

Practicing Social Inclusion for Marginalized Children: A Participatory Partnership Children's International Summer Village (CISV) and Yayasan Kampus Diakonia Modern (KDM) Jakarta in the 'Mosaic' Program 2021

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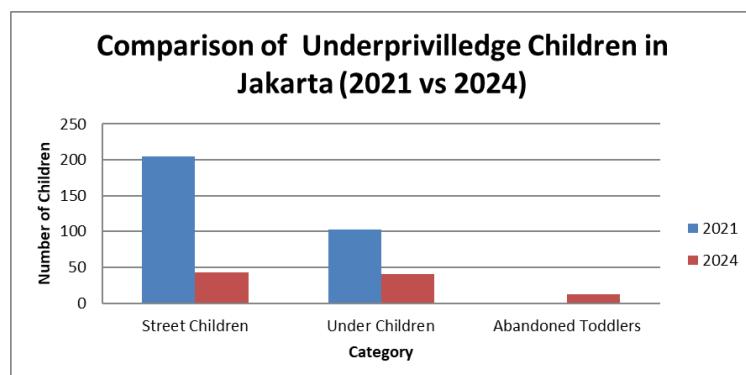
ABSTRACT

Inter-agency collaboration plays a strategic role in supporting efforts to empower children and marginalized communities facing complex challenges. Through cross-sector synergy, various agencies can integrate resources, expertise, and service coverage to create more effective, inclusive, and sustainable interventions. This collaboration fosters better coordination in program implementation, ensures comprehensive protection, and strengthens communities' capacity for self-reliance. This study examines the role of international collaboration in promoting social inclusion and empowerment among underprivileged children, focusing on the partnership between INGO Children's International Summer Villages (CISV) and Yayasan Kampus Diakonia Modern (KDM Foundation). In 2021, the two organizations worked together through CISV's Mosaic program, a community-based initiative that engages marginalized children particularly 'street children' through interactive and locally grounded educational activities. The program is designed to foster 3 areas development such as attitudes, skills, and knowledge, supporting CISV's broader goal of providing meaningful, long-term educational experiences beyond its well-known summer camps. By integrating cross-sectoral resources, expertise, and outreach capabilities, the collaboration between CISV and KDM reflects a strategic approach on addressing the complex challenges faced by vulnerable communities. The study employs a qualitative research design, using in-depth interviews as the primary data source, complemented by media reports, program documentation, CISV and KDM's official online platform. It analyzes how the shared efforts of CISV and KDM contribute to inclusive development outcomes, with particular attention to social integration and empowerment for children in vulnerable situations. This research offers insights into best practices for international partnerships aimed at promoting child welfare, community development, and long-term social inclusion.

Keywords: *Social Inclusion, KDM Foundation, CISV Mosaic Program, Marginalized Children, International Partnership*

INTRODUCTION

Marginalized children are a group of children who are mostly born and raised in conditions of poverty and income inequality, which places them in a vulnerable situation. This vulnerability generally arises from limited access to resources and opportunities, and is influenced by social exclusion and discrimination that limit their equal participation in social, economic, and educational life (Razaak, 2009). Therefore, marginal children are children who are marginalized and do not get the same opportunities to get an education, either in the learning process or in getting guidance, even though these opportunities actually exist and can be accessed if there is equality and justice that is actually applied in society (Maemunah, 2021). As an effort to address these issues, social inclusion is a process that ensures that every individual and group, especially those marginalized, has equal opportunities to participate fully in economic, social, and political life through access to markets, public services, and encourages economic growth and poverty reduction by eliminating barriers such as discrimination, stigma, and inequality (World Bank, 2016). Social inclusion in child empowerment is important because it ensures that all children, including those from vulnerable groups, have equal access to education, health, and social participation so that they can develop their full potential, become active subjects of development, reduce dependency, and support the creation of a just, stable, and sustainable society (Sholichah, 2025). According to data from the Central Statistics Agency - *Badan Pusat Statistik* (BPS) of DKI Jakarta, the number of street children in all administrative areas of DKI Jakarta in 2021 was recorded at 205 street children, and 103 abandoned children, which includes underage individuals who live or earn a living on the streets without adequate care from their families (Badan Pusat Statistik Provinsi Dki Jakarta, 2021). In 2024, based on a publication by BPS, the number of street children in the DKI Jakarta area was recorded at 43 children, 41 abandoned children, and 12 abandoned toddlers, based on the results of field data collection and official reporting by the local government (Badan Pusat Statistik Provinsi DKI Jakarta, 2025).



Source: (Badan Pusat Statistik Provinsi DKI Jakarta, 2025) (Badan Pusat Statistik Provinsi Dki Jakarta, 2021)

The data is categorized as part of the Social Welfare Problems - *Penyandang Masalah Kesejahteraan Sosial* (PMKS) category, which includes children without permanent housing, who lack basic rights, and who are vulnerable to exploitation and violence. This is a crucial indicator in analyzing urban social conditions in Jakarta, particularly those marginalized children who require attention from various parties. The collaboration between the *Yayasan Kampus Diakonia Modern* (KDM Jakarta) and Children's International Summer Villages (CISV) is a form of international collaboration involving the CISV Chapter Indonesia as the implementer of activities for the global program designed by CISV International (Yayasan KDM, 2021). This collaboration shows that the relationship is not only local, but also directly connected to CISV international which covers 60 countries and more than 200 chapters worldwide (CISV International, 2021). In its implementation, CISV Indonesia brings international standard concepts and methods that have been established by CISV International, while the KDM foundation provides facilities, technical support, and participants, most of whom come from marginalized children's groups (Yayasan KDM, 2021). This synergy combines the resources and insights of a global network with the capacity and experience of local institutions to achieve shared goals in peace education and child empowerment. This collaboration emphasizes KDM's active role in bridging global vision with program implementation at the community level, thus delivering tangible and sustainable social impact.

Children's International Summer Villages (CISV) is an international non-governmental organization (NGO) founded in 1951 by Dr. Doris Allen, a child psychologist from the United States, with a primary focus on peace education for children and youth. CISV has a vision for a more just and peaceful world through all of the actions. Therefore, CISV is responsible for realizing the goals, which are to educate and inspire action for a better future with peaceful world and to teach the values of peace, tolerance, social inclusion, and cooperation through direct activities. CISV has four educational principles that support, unite, and inspire its members. These principles are, respecting the similarities and differences in each person, supporting social justice and equality for all communities, encouraging peaceful conflict resolution, and supporting sustainable solutions to issues related to CISV's goals. Peace education is a way of learning about issues that consider the causes of social injustice, conflict, and war. In line with CISV's principles, there are four areas of peace education: diversity, conflict and resolution, human rights, and sustainable development. This is operated to provide the attitudes, skills, and knowledge needed to be agents of change (CISV International, 2021).

The programs offered by CISV since 1951 have focused on peace education, which is used to inspire participants to become active global citizens. The programs range from local activities, international camps, exchanges, and community-based projects. CISV programs have provided opportunities for people from different countries to meet and develop friendships with different backgrounds and cultures. CISV has seven international programs aimed at ages 11 and above. Each program is designed to suit the age of the participants. Each of the seven programs has four educational objectives or expected outcomes. CISV has seven programs categorized by age, duration, and

activities. The first program is Village, which is an international camp that inspires children from various countries to gather and participate in various educational activities, creating a fun and safe environment for learning about life and cooperation. The age group for this program is 11 years and above, and the activities last for 28 days. Interchange is a youth exchange program that promotes aspects of peace education by placing participants with families from other countries (CISV International, 2017). In this program, participants have a deep cultural experience through involvement with families and the wider community.

CISV has programs that provide opportunities for young people to learn leadership skills. International Step Up encourages young people to take a leading role in organizing activities. CISV's peace education is a key theme that can be used to inform the planning of activities such as democracy and environmental protection. Step Up provides participants with the opportunity to learn how to deal with issues in different countries and cultures, as well as providing insight when they return to their respective countries. In addition, CISV also has a seminar camp program where participants exchange ideas for global learning. This intensive program is designed by the participants themselves so that they can develop their own agendas by exploring global issues based on their backgrounds and interests through activities and discussions. Youth Meeting is a CISV program that brings participants together to inspire each other with big ideas from different countries. The meeting explores aspects of peace related to a specific theme from a variety of perspectives. Participants also discuss and think about how the insights they gain can be applied to their lives. The International People's Project (IPP) is an innovative learning program that actively contributes to the identified needs of a community. The participants collaborated with local organizations where they carried out joint projects with communities on specific themes such as environmental degradation or migration. Outside of the projects, the participants shared their knowledge on the chosen themes through their respective cultural contexts and took turns leading activities (CISV International, 2017).

The latest program offered by CISV is Mosaic, which provides a community-based peace education model in each CISV member country. The project is carried out in collaboration with local partner organizations and takes various forms. Mosaic projects create learning experiences for participants of all ages and benefit the wider community. The Mosaic program was officially launched by CISV in 2005 and was initially called "local work." Local work is defined as a long-term and sustainable process organized locally, rooted in the junior branch and serving as a follow-up to other CISV programs. These local programs have also evolved to build their own identities, aiming to provide long-term peace education with themes that are consistent across local branches. Many efforts have been made to ensure that the program is successful worldwide and promotes the idea that CISV is not just a summer experience but a long-term educational process. However, the program is often misunderstood as being locally organized and poorly implemented in some continents. In the process of rethinking local work, a new program was formed. The program had to have a clear beginning and end, be more inspiring, and have a flexible framework so that there would be room to change the name and improve the quality of education. After six pilot programs were planned,

implemented, and evaluated under the new Mosaic framework, the program was approved by CISV International (CISV International, 2017).

As an international organization, CISV has members in more than 60 countries. CISV's international office is located in the United Kingdom and is therefore required to comply with UK law. National Associations and their branches are required to comply with the laws of their respective countries. It is therefore important for National Associations and branches to be aware of the relevant laws that govern how they run CISV programs. CISV International has an International Risk Manager who works with the Secretary General and the International Executive Committee. Therefore, each National Association and branch is also required to have a risk manager to manage the risks and main responsibilities of its programs. However, anyone who collaborates with CISV programs still has roles and responsibilities from the beginning to the end of the program, such as program staff, program coordinators, and national and local mosaic chairs. The responsibilities and duties for each of these roles have been divided into four categories: administration, content and educational training, communication and assistance, and practical responsibilities (CISV International, 2017).

The Mosaic program has three stages in its implementation. The first stage is hosting before, which is the foundation of the Mosaic program, meaning the preparation stage before the Mosaic program is implemented. The purpose of this stage is to ensure that the activities to be carried out are in accordance with the principles of CISV and are ready to be implemented by all chapters or CISV community partners. The Mosaic Worksheet is used for the planning section, covering the roles and responsibilities of all members and program participants up to the post-hosting phase. The second phase is planning, which involves the Mosaic planning stage. This begins with chapters or program coordinators collaborating with regional or local Mosaic experts to conduct joint planning, complete the worksheet as a planning proposal, and carry out the submission, assignment, and review processes in a structured manner. The final phase, hosting after, is a phase that leads to the evaluation and reporting of the program after it has been implemented. After the Mosaic program is completed, within two weeks each chapter that runs the program is required to submit a Mosaic report including the evaluation results on the Mosaic worksheet. The purpose of this is to assess the achievement of the initial objectives and to document the lessons learned for future improvement (CISV International, 2017).

The Mosaic CISV program also requires the application of the Attitude, Skill, Knowledge (A-S-K) principle, whereby all Mosaic programs are designed based on four common objectives, namely exploring themes in a local context, encouraging critical and creative thinking about problems and solutions, creating a personal desire to become an active citizen, and empowering participants to take local initiative. The ASK principles specifically help program coordinators plan effectively and ensure a quality educational process. The Mosaic program aims to educate and inspire individuals to become active global citizens in their communities. This means that program coordinators, staff, and participants will carry on the Mosaic experience and continue to apply their learning and inspiration outside of the Mosaic program itself so that participants will continue to be active global citizens.

The ASK principle and mosaic program are carried out in stages through three main phases, namely discovery, understand, and create. The discovery phase is the initial stage where participants are introduced to specific social issues, encouraging curiosity and critical awareness of global and local issues. Next is the understand phase, which emphasizes in-depth analysis through discussion and exchange of experiences so that participants can see the connection between local issues and international dynamics. The create phase is the final phase, which focuses on the application of the knowledge, attitudes, and skills that have been acquired to design and implement creative solutions that can focus on inclusive and sustainable social change (CISV International, 2017).

Mosaic is a community-based CISV program for all ages. The Mosaic program is planned and organized directly by the CISV chapter using the CISV educational approach, with each chapter creating a program that is in line with local needs and interests. CISV Indonesia Cendrawasih Chapter organizes the Mosaic program, which requires collaboration with local communities (CISV INDONESIA, 2025). Therefore, the CISV Cendrawasih Chapter chose the Modern Diakonia Campus Foundation (KDM) as its partner due to its focus on marginalized children and youth in Jakarta and Bekasi, which is in line with Mosaic's goal of building inclusion. Initial communication between CISV Chapter Cendrawasih and KDM was conducted to align the vision of the activity and agree on the theme presented by CISV Global, namely Diversity, Equity, Inclusion (DEI). After being agreed upon with KDM, the local theme was released, namely “Sharing is Caring” (Medialndonesia, 2021).

The Cendrawasih Chapter is the initiator, planner, and facilitator of the mosaic activity, while KDM, as a community partner, provides the learning environment and also the participating marginalized children who live or attend school at KDM. After the program was held, the Cendrawasih Chapter and KDM conducted an evaluation of the activity by holding a brief discussion to assess impressions, lessons learned, and sustainability (CISV INDONESIA, 2025). CISV facilitators reviewed the Mosaic activity to determine whether the ASK was achieved and whether the Discovery, Understand, Create phases were carried out in accordance with the CISV framework. After that, the CISV Cendrawasih Chapter followed up by reporting the activity to the official CISV International reporting system.

METHODS

Research methods are scientific approaches to obtaining data for specific purposes. The research method used by the author to analyze the application of social inclusion for marginalized children in the collaboration between CISV Chapter Indonesia and the Kampus Diakonia Modern (KDM) foundation in the Mosaic program is qualitative research with a descriptive approach, where the author begins by identifying the problem, studying the literature, collecting data, and analyzing the data. The researcher conducted literature observation based on primary data from official news sources and official websites. In addition, we also conducted direct interviews with the KDM foundation.

The concept of Social Inclusion principle

Social inclusion is an effort to place individual dignity and independence as the main model for achieving an ideal life. Through social inclusion, social care programs encourage all members of society to receive equal treatment and opportunities as citizens, regardless of their differences. Social inclusion is an approach taken to develop an increasingly open environment that includes all members of society, regardless of their differences (Suprihatin, 2021). Social inclusion certainly brings beneficial changes to people's lives. As a community, we want to live in a safe and comfortable environment that provides opportunities for everyone to grow and makes it easier for us to fulfill our obligations and exercise our rights as members of society. Therefore, a community that is open and welcoming to everyone, where everyone can understand one another and respect differences, is what we call social inclusion.

The goal of social inclusion is to create a more welcoming approach where people from various backgrounds, conditions, statuses, ethnicities, cultures, and other diversities can be accepted and included without comparison. When members of society accept and respect individual differences, creating a welcoming, barrier-free, and pleasant social environment, it can be said that there is a atmosphere of social inclusion (Prabowo, Batubara, & Jamil, 2023). A socially inclusive society is one that is recognized, accepted, and has a sense of belonging. In addition, people feel valued, differences between individuals are respected, and everyone's basic needs are met so that all can live with dignity and feel treated fairly. Social inclusion is a concept that aims to build and develop an open social environment that involves everyone regardless of their background, characteristics, social status, culture, and diversity (Robo, 2014).

In realizing participatory development, it is further emphasized that the social reality surrounding sociocultural heterogeneity, structures of inequality, and socioeconomic hierarchies have a significant impact on hindering effective participation (Bhatt, Qureshi, & Shaikh, 2022). To achieve social inclusion, social norms and opportunities must be created that shape group behavior in both aspirational and discriminatory ways. According to Platteau, et al (2018), this refers to social groups that have the privilege of utilizing these norms to advance their interests through inclusive projects, even though this still has the potential to reinforce inequality. Such cases limit the ability of marginalized groups to participate actively or in collective decision-making, and in some

cases even exacerbate inequality (Sutter, Bhatt, & Qureshi, 2023). It is important to note that social inclusion must be achieved through capacity building in individuals, because the true point of social inclusion is the need for group participation in social processes and balanced intergroup relations. However, individual capacity building cannot improve the situation of marginalized groups if it does not have a sustainable impact and causes them to become dependent on certain groups, especially in highly unequal communities (Bhatt, Qureshi, & Shaikh, 2022). An alternative approach is through social intermediaries who are motivated to help marginalized communities by developing their skills and abilities, combining social practices that emphasize care with the principle of scalability. This integration aims to optimize community empowerment by promoting social inclusion and encouraging sustainable development.

The social inclusion framework used by the author is 4R: Recognition, Reposition, Representation, and Reciprocation. Repeated identification is important in promoting social inclusion in the digital age. Recognition involves identifying and addressing systemic barriers faced by marginalized groups, promoting empowerment through transformative narratives and dialogue. By recognizing individuals' inherent value beyond their social status, understanding the sources of exclusion, and identifying power and patterns of domination, it is possible to design programs that facilitate positive interaction and avoid reinforcing social inequality (Qureshi, Bhatt, & Shaik, Forthcoming at the Journal of the Association for Information Systems Empowering Marginalized Communities: A Framework for Social Inclusion, 2024). The transformative narratives and dialogues that emerge from this step can help highlight exclusionary practices and build a foundation for inclusive development.

Repositioning, which is the second step, involves shifting public perceptions and interactions with marginalized groups. Groups that use empathy scaffolding strategies, or those that provide empathy training by developing it themselves, instill inclusion in broader objectives such as information provision. Repositioning focuses more on changing the dominant narrative without directly challenging those in power. Digital programs can address common interests to improve social dynamics and encourage inclusion. By prioritizing the needs of marginalized groups and remaining inclusive of their surroundings, the programs carried out can reposition mutually beneficial and inclusive schemes, leading to increased social interaction (Qureshi, Bhatt, & Shaik, Forthcoming at the Journal of the Association for Information Systems Empowering Marginalized Communities: A Framework for Social Inclusion, 2024).

Representation is a framework for ensuring the participation of marginalized groups in public spaces and decision-making through structured discursive spaces that uphold respect and dignity. Representation emphasizes giving marginalized groups the authority to participate in public decision-making processes. This involves analyzing the limitations on their participation and creating fairness, transparency, deliberation, and discussion. Structured discursive spaces are crucial, where intergroup dynamics are managed through trained facilitators and civil dialogue (Qureshi, Bhatt, & Shaik, Forthcoming at the Journal of the Association for Information Systems Empowering Marginalized Communities: A Framework for Social Inclusion, 2024). Technology can aid

communicative action, but without prior recognition and repositioning, dominant voices risk continuing to overshadow marginalized groups.

Reciprocity, or mutuality, builds interdependence among innovative communities, utilizing shared goals and resources to collaboratively overcome systemic barriers. At this stage, communities build interdependence through partnership and mutual respect, encouraging bottom-up collectivity. This includes activities such as resource sharing, collaboration on initiatives, and overcoming shared challenges. Community-level institutions play an important role by facilitating these interactions, meeting economic and social needs, and addressing sources of exclusion (Qureshi, Bhatt, & Shaik, Forthcoming at the Journal of the Association for Information Systems Empowering Marginalized Communities: A Framework for Social Inclusion, 2024). This process involves an iterative approach until the desired goals are achieved and supported by various social mechanisms. The 4R steps are a comprehensive framework to guide inclusion and development initiatives.

RESULT AND DISCUSSION

The Mosaic Programme's Vision for Advancing Inclusivity

The pursuit of a *peaceful world* represents the central objective of CISV (Children's International Summer Village), an international non-governmental organization (INGO). Through its diverse programs, CISV demonstrates that taking concrete action is an essential responsibility of active global citizenship (CISV International, 2017). Building peaceful communities and ultimately a peaceful world requires social inclusion in the context of existing differences. As emphasized by Toh Swee-Hin (2016) the creation of a peaceful society necessitates recognizing the value of diversity, upholding social justice and equality, ensuring education free from coercion, and safeguarding individual freedom.

From this explanation, it is considered have similarities with the four main principles of CISV International, namely: a) **Appreciating similarities and valuing differences**, which means recognizing that diversity goes beyond multiculturalism to include an awareness that social differentiation often persists, and each differences themselves hold value; b) **Supporting social justice and equality of opportunity**, which emphasizes that every individual is entitled to fairness, both in terms of equal access to resources and equal opportunities participation (CISV International, 2025). The final goal of CISV are to emphasizes that its all programme are designed not only to provide short-term solutions but also to foster adaptability to a long-term positive impacts for both communities and participants. These four principles above reflect CISV's core mission as an NGO: to contribute to the achievement of the Sustainable Development Goals (SDGs) by promoting inclusion through the social situation focused in local scope by engaging directly with community collaboration with other institutions to foster Mosaic programmes.

Based on the four principles outlined above, ‘*peace education*’ provides the most fitting framework for defining Mosaic-CISV’s programs. McCandless (2011), defines education as one of an instance for UN peacebuilding programme, that is more reasonable, which further explains why education has been identified as a priority area. At its core, peace education seeks to address pressing social challenges such as injustice, inequality, and cultural divisions (CISV Info Pack, 2024) In line with its goals, peace education within CISV is organized into four thematic areas: (a) diversity, (b) conflict and resolution, (c) human rights, and (d) sustainable development. Among CISV’s seven global programs, **Mosaic** stands out for its community-based model, which prioritizes direct engagement and peace education (Sørum, 2011). Its flexibility is another distinctive feature, as Mosaic projects can take various forms and scales, provided they foster innovative learning and create a tangible impact on local communities. As CISV International continues to expand worldwide, its central programs are implemented at the local level, including in Indonesia, where the national chapter has the authority to adapt and deliver initiatives such as Mosaic.

As stated by a representative of the KDM Foundation in an interview, “*Mosaic, in line with its purpose, truly strives to involve everyone*” (Budhianto, 2025). This statement emphasizes that the program is designed not only to create temporary activities, but also to build a long-term material and replicable program model, so the KDM Foundation enable to continue implementing Mosaic-program independently. Regardless, inclusion without comparison or distinction is the essence of social inclusion. One of the specific targets of the 2021 Mosaic program is underprivileged children, such as street children under the KDM Foundation. This selection is based on the fact that underprivileged children are marginalized, often leading to feelings of inequality, limited access, and barriers to basic facilities such as education (Kasapçopur, 2023). In line with the findings, the collaboration between the *Kampus Diakonia Modern* (KDM) Foundation (KDM Foundation) and CISV in implementing the Mosaic program has had a sustainable impact and after-effect, both for the participants and the local organizing institutions such as KDM (Budhianto, 2025).

In ensuring social inclusion, the Mosaic program must be implemented in line with its characteristics. Achieving the realization of Peace Education requires the fulfillment of all Attitude, Skills, and Knowledge (ASK) indicators (Mosaic , 2017). This process is vital, as it ensures alignment with CISV’s four priority areas. Mosaic is designed to operate within a structured framework that enables groups to plan, implement, and evaluate community projects rooted in the local context. Within this framework, the A-S-K learning approach refers to the fulfillment of specific objectives.

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 initiative 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.

Pic 1: CISV A-S-K Indicators (CISV INDONESIA, 2025)

The table above is a comprehensive description of the grouping of each goal from the A-S-K indicators which is designed to help participants develop to be active global citizens in order to realize the Mosaic theme in their social lives. The Attitudes (A) indicator refers to: open mindedness, willingness to include people, and flexible behavior; The Skills (S) indicator refers to developing the abilities to communicate, demonstrate leadership, and creative problem solving; and The Knowledge (K) indicator represent knowledge-gained on population dynamics, local issues, and community concerns. By fulfilling the A-S-K indicators not only about understanding the basic values of education but also internalizing them in sustainable practices

Identification *social inclusion* within the Mosaic program can be examined through its Mosaic's educational framework mapping, which is structured around three phases: **Discover, Understand, and Create** (CISV International, 2025). CISV's Educational Principles aligned with the most important reason as core of the project, as of the vehicle role to achieve project's goals. Also it's essential to keep it mind that "Discover, Understand, and Create" are not the ultimate goals, instead the approach to reach that goals (Mosaic , 2017; CISV Info Pack, 2024). The 'Discover'-phase emphasizes on increase knowledge and awareness of central themes by examining on '*Why particular issues were chosen?*', and how they serve as material for observation, and how they reflect realities within the local community. This stage is particularly important as it requires careful consideration of the relationship between Mosaic and its participants. The 'Understand' phase focuses on analyzing causes and effects within the selected target group, prompting participants to ask critical questions such as why an issue occurs, to consider multiple perspectives, and to assess the outcomes of previously attempted solutions. This stage also fosters active participation, often facilitated through semi-dialogical processes that encourage reflection and discussion.

The ‘Create’ phase then defines as a knowledge and understanding into action by connecting programme themes to participants’ daily lives and encouraging a long-term adaptation. In this way, participants are motivated to act as agents of change within their own communities after the programme comes to end. While ongoing evaluations ensure that the actions taken are appropriate and responsive to identified the needs (CISV INDONESIA, 2025). The successful implementation of the Discover–Understand–Create framework thus corresponds with the fulfillment of the Attitudes, Skills, and Knowledge (ASK) indicators, reinforcing CISV’s broader commitment to peace education.

Relevance Mosaic Programme and CISV–KDM Foundation Collaboration: A “4R Social Inclusion Perspective”

CISV International, through the Mosaic program, promotes the principle of peace education as a means of fostering inclusive environments across diverse groups. Peace education is grounded in active participation, cross-cultural learning, the implementation of social projects, and an understanding of the meaning and origins behind their development (CISV International). Within this context, the 4R conceptual framework; **Recognition, Repositioning, Representation, and Reciprocation** serves as the theoretical foundation for analyzing the dynamics of social inclusion in Mosaic’s collaboration with the KDM Foundation in 2021. This approach highlights not only ‘*who*’ is involved in the process but also ‘*how*’ they are involved, thereby offering a deeper understanding of participation and inclusion (Bhatt, Qureshi, & Shaikh, 2022)

The following section outlines how the 4R framework can serve both as a theoretical foundation and as an analytical lens for interpreting the relevance of inclusion practices within the Mosaic program. While Mosaic practices are generally applied in a consistent manner across contexts, this study focuses on the collaboration between CISV and the KDM Foundation in Jakarta as a case through which to examine how Mosaic adapts its principles to align with local conditions in Indonesia:

Recognition:

‘Recognition’ refers to solutions addressing injustices related to status equality such as the lack of social acceptance or limited space for cultural, ethnic, racial, gender, or other forms of diversity (Fraser, 2001). This concept is relevant to the ‘Saath’ case study discussed by (Bhatt, Qureshi, & Shaikh, 2022) which highlights how the issue of *caste* resonates with the subject of this article. More broadly, recognition emphasizes acknowledging the identity and contributions of each individual as a means of fostering inclusiveness and affirming value. It also draws attention to individuals who experiences marginalized as a result of prevailing social norms and demands. Furthermore, recognition is closely connected to the second point such redistribution which entails ensuring equal opportunities and outcomes for marginalized children and adolescents (Novelli, et al, 2017).

Based on the analysis, Comply the implementation of the Mosaic framework at the KDM Foundation Jakarta, recognize point primarily corresponded to the ‘Discovery’ phase. During interviews, representatives of the KDM Foundation explained that the target audience of Mosaic was not defined by specific criteria; however, in 2021 the program focused on marginalized children under the care of the Foundation. According to official CISV communication regarding the activity agenda, 2021 was recognized as the peak period of COVID-19 recovery, which had significant impacts on vulnerable populations, including street children (CISV International, 2021). Leksana (2012), in his study on “Child Friendly Cities,” observed that initiatives to promote inclusiveness through Children’s Forums had expanded widely, particularly across various regions in Indonesia. Nevertheless, a UNICEF report titled “*Situational Analysis on Child and Adolescent Participation and Civic Engagement in Indonesia*” highlights that children requiring special protection such as children with disabilities and street children remain underrepresented as active members of these forums (UNICEF, 2022).

Repositioning

Repositioning within the 4R framework is understood as a strategic process that bridges social gaps by changing the dominant narrative regarding marginalized groups. This process is carried out by shifting negative or discriminatory perceptions into more inclusive narratives, without necessarily triggering resistance from the dominant group. Repositioning is not confrontational, but rather emphasizes finding common ground or shared interests that can facilitate equal interactions between social groups. Thus, repositioning plays a crucial role in creating social legitimacy and recognizing the dignity of marginalized groups within the broader social structure. Overall, repositioning serves as a bridge that enables the formation of more just and sustainable social conditions through an adaptive and inclusive approach (Qureshi, Bhatt, & Shaik, 2024).

The Mosaic program, run by CISV in collaboration with the KDM Foundation, aligns with the principle of repositioning within the concept of social inclusion, as it seeks to shift the position of marginalized children from passive beneficiaries to active actors in the process of social change. Through cross-cultural activities, marginalized children are given space to interact equally with other children in an inclusive atmosphere (Yayasan KDM, 2021). According to an interview with a KDM Foundation representative, these activities include educational games, interactive discussions, and community projects designed to foster awareness of diversity (KDM Interview). In this regard, the relevance of the relationship between Repositioning can be linked to Mosaic’s ‘Understand’ category. Repositioning can occur once the party has recognized the target, thereby gaining a better understanding of how to position themselves. This approach supports the transformation of dominant narratives that previously excluded marginalized groups by creating collaborative experiences that

strengthen inclusive identities. Thus, Mosaic serves as a strategic tool for repositioning marginalized children as a vital part of the social change process.

The concept of repositioning applied in Mosaic aligns with the idea that emphasizes the importance of changing social perspectives through empathic scaffolding, namely disguising transformation goals within shared activities deemed neutral and acceptable to the community (Qureshi, Bhatt, & Shaik, 2024). This strategy allows for the subtle instillation of inclusive values without eliciting resistance from dominant parties. Collaboration with the KDM Foundation, an institution focused on the education and protection of marginalized children, is also crucial in ensuring that social repositioning has a relevant local context. The presence of KDM strengthens the program's effectiveness by providing concrete support tailored to the needs of marginalized children. Thus, Mosaic's program and mission contribute to inclusive development by creating a space for participation that positions marginalized groups as equal subjects within the social structure.

Representation

Representation refers to the existence of mechanisms, spaces, and processes that ensure that marginalized groups are not only recognized but also participate with a real voice and role in decision-making. Representation focuses on who speaks, who decides, and who frames the issues, not just formal presence. Representation focuses on the direct involvement of marginalized groups or their representatives in spaces of discourse and decision-making so that the interests and perspectives of marginalized groups can be represented in policies, programs, and public narratives (Qureshi, Bhatt, & Shaikh, Empowering Marginalized Communities: A Framework for Social Inclusion , 2025). Without strong representation mechanisms, participation appears to be merely a formality, seemingly inclusive but without any change in decisions. Representation also serves as a link to other frameworks, such as strengthening recognition through direct participation, enabling fair reciprocal relationships, and repositioning through shifts in position or marginal actors so that the 4R concept can work cooperatively.

The application of representation in the mosaic program organized by CISV Chapter Cendrawasih and the KDM Foundation is in the form of a co-design review panel, where before the final activity is held, a panel of children and KDM staff approve the schedule for the day and the material to be presented. In line with that, 'Representative' has similarities with the 'Create' category of Mosaic, as providing all of participant can actively involve and contribute to the successful implementation and execution of the program. With this, marginalized groups are invited to participate directly from the beginning in the preparation of the mosaic program activities to be held. Marginalized children under KDM also mapped their issues, namely security, education, and stigma, in the “What we want to change” session, where they chose two priority issues to

be the main themes of the Mosaic program. The mosaic program organized by CISV Chapter Cendrawasih with KDM in 2021 included a children's narrative corner, where marginalized children who participated wrote or recorded their stories, which could be included in the final report and advocacy campaign (Yayasan KDM, 2021).

a. Reciprocation

Building a 'participatory environment' is the primary purpose of establishing a child participation forums (UNICEF, 2022) In Indonesia, there is such a platform is the 'Children's Forum' (*Forum Anak/FA*), fully organized under the authority of the Indonesia government and functions for empowering young people through various capacity-building programs. However, findings from the latest U-Report indicate that capacity on children participatory gaps remain significant (UNICEF, 2021), as the data show that only slightly more than half of child and adolescent respondents are able to actively participate in the forum. Reciprocity seeks to foster mutual connections that individuals can apply in their social lives, thereby generating tangible impacts within their communities. Beyond this, it also cultivates interdependent relationships between individuals and the wider community, which in turn contributes to the development of a more collaborative and innovative society.

From the above description, the concept of Reciprocation is closely aligned with the 'Create' phase of Mosaic, which emphasizes long-term adaptation (Mosaic , 2017). Within this framework, Mosaic promotes equitable and mutual social relationships that reflect the principle of inclusion, involving multiple stakeholders. These relationships extend beyond a model only direction of giving and receiving, instead fostering mutually beneficial exchanges that strengthen both individuals and communities. According to the KDM Foundation, the Mosaic program strives to include all relevant elements, producing not only the momentum of its implementation but also intangible knowledge for participants and communities. As highlighted in the interview, a KDM representative, Budhianto, emphasized the importance of recognizing that society is inherently multicultural; however, regardless of whether diversity is explicitly acknowledged, the surrounding social context continues to exert significant influence (Yayasan KDM, 2021). In this regard, reciprocity also functions as a form of feedback, and within a participatory framework, such feedback is essential for ensuring that interactions are both meaningful and impactful.

In explaining its relevance, the type of implementation can be linked to established references. Accordingly, this study aligns the implementation of Mosaic at KDM with Lundy's (2018), framework on types of feedback, commonly referred to as the 4F model: *Full, Friendly, Fast, and Followed Up*. The element of '*Full*' emphasizes the role of adults in providing immediate responses to decisions made by participants. Within this context, KDM set a childern's age limit of 13 years for underprivileged children, a decision intended to ensure that program delivery remained targeted and inclusive. Furthermore, the event themed "*Sharing is Caring*" encouraged open dialogue, thereby removing barriers between CISV as the organizer and KDM as the host, effectively demonstrating the *Friendly* dimension of the model. The third element, *Fast*, refers to the understanding that maturity develops over time regardless of age (Laura, et al, 2018). This underscores the importance of ensuring meaningful participation for children at every stage of development. The final element, *Followed Up*, emphasizes the need for participants to recognize their own value, which reflects the core principle of the Mosaic program. Such affirmation, even when conveyed verbally, carries significant meaning and can have a profound impact, particularly for children who often experience feelings of difference or exclusion.

CONCLUSION

Mosaic not only provide a social inclusion but also deliver Peace Education-based programs to meet SDG 4.7 indicators on inclusive education. This validation is highlighted by Fraser's (2005) 4R concept (Recognition, Repositioning, Representation, Reciprocation), which was later refined by Qureshi et al. (2017) in further research. The KDM Foundation and the local CISV chapter organized Mosaic 2021 with the theme "Sharing is Caring" for underprivileged children. Mosaic is not only empowerment, but also a platform for fostering humanity and self-awareness to promote equality. This program is an international target with a specific focus on localities of states that are part of CISV International. The target is the local community, including marginalized children under KDM Foundation in Jakarta. This target is based on the fact that marginalized groups are still a vulnerable category that must be addressed and is relevant to be categorized in the fulfillment as well as the 'Recognition' framework.

Second that is important that shifting the negative stigmas against certain communities is also essential. In Mosaic's agenda, the two organizations successfully implemented 'Repositioning' by involving underprivileged children as active participants and providing equal space for them to interact freely without discrimination. This proves the true meaning of Repositioning, namely an approach that is not confrontational, but rather positions oneself alongside "them" to create equal interaction. 'Representation' means showing the truth of the existence of space, namely ensuring the involvement of all parties to play an active role, both marginalized groups and institutions (KDM and CISV). Similarly, Reciprocation means ensuring that Mosaic can provide tangible feedback, which is further elaborated through Lundy's (2018) 4F (Fast, Full, Friendly, Followed Up) mapping as a reference. Fulfilling these categories has proven to be beneficial, not only as a one-sided advantage for the agency, but also for the participants involved.

In conclusion, inclusivity is not about who has more power or who takes the first step; it is about how sincerely an individual chooses to respond, and how the willingness of those with greater capacity can help create opportunities. Indifference and diversity are natural aspects of life, showing how dynamic human existence is and how easily people can change. And to have genuine empathy for others and considering that every situation holds its own value is a privilege that not everyone has it easily. It is disheartening to realize that many people, especially those who are marginalized, do not have the security or ability to participate fully. In reality, a significant gap still remains in giving them the space to feel included and involved

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