Handbook for Capacity Building Tools
and Best Practices for Civil Society Organisations

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Contents

INTRODUCTION

Handbook for Capacity Building Tools and Best Practices for Civil Society Organisations

This handbook is created and published by our group of partners from the regions of Aragon in Spain, Saxony in Germany, Malopolska in Poland and Dytiki Makedonia in Greece. Together, we implement the sub-project **'Capacity Building Network for CSOs/NGOs (CAB-NET)'** in the context of the Interreg IIIC programme SMART. Over the last 9 months we exchanged know-how and experiences, discussed difficulties and problems that CSOs encounter and the below topics are the conclusion of our work and discussions regarding which themes would be more useful to CSOs and should, thus, be addressed in this handbook.

The purpose of this handbook is for us to share with you experiences, results and tools that will help Civil Society organizations to improve their capacity in regards to running the organization as well as implementing long-term projects and actions which aim at the socio-economic development of local communities. This manual is not meant to be a complete and exhaustive handbook that solves all the problems of CSOs, but rather a selection of some important tools and practices that will assist the CSOs with the administration of their organization and the implementation of projects.

Activities, Aims and Background of the CAB-NET subproject:
The five partners of this subproject come from four different regions in Europe with very different civil society structures, where NGOs have either already reached a certain level of capacity and collaboration with local and regional authorities or are still on a very basic level of activity. However, all NGOs in the four regions need capacity building activities as well as research and networking skills to become an independent and strong component to the local communities' socio-economical development. Marketing plans, funding strategies and capacity building activities as well as theoretical and practical outcomes are combined in a common project with common methods. The partners share their results and distribute the outcomes to other NGOs in their regions in order for them to profit from the experiences and gained know-how. On one hand the project aspires to provide direct support in capacity building and networking of NGOs in a region and, on the other it will feed the theory with the outcomes of the implementation of specific NGO projects in

order for all to gain practical knowledge, experience and know-how in project implementation.

Results of the CAB-NET subproject:

- Establishment of a practical working structure and designing of a new corporate design for local buchkinder associations and the network, drawing up of a business plan for a publishing company incorporated into the working structure
- Designing of marketing and management plans for the creation of a tourism attraction and revival of the traditional horse tram in Doebeln
- Creation of networks, databases and support structures for NGOs
- Implementation of capacity building seminars for NGOs in Dytiki Makedonia, Malopolska and Aragon
- Establishment of a strong international partnership – exchange of research methods and results, experiences and know – how
- Publication of a handbook with guidelines and best practices for NGOs covering subjects such as advice and experiences on marketing strategies, research tools and outcomes, volunteerism, training modules, and material, networking, incorporated business structures for NGOs
- Composition of two reports on NGOs operation (analysis of the potentials and needs of NGOs and the local community)

CHAPTER 1

TRAINING MODULES FOR NGOs/CSOs: FUNDRAISING, COMMUNICATION, MANAGEMENT

Module I

HOW TO DESIGN A FUNDRAISING PROGRAM

The **CSOs** have become very important in creating employment opportunities for young people in the cultural, social services etc. Nevertheless, many non-profit organisations, financed mainly by official bodies, lack the essential skills to stabilize long term employment.

It is important to strengthen the skills of employees and members of **CSOs** in the area of fundraising, organisation development, and inner relations within **CSOs**. Finally, to create positive brand image is essential.

Training contents:
Characteristics and advantages of the most common fundraising methods
Evaluation of the most appropriate fundraising ways
Fundraising program basics
The donors' motivations. The communication plan with the donors
How to get funds from of other foundations and associations: where this the money?
Collaboration between enterprises – **CSOs**; something more than money

HOW TO DESIGN A FUNDRAISING PROGRAMME?

WHAT DO THE FOUNDATIONS LOOK FOR IN THEIR RELATIONSHIPS WITH ORGANISATIONS?

Search For:

- Its Values.

- Its public.

- Its Market.

TEN STAGES FOR FUNDRAISING

- **STAGE 1:** To define which kind of relationship are we going to propose.

- **STAGE 2:** What foundations or companies do we target?

- **STAGE 3:** Information gathering. To fill out a data base.

- **STAGE 4:** The link.

- **STAGE 5:** The interlocutors contact.

- **STAGE 6:** Who represents us?

- **STAGE 7:** The contact and the interview.

- **STAGE 8:** Pay back: the reciprocal benefit.

- **STAGE 9:** Process result and collaboration ways.

- **STAGE 10:** Relationship Management and evaluation.

THE LINK BETWEEN COMPANIES AND FOUNDATIONS

COLLABORATION PROCESS

Organization	Foundation
-Project Selection. -Project definition. -Documents preparation. -Search for Foundations with Funds. -Fill in the Forms. -Collaboration: amount of money and returns	**-**Receive proposal. -Proposal analysis. -Proposal selection. -Interview with representatives from the Organization. -Information exchange.

Decision making and negotiation

↓

The sign of the covenant

↓

Project accomplishment

↓

Follow up and evaluation

↓

Share information

THE PROJECT

- **It is absolutely necessary** to write and to present the project in an attractive and clear way. CLEAR, SHORT and TO THE POINT.

- **The project should** match the mission of the organisation.

THE PROJECT CONTENTS

1. **To define** the project and to name it with an attractive, innovative title.

2. **Project description**. To show its strong points and to make the readers curious about it.

3. **Justify the project**; social needs matched the mission (the organization's reason for being").

4. **Project objectives**: general and specific. These goals can be quantified in order to evaluate the results at the end of the project.

5. **Team in charge** to carry out the project: to define the staff (inner or outer). To define its positions, functions. To specify how many have signed a contract, how many volunteers and how many hours are they going to be involved in the project.

6. **Public Target**: how many and profile.

7. **The geographical** area covered by the project. Areas of influence.

8. **Activities description**: clear, detailed and not including technical writing.

9. **Schedule with** dates and time taken for each one of the activities.

10. **Necessary resources** to carry out the project. Which resources we already have and which one must be obtained (and how are we going to get those resources), human resources, technical, infrastructure, economic, equipment…

11. **Budget:** expenses (advertising, mailings, results publications, current expenses, etc..) and income (other economic support, usual collaborations. It should be specified which needs are still not funded.

MAIN REASONS FOR REJECTING A PROJECT

- **Lack** of documents and poor references.

- **It does** not inspire any interest to the reviewers.

- **The proposal** is understandable; an inadequate language is used.

- **The aim does** not match the goal of the company.

- **People** from the company or groups linked to the company are not involved in the project.

- **The necessary** amount of money is too high.

- **Coordination** with other institutions is not considered.

- **There is** no manifest need for intervention.

MAIN REASONS FOR REJECTING A PROJECT

- **The proposal** is excessively ambitious and it is not properly developed.

- **The proposal** does not follow neither the requirements established by the call nor its directives.

- **The future** sustainability of the project is not guaranteed.

- **The evaluation** system is not well designed.

- **The proposal** does not offer the expected return on investment.

- **Influence** of relevant people from the Foundation or Association, members of the Patronage, managers…

- **A well** defined winning project wholly adapted to the call.

- **High-quality** reputation to carry out projects.

- **Recognition** has been achieved in the media. Brand creation.

- **Leadership**, risk capacity of and innovative ideas.

- **Good relationships** with the employees or Unions from the Obra Social.

Module 2

EFFECTIVE COMMUNICATION IN CSOs

The goal of this module is to understand basic concepts and starting points of communication. The second goal is to check which role communication play can within **CSOs.** Finally**,** the third goal is to know techniques and methodology to develop an effective communication plan.

Contents:
- Introduction: basic concepts
- Communication in the non lucrative organizations
- Communication tools
- How to start the communication
- New concepts to build future brand reputation

USEFUL ADVICES TO IMPROVE CIVIL SOCIETY ORGANISATIONS (CSO) COMMUNICATION

SPECIFIC CHARACTERISTICS

Communication in the **CSOs** has specific characteristics that differentiate it from communication carried out by other kind of organizations. However, both ways have to be taken into account to ensure effective messages.

1. **Regular surveillance** of other organizations best practices, specially those organisations that have been able to create a coherent and respected brand identity. Furthermore, the key concern in this respect is all about professionalizing communication activities and learning from enterprises communication methods. Despite of this learning process, core values and cultural identity of the non lucrative sector have to be maintained.

2. **The communication** must be tailored due to several aspects.

First of all, the transmitter splits into two:

1. **The own** organization
2. **The persons who benefit** from the services offered by the organisation. Those beneficiaries for which the organisation was created.

In most cases, the own organization is the transmitter; nevertheless, it would be desirable, whenever it is possible, to give a major role to the main protagonists of the history: the beneficiaries of the organisation.
If the organisation is the only one to broadcast the messages it runs the risk of replacing the message of the beneficiaries for its own.

In addition, **CSOs have a greater variety of addressees** than other type of organisations. This generates different kinds of communication for each group:

- **Internal communication**: for employees and volunteers.
- **Intermediate communication**: for beneficiaries, users, relatives of users, partners, donors, collaborators, Executive Board.
- **External communication**: for potential donors and collaborators, co-financial institutions, public administrations, politicians, social mass media, other **CSOs**, social educators, suppliers, as well as the whole society.

It is extremely important to treat the different target public as partners. The reason is that public allow our organisation to use their communication ways in order to send the messages we defend. This understanding could lead our **CSOs** to a proactive search for alliances.

1. **The message has to be very coherent** and agree with the mission and values of the organisation. An essential issue for these organizations is the transparency of the information. This openness has to concern not only the information about the organization (human and economic resources, financial sources, inner organization...) but also when alternative news and information are offered.
2. **A basic element of transparency** is to make the financial records public which can be shown in the Web page. In addition, the internal and external audits are necessary. Finally, to be part of organizations that guarantee transparency and good practices is an asset.
3. **The established codes** of conduct, approved by the different types of identity; for example in the case of **NGOs**, the Code of Conduct of Images and Messages regarding the Third World ".

NGOs usually have their own way of sending their own messages through magazines or news bulletins.

Furthermore, due to the lack of resources in the **CSOs**, it is suitable to use available resources from other enterprises, since they have more broadcast capacity than non lucrative organizations.

Finally, **CSOs** make use of mass media as usual communication channel of theirs messages. A very professional relationship between **CSOs** and mass media has to be built up. As a result, the society can be hit by the **CSOs** sent messages earning greater notoriety and increasing all society sensitization and mobilization.

CSOs COMMUNICATION GOALS

CSOs are different from any other type of organizations. The essential **CSOs** goals are foursome: to inform, to sensitize, to move to the action and to influence, although all the organizations do not share the four.

- **When informing CSOs** try to make understandable certain phenomenon or problem.
- **When sensitizing CSOs** try to influence the society being affective concerned with the problem; consequently a positive predisposition towards the **CSOs** ´ goals is generated. Moreover, this predisposition influences the society by moving to the action and changing.
- **When moving to the action CSOs** concern the addressees to make some collaboration activities to solve the **CSOs**.
- **When influencing CSOs** try to modify laws, policies and the working methods of some institutions.

These above mentioned goals are going to lead to diverse activities which can be made up in four great types: Informative activities, training and sensitizing activities, fundraising activities and political incidence activities.

Each one of these types of activities consists in a varied range of actions focussed on a target public. In some cases, the target public could be the society in general, but in most of the cases, it will be necessary to accurately define it, since this is a key point of the communication.

- **Informative actions**: they try to offer information about the third sector reality in a more or less exhaustive way. To carry out these actions, all type of inner and external communication tools are used.
- **Training and sensitizing actions**: they promote the reflection, the skills, the knowledge and the development of values. Besides, they try to sensitize towards the third sector problems and their causes developing solidarity attitudes. Specific communication tools for the educative community will be used as well as all type of inner and external communication tools.
- **Fundraising actions**: the origin of these funds can be diverse. Concretely, the **CSOs** started collecting funds from individuals. These fundraising actions are later extended to public institutions, other organizations and companies. At this very moment, the companies collaboration can be described as very significant not only in a unilateral way (by means of donations and sponsorship) but also with their clients collaboration (by means of social marketing and marketing with cause)
- **Political incidence activities**: they are informative actions, dialogue actions, pressure and/or denounce action (by means of social mobilization, participation in representative bodies, etc.). The target public of these actions is not only people and public institutions but also groups of persons and private organizations with decision power. The purpose of these actions is to positive influence in defence of the **CSOs** goals. These actions are relatively innovative within those **CSOs** dedicated to third world development and to social associations. The ecological CSOs and those involved in human rights have a better experience in this field.
- **The CSOs should offer different added value** for their different target public. This added value has to be unlike from the concurrency ones; moreover, it has to be perceived as better and agreed with the **CSO** mission. To achieve these better perceptions an **CSO** has to be positioned within the third sector field in order to be identified by the addressees of its communication. To build and **CSO** brand is a priceless asset.

The most frequent communication tools used by **CSOs** are direct marketing, public and institutional relations, the marketing coming from events, advertising, merchandising and Internet. The **CSOs** have their own tools like magazines and their inner bulletins; in addition, they use similar communication procedures as in the corporative scopes: messages are tailored to the organization identity.

The mass media has to be involved in any diffusion activity due to the social relevance reached by any subject treated by them. The following aspects have to be considered:

- **The right relationships** have to be established by means of professional relationships.
- **The right strategy** has to be defined.
- **The spokesmen** have to be well trained.
- **Relationships between CSOs** and mass media have to become nearly personal when possible. In this case, journalist and representatives from mass media take issues coming from **CSOs** as their own.

The role of mass media is essential during moments of crisis. However, this is not the only relevant aspect for having a good relationship with the mass media. Crisis protocols have to be previously designed. Those protocols define:

- **Who is going** to be the interlocutor?
- **Which is going** to be the strategy to be followed?
- **Which messages** are going to be transmitted?

The use of new technologies and its huge potential is basic for the social organizations. Internet is the new revolutionizing communication way. It is frequently used as an advertising tool and for direct marketing.
On the other hand, the organization Web page has to help to achieve its aims, reason why the functionalities that gives to his page must be directed equally to the attainment of these aims:

The organization Web page has to contribute to achieve the goals of the **CSOs**. Therefore, the Web page functionalities have to be developed in order to achieve the above mentioned goals. The Web page can be used:

- As an inner communication channel between the **CSO** and its employees-partner.
- As an information way.
- As a communication channel between the **CSO** and the society.
- As a way to sensitize, awareness and citizen mobilization.
- As a fundraising way.

All these reflections contribute to a reliable organization performance management when using the Communication Plan. It is necessary to invest time in analysing the own organization (inner analysis) and the environment (external analysis). As a consequence of this analysis the current situation of the organization will be obtained. Moreover, threats and opportunities will appear. Wrong analysis leads to

an inadequate planning; that is the reason why this Plan stage can be defined as the most important one.

Once the plan has started, it is very important to take actions according to the intended activities. However, revision mechanisms have to be incorporated to the plan when necessary. These incorporations will provide the plan with both flexibility and robustness to evaluate actions and strategies.

All the actions detailed in this document have to be developed in **CSO** environment; characterised by lack of economic and human resources. This makes it difficult for the people in charge of communication departments to realise their tasks. For that reason, it is essential to create alliances with other organisations which take part in the process to multiply individual results. Gathering efforts will give the opportunity to obtain better results than working in an individual way.

MODULE III

MANAGEMENT SKILLS IN CSOs

The goal of this module is to develop both leadership and motivation skills in order to manage teams of workers. Moreover, to train the required strategies to run teams can be considered as a second objective of this module.

Contents: Team work, leadership and motivation

MODULE III: HOW TO IMPROVE MANAGEMENT SKILLS

The impulse to evolve is inherent in the very nature of life and of course in the human being. The manager's role can be included in these evolving categories, since the term manger and its job responsibilities have been created by the human being.
Therefore, we should first analyze how management functions have been influenced over time.

MANAGERS IN THE PAST:
- **They used to start actions**; moreover they transmitted information and gave orders / instructions to his/her collaborators.
- **They were persons in charge** to improve production and /or profitability.

IN THE PRESENT MANAGERS ARE**:**
- **The persons who receive** information and initiatives from others. They get instruction from their bosses and pressures from people around them.
- **They manage complex situations** (organizational coordination and control).
- **They are responsible** to achieve the designed objectives.

Obviously, differences between past and present managers can be identified not only in general job responsibilities but also in the most simply duties.

CLASSIC CONCEPTION OF MANAGEMENT RESPONSABILITIES
• To plan • To organize • To decide • To direct • To coordinate • To control

PRESENT CONCEPTION OF MANAGEMENT RESPONSABILITIES	
At the present time management responsibilities are made up of two categories:	

FUNDAMENTAL	INSTRUMENTAL
o Strategic management o People management	o To plan o To organize o To coordinate o To inform/to communicate o To control

DESIRED SKILLS

In order to accurate develop the above indicated responsibilities, the manager is demanded to have several skills:

- Strategic vision.
- Profit orientated.
- Exceptional verbal and written communication skills.
- Coaching skills.
- Ability to work under pressure and meet tight deadlines.
- Planning and negotiation skills.

If the list of responsibilities is carefully reviewed, it can be assumed that managers have to be highly aware of the human resources significance.

Managers should find a balance between goals, mission, profitability and the human issues: the persons, the privacy, the group and the empathy.

Sometimes, when working as managers, we get the wrong idea about the motivation concept. We make mistaken interpretations when thinking that things that motivate us motivate the other people as well;

On the one hand, we think that we all want the same things; on the other hand, we assume the only thing to keep motivated our collaborators is to increase their salary; these assumptions create a problem: It is impossible to increase salaries whenever

somebody became demotivated. The budget in any organisation is limited and, depending on our management level, we don't have the power to decide which employees are going to augment salary.

DEFINITION
Motivations is the stimulation of a salesperson's, dealer's, or employee's innate desires and personal objectives by a program of recognition or achievement through merchandise or travel incentive techniques.
Motivation partially explains which causes certain behaviours.

Nevertheless, it is necessary to clarify some ideas about motivation.

- **Motivation takes** place when some need or desire is not satisfied.
- **To motivat**e is necessary an incentive (external or internal).
- **Motivation** refers to inner feeling, strong desires and it depends on self individual.
- **To be motivated** is not to be satisfied but the opposite.
- **What motivates** is not the action but what you get through that action.
- **The same motivation** can be satisfied in multiple ways (or with multiple actions).
- **The same action** can be originated by different motivations.

Therefore, which we must know to motivate somebody is: *which are their needs? It* is possible that their needs are merely economic; consequently, what motivate these persons it is just an increase of salary. Therefore, the answer is YES.
But if we ask to a group of people, which has been their happiest working day?, most of these people's answer is: *the day in which I achieved a hard goal*; the day in which I was said, "*well done or good job*", (when someone is acknowledged), *when I was upgraded, when I got the responsibility of directly running a project.*

To delegate responsibilities can be considered as a very powerful tool to motivate persons. Delegation can replace some organizational needs like: the need for autonomy among people, the need for decision making, the need to feel like a part of the organization, acknowledgment

DEFINITION
To delegate is to transfer power (authority and responsibility) to someone, to give an assignment to (a person) to a post, or to assign a task to (a person).
These persons should proceed freely (within previously indicated limits) to achieve the planned goals.

To delegate is not:
- To undo tasks
- To stop influencing
- To lose control
- Stop taking decisions

CONDITIONS TO PROPERLY DELEGATE
- To set the goals to be achieved.
- The collaborator should be capable of doing the task.
- The collaborator wants to do the task.
- To give the collaborated the opportunity of carrying out the required tasks.
- To give authority to the person.

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CHAPTER 2

RESEARCH TOOLS – QUESTIONNAIRES

Introduction

For fifteen years the "U Siemachy" Association has been engaged in the activities for the benefit of the young, establishing open youth communities, based on the dialogue, mutual aid and civic commitment. From the very beginning our organization has goals based on reliable and systematic analysis of our charges' needs and the assessment of the surroundings. Thanks to the research projects we acquire knowledge, which allows us to manage responsibly organization development, take on new challenges, seize opportunities and avoid threats.

We would like to share our experience with other organizations (but due to the size of this brochure it will be a modest share). The following pages present three research tools, which we used in our work. Two of them were used during research conducted as part of CAB-NET subproject (Questionnaires A and B). The third one (Questionnaire C) was used during thorough audit, aimed at the analysis of the quality of management of the "U Siemachy" Association. We hope that all these three tools prove to be useful for non-governmental organizations from all partner regions (and not only) and inspire them to conduct or develop their own research.

Questionnaire A

The following questionnaire was used in the research of non-governmental organization awareness and the needs as regards after-school care for children and youths. The research was conducted in 2007 as part of the SMART CAB-NET project, using CATI method (computer assisted telephone interviews), on a test group of 816 adults living in Tarnów.

INTERVIEWER:	Interview No.:

INTERVIEWER, *read out:*
Good morning/afternoon, I am phoning from ... *(name of the institution)*. In ... *(municipality, city, region etc.)* we are carrying out a brief opinion poll concerning the offer of out-of-school activities for children and youth. Is there an adult person in your household?

a) Yes, that is me → pass to question 1
b) Yes (can I talk to this person)?
c) Not at the moment (**INTERVIEWER**: make an appointment for a conversation)
d) Refusal / there is no one like that → **end the interview**

1.	For statistical purposes I'll let myself ask your age?	**1.** 18-25 **2.** 26-30 **3.** 31-35 **4.** 36-40 **5.** 41-45 **6.** 46-50 **7.** 51-55 **8.** 56-60 **9.** 61-65
2.	Do you know any non-governmental organisations operating within … *(municipality/city/region etc.)*? Please mention no more than 5.	Yes (what)_____ I don't know any → **pass to question 5**
3.	How do you see the operation of non-governmental organisations from the area of… *(municipality/city/region etc.)*? Please evaluate them, using the scale from 1 to 5, where 1 means very poor, and 5 – very good	**1.** very poor **2.** 2 **3.** 3 **4.** 4 **5.** very good **6.** I have no opinion
4.	Would you rather support an organisation that operates within … *(municipality/city/region etc.)* that one operating nation-wide?	**1.** definitely yes **2.** yes, possibly **3.** rather no **4.** definitely not **5.** It does not matter to me whether this is a national or local organisation **6.** I don't know, it's hard to say
5.	Are there children of school age (7-16) in your household?	No → **pass to question 14** Yes, one. Yes, more than one.
6.	In what manner do the children living in your household spend their free time most often?	**1.** participate in extra-curricular activities **2.** play at home

		3. revise, read, and learn
	INTERVIEWER: do not read the answers mark no more than 3 answers	4. play in the park / in the courtyard 5. go to the cinema 6. walk around the city with friends 7. practice sports 8. watch TV 9. other, what?_____ 10. I don't know, it's hard to say
7.	Do the children living in your household participate in extra-curricular classes or activities? Where are they held? **INTERVIEWER: read out** **/change order/**	1. at the school's dayroom 2. at school 3. at a culture centre 4. by the parish 5. in a sports club 6. at a language school 7. at a community's dayroom 8. in another place, what?_____ 9. they do not participate in extra-curricular activities
8.	**INTERVIEWER:** If the respondent's answer to Question No. 7 was "They do not participate in extra-curricular classes/activities", ask the question: Why don't they participate? Please state no more than two most important reasons **INTERVIEWER: read out** **/ change order /**	1. we have no money 2. the children are not interested 3. we care for our children ourselves when they return from school 4. there are no interesting activities/classes outside school 5. we have no time to transport children to such activities/classes 6. the activities/classes are held too far from the place of our residence (problems with transport) 7. the activities/classes are held too late 8. they spend time elsewhere (where?_____) 9. other reasons, state what: _____ 10. I don't know, I have not considered that

9.	Do you know any care and education facilities (community dayrooms) operating near your place of residence?	**1.** Yes, my children go to such a dayroom – **pass to question 11** **2.** Yes, there is one nearby, but my children do not go there **3.** I don't know any – **pass to question 12**
10.	**INTERVIEWER**: If in the question No.4, the respondent provided answer No. 2, ask the following question: Why don't your i children go there? **INTERVIEWER: do not read the answers, mark no more than 2 answers**	**1.** there is no such need, children have other extra-curricular activities **2.** there is no such need, we care for our children ourselves when they return from school **3.** children do not want to go to that dayroom **4.** the dayroom offers no attractive activities for children **5.** I am afraid about my children **6.** for other reasons **7.** I don't know, I have never considered that
11.	Do you believe something should be changed in the operation of such dayrooms? What? **INTERVIEWER: do not read the answers, mark no more than 2 answers**	**1.** broaden the scope of activities offered to children **2.** employ specialists (psychologist, educational expert) who would assist in offering care for children **3.** increase attractiveness of the offer for the children **4.** improve accessibility of such facilities **5.** change the hours of dayroom's operation **6.** other, what?_____ **7.** I don't know
12.	What should be the objectives of community dayrooms? Please, state two goals that you find most important	**1.** activities integrating children from various environments **2.** sports activities **3.** assistance in doing homework

		4. cooperation with psychologist/ experienced teacher
	/ change order /	5. assisting children from poor families
		6. additional education (e.g. foreign languages, computer literacy)
		7. assisting the parents of 'difficult' children
		8. organisation of trips, outings
		9. other goals, what?_____
		10. I don't know
13.	What factors would you take into account, should you consider enrolling a child to such a dayroom?	1. proximity of the facility to the place of residence
		2. the type of activities offered by the dayroom
		3. cooperation of the dayroom with experts as e.g. a psychologist
		4. safety of the child within the facility
		5. recommendation from teachers, priest, etc.
		6. other, what?_____
		7. I don't know
14.	Sex	woman man
15.	What is your educational background?	1. primary 2. vocational 3. secondary 4. university
16.	What is the net income per person in your household?	1. below PLN 1000 2. PLN 1000 ÷ 1500 3. PLN 1501 ÷ 2000 4. PLN 2001 ÷ 2500 5. over PLN 2500 6. refusal

Thank you for the interview

Questionnaire B

The following questionnaire was used in the research of the potential and needs of non-governmental organizations located in Tarnów. The research was conducted in 2007 as part of the SMART CAB-NET project, using CATI method (computer assisted telephone interviews), on a test group of non-governmental organizations located in Tarnów (the database contained 335 records).

INTERVIEWER:	Interview No.:

INTERVIEWER, *read out:*
Good morning/afternoon, I am phoning from … *(name of the institution)*. We are conducting a brief questionnaire concerning the operation of non-governmental organisations in *(municipality/city/region etc.)* to define their needs and potential.
Could I speak to a member of the authorities of your organisation and/or a person who has the knowledge of your entire organisation and its operation?
1. **Yes** → INTERVIEWER → ask for the first and last name and write them down:

_____
2. (S)He is not here at the moment → ASK THE FOLLOWING QUESTION:
Do you have the knowledge of your entire organisation and its operation, and could you spare a few minutes for me?
YES → Ask for the first and last name and write them down. What is your function in the organisation?

_____
REFUSAL → **FINISH**

1.	What type does your organisation belong to? **INTERVIEWER**: read out	**1.** association **2.** foundation **3.** sports club **4.** federation/network of non-governmental organisations **5.** representation of a foreign organisation **6.** church organisation **7.** other (what?)_____

2.	What is the main field of the organisation's activity? Please, mention no more than two most crucial areas of your operation **INTERVIEWER**: read out the answers	1. culture and art 2. sports, tourism, recreation, hobbies 3. scientific research 4. education 5. healthcare 6. social services / assistance 7. environmental protection 8. local development: social and material aspects 9. law and its enforcement, human rights 10. operation related to politics 11. support for institutions, non-governmental organisations and civic initiatives 12. international operation 13. religion 14. professional, employee/labour, and sectoral affairs 15. operation for animal protection / cruelty prevention 16. other: _____ state what
3.	Does your organisation conduct business activity?	Yes No
4.	How long has the organisation operated for? Enter the year in which your operation began:	Year of commencing operation _____
5.	Where do the financial resources for the operation of your organisation come? Please, list the two most important sources.	1. from grants given by state public administration 2. from EU funds 3. from grants received from national and/or foreign non-governmental organisations

	INTERVIEWER: read out the answers		governmental organisations
		4.	from donations received from natural persons
		5.	from donations received from legal persons
		6.	from resources that belong to the persons involved in the operation of the facility
		7.	from business operation
		8.	I don't know, it's hard to say
		9.	answer was withheld
		10.	other source (what?)
6.	What is the scope of operation of the organisation? **INTERVIEWER**: read out the answers	**1.** **2.** **3.** **4.** **5.** **6.** **7.**	neighbourhood (as e.g. a housing settlement) district town/city voivodeship (region) entire country (national) international other (what?)
7.	How many people work for your organisation?	**1.** **2.**	On the power of contract on employment: On the power of civil and legal agreements (mandatory contracts, fee for service tasks, contract for performance of specific task(s)):
8.	How many volunteers currently cooperate with your organisation?		
9.	What is the approximate annual volume of your revenue?	98. refusal	
10.	Please, define the beneficiaries of your organisation (no more than 3 groups)	… … …	
11.	How many beneficiaries used the services of your organisation last year?	_____ beneficiaries I don't know, it's hard to say	

12.	Has the number of beneficiaries decreased or increased during the last two years?	**1.** decreased **2.** increased **3.** remains the same
13.	Please state the two greatest strengths of your organisation.	
14.	What problems does your organisation face? Please, list two most important ones. **INTERVIEWER**: read out	**1.** staffing **2.** problems with beneficiaries **3.** financial **4.** with assets and equipment **5.** with access to information / know-how **6.** promotion of the organisation **7.** cooperation with partners **8.** organisational **9.** legal **10.** none **11.** other (what?)_____
15.	What exactly are the organisation's problems?	
16.	What does your organisation need most urgently at the moment? Please, use no more than 2 answers. **INTERVIEWER**: read out	**1.** additional financial outlay **2.** greater number/greater involvement of the beneficiaries **3.** greater number/greater involvement of the volunteers **4.** greater number of staff **5.** more equipment (computers etc.) **6.** increased space used by the organisation **7.** additional training/improvement of the staff's skills (e.g. training, counselling, post-gradual studies) **8.** better developed cooperation with partners **9.** broadening the scope of services/offer **10.** better promotion **11.** other

17.	Let us assume that the organisation may sent a representative/representatives to free training sessions. Which of the subjects suggested would be the most attractive? Please, choose no more than two subjects. **INTERVIEWER**: read out	**1.** strategic management **2.** fundraising **3.** public relations **4.** accounting **5.** specialist training in the area that the organisation focuses on (healthcare, education, etc) **6.** project management **7.** human resource management **8.** volunteers **9.** other **10.** the organisation would not be interested in participation in trainings
18.	Does your organisation conduct work for children and youth? for the Interviewer to explain: children and youth are persons below (e.g. eighteen – *state the age in accordance with your national legislation*) years of age.	Yes No
19.	Please, tell me what type of work for children and youth your organisation conducts?	

20.	**ATTENTION**: This question is asked only if the respondent's answer to question No. 18 was "Yes". I will read out a list of various activities. Please, tell me which of these you run. You can give any number of answers.	**1.** classes with a psychologist **2.** classes with an expert teacher/pedagogue **3.** artistic classes **4.** assistance in obligatory school education **5.** classes to ensure equal opportunities **6.** camps, summer camps **7.** sports/recreation activities **8.** educational courses (foreign language classes, computer literacy, etc.) **9.** providing additional food for the beneficiaries (lunches, packed lunches, snacks) **10.** visits with the beneficiaries: in cinemas, theatres, museums, and cultural events **11.** preventive activities **12.** social reintegration workshops **13.** meetings and consultations with parents of the beneficiaries **14.** open-air events (tournaments, picnics, festivities, etc.) **15.** projects conducted in cooperation with other parties **16.** financing scholarships **17.** therapy/treatment **18.** other (what?): _____
21.	Where is the main seat (office) of your organisation situated?	**1.** We have no office; the seat of the organisation is in a private apartment (e.g. of one of the members of the organisation) **2.** a room/rooms in a residential block/building etc. **3.** a room/rooms in an office block/building etc. **4.** entire building **5.** another place (where)?

22.	What is are your rights to the office?	1. organisation's property 2. rented/leased 3. making use of property owned by other persons 4. other (what)?
23.	Besides the main seat, does your organisation have other facilities for beneficiaries (children and youth)?	1. Yes 2. No → **pass to question 30**
24.	What is the number of these facilities? (**INTERVIEWER**: should doubts arise, explain that a facility is a site designed for beneficiaries.)	_____ facilities
25.	What types of facilities for children and youth does your organisation run? Multiple answers permitted. **INTERVIEWER**: read out	1. kindergarten 2. school (what level?) 3. day care and education facility (as e.g. dayroom, club, interest group) 4. day and night care and education facility (as e.g. orphanage, refuge) 5. sports and recreational site 6. crisis intervention centre 7. consultancy and/or therapeutic centre 8. drug rehab unit 9. adoption centre 10. nursing home, social welfare centre 11. hospice 12. refuge/shelter for minors 13. other (what?)
26.	Where is/are the facility/facilities located? Multiple answers permitted.	1. entire building 2. room(s) in a school building 3. room(s) in parish facilities 4. room(s) at the seat of local authorities (as e.g. municipal office) 5. room(s) in an institution of social welfare 6. room(s) in a culture centre or other institution of culture

		7. room(s) in a sports and recreation facility
		8. room(s) in a healthcare institution
		9. another place (what?) _____
27.	What are your rights to these premises. Multiple answers permitted.	1. owned by the organisation
		2. rented/leased
		3. using the property of other persons
		4. other (what?)
28.	What is the total space of all your premises in square metres?	
29.	Are you planning to open new facilities?	1. Yes (what type(s)?): _____
		2. No
		3. I don't know, it's hard to say
		4. Pass to question 31
30.	Are you planning to open facilities of this type in future?	1. Yes (what type(s)?): _____
		2. No
		3. I don't know, it's hard to say
31.	Does your organisation cooperate with other non-governmental organisations?	Yes (who with?) No
32.	In what field(s) do you cooperate with these organisations?	
33.	Does your organisation cooperate with public administration?	Yes (what institutions with?) No
34.	In what field(s) do you cooperate with public administration?	
35.	Does the organisation work with private companies/businesses? **ATTENTION**: the question is about partnership cooperation, as e.g. joint project implementation, and not about paid services provided by businesses.	1. Yes 2. No
36.	What is your cooperation with businesses consists in?	

37.	Do you know the environment of non-governmental organisations operating within the … *(municipality/city/region etc.)*?	**1.** Yes **2.** Yes, possibly **3.** Rather no **4.** No
38.	Do you believe that in … *(municipality/city/region etc.)* there is a shortage of non-governmental organisations?	**1.** Yes **2.** No → **pass to question 40** **3.** I don't know → **pass to question 40**
39.	What organisations are lacking (what profile)?	**1.** culture and art **2.** sports, tourism, recreation, and hobbies **3.** education **4.** scientific research **5.** healthcare **6.** social services / assistance **7.** environmental protection **8.** local development: social and material aspects **9.** law and its enforcement, human rights **10.** operation related to politics **11.** support for institutions, non-governmental organisations and civic initiatives **12.** international operation **13.** religion **14.** professional, employee/labour, and sectoral affairs **15.** operation for animal protection / cruelty prevention **16.** other: _____ state what
40.	What are the most important plans of the organisation for the coming two years?	

Thank you for the interview

Questionnaire C

The *Four Dimensions* questionnaire *(Cztery wymiary)* was prepared as part of the *Third Sector* programme *(Trzeci sektor)* carried out by the Stefan Batory Foundation. As part of the programme thorough audits in the largest Polish non-governmental organizations were conducted in order to analyze the quality of their management. The research used the original Non-Profit Index method developed by the Stocki Associates Transition Consulting. The *Four Dimensions* questionnaire is one of the NPI tools, aimed at the research into the opinions of employees about the organization and constitutes a perfect introduction to a more detailed analysis of particular management areas.

NPI Four Dimensions
designed by Ryszard Stocki as a part of the "Non-Profit Index" audit programme for non-governmental organisations
Stocki Associates Transition Consulting in cooperation with Stefan Batory Foundation

Introduction

The construction of the NPI Four Dimensions tool is established on three basic assumptions: first, the specific character of every organisation, secondly, considering the discrepancy between the official and informal information exchanges a fact, third, the belief that definite patterns of thinking – cognitive constructs resulting from the experience acquired so far are hidden behind the actions of individual members of the organisation.

(…)

Construction of questions in the questionnaire

The questions in the questionnaire are asked from 4 perspectives: (1) what does the respondent think and do, as e.g. whether they eagerly tell other members of the staff what they do well and what they do not do well (2) how the respondent perceives the closest environment, relations with it and tasks, e.g. whether they are satisfied with the way they are treated by their immediate superior, (3) how the respondent perceives the further environment, e.g. whether it were possible to work more efficiently in their organisation, if work were organised in a different manner, and (4) what are the respondent's more permanent convictions and

attitudes related to the operation of the organisation, e.g. should the organisation aim especially at the satisfaction of the beneficiaries.

Description of the tool's measurements

General result of the organisation

To calculate this index, we take into consideration all questions of the questionnaire, and calculate the average for all the answers acquired. The accuracy of this index is very high (Cronbach's alpha of 0.999). This single number in a way sums up the results of the entire questionnaire. Such a one-number index is especially useful while comparing organisations or branches of the same organisation, when it would be difficult to encompass a greater number of various results.

The evaluation chart for all the 15 subjects (areas) of reflection

The next result we present in the analysis is the chart of the 15 areas of reflection. Each of these 15 numbers is an average result in a single area. Such a synthetic approach provides a snap-shot analysis that allows turning the attention immediately to the areas that the organisation plays down or underrates, which requires change, and these where the result are better than others. The chart is arranged from the internal areas, decisive for the success of the others, via those that attest to the organisational efficiency, to those that attest to the organisation's future potential. Quoted in brackets are the standardised values of Cronbach's index. The 15 areas mentioned above are:

the areas related to the conditions of good management
1. personal success (0.92)
2. good relations with the superior (0.97)
3. information received (0.97)
4. information transmitted (0.96)
5. system of remuneration

areas of efficient management
6. relations to stakeholders (0.95)
7. operations (0.94)
8. teamwork (0.97)
9. personnel development (0.94)
10. strategic dialogue (0.90)

areas being the result of efficient management
  11. balance between work and home (0.98)
  12. trust (0.98)
  13. change management (0.95)
  14. identification with the organisation (0.98)
  15. satisfaction

(…)

NPI Four Dimensions questionnaire No.

J J J J J

Before filling in the questionnaire, please read the instruction below carefully.

The questionnaire is completely anonymous. Please, drop the filled in sheets to the urn prepared, deliver to the delegate or send by mail. The questionnaire consists of 84 questions. Please, put a cross by the answer that best expresses what you feel about a given question, as shown in the sample question below.

Does job satisfaction influence quality of employee's work?	I don't understand	not applicable	I don't know	definitely not	rather no	yes and no	rather yes	yes, definitely

Please mark the appropriate field also if the question is not applicable to your organisation, you do not understand the question or do not know the answer. Please do not leave any question unanswered, as questionnaires with missing answers are not analysed.

1. Would it be possible to work more effectively in your organisation, if work were organised in a different manner?	2. Is your pay sufficient not only to cover the basic needs but also to save some money or pay loans and other instalments?	3. Do you care for your health?	4. Are the people in your organisation your second family?	5. Working for the organisation do you feel that you are working "for yourself"?	6. Do you eagerly tell other employees what they do well and what they do badly?	7. Is the payroll in your organisation calculated fairly?	8. Are you generally satisfied with your life?
I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand
not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not
rather no	rather no	rather no	rather no	rather no	rather no	rather no	rather no
yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no
rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes
yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely

16. Have you ever asked a colleague to show you what you do wrong and what you should improve?	15. Do you like helping others at work?	14. Would you like to have more opportunities to speak out in matters concerning your organisation?	13. Do you know how you should develop your professional skills?	12. Does you pay reflect your competences, strain, and responsibility?	11. Do you know what the clients (beneficiaries) of your organisation complain most about?	10. Have you ever happened to use the organisation's equipment, premises or software for your private purposes without appropriate authorisation?	9. Do you trust performing tasks your own way?
I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand
not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not
rather no	rather no	rather no	rather no	rather no	rather no	rather no	rather no
yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no
rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes
yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely

24. Does work for the organisation take too much time of your private life?	23. Do you know well the character of work other persons do in the organisation and the difficulties they encounter?	22. Do you know you organisation's development plans for the coming years?	21. Do you manage to perform all the tasks as they come?	20. Has there been any training in your organisation that helped you in your personal life?	19. Are you satisfied with the manner of calculating your pay?	18. Would you like to have regular opportunities to discuss the situation of your organisation with the management?	17. Would you eagerly participate in short weekly organisational meetings?
I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand
not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not
rather no	rather no	rather no	rather no	rather no	rather no	rather no	rather no
yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no
rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes
yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely

Question	I don't understand	not applicable	I don't know	definitely not	rather no	yes and no	rather yes	yes, definitely
25. Are you satisfied with the way you are treated by your immediate superior?	I don't understand	not applicable	I don't know	definitely not	rather no	yes and no	rather yes	yes, definitely
26. Is the personnel in your organisation well prepared to do their jobs?	I don't understand	not applicable	I don't know	definitely not	rather no	yes and no	rather yes	yes, definitely
27. Are ideas that come from the employees treated seriously in your organisation?	I don't understand	not applicable	I don't know	definitely not	rather no	yes and no	rather yes	yes, definitely
28. Do you feel tired at the end of the day's work?	I don't understand	not applicable	I don't know	definitely not	rather no	yes and no	rather yes	yes, definitely
29. Can you find time for the less urgent but important tasks at work?	I don't understand	not applicable	I don't know	definitely not	rather no	yes and no	rather yes	yes, definitely
30. When you are not an expert in something, can you calmly admit it?	I don't understand	not applicable	I don't know	definitely not	rather no	yes and no	rather yes	yes, definitely
31. Would you challenge your superior if (s)he defined unrealistic objectives/goals?	I don't understand	not applicable	I don't know	definitely not	rather no	yes and no	rather yes	yes, definitely
32. Can you quickly give others feedback on their work that they need?	I don't understand	not applicable	I don't know	definitely not	rather no	yes and no	rather yes	yes, definitely

40. Are you satisfied when the organisation is growing and exerting an increasing impact on its environment?	39. Does the superior often praise you?	38. Do you submit your proposals for improvements in the operation of the organisation?	37. Do you continuously improve the quality of your work in the organisation?	36. Does your immediate superior respect you as a human being?	35. Does your organisation attempt to learn the expectations of its partners (stakeholders) in time?	34. Do you regularly obtain information on how your work influences client satisfaction (inside or outside the organisation)?	33. Do you defend your organisation in your private conversations, if someone is criticising it?
I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand
not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not
rather no	rather no	rather no	rather no	rather no	rather no	rather no	rather no
yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no
rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes
yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely

48. Is there still room for improvement in the way you perform your tasks?	47. At work, do you regularly obtain information about the areas which you should improve?	46. Does the quality of the services/actions performed depend on you?	45. Are there such skills or knowledge whose acquisition would improve the results of your work?	44. Do you know where the information about how to perform your tasks is or who has it ?	43. Does your superior ask you for your opinion on the task that (s)he entrusts you?	42. Do you have sufficient influence on the organisation's strategy?	41. Does the competence of your immediate superior inspire a sense of security among the staff?
I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand
not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not
rather no	rather no	rather no	rather no	rather no	rather no	rather no	rather no
yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no
rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes
yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely

56. Does the management dare speak openly about things that may be unpopular among the personnel?	55. Do you manage to balance work and private life?	54. In your organisation, does the top management turn to everyone without upsetting their dignity?	53. Do you know what challenges the management of the organisation is facing at the moment?	52. Do you understand the reasons that guide various stakeholder (partners) in your organisation?	51. Do you feel that others need you?	50. Seeing that a colleague is making something waste, would you dare call this to his/her attention?	49. Do you know what benefits your work gives others?
I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand
not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not
rather no	rather no	rather no	rather no	rather no	rather no	rather no	rather no
yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no
rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes
yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely

57. Do the employees whose work you know, apply themselves to their work?	58. Is your independence at work sufficient?	59. Do you arrange your place of work in your own way?	60. Do you know what you have to do so that the organisation meets its objectives in the coming years?	61. Do you have a feeling that the management knows better than you how to operate at your post?	62. Do you often use your colleagues' help?	63. Are you satisfied with the manner you are developing your professional skills?	64. Can your organisation ensure a sense of security for you?
I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand
not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not
rather no	rather no	rather no	rather no	rather no	rather no	rather no	rather no
yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no
rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes
yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely

65. Do you trust your immediate superior?	66. Is the position of your organisation strong, as compared with other, similar organisations?	67. Does work for the organisation positively influence your family life?	68. Do you care for your spiritual development?	69. Do you like all your colleagues?	70. Are you looking for another job?	71. Do members of your family understand what your work is about?	72. Do you eagerly share your knowledge and experience with your colleagues?
I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand
not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not
rather no	rather no	rather no	rather no	rather no	rather no	rather no	rather no
yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no
rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes
yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely

73. Do you always perform your tasks in the best manner you can?	74. Are you a good employee?	75. Do you try to improve your competence and knowledge?	76. Is your family proud of your work for the organisation?	77. Would you recommend the services of your organisation to a friend, should (s)he need them?	78. Can your colleagues admit their incompetence?	79. Should you be fired, would you find a job in your profession?	80. Are you having a good day today?
I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand	I don't understand
not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not	definitely not
rather no	rather no	rather no	rather no	rather no	rather no	rather no	rather no
yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no	yes and no
rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes	rather yes
yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely	yes, definitely

81. On some holidays, would you like to learn the principles of your organisation's operation?	82. Can you count on the understanding of your superiors, should there be problems in your family?	83. Is it possible to reduce costs related to your workwithout reducing quality?	84. Do you eagerly change the way you work, if a new situation calls for that?
I don't understand	I don't understand	I don't understand	I don't understand
not applicable	not applicable	not applicable	not applicable
I don't know	I don't know	I don't know	I don't know
definitely not	definitely not	definitely not	definitely not
rather no	rather no	rather no	rather no
yes and no	yes and no	yes and no	yes and no
rather yes	rather yes	rather yes	rather yes
yes, definitely	yes, definitely	yes, definitely	yes, definitely

sex	man	woman				prefer to withhold
age	below 25	26 ÷ 35	36 ÷ 45	46 ÷ 55	over 55	prefer to withhold
education	primary	vocational	secondary	university		prefer to withhold
experience with the organisation	0 ÷ 2 years	3 ÷ 5 years	5 ÷ 10 years	over 10 years		prefer to withhold
character of your job	manager	employee	administrative	specialist	other	prefer to withhold
competence	beginner	still learning	practitioner	specialist	expert	prefer to withhold
contact with clients (beneficiaries)	none	through products/services	through other people	direct		prefer to withhold
Supervisor (please, quote the family name)	———————————————————				I don't know	prefer to withhold
region of operation	———————————————————					prefer to withhold

Thank you for sharing your opinion, and we wish you best working experience in your organisation!

NPI Four Dimensions – key for interpretation

	question groups	tool	question No. in the questionnaire	interpretation	points	scoring principles
A	**trust index**	questionnaire		Filling in the personal data is a proof of complete trust that one may be sincere in one's answers, and that the organisation is open to feedback information. The greater the level of gaps the lower the trust.	**10**	
	trust index		Info		10	
B	**questionnaire results**				**90**	
	areas related to the conditions of good management				**30**	
1	personal success (0.92)	questionnaire	20, 21, 49, 68, 80	The general level of mood and optimism, only partially dependent on the actions of the organisation, some answers may even depend on the weather on the day of answering. Interpret with utmost care.	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0– 6p
2	good relations with the superior (0.97)	questionnaire	25, 31, 36, 39, 41, 43, 54, 65	The diagnosis of the most elementary relations interpersonal in the organisation, on which everything	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0–

|	question groups	tool	question No. in the questionnaire	interpretation	points	scoring principles
				hinges. A low level proves a burning need for appropriate training in management.		6p
3	information received (0.97)	questionnaire	44, 53, 56, 60	Like the previous area was related to people, their capacities and attitudes, this one diagnoses the familiarity of systems of work management and their application.	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0– 6p
4	information transmitted (0.96)	questionnaire	32, 50, 72	as above	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0– 6p
5	system of remuneration (new set of questions)	questionnaire	2, 7, 12, 19	Very careful interpretation required. Systems of remuneration generally externally imposed, and do not fit the specific character of the organisation. They are the most frequent reason for dissatisfaction.	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0– 6p
	areas of efficient management				**30**	
6	relations to stakeholders (0.95)	questionnaire	11, 34, 35, 46, 52, 77	The questions test the basic relation crucial for the sustenance of the	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 –

	question groups	tool	question No. in the questionnaire	interpretation	points	scoring principles
				organisation. Low results prove the need to improve professional knowledge in client relation management.		4p 4.6÷5.0–6p
7	operations (0.94)	questionnaire	29, 57, 73, 83	These few questions are the starting point for testing operations management. In the case of low results, operations are to be tested in greater detail, and undertake appropriate resulting or follow-up measures.	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0–6p
8	teamwork (0.97)	questionnaire	51, 62, 69	This area concerns relations and atmosphere of teamwork. If low results are achieved, we recommend beginning systematic meetings and honest exchange of opinions concerning the organisation and what is going on within it.	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0–6p

	question groups	tool	question No. in the questionnaire	interpretation	points	scoring principles
9	personnel development (0.94)	questionnaire	13, 16, 26, 37, 45, 47, 63, 75	An area that is unappreciated, especially among professionals. And yet, today personal development is an absolute requirement. Consulting an expert in the field to create a good system for development is worthwhile.	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0– 6p
10	strategic dialogue (0.90)	questionnaire	22, 42, 66	Dialogue and involvement of people indicate how an employee is defined. A change here can be very difficult. Assistance from experts may be useful or necessary.	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0– 6p
	areas being the result of efficient management				**30**	
11	balance between work and home (0.98)	questionnaire	24, 55, 67, 71, 74, 76, 82	This is a feedback area. Its character is more symptomatic than diagnostic. A low result requires a further patient diagnosis, so as to learn the root causes of the situation that developed.	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0– 6p

	question groups	tool	question No. in the questionnaire	interpretation	points	scoring principles
12	trust (0.98)	questionnaire	30, 58, 59, 61, 64, 70, 78	as above	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0– 6p
13	change management (0.95)	questionnaire	27, 38, 48, 84	This area may be called the inertia of the organisation. To what extent the organisation is capable of change. It is important not as much for the diagnosis of the reasons as in defining the extent to which the changes introduced will bring the expected results.	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0– 6p
14	identification with the organisation (0.98)	questionnaire	5, 14, 15, 17, 18, 23, 33, 40, 79, 81	This area shows the sense of psychological ownership towards the organisation and its problems. It is a result but also a condition for efficient management. Much like trust, it requires a long time, and a high result holds promise when it comes to introduction of changes.	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0– 6p

	question groups	tool	question No. in the questionnaire	interpretation	points	scoring principles
15	satisfaction	questionnaire	3, 4, 8, 9	The general work satisfaction is a pure symptom of success in other areas. If, however, we deal with a high level of satisfaction, with a poor operation of the organisation, this may be the reason for resistance to change. This is why it should be interpreted in relation to the results of the entire diagnosis.	6	0÷3.5 – 0p 3.6÷4 – 2p 4.1÷4.5 – 4p 4.6÷5.0– 6p
	diagnostic questions (unscored)		1, 6, 10, 28			not scored

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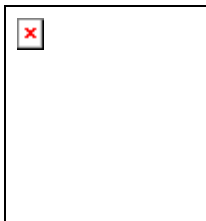
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CHAPTER 3

VOLUNTEER GUIDEBOOK FOR NON-GOVERNMENTAL AND CIVIL SOCIETY ORGANISATIONS

Introduction

The hosting of a volunteer offers the chance to bring additional work force, new impulses and, in the case of recruiting volunteers from abroad, an international dimension to your organisation. Not only are you offering the volunteer the chance to learn new skills, techniques, gain work experience and learn about civil society but you can also benefit from her/his new ideas, enthusiasm and the work she/he does on a volunteer base. In case of inviting volunteers from abroad you will also learn about different countries and cultures and provide the opportunity for the volunteer to learn about your country and mentality. If your organisation has funding issues, volunteers are a good way to provide an extra set of hands. But it must be stressed that, whilst they may agree to do the work of paid employees, they are not. Unless it is expressly agreed upon before, you can not expect the volunteers to behave how a paid employee will.

In the case of volunteers from abroad, cultural differences will no doubt cause communication problems and money issues can often be a problem. Taking a volunteer is not a decision you should take lightly and should definitely not be only to give you free labour.

This document aims to explain more about hosting volunteers, especially international, as well as to answer common questions, tips on how to get the best from your volunteer, and importantly, what is expected of your organisation and the volunteer.

A. The role of volunteers/ a little history
B. Working with local Volunteers
C. Working with international Volunteers
D. Recruitment (hosting organisations, sending organisations and volunteers)
E. How to use the strengths of your volunteer with your current projects
F. Rights and responsibilities of your NGO/CSO and the volunteer
G. The volunteer's supervisor
H. What to do if…?

A. The role of volunteers/ a little history

The role of volunteers/ a little history

With the abolition of compulsory military service, a lot of countries (such as the UK, France and Belgium) were confronted with the challenge of compensating for the past contribution of big numbers of "conscientious objectors" to the social welfare system.

Central to this discussion is the question of setting up governmental community service programmes for young people – voluntary or even compulsory – to deal with the human resource shortfall in the social welfare system. Voluntary service programmes contribute to the functioning of the social welfare system, even though not intended as such by the organisers. If you added up all the volunteer contributions and translated this time into economic value you would end up with an enormous figure. Governments largely depend on the volunteer contributions to their social welfare system. Political discussions show that there is limited willingness to finance all the human resources needed for the social welfare system. That is why governments realise they need "active citizens" who give time, energy and resources to the community at large. The United Kingdom - Great Britain is a good example of this as the government in the "Thatcher era" exploited the tradition of volunteering and dramatically downsized the social welfare system. Nowadays the enormous contribution of volunteer programmes and organisations, as well as the educational value for the volunteers themselves is well acknowledged by the government. In 2000 they even launched a big national voluntary community service programme called Millennium Volunteers (www.millenniumvolunteers.gov.uk). In other countries similar governmental community service programmes are being developed, even though trade unions argue that voluntary work replaces paid jobs, which brings us to the next hot issue.

Indeed, there is often strong competition between schemes supporting the integration of young people in the labour market on the one side, and voluntary service programmes on the other. Voluntary service programmes often lack recognition and face the difficulty that in hardly any country do "volunteers" exist in legal terms – you either work or you are in education. As a consequence the status of volunteers is very shaky (for example for taxes or for social security). Different organisations and countries are pushing for legislation concerning the status of volunteers. Germany for example, provides legal status to volunteers doing their *Freiwillige Soziale Jahr* (Voluntary Social Year) or a European Voluntary Service.

In general, volunteers, either local or international, can be a valuable part of any organisation. Besides offering an extra set of hands, they are also the source of fresh ideas. Additionally, international volunteers bring an intercultural dimension to the organisation and to the host community, thus promoting open-mind ness, tolerance, anti-racism etc.

Question for Reflection
Any organiser of – national or international – voluntary service programmes for young people should be conscious of these discussions. Try to answer the following questions in order to know the exact situation that you are in:
– Do your volunteers potentially take away paid jobs?
– Where do you draw the line as to what volunteers can provide and what only paid staff should provide?
– Does your programme aim at providing the volunteers with professional qualifications? How do you follow up on that?
– Is voluntary service a means of supporting the integration of young people into the labour market?
– What is the role of governments' *vis-à-vis* private voluntary service programmes?
– Are their any laws in connection with voluntary work in general?

B. Working with local volunteers

Local volunteers are people living in the community were the NGO/CSO is active and offer part of their time – usually a few hours a week – to help the organisation in its administrative tasks or in specific projects. They can also help with the organisation of events or the promotion of specific topics and values. Being part of the local community, they understand better its character and its needs and can provide valuable support for raising awareness and sensitisation of the local people. On the other hand it is also a great opportunity for the volunteers to gain some work experience which can be used well in their career later on. Many companies and organisations consider volunteer work as an important asset when choosing their employees. Therefore, constant recruiting and awareness raising about volunteer work and its important impact on a young person's career by CSOs and NGOs is very important.

C. Working with international volunteers

Working with international volunteers is a lot more challenging. The International Voluntary Service (henceforth, IVS), can be a valuable learning experience for both the hosting organisations and the volunteers, but it can also lead to a disaster if it is not well-prepared. As mentioned above, international volunteers bring an international learning dimension into the host organisation, provide and extra set of hands and fresh ideas, are eager to help and willing to learn. On the other hand, IVS is a life-changing experience for the volunteers. Through working in an organisation in another country they develop skills and confidence and become more culturally sensitive.

The rest of this chapter aims to give you some valuable advices and tools for the successful recruitment and hosting of an international volunteer.

D. Recruitment

Hosting and Sending organisations

There are 3 main actors in most IVS, the hosting organisation, the volunteer and the sending organisation. Throughout the years, a series of IVS networks, organisations and platforms have been created in order to facilitate the mobility of volunteers around the globe[1]. Each of these actors has its own tasks and responsibilities. Below you will find some tasks to consider if you want to be a hosting or a sending organisation (of course, an organisation can be both).

A hosting organisation can be any NGO/CSO or governmental organisation working in a variety of fields such as child care, culture, environment, human rights, tourism, sustainable development, democratisation, etc., and the IVS of the volunteer can last from a few weeks to a couple of years.

Whereas, volunteers can look for a project as individuals, it is more advisable for the potential volunteer to contact an organisation within his/her country which is either an official volunteer sending organisation, belonging to an international IVS network or an organisation that has some links with other international organisations. Both hosting and sending organisations have certain responsibilities.

Some tasks to consider for a hosting organisation[2]

- The hosting organisation should provide sufficient information to volunteers about their new life and work (upon arrival but perhaps also already before). It is important that the hosts have a clear idea of what they expect from the volunteer. This can reduce to a large extent the anxiety for the unknown and increase the volunteers' self-assurance. At the same time, it allows the volunteers to develop more realistic expectations. A welcome pack for example with practical information about the hosting organisation, the local community, the place where they will be staying, the work they will be doing, etc., could be forwarded to volunteers. It would be good to have a good, often updated website that provides detailed information so the volunteer can have a look on it before making any decisions.

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[1] You can find a list of some of these networks and organisations at the end of this chapter.
[2] Source: www.training-youth.net , T-Kit 5 *International Voluntary Service*

- The hosting organisation should provide appropriate introduction or on-arrival training, or if needed, specific ongoing training for their assigned tasks. Especially in the case of long-term volunteering for foreigners, language training would be useful.
- The hosting organisation is mostly also held responsible for ensuring the safety and security of volunteers, so make sure that the volunteers are working in an adapted working environment which fits the purpose of their tasks. At the same time the hosting organisation can expose its volunteers only to an agreed level of risk in their activities (for example in the case of construction work). It could be useful to set up a strategy to deal with crises.
- The hosting organisation provides supervision and support for the volunteers, not only for the work to be done, but also in their free time (such as suggestions for excursions, meeting people etc.). In the case of a long-term voluntary service, it might be a good idea to assign an individual support person to a volunteer in case of homesickness, to promote their social integration, etc.
- In order to make the most out of a voluntary service for all involved, it is useful to have a system for regular monitoring and evaluation. When the hosting organisation carries out regular assessments of the volunteers, their work, their personal life etc., it can adapt the project before things go wrong. Information from the volunteers' support persons, as well as from other project actors can help with this.
- The hosting organisation could prepare a certificate for the volunteers at the end of their service which details the work they have done, the skills they have gained or a type of letter of recommendation from their supervisors or from the director. This does not only boost confidence but might support the volunteers in the next steps in their lives.
- The hosting organisation needs to ensure funding for the different tasks that it is supposed to carry out. This should include money for administration and communication costs, for necessary equipment for the volunteers' tasks, insurance and if agreed for food and lodging, sometimes also pocket money. Do not forget to budget staff time for the support of the volunteers.
- The hosting organisation could promote the values of the IVS. They could propagate information about the work they are doing and the opportunities they are giving to young people. This is good publicity for the organisation but also for the voluntary sector in general. It could also attract more candidates for voluntary projects.
- It is important to document all important information regarding the project (in a project file) both for the long- and short-term IVS.

Some tasks to consider for a sending organisation (if available) or for Individuals that would like to become a volunteer[3]

There are a number of sending organisations in all European countries that support the placement of a volunteer in a different country. For the reasons below it is more efficient to collaborate with sending organisations when recruiting a foreign volunteer.

- The sending organisation (if existing) should develop and take care of their partnerships with hosting organisations from different countries where their volunteers carry out activities. This entails regular contact and if possible meetings or visits. Effective and efficient communication channels should be put in place. Building up a common working culture and understanding in the field of IVS would be beneficial to the projects.
- The sending organisation should act as a filter in the recruitment process of volunteers in order to avoid sending people who do not have the necessary maturity or attitude for the project and who could harm the project more than contribute to it. Of course the sending organisation needs to collect sufficient information on the conditions at the hosting organisation in order to execute this task properly.
- The sending organisation should negotiate and agree on all practical arrangements for the volunteers with the hosting organisation (for example accommodation, food, type of work, working times, insurance and safety, travel options, fees, pocket money or not). If the minimum standards of the sending organisation are not met, they have the responsibility to postpone the project until improvement has brought the project up to standard.
- The sending organisation should collect all necessary information about the voluntary service abroad and pass it on to the (potential) volunteers or interested third parties. This can be information directly linked to the IVS as mentioned above (accommodation, work, food etc.), but also linked to the needs or wishes of the volunteer (wheelchair accessibility, possibility to practice sports, etc.).
- The sending organisation has the responsibility to prepare the volunteers and check their motivation and expectations for embarking on the IVS. Preparation should be based on the requirements of the project but also on the needs of the volunteer. Bad or no preparation can cause a lot of frustration and increases the danger of the volunteers leaving the project early. The bigger the

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[3] Source: www.training-youth.net , T-Kit 5 *International Voluntary Service*

cultural difference between the sending and the hosting community and the longer the stay abroad, the more thorough a preparation is required.

- In the case of long-term voluntary service in a country with a different language, language training would be appropriate, especially if the tasks of the volunteer would involve communication with the local community. For methodologies on how to provide language training in an interactive and culturally sensitive way you can consult the *T-kit on Methodology in Language Learning* (available to download from www.training-youth.net).
- In the case of problems, the sending organisation could play an important role liaising between the hosting organisation and the volunteer or between the hosting project and the volunteer. In each case it is important to make a list of all relevant phone numbers and e-mail addresses for emergency contacts.
- The sending organisation informs the hosting organisation about the procedure for recruitment and selection. The sending organisation should inform the host organisation about the kind of preparation they have organised and keep them updated about any changes. It is important that the sending organisation passes on the profile of the volunteers (especially if they have special needs) and details of their travel arrangements.
- Upon the return of the volunteers the sending organisation could organise an evaluation seminar or meeting, which could help the volunteers to review their experiences and exchange information with other volunteers.
- Perhaps the sending organisation could integrate the volunteers with their new experiences and skills into their own work or provide suggestions for follow-up after their IVS.
- The sending organisation needs to ensure funding for the sending of the volunteers, for the international contacts, for preparation of the volunteers before leaving and for follow-up after their return.
- An evaluation of the co-operation between the two partner organisations should be made after each project.

Finding the right volunteers

Hosting a volunteer is a decision that should not be taken lightly. Before finding your partner sending organisation and recruiting any volunteers it is imperative to have a clear idea of what you want to achieve through this and, also, what you have to offer to any potential volunteer. It is also good to know what kind of volunteers you are asking for (skills, special requirements, age etc.) and what type of work needs to be done.

If you do not have a concrete idea on these things, then it is very possible that both your organisation and the volunteer will not be able to get as much as they can from this experience.

Making a work plan (project) for your volunteers

From an idea to a concrete plan

A lot of good ideas for projects appear when you least expect them: in the bar, while shaving, in the loo, etc. But ideas take time and especially effort to crystallise and to become reality. They need careful planning and good management. Project management is like putting a stick next to a tomato plant – the plant will grow in the direction of the stick but still hangs a bit to the left or the right. Needs analysis, "smart" objectives, a thought through strategy, a good partnership, and a clear division of tasks, realistic time planning and careful budgeting will prevent your tomatoes from resting on the ground.

An idea never exists in a vacuum. People also have their opinion about it. Check what the "social opinion" is about this project. A project idea should not be there just to please you. That's why it is important to see if there is a need for what you are suggesting.
This is called "needs analysis". Here are some questions that you can ask yourself when designing a project:
- – What does the local community think of the project (neighbours, parents, politicians, other youth organisations, etc.)?
- – What do potential users of the project think (your members, clients, visitors, beneficiaries, etc.)?
- – What does your organisation think of the project (the board, staff, volunteers, etc.)?
- – Do similar projects already exist? Would you be competition or doing double work?

The mirror reflection of the needs analysis is the resource analysis. If the idea for the Voluntary Service is agreed by all actors involved, do you also have all the (practical, human, financial) resources needed to implement such a project? You can have a closer look at your strengths and weaknesses as an organisation to see if you have what it takes or where to add resources.

And a closer look at the external opportunities and threats in relation to the International Voluntary Service gives you indications on how to proceed, making optimal use of the opportunities and finding a way around the threats.

The project idea has to germinate and grow into a concrete plan or strategy. However a strategy is only a way of getting somewhere. So it is important to set ourselves objectives before we embark on our journey, otherwise we can be sure never to meet our objectives, because we do not know them. The central question of course is why we are going to invest time, money and effort in this International Voluntary Service. What do we want to achieve and are these goals SMART: Specific, Measurable, Achievable, Realistic and Timed (see also *T-kit on Project Management*, available to download at www.training-youth.net)

Most of the time there is a complex structure of different aims. In order to avoid confusion, it would be good to make all aims explicit and have a common understanding of the most important one(s). You can even write them down in a statement (or you will have to write them down in an application for funding) so that everybody adheres to the same ones.

Even though Why? is the central question, we can also combine it with the other W-questions (inspired from the Laswell method)

− **W**ho will be involved in this VS (partner organisations, staff, volunteers, support persons, founders, local authorities or others)? And why these people?
− **W**hat will you do during the VS (work, programme, leisure activities, etc.)? And why exactly this?
− **W**here will the Voluntary Service take place (work place, accommodation, distance from commodities, etc.)? And why in these places?
− **W**hen will the VS take place (timing, which season, how long, etc.)? And why in this specific time frame?
− Ho**W** will you manage the Voluntary Service (methods used, support structures, with what kind of resources, etc.)? And why in this manner?

The most important is to ask yourself (and your partners in the project) why you are doing things in a certain way and alternatively why you would not want to do them in a different way.

Selection of the volunteers

After asking yourself these questions and designing a specific project to be implemented with the help of the volunteers you have to choose the right volunteers for your project.

Many IVS networks have databases where the organisations can put their information (description of the organisation and the project, why they need a

volunteer and what they expect from them, what they have to offer a volunteer – accommodation, food, insurance, certificates etc). There, the volunteers can look for a project that appeals to them and then contact the organisation directly or through a sending organisation, sending them their CV and a cover letter describing why they want to apply for this specific project.

While the CV and the cover letter will give you an idea of what this person is looking for, what are his/her skills and needs, it is always best to also interview them before accepting them to your organisation. Given the distance between your organisation and the place were the potential volunteer lives, this interview is best done by phone. Make sure that you inform the volunteer beforehand for the time and date that the interview is going to take place. Also, it is preferable that the interview is contacted by a person in your organisation that speaks English (unless another working language is specified) to avoid communication problems.

E. How to use the strengths of your volunteer with your current projects

The areas of work of IVS projects can be very varied. We will try in this chapter to give an overview of different fields of work. The various projects cannot easily be subdivided as they are often working in different fields at the same time. However all voluntary service projects are based on some common aspects: the exchange and encounter between people with different cultural and/or social backgrounds, living together and sharing everyday responsibilities. The aim is not to teach the persons they work with, but to develop skills together, to exchange experiences, to live together and to grow with each other. Even without specific knowledge in a given field, with the help of some experienced project leaders everybody together develops amazing results. The activity of the volunteers often adds an additional dimension to the daily work carried out by professional staff without replacing them in their chores.

Social projects

In social projects volunteers work with persons facing difficulties. Projects can be centred on work with refugees, children, elderly people or disadvantaged youth. Examples include the organisation of play schemes for children in poor urban/isolated rural areas, creative activities with elderly people, etc. Art is often used as a tool to develop activities with the given beneficiaries. Other projects focus more on a certain theme (for example environment, cultural heritage…) but include participants with special needs.

Environmental projects

Many organisations are engaged in the protection of the natural environment through the creation of biotopes, planting of trees, cleaning of rivers and the sea or the construction of educational paths in a protected environment. Environmental projects may also focus on methods for waste reduction and creative ways of recycling. The projects raise the awareness of the participants, the local population and visitors of the richness of the nature surrounding them and the necessity to protect it.

Educational projects and professional training

All projects include educational elements to some extent. Educational projects are explicitly aimed at disseminating a skill or to raise awareness about certain issues (for example health, human rights) among a specific group of beneficiaries. Projects are often implemented with international volunteers supporting local volunteers who are familiar with the specific local needs, such as teachers of basic education in literacy and numeric programmes. Even though some of these educational projects require a more specialised volunteer profile, there are also projects based on the participatory approach of peer-to-peer education, on an equal level with the beneficiaries (for example pottery workshops, sharing agricultural skills, etc.). Products resulting from such projects can add an additional source of income.

Rural development and renovation

Many rural communities suffer from a lack of infrastructure. Projects in rural areas are often accompanied by educational elements. Projects of this type usually focus on the renovation or improvement of run down buildings. Groups of international volunteers together with school students can paint murals in schools, repair furniture which has been destroyed or create a sports field together. When it comes to long term IVS, through the coordination of small events, the communication with local people, the follow up of the implementation of European or National programmes for rural development, volunteers can learn how to build a project and connect the work of the organisation with the needs of the local population.

Cultural heritage preservation

As in the projects related to emergencies, in projects dealing with cultural heritage preservation, volunteers often work alongside professional experts. The involvement of non-specialised volunteers in

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such projects fosters the development of simple preservation techniques. These projects raise the awareness of the participants as well as of the local population of the value and importance of the patrimony surrounding them. Cultural heritage refers to both the tangible heritage (renovation of historic buildings, archaeological projects etc.) and intangible heritage (transmittance of traditional knowledge and handcrafts).[4]

F.   Rights and responsibilities of your organisation and the volunteer

Each organisation hosting volunteers has certain rights and responsibilities. Below you will find a list of some of these rights and responsibilities.

Rights

- The NGO/CSO is free to make its own criteria for its volunteer, but this must be expressly communicated to the volunteer before arrival and be expressly agreed upon. Volunteers should not arrive in the region and be presented with different tasks.
- The NGO/CSO has the right to information about the volunteer that is **relevant to the project**
- The NGO/CSO has the right to change the project, but these changes should be discussed with the volunteer **before** the changes occur

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[4] These are some of the tasks mentioned in the Training Kit for International Voluntary Service published by the Council of Europe and the European Commission. It is highly recommended to download and read the full version of the following Training-Kits (T-Kits):
Intercultural Learning
International Voluntary Service
Language learning
The T-Kits can be downloaded for free from www.training-youth.net

Responsibilities

- The NGO/CSO should precisely describe the project and NGO/CSO, the tasks of the volunteer and the local environment.
- The NGO/CSO should answer all queries about the project from the volunteer
- The NGO/CSO should ensure that practical arrangements are all in place **before** the volunteer arrives.
- The NGO/CSO must inform all employees and members of the NGO/CSO of the arrival of the volunteer, explaining the tasks and what it means to have a volunteer
- The NGO/CSO should make every effort to integrate the volunteer into the community.
- The NGO/CSO should be aware of any visa requirements. The NGO/CSO is responsible for the volunteer being legally in the country (if needed)
- The NGO/CSO must do everything it can to provide language lessons for a volunteer. This could involve a volunteer buying the materials themselves, but a member of the NGO/CSO giving 30minute lessons twice a week (if needed)
- The volunteer must be given a document listing: working hours per week, name and location of work places, location of accommodation and distance to main place of work plus any costs involved for this journey, any rules. Any changes must be discussed with the volunteer beforehand
- The NGO/CSO must ensure the volunteer has read their own rights and responsibilities
- The NGO/CSO should always take into account the volunteers views, values and background when involving him / her in activities
- Health and safety regulations / first aid at work
- Vacation
- In case of conflicts or problems, the NGO/CSO must consider the volunteer's opinion

Of course, the volunteers also have some rights and responsibilities.

Rights
- The volunteer has the right to choose his/her project
- The volunteer has the right to receive information about the project and the organisation
- The volunteers have the right to feel secure (insurance, shelter, food). Even when the volunteer's food or accommodation is not covered by the organisation, the organisation should still assist him/her for the provision of this things (help him find a place, advice him/her on where the nearest

supermarket is or help him/her make arrangements with a local restaurant for his/her meals etc.)
- The volunteer has a right to work. As mentioned above, it is imperative that the volunteer has specific tasks to do. Otherwise, he/she might feel unneeded and useless. You have to keep in mind that most of the volunteers are really motivated and really want to help. Do not deny them that.
- The volunteer should not be coerced into participation in activities which were not described in the activity agreement. If there is a need to change or add some activities, you should first discuss it with the volunteer and make a mutual agreement.
- The volunteer has the right to language training (especially in long term projects).
- The volunteer has the right to have his/her opinion heard.
- The volunteer has the right to take some initiative (it is good to encourage them to take initiatives, just make sure that you discuss it first with him/her before he/she implements it)
- The volunteer has the right to get as much as he can from this experience

Responsibilities
- The volunteer should respect the policies and schedule of the organisation
- The volunteer has a responsibility towards the host organisation and should show willingness to adapt to his/her surroundings and to carry out agreed tasks. While the volunteer will be involved in interesting activities, some of the tasks could be routine but important to the running of the organisation
- The volunteer has a responsibility to seek assistance and guidance in order to avoid conflicts and problems

G. The volunteers' co-ordinator

When your organisation decides to host volunteers, it is important to also appoint a person that will be responsible for the volunteers. The role of the volunteers' coordinator is to be in direct contact with the volunteers - before and during their voluntary service -, to ensure that all practical arrangements are ready for the volunteers (accommodation, food, etc) and to be able to give advice and support to the volunteers. It is also the mediator between the volunteers and the paid staff of the organisation. Of course, this does not mean that he/she has to do all these by him/herself, he/she can always ask the help of other people to complete these tasks. However, he/she is the person who at least coordinates all the activities that facilitate this voluntary service.

To sum up, the volunteers' coordinator is the person that is "there" for the volunteers, understands their needs, supports them and is always available for them. It is also the person keeping the balance between volunteers and paid staff and the one responsible for assigning the right persons to the right tasks.

To do this he/she needs to have a clear idea of the organisation and the project and understand what it means to live and work in a foreign country, away from family, friends and from everything familiar.

Training for the volunteers' coordinator
In order for the volunteers' coordinator to succeed in his/her role he/she has to have a lot of knowledge (trends impacting volunteering, rights and responsibilities of volunteers, role and responsibilities of the staff, legal issues etc.) skills (delegating tasks, interviewing, conflict resolution, communication skills, motivation etc) and also attitudes (valuing volunteers, intercultural awareness, etc).

For this reason, it is advisable that the person that undertakes this role receives some training. In countries were IVS is most common, there are usually public or private institutions/organisations that offer training for volunteers' coordinators. In Europe, the most common providers of such trainings are the responsible National Agencies for the Youth in Action programme in each country. You can find them at www.europa.eu.int/comm/education/youth.html.

In these trainings, the volunteer coordinator can learn how to create a project and the job description of the volunteers, how to be able to understand and support the volunteers, how to best clarify the rights and the responsibilities of the volunteers etc.

H. What to do if…/Some practical advices for crisis prevention and management

Crisis Prevention

The creation of conflicts and crisis in any work environment is more or less common. Especially, if we are talking about young people living and working in a foreign country, away from everything that is familiar to them. In such cases, the cultural differences, the unknown and the insecurity increase the possibilities of misunderstandings and conflicts.

For international volunteers it is important that they feel wanted, welcomed and "at home" as soon as they arrive. Below you will find some advices of what you can do upon the arrival of the volunteer and at the beginning of his/her voluntary service, to help them feel wanted and secure.

Understanding and covering the needs of the volunteer

Maslow's Hierarchy of Needs is shown above. The pyramid illustrates the five levels of human needs. The most basic are physiological and safety/security, shown at the base of the pyramid. As one moves to higher levels of the pyramid, the needs become more complex.

Reference: Maslow, A. (1970) *Motivation and Personality*. New York: Harper and Row

Maslow's pyramid of needs illustrates the five levels of human needs. His theory is that if the basic needs of the people are not covered (the first three levels of the pyramid) the person feels insecure and unhappy and cannot proceed to the actualisation of the final two levels of the pyramid, self-esteem and self-actualisation. In other words, what Maslow's pyramid of needs helps us to understand regarding our subject is that unless we make sure that the volunteers' physiological needs, his/hers sense of security and his/her feeling of belonging somewhere are not ensured, the volunteer will not be satisfied and, thus, will not be able to reach the full extend of his capacities and to live in full this experience.

Here are some practical advices on what you can do when the volunteers arrive, to help them feel welcomed, wanted and to help them adapt to their new environment.[5]

When the volunteers arrive
● *Welcome*
Try to pick up the volunteer at the airport/train station especially in the case of a long-term project – this will make the volunteer feel safe and wanted. First take care of the immediate needs of the volunteer: hunger and thirst, needs for a toilet or a shower, phone call to parents, etc. Afterwards you can organise a reception or dinner with the main players of your organisation at your office or in another place. Take into consideration time and food differences and the effect this may have on the volunteers. Make sure you deal with the volunteers from the first moment they arrive. You may not have a lot of time, so eventually just dedicate thirty minutes immediately for the items mentioned above, explain what's going to happen next and when and take the volunteers to a place where they can relax. Never leave volunteers totally unattended during the first hours of their stay! The support person of the volunteers should be around from the beginning. The following items should be dealt with as soon as possible and certainly within the first two days in order to make the volunteers feel safe and provide some basic orientation. Volunteers tend to arrive with the expectation that the project corresponds 100% to what was written on paper and that everything is perfect, planned and prepared. Even if this is not exactly the case, it is important to discuss all relevant issues and to inform the volunteers about the state of things. It is important that they understand that you care for them and that you are committed to find solutions for any aspects that are not perfect yet. The volunteers might even be happy to find out that the frame of the project is still flexible enough to take into consideration their special wishes, needs and capacities.

Items to deal with within the first two days
● *Introduction*
Introduce the responsible people in the organisation as well as other staff and volunteers. Explain the roles of the different persons and explain who else is involved but does not necessarily work in the office (for example board members).

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[5] You will find these advices at T-Kit 5 on the International Voluntary Service (www.training-youth.net)

● *Technical aspects*

Explain any rules related to the accommodation and any co-inhabitants already there or still to come. Clarify questions related to food: where will the volunteers eat every day, pocket money if applicable, insurance, language training, holiday regulations, possibilities to make phone calls from the office or in town, where to find foreign newspapers or have Internet access etc.

● *The host organisation*

Introduce the aims, activities, structure and people involved in the organisation. It is important to explain the framework and larger goals of what you do. It can sometimes be frustrating to be asked to work on a given task without an idea of what the final aim of the project is. It is important for the volunteers to understand that if you make photocopies, cook for a group or carry heavy stones, you do it for a larger goal and that concrete action is a precious and valuable contribution to it.

● *The work project*

Show the volunteers the physical working place, refer to the original project description, explain any changes, explain who else will work on the project and put the project in the context of your overall activities. Allow the volunteers to comment and suggest any ideas, the volunteers need to feel ownership for the project and be able to bring in their personality and experience.

● *Motivation*

Explain to the volunteers why you chose to embark on an IVS project and what experience you have already had with such projects. Ask the volunteers to explain their motivation and expectations for this project. However, be aware that for reasons of politeness the volunteers will probably not have the courage to be very explicit on this point on the first or second day. It is important to come back to this point regularly as part of the ongoing support for the volunteers. You will have to renegotiate your own and the volunteers' expectations a number of times during the project.

● *The region and country*

Other volunteers from your organisation or a group of young locals could organise an evening or day out to introduce the volunteers to the local

reality and get to know each other. They can organise a tour of the town and take the volunteers to some nice place to spend an evening. You could take them to visit any sister organisations or outlying work projects. You should also introduce them to any special rules and traditions that they need to take into consideration if there are any.

● *Intercultural learning*
It can be useful to run a session similar to the ones suggested for the pre-departure training together with local young people and volunteers. This can bring out a lot of information about the volunteers' background and introduce them well to the reality of the host community. Later on you can also ask the volunteers to share some elements of their culture with you: cooking for colleagues, organising an evening about the situation in their country etc. Leave it to the volunteers' personality as to if and when they are ready for this kind of event.

● *Introduction of the volunteer and his/her organisation*
You could give the volunteers a chance to speak about their background and organisation, but leave it to the volunteers how intensively they want to do this during the first days. It is important to have a clear idea about the previous experience of the volunteers and the type of projects/organisation the volunteers have been exposed to in order to understand what elements of the host organisation and project might be new or strange for them. Give the volunteers a chance to explain what it means in their country to be a "volunteer", a "leader", a "co-ordinator", a "board member". Let them explain what kind of projects their sending organisations run etc. Clarifying these questions will help you to avoid misunderstandings based on different concepts of volunteering.

All these will help you prevent crisis. If the volunteer feels needed and motivated it is less likely that there will be any big conflicts or problems. However, there are some signs that will show you if something is not going well, such as inexcusable absences of the volunteer, agitation, reduction of amount and quality of work, long silences, cries etc.

It is important to try to realise that something is wrong in its early stages, thus avoiding its escalation. When you do see that something is wrong try to talk to the volunteer, make them explain to you what the problem is and try, together with the volunteer to find a solution. There

is almost nothing that cannot be solved. Try to make him/her think positive. It is also advisable to have more than one volunteer, so that the volunteers can feel at any time that there is a person experiencing the exact same thing with them and who can understand them.

To sum up:
> Try to prevent crisis before they happen, using the advices mentioned above or whatever else you think that you can do to help
> If a crisis occurs, do not panic. Try to remember that it is up to you to talk to the volunteer and give him a positive aspect of things. The volunteer will not always be willing to open-up. Make him feel comfortable
> Try to have more that one volunteer – if possible -. This will give them the security that they at least have one other person in the organisation in the same situation as them

IVS programmes, organisations, and platforms							
Name	Type of organisation	Website	Duration of placements	Geographical focus of activities	Main topics and activities	Special requirements of volunteers	Age range
Co-ordinating Committee of International Voluntary Service (CCIVS)	Co-ordinating body since 1948. 144 member organisations in 100 countries	www.unesco.org/ccivs	Short and long-term	Global	Peace Sustainable development Inter-regional exchanges	Non – specialised volunteers	No limit
Association of Voluntary Service Organisations (AVSO)	Co-ordinating body since 1993. 13 member organisations	www.avso.org	Long-term	Europe	Legal status of volunteers Central and eastern Europe Inclusion of disadvantaged volunteers	Non – specialised volunteers	Mainly under 30
The Alliance	International network since 1982. 21 full and 9 associate member organisations	www.alliancenetwork.org	Mainly short-term	Europe	Inclusion of disadvantaged volunteers Training and exchange for staff and volunteers Develop medium- and long-term voluntary service	Non – specialised volunteers	No limit (Average under 30)
Action d'Urgence Internationale (AUI)	French branch of a network of organisations since 1977, member of CCIVS	www.aui-ong.org	15 days - 1 year	France, Europe, Latin America, Southeast Asia	Natural hazards (short missions) Development projects – catastrophe management	Non – specialised volunteers Preparation seminars	Min. 18

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Name	Type of organisation	Website	Duration of placements	Geographical focus of activities	Main topics and activities	Special requirements of volunteers	Age range
International Cultural Youth Exchange (ICYE)	International organisation since 1949. 27 national committees and 4 regional bodies. Member of CCIVS and AVSO	www.icye.org	6 - 12 months	Global	Training to improve the quality of long-term voluntary service Seminars on issues such as youth mobility	Non – specialised volunteers	18 - 28
European Federation of Intercultural Learning (EFIL)	International organisation since 1971. 23 members. Member of CCIVS and AVSO	www.afs.org/efil	Long-term	Europe	Secondary school exchange EVS Training seminars	Non – specialised volunteers	15 (min. for school exchange) – 30 (max. for EVS)
Service Civil International (SCI)	International organisation since 1920. 33 branches and groups. Member of CCIVS and AVSO	www.sciint.org	Short-term (and some medium- and long-term)	Europe, Asia and North America	Peace International understanding Sustainable development Respect for the environment	Non – specialised volunteers Obligatory preparation seminars for projects in the South	No max. Min. 21 for South otherwise min. 18
Voluntariato Internazionale Donna Educazione Svilupo (VIDES)	International organisation since 1987. Member of CCIVS	www.vides.org	1 month to 2 years	Global	Peace Debt relief Promotion of women Street children Globalisation and solidarity	Non – specialised volunteers	Min. 21 for long term Otherwise min. 17 Max. 35
United Nations Volunteers (UNV)	Specialised programme of the United Nations Development Programme	www.unv.org	Mainly medium-and long-term	Global	Peace Sustainable development	Substantial professional experience	At least 25. There is no upper age limit

Name	Type of organisation	Website	Duration of placements	Geographical focus of activities	Main topics and activities	Special requirements of volunteers	Age range
Voluntary Service Overseas (VSO)	International organisation since 1961. Partner of CCIVS	www.vso.org.uk	2 years	Global	Information evenings Global education Teachers networks Activities on issues like Aids with partners	Substantial professional experience Technical skills	30-35
Youth Action for Peace	International organisation since 1923. 15 branches and groups. Member of CCIVS and AVSO	www.yap.org	Short- and long-term	Europe (east and west), Latin America and Mediterranean	Peace Social change Sustainable development Environment	Non – specialised volunteers	Min. 18
European Voluntary Service	Part of the programme 'YOUTH IN ACTION' of the EU implemented by 31 National Agencies	www.europa.eu.int/comm/ education/youth.html	Long-term (short-term for young people from disadvantaged backgrounds)	Mainly Europe (with possibilities in Mediterranean and CIS countries)	Mobility Intercultural Learning	None	18-30
Internationaler Versohnungsbund	International network since 1914	www.versoehnungsbund.de	Short and medium-term	Global	Ecumenical Peace	Non – specialised volunteers, Christian	Min. 18

Source: T-Kit on International Voluntary Service, available for download at www.training-youth.net

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CHAPTER 4

CASE STUDY 1

MARKETING FOR CSOs/ NGOs: LOOKING AT THE CASE OF THE DOEBLEN HORSE-TRAM

Marketing for associations
Table of contents

1. Theory of Marketing

Introduction

In general, marketing can be understood as the focus of the association or the organization (called association from this point on) on placing well on the market and gaining people's interest for the association's work.

Per definition, marketing is a process of planning and the implementation of a concept containing pricefixing, the support and marketing of ideas, products and services to create changes in order to achieve fulfilment of individual and organisational objectives (see Marketing News, March 1, 1985, Vol. 19, No. 5, S. 1). In the following this definition will be explained by the example of the „Traditionsverein Döbelner Pferdebahn e.V.“ and marketing will be clarified by the examination of practical examples.

A good marketing is an indispensable condition for the survival of an association and the guarantee of its work for a long time. What is an outstanding and honourable objective for when nobody knows or understands it and therefore has no interest in supporting the association's work? Neither new persons interested that could work as members of the association would be found nor could the association get financial help that is necessary for its survival.

When thinking of economical interest, e.g. the sell of the association's products, it is obvious that customers are necessary to secure sales. As marketing consists of a multitude of activities, the necessary steps will be explained theoretically in the following in order to prove them by looking at practical examples.

A successful marketing requires a clear strategy and includes the determination of:

1. objectives – what does the association want to offer/ achieve

2. target groups – who are the persons interested/ customers

3. strategy – how to reach the objectives

In a marketing strategy these question have to be answered. Not necessarily in the order mentioned above but as comprehensive as possible. The realization of this concept is at least able to support the successful continued existance of the association. Without such a concept measures remain only part of the whole thing. But following economical interest is important especially because of the realization of noble objectives.

Three important aspects for a successful marketing strategy shall be clarified in the following sections.

Objectives

In the marketing conception statements shall be registered that include the marketing aim for the economical strengthening of the association. These aims define themselves in the following fields:

- improved market penetration by the products and services of the association

- acquisition of new customers that could not be reached previously (e.g. persons interested in trainings)

- opening of new markets for the products and services (e.g. literature of the association)

- development of new purposes for the products and services

- focusing on new target groups that could not be recruited for the association so far

New objectives can be derived from the main objectives. They concern for example the requirement of improved quality of the products/ services or changes in content. An objective of outstanding importance is to publicize the assiciation. The more well-known the association and its products and services is, the more likely it will increase its economical power and sell its products and services. To be well-known

secures the survival of an association in long term and ensures the continuation of its work. In this context a positive image in society should also belong to the most important objectives.

Target groups

The definition of target groups depends on the products and services the association offers. Target groups are those people to whom all activities of the association turn to. Differences could be socio-demographic characteristics on the one hand like the age or the place of residence but could also be psycho-graphic characteristics like the behaviour of consumption or the attitude towards the product (animal lovers…) on the other hand.

A precise determination enables the concrete address and the organisation of activities, the determination of communication and the definition of material with which the association will be marketing its work.

Strategy

In the marketing strategy the plan will be determined by which marketing objectives will be reached. The marketing process contains a number of commitments. The most important aspects of the marketing strategy should therefore describe the following points:

1. Who in the association is responsible for the marketing?

2. In what period of time shall the objectives be reached?

3. Are there reachable stage objective?

4. What steps will then be taken?

5. With whom is a cooperation strived for in order to reach the objectives?

6. What products and services are acquired/ produced/ provided?

7. Who are important promoters – who is to be acquired?

8. What events are to be organized concerning the marketing?

9. What funds are available?

10. What priorities are necessary, what are duty, what are voluntary?

Because of the individual offers of the associations there will be extremely different marketing plans. By looking at the example of the association „Döbelner Pferdebahn e.V." a successful marketing plan will be explained.

2. The marketing concept of the association „Traditionsverein Döbelner Pferdebahn e.V."

2.1 The traditional association „Döbelner Pferdebahn e.V."

First of all the association and its objectives will be introduced for a better understanding.

2.1.1 History of the horsetram in Döbeln

At the end of the 19th century a frantic economical development was carried out in the city known as the so-called "Gründerzeit". In connection with that, Döbeln became an important railway junction. The distance between the blooming city centre and the highly travelled railway junction however amounted to 2 kilometres. In those times the tram was regarded as an appropriate transportation of local traffic. It should be designed as a tram run by horse power adequate to the technological situation in those years and with frugal investment. Between 1892 and 1926 the horse-drawn tram carried approximately 500 passengers on a total distance of 2,5 kilometres. Up to 12 horses were on duty for 7 passenger services, for 3 post-vehicles and for 2 salt vehicles (to keep the rails free from ice). Remains of the rails in front of the city hall on "Obermarkt" reminded of the horsetram until the middle of the year 2006.
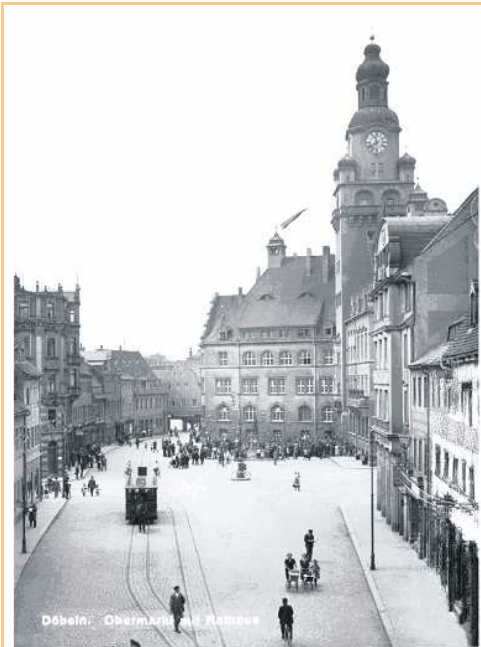
old post-card, horsetram on the "Obermarkt" in Döbeln with townhall

2.1.2 The reanimation

In order to make the city of Döbeln more attractive, the idea of reanimating the horsetram was born in 2001. This project – almost unique in Europe – would strengthen the image of the city and also gain economical importance for merchants and restaurant owners as a touristic attraction.

In january 2002 the „Traditionsverein Döbelner Pferdebahn e. V." was logically founded to realize this idea.

2.1.3 Objectives of the association

2.1.3.1. Building and running of a historical horsetram

The first aim of the association is the building of a horsetram route in the city centre of Döbeln where the historical tram will carry its passengers in leisurely speed through the limited traffic zone of the city and will discover its beauty at special times or events. On the one hand tourists from all over Germany shall be attracted by that to get to know part of the history of Döbeln and the Saxonian coziness.

On the other hand a special attraction for families with children from Döbeln as well as from its surroundings would be created. Of course, rides could be arranged for associations, class reunions, staff parties and so on when ordered.

2.1.3.2. Establishment of a horsetram museum

First of all the memory concerning the horsetram shall be reanimated within the heads of the citizens, the administration of the city and the local committies. Just as the examination of the history and the collection, processing and documentation of information in order to present it to the interested public in an exhibition. Therefore a horsetram museum shall be established. Because there used to be horsetrams in more than 90 towns and there still are some exhibits there, there are realistic chances for realizing this concept. Over 1700 horsetrams exist worldwide – a substantial potencial for a museum.

future depot and horsetram museum in Döbeln

2.1.3.3. Increase of the city's attractiveness

By reaching the aims successfully, a remarkable increase of the city's attractiveness can be achieved. Döbeln is the only town in Germany where a historical tram on tracks is pulled by horses through the city centre. In our highly mechanized and fast-moving time, such a historical transportation – just as the restored horsetram – radiates a unique fascination to people of different age and interests.

It is of great importance that the horsetram is the origin of all our local traffic transportation and that there is no establishment so far, which presents and honours its history. The combination of the use of the horsetram and the museum will even increase the attraction of the town. By combining that with other technical sights in the surroundings, positive effects are possible for the whole region.

2.2 The marketing concept for the horsetram and the horsetram museum in Döbeln

In the following, important parts of the current marketing concept of the „Traditionsverein Döbelner Pferdebahn e.V.″ shall be presented in excerpts.

2.2.1   Orientation and objectives

The following aims shall be reached by the marketing:

Vitalization of the city centre by an increase of the turnout in Döbeln, increase of the sales of local shops, restaurants and providers of services, better use of the cultural sporting and other leisure activities

Supporting the businesses in competition with suppliers ″auf der grünen Wiese″ as well as the suppliers of the overcrowded areas close-by by an improved connection to their city

Supporting the reanimation of the idea of a successful community with a strong self-confidence and recollection of traditions of success as well as strenghtening the pride of the citizens concerning the town and the region

Helping the town to get well-known and increase the attractiveness of Döbeln as "soft" location factors that could play an important role in connection with other "soft" location factors for potential investors for the city and the region

The first strategic focus of the marketing lays on running the horsetram as well as on the establishment and use of the museum. Beside the global objectives mentioned above, the measures shall attract many people to Döbeln in order to secure an enduring activity of the horsetram and the meseum.

The measures necessary to reach the marketing aims shall and can be realized by the association on its own – but certainly with the help of pertinent promotion.

The following main tasks, that are to be supported by concrete measures, result:

a) The horsetram and its museum are to be made well-known at least in Germany, probably even in Europe or around the globe.
    headword: public relations

b) The visitors are to be given attractive and authentic experiences when going by horsetram as well as interesting facts when visiting the museum.

    Headword: events

c) By a high quality, these experiences are made to be unforgetable; this aim is to be supported by a wide range of souveniers of different kinds and prices
    headword: souveniers

d) The visitors are to be invited to visit the place again by a high quality and to act as a multiplicator of publicity by telling others about their positive experiences.

    Headword: multiplicator

The second strategic focus lays on the knowledge that the general aims of the association cannot be reached just by installing the horsetram and the museum. Those aims require a strong connection to other municipal and national institutions. Such instituts are for example the local administration, the district administration, marketing unions of business people or of the restaurant and hotel business, cultural and sporting establishments of the city and the region, local and national tourist associations, museum and many more.

2.2.2 Market analysis

Right now there is not yet a special market analysis for the horsetram and the museum.

For strategy line 1 we can however fall back on several experiences: in the previous years the association designed different literature and souveniers and offered them

to customers. When looking at the sellings, we can determine realistic supply volumes and prices. We can also deduce proposals for the creation of our horsetram project from enquiries of interested visitors as well as from the experiences of similar associations.

At the same time, a range of additional very interesting ideas have been developed during the preparation of the opening event in June 2007; to this there is a permanent development and adjustment to actual demand and enforcable prices.

For strategy line 2 however, there are no concrete experiences available; we have to fall back on relevant statements of other market analysis as well as on generalizable experiences from the participation in projects of the regional marketing.

A tourism "because of Döbeln and its sights" does not really exist; the use of such a tourism is therefore not relevant. With the horsetram and the horsetram mueseum sights are created indeed that are unique at least in Europe. For that reason the city of Döbeln will certainly get better well-known. It is to repeat that a solo attempt of the association on this strategy line is not possible but that it has to bring itself in in a coordinated municipal, regional and national marketing and that it has to play an active role in this marketing.

2.2.3 Target groups

The following target groups are to be distinguished:

Target group 1: visitors/ persons interested that visit the horsetram and the museum rather casual or accidental. These visitors come to Döbeln for other reasons and become aware of the existance of the horsetram and the museum on the spot. They therefore take the chance to get to know everything. To this target group belong:

- Private visitors

- People on business trips

- Trippers and people on short vacation in the region

Target group 2: These visitors intentional combine different reasons for their stay whereas one reason – not necessarily the main one – is to get to know the horsetram and the museum, combined with e.g. shopping, contest and sports activities, visits of events, christmas market and others.

In this target group the following examples are to be expected:

- Families, families with children
- Friends, groups of regulars
- Youth groups, groups of women or seniors
- Athlets and groups of athlets, skittles and skat clubs
- Culture and dance groups, choirs
- Classes, participants of class meetings
- Groups of politicians, artists, scientists and business people
- Groups of tourists interested in cities, history, culture and so on (national and international guests)

Target group 3: These visitors exclusively come to Döbeln because of the horsetram and the museum. In this target group the following examples are to be expected:

- Visitors interested in the history and the technical development of local traffic on rails
- Visitors interested in the history and the technical development of horse-drawn transportation
- Visitors interested in the history of horse-breed and the use of horses

Despite the fact that this target group is expected to be rather small, the marketing for it is very important:

This target group can be used as an informed multiplicator in the advertising for visits of Döbeln, the horsetram and the horsetram museum.

It is ready to spend amounts of money above average for meaningful and qualified information and for appropriate souveniers.

We can expect new members for the association or sponsors from it.

Conditions for those results of the horsetram and the museum on this target group are a highly authentic operation as well as authentic vehicles and exhibits.

2.2.4 Non-target group marketing

Marketing measures are to be realized that make the city centre and the region better well-known and attractive.

Therefore the strengths of the city (and the region) have to be worked out clearly and made known by appropriate marketing measures. The creation of an image is superficially not closely related to the horsetram and the museum. But there will be a close relationship with the motto "Everything useful to the city and the region, is useful to the horsetram and the horsetram museum – and vice versa!" A great number of different images can be supported by the association – refering to the marketing concept of the association. The image "Region of Döbeln – an interesting location in the middle of Saxony" serves as an example. "A connection to the traditions of Döbleln and its surroundings as a successful location of businesses and industry as well as an inclusion of developing businesses of national importance takes place. The horsetram once arose from this successful location – its reanimation therefore corresponds to the recollection on this special strength."

2.2.5 Target group marketing

Marketing measures are to be realized that orient on the concrete expectations of the visitors. In this connection references to the non-target group marketing (see 2.2.4) occur inevitably. Hereto different bundles of marketing are defined.

2.2.5.1 Marketing for target group 1

In this target group a flawless running of the horsetram, an interesting vsit of the museum and a wide range of souveniers are expected as a matter of priority. This marketing is supported by the following measures:

a) headword "public relations":

- Informing the citizens about current proceedings of the horsetram and the museum by using the local media channels (newspaper, local television)

- Publication of important events by using national media channels, especially television

- Using regional magazines to inform the citizens interested in general events in the region

- Using appropriate journals published nationwide for technical orientated publications, e.g. "The Local Traffic", "Tram-magazine", "Model railway-worker"

- Preparation of a current information in the "city information", in the associacion's office or by notices in the local newspapers

- Preparation of informative stickers for business post that point out the horsetram in a short way

- Preparation and use of an official stamp for letters that might be interesting for philatelists

- Installation of interchangeable advertising signs on the trams

- Placing ads in the own brochure of the association

- Announcement of our sponsors in a worthily and effective way, e.g. nameplates on sponsored seats in the vehicles, naming on signboards, publication in the brochure of the association

b) headword "events"

- Employment of a qualified city guide during interruptions of the tour with guidance to interesting places on the route

- Stops for taking pictures of "historical characters" (conductor, police officer…)

- Special tours (wedding, company jubilee, "mulled-wine tour", birthday party...)

c) headword "souvenirs"

Providing a wide range of souveniers for different demand on quality and authenticity.

There belong to:

- Original parts of the railway from the railway system of Döbeln's horsetram (with certificate of origin)

- Stamping of the horsetram-coin, the former currency (in copper or silver)

- Printing of historical postcards

- Miniature models of a horsetram

- flyer, brochures and DVD

- calendars with pictures or graphics of the horsetram

- special beer " Kutscherbräu" with horsetram label

- several herb-liqueurs with horsetram label

- high-qualitiy chocolate called "Döbelner Pferdeäppel" in a small zinc-bucket

2.2.5.2 Marketing for target group 2

For this target group the main tasks of strategy line 1 are to be connected to the development of the proposed images of Döbeln.
This target group will be the largest one, it will achieve the most perceptible vitalization of the city centre and the most interesting economical effects. Therefore one of the main focusses of marketing lies on it. Tasks are the design of material among other things (e.g. flyers, CDs/DVDs) that inform about the possibility of a ride with the horsetram and the visit of the museum and ask for using the possibilities corresponding to the images of Döbeln at the same time.
Furthermore combi-offers are to be defined that combine the visit of the horsetram and/or the museum with the images of the city. The involved parties (travel-agencies, hotels, restaurants, shops, providers of services, cultural and sporting facilities…) are to be included by naming their offers and the agreement on discounts. Publication takes place on appropriate internet platforms; these platforms inform about the offers but also provide interactive possibilities for the user like inquiries about the offers and booking.

2.2.5.3 Marketing for target group 3

This target group normally is hardly addressed by marketing measures. Here the technical interest concerning the horsetram and the museum is in the centre of interest. Important for those people is competent and reliable information concerning the history, technology and running of the horsetram as well as the exhibits of the museum. The employed personnel therefore has to have a sufficient basic knowledge about the horsetram. The personnel in the museum also needs this knowledge. Despite the presumable limitation of the effect of the marketing, the following measures are planned:

- networking with facilities that deal with the topics history and technical development of local traffic on tracks, history and development of horse-drawn transportation, the role of horses in economy, technology, transportation or military

- information about existing networks in the available media and joint preparation of thematic tours offers

- preparation of attractive group-travel offers for voyage and accomodation as the members of target group 3 often belong to syndicates and clubs and therefore like to travel as a group

- creation of concrete incentives to come back and to gain new visitors comparable to the recruitment of subscribers of newspapers, e.g. discount, premium

2.2.6 Preparation of an operations concept

For the realization of the marketing concept the concrete steps are to be written down.

The measure-plan has to contain at least:

- description of the task
- naming of the task-fulfilling people
- description of necessary networks
- determination of the responsibility
- description of the necessary technological, organizational and financial resources as well as the description of the sources for their preparation
- appointment of dates
- controlling and accounting measures

This operations concept is to be developed according to conrete and current requirements and to be sorted in short-, medium- and long-term measures.

3. Practical realization of the marketing concept of the „Traditionsverein Döbelner Pferdebahn e.V.“ with examples

3.1 Introduction

In the following paragraph important steps of the realization of the association's marketing concept will be presented. Experiences have shown that it is important that objectives depend on when, with whom and what activity is executed.

Especially, there are important and significant steps that secure subsequent success. Here is a practical example:

On a planned event on the occasion of the so-called "Bäckerglückswochen ", the association has been asked to come to the market place with its historical horsetram-vehicle and staff in order to present itself. This event was set up, organised and also marketed by a local bakery. A financial success was not achieved for there were neither paid rides nor any sponsors. The event was therefore a "losing deal". Fourteen days after that, the association provided official rides with its vehicle. At this weekend there were visitors that excludely came because of the aforementioned event in order to experience a ride with the historical vehicle. So the participation in the event mentioned above has finally been a success for the association.

This extremely positive experience can be verified by many concrete examples over and over again. So it is important to use the marketing as a scheduled and goal-orientated measure in order to achieve economical aims.

A second comment beforehand: it is of great importance for the economical success of the association that the original idea or the purpose of the association is really convincing.

It will certainly not be easier for the tenth association to preserve a historical achievement than for the ninth one. The idea of the reanimation of the historical horsetram is so unique that a success in long-term is rather conceivable when realizing the association's objectives.

On the basis of the association's marketing, suggestions and commendations shall be pronounced that could also be communicated to other associations to be founded or to existing ones. In each case it should be checked whether comparable steps were possible for other associations in order to secure the work of them economically.

3.2 The idea

As already described in the part concerning the association's objectives, the idea is justified by the history of the city of Döbeln. The objectives of the association are forward-looking and difficult to realize, because they require considerable strains in order to realize them. But just because of that the association deserves special attention - from the citizens as well as from representatives of media, the administration but especially from nation-wide prospects. The foundation took place

in January 2002. At this time there were no tracks, no horses, no vehicles and especially no money, only 25 very aspiring members.

3.3 The first vehicle

In the summer of 2003 an original historical tramcar of the year 1897 could be salvaged.

The collection took place with great media interest, the association informed the media in time. It was published in important regional newspapers; the local TV channel filmed the collection and televised this event in the evening programme.

By that two achievements could be made:

1. The collection did not cause costs for the association for the media feedback served as advertisement for the rescue service.

2. The association suddenly was on everyone's lips.

The providing of the vehicle that was owned by a private person until then, however caused the establishment of a terrace on the costs of the association. This was reached with a great amount of physical strength and existing building materials.

vehicle of the year of 1897 before the collection

3.4 The shortfilm

The topic „reanimation of a horsetram" has obviously been of national interest, because only one month after a shortfilm about Döbeln and the association was produced. The TV channel got the idea from the association – a letter has been written by the president to the editorial office.

3.5 Markets and events

It is important to present the association and its aims on markets and events. A range of souveniers and products has been chosen early, that present the association in an elegant way and keep it in the memory of its customers. The following products have been purchased (that can be sold on markets as well as ordered online – see on www.doebelner-pferdebahn.de):

- informative literature: flyers, brochures, DVD
- post cards: historical motives as well as current ones
- spitits: an own beer brand with own etiquette and a range of alcoholic berverages (liquors...) with suitable proper names, e.g. "Kutscherwärmer"
- chocolate: chocolate packed in a tiny bucket made of tin („Pferdeäppel") and chocolate bars with historical motives
- coins: the former means of payment of the tram has been recoined in copper and silver with a certificate
- pieces of tracks: original pieces of the tracks have been sawed and fastened on a wood pedestal
- others: more articles like horseshoes, miniatures made of wood, tote bags and rulers complete the range.

brochure of the association, 115 pages   an alcoholic beverage

The participation on markets of the region proved as a gainful business. On the one hand the association is presented and the conversations at the market booth help finding new members, on the other hand the proceeds of the sell can be used for the association. The sell is done by the honory work of many mambers. Annual christmas markets, summer parties in the city and regional trade fairs are suitable occations for the association.

3.6 Political decisions

The attempt to have an influence on political decisions in the city is of great importance. When there are important decisions like for example the tendering of planning services for for the redevelopment of streets and places, the association is solicitous to achieve a positive attitude in the committies. That requires many lectures and discussions in front of the decision-makers. With the help of continuous working the association and the realization of its objectives was promoted at the council, on public events, on meetings of associations important for the region, on class meetings and other occasions. With great success, because one of the most important conditions of all, the construction of a track on municupal ground, could be decided by the council: at a session on 25th March 2004 they decided that tracks for a horsetram would be placed on the occasion of a redevelopment of the market places in the city centre and that the city would bear the additional costs. From that point on there was nothing in the way for the future nonstop line.

3.7 Contests and projects

The costs for the participation in contests are normally low. In June 2004 a contribution to a contest, that included the vitalization of the city centre of Döbeln by active associations, was made by the associasion in cooperation with the administration of Döbeln. This contest has been advertised by sponsors and has been connected to prize money. Indeed the contribution of the association was able to receive the second prize; the jury could be convinced that the reanimation of the horsetram would be an important step to make Döbeln even more attractive. The prize money amounted to 17.500 Euro for the association though.

The support of the association at future projects and works by the institutions of the

region, e.g. the Chamber Of Commerce, was also connected to the second rank.

With the help of the trophy money tracks could be purchased. They have been sold used by different transportation companies on favourable prices.

An essential project was the SMART-project of the European Union. The association's application for the participation in the structural support programme granted by the EU has been successful and connected to the support of the association's marketing. In the year of 2007 the implementation of the horsetram among other things has been supported by co-financing ensured by the project SMART. For further information concerning this project we may refer to the internet page www.smart-rfo.org.

3.8 Acquisition of partners

It turned out to be great fortune circumstances that partners could be acquired for the intend because of the increased public interest. So several letters have been sent to persons with the plea to support the work. The answer was often positive and could be used for the application of the idea on different occasions. For the progress of the work the reached image is important. A concrete result of those efforts finally was the restoration of the weathered historical tramcar. It was executed by an association that provides a perspective to unemployed people by giving them the chance to learn a new occupation, e.g. cartwright and carpenter. The association did not have to pay the wages for the workers for they were covered by the government that financed the education. The costs for material to be paid could be covered by co-financing granted by the protection of historical monuments (the vehicle has been declared as a technical achievement in history).

The organization of fund-raising campaigns can also be counted in favor of the association as the result of those efforts. Auctions, raffles and events were organized of which proceeds were given to the association.

On the occation of such events representatives of the association have been interviewed which also increases the prestige. Several interviews could be listened to on regional radio stations. Regular letters with information about the development of the project led to those performances.

3.9 The presentation of the assocation

For the continuous success of the association a functioning and satisfying presentation is extraordinarily important. From the very beginning the presentation of the association was put on the market by the internet. This media serves the information about the events and activities, the sell of products and the recruitment of new members. Topicality is achieved by constant care of the presentation.

The most important highlight so far was the street party on the occasion of the first rides on the restaurated horsetramcar in June 2007, that was organised by the asociation. Thousands of guests visited this event; they took the opportunity to get to know the city and its various cultural offers for two days. The associasion invited other associations to organise a street party together. So the offer was widened and a diversified event to linger was created.

The restored vehicle in 2007

First test rides in the city centre

Street party in June 2007

3.10 Summary

The positive development of the "Traditionsvereins Döbelner Pferdebahn e.V." is the result of a good and goal-orientated work, a very original idea and a range of lucky circumstances. But it also shows, that the economical situation of an association can be improved by a good marketing stretegy. Not every single idea can be copied, it must be adjusted to the individual objectives and power of an association. But a good marketing concept certainly is the key to success.

THIS CHAPTER IS EDITED BY THE ASSOCIATION OF THE TRADITIONAL HORSE TRAMWAY OF DOEBELN
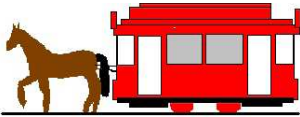
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CHAPTER 5

CASE STUDY 2: CHILDREN MAKING BOOKS

Buchkinder Leipzig e.V. — Children are making books

An educational project with growing impact

This essay will introduce the work of the Buchkinder Leipzig e.V. The Buchkinder Leipzig is a non-profit, non-governmental association that is working within a writing – and book workshop with children at the age of four until 18 since 2001. Starting out with seven children in the founder's living room, now the association has almost 100 members and is additionally co-operating with several schools and kindergartens. Attending the national book fairs and presenting a travelling exhibition in Germany and abroad we reach many interested people and started out networking. In the mean time nine initiatives absorbed the Buchkinder concept of working with children and became members of the national Buchkinder network "Freundeskreis Buchkinder".

Children love stories...

… they make them up – and forget. At the Buchkinder Leipzig e.V. – a book- and writing workshop for children and youngsters at the age of four until 18 years boys and girls develop their stories to their own book. They create and discuss their ideas, write them down, illustrate, set up in type and print until the colourful products of their fantasy are bound between two book covers. Afterwards the children present their idiosyncratic, comic and partly ludicrous books at readings and at the book fairs in Leipzig and Frankfurt. And the own book is something to be proud of!

How it all began...

In 1990 the first independent school was founded in Leipzig, one of the co-founder was Ralph-Uwe Lange. One important maxim was and still is to take children seriously and to provide room and support to find their own expression. Within this work at school he the children created texts that reflected the children's lives and according to the text they created pictures. At school all this was stored in folders,

but it was literally calling to be bound to a book. In 1996 the designer Katrin Kunert and Rulo Lange founded the "Bleilausverlag" at the "Haus Steinstraße" a socio-cultural centre in Leipzig. In this writing- and printing workshop the first books were made.

The more children joined the workshop, the more work was to do. In December 2001 the "Freundeskreis Buchkinder e.V." was founded in Leipzig, a traditional place for printing in Germany, with the support of parents and friends. The organisation is an accepted non-profit-association. This provides advantages in the field of assurance and tax legislation as well as the possibilities to apply for public means and endowments. The association is an accepted member of the free youth welfare service.

At first the workshops took place at the living room of Rulo Lange. In 2002 a small, not-renovated flat was found to accommodate the workshop. Now there are three Buchkinder studios in different districts of Leipzig and more than a hundred children are working on their own books.

The intention of the project Buchkinder

According to the Programme for International Student Assessment (PISA) and other studies about 20% of the pupils in Germany can not handle to conceive complex texts by reading. There are great shortcomings within the reading and the writing competence of children as well as within the competence to express themselves. And children want to do so. They want to be taken seriously. At the Buchkinder workshops we offer room for them to find the own expression and to assert themselves within the "world of the grown ups" via text and illustration. At public podiums as readings at the book fairs in Frankfurt and Leipzig the children present their work.

Reading is an essential competence: children who are reading, and are reading to others, are able to participate in the social discourse.

There are different ways to face the given problems. The German "Stiftung Lesen" (foundation for reading) initializes reading sponsorships. The bookkids are working with another approach: A child, who writes, reads, and reads to others too. Within the workshops the bookkids read their texts to others. This supports their critical facility and – of course – social skills. Everybody who has learned to find the right expression and to present the own product – the own book – to others, is able to participate as an active member within society and will be able and eager to learn and is prepared for lifelong learning.

What we do – exactly –

Extracurricular work

Our main work takes place within our afternoon workshops. At the moment we have 3 afternoon-workshops in the Buchkinder studio Lindenau and three afternoon workshops at our main location at the Hans-Poeche-Straße and one workshop in our former district, the Leipzig Suedvorstadt. The workshops are attended by ten to fifteen children and youngsters average that work until two hours on their books.

Co-operations with schools and kindergartens

A great challenge for the association is the enlargement of our school collaborations because in the context of the adoption of full-time schools in Germany children are more likely to achieve equal chances within education. This is how we can reach children of socially disadvantaged backgrounds too.

Besides the curricular we want to make our contribution of educational work within the school context. Especially here the pupils barely get the space to write down and illustrate their own stories. This is where the Buchkinder offer assistance. At the moment the Buchkinder are cooperating with three primary schools and two secondary schools continuously, additional we offer special workshops for schools that are variable.

To support school collaborations the Buchkinder can also apply for different project sponsorship. For example we already work with the "Deutsche Kinder- und Jugendstiftung" (German Foundation for Children and Youth) that is supporting the qualification of co-operations between schools and cultural out-of-school projects all over Germany. Further collaborations can be supported by the federal state within the establishment of full time schools.

The Buchkinder rules:

The Buchkinder work that we practice is a rather free work. Nevertheless after years of working with children we worked out three rules that assure the success off the work:

1. **Text and picture are an entity:** In our sense the picture and the text are equal: every picture needs a text and every text needs a picture.

2. **We don't give guidelines:** We don't ask the children to work on specific topics; neither do we correct the spelling of the written texts as long as we are not asked to. Because we work with many children who are just learning to write, we know that the correction of spelling is putting an end to free and creative writing in many cases. For young children it is very important to realize the basis of writing and reading, to understand that the written word even in a wrong spelling can be understood by others. So we show them basically to handle the medium of writing. The older the children get, the more they learn at school and they will ask for assistance when it is needed.

3. **Every book needs its time:** Every child has his or her own tempo to work. Since children in the workshops are not of the same age, the time they need to write a book differs very much. Therefore children work on different topics and very individually with different attendance of the grown-ups.

The impact of our work

The experience that we gain from our work is, that children, who write their own books read as well and become readers themselves. By reading to each other during the workshops, the children train their critical mind as well as social competence. On public podiums like readings in Leipzig and other cities and at the international book fairs in Frankfurt and in Leipzig the "Buchkinder" finally face up a grown-up audience.

Strengthen self confidence

The attention the children achieve at public readings strengthens their self-esteem. They are taken seriously and are rewarded for their work.

Foto

Support of critical skills

Criticism is important to the children: they ask for it and they want to express themselves critically too. Especially when it comes to their own creativity, their own texts and contributions, it is important to understand criticism as a constructive element of work. We have learned that children can work with criticism even better, when it comes from other children. Within the workshops the children learn that criticism is natural and important and not a mean of offending anybody. Working in groups they also learn to deal with different opinions and to define common aims.

To find the own individual expression

Children who write their own stories are fond of comparing their work with others. Bookkids learn within dealing with the work of others about the uniqueness of their own work. Reading opens new horizons and that there are different ways of verbal expression: Stimulations to widen and find the very own way of expression.

Exposure to language

To find the own expression and creative writing is an important precondition for a self-determined life. The Buchkinder work sensitizes the children dealing with language. The children enlarge their word pool and discover the diversity and potentials of expression and develop a special respect for speech. Bookkids don't receive speech passively but use it actively to express their own messages in a very special way.

Teamwork

There are moments when even bookkids are at a loss. This can be a depressive experience but it belongs to life like the luck of a terrific idea. The caring way children deal with that amongst each other could be a best practice for grown ups, too. The bookkids create a room for themselves beyond competition because they

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take themselves as a solidary collective. To work within a group is optional and it is a lot of fun. Bookkids learn to ask for help whenever it is needed and they celebrate their success togther.

To learn a sense of reality

As the bookkids are authors of pictures and texts and attend the printing and bookbinding process as well as the selling of their books, the bookkids are working actively and creatively within the whole making of their books. At the book fairs they can find out how other people think about them and can learn that they are part of the huge world of books that surrounds them. Under these circumstances some bookkids even decide not to become an author when they are grown up, since they would have to please other people's taste with the books they write.

Structure of financing

Membership fees: The association Buchkinder Leipzig e.V. is an offer for all the children that want to join us making their own book. This is why the membership fee for every child is very low: The monthly fee is 15€ regularly and 7, 50€ reduced by social indication. Additional we offer sustaining memberships that are available for 6€.

Disposition: The books of the children are manufactured and hand printed and - bound in print runs of 20 exemplars. Every child gets the first exemplar for free and the rest will be sold at book fairs, at markets, at our exhibitions, within our yearly Christmas shop and by now very successfully via the internet. The prices for the range between 30€ and 40€ witch refers to our target group. Additional we enlarge our assortment of non-book articles with postcards, posters, T-Shirts and buttons. Since 2004 we have the Buchkinder calendar that can be bought over the international bookselling trade.

Cooperation with economy and donations of money and material: For the manufacturing of the books the association is getting generous support from established printing companies and paper mills in and around Leipzig. For example the local economy provides paper for our work and large print shops offer open space within their own offset print-jobs for us to print postcards or our newsletter. Further we get donations of material from other book binderies and carton factories. The linoleum that we use within the work with children we can find in broken down

houses in Leipzig. After extensive cleansing we have a medium for linocut that causes a lot of work but no expenses.

Foundations and public support: A great support for our work is the financing of our personnel costs. The employment office pays currently for 8 employees that are limited for one year each within state work creation schemes. The working structure within the Buchkinder association is therefore changing regularly which is very difficult to handle. Nevertheless the upcoming work could not be handled without this support. Additional the youth welfare office pays for half a job that we have to apply for each year. Further means for projects are acquired through applications at different foundations.

Volunteerism: Besides the great engagement that many volunteers proof within the children's work and the realisation of the books, the Buchkinder offer jobs for practical training for pupils and students as well. Particularly the co-operation with students means great benefit for our work since they can not only assist our practical work but also compose thesis and term papers about our work.

Transferability of the Buchkinder work

Since 2002 the Buchkinder are invited to present their work within a stand, a printing workshop and lectures at the world biggest international Frankfurt book fair and the second important German book fair in Leipzig. The great interest and appreciation the Buchkinder work gains from German- as well as foreign visitors evoked the idea to create an extensive travelling exhibition that is able to demonstrate and present the Buchkinder work all over Germany. The requirement and the interest were given. Financial support was found and given in the first year by the Cultural Foundation of Germany (Kulturstiftung des Bundes). Since 2005 the travelling exhibition documents the children's work on their books and presents excerpts from books.

In the context of the travelling exhibition we offer seminars for adults and workshops for children. The seminar conveys the operation method of the Buchkinder to the participants (mostly pedagogues, designers, illustrators, authors or interested parents) in a very practical way: different techniques of writing, the linocut and -printing, and simple methods of bookbinding are tried out practically. In the end each attendant has created the own book.

The Buchkinder Network

After participating the seminar everybody will be able to start with an own Buchkinder workshop within his or her region: dedicated Buchkinder fans from all over Germany start up own workshops within their cities. This is how the Buchkinder travelling exhibition combined with the seminar is the initial point for the Buchkinder Network. The travelling exhibition was for example shown at the Franckesche Stiftungen, Halle/Saale, the Gutenberg Museum Mainz, the Ludwig-

Forum Aachen, the Goethe Institute Naples, Italy and in September 2007 we did a children's workshop in cooperation with the Goethe Institute Nairobi, Kenya. Buchkinder Workshops are already working in Mainz, Sinsheim, Berlin, Weimar, Aachen, Chemnitz, Dresden, Halle and Naples. This is how the Buchkinder travelling exhibition combined with the seminar is the initial point for the Buchkinder Network.

Foto: T. Heckemüller

Within the SMART-project we could work on the professionalization of the existing Buchkinder network. Besides the definition of a common structure for the network we managed to discuss and agree to a common appearance and a common working structure of the Buchkinder networking partners:We aim that the Buchkinder network will be identified as a common initiative and this is why we had to find a corporate design that uses characteristic objects but also identifies the different networking partners.

This is why we changed the name of the initiative from Freundeskreis Buchkinder e.V. to Buchkinder Leipzig e.V. The networking partners will have the name of their city or district in their name. To do so we had to change the constitution of the association. The initiatives will be members of the "Freundeskreis Buchkinder" (Circle of friends of the bookkids) which is now the name of the network. The membership within the Freundeskreis Buchkinder shall be established as a brand and a seal of approval for the work of the initiatives too.

Nevertheless the work within the initiatives can differ from our work and our working structure depending on the local conditions and we appreciate that. At this

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point our networking partners refer to their own local and personal experiences and potentials.

The Buchkinder printing company

The most concrete and long term outcome of the bookkids' work is, of course, the books that are made and published within the local bookkids' workshops in small print runs. Within the professionalization of the Buchkinder printing company in Leipzig we want to support the work within the association: the financial benefit of the printing company's work is to support the association financially. To provide this we are planning to install one employee that will be head of the printing company and professionalize the distribution of books as well as our non-book articles. For the distribution and the manufacturing we want to refer to our networking partners by selling their articles and using local multipliers for our work and products.

Within the support of the SMART project we were able to make a claim on professional business consultants to assist us in developing a business plan, finding the legal form for an economically working printing company without losing the status of common public interest.

Prices and Awards for the Buchkinder Project:

Ehrenpreis **"Aktiv für Demokratie und Toleranz 2006"**
„Verein des Jahres 2006" im Land Sachsen im Rahmen des Unternehmer-Preises des ostdeutschen Sparkassenverbandes
Bundesauswahl „**startsocial-Wettbewerb 2005**"
Besondere Würdigung **„Antiquaria-Preis 2006"** zur Förderung der Buchkultur
„Zukunftspreis Jugendkultur" der PwC-Stiftung 2005
Bundessieger „startsocial-Wettbewerb 2004"
Sonderpreis: **Jugendkunstpreis 2005 „gegenwertig-gegenwärtig"** der Landesvereinigung Kulturelle Jugendbildung Sachsen e.V.
Sonderpreis der Kinderjury **„Druck machen" zur 10. Leipziger Kinder- & Jugendkunstausstellung 2004"**
Sonderpreis **„Mal den Wal"** Wettbewerb der Wasserwerke und der Hochschule für Grafik und Buchkunst Leipzig 2002
Nominierung **„Schönster Messestand"** Buchmesse Frankfurt 2002

Friends and patrons of the Buchkinder association:

Agentur für Arbeit / ARGE Leipzig, Amt für Wirtschaftsförderung, Arche Verlag AG Zürich-Hamburg, Aufbauwerk Region Leipzig GmbH, Ausstellungs- und Messe-GmbH Frankfurt, Bilfinger Berger Real Estate Management GmbH, Breuninger, Bürgerverein Lindenau, Connewitzer Verlagsbuchhandlung, Deutsche Kinder- und Jugendstiftung, Deutsche Papier Vertriebs GmbH, Dreieck Marketing GmbH, Architekturbüro Hoferichter, Familienstadt Leipzig e.V., Freier Kindergarten e.V., Friedrich-Ebert-Stiftung Leipzig, Freier Kindergarten Leipzig e.V., HausHalten e.V., Internet Media AG, Jugendamt Leipzig, Klingenberg Buchkunst Leipzig GmbH, Kant Gymnasium Leipzig, Kommunale Wasserwerke Leipzig GmbH, Kulturamt Leipzig, Kunst- und Verlagsbuchbinderei GmbH, Leipziger Messe GmbH, Lessingschule Leipzig, LJKE Sachsen e.V., McCopy Digitaldruck- und Kopierdienstleistungen, Nachbarschaftsschule Lindenau, Offizin Andersen Nexö Leipzig, Orga Team GmbH, papp-O-mania, Salmann und Partner Leipzig, Sparkasse Leipzig, Sto AG Leipzig, Verbundnetz Gas AG, Waldkindergarten Leipzig, PricewaterhouseCoopers Leipzig, PWC Stiftung, Rotary Club Leipzig, Wirtschaftsjunioren Leipzig, 3. Grundschule Leipzig, 56. Grundschule Leipzig

THIS CHAPTER IS EDITED BY THE BOOK KIDS ASSOCIATION

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ANNEX: CONTACT DETAILS AND DESCRIPTIONS OF THE PARTNER ORGANISATIONS

CULTURAL TRIANGLE OF PRESPES, WESTERN MACEDONIA, GREECE

DESCRIPTION

CTP is an independent, non-profit local NGO situated on the borders of Albania, F.Y.R. of Macedonia and Greece. We are working towards an equal quality of development on each side of the border based on the protection of the common environmental and cultural wealth. Our aim is to reduce the effects of rural isolation on the local communities at a cultural, economical and educational level, by providing job opportunities, educational, informational and promotional activities and networking between the participants in civil society.

- To reduce the effects of rural isolation on the local communities at a cultural, economical and educational level
- To bring together civil society activists and local stakeholders and to support them in strengthening their capacity and networking
- To offer opportunities to children and young people from all over Europe to meet and to realise their possibilities, to develop skills in the fields of arts and new technologies and in taking initiatives

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REGIONAL DEVELOPMENT AGENCY OF WESTERN MACEDONIA, GREECE

![ANKO logo]

DESCRIPTION

The Regional Development Agency of West Macedonia S.A. (ANKO) was created by the local authorities, the State, the agricultural cooperatives and Chambers of Commerce, in order to act as a **pioneering scientific organization for the regional development approach**.

The company's aim is the promotion, support and contribution to integrated regional development, in order to make West Macedonia a place for healthy and safe life and a model for sustainable growth, through:

- study, promotion, administration, monitoring and evaluation of programs and projects on development, in collaboration and complement action with local authorities, the state and the private sector, and
- support of authorities and inhabitants, consistent informing, awareness, motivation, activation, contribution in the configuration of development strategies and the coordination of actions for the implementation of innovative development projects.

ANKO acts cooperatively and supportively with the public and private sectors. It operates under free enterprise criteria through a rational combination of social motion, business behaviour and accomplishment of the high-level demands of integrated development with clarity and effectiveness, **aiming in the creation of a modern, powerful, specialised and financially self-reliant company** which will rely upon:

- the innovative and pioneering approach of its acts,
- the suitable staffing with specialised personnel and its continuous training,
- the formation of a modern operating environment, the continuous equipment and embodiment of modern technology,

- the hammering of sound cooperation relations in the day-to-day contacts with authorities and citizens and in the assumption of initiatives which accentuate the social values, in the interior as well as in the exterior environment of the company,
- the involvement of its own operational quality through the appropriate implementation of the modern methods of business administration.

The **statement** characterising ANKO and including its policy and aims reads:

Effective Organisation of Local Bodies for
Integrated Regional Development

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 Fax: +30 24610 49210

RAMON RAY ARDID FOUNDATION

DESCRIPTION
Ramon Rey Ardit is a Non-profit foundation/NGO providing community based support for socially excluded groups.
Main areas of Activity :
Our objective is to help integrate young people and adults who experience considerable problems of social exclusion related to lack of basic education and qualifications, learning difficulty or mental health problems. We seek to include them into:
Education projects
Project to help them acquire qualifications
Employment centres
Centres for the development of social businesses
Tutorials.
Old´s peoples home with medical care

Contact Details:
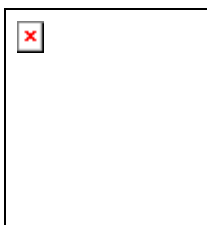Address: Ramón Rey Ardid Foundation, C/Guillén de Castro, 2-4, 50.018 Zaragoza Spain
Name of Project Coordinator: Begoña Moreno Casado
E-mail: formacion@reyardid.org
Telephone: +34 976 79 81 21
Fax: +34 976 74 06 02

"U SIEMACHY" ASSOCIATION

DESCRIPTION

"U Siemachy" Association is a non-governmental, non-profit organisation. It works towards goals focused on multi-layer assistance for the child and family. It helps the young who have found themselves in life's dire straits by providing them with material, psychological, and educational support. For the people in its care, the association provides opportunity for rebuilding and developing personal potential serving the formation of efficient relationships with other people and becoming valuable citizens. Thanks to a network of specialised centres, we built a compact system for working with children and the youth, and their families. We operate in the Daily Mode (day care centres), in 24/7 Mode (family children's homes, self-sufficiency groups), through consultancy and therapy, and within a variety of projects. The network of our centres is the largest of this kind in the region and one of the largest in Poland (presently we are in charge of over 1,000 young people). We create open youth communities and leadership groups, thanks to which those in our care become responsible and fully aware members of civil society. Besides these, we promote the knowledge of education, upbringing, and activities serving the young.

Contact Details:
Address: "U Siemachy" Association, ul. Długa 42 , 31-146 Kraków, Poland
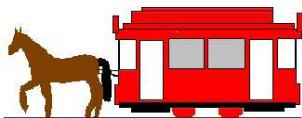Name of Project Coordinator: Agata Otrebska
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ASSOCIATION OF THE TRADITIONAL HORSE TRAMWAY OF DOEBELN

DESCRIPTION

In 2001, the idea to revive the traditional horse tramway in Doeblen was born, an idea unique in Germany as well as Europe. The aim of this project was to strengthen the image of the city and to make the traditional horse tramway an important tourist attraction. In 2002, the "Traditionsverein Döbelner Pferdebahn e.V" association was established for the implementation of this idea.

The first aim of the association was to construct a rail tram in the centre of Doeblen on which the traditional horse tram will take its passengers around the beauties of the city. Thus, tourists from Germany and abroad can get to know part of the history and culture of the city.

Additionally, the association aspires to establish a museum around the theme of "Horse tramways" in Doeblen.

In June 2007 the official opening of the Doeblen horse tramway took place with a big street party.

Contact Details:

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BOOK KIDS ASSOCIATION

Children love stories... they make them up – and forget. At the Buchkinder Leipzig e.V. – a book- and printing workshop for children and youngsters at the age of four until 18 – the boys and girls develop their own stories. They conceive and discuss their idea, write them down and illustrate, compose and print until the colourful products of their own fantasy are bound between two book covers. They enjoy playful learning while working with gentle attendance of grown ups. And the very own book is something to be proud of!

The Buchkinder Leipzig e.V. is working since 2001 as a non-profit organisation in Leipzig. At our workshops we have manufactured and published more than one hundred books in small print runs. Far more than one hundred children are currently working on their books at the bookkids' workshops and in co-operations with schools and kindergartens in Leipzig. All over Germany nine networking partners are following our concept within the nationwide bookkids' network, the "Circle of friends of the bookkids" for example in Berlin, Aachen, Mainz, Dresden and Weimar.

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