car should be available for the entire duration of the programme. At least one staff member must hold a full (eligible) driving licence and be appropriately insured, so that banks,

hospitals etc. can be reached easily at all times. Participants are not allowed to drive during the programme.

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

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

MEDICAL NEEDS

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

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



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

Consult the World Health Organization (WHO) website regularly to determine whether there are any travel warnings or advice in place. CISVers should avoid travel to (or itineraries with transfers in) locations where there is a WHO advisory against travel for any health reason.

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

RISK MANAGEMENT

In all Situations and at All Times, the Welfare of CISV Participants is Our First Concern.

Each host Chapter must have a Chapter Risk Manager and that person must be involved in the planning, preparation and running of the programme.



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



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

BEING PREPARED TO ACT IF A CRISIS ARISES

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



It is also very important, as part of planning for a programme, to consider and prepare a communications plan. For more information, see the [Crisis Communications Guide](#).

APPOINTING STAFF AND OTHER VOLUNTEERS WITH PROGRAMME RESPONSIBILITY

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

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

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

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

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



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

STAFF

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

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

APPLYING TO BE A STAFF MEMBER



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

REFERENCES



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

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

REFERENCES



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

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

POLICE RECORDS CHECK

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

What is Meant by Police Check?

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

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

What if it is Not Possible to do Police Checks in some Countries?

CISV has to work with the best information we can obtain, according to national laws and procedures. If the law in an NA does not permit police checks, they should send a statement to the IO and the Regional Risk Managers to explain the situation and wait for their guidance.

Will the Applicant Agree?

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

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

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

Will any Criminal Record Mean that the Person Cannot be Selected?

Info File [R-06. Selection Guidelines for Persons with Programme Responsibility](#) outlines selection guidelines for persons with programme responsibility. Among other things, it states:

Persons with a history of arrest / conviction / treatment for the following behaviours, except in cases of unusual circumstances, are considered inappropriate for a position of leadership / trust in CISV:

- Serious criminal activity
- Alcohol / drug abuse
- Dishonesty
- Emotional or behavioural disturbance
- Sexual or physical abuse
- Prejudice or intolerance



- Violence or lack of self-control
- Unable to handle stress appropriately

Having a criminal record, in itself, does not necessarily mean that the person cannot assume a leadership or staff role. It depends on the contents of the record and whether it relates to serious criminal activity – things which would make the person unsuitable for a position of trust with children or youth.

CISV works in 70 countries and there are a vast range of criminal acts, some of which are not considered criminal everywhere. Some convictions can be removed from a person's criminal record after a certain time. Some may have happened long ago and no longer be relevant. Not all crimes committed in the past are relevant to a person's capacity to serve in a position of trust today. These are all factors that mean there is a judgment to be made in each case. Some examples of convictions, which would clearly be a bar to holding a position of trust, are: crimes involving sexual abuse, violence and/or sexual assault, or the trafficking of illegal drugs.

The word 'serious' in the Info File document means, however, that convictions such as minor traffic code violations (even if criminal) or juvenile/youthful indiscretions would not necessarily prevent CISV participation later in life. In addition, it is possible that while a person may not have been convicted, a series of arrests or charges for violent behaviour, abuse or distribution of illegal drugs, is relevant and would disqualify them.

The national law in some countries may have additional requirements for leaders and staff (e.g., regarding age, police checks or registration with authorities) that also pertain to anyone from abroad who will come in contact with children or youth in the host NA. In this case, it is the responsibility of the host NA to communicate these requirements to the participating NAs and any invited leaders/staff as soon as possible so that can be taken into consideration in the selection and preparation of the leaders/staff.



The CISV member at the local or national level who is responsible for staff selection must review the [Staff-Leader Application Form](#) and the two [Reference Forms](#). In countries where this is possible, they must also obtain and review a police record check on the applicant. See the sub-section immediately below for the procedures relating to international staff.

An interview must be held and references must be checked. No selection can be made until all of the necessary documents have been received, reviewed and found to be satisfactory. The CISV member responsible for staff selection then signs the [Staff-Leader Application Form](#), under the applicant's signature, to certify that the correct procedures have been followed. For Seminar Camp, the [Staff-Leader Application Form](#) and two [Reference Forms](#) are then forwarded to the IO, which, in turns, shares them with the Regional Delivery Teams for Educational Programmes.



ADMINISTRATION AND SUPPORT

The Mosaic Expert Support persons within the Regional Delivery Team for Educational Programmes offer direct, personalised support to all mosaic projects. If a Chapter wants to host a Mosaic project and needs support from a Mosaic Expert, the National Mosaic Coordinator must request support (with brief comments and ideas about the project) to mosaic.request@cisv.org by the 15th of any month. By the 1st of the following month, the project staff can start receiving support from the international support person. Then the staff has three months with the supporter in order to plan the project (fill Mosaic Worksheet, etc.).

Approval of project: the project coordinator can submit the Worksheet at any point, and should expect an answer within 14 days. To ensure high quality projects, the Mosaic Expert Support persons within the Regional Delivery Team for Educational Programmes checks to see that the project meets all the programme requirements and approves/not approves the project.

NAs or Chapters who do not need support can submit Mosaic Worksheets whenever they want and should expect an answer after 14 days.

MOSAIC / HOSTING DURING

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



PRACTICALS DURING THE PROJECT

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:

- Arrange meetings that provide more opportunities for people to speak by working in small groups and bringing results together
- Listen to each person's ideas before jumping into a discussion
- Explore the underlying meaning of behaviour (why is someone silent all the time; why does someone always disagree)

MONITORING FINANCE

- One group member takes the lead responsibility for the finances but all members ultimately share responsibility
- Collect all receipts
- Develop a system for recording money you have spent against your budget
- Contact your financiers if you make any major changes to your budget

PROMOTION AND PUBLIC RELATIONS

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

Remember to:

- Issue a press release to local newspapers and radio stations
- Write an article on your project for your webpage
- Write an article and share photos of your project for the CISV International website
- Organize meetings with the local community (e.g. an open day)
- Contact local authorities and do a follow up on newspapers and radio stations
- Keep records/copies of all publicity material for your final report

DOCUMENTATION

Fundraising and seeking contributions in-kind are essential parts of hosting most programmes.

ON-GOING EVALUATION

The purpose of the ongoing evaluation is to determine if you are accomplishing the goals of the project. It is important to follow-up on the project-plan, group development, time-plan, and task-division. During the preparation you should prepare a plan for how to do follow-ups on the project's budget as well as the educational process.

A good evaluation should:

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

Things that should be evaluated after each activity are:

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

COMMUNICATIONS: WHOM TO CONTACT IF A QUESTION COMES UP

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

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

If your question is about elements of the programme, such as activities, you or your Chapter contact can get in touch with the Regional Delivery Team for Educational Programmes. Your Chapter should know who they are and they usually try to phone or contact you during the first week of the programme, just to see how things are going and offer support.

WHAT IF A PROBLEM ARISES?

Each situation is different and may require different actions and on-the-spot decision making. Most problems that are encountered during programme are minor and can be addressed appropriately by the staff/LIC, leaders and participants. The Chapter Risk Manager and National/Chapter programme coordinator can also be consulted. Staff and leaders can also contact the relevant Regional Delivery Team for Educational Programmes or the IO if they have questions.



For situations when someone has to leave a programme prematurely, see InfoFile [R-1.5 Sending Someone Home Procedure](#) for further details. It is very important to remember to keep full notes on any occurrence and request formal reports from any local authorities involved or professionals consulted (these reports should eventually be attached to the Incident Report Form).

MEDICAL/SAFETY SITUATION

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

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



Please see InfoFile [R-1.5 Sending Someone Home Procedure](#) for the detailed steps to follow when a participant has to leave the programme.

GENERAL BEHAVIOUR / PROGRAMME RELATED SITUATION

Most 'behaviour' or programme -related problems can be dealt with at the programme/Chapter level where people can see what the situation is and can consult with

each other. Sometimes, however, the behaviour is serious enough that removing the person from the programme must be considered.



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

WHAT IF THE SITUATION IS A CRISIS AND PUBLIC?

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



It is also very important, as part of planning for a programme, to consider and prepare a communications plan. For more information, see the [Crisis Communications Guide](#).

REPORTING INCIDENTS OR ISSUES



When an incident or issue occurs at a CISV programme the Programme Director/LIC/Interchange leader, should be in contact with the Chapter/National Risk Manager to discuss the situation. The Programme Director/LIC/Interchange leader (or other person with programme responsibility) must complete and follow the sending instructions on the [Incident Report Form](#).

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

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

MOSAIC / HOSTING AFTER

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



POST-PROJECT EVALUATION AND PROJECT-COMPLETION

POST PROJECT EVALUATION

The purpose of the post evaluation is to help the staff and the project coordinator see 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 you have something concrete that you, and others, can use in the future.

COMPLETION

Completion is all about assuring the sustainability within your project. Think about the following:

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

REPORTING TO CISV INTERNATIONAL



The Mosaic Worksheet must be submitted within two weeks of the end of your project. The information will provide not only data for billing and statistical purposes but also essential information to help CISV as a peace education organization keep improving. Without this information CISV International will not be able to measure its success or provide the needed support/training for future programmes.



INCIDENT REPORT FORM (IRF)

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

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

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

INFORMATION YOUR NA WILL RECEIVE

ISSUES

Your National Secretary and National Risk Manager will also receive an issues report. Any issues (medical, behaviour, rule violations etc.), recommendations or further training suggestions, reported from the programme that relates to participants or adult will be shared with their sending NA (via the National Secretary and National Risk Manager) for follow-up.

MOSAIC / EDUCATION & EVALUATION

	Introduction	Role Profiles	Hosting Before	Hosting During	Hosting After	Education & Evaluation
Coordinator and Staff	◆	◆	◆	◆	◆	◆
Parent	◆	◆			✦	
Participant	◆	◆			✦	
Chapter/NA person with programme responsibility	◆	◆	◆	◆	◆	◆
Partner organization staff	◆	◆	◆	◆	◆	◆

ABOUT CISV

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

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

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

OUR EDUCATIONAL PRINCIPLES

We support social justice and equality of opportunity for all.

We appreciate the similarities between people and value their differences.

We encourage the resolution of conflict through peaceful means.

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

Our educational principles form a bridge between our Mission Statement and our focus on peace education. So, when you look at them alongside the main strands of our peace education content in the chapter “Peace Education in CISV”, you will be able to see how closely they are linked.

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

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

PEACE EDUCATION AND ACTIVE GLOBAL CITIZENSHIP

CISV'S APPROACH TO PEACE EDUCATION



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

Peace Education provides us with the attitudes, skills and knowledge we need to become agents of change, both locally and globally; in other words, to become active global citizens.

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

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

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

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



PEACE, PEACE EDUCATION AND ACTIVE GLOBAL CITIZENSHIP

Peace

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

Peace Education

Peace Education connects local issues to the global context. Peace education provides individuals with the attitudes, skills and knowledge needed to become agents of change—in other words, to become active global citizens. Mosaic projects provide an opportunity for peace education in communities with the belief that local communities are microcosms of

the global context. By becoming active locally, people can have a positive impact while learning about global issues.

Active Global Citizenship

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

Topics which may be relevant to Mosaic participants

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

ASK FOR ACTIVE GLOBAL CITIZENS

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

EXAMPLES OF ASK

Attitudes – How we think and behave:

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

Skills – Our ability to/for:

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

Knowledge – Information we gain about:

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



ATTITUDES, SKILLS AND KNOWLEDGE (ASK)

All Mosaic projects share the same four educational goals, which are used both as a framework for planning the programme and as the basis for programme evaluation. Each goal is made up by up to four indicators, which are the attitudes, skills and knowledge (ASK) we want the participants to develop through the programme.

MOSAIC PROGRAMME GOALS AND INDICATORS

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

Using these Attitudes, Skills and Knowledge after the Programme

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

PEACE EDUCATION IN CISV

The Four Main Content Areas of Peace Education in CISV Programmes are:

Human Rights

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

Diversity

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

Conflict and Resolution

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

Sustainable Development

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

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

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



USE OF THE FOUR CONTENT AREAS

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

Every Mosaic is based on a local need/interest and around which the Mosaic project will develop learning and for which it will inspire action. For example, a human rights project in Victoria, Canada, focused on the local and global impacts of domestic abuse and the attitudes and behaviours that perpetuate violence against women.

EDUCATIONAL CONTENT

Educational content in Mosaic projects is organized into indicators (which are developed by project coordinators), connected to each of the four programme goals (which are the same for every project). Indicators represent the specific attitudes, skills and knowledge that participants develop through the project.



RESOURCES USED TO SUPPORT PEACE EDUCATION

- [CISV Passport](#)
- [Big Education Guide](#) (Big Ed)
- [Mosaic Programme Guide](#)
- [Mosaic Activity Writing Template](#) – for uploading activities devised in a Mosaic so that they can be shared in [Educational activities](#)
- [Educational activities](#) and [Evaluation and Research](#)
- [International Mosaic trainings at selected Regional Training Forums](#)
- Chapter/NA Mosaic trainings
- [Mosaic Training Curriculum](#)
- <http://www.cisv.org/resources/running-or-taking-part-in-educational-programmes/mosaic/>
- [Mosaic stories](#)

BUILDING PEACE EDUCATION INTO PROGRAMMES

We use ‘themes’ to provide a unique flavour to each of our programmes. These are developed from our four peace education content areas. Each theme can concentrate on one particular content area or provide a link between two, three or all of them.

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

Location

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

Local Issues

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

Everyone who has been on a CISV programme remembers the friends they made and the fun they had. They also remember many of the activities they took part in. Most of these activities are connected to at least one of our four content areas of peace education. Activities are chosen to support the theme and to provide opportunities for our participants to learn more about themselves and how they can develop the attitudes, skills and knowledge (ASK) to become active global citizens.



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

LEARNING BY DOING

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

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

Step 1: Do a peace education activity

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

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

Step 4: Apply put your new ASK into action

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



USING EXPERIENTIAL LEARNING

Mosaic projects are experiential learning programmes. The experiential learning process is organized into three specific phases: discover, understand and create. The educational content must include all 3 phases in order to ensure that all projects have a common educational process.

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

As an Educational Organization it is Important that we have Ways to:

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

Educational Evaluation Helps us to Do all of These.

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

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

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

QUALITY STANDARDS

Four Educational Quality Standards, which Apply to All our Programmes.

1. Goals

All programmes have four educational goals, which are developed from our Mission Statement.

2. Principles

All programmes use our Mission Statement, educational principles and approach to achieve their goals.

3. Peace Education

All programmes use peace education to achieve their educational goals.

4. Evaluation

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

WHAT IS EDUCATIONAL EVALUATION?



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

Why we Evaluate our Education?

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

Who Uses this Information?

- The Educational Programmes Committee and Training and Quality Assurance Committee: to measure the success of each programme in achieving its goals. This assessment will allow CISV to have a better understanding of **what we do well** and **where we can improve**.
- Educational Programmes Committee: to develop activities to assist each programme to achieve its goals more effectively and determine the training and support needs of NAs and Chapters. They also use the information to share best practices and inform programme development.
- National Associations: to evaluate the programmes that they have hosted and to know if their participants achieved the educational goals.



EVALUATION METHODS

Surveys/Questionnaires/Rating Scales

These 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 a few possibilities.

Interviews

These are used primarily after a peace education programme has been implemented, but 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. Different kinds of knowledge, skills, and attitudes can be assessed through interviews, for example: self-confidence, methods used to resolve conflict, communication skills, and reactions to a programme.

Focus groups

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

Observation

Observations tend to focus on changes in the behaviour of participants, 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.

SUCCESSFUL EVALUATION

Using the methods described above and thinking about indicators when initially setting the goals will assure you relevant methods for evaluation. Think about the purpose and audience of the final evaluation.

THE IMPORTANCE OF TRAINING

Training is a crucial ingredient for successful Mosaic projects. The Regional Delivery Team for Educational Programmes works to ensure that training is available globally to individuals seeking to develop new projects. They deliver Regional Mosaic Trainings each year at Regional Training Forums, and supports a network of Mosaic Experts worldwide.

TYPES OF TRAINING

Mosaic has two different types of training.

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

	REGIONAL TRAINING		LOCAL TRAINING
Trainees	Mosaic project staff	National and Chapter Mosaic Coordinators	Mosaic project staff
What?	Staff training	Staff and administrative training	Staff training
Trainers	Regional Delivery Team for Educational Programmes members including Mosaic Experts		National or Chapter Mosaic Coordinators (or Mosaic Experts where necessary and possible)
Goal	To be able to plan, run and evaluate quality Mosaic projects		

FITTING IT ALL TOGETHER

MEETING CISV'S EDUCATIONAL AND TRAINING QUALITY STANDARDS IN THE PROGRAMME

The Regional Delivery Teams for Educational Programmes work around the year to be available for Chapters/NAs and offer advice if questions arise. They also provide training through Regional Training Forums and visits to first-time programme hosts where needed.

The Educational Programmes Committee is responsible for input to the Board on policy, standards, strategic development and monitoring, focusing on ensuring quality and growth of CISV's educational programmes through training and programme hosting support across all Regions.