



\_\_\_\_\_



\_\_\_\_\_

---

---

---

---

---

---

---

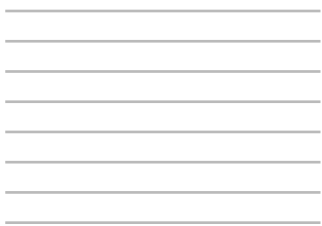
---

---

---

## A C K N O W L E D G M E N T

This publication was created as a part of the Third Sector Institute project - chairman Robert Payton from the Indiana Center on Philanthropy, Indianapolis, USA - and its realization was made possible by the generous gift of the Rockefeller Brothers Fund.



\_\_\_\_\_

---

---

---

---

---

---

---

---

## P R E F A C E

The Third Sector Studies in Central and Eastern Europe International Academic Network was established to provide an information centre and a forum for people who are interested in the development of the Nonprofit Sector in Central Eastern Europe, and particularly in the development of University College level Third Sector Studies in the region.

Our mission is to promote further understanding of the Third Sector in Central and Eastern Europe. As higher education is crucial in the sustainability and in the quality development of the sector we believe that promoting University/College level Third Sector Studies is a key for understanding the sector.

Our network: the Third Sector Studies in Central and Eastern Europe International Academic Network consists of teachers, experts and researchers interested in promoting University/College level Third Sector Studies in CEE. The network primarily consists of core members representing different CEE countries who actively contribute to the achievements of the network's objectives. Furthermore our network reaches and connects approx. 100 addresses from Central and Western Europe and from the United States, creating a reference forum for promoting Third Sector Studies in CEE. The cooperation and communication among members as well as the broader community is eased, maintained and coordinated by the Third Sector Institute network-initiative: the Third Sector Studies in CEE discussion list <list@thirdsectorcee.info.hu> and the Third Sector Studies in CEE web site <www.thirdsectorcee.info.hu>.

This publication intends to give an overview of Third Sector Studies in different countries of Central Eastern Europe. The papers presented were written by our core-members and cover different aspects of Third Sector Studies reflecting local characteristics. We hope that the reader will gain a regionally and thematically sensitive overview of the issue while conceiving common problems and challenges the promotion of Third Sector Studies faces in the region and in the wider academic community.

\_\_\_\_\_



and the market on the other. The reader may well walk away with the impression that a country such as Great Britain is utterly devoid of charities or that, at best, their activity contributes to nothing more than the theory and practice of solving social problems. Even as they recount the work of R. Titmuss – who, after analyzing the blood donor systems of an assortment of countries, concluded that the best systems are those, which rely on free blood given by volunteers – the authors take this as an argument in support of the superiority of the public services over market-driven mechanisms, somehow neglecting the fact that volunteer commitment motivated by altruistic considerations is characteristic neither of state institutions nor of commercial entities, but of the non-profit sector.

The creation of a separate social theory of NGOs was a very slow process. As J. S. Ott points out, the first step was the recognition by social sciences that there are certain areas in which both market and state fail to deliver certain services for the public good.<sup>6</sup> Consequently, the theory has started to acknowledge the idea of non-profit organizations as something that does not rely on the state: this was considered a unique nature of the “third sector”.<sup>7</sup>

As of the early 1990s, the theory referring to the third sector was developing quite dynamically, particularly within the realms of sociology and of political science. Large-scale comparative studies were pursued with the effort to map the activities of NGOs in different countries.<sup>8</sup> Given the crisis of the welfare state, the third sector assumed new importance in the delivery of social services. The rebirth enjoyed by the concept of decentralisation of social policy led to a new appreciation of local communities on the part of social scientists and political decision-makers as well. The concept of subsidiarity of the state, rooted in the social teachings of the Church, became incorporated in the legal systems of many states and, as such, provided sanction for extending priority to third-sector entities in working for the common good. The fall of communism, finally, was decisive in the development of the ideology of civil society not only in Central and Eastern Europe, but also – as a “fresh breeze” – in Western countries.<sup>9</sup>

At present, non-governmental organizations constitute important elements in theories of sociology, social psychology, economics, political science, management studies, and law. To an increasing degree, this fact is also reflected in teaching programs at universities.

## 2. How to Teach About the Third Sector at Universities?

In the United States, the country with the richest tradition of academic teaching of the third sector, there are several curricula. Some institutions offer diplomas in philanthropy. Others specialize in courses dealing with the management of non-profit organizations, and others yet offer specialized courses within the framework of public policy programs (which, to a large extent, correspond to social policy courses offered at universities in Poland).

<sup>6</sup> These theories as well as the theories on the failure of the market (or contract) and of the government.

<sup>7</sup> J.S. Ott, *The Nature of the Non-profit Sector*, Westview Press, Oxford, 2001. As a side-note, it is worth noticing that there is a close affinity between the terminology employed and the substance of the theory. The third sector is nothing else but the “not the first” (ie not the state) and “not the second” (not the market). This numerical ordering is not meant to reflect the chronology of the appearance of the individual entities on the public scene (researchers agree upon the fact, that the involvement of non-governmental organisations in provision of public benefits predates intervention of the state), but to illustrate the order in which the sectors came to be acknowledged by social science theory.

<sup>8</sup> The first project which comes to my mind here is the work of the research group from Johns Hopkins University in Baltimore, MD assembled around Lester Salamon and their collaborators in various countries around the world (including S. Na\_cz, J. Wygna\_ski, and E. Le\_ for Poland).

<sup>9</sup> See J.L. Cohen and A. Arato, *Civil Society and Political Theory*, MIT Press, Cambridge, Mass. and London, 1992.

How do we do justice to NGO-related issues within the teaching programs of Polish universities? A diploma in philanthropy, as a distinct research discipline and study program, seem somehow alien to the culture of Polish universities as well as to the Polish labor market. University courses in non-profit management, mostly relying on concepts of the market, carry a certain risk that academic teaching will evolve in the direction of professional training for purposes of the "second market" (the commercialized version of the third sector).<sup>10</sup> The advantage of the third concept lies in the fact that it does not necessitate major organizational upheavals at universities (in that it shuns attempts at instituting a wholly new discipline). What it does seek to accomplish is to enable the study through a combination of faculties, of different discipline in social sciences. This is due to the fact that public policy (as well as social policy) is not an academic discipline in the traditional sense – it is an interdisciplinary field of social sciences. I will attempt to bring further arguments, which in my belief are in favor of introducing NGO issues in the social science curricula at universities. I am going to refer to examples of social policy and of sociology. At the same time, I will argue against attempts at creating not only a new academic discipline, but also at evolving a single, dominating "third sector theory".

As far as social policy is concerned, in the present situation of the crisis of the welfare state, it is beyond doubt that NGOs have to be seen more positively than before. This is just as much advocated by scholars as by experts and politicians. In Poland, much like in other European countries, a process of the retrenchment of the state is evident.<sup>11</sup> In most cases, the state retains its ultimate financial responsibility and transfers it to the numerous welfare benefits, to the "independent sector", be it non-profit organisations or for-profit ones.<sup>12</sup> We can talk about the gradual privatization and commercialization of the social sphere, of its infusion with a decidedly mercantile element. These processes may lead to the marginalization of significant social values and traditional objectives of social policy. This could be the outcome of the ethos of service as pursuit of profit – under the supervision of the state and with reliance on public funds. In Poland among other areas, this process is already present in health care, and it is also already underway in social insurance.<sup>13</sup> Public administration, service providers, academics are all looking forward to increase the efficiency of the health care system, or to optimize economic revenues in accumulating pension scheme capital. Economics and management are forcing social policy out of its traditional realm. Under such circumstances, NGOs and their public benefit activity seem to be the only hope in keeping the ethos of service alive – the hallmark that distinguishes social policy programs from business undertakings.<sup>14</sup>

<sup>10</sup> As correctly remarked by J. Wygna\_ski, courses in non-profit management – at least in the United States – are all too often dismissed as instruction in "poor version of management" – see J. Wygna\_ski, "Powrót do szko\_y – Do czego organizacjom pozarz\_dowym s\_potrzebne szko\_y wy\_sze" [Coming Back to School – What For Do NGOs Need Universities], (in:) A. Juros (ed.), *Organizacje pozarz\_dowe w spo\_ecz\_ stwie obywatelskim...*, op. cit., pp 73-75. For the record, I would like to state at this point that I am by no means opposed to the introduction by universities of courses – or, indeed, of entire degree specialisations – in non-profit management (issues of management are very much taken into account in the specialisation track at IASS discussed in this paper). I believe that initiatives of this sort should not be embraced as the principal strategy for introducing third-sector issues into university curricula.

<sup>11</sup> See J. Hrynkiewicz (ed.), *Decentralizacja funkcji spo\_ecznych pa\_stwa* [Decentralisation of the Social Function of the State], Institute of Public Affairs, Warsaw, 2001.

<sup>12</sup> See M. Rymsza, "Kontraktowanie us\_ug spo\_ecznych z podmiotami pozarz\_dowymi – decentralizacja czy urynkwowanie sfery publicznej?" [Contracting Social Services with NGOs: Decentralisation or Marketization of the Public Sphere?], *Rocznik no 4, BORIS*, Warsaw, 1996, pp 56-64. Economic theory refers to this general idea as the internal markets concept. It is defined in political science as the retrenchment of the state.

<sup>13</sup> See M. Rymsza, *Urynkwowanie pa\_stwa czy uspo\_ecznienie rynku?* [Marketization of the State or Socialisation of the Market?], IASS and TEPIS, Warsaw, 1998.

<sup>14</sup> One prominent propagator of acknowledging social organisation issues in social policy in Poland is E. Le\_ from the Institute of Social Policy, Warsaw University – see E. Le\_, *Od filantropii do pomocniczo\_ci* [From Philanthropy to Subsidiarity], Institute of Social Policy - Warsaw University, Warsaw, 2000.

The inclusion of third sector issues in the curricula of sociology would not only serve to discuss the recent theoretical developments, but it would also serve the preservation of important achievements in Polish sociology. Let us recall the experiences of the 1980s in this context – the upsurge surrounding Solidarity and then, following the disintegration of the movement through the imposition of the martial law, the development of various underground social initiatives. The study of the phenomenon of what is referred to as the "First Solidarity" and the social initiatives that followed its emergence, pursued under unfavourable external conditions, have engendered in Polish sociology a theoretical and empirical current of studies of social movements.<sup>15</sup> Unfortunately, this current has generally been neglected in the 1990s, after freedom has been achieved. Teaching about non-governmental organizations creates the possibility of continuing this heritage of sociology of social movements, if for no other reason than for the fact that today's NGOs constitute a natural continuation of the civic initiatives of the 1980s.

During the period of Poland's political and economic transformations, the new area of civil society-studies was being developed. Yet if one sets out to consider it as a domain separate from the institutions that put it into practice, civil society becomes too abstract, a purely theoretical construction. The inclusion of NGO-related issues in the general study of sociology provides an opportunity to concretize the concept of civil society, to provide it with true dimension.<sup>16</sup>

### 3. NGO Issues in the Teaching Program of the Institute of Applied Social Sciences at Warsaw University

Third sector issues have played an important role at the Institute of Applied Social Sciences (IASS) since its very inception as an educational and research center at Warsaw University. The Institute became a separate entity within the University structure in 1990, in the first year of the Polish transformation. The representatives of the different disciplines of social sciences started to set the agenda of analysing the social problems accompanying economic and political transformation. The presence of third sector issues in the IASS research program and teaching curricula constituted as a natural consequence of the concept adopted by the Institute's development as well as of the moment in which it arose. That is to say, in a moment when the importance of NGOs to resolve social problems became recognized by the social sciences. Third sector issues are incorporated, among others, in several IASS courses related to social policy, local communities and self-government, social animation or human rights.

The program of study at IASS comprises a series of subjects that all students must study and receive credit for<sup>17</sup>, whether by passing an examination or by other procedures. These

<sup>15</sup> See, for instance, the series of monographs entitled *Studia nad ruchami spo\_ecznyymi* [Studies of social movements], edited by W. Modzelewski, from the Institute of Philosophy and Sociology, Warsaw University, and including pieces by many accomplished Polish sociologists.

<sup>16</sup> A good example of combining description of the third sector entities with civil society theory is presented by the works of P. Gli\_ski of the Institute of Philosophy and Sociology of the Polish Academy of Sciences – see P. Gli\_ski, "The Polish Greens During the Time of Transformation", *Dialogue and Universalism* 1996, vol. 6, no 8-9.

<sup>17</sup> Given that the diplomas awarded by IASS are in sociology, they mostly cover subjects of a sociological nature; given, in turn, the interdisciplinary nature of the applied social sciences, they also include the rudiments of other disciplines, psychology or social policy.

<sup>17</sup> The hours of didactic sessions are converted into credits, as familiar from many Western universities and employed with increasing frequency here in Poland. Under this system, a student must assemble a specified amount of credits in order to complete consecutive years as well as the degree course itself.

core subjects are augmented by a number of course hours in other subjects<sup>18</sup> taught at Warsaw University (not necessarily by IASS staff), to be selected by each student at will. Students concluding the second year of their degree course have the possibility of choosing a specialization track (one or more); in doing so, they commit themselves to attending the courses envisioned for every given specialization. The majority of IASS students take advantage of this opportunity. The priority is given to the specialization track that offers a curriculum for obtaining a degree after completing the courses run from the third to the fifth year. Every specialization is planned in such a way that, irrespective of knowledge in a given field of social science, the students are also taught certain practical skills. Students who successfully complete all the courses required for the given specialization receive, along with their master's diploma, a certificate confirming the completion of a specialization; the value of such a certificate is then tested on the labor market.

It has been my pleasure to teach at the IASS since 1990. In the beginning, NGOs had interested me primarily as institutions delivering social services to the needy, thus augmenting work of the state or replacing it. An outcome of my interest was presented in the seminar of the Non-Governmental Organisations led by me for several years, as part of the specialization track called Social Policy – Specialist in Employment Issues.<sup>19</sup> The subject matter of this seminar attracted an even greater number of students in every consecutive year, and its scope had gradually been extended to include elements of the third sector's sociological theory, which does not only reflect the rising importance of social organizations in the public life of the country (and not only as providers of social services), but also the demand on the part of IASS undergraduates. I should add at this point that the interest in attending this seminar was not only expressed by our own students, but also by students from other faculties of Warsaw University. Thus, it would appear that issues relating to the operation of the third sector meet the interest of a significant portion of students of applied social sciences. Discussions I led with my students indicate that many of them already have obtained practical experience in co-operating with NGOs and that many of them would like to take up or continue work in the third sector after completing their studies. I would also add at this point that some IASS alumni went on to assume positions of prominence in Poland's third sector.

In response to the growing importance of NGOs, in the developments for the study of the third sector and for its theory within the context of social sciences, as well as to the enthusiasm of the students, the Institute of Applied Social Sciences of Warsaw University has initiated, in the academic year 2001-2002, a new specialization track entitled Social Policy – Specialist on Non-Governmental Organisation Issues. This was the initiative of the Department of Preventive Social Policy Functions. Its staff conceived a program that was later approved by the Academic Council of our institute. The curriculum of the specialization track comprises 300 hours of instruction distributed among nine courses. In addition, students are required to serve a 60-hour internship at a non-governmental organization of their choice. The program of the specialization track was conceived as presented in the table below. For a more detailed description of each course and for the names of the lecturers, see Annex.

<sup>19</sup> This specialisation track is administered by J. Hryniewicz; according to her idea that the seminar had to be included in the programme of the specialisation track.

Table 1

**Social Policy – Non-Governmental Organizations**  
Specialization track program for students at the Institute of Applied Social Sciences,  
Warsaw University.

<b>Subject</b>	<b>Year of Study</b>	<b>Form</b>	<b>No of hours / Credit points</b>	<b>Means of conclusion</b>
Civil Society	3rd	Lectures	30 hours– 3 points	Exam
Non-Governmental Organisations	3rd	Lectures augmented by exercises	60 hours – 6 points	Exam
Sociology of Labor	3rd	Lectures	30 hours – 3 points	Credit
Management of Non-Governmental Organizations	4th	Seminar	30 hours – 3 points	Exam
Social Welfare	4th	Seminar	30 hours – 3 points	Exam
Local Communities, Self-Government and Local Authority	4th	Seminar	30 hours – 3 points	Credit
Evaluation of Public Programs	4th	Seminar	30 hours – 3 points	Exam
Work in Non-Governmental Organizations	5th	Workshop	30 hours - 3 points	Credit
Selected Aspects of Civic Education	5th	Seminar	30 hours – 3 points	Credit
Internships	5th	Work experience at organisation	60 hours – 6 points	Credit

Source: synthesis based on the up-to-dated specialization track program approved by the Academic Council of the IASS.

In preparing the program of the specialization track, we decided to rely upon courses our institute has already been teaching, as well as upon the research interests of our staff. Some of the courses already offered by us in the past – Social Welfare, Local Communities, Self-Government, and Local Authority, Selected Aspects of Civic Education – were incorporated in the program, without any changes. Others were modified to suit the purposes of the specialization. Thus, the seminar in Non-Governmental Organizations was transformed into a basic course (lectures plus classes) and the course in Management of Non-Governmental Organizations was re-configured into a separate seminar based on Human Resource Management, offered previously and retained in the curriculum. The three entirely new courses comprise Civil Society, Evaluation of Public Programs, and Work in Non-Governmental Organizations.

In terms of content, the idea of the specialization track was to combine sociological issues (IASS graduates receive a diploma in sociology) with social policy (orientation of the specialization track towards NGOs engaging in public benefit activity and towards co-operation of the public administration with third sector entities) and with practical knowledge related to the operation of NGOs.

We were looking forward to construct the teaching programs of individual courses so as to render them to be mutually complementary and, at the same time, to make them as thematically varied as possible. Academic staff from four different departments within the Institute teaches the courses included in the specialization.<sup>20</sup> Thanks to this, we have been able to take into account each one of the five theories regarding the third sector discerned by J. S. Ott, ie (i) political and economic theories, (ii) social and community theories, (iii) organization theories, (iv) giving theories, and (v) the blending and blurring of the sectors theories.<sup>21</sup> These latter theories as well as the economic and political ones are discussed in the lectures on Non-Governmental Organizations, the social and community theories are part of the seminars on Local Communities, Self-Government, and Local Authority; the organization theories – as part of the seminar on Management of Non-Governmental Organizations and of the lecture on the Sociology of Labor; and the “giving theories” – during the workshops on Work in Non-Governmental Organizations, as part of the discussion about fundraising. The specialization program also discusses the civil society theories (during third-year lectures) and the elements of public policy theories with regard to structuring and evaluating public programs (during the seminar thus named).

As it drafted the program, the Department of Preventive Social Policy Functions started to achieve an optimal combination of theory and practice while preserving an essentially academic character of the whole. Accordingly, the specialization track was structured as part of our full-time daytime study program (as opposed to evening courses or part-time study), but we have not organized a post-graduate program so far.

We have adopted the principle of gradually enlarging the practical aspect of the courses along consecutive years, progressing mostly from lectures in the third year to workshops and internships in the fifth. The students perform the latter in the first semester of the final year – right before they enter the labor market. The assumption is that the program workshops directly lead to first-hand experience of students serving internships.<sup>22</sup> A person

<sup>20</sup> These are the Department of Preventive Social Policy Functions, the Youth Studies Centre, the Department of Sociology of Morality and General Axiology, and the Department for Study of Social Tradition and Change in the 19th and 20th Centuries – see Annex.

<sup>21</sup> See J.S. Ott, *The Nature of the Non-profit Sector*, op. cit, pp 179-189.

<sup>22</sup> The academic year 2001-2002 was the first one in which the specialisation track was offered; nonetheless, all the sessions envisaged in the specialisation programme were duly held, with interested students from the older years attending courses planned for the 4th and 5th years while undertaking to secure credit for the remaining elements of the specialisation track curriculum. Accordingly, the first certificates of completion of the specialisation track will be awarded already in 2002-2003, rather than 2003-2004.

leads the workshops with considerable experience in working with, and for the benefit of third-sector entities; students under the supervision of IASS by an internship tutor serve the internships. The organization of this practical element of the specialization track was rendered by the incubator for third sector organizations based at Szpitalna Street in Warsaw.<sup>23</sup> Third-year students attend the Szpitalna centre as part of the classes on Non-Governmental Organizations; discuss the work of the various organizations with the Szpitalna staff so as to improve their familiarity on the issues related to third sector infrastructure. The Szpitalna incubator also gives a hand in organizing internships for fifth-year students.

The feedback of students from the Institute of Applied Social Sciences regarding the introduction of the new specialization track was very positive. In the year in which the program of Social Policy - Specialist in Non-Governmental Organization Issues was first offered, approximately 50 students signed up for it; in the next year, this number was considerably greater, making it impossible to accept all of them. Thus, it seems that in terms of the interests and expectations of the undergraduates specialized in social studies have been satisfied. The IASS initiative is one of the first of this sort of programs in Poland. Issues related to NGOs are elaborated in the Social Work specialization program offered at the Institute of Sociology at the Jagellonian University<sup>24</sup>; a degree course in non-profit sector management is offered by Collegium Civitas, a new private university in Warsaw. There are even more programs of this sort, and their number will certainly increase in the future. My personal view is that the expansion of social science curricula so as to include third sector issues ought to proceed gradually, through the development of various initiatives in different disciplines and in different academic centres. It would be useful to better advocate the measures pursued and to better share the experiences already obtained. This could result in a certain standardization of such educational programs in the long run. This was the basic objective of the Polish Open Seminar initiative led by A. Juros at the Catholic University of Lublin.<sup>25</sup> It is also a core goal of a recently built international network managed by M. Kralik from Hungary. In conclusion I would be grateful to my readers for any comments or insights concerning the specialization track program, which it is my privilege to lead, as well as for any information concerning similar initiatives pursued in academic circles.

<sup>23</sup> In the NGO community of Warsaw, the centre is known as *Szpitalna*. The establishment of permanent co-operation has especially been made possible by the assistance and commitment of J. Wygna\_ski.

<sup>24</sup> See M. Boche\_ska and K. Kluzowa, "Teaching about Non-governmental Sector Activity under the Jagiellonian University Social Work Program", (in:) K. Frysztacki (ed.), *Education for New Challenges and Problems for Social Work and Non-governmental Organizations*, Jagiellonian University – Institute of Sociology, Kraków 1999, pp 265-270.

<sup>25</sup> See A. Juros (ed.) *Organizacje pozarz\_dowe w spo\_ecze\_stwie obywatelskim...*, op. cit.

## ANNEX

## Social Policy – Specialist in Non-Governmental Organization Issues

Program of the Specialization Track for Full-Time Day-Time Students of the Institute of Applied Social Sciences, Warsaw University, Poland

The present annex sets out an abridged version of the description of the specialization track's prepared for the *Day-Time Studies at IASS Prospectus*. Due to constraints of space, I have not included information such as detailed requirements for receiving credit for each course or the literature students are supposed to read. The course teachers are also the authors of their respective programs.

### Basic Information – The Specialization Track

The specialization track has been devised to prepare qualified personnel for work in non-governmental organizations as well as in public institutions co-operating with them, the various self-government bodies. The various courses it comprises offer sociological knowledge about civil society and local communities, non-governmental organizations, as well as clarifications regarding NGO management, evaluation of public programs, and delivery of social services by non-state entities.

The specialization track is managed by Marek Rymysza, Ph.D. from the Department of Preventive Social Policy Functions. The obligatory course load comprises 300 hours of instruction plus 60 hours of internship work.

### Basic Information – The Courses

#### **Civil Society**

*Monographic lecture – 30 hours (exam), 3 credit points.*

Lecturer for the academic year of 2001-2002: Marek Cichoński, Ph.D. (Department for Study of Social Tradition and Change in the 19<sup>th</sup> and 20<sup>th</sup> Centuries); Lecturer for the academic year of 2002-2003: Prof. Marcin Król (same Department).

#### *Topics Covered*

The monographic lecture has the objective of presenting and discussing the idea of civil society from the perspective of the history of ideas from the beginning of modern times until the end of the 20th century. The topics covered will include the impact exerted by phenomena such as the emergence of market economies, democracy, and liberalism concerning the development of the concept of civil society. An overarching issue is the role of society as a social and political project during the period of post-soviet reforms in Central and Eastern Europe.

#### **Non-Governmental Organisations**

*Lecture with exercises – 60 hours (exam), 6 credit points.*

Lecturer: Marek Rymysza, Ph.D. (Department of Preventive Social Policy Functions). Classes led by: Izabela Rybka, Maria Tkaczyk, Mariola Rac\_aw-Markowska.

#### *Topics Covered*

Elements of sociological and political economy of the third sector, relations between NGOs and public institutions as well as market entities, function of NGOs in the discharge of social duties of the public authorities, typology of NGOs (with particular emphasis placed on public benefit organizations), legal framework for the operation of NGOs in Poland (the

legislative Act regarding foundations, the legislative Act regarding associations, and the legislation regarding public benefit activity and volunteer work under preparation), laws governing the operation of NGOs and of the provision of public services in selected foreign countries, policies pursued with regard to NGOs by democratic states and by the European Union.

### **Sociology of Labor**

*Lecture – 30 hours (test), 3 credit points.*

Lecturer: Prof. Jolanta Kulpi\_ska (Department of Sociology of Morality and General Axiology).

From the academic year 2003/2004 the lecture will be given by Ewa Giermanowska, Ph.D. (Youth Studies Centre)

#### *Topics Covered*

Introductory lectures in issues related to the sociology of labor. Part I concentrates on labor and profession, Part II on the organization.

The following topics are covered in the lectures: organization theories vis a vis general sociology – different approaches and their development, the definition of organizations, the organization as a finite group distinct from the external factors which surround it, social structures within the organization (structure of work, of power, of communications), the organization and social groups (the formal and the informal structure, the individual within the organization) societal roles, organizational power (bureaucracy, the organization and leadership, organizational culture, knowledge and information) the role of experts, strategic analysis of organizations, conflicts of structures and of roles (their representation and means of identifying and resolving conflicts, examples of organizations: a business operation, a university, and an association, formalization processes) attaining the objectives of an organization under circumstances of uncertainty, change within the organization (innovation, changes in the environment).

### **Management of Non-Governmental Organizations**

*Seminar – 30 hours (exam), 3 credit points.*

Course convenor: Ewa Giermanowska, Ph.D. (Youth Studies Centre).

#### *Topics Covered*

The seminar discusses management in the specific context of the non-governmental organization. The basic processes and structures of management are discussed, with particular emphasis put on staff management. The areas covered include mission and leadership at NGOs, strategic and operational planning, human resources policy at non-governmental organizations (recruitment and selection, labor appraisal, payrolls, personal development of full-time staff and of volunteers), selected aspects of labor law, and careers at non-governmental organizations.

### **Social Welfare**

*Seminar – 30 hours (exam), 3 points.*

Course convenor: Izabela Rybka (Department of Preventive Social Policy Functions).

#### *Topics Covered*

The nature and characteristics of social aid and its role in the social security system, the social aid concept in the basic social policy models, social welfare policy from the historical perspective, legal basis for operation of the social aid system (especially the Social Welfare Act of 1990), reforming social welfare system in Poland during the transformation period, poverty and social marginalization, public and non-governmental providers of welfare, financing sources and welfare structures, principles of governing and forms of collaboration between public institutions and NGOs, volunteering, philanthropy and charity, the professional roles of social workers, social welfare systems in selected countries (a comparative analysis).

### **Local Communities, Self-Government and Local Authority**

*Seminar – 30 hours (test), 3 credit points.*

Course convenor: Barbara Lewenstein, Ph.D. (Department of Sociology of Morality and General Axiology).

#### *Topics Covered*

The focus of the course is on issues related to the local community, with particular emphasis on local policy and community management by self-government bodies and by the population. The basic concepts and definitions to be discussed are the local community, and the increasing importance of these entities in contemporary society. Other topics covered: the role of self-government at municipality level and its responsibilities, models, and the experiences related to co-operation with residents and with NGOs after 1989, the significance of NGOs at the local level and the dynamics of its emergence, examples of civic institutions working for local development, distinguishing factors between the social and economic mobilization of municipalities in Poland, the social price of self-government (based on research), the role, significance, and special characteristics of political parties on the local level, local politics in Poland after 1989, the concept of local conflict, the types of conflicts, their progress, and means of preventing them.

### **Evaluation of Public Programs**

*Seminar – 30 hours (exam), 3 credit points.*

Course convenor: Robert Sobiech, Ph.D. (Department of Preventive Social Policy Functions).

#### *Topics Covered*

The goal of the course is to teach about the processes by which public policies and public programs arise, are implemented, and are assessed, with particular emphasis on knowledge and skills related to the mechanisms and procedures needed in well-informed appraisal of the outcomes of the activity in the public sphere.

The topics covered are as follows: introduction of the analysis of public policy, diagnostic procedures (including the diagnosis of social conditions and needs, identification of problems, and identification of fields where intervention is necessary), types of evaluative research, monitoring (including monitoring of the scope of programs, of the means of execution, reaching addressees, data gathering and analysis), methods for appraising the effectiveness of programs (the utility of quantitative and qualitative data, the experimental method, cost effectiveness analysis, cost benefit analysis), and the social and organizational context of appraising public programmes. The sessions make extensive use of teaching aids (slides, handouts etc.) summarizing the literature on the subject, setting examples of evaluations, and case studies.

### **Work in Non-Governmental Organizations**

*Workshop – 30 hours (test), 3 credit points.*

**Teacher of the Course:** Joanna Kowalczywska (Youth Studies Centre)

#### *Topics Covered*

Issues such as founding organizations and defining the formulae of their operation, planning of programs, budgetary planning and financial management, fundraising in support of core activities, or public relations activity at NGOs (shaping relations with the social environment). Being a workshop, active involvement of students is required, for instance, the participants will be asked to make a public relations plan for a specific organization, to write applications to a foundation, to draft a press release etc. Guests from NGOs will attend some of the sessions; extensive use will be made of case studies.

### **Selected Aspects of Civic Education**

*Seminar – 30 hours (test), 3 credit points.*

Course convenor: Marek Rymysza, Ph.D. (Department of Preventive Social Policy Functions).

*Topics Covered*

The three basic concepts of civic education will be discussed: (i) delivering information, (ii) shaping civic virtues, (iii) teaching civic skills. Selected civic education programs and publications are analyzed from the perspective of their applicability. The various dilemmas and problems of civic education are discussed (issues are selected each year separately in cooperation with students. Some of the selected issues: theory and practice of democracy, the boundaries of democracy, civic education at schools and the nature of the school system, the risks of indoctrination, limitations on the freedom of expression of the private views of educators, civic education and political correctness etc). Given the widespread view in the US to consider civic education as especially important, the premises adopted and the teaching materials employed will also be discussed.

**Work experience at non-governmental organisation***Interships - 60 hours*

Tutor: Maria Tkaczyk (Department of Preventive Social Policy Functions)

---

---

---

---

---

---

---

---

**O L G A U D O V I C H E N K O**

## **UNIVERSITY-LEVEL PROGRAMS FOR BUSINESS EDUCATION FOR NGOS.**

It is a long-standing practice at leading universities to offer various study courses for NGOs within their education programs. Yet it was only in the last decade that many business schools have initiated special education programs (including MBA) for the NGO management. It was a result of the increasing interest in this type of education demanded by NGOs themselves. Another reason was a shift of priorities in major international foundations supporting NGOs. Giving up gradually direct funding of NGOs, they concentrated their efforts on a package of measures to encourage NGOs' self-financing and self-survival. Business education for NGOs is seen as one of those measures. According to Brenda Gainer program director at Schulich School of Business, York University, Toronto, in 1993 a major investment by Kahanoff Foundation enabled the Schulich School to offer a specialized MBA program in Non-profit Management and associated professional development courses. Recently the Royal Bank Charitable Foundation has established a professorship at Schulich in order to develop ongoing research activities in the area of non-profit management.

In East-European countries and Russia the chances of similar plans have not given birth to so much optimism. The heritage of the Soviet period has allowed most of the NGOs to start only in the late 80s. The legislative mishmash, accompanying the emerging NGOs', the vague vision of their role and mission, resulted from both the broader society and from the uncertain future of the NGOs. One of the outcomes was that the NGOs kept the problem of education at the bottom on their list of priorities. It was only the obtaining of the immediate skills of the highly specialized spheres that could be discussed. Therefore during those years NGOs learned how to survive in their inchoative stage. Consequently only a few organizations have survived, with a few tens of employees. The demand for NGOs business education has appeared.

Two years ago the Open Society Institute started to support the idea of a university-level program in business education also for NGOs simultaneously in a European country (in English) and in Russia as well in the former Soviet Republics (in Russian). As the institution for the Russian language program, the School of Management (SOM) of Saint Petersburg State University was initiated. The Program worked out by the Faculty group with the assistance of the OSI, is nearly complete by now.

The present article is a summary of what has been achieved by those who conceived the program as well as the author's reflections on the conception of business education for NGOs.

### **Who we are going to teach?**

Despite the fact that NGOs registered in Russia amount to a few hundreds of thousands, those really performing are no more than one third. This is the case even with the organi-

zations, which regularly present their financial statements. Russian tax legislation used to allow various tax benefits to for-profit companies, but in case of financing non-profit organizations what happened was, that most of them has been registered only to minimize taxes of other companies. The problem is that according to the Russian legislation, to create an NGO is much easier than to liquidate it, and in some cases, as far as charity foundations are concerned, liquidation is practically unfeasible. As a result once registered an NGO irrespective of whether it performs or it has been closed long ago, it is considered to be a performing one. Yet a few tens of thousands of NGOs all round the country can be seen as prospective consumers of business education services. Russian NGOs don't have more than 10 employees on the payroll. Organizations with only two or three staff employees are found quite often, while those with a workforce between 20 to 30 employees are considered large. Half of the NGOs believe that staff employment is a phantom concept, which allows them to put employees and volunteers together in the staff category. It has to be mentioned that approximately 20 per cent of NGOs have no volunteers at all. NGOs in Nizhny Novgorod, Moscow, and St. Petersburg as the financially most developed ones (able to pay salaries) have experienced the greatest shortage of volunteers. Russian NGOs often view volunteers as a temporary phenomenon caused by the financial crisis. They do not find it possible to have volunteers in the times of prosperity. As a result the voluntary movement is developing very slowly in Russia. Chairmen, managers and board members of Russian NGOs undertake the main part of the work. Few of the NGOs have got an experience of distributing power and responsibility among their members or employees, or of managing large groups of people.

Still our surveys have proved a great interest of the NGO staff in studying business disciplines. Moreover information on the new business education program for NGOs, has not been published so far. We have received many telephone calls from those would like to attend it. The third sector has basically appeared to be open and ready for discussing the problem of education. All the respondents showed interest in the research and in the educational projects and emphasized the extraordinary importance of such projects for Russian NGOs. This interest is quite clear. According to specialists, one of the main problems of the non-governmental sector in Russia is low professionalism. The managers of NGOs do not view management as a system. Many NGOs still do not have a developed management system. Managers often draw up plans for the sake of planning; they avoid working out in detail or do not take into account the necessity of being clear and precise; they leave out potentials of human and economic resources; plan only results instead of stages of achieving the goal etc. Many NGOs do not think of their project's future. Most of them do not have a special employee responsible for fundraising. Poor everyday planning results in ineffective input of time and energy and in various conflicts. Russian NGOs do not often realize the importance of regular analysis of their performance. As to relationship with the customers, Russian NGOs are far from perfection. There is no clear understanding that the people who have given their time, money, or other assets to further the cause are just as clients of NGOs as the actual recipients of the provided services. Among other significant problems are the relationship between NGOs and local authorities. These are weak and the understanding of the importance of publicity is also insufficient.

NGO managers are rather worthwhile contingent for teaching. First of all, most of them are well educated, above 35, with clear life goals, and strictly loyal to their occupations. Most of them have a higher degree (or even two degrees) in Humanities, a few in Management, Economics, or Finance. There is a good reason to believe that they are highly motivated to take specialized university-level courses and will do their best to make most of them. They are a very demanding audience, very sparing of their time and quick to apply the theoretical knowledge obtained into practice.

We believe entrance testing and selection procedure for the Program as the most important stage. First of all the image of any university-level education program is formed by its graduates. We find it salient to know whether the prospects of the Program are going to shape their further NGO careers, or their desire to study is only a means for them to get a prestigious diploma at the lowest expense (a cardinal information for sponsors). We expect our graduates to be employees at NGOs rather than at other organizations. We think that an admission interview (with a psychologist among the interviewers) would be necessary. Candidates are also supposed to submit reference letters conforming both their experience at NGOs and their intentions to join the third sector in the future. Still we know for sure that the staff overflow into the business sector is inevitable because an employee with business qualification (even in the NGO sphere) is well-received on the market, and the third sector neither today, nor in the foreseen future will be in a position to offer to its employees revenues sufficient for living, let alone competitive salaries. This fact does not only make it necessary for a candidate to clarify the reasons, why he wishes to learn, but his or her willingness to work in the NGO sector has to be defended as well. The trainees have to have a three-year experience at an NGOs. Because they are not only supposed to attend lectures but they also have to obtain knowledge through interactive methods of education.

Among the necessary means for selecting candidates is the admission test which allows a better identification of applicants' general cultural and educational level, in other words their fitness for the curriculum requirements. As it is well-known, a group studies at the bottom of their abilities determined by the weakest students. One of the most intricate problems the trainer (who leads a mixed-background adult group) faces is to be clear for the weak and interesting for the strong. We believe that the admission test is a good means to identify candidates' abilities and to create more or less homogeneous groups in terms of background. We know that we deal with people who were awarded the previous degree 15-20 years ago. Short-term preliminary courses can facilitate their phasing in the process of learning. As the teaching practice shows, the trainees especially have difficulties in taking courses in Economics and Finance because they require sound background in mathematics. This is the most burning problem in the groups in which the majority of trainees were awarded their previous degrees in Humanities.

Finally it is a requirement for the candidates, to already possess at least a University/College graduate degree. This requirement comes from the Program format and federal standards.

### **Where we are going to teach?**

The choice for a given university-affiliated business school to prepare NGO managers is not accidental. We do not mean to diminish achievements of resource centers that have been almost the sole structures to support NGOs in the sphere of management, by offering them short-term training programs and seminars. Usually this kind of training is offered on either individual or on a small-group basis. A training program takes two days in average. Classes are usually led by either experienced RC instructors or by guest professors. Most of the respondents who have ever participated on such a training, have given positive feedback. At the same time RC training programs do not pay much attention to the conceptual aspect of the transferred knowledge. Therefore they can only provide the trainees with the necessary skills, rather than with fundamental practical and theoretical knowledge. A university-affiliated business school has much wider capacities. According to professor Valery Katkalo, Dean of the school of Management of Saint Petersburg State University, the principal thing is the all-level synergy effect. A university business school has a powerful aca-

demographic background. It can carry out scientific research, it can have post-graduate courses, and it can deal with reproduction of human resources. The Program provided by staff professors is more stable and reliable in the long run. It can organize autonomous research- and educational projects, it has networks. A business school has financial and technical resources, computers and multimedia halls, well-equipped rooms for psychological training. Finally, a business school is state-licensed to award degrees. This is especially important because Russian society is very conservative about educational issues. If the leader of an NGO makes up his mind to spend a large part of his time for fundamental education, he is certain to choose a well-known university with the authorization to award credentials.

The School of Management (SOM) of Saint Petersburg State University is an excellent center in business education, well-regarded in Russia and abroad. It was established in 1993 and for the time being it numbers more than 1200 students and over 1000 graduates. It provides professional management education in all three sectors of economy. The SOM has developed since 1995 a strong tradition of educating both undergraduate and graduate students for business and public administration careers and now it has reached the stage at which it can expand its educational programs to the third sector. SOM has six-year experience in developing professional training programs (both commercially and state-supported based) in general management, financial management, marketing, personnel, public administration. Since 1995 SOM successfully runs diploma-level training programs (9 months duration) in Business and in Public Administration with more than 300 alumni. Since 1998 SOM participates in the Presidential Initiative Program for Russian managers. Since 2000 SOM runs the MBA program. The SOM library currently houses more than 80 000 publications in Economics, Finance, Marketing, Theory of Management and other disciplines. The majority of management textbooks published in the 1990s in Russian and the majority of those in English are accessible in the library. The total computer park of the Faculty amounts over 100 office PCs and four computer class-rooms connected through a computer network with practically unlimited Internet resource.

The SOM has solid research potential. Two SOM's research centers, created in collaboration with the foreign partner institutions it has published its working paper series and has organized important international conferences. SOM's annual conferences on human resources management issues have gained nation-wide recognition. The doctoral program in management is in a stage of development. In 2002 the SOM starts its own research journal.

With international support the Advisory Board of the SOM has developed a system of corporate partnerships, unprecedented in the Russian business education. Among the SOM Board members are the leading international and Russian companies which employ SOM's graduates and which have made major contributions to the project of renovation of the new SOM building where classes began in February 2002.

For the time being, the Faculty employs, more than 100 professors, as well as other employees in management, marketing, finance, social psychology, PR, etc. The previous experience makes us confident that the SOM will not be confronted by any serious problems while executing the Program. The SOM has a complete set of basic courses, and faculty members successfully deliver them to the participants of training programs.

### **How are we going to teach?**

The first problem we had to solve was to determine the Program format. The undergraduate format was rejected. Firstly because the goal of the Program was to provide NGOs with professional managers as soon as possible. NGOs are not in a position to wait 5 years for the first Program graduates. Besides it will take the young specialists another couple of

years to obtain enough practical skills to occupy top positions in organizations. Moreover although the Program is supposed to be partly financed by various foundations, NGOs, and sometimes even by the trainees themselves have to contribute to cover education fees. Small NGOs are unlikely to find enough means to invest in the education with long-term pay off. Lastly, young people between 17-22 age, who have do not have precise life goals yet, can hardly be expected to be certain about joining the third sector, especially, because working at NGOs is less prestigious than working in business.

Thus we have chosen NGO practicing managers with a previous degree seeking for specialized knowledge in the NGO sphere as the target group for the Program. In other words the program in question is of graduate/MBA level. We should also mention that the Program will offer a diploma or certificate, which means that its per hour- and subject schedule should meet federal standards. At present graduate programs in accordance with Russian education standards can currently be executed on the following levels.

- Level one - short-term refreshment course. The standard requirements stipulate that the course duration is 72 to 100 academic hours (here and afterwards we mean class work hours). On completing the course, successful graduates are awarded University Certificate. Trainees can choose either day- time or evening classes.
- Level two - refreshment course. The course duration is to be more than 100 academic hours. Successful graduates are awarded University Certificate in the chosen professional area. Day- time or evening classes are optional.
- Level three - NGO Management Diploma Program of professional training. The normative requirements stipulate that the Program duration is of 500 or more academic hours. These programs are designed for individuals with university-level degree in any field. On completing the program, the participants will defend their qualification projects. Successful graduates are awarded University Professional Training Diploma, which entitles them for new professional activities. The syllabus provides for the option of evening or modular formats.
- Level four - MBA Program for NGOs. The Program constitutes a sort of post-graduate education that meets the highest requirements of professional training. Successful Program graduates qualify as MBA, which entitles them for new professional activities and holding senior or middle managerial positions in NGOs. The Program is designed for people possessing at least one university degree in any field with no less than two-year experience in business or at an NGO. The Program stipulates 1000 academic hours as a minimum (total duration 2 years). On completing the Program participants will defend qualification projects. The syllabus usually allows the combination of evening and modular classes.

It should be mentioned that SOM is well-experienced in arranging and running programs of the above sought and has enough resources available for any of them.

Nonetheless we gave up the idea of arranging refreshment course format programs, because levels one and two are focused on giving extremely specialized knowledge and skills. These programs are intensively and successfully run by various resource centers throughout Russia.

We rejected short-term programs of this kind also because in this case SOM's resources and its potentials would have very limited implementation, and the Program would not have met its principal task to give a systematic management education. Still short-term courses of the kind can be viewed as a form of recurrent training for the Diploma Program graduates. Level four (MBA Program of professional training) may, in turn, be viewed as the next stage for the Diploma Program graduates. However this program may be premature yet. Firstly the MBA program, that has been run in the US for over 50 years, is unfamiliar in Russia (the Federal standard for the Program was established only in 2000 and initiated by the SOM right then). So not every manager (not even in the business sector) knows what

kind of program it is. As to managers working in the NGO sector, few have heard about the Program, so we would have difficulty trying to promote it today. Secondly in the time of Perestroika, Russian society got accustomed to "fast" programs. We did not mean by this short-term programs. We meant a rather sizable academic program offered very intensively. "We are willing to have classes every evening but let's be through as soon as possible"- this is a key slogan of managers addressed at the University. The most they wanted was to attend programs which provided 4-hour evening classes, 5 to 6 times a week, of a total duration of 9 months. It is these programs that allow a manager to obtain a profound knowledge without taking a job leave, while the MBA program cannot be shorter than two years (as the federal standard has it) and asks for a good deal of unassisted homework. We do not think that the reaction of NGO managers, who are more busy to have two-day long seminars, to a two-year long program would be positive. Lastly since the MBA program is considerably more expensive, and the project has to undergo a gradual transition to self-support principles, while NGOs are nearly unable to cover education fees, the program's competitiveness seems to be very low.

Further the suggested program is supposed to last long enough as to include all necessary courses and lead to the obtaining of a state diploma award. Russian society being conservative about education issues considers the state diploma as a necessary attribute of prestigious education. We believe that the NGO Management Diploma Program (level three) is optimal for the pioneering period of diploma-level management programs for NGOs in Russia.

The key advantages which make the Program highly competitive are that the Program allows the basic management education to be well-matched with the NGO-oriented knowledge and skills. The Program allows participants to:

- realize the role of NGOs in society, as well as the relationships between private, governmental, and non-profit organizations
- see their own role as managers and experts for sustainable NGOs
- obtain integral understanding of fundamental ideas and concepts of the NGO management
- systematize practice-based knowledge
- develop skills in management decision-making in rapidly changing environment
- develop team-work skills
- be better educated and envisioned

Another aspect that attracts participants to attend the program (compared to short-term training programs) is the opportunity to be awarded state diploma in their professional fields from the top State University.

Another issue to be considered was whether the program should be organized in modular or, in evening-class format. Here we followed the OSI requirements. Since the program targets trainees from all-over Russia, the evening-class format, which would had been convenient for St. Petersburg residents proved unrealistic. So we had no other option, but a modular structure. Besides the advantage of giving the chance to the management and the staff of NGOs to join the program operating in different regions, the modular format allows participants within each module, to focus their attention on a certain set of problems.

In the pioneering stage the Program was conceived to be built up of 6 modules, 5 to offer the training itself, while Module 6 was designed for the participants to prepare and defend their qualification projects. The Program was planned for a duration of 9-month from October to June, with a 1,5-month slot between the modules. Later on we made certain

changes in the model regarding their schedule. The suggested time-frame was modified so that we could have only five training modules during a nine-month period (October to June) and move the qualification project module to September to give participants more time to prepare. Each module provides a 12 days-long training (from Monday to Saturday), 8-10 academic hours a day. Each of the first five modules consists of 92-120 academic hours. The total volume of all modules consists of 594 academic hours, which meets the federal standards.

## What are we going to teach?

As a result of the analysis carried out on similar programs run at universities of USA, Canada, and Western Europe, as well as SOM's corporate experience in arranging a program cluster for the business sector, we came to the following scheme to modularize courses and disciplines.

**Module-1** - general economic and management disciplines intended to familiarize the participants with the basic elements of both market economy and NGO management. The Module includes such courses as Microeconomics, Macroeconomics, General Management, and Organizational Behavior. When scheduling this module, the designers took into consideration that Macroeconomics and especially Microeconomics are rather difficult for people with a weak background in Mathematics, so the key point was that these disciplines would take no longer than 4 hours a day, and extra-schedule evening classes and consultations should be offered to those who failed to sort out the material in the core time. Inceptive classes in Organizational Behavior should be focused on specific training aimed at making the trainees familiar with each other in order to facilitate their communication. It should be emphasized that Module 1 is very important in the formation of the group and in its ability to achieve interactive learning. The openness to the group and the grade to what they will be taught in the future mainly depends on how effectively the involved trainers communicate with the group. Attention should also be paid to the fact that general economic and management disciplines are often inadequately perceived by trainees who seek to get some practical knowledge in no time, so they are to be persuaded of the necessity of these subjects for systematic and deep knowledge in specialized disciplines as well.

**Module-2** - basic functional disciplines intended to familiarize the participants with main functional aspects of the NGO management. Parts of this module are: Strategic Management, Fundamentals of Marketing, Basics of the Theory of Finances, Fundamentals of Human Resource Management. These courses should guarantee interconnection with and continuity of special courses given in the next modules. This either engages a lecturer into both basic and specialized courses or, in case of different professors, they should plan their courses in cooperation. A positive effect can also be achieved by designating coordinators for various blocks of homogeneous disciplines within the program, for example, a curator responsible for the block of finance disciplines, or marketing disciplines etc. This coordinator is supposed to lead the group throughout the program, follow the interconnection of courses, check the knowledge obtained, fix extra-curriculum consultations, check teaching quality, make suggestions and correctives for the future, and so on.

**Module-3** deals with the analysis of the most common problems of NGOs and contains a series of integrate disciplines. This module offers Financial Accounting and Financial Analysis, Project Management, Psychology of Organizational Communications, Management of Non-Governmental Organizations. The main emphasis here is put on Management of NGOs. We think however, that another course on project management would also be desirable.

**Modules 4-5** include specialized disciplines in the NGO management. They offer Marketing, Legal Environment, Taxation and Accounting, Information Technologies in NGOs, as well as Public Relations, Fundraising etc. With time, course titles and contents will probably be modified by the lecturers. Lastly we anticipate that some of the vital topics can be transformed into specialized courses, while others should be integrated into the main curricula. For example fundraising in American textbooks is traditionally inserted into financial management. We consider that this right, but we found it better to transfer the topic into public relations.

**Module-6** suggests the completion and presentation of the qualification project. The qualification project is supposed to deal with a real case. The research will be carried out in small groups of 5 or 6 trainees. The project' topic is to be established and defended in a specialized seminar no later than in Module-3. By that time SOM professors should be appointed (one in each small group) as tutors, whose task is to assist the group and follow the project carried out from the beginning to the end. The project has to include marketing, financing, HR, and other issues as well. It is only acceptable, if the project deals with a currently performing NGO, but that should not be from among those the researchers work at. To help the trainees makes a practical choice, SOM is planning to complete a database of NGOs willing to have a research group for a comprehensive analysis of the performance of the organization and of the elaboration of recommendations of its improvement.

In the Table below is given a modularized Program Curriculum.

### Program Curriculum

	Courses	Teaching Hrs	Form of control	Exam/ Test Hrs	Total Hrs
Module 1	1. Microeconomics	24	Exam	4	28
	2. Macroeconomics	16	Test	2	18
	3. General Management	28	Exam	4	32
	4. Organizational Behavior	24	Exam	4	28
	<b>Total Module 1</b>	<b>92</b>		<b>14</b>	<b>106</b>
Module 2	5. Strategic Management	24	Exam	4	28
	6. Fundamentals of Marketing	24	Exam	4	28
	7. Basics of the Theory of Finances	24	Exam	4	28
	8. Fundamentals of Human Resource Management	24	Exam	4	28
	<b>Total Module 2</b>	<b>96</b>		<b>16</b>	<b>112</b>
Module 3	9. Financial Accounting and Financial Analysis	28	Exam	4	32
	10. Project Management	16	Test	2	18
	11. Management of Non-Governmental Organizations	24	Exam	4	28
	12. Psychology of Organizational Communications	24	Exam	4	28
	<b>Total Module 3</b>	<b>92</b>		<b>14</b>	<b>106</b>
Module 4	13. Marketing in NGOs	24	Exam	4	28
	14. Financial Management in NGOs	24	Exam	4	28
	15. NGOs' Political Advocacy	20	Test	2	22
	16. Information Technologies in NGOs	20	Test	2	22
	17. Social Investing and Social Capital	16	Test	2	18
	18. Management Psychology	16	Test	2	18
	<b>Total Module 4</b>	<b>120</b>		<b>16</b>	<b>136</b>
	Module 5	19. Legal Environment of NGOs	24	Exam	4
20. Applied Conflictology		20	Test	2	22
21. Accounting and Taxation in NGOs		16	Test	2	18
22. Business planning for NGOs		20	Test	2	18
23. Team Management and NGO Leadership		20	Test	2	22
24. PR in NGO and Organizational Image. Fundraising		20	Test	2	22
<b>Total Module 5</b>		<b>120</b>		<b>14</b>	<b>134</b>
<b>TOTAL</b>		<b>520</b>		<b>74</b>	<b>594</b>

Modules 4-5 are supposed to be more intensive than Modules 1-3. We gradually increased the academic load because according to our experience the adult trainees who already stopped studying for a long time can hardly be re-connected again into the study process. Besides in Module-1 trainees should be offered introductory seminars about the infrastructure of the SOM, and on the program of the library, as well as of the computer classes. During the same introductory period the non-residents are offered a city guide. Moreover as mentioned above in Modules 1 and 2 the trainees will probably need extra-schedule seminars, and in Module 3 a special seminar on defending graduate papers.

The Program proposes two ways for checking knowledge check: examination (the course duration 24 hours or more) and test (the course duration less than 24 hours). In SOM examinations and tests constitute a requirement, but the Program does not rule out evaluation of home works, presentations, class co-operation, and so on. Particular attention in course development should be paid to home works. High intensity in class practically excludes voluminous home works within the module period. However between the modules the trainees are given home works to repeat what they have done in the class. In order to stimulate them the home works grades are part of the final grade. Being from other regions a considerable part of trainees should have the opportunity to reach their professors through e-mail. The problem is that many NGOs are not equipped with e-mail and Internet, and a certain part of the trainees cannot use these facilities. It is quite possible that within Module 1 some extra-curriculum classes on the Internet will be included. An additional requirement may also be set for them to have access to the Internet. Moreover the trainees are supposed to have an opportunity of regular interactive communication with one another, to coordinate their efforts on qualification projects.

### Who is supposed to teach?

Teaching will be based on a mixed regime intramural work and homework during the intervals between modules. A variety of teaching techniques will include lectures, seminars, debates, case studies, small group discussions, group work, role-plays, presentations, and tutorials.

In order to ensure stability and continuity of the teaching process, the main role will be given to SOM professors, who have long been involved in teaching, have a perfect command of the subject, and are well-experienced in teaching adults. Practical experience of professors will also be welcome. At present undergraduate programs at the SOM comprise: Economics and Management with the Social Sphere, State Social Policy with Business Planning, and the Analysis of Investment Projects with the Social Sphere.

SOM is also going to co-work with practitioners working at the most successful NGOs, as well as with employees of resource centers. The database on these employees is being currently formed. We are going to use the so-called "combined courses" as it is done at Schulich School of Business. Each course will be supervised by one of the SOM professors, who will outline the course and teach the theoretical part, while practitioners will conduct seminars and case studies. This will make classes remarkable and exciting, encouraging trainees to engage into more active discussions. Usually to make participants to engage into discussions is difficult, since most of them were awarded their previous diplomas in the Soviet period, when education had been based on lecturing, and interactive methods had been practically ignored. Teaching experience with adult groups leads us to the conclusion, that involving participants in active discussions takes time and energy. So professors appointing to lecturing will be given recommendations on how to create a comfortable learning environment for everyone, regardless of gender, personality traits, national origin etc. Since the

program is designed for the long run, the SOM is going to make an effort to secure the succession of professors and seeks for new ones. We have big hopes for the Faculty post-graduate courses. The Program trainees, who have interest in scientific research and in teaching are eligible to join it as well. Besides we set the task to promote programs of this kind at other Russian universities as well. So we would like to see our teachers at other universities to join the program and become part of a study group. We strongly believe that the capacity of the School of Management of Saint Petersburg State University cannot solve the staff problem for NGOs alone. Similarly programs are necessary to be initiated in every big city of Russia.

The set core courses were designed and successfully taught in 1995-2002 by SOM professors in programs offering a degree. So today the emphasis should be put on designing specialized courses.

Professors lecturing specialized courses are supposed to take a one-week training in one of the partner universities from Europe, the USA, or Canada with well-established traditions of teaching similar programs for NGO managers. Professors who will lecture both basic and specialized courses are already working on the syllabus. In the start-up period, professors will work out and present a detailed curriculum, set of teaching materials (synopsis, slides/transparencies), course-readers for self-study (cases, articles), and a list of main textbooks.

Forming a set of materials for unassisted studies proved to be hard to achieve. First, there is a lack of both original Russian and translated books which would cover the issues of the NGO management. Secondly the Russian textbooks which are available usually deal with juridical and taxation aspects of the NGO performance. Such key problems for NGOs, as cooperation with volunteers or fundraising can hardly ever be found in the accessible publications. Volunteers are a source of free labor, which is extremely useful for NGOs. Since volunteers work unpaid, they look for other income possibilities. The process of recruiting, training, and encouraging them is complex, consequently, the staff - volunteer relationship is delicate. Many NGOs would fail to function efficiently without volunteers' assistance.

Textbooks in English cannot be used so widely as means for study because few of the NGO employees (especially from the remote regions) have a relatively good command of English. Therefore we intend to translate from English and publish several textbooks on the NGO management. If translation of a whole book turns out to be unfeasible for some reason, we will have to confine ourselves to a few key chapters. It should be taken into consideration, that because of their poor reference to Russian realities translated textbooks also have a rather confined usage. While designing Financial Management for NGOs, I have come across a problem that most of the American textbooks talk about large NGOs, which are typical in the USA. As a result a lot of space is set aside for financial structures, including Finance, Investment and Audit Committees, Finance Director, Treasurer etc., or endowment holdings such as marketable securities, real estate, and others. These matters are important, and they are supposed to be discussed in the course, but in case of Russian NGOs with 5 to 10 employees in each, American organizational principles will hardly start working in this country soon. For the same very reason, because of substantial differences between the NGO practices in the different countries the use of foreign cases, even those translated into Russian is of limited value. Unlike the for-profit and public sectors, the non-profit sector is highly dependent on national peculiarities of legal, financial, social, and other natures. So, we seek to organize and intensify the process of writing cases on the examples of Russian NGOs' performance. Although SOM professors are experienced enough in this sphere, they often do not have time for collecting information. We find it right to adopt the experience of our Canadian colleagues to establish partnerships between SOM professors and practitioners in writing case studies. This cooperation allows the pro-

fessor to have an easy access to information about a certain NGO, while the practitioner comes actively involved in academic research. Experience shows that most efficient for teaching purposes are the so-called mini-cases of up to 10 pages long. The Program trainees can also take part in their elaboration. Besides the information used in qualification projects, such cases can also be part of case studies.

Particular attention should be paid to the teaching quality. Checking is already being done throughout the program. First of all the program curricula are discussed and approved by the Academic Council of the SOM. They must meet both federal and local standards. Professors admitted to the program are subject to selection. They are supposed to have enough experience in teaching adult groups, with well-prepared compendiums, and with a good command of modern teaching techniques. Professors are supplied with the Guide for Program Teaching which helps them better understand how well the course fits into the overall teaching philosophy of the SOM and the Curriculum Program. The Guide also includes requirements teaching materials have to meet, like for instance, course readers, and course outlines. Lacking valuable textbooks of great importance are the so-called synopses/teaching notes. They can be sometimes used for proper textbooks. The teaching notes are a requisite for lecturing. Trainees' evaluation of the teaching quality is very important. This does not only concern the teaching aspect (how well or how poorly the course was delivered), but it also concerns its practical applicability (how useful it was for the trainees). Therefore we find it right to work out two evaluation forms which will be filled twice by the trainees: immediately on the course completion and 2-3 months later again. The second poll is aimed at getting a feedback from the trainees in order to appraise how the course is evaluated. This feedback can be obtained after the trainees' attempts to put into practice the knowledge and skills acquired in the program. Besides professors are suggested to ask for a mid-term feedback by "one minute memos" or some other feedback mechanism. This will provide an opportunity to understand what is going well and what could be improved. Examples of successful mid-term feedback forms are available in the Guide for Program Teaching. Feedback can be solicited on a specific topic or class, on a process, or on the course more generally. If the professor asks for participants' feedback, it is essential that he or she follows up with learning, reaction, or anything else that has to be changed.

### **How to recruit trainees for the Program?**

The Program promotion will involve a database of NGOs and resource centers with the information of their location, phone/fax, e-mail, names of the leaders, personnel numbers, field of activity, registration date, involvement in the Program, information on previous contacts, etc. The database can be built from the information accumulated in resource centers so far. We also want to issue an advertising booklet. The booklet should be short (4-6 pages), colored, bright, attractive, and informative. It should include the structure and duration of the Program, course list with brief course outlines, description of teaching techniques, terms of admission to the Program, and contact information. Several copies of the booklet should be sent to each resource center and most promising NGOs. The booklet should be reissued every year in order to include new information and the comments of the graduates on the Program. During every academic year, short and low-cost newsletters should also be printed and distributed. We also see it necessary to design a page on the SOM's Web-site with the information from the booklet as well as the requirements of admission to the Program, curricula and a sample application form. Besides we are thinking about a special mail address for those concerned in the Program.

The scheme of selecting candidates for the Program is as follows: firstly, candidates send to the SOM office a filled-in form with the required information, which confirms his or her being a higher school graduate or undergraduate in the final year and having no less than three years of practical experience with NGOs. If the number of candidates are sufficient, a group of the SOM professors visits the region to interview and test the candidates to make sure that they have the willingness for and capability to work with NGOs, to check whether they have the general cultural and educational level, whether they meet the curriculum requirements or not. Reference letters from resource centers can favor the admission to the Program. The profiles of successful candidates, claiming sponsorship of their education, are sent to potential sponsors who approve whether to provide funding or not. After the financial problem is solved the participant or organization sign a contract with the SOM, and the candidate is admitted to the Program. Throughout the term of study, the trainee is eligible to free access to the library and SOM computer resources, and all teaching notes are also offered for free.

From the very handing of the application form until the graduation act a trainee will be in close contact with the staff of the Program. SOM pays attention that staff positions should be held by friendly and highly communicative people, in order to create an atmosphere of confidence in both Faculty and Program. The office staff should also be willing to render non-residential trainee assistance to solve their housing problems, booking railway or plane tickets, in everything that can make their stay in St. Petersburg less troublesome and more enjoyable.

SOM intends to keep close contacts with Program graduates. Maintenance of these links is an important factor of the Program promotion, the positive comments the graduates make on the Program and the success of the NGOs they head or work with will encourage other potential participants to join the Program. Contacts will be kept by integrating the graduates in the SOM Alumni Association. The Alumni Association was initiated two years ago and currently numbers about 100 members, many of whom are top managers in their companies. We believe that the Alumni Association can make closer links between business and NGOs and strengthen NGO's social positions. The Association sponsors a variety of conferences and forums, and we think that NGOs, their performance, and ways of cooperation with for-profit organizations are going to be the topics of discussion of those sessions. Last, contacts within the Alumni Network will provide rotation opportunities which will be helpful in establishing a real market of NGO managers.

A for-profit organization has a clear mission: make profit for the owners and offer a clear decision-making path to achieve it. However, the public service nature of NGOs poses a major challenge in terms of identifying and articulating their missions and criteria to on how to measure their success. The mission of our Program is to generate a disseminate new knowledge on NGO management and prepare people to be able to provide leadership for the changing third sector. Success of the companies led by our graduates is the first proof of the Program's success.





c) The Budapest College of Management, Budapest has started a comprehensive non-profit management training, called Non-Profit Economist training. Instead of merely expanding the scope of studies within a given field with non-profit knowledge, this program is built on an existing professional degree and offers supplementary training focusing on general and institutional issues of the non-profit sector.<sup>5</sup>

This all-inclusive college level program synthesizes the so-far results of non-profit training-development in a particular sense:

- The instruction is interdisciplinary: economics, management, theory of civil society, and legal administration courses are all included in the several-year program.
- Instructors rely heavily on their non-profit training experience gained during previous workshops.
- Although the training is practice-oriented, great emphasis is placed on the introduction of theoretical foundation during the development of the curriculum.
- Outside experts – researchers, non-profit professionals, governmental organizations – have often played an active role in the initiation of the program, the development of the curriculum, the selection and training of faculty, as well as provided the financial conditions of the program, and evaluated the training results.
- Upon successful completion of the program, students earn a college-level non-profit management degree. (Bachelor's degree program)

d) Therefore the structure of non-profit training paints a complex picture. A new dimension can augment the above types by ranking the various levels of training.<sup>6</sup> Programs on the lowest level are enlisted in the Nation-wide Registry of Training Programs offering a professional certificate in non-profit management run by secondary or college level institutions. The thematic of these programs are similar, but the instruction material used, the preparedness of the training faculty, and last but not least the duration of the training shows significant variance. These non-profit professional certificates are explicitly focused on delivering practical knowledge, although their prestige is lower than non-profit certificates earned along a college level diploma.

We can differentiate among non-profit certificates earned along a college level diploma as well. At the lowest level there are brief –few hour-long– courses expanding on the subject of a particular field. Above these, there are longer courses focusing on a given subdivision within non-profit studies, such as management, marketing, etc. Following these are daytime programs with several hours of lectures per week, completed by field studies. At the highest level we find post-graduate non-profit degree programs.

The conditions of initiating and developing such programs of various levels greatly depend on the general situation of the institutions offering or wishing to offer them, the conditions of integration into the public accreditation system, the requirements of present and potential employees of non-profit organizations, and often local training demands as a result of the local-regional agglomeration-effect of schools. We can state nonetheless, that structural differentiation has not yet been so refined in recent years that coordinated multi-level non-profit degree programs would emerge in the country ranging from college level to doctoral degree, including daytime first diploma and distance learning programs.

<sup>5</sup> [www.avf.hu](http://www.avf.hu)

<sup>7</sup> Kern, T; Szabó, A (2001): A nonprofit képzés helyzete a magyar felsőoktatásban [Nonprofit training in higher education] in.: Csegény P, Kákai, (eds.): *Köztes helyzet?* Miniszterelnöki Hivatal Civil Kapcsolatok Főosztálya, 2001.

## Parties Involved

Parties directly involved in the execution of non-profit programs mentioned above, the range of professionals and institutions is quite large. In the following section I will highlight a few significant characteristics of the connection between government, research units, foreign organizations and education among the involved groups.

### I. Government

a) The role played by government-state in non-profit education is built on partnership more and more. There are fewer and fewer examples of directly negative political efforts or attempts from the government's side at making the sector's position untenable. Non-profit related education has been on the agenda of involved government organizations for several years. Consecutive administrations have established offices responsible for the issue. Typically, figures of the non-profit sector also seek connections with governmental organizations: they don't feel their independence at risk when they can count on governmental assistance.

Thus governmental cooperative intentions are important: changes occurring during every four years in public administration – when accountable administrative offices are reorganized, their employees replaced – weaken instead of amplifying continuity. Hence government may hinder the development of non-profit education, mostly with its indifference towards the needs of the sector, as well as the systematic reorganization of the institutions of dialogue and collaboration – while not necessarily aiming to serve changing needs.

b) The government initiated significant efforts in recent years to develop study materials. The Civil Relations Department of the Prime Minister's Office developed a curriculum involving a group of specialists and the Teachers College of ELTE, called "Civil Society and Non-Profit Organizations", available to colleges and universities.<sup>7</sup> 13 universities and colleges indicated their intention so far to start the program.

c) Government cooperation in program accreditation is much less unhindered, since accreditation has double benefits. On one hand the earned degree, certificate or diploma verifies the participating students' academic qualifications, legitimizes their earned knowledge. On the other hand accredited programs have a better chance at receiving government funds as well as there are more favorable conditions to utilize alternative resources (tuition, endowment grants, participation in foreign programs). The acceleration and simplification of the accreditation process are crucial for the sector: naturally, developing the quality of the training operations is essential to exert suitable influence on the government.

### II. Research

a) Even before the change of regime in Hungary – as a preparation to the transition in a particular sense – several significant studies were published formulating the socio-philosophical and political philosophical foundations of civil society. The elaboration of the theoretical framework of civil society has stirred serious interest among international non-

<sup>7</sup> A short report on the work can be reached at the [www.thirdsectorcee.info.hu](http://www.thirdsectorcee.info.hu) website.

profit researchers as well. However, research on civil society was pushed into the background after surveying the eligibility and opportunities of civil action, and attention shifted towards questions concerning organizing and operating organizations.

The domestic accumulation of specialized non-profit literature started in the early 90's. Translation and research programs coordinated by Hungarian research groups (such as Non-profit Research Group, MTA – Hungarian Academy of Sciences – Research Institutes, etc.) established a foundation to initialize quality training. Non-profit statistical research, which has continued for almost a decade within the framework of KSH (Central Statistical Office) has created a foundation for empirical research of the sector, giving direction to the development of study materials as well as of academic research.

b) Parallel to the improvement of the non-profit sector, development of systems channeling and regulating the functioning of the sector started as well. The articulation and formation process of comprehensive regulators contributed to the increased legitimization of non-profit researchers and broadened the circle of those interested in the topic while teaching conditions also improved (public utility law, 1% law, discussions concerned with sector representation) Studies, guidelines published in related issues may also be utilized as background materials in non-profit education.

c) Beyond establishing the theoretical foundation, developing educational background materials, researchers of the non-profit sector play an active academic role as well. They take part in almost all college- or university-level programs as guest lecturers. Aside from this, training institutions themselves place an increasing emphasis on research. Internal research within organizations is supported by several calls for entry often supported by government agencies.

### III. Foreign Involvement

a) Foundations and programs abroad have supported the formation and development of the non-profit sector in Hungary since the change of regime. At the beginning, their primary support was aimed at the establishment of organizations, the creation of institutional framework of civil society. Training of professionals, educational programs or courses integrated into tertiary education were not initial priorities. Training is however an essential condition of non-profit sector development. Not only Hungarian, but foreign experts involved in education called attention to this fact as early as the beginning of the decade.<sup>8</sup> Fortunately, increasing demand convinced supporters from abroad to sponsor educational initiatives. Within this framework, preparation of participating instructors was the primary target of research grants, international scholarships, along with outstanding support aimed at research programs, translation and adaptation of study materials needed for the development of educational materials.

b) Regional – i.e. Central-Eastern European-level – programs play significant role among ongoing foreign projects aimed at education. Regional approach is needed, since individual national non-profit spheres often face similar problems and challenges. These projects motivate and facilitate training, development of curricula, coordination of parties involved in education.<sup>9</sup> University-level education and training became key topics of several inter-

<sup>8</sup> Siegel, Daniel and Yancey, Jenny (1992): *The rebirth of civil society*. Rockefeller Brothers Fund, New York.

<sup>9</sup> For example: Civic Education Project, a Higher Education Support Program ([www.ceu.hu](http://www.ceu.hu), [www.osi.hu](http://www.osi.hu)), International Center for Not for Profit Law Educational Initiative, ([www.icnl.org](http://www.icnl.org)) Third Sector Studies Academic network ([www.thirdsectorcee.info.hu](http://www.thirdsectorcee.info.hu))

national conferences in recent years.<sup>10</sup> At the latest conference in 2001, Hungarian participants and those interested exceeded the number of foreign participants, indicating increased domestic acceptance of the subject.

### Demand for non-profit training<sup>11</sup>

In previous sections you may have read a brief overview of the types of training offered by educational institutes and organizations to their potential students. In this section, I will point out certain characteristics influencing demand for non-profit education.

a) Characteristically, non-profit organizations increase demand for trainings. Experience shows however that their leaders do not seek training opportunities in higher education. Qualified, often charismatic leaders have been spearheading larger organizations from the start. In general, it can be said that this stratum did not feel the need to take part in advanced training; they preferred brief courses focusing on practical knowledge primarily. Characteristic of the proportions is that only 10% of them took courses related to the non-profit sector while earning their qualifications.

A further obstacle of specialized professional training of non-profit organization managers and employees is the fact that most of these organizations do not dispose of material means that would allow future employment of employees with certification. Not even grants are concerned with such improvement of increased productivity of human resource management most of the time. Internal employees can be supplemented by external expert organizations; consultants, grant writers, lobbyist, evaluation executives, etc. Supporting this approach is the fact that this solution is more cost efficient on a short-term organizational level, or rather it is easier to obtain funds necessary through grants. External experts are obviously needed – whether they work at for-profit or non-profit organizations – it is nonetheless questionable whether this practice would eventually lead to the professional burnout of the non-profit organization, along with weakening of its credibility and loss of independence.

b) In the case of university or college training programs the host, coordinating and legitimizing institution is the college or university itself primarily, along with outside players contributing to the legitimization of a particular program. Aside from public institutions, government bureaus and foundations non-profit institutions, supporting foundations, research centers, teachers from other institutes of higher education contribute to the success of the program as well. Involving several interested parties may result in quality training; not only the prestige of presenters, standard of the program, but the size of future networking potential can act as an incentive to prospective students.

c) Syllabi are not uniform across the country, although we could observe that the development of the conceptual framework of educational discourse looks back to a decade-long past. This fact by itself thus should not result in quality decline of training. The problem lies in conflicting definitions of concept used in lectures (such as differentiating between civil and non-profit and other definition problems), and discrepancies in the quality of study materials. This fact decreases the prestige of such trainings to a great extent.

<sup>10</sup> For example, Voluntas Conference, Prague, 1999; Civil Society Development Foundation Conference, Budapest, and International Center for Not-for-Profit Law workshop, Budapest, in 2000; Third Sector Studies workshop, Budapest 2001.

<sup>11</sup> Some parts of the chapter reflect findings of Kakai's paper also published in this book. For a more detailed analysis of the demand structure, see Kakai's article: "Nonprofit training in Hungary".

d) Most courses and programs are subject to tuition charges, with few exceptions. In these cases, students regard tuition as an investment. The question is whether earning certification in non-profit studies appears as a profitable investment, yielding profit in the foreseeable future. The motivation of students as a basis of their cost-profit analysis can be of several types: their already existing or guaranteed future employment requires the training; there are some who attend courses seeking certifications that are relatively easy to obtain; also others seeking auxiliary knowledge to broaden their perspective. Paradoxically, low-quality courses found at certain institutions increase interest furthermore: students can fulfill academic requirements more easily in such way.

## Conclusion

In conclusion, it can be said that non-profit training at this point has not taken its rightful place in higher education. Although the subject is popular, but training is still an auxiliary to particular fields, characteristically not offered in departments usually affiliated with non-profit in the developed world. Current leaders of non-profit organizations do not aspire to participate in thorough programs, the preparedness of faculty is quite differentiated, the standards of study-material development vary from school to school, and uncertainties of evaluating the market value of non-profit training programs do not stimulate initialization of quality programs. Reasons for optimism are the unfaltering popularity of the subject, expansion of scholarship opportunities, use of several years of experience accrued at organizations outside the realm of higher education may lead to development of quality forms of passing on knowledge, and comprehensive university-level programs are under way.

---

---

---

---

---

---

---

---

**PROF. JASMINKA LEDIC**

## **THE THIRD SECTOR RESEARCH AND TEACHING IN CROATIA: MOVING FORWARD AT A SLOW PACE**

To explore the field of third sector research in Croatia, one must start with the analysis of research projects funded by the Croatian Ministry of Science and Technology. In spite of its extremely scarce funds, the Ministry of Science and Technology remained the main provider of research funding for Croatian institutes and universities for years. Unlike developed countries, the part of funding that comes from other entities to support research (business, foundations, private funds, etc.) is extremely low. Unfortunately, it is very difficult to introduce positive changes.

The research policy in the State is ruled by the parliament. This means that for the period between 1996-1998 the Croatian parliament has accepted the National Research Program and its Priorities. It was up to the researchers to propose the projects, which were required to fit into the National Research Program. It is obvious from the priorities of national research that research on non-profits has not been of national interest during this period.

During the above-mentioned period, the Ministry of Science and Technology had funded 53 research programs at public research institutes, and 863 research projects at universities. The analysis of 916 research projects and programs shows that only one research project funded by the Ministry of Science (Social Policy and Social Work in Croatia, coordinated by Professor Vlado Puljiz from the University of Zagreb Law School), deals with the non-profit sector, though only partly (Be\_ovan 1997, 1997a, 1997b, 1998). This may show that neither the State nor the research community recognizes research on non-profits as important. In addition, the Croatian research community, which is almost entirely connected to universities or public research institutes, barely shows any signs of entrepreneurship in its research activities. This fact definitely does not work in favor of the development of this new research field in Croatia.

This lethargic state of affairs (mildly said) is further confirmed by the fact that there have been no innovations in the National Research Program since 1998. This can easily be related with the statement on a thorough lack of awareness in Croatia regarding the importance of research and development for the overall social development. Since the results of work carried out within scientific projects have not been made available systematically to the public since 1998, it is very hard to evaluate the involvement of the academic community in third sector research in recent years. Disciplines remain relatively strongly separated, and the attempts of interdisciplinary research (and teaching) are extremely rare. Generally speaking, the science-state-public interaction has not been achieved.

Despite the great intellectual capital possessed by universities, these are still not viewed as partners in the process of the social reform (despite contrary declarations), nor have they shown sufficient interest in establishing partnership with industry, government or non-governmental organizations.

Among strategic documents, which might determine the direction of science and research in Croatia, we have to refer to the Developmental Strategy of the Republic of Croatia (research and development) (issued by the Office for the developmental strategy of the Republic of Croatia, 2001), which came to light as part of the governmental project Croatia in the 21st Century.<sup>1</sup> This document states the fact of stagnation of research and development in Croatia; it reveals that the system does not function as it should; it points out the incompatibility of this system with that of the developed EU countries. This document formulates the request for substantial changes of legislative, organizational and financial nature. Priorities in research and development are not discussed in this document, nor are there any reference to civil society.

A year later (March 25, 2002) another Developmental Strategy of the Republic of Croatia was published, this time signed by the Committee of the Ministry of Science and Technology. This document was designed in a more contemporary way regarding questions on whether the vision on the development of science is linked with the vision of the desired society; emphasizing not only long-term economic development; the quality of everyday life, social progress, and political stability; increasing the effectiveness of social decision-making, as well as the development of civil society.

It appears that the second part of the research on the non-profit sector is more significant. What is more difficult to analyze and to evaluate is the research done by the non-profits themselves. In most cases, this kind of research is part of the NGO projects (for example, various publications from CERANEO, SMART, ODRAZ, etc.), or it is done with the support of international foundations and institutions (for example, Be\_ovan, 1995). Research and publishing activity may also be supported by governmental agencies (Ledi\_, 1999). These projects are becoming increasingly relevant as sources of information on the third sector, where the need remains for a broader scale dissemination of such publications aimed at a broader audience.

Although research activities in the non-profit sector may be labeled as weak and non-systematic, it could be said that teaching about non-profits is in an even more disadvantaged state. This can be related to the connection between research and teaching in higher education. Study programs specialized in the third sector in Croatia are non-existent, however such content is incorporated within other subjects of some universities - for example the Nonprofit Law by the University of Rijeka Law School - or they are incorporated into the Education for Civil Society study module for the students of Educational Science at the Faculty of Philosophy, University of Rijeka (Ledi\_, J. 1996, 1996 a, 1996 b, 1996 c). The third sector topics can also be found within subjects concerned with broader issues, such as the Social Policy in the Republic of Croatia course within the Social Work study program at the University of Zagreb Law School. Unfortunately, higher education in Croatia is still fragmentary in the organizational sense of the word, which makes these topics inaccessible for students enrolled at other schools or faculties within the same university.

Although the development of civil society organizations does not seem to be moving forward by the expected degree, the need for specialized education of personnel engaged in this field is becoming increasingly more obvious. For the time being, a good training system held by qualified professional trainers and good programs fill this gap; however, the need for educated professionals as future developers of this sector, aware of specific Croatian needs, and able to create (not only follow) trends, still exists. Hopefully the processes of European integration will lead to further development of third sector research and teaching third sector studies in higher education.

<sup>1</sup> This document was developed upon the experience of another document known as Initiative for the Change of Position of Science in the Republic of Croatia, published by a group of 9 scientists in February 1998.

## LITERATURE:

Be\_ovan, G. (1997): "Mogu\_nosti razvoja zaklada lokalnih zajednica i njihove aktivnosti u proizvodnji javnih dobara u Hrvatskoj". *Ra\_unovodstvo i financije*, 43, 8, pp. 82-85.

Be\_ovan, G. (1995): "Neprofitne organizacije i kombinirani model socijalne politike". *Revija za socijalnu politiku*, 2(3), pp. 195-280.

Be\_ovan, G. (1996): "Privatni neprofitni sektor i razvoj socijalnog re\_ima u Hrvatskoj". *Revija za socijalnu politiku*, 3(3-4), pp. 199-348.

Be\_ovan, G. (1997a): "Privatni neprofitni sektor i razvoj socijalnog re\_ima u Hrvatskoj". In: V. Puljiz (ed.): *Hrvatska kao socijalna dr\_ava- zadanosti i usmjerenja*. Zagreb: Centar za industrijsku demokraciju SSSH, pp. 131-146.

Be\_ovan, G. (1997b): "Privatni neprofitni sektor u Hrvatskoj u komparativnoj perspektivi". In: V. Puljiz (ed.): *Hrvatska kao socijalna dr\_ava- zadanosti i usmjerenja*. Zagreb: Centar za industrijsku demokraciju SSSH, pp. 204-208.

Be\_ovan, G. (1998). "Preispitivanje mogu\_nosti za razvoj privatnog neprofitnog sektora u pru\_anju usluga starijima u Hrvatskoj". In: G. Be\_ovan (ed.): *Neprofitni sektor i pru\_anje usluga starijima*. Zagreb: CERANEO, pp. 1-56.

Developmental Strategy of the Republic of Croatia (research). Zagreb 2001. Office for the developmental strategy of the Republic of Croatia, (project Croatia in the 21st Century).

Developmental Strategy of the Republic of Croatia, Zagreb 2002. Ministry of Science and Technology.

Ledi\_, J. (1996): "Philanthropy in Croatia: The Problems of Teaching". *ERIC document*, ED 404 324.

Ledi\_, J. (1996a): "Teaching Philanthropy in Croatia". (Proceedings of the 25th ARNOVA conference. *Association for Research on Non-profit Organizations and Voluntary Action*, November 7-9, 1996, p.68-69).

Ledi\_, J. (1996b): "Teaching philanthropy in Croatia: Problems and projects". *ERIC document*, ED 392 754.

Ledi\_, J. (1996c): "Tre\_i sektor: okvir za razvoj civilnog dru\_tva i djelovanja u podru\_ju okoli\_a". [The third sector: a framework for the development of civil society and environmental activities]. *Socijalna ekologija*, 5(1), pp. 37-46. Paper presented at the colloquium "Hrvatsko dru\_tvo pred ekolo\_kim izazovima" ("Croatian Society in Front of Environmental Challenges"), Zagreb, March 26, 1996.

Ledi\_, J. (1997): "Croatia". In: CIVICUS: *The new civic atlas: Profiles of civil society in 60 countries*. Washington: CIVICUS, p. 30-31.

Ledi\_, J. (1997a): "Croats, God and what else: Ideology and values in Croatian elementary school curriculum". Proceedings of the 26th annual ARNOVA Conference, December 4-6 1997, Indianapolis, p.197.

Ledi, J. (1999): "Stanje i problemi razvoja trećeg sektora u međunarodnom i nacionalnom kontekstu". U zborniku (ur: Trpimir Macan): *Hrvatska i održivi razvitak. Humane i odgojne vrijednote*. Zagreb: Ministarstvo razvitka i obnove Republike Hrvatske, str. 199-204.

Narodne novine no. 16 from February 28, 1996.

*Report of the University of Zagreb, Croatia*. Salzburg Seminar, Universities Project Visiting Advisors Program, May 1-5, 2000.



Statistics show that such courses exist in almost all of the countries in CEE.<sup>2</sup> During this time of national developments, international networks were established to coordinate and assist the efforts of its members in adding NGO studies to the university curriculum. The Third Sector Studies (TSS) network and the International Centre for Not-for-Profit Law (ICNL) has been remarkably successful in these types of endeavours. This is evidenced in the expansion of members in the networks they have created over the past almost two years, and who have also combined their efforts so that both networks could now benefit from the achievements.

This article attempts to outline the importance of teaching materials on NGO studies and the current availability of such materials, with a focus primarily on NGO law courses.

The necessity of teaching materials. Some of the newly established university courses on "Third Sector Studies" started as a "one-person initiatives". They were developed and inserted into the curricula due to the efforts and enthusiasm of one single professor who had to overcome both the administrative obstacles and the lack of resources. On one hand, the rapid legislative developments have provided a good source of information which the teaching could be based upon. The new laws governing NGOs had to be and were included into the program, together with the accompanying amendments in other laws affecting the non-governmental sector. The various aspects of NGO status and activity were taught within the context of other disciplines and the amendments to other laws governing the Third Sector that were enacted during the past decade.

However the existence of new legislation was not enough to provide a good and comprehensive resource for teaching the new courses, not even when that was supported by the accumulating court practice, NGO experience, and media publications. Professors and students needed materials of valid academic quality, which had already been developed in harmony with the overall academic program in their respective faculties. It is beyond doubt, that practice and the pragmatic approach contribute immensely to the professional formation of students and to their ability to implement their knowledge. However the level of education that universities provide sets up even higher requirements so that preparation is built upon both academic and practical background.

Types of teaching materials. To respond to the increasing need for teaching materials, academics began conducting research on separate issues pertaining to NGO's and, more specifically, on the legal aspects of the creation of NGO's and of their operation. This process was facilitated by the interest among researchers themselves to study the new role of NGOs in the life of the CEE countries and the new problems these were expected to create in the legal, the political, in the economic, and in the social spheres.

In some places these efforts have been undertaken as an ambitious project to write a university textbook on the particular subject. For example such a textbook was published in Macedonia about a year ago. In Bulgaria a similar project was realised recently and the students from the four Bulgarian universities where NGO Law is being taught as a separate subject, now have a textbook for their academic studies. In Estonia, where the initiation of such a course at Tartu University has been considered, local experts are also planning to publish a textbook.

Where the available resources (human or financial) are not sufficient to prepare a textbook, the professors in charge of the course can develop their own specific materials which are

<sup>2</sup> For more detailed information please visit [www.ngolaw.org](http://www.ngolaw.org) and [www.thirdsectorcee.info.hu](http://www.thirdsectorcee.info.hu).

useful for the current academic year such as: outlines, questionnaires, comments, tables. The use of such "ad hoc" materials is easier, because they can be adapted in the event of legislative changes related to the curriculum on the one hand. A rapidly changing legislation does not justify all the resources invested in a textbook, if it has to be revised too often. But ad hoc materials are more difficult to be made available for students and are limited in terms of their comprehensive value on the other hand. They can serve as a supplementary source of information and also as an additional tool for training students on specific theory or practical issues.

The NGO world has also attracted the interest of politicians, sociologists, and publicly known experts who began to publish articles on various issues. Although these articles often offered interesting ideas for discussion and studying, their academic value was insufficient.

Shorter research materials whose preparation requires less time, effort, and a smaller budget, are available in all countries throughout the region. These were drafted not only by recognised academics but also by young teachers, judges, and by NGO staff and members. Such materials do not, as a rule, have a high academic value, but more often than not they do prove to be very useful within this academic environment. Many of them conduct a thorough study on a specific issue or use information from other countries in sake of comparative analysis. Brochures, monographs, pamphlets, and other similar short studies containing tables and statistics are generally available and can be very helpful when teaching Third Sector Studies in a national, regional, and international context.

Due to the intensified international exchange, materials translated from English and from languages of CEE countries became available to the professors and students. They reflected the good and bad examples in neighbouring countries' legislation pertaining to NGOs as well as some good practices from other European countries, US, Latin America, Australia, and other global examples. To the extent that the use of translated materials avoids the risk of blind copying and takes into account the diversity in law, politics, society, and all sectors of life, these materials have been extremely helpful in sharing experience and expanding the knowledge and expertise of teachers and students. For example, the comparative section on NGO legislation in CEE prepared by ICNL staff and included in the Macedonian and Bulgarian textbooks has also been translated into Hungarian for use by Hungarian students studying NGO law.

Again in this context, the relevance and the importance of materials that can be accessed through the Internet has been steadily growing. In addition to the general sites including university web sites or organisations' web sites where such materials can be found, specific web sites dedicated to "NGO education" have been created and developed. For example, ICNL not only maintains its home page but it also maintains a special site with publications related to legal education: [www.ngolaw.org](http://www.ngolaw.org). The site was created more than two years ago and contains sample syllabi, reports, contact information for teachers and faculties, as well as articles on the subject of teaching NGO Law and on specific legal issues.

The Third Sector Studies Network also maintains a special site which offers useful links to related sites and publishes articles and reports: [www.thirdsectorcee.info.hu](http://www.thirdsectorcee.info.hu). The site is a source of information for existing courses and available experts in NGO studies.

The access to regional and national resource centres is valuable. These centres usually have a good database of materials that can be used by professors either to provide them directly to the students or to help them develop their syllabi and their own teaching materials. Regional centers, for example ICNL-Budapest, can also facilitate the direct communication and exchange of materials among professors from CEE and from other countries, in addi-

tion to being a potential source of materials and of technical assistance for their development.

The possibility to use certain types of teaching materials and their relevance depends to a large extent on the quality of the course syllabi. Although lacking a long experience, the professors engaged in teaching NGO studies have demonstrated a remarkable capacity to spot the key issues in the course and to turn them into the backbone of their syllabus. Where the NGO issues are taught within another subject, this capacity is even more important because it allows teachers to focus on the essential questions regarding the third sector, and to present them for discussion in the context of the main subject.

The decision on the type of materials to be consulted can also depend on the national legal and educational system in a given country, on the tradition and administration of the faculty, on the specific characteristics of the course, on the preferences of the teacher in charge, and on other factors. Whatever the given choice, professors should make efforts to ensure a good amount and quality of materials not only for their own use but that can be accessible to students and help them in their course of study.

Recent developments of teaching materials on NGO Law. Among the courses related to the third sector, "NGO Law" has obtained its role in the university curricula. This follows from the above mentioned reasons, such as, the primary introduction of a brand new legal framework for NGOs, and the familiarity with this framework which has become crucial for the successful and efficient establishment and operation of civic organisations in CEE. Specific courses were launched in Hungary, Czech Republic, Bulgaria, Croatia, and Lithuania, and the legal component was invigorated in the law faculties in Macedonia and Estonia. To support the process of teaching and learning, initiatives have been taken in these countries to provide comprehensive materials designed for the new courses or in order to include new NGO legislation.

For example, at Masaryk University in Brno, Czech Republic, NGO studies are taught at two faculties: NGO management at the Faculty of Administration, and NGO Law at the Faculty of Law. Teachers use materials developed by themselves as well as translated papers, with a special focus on comparative analysis of Czech Law in the context of other European legislation. Tables and statistics are extensively used.

The University of Cyril and Methodius in Skopje, Macedonia increased the legal aspects of NGO status and operation as part of other related subjects such as: tax law, administrative law, civil law. In addition it offers a post-graduate course on NGO Law. For educational purposes, local professors and international (ICNL) experts drafted and published a textbook as partnership project. The textbook has a comparative section where legislation of all CEE countries is compared, and a Macedonian specific section where national law is examined in a regional and international context. It also includes comparative tables which facilitate the comparative analysis. The material is available for law students and teachers, and also for students from other faculties, lawyers, and NGOs.

Recently, a team of Bulgarian professors finished the preparation of a textbook on NGO Law based on the new Law on Legal Persons with Non-Profit Purposes enacted in 2001. Due to the existence of four university courses on the subject from which, two of them have already entered their second and third year the textbook is a necessary material. This textbook contains a comparative section developed by ICNL experts, and will be accompanied by a collection of laws, regulations, and other acts related to NGOs. The textbook was a joint initiative of Bulgarian academics and the Bulgarian Center for Not-for-Profit Law (BCNL), the Bulgarian affiliate of ICNL.

In conclusion, it is evident that a large number of national and regional sources of teach-

ing materials have been created through the past few years to support the continuing development of NGO studies at CEE universities. Various types of materials have been prepared, others are being updated, and new projects are in place to provide teachers and students with more recent and more comprehensive materials. Still the process is in its beginning stage and it needs a few more years until the database on NGO studies can be considered complete. International networking and exchange proves to be highly significant for this process. It already indicates good results both on national and regional level.





In the empirical survey our primary concern was to investigate the qualifications held by the leading members of the Hungarian non-profit sector: directors of advisory boards and managers of associations. The hypothesis was based on the assumption that some years after the change of regime a certain degree of increasing professionalism has already taken place in the non-profit sector. The flow of the highly qualified into this field has proved to be the first evidence of this process.<sup>2</sup>

#### Qualification of leaders of nonprofit organizations

The studies completed so far indicate substantial shortcomings in the qualifications/skills of the managers in non-governmental organizations as well as of the employees of local governments. Although there are leaders who work at such organizations - primarily at those, which provide public services benefiting of substantial state support - performing their tasks at high professional standards, the necessary professional 'elite' has not yet emerged in the domestic non-profit sector.

A significant percentage of the managers of the non-profit organizations have obtained high qualifications of various types. Qualifications in education and health constitute the highest percentage.

#### 1. table. Do the members of the board of trustees have high qualification?

	-Percentage distribution-	
	Budapest	Other Towns
Has a degree	86.0	79.0
Has no degree	14.0	21.0

Source: Tamás Kern-Andrea Szabó

*Budapest n=600, other towns n=1020*

In terms of types of qualifications the data is random. The predominance of teacher- and of kindergarten teacher training does not appear in Budapest. In case of leaders in Budapest the ratio of legal or executive qualifications as well as of the qualifications obtained in social sciences is higher than in the provinces

Regarding the specialized expertise of the leaders our questionnaire has included a separate structure for analyzing non-profit trainings. The questionnaire has listed sixteen courses and the respondents had to identify those, which they had attained during their higher education- or academic training.

Methodological frame: the data collection concerning the nonprofit organization aspect has covered 1000 non-profit organizations operating in Hungarian cities and 600 operating only in Budapest. The higher education survey consists of interviews made with the heads of the departments and members who pursue nonprofit training at 15 faculties of 10 institutions, as well as a questionnaire reaching 371 students.

2. table. Which subjects did you study during your higher education or academic training?

-Percentage distribution-

Name of material	Budapest	Other Towns
History of the nonprofit sector	3	9
Theories of the nonprofit	4	8
Nonprofit economy	7	16
Nonprofit marketing	6	12
Protocol	12	13
Communication studies	33	49
Management	32	54
Human resources management	15	22
Legal acquirements to the sector	14	28
Administrative studies	24	37
Institutional administration	23	34
Nonprofit ethics	4	12
Sociology, political science	35	47
Civic assertion of interests	5	10
Government relations	7	6
International correspondence	15	9

\*More than one answer was possible.

The chart shows that the special expertise of the respondents is inadequate. A significant finding is that the majority of the top leaders of foundations and associations lack the essential basic legal and economic knowledge for leading a non-profit organization.<sup>3</sup> Hence 84 percent of respondents lead their organization without economic knowledge, and 72 percent lead it without legal knowledge.

Every third respondent stated that he/she had attended communication studies, some sort of management acquirements, sociology and political science. It is important that the psychological, and social-psychological studies meant to complement managerial skills for facilitating communicative skills are among the best known domains. We obtain a less favorable picture if we consider the professional knowledge specific to the sector: it can be stated that non-profit economy was studied by less than 10 percent, and non-profit law by approximately 15 percent of the respondents. It is worth observing that nonprofit ethics as a separate subject can only be identified in case of 4 percent of the respondents. This lack of knowledge may have been filled by hiring experts i.e. lawyers and economists. But taking into account the unfavorable financial situation in the third sector the probability of employing legal and economic experts is low.

Another finding shows that in cities the top non-profit leaders would not support the initiation of any nonprofit training meant to help obtaining a separate degree in a higher education institute. These leaders would only support secondary training. More than one third of them would support this form of training. The opinion of the top leaders in Budapest is slightly different, but the tendency is the same. Despite the fact that the threshold of the nonprofit leaders possessing a higher education degree is higher in Budapest, they reject

<sup>3</sup> They might have got acquainted with certain rules of the non-profit law and economy during the short trainings already mentioned before.

the idea of a separate college or university program aimed at preparing nonprofit experts. Should this training be initiated, most of them would not attend it. 27 percent of the respondents did not attend any training to obtain the necessary specific degree, and further 45 percent would only support the secondary or tertiary vocational training.

### 3. table. In your view what degree should be obtained in civic studies?

-Distribution in percent-

	Budapest	Other Towns
Secondary educational level	27.0	36.0
Tertiary vocational training	18.0	25.0
Collage level	6.0	11.0
University level	3.0	4.0
Both college and university level	12.0	-
No response	7.0	-
No need for it	27.0	24.0

Source: Tamás Kern-Andrea Szabó

*Budapest n=600, other towns n=1020*

The following conclusions can be drawn from the data:

- A part of the respondents does not seem to realize the necessity of non-profit training, and does either not see the importance of this special extra knowledge for their daily activities, or does not consider non-profit training to be a separate discipline.
- The majority of the respondents considers, that in addition to some basic degree a secondary, tertiary non-profit vocational training would be sufficient to attain the special knowledge in a short period of time (6 months, 1 year), because this would save money and energy.
- Leaders, who already possess high positions, would inevitably regard the young specialists as rivals.
- The term 'non-profit training' with a separate degree itself used in the questionnaire might have confused the respondents.

#### Opinions of the teaching staff

##### *Problems of definition*

Although nearly every institution of higher education we have considered teaches non-profit studies, it could be observed, that there have been significant differences in how teachers define the concepts in question i.e. the meaning of civil society and that of the non-profit sector. These findings may be the outcome of the low level of the related professional discussions and of the disciplinary training.

The main difference between the respondents was their readiness to differentiate between the non-profit sector and civil society. The most outstanding difference among the respondents was the fact that while one part of them (the majority of them) made the difference between nonprofit sector and civil society clear, there was a significant group of informants which had not done so. This may be the outcome of the latter group identifying the two concepts as synonyms. It could be the focus of a new survey to find out whether this uniform approach in this group is a scientifically supported standpoint or it is simply based upon deficient knowledge.

A further finding is that nearly all of those who did not distinguish between the two basic concepts have only been able to define what "non-profit" means.<sup>4</sup> They may have understood the non-profit sphere as a wider concept, which also includes civil society.

Nevertheless the majority of respondents – as we have already indicated – have distinguished between the two basic definitions. Some of them considered that these concepts have not been defined in Hungary so far, but think that such a definition is needed.

<sup>4</sup> None of them has spoken about civil society. They only mentioned the network of non-profit organizations.

2. table. The different approaches of civil society and the non-profit sector

Nonprofit sector, organizations	Civil society, civic organizations
1. institutionalized form with every feature of an organization	1. the civic domain is a concatenation of socialized and organized human relationships (community)
2. non-profit organizations are self-motivated organizations which - in addition to spontaneous civic establishments - are enterprise-oriented, however they do not have an interest in profit distribution	2. "civil society means a kind of self-motivated independent activity which tries to improve, form and shape the quality of life with its means and culture"
3. network organizations which are subordinate to public administration	3. self-organizational community, independent from public administration
4. organization which operates as a company, strives to work efficiently and reports to its sponsor, maintainer	4. initiative from the bottom which does not operate as a company therefore it is not subordinate to anyone
5. economic unit, but it does not aim at distributing profit	5. it means the population excluded from the legislative power, which does not participate in the legislation, economic activity is not particularly characteristic to it
6. an approach of organizational sociology according to which the primary institution is the organization (e.g. registration), and it functions under governmental control	6. the society of privacy, thus it is every manifestation of the individual (citizen) when s(he) does not act as a member of an organization

To sum up, although there are significant differences with regard to the level of grasping the concepts of the non-profit sector and of civil society, the first steps toward conceptual clarifications in this area have already been made. In their replies several respondents have referred to the non-profit feature as the organizational background in the first place, while in case of civil society they ignored any such institutionalization and have emphasized self-organization and self-motivated activity as the defining features.

One of the respondents wrote the following:

“Naturally it would not be wise to deny the civic roots of the non-profit. People bring a lot from ‘civic features’ into the non-profit sector. Therefore non-profit is under civic control. The main point is that there is a very close relationship between civic and non-profit. Non-profit originates in the civic and so do parties.”

If we emphasise the different interpretations of the two concepts and focus our attention exclusively on the definition of the non-profit sector, it can be stated that almost every respondent – with the one cited exception from above – has highlighted the economic aspect in one and the same way. In other words all of them draw attention to the prohibition of profit distribution within the sector i.e. they placed the non-profit structure outside the for-profit sphere. Therefore we can conclude that the economic aspect of the non-profit sphere does appear in our findings.

Although the respondents have clearly distinguished the non-profit domain from the market sphere, they did not identify any such distinction in case of state- and local governments. According to some respondents non-profit networks, which receive significant financial support from the state and from the local government are widespread, and in some instances these institutions are the sole supporters of certain organizations (e.g. public organizations).

#### *The level of nonprofit training*

The opinion of instructors (respondents) can be arranged according to four considerations: financial problems, low level of education of the professionals, the low social prestige of the field and the biased point of view by which many of them criticize the national educational system as a whole.

The majority agreed that the level of non-profit studies in Hungary is relatively low. The respondents specified the following reasons.<sup>5</sup>

- Due to the lack of solvent demand the state and the local governments do not finance such trainings.
- Due to the difficult financial situation non-profit training would not be feasible.
- The professional background is insufficient for initiating such trainings of adequate level. Several respondents highlighted that the instructors have provided their own training by self-education, and that no unified standards have been set in terms of general methodology.<sup>6</sup>
- Syllabuses are confusing, trainings are ad hoc.  
According to one of the respondents: “In certain institutes it often occurred that the instructor gave an ad hoc lecture. These lectures proved to be fairly eclectic and have not been included into any unified syllabus or program.”
- After the change of regime there has been a large-scale boom of non-profit organizations.

<sup>5</sup> An informant’s viewpoint may appear in the description in more than one consideration.

<sup>6</sup> Some professionals claim the necessity of establishing a methodological centre in order to improve instructors’ training to reach a level that would

This process has been followed only by secondary level trainings, which have not provided a degree. The necessity of training new people comes along with the development of the third sector: a fact that has escaped the attention of those working in higher education. As one of the respondents mentioned: "Consequently there has not been a resolute leader training for nonprofit organizations up to now."

- The third sector is undervalued by parents and by students, and last but not least also by society. In any case this fact hinders the fulfillment of education and the rise in its standards.

There have been the following considerations for improvement:

First, different public funds should be invested: to increase the number of training courses and to improve them; to advertise competitions for new textbooks and curricula; to support post-graduate studies of the instructors abroad and at home; to create new research grants available for the departments. Second, it is necessary to organize joint conferences and meetings to increase communication within the profession. Third, building a network of institutions offering civic studies. (Only three out of fifteen respondents claimed that they had close connections with a similar institution.)

#### **The prestige of nonprofit training**

The respondents believe that there are five viewpoints to define whether a given profession does or can have any prestige:

1. Social and economic environment
  2. State of development of the sector
  3. Scientific background
  4. Instructors' professional level
  5. Students
1. Counter-selection: the graduates consider that informal relationships are often more important in the competition for positions than professional knowledge itself. This is especially the case for the positions in self-government units.
  2. Many well-prepared specialists with nonprofit knowledge seek for positions in the domains of politics or economy instead of working in the civic sphere.
  3. Respondents believe that if the non-profit sector is developed enough and it manages to articulate its interests and viewpoints within society and in the political sphere, then the non-profit manager training will gain influence and prestige. The same increase of prestige would be likely in the academic sphere as well.
  4. The formal recognition of these trainings by the Academy of Sciences would also be a necessary step in this regard.
  5. Factors affecting the prestige of the instructors: publications, academic status, foreign language skills, foreign experience and relations etc.
  6. Finally, the respondents agreed that the level of elaboration of the requirements for admission of new students would also be an important factor in the process of gaining more prestige in the area.

#### **The future of the non-profit training**

Any level of training in higher education may yield results only in the long term. It takes at least 8-10 years for any major effect to occur.

Thus the objective is to train experts who

- are familiar with the idea of NGO both in its international and domestic contexts, and recognize its social significance as a salient issue;
- are aware of the concept and philosophy of civil society, the historic changes in its interpretation, the sociological characteristics of domestic and foreign civil societies, the division of functions among sectors, the trends of their operation as well as

- the interpretations of the future global role of civil society;
- recognize the importance of modern civic conduct, active citizenship and are aware of their own adequate social role;
  - are aware of the fundamental legal, organizational and financial differences between the "laid-back", non-formalized civic sector and the institutionalized organizations;
  - are familiar with the legal regulations and procedures related to the operation of non-profit organizations;
  - appreciate the importance of the financial management of organizations established for the public interest and know the related legal regulations;
  - have knowledge of the financial resources and benefits available for activities of public utility, as well as of the requirements of transparency and publicity;
  - are familiar with marketing-communication, basic strategic planning, and have already gained personal experience about the operation of the sector in practice.

The respondents concede that the present system needs to be reformed. However, they claim that this does not imply that the objectives mentioned above should only be achieved by introducing a separate academic field of study. In their opinion, the trainings without a degree with some improvement are sufficient to offer an adequate level of professional knowledge. I mention four suggestions in this respect:

- Many respondents believe that a "Specialized in Nonprofit Studies" ought to be introduced by developing the existing academic trainings in social sciences. Upon completion of the program students may be offered the possibility for further specialization.
- It would be sufficient for improvement to start a regular "B minor" or "B major" (secondary level) type of academic program, which would - of course - not exclude the possibility of starting it as an "A major" (primary level) type of area of study.
- Students would have the opportunity to accomplish a non-profit manager training of two semesters with 120 sessions providing a specialization in addition to their basic degree in cultural management.
- Integrating a non-profit manager training into the cultural management program (which is a major academic field), as a separate track. This would make use of the advantage that cultural management training is available at almost every university college, which trains school teachers. By incorporating non-profit-related studies into their curricula, the academic framework of non-profit trainings would be covered on a national level. If the results justify it, this would be complemented by an independent university college of special focus.

#### **The opinions of students**

According to our hypothesis the low level of preparation of the teachers was reflected in the answers we have obtained from the students as well.

## 4. table. Is there any difference between the concepts civil society and the nonprofit sector?

-Percentage distribution-

	Non-profit faculty training	Non-faculty training
No reply, do not know	49.0	61.0
No difference	9.0	6.0
There is a difference	42.0	33.0

Source: Tamás Kern-Andrea Szabó

*n*=371

The chart shows that nearly half of those who receive faculty training and more than three fifths of those who receive general training were either not able or not willing to interpret the formulation of the question. Approximately two fifths of the respondents who receive faculty-level training have unambiguously indicated that there is a difference between the two concepts. It is worth mentioning, that the students who are members of a non-profit organization are more certain about their replies. Thus nearly six tenths of those who receive faculty-level training and are already members in a nonprofit organization in the meantime, and all of those who have two or more memberships in such an organization (16 respondents) unanimously made a distinction between civil society and the nonprofit sector.

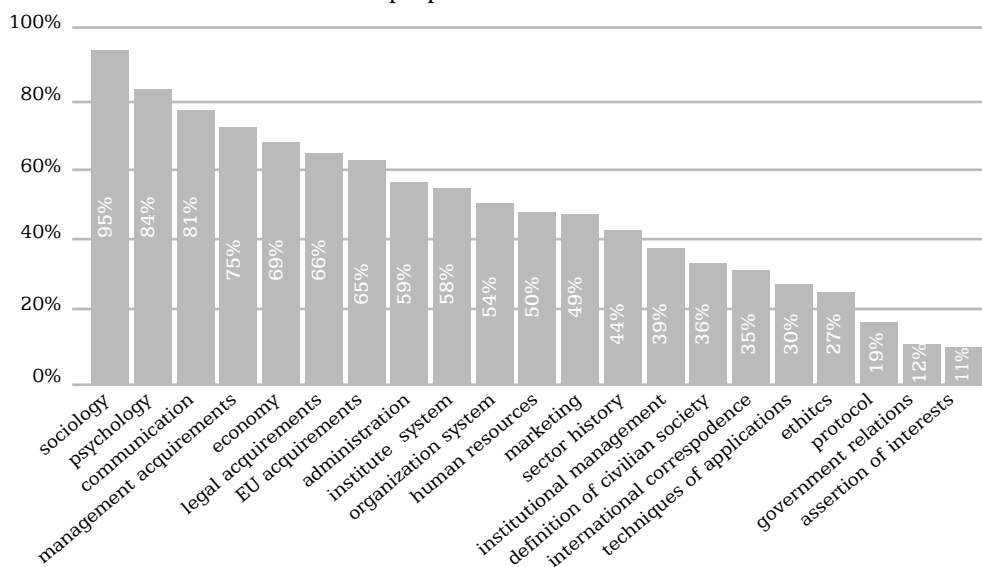
Altogether 132 students were willing to define the concepts in their own words. The chaotic replies made it impossible to find patterns in them. Consequently we considered only some remarkable reflections worth disclosing:

1. In many cases despite the distinction between the concepts, some students were only prepared to define just one of the two concepts. In this case we do not know exactly whether it is a simple mistake, or they presumed the distinction, but they were indecisive in its definition.
2. Students mix up two concepts i.e. they define the nonprofit sector instead of the notion of civil society and vice versa.
3. Students have depicted the important parts of the different interpretations, but they could not put the whole picture together. From the concepts of non-profit and of the civic sector the former was more precisely specified. Students have highlighted the nonprofit oriented activity as its most significant feature.
4. From the inaccurate interpretations and definitions, the oversimplification of the meanings of the public (non-profit) and of non-public (civic) sectors is characteristic: "the civic sector is not public, but the non-profit sector can be public as well."
5. When specifying the basic definitions in some cases, several students misinterpreted the concepts of the third sector, the NGO, and the for-profit sector. The conceptual confusion was evident. It can be stated at the same time, that the definitions offered by students who had received training in non-profit on a faculty-level are more complete and slightly closer to being correct. Nevertheless, the above mentioned basic problems are strikingly present in this category as well.

In our survey students have been asked, upon what information did they decide to attend these studies?; what kind of training do they receive?; what do they study?; and whether they are satisfied with the training as a whole?

### Did you study the following principles?

In proportion of the interviews



The chart makes clear that the faculty and co-faculty trainings have mostly emphasized the teaching of the social sciences in general. Articles published in scientific reviews are often required by the instructors, as special literature for the class work. Students claim that they rarely study foreign literature and that the supply of textbooks is not systematic. These findings have driven our attention to the problem already mentioned elsewhere in this analysis, namely that the development of textbooks concerning the non-profit field needs further financial support.

#### *Students' opinion on their career perspectives*

The high prestige of a profession may considerably be tackled by its willingness to employ young graduates. Our interviews with university and college instructors reveal that the vacancies in the non-profit sector are limited. This is especially true for self-government units, where – as noted before – personal relationships are often the most decisive factors for obtaining a job. These opinions only partly correlate with the responses gained from students.

Specialized students do usually have the necessary good informal relationships. They do not consider leaving their profession or find employment in the for-profit sector. In their opinion there is a demand for their skills in the sector as well as on the labor market.

#### **Bibliography**

Csegény, Péter and László Kákai (eds.) (2000) : Transitional Situation?!. Miniszterelnöki Hivatal Civil Kapcsolatok Fosztálya, Budapest.

Csegény, Péter and László Kákai (eds.) (2001) : Transitional Situation!?. Miniszterelnöki Hivatal Civil Kapcsolatok Fosztálya, Budapest.

Magyarország statisztikai évkönyve 1999 [Hungarian statistical yearbook 1999], KSH (Hungarian Central Statistical Office), Budapest, 2000.

Non-profit szervezetek Magyarországon 1998 [Non-profit organizations in Hungary], KSH (Hungarian Central Statistical Office), Budapest, 2000.

Non-profit szervezetek Magyarországon 1999 [Non-profit organizations in Hungary], KSH (Hungarian Central Statistical Office), Budapest, 2001.



---

---

---

---

---

---

---

---

---

---

**PROF. JASMINKA LEDIC**

## **VOLUNTEERING IN CROATIA: SEARCHING FOR A YOUNGER GENERATION'S MOTIVATION**

### **1. INTRODUCTION**

Croatia is considerably lagging behind in research of the civil sector. It is unpleasant and surprising that the problems of civic development have not gained the attention of the Croatian academic community.<sup>1</sup> Foreign agencies and other associations undertake research, but solely in order to support their own activities. Unfortunately the results are usually inaccessible to the public, because they are not available at library networks. Due to the lack of any comparable data it is difficult to provide a comprehensive overview on volunteering in Croatia.<sup>2</sup> Since it falls out of the interest domain of the professional and academic community, volunteering remains exclusively within the interest range of civil society organizations.

According to data from the last registration in 1998, there are more than 16,000 non-profit organizations in the Republic of Croatia. Some 15,000 associations have been registered at local levels (cities and counties), while the rest performs at the national level. However, the estimated number of active associations is significantly lower (cca. 1,000).

Associations, especially local ones, identify problems of the local community more accurately than state institutions. By including volunteers, associations provide the opportunity for people from local communities to contribute. This is a way to solve the problems of the local community in a much faster, more effective, and a much cheaper way.

Unfortunately, society's attitude toward volunteering and toward volunteers in Croatia does not seem to favor such activities, which is probably one of the reasons for the rather low level of activity of the local communities. Besides, there is no mechanism to provide information on volunteering opportunities, nor is there any professional approach to volunteering (organization of recruitment, role distribution, evaluation and follow-up activities), which further impede development.

### **2. RESEARCH METHODOLOGY**

The research exposed in this paper<sup>3</sup> has been stirred by the International Year of Volunteers (IVY), and it attempts to shed light on the problems of the status of volunteers and volunteering in Croatia.<sup>3</sup> The long-term goal is to improve the status of volunteers within the community and to motivate as many people as possible to undertake volunteering activities, while the short-term goal is to provide insight into volunteering in the County of the Coast and Gorski kotar (Primorsko-goranska County).

In order to achieve the short-term goal, the following priorities have been set:

1. explore (general) views on volunteering;
2. explore attitudes to problems of volunteering in Croatia;
3. reveal the level of actual participation in volunteering activities;
4. analyze results to suggest measures to enhance volunteering work, with special emphasis put on motivations.

In investigating general views on volunteering, the aim was to analyze the social perception of volunteering (whether it is considered a desirable or non-desirable activity regarding the problem-solving needs of the local community, media interest etc.). Special attention was given to the analysis of views expressed by examinees on volunteering in Croatia, with the intention to pinpoint possible differences in attitudes towards this issue and in general living conditions. Research on participation in volunteering activities was the fundamental short-term goal, within which emphasis was given to identifying prevailing volunteering activities, to the frequency of volunteering, to the targets, as well as to the nature of the volunteering experience (satisfaction, sense of achievement etc.). The motivation for volunteering was examined on two levels: the attitudes of examinees concerning the improvement of volunteering, as well as their purely personal motivation. This might lead us to suggestions regarding the enhancement of volunteering work i.e. to the achievement of the long-term goal of this research, to concrete suggestions for the improvement of volunteers' community status and finally, to a larger-scale motivation of future volunteers.

As opposed to some of the previous research projects, this project has limited itself purely to views on volunteering and volunteering activities, meaning that the object of research has excluded the examination of donations and of other goods.

A *Questionnaire on Volunteering* was created for the research. We opted for examiners-volunteers to gather data with the intention to promote volunteering in this way as well. Thirty volunteers were involved (17 of them were university students, 11 high-school students, and 2 were employed). A short training was developed for them. We made use of the SPSS statistical package for data processing.

The questionnaire was submitted to 1,550 examinees. Data on the characteristics of the population reveals that the emphasis was on the younger generation (more than 50% of examinees were under 30 years of age). As for their geographical origins, the selected population represents the population of the County of the Coast and Gorski kotar (in relevant proportion, they were inhabitants of cities, suburbs, islands and the mountains). The percentage ratio among high-school students, university students, unemployed, employed, and retired citizens corresponds with a proportionate representation of each group. The distribution of their educational level, however, is of a wider range than what data for the County of the Coast and Gorski kotar reveals.<sup>5</sup> More than half of them said to be in fair financial circumstances, which certainly does not apply to one third of the examined population whose basic needs were covered only, or for those who saw themselves as poor (4.1%). The percentage of women was relatively high (68.2%).

### 3. RESEARCH RESULTS

#### 3.1. VIEWS ON VOLUNTEERING

The analysis of (general) views on volunteering was based on a questionnaire containing 11 statements which the examinees were required to grade, thus expressing their level of agreement or disagreement on a 1-5 scale (grade 1 = "I strongly disagree", 2 = "I disagree", 3 = "I am indifferent", 4 "I agree", and 5 = "I strongly agree"). Table 1 shows statements and means.

VIEWS ON VOLUNTEERING	Mean
1. Volunteers are more content than the people who do not participate in voluntary work.	3.48
2. Volunteers can help in resolving the problems of the local community.	3.82
3. Volunteering can be of help in solving some personal problems.	3.59
4. Volunteering is a good way to spend one's free time.	3.87
5. Participation in voluntary activities can lead to interesting social encounters.	4.13
6. Volunteers are people who are usually inspired by some idea.	3.34
7. Volunteering needs to be given more attention.	3.86
8. Volunteering is mainly for those people who have a lot of free time.	3.22
9. Volunteering is, in general, appropriate for those in good financial circumstances.	2.62
10. Volunteering can be of help in finding and obtaining employment.	3.40
11. Volunteers can be entrusted with responsible duties.	3.63

**Table 1. Views on Volunteering (N=1550)**

The analysis of the views on volunteering reveals that examinees have a positive attitude towards volunteering and volunteers. The highest-grade statement was given to volunteering as leading to interesting social encounters, and to the definition of volunteering as a good way to make use of one's free time.

Positive general views on volunteering and volunteers are a fertile ground for the development of systematic care and the advancement of volunteering. However when it comes to different categories of the examinees, more complex statistical analysis (one-way analysis of variance) points to a number of differences. For example, it reveals the age of the examinees as an important variable, and it is possible to deduce that the older examinees have more positive attitudes towards volunteering than the younger ones. On the other hand, the gender of examinees proves to be a variable of lower relevance. Geographical origins rate higher in variability; the inhabitants of the islands revealed less positive attitudes than those from the urban environment. What is comparable to geographical origin is the criterion of education level: the higher the educational level, the more positive the attitudes are. Results show the influence of employment status, where the high evaluation provided by the retired population support the conclusion on inter-relatedness between age and (positive) attitudes. Differing from previous variables, financial circumstances do not seem to be of a particular influence on the expressed views. Membership in associations is an influential factor, too: members expressed themselves more positively than non-members.

### 3. 2. VIEWS ON VOLUNTEERING IN CROATIA

To ascertain attitudes on volunteering in Croatia, examinees were asked to grade 19 statements in the same way as previously described, on a 1-5 scale. There was an additional, twentieth box in the questionnaire, in which the examinees were asked to add comments in their own words.

It is worth mentioning that the evaluation of attitudes on volunteering was based on the initial assumption (as explained in the introductory lines of this paper) of a relatively low level of this activity in Croatia, in comparison to other countries. Statements were phrased to offer explanations for such a condition. Table 2 shows statements and means, based on results:

<b>VIEWS ON VOLUNTEERING IN CROATIA</b>	<b>Mean</b>
1. The social climate is of a negative influence on volunteering.	3.57
2. Voluntary work is not sufficiently appreciated in our country.	3.96
3. Certificates and references are not issued to back up voluntary work. This is the reason for insufficient motivation for volunteering.	3.53
4. Nobody has made a serious effort to promote volunteering.	3.77
5. People are insufficiently informed on possibilities and assets of volunteering.	3.89
6. Because of a stereotype view on voluntary work as being of a lower value volunteering is relatively poorly practiced in Croatia.	3.45
7. People are passive and lack ambition in any field.	3.59
8. The employed population sees volunteers as a threat to their own jobs. This is the reason why they intend to train them.	3.10
9. The state has not undertaken stimulating action to upgrade volunteering.	3.80
10. People who encounter volunteering in their work usually lack experience and knowledge. This is the reason why they do not treat volunteers adequately.	3.41
11. Volunteers are a financial burden for institutions which host them. This is the reason why the decision to accept volunteers is not easy.	2.77
12. There is no opportunity for volunteering.	2.68
13. In our situation, there is much need to provide a lot of support to family members, which leaves insufficient time to provide help to others.	2.97
14. The exploitation of voluntary work negatively influences motivation for volunteering.	3.41
15. Sometimes volunteering is paired with "suspicious business", and therefore people have no faith in the regularity of voluntary work.	3.37
16. Media pays insufficient attention to volunteering (newspapers, TV, radio).	3.92
17. Schools do not pay sufficient attention to volunteering, therefore children and the youth do not have opportunity to learn about voluntary work.	3.93
18. Families do not pay sufficient attention to stimulate volunteering; elder members do not give example to young ones.	3.73
19. People are now aware of the possibilities of personal growth that emerge from volunteering.	3.82

Table 2. Views on Volunteering in Croatia (N=1550)

Although the results of analyzed general views on volunteers showed that the examinees have a positive general attitude towards volunteering and voluntary work, the highest degree was given to the statement: Voluntary work is not sufficiently appreciated in our country (AA=3.96) – 57.2% of the population agrees with this statement (grade 4), while as many as 23.7% of them strongly agree. It seems that the generally positive approach towards volunteering, expressed by the majority of examinees, is problematic when it comes to the very act of volunteering. Breaking the analysis down to independent variables, the age and gender of examinees proved to be less relevant in expressing attitudes. Educational level and employment status seem to play the major role, statistically. The higher level of education seems to be matched by a higher level of critical thinking, and this is also valid in case of the views expressed by university students in comparison to those expressed by high-school students. Financial circumstances do not seem to be a factor of significant relevance. Membership in associations was not a factor of significant differentiation either, although a more positive outlook on volunteering can be detected among members.

The twentieth box gave the opportunity to examinees to add reasons that may not have been offered among the 19 statements.

There were 309 comments to analyze, which means that 19.94% of the examinees (one out of five) provided an opinion on reasons (not included in previous statements) for the lack of voluntary activity. These comments were grouped in 11 sub-groups, which were further systemized into three groups.

Table 3 shows groups and sub-groups, the frequency of responses and percentages. In this case percentages were not calculated from the total number of examinees (N=1550), but from the total number of obtained comments (N=309).

GROUPS	SUB-GROUPS OF COMMENTS	N	%
<b>OF COMMENTS</b>			
<b>SOCIAL CIRCUMSTANCES</b>		<b>136</b>	<b>44.01</b>
	Personal circumstances	55	17.8
	Value crisis	41	13.27
	Social context	40	12.94
<b>PROBLEMS OF VOLUNTEERING</b>		<b>149</b>	<b>48.22</b>
	Lack of information, motivation, insufficient awareness regarding assets of volunteering	63	20.39
	Lack of financial reward for voluntary work	23	7.44
	Lack of interest for volunteering	20	6.47
	Negative approach to volunteering	17	5.50
	Inadequate organization of voluntary work	14	4.53
	Poor choice of voluntary activities	9	2.91
	Lack of interest on the part of companies and institutions for recruitment of volunteers	3	0.97
<b>OTHER</b>		<b>24</b>	<b>7.77</b>
	Other	24	7.77

Table 3: Groups of Comments on Reasons for Low Voluntary Activity in Croatia (N=309)

Here are some examples of comments that refer to personal conditions as having negative effects on volunteering:

Financial conditions are tough and people are heavily involved in their own problems; there is not enough time or motivation for volunteering. (female, 1971, suburbs of Rijeka, secondary education, unemployed, not a member of any association).

People do not have enough money to live, so they'd rather do anything that pays. (female, 1979, Rijeka, student, not a member of any association)

Students do not have enough free time, as the school programs are much too elaborate; there is hardly any time to take a break. (female, 1983, Rijeka, high school student, not a member of any association)

The following comments relate to the crisis of values (poor interest in others, lack of solidarity, undeveloped social consciousness, support for others as a missing value in society):

Only material gain is considered to be a value. (female, 1974, Rijeka, university degree, unemployed, not a member of any association)

Primitivism is too widespread in Croatia for society to pay attention to more important issues, such as working for well-being, and not getting paid for that. (female, 1969, Rijeka, secondary education, unemployed, considers to become member of an association)

Comments relating to the social context as a reason for insufficient volunteering are often very critical about the state of affairs in Croatia:

People are dissatisfied with their jobs, the situation is tough, salaries are issued irregularly, and pensions come with delays – how can anyone be motivated to volunteer? (male, 1965, Rijeka, secondary education, retired, not a member of any association)

People here are distrustful and skeptical towards everything, and they have problems opening their heart and their minds towards anything that's 'unusual'. Society suffers from apathy, all in all – the general climate for volunteering is poor. (female, 1968, Rijeka, secondary education, employed, not a member of any association)

The entire situation in the country seems to be without a way out, everything is getting worse, big problems take all the attention away from the smaller ones, those which might be solved by voluntary efforts somewhere. (male, 1978, Rijeka, student, considers to become member of an association)

The poor state of civil society. (female, 1952, broader area of Rijeka, university degree, employed, association member)

There is no financial or material gain in it; the situation in the country being desperate, how can anyone think of volunteering... (male, 1984, from island, high-school student, not a member of any association)

It is clear from these comments that the economic situation in Croatia is blamed for a relatively poor attitude towards volunteering.

The second group of comments is more directly related to volunteering itself (organization, promotion, evaluation), but the social context remains a relevant topic as well. Some of the comments within this group are:

Volunteering as such is not sufficiently promoted. (female, 1972, Rijeka, high-school graduate, not a member of any association)

People are generally passive and need more frequent pushes; volunteering needs to be offered more often and in more places. (female, broader area of Rijeka, secondary education, employed, not a member of any association)

The sub-category on the lack of interest for volunteering puts an accent on views on volunteering:

Personally, I am not motivated at all for that. (male, 1985, Rijeka, high school student, not a member of any association)

I don't feel like it. (male, 1985, Rijeka, high school student, not a member of any association)

The following comments stress negative attitudes towards volunteering as an important reason for the lack of this activity:

Volunteering is considered to be a waste of time. (female 1969, degree from University of Rijeka, employed, not a member of any association)

Volunteers are laughed at, because they are considered useless; it is generally believed that the best way to spend free time is to attend cafes, to go out... (female 1985, high-school graduate from Rijeka, not a member of any association)

People do not volunteer for fear of being mocked by those who believe this to make little sense. (female, 1982, the broader Rijeka area, high school student, not a member of any association)

A number of comments point to the lack of regulation, and speak of poorly organized volunteering, the lack of volunteering opportunities and of low interest on the part of Croatian companies and institutions:

I am an unemployed medical doctor, and I have already been turned down as a volunteer twice by the Clinical Hospital in Rijeka, as the minister's decision of such nature was issued recently. Since it is hard to obtain employment in my field, volunteering was the only way for me to remain in touch with my profession. (female, 1975, Rijeka, university degree, unemployed, not a member of any association)

There is no place where you can volunteer. Volunteering does not provide possibilities of progress or improve your chances in finding a proper job. They treat us as less important. (female, 1978, the broader Rijeka area, university student, not a member of any association)

The analysis of these comments gives further support to the belief that, even in circumstances of a generally positive attitude towards volunteering, this attitude remains weak under the negative influence of social conditions, and suffers from a negative counter-attitude giving rise to a negative stereotype on voluntary work. It is important to emphasize that the examinees seldom spoke out in a negative way directly and personally, but they were often inclined to describe a negative climate that surrounds them, referring to circumstances that go beyond their ability to exercise influence on.

### 3. 3. MEASURES TO IMPROVE VOLUNTEERING

The third group of questions is concerned with the opinion of respondents on the activities, which might improve volunteering and with people's motivation to participate in these activities. Respondents were confronted with a list of 10 activities and they were asked to evaluate them in the same way as before. The eleventh box was again left open for free comments. Table 4 shows the statements and the means:

MEASURES TO IMPROVE VOLUNTEERING	Mean
1. If volunteers were given some kind of a recommendation for future employment, people would be more motivated to volunteer	4.04
2. More information on volunteering (informing the public about the essence of the concept and the impact of volunteering) would contribute to the improvement of volunteering.	3.95
3. Founding special institutions active in promoting voluntary work would contribute to the improvement of volunteering.	3.85
4. Media promotion (organized media campaigns) would influence volunteering in a positive way.	3.91
5. A good offer of voluntary jobs would contribute to the improvement of volunteering.	3.94
6. Covering the cost (transportation, meal) would motivate people to volunteer.	4.06
7. Professional development of recruitment organizations would improve volunteering.	3.91
8. If the state had come up with stimulating measures regarding voluntary work, volunteering would improve.	3.90
9. Introducing topics related to voluntary work at schools and engaging schools into voluntary activities would have a positive effect.	3.92
10. The openness of the economic and public sphere toward volunteering would positively influence it.	3.90

Table 4: Measures to Improve Volunteering

All the measures proposed in the questionnaire were valued highly by the examinees. They gave highest grades to those measures which referred to covering the costs of volunteering, providing employment benefits for volunteers, and also dissemination of information and promotion of volunteering in the schools. These evaluations indicate again what the people in Croatia see as their problem. The comments examinees made lead to the conclusion that well-organized programs of volunteering, especially those, which might be promoted through the educational system, would be likely to improve volunteering significantly.

The analysis of these results in relation to independent variables confirms previously identified problems of motivation as well as the needs to stimulate and set the younger population in motion. Again, the age of the examinees turns out to be an important variable. With its lower results, it indicates the poorer acceptance of the proposed measures coming from the younger part of the population. Here the results indicate the gender variable to be a significant one. Women seem to be more responsive to measures than men. Geographical roots also matter. Accordingly, the population originating from islands gave poorer grades to the suggested measures (bearing in mind that these were, also, younger in age and of lower educational level). As far as the employment status is concerned, it is rather obvious that the high school students brought about significantly lower results than other categories, which again indicates the generational feature of the youth. As far as financial circumstances are concerned, no significant differences emerged in any of the statements. Membership in associations was a positive influence in the formation of attitudes towards improvement of volunteering: members of associations gave higher grades. This was visible in their grading of all of the statements compared to non-members.

The examinees were asked again to formulate their own suggestions for the improvement of volunteering. Unfortunately they seemed much less ready to form such opinions than in the case of identifying reasons for obviously unsatisfactory conditions. While the previous question motivated 309 responses, this topic inspired only 150 answers – meaning that one of ten examinees came up with a specific suggestion for the improvement of volunteering. Most of them made comments only repeating suggestions that were referred to on the list, even though the examinees were asked to suggest activities not mentioned on the list of statements.

### **3. 4. VOLUNTARY ACTIVITIES OF THE INHABITANTS IN THE COUNTY REGION OF THE COAST AND IN GORSKI KOTAR**

The analysis of voluntary activities reveals that 43.7% of the examinees had taken part in voluntary activities in some form or another during the year 2000, mostly in various associations. It is interesting to draw attention to the fact that the problems of employment and the economic difficulties often referred to by the examinees do not influence all the outcomes; volunteering and employment do not seem to be in any significant relation with each other. The frequency of participation in voluntary activities is very low: more than 2/3 of the examinees volunteer only once a month, or even more rarely. This fact, at least for the time being, puts aside any discussion on the economic value of voluntary work in Croatia. Voluntary experience is mainly positive (although one ought to pay attention to the problems examinees encountered in the course of voluntary work), and examinees stressed a favorable personal effect of volunteering (personal growth, satisfaction in providing aid to fellow human beings etc.). The analysis of independent variables shows steadiness in terms of age. Women take more part in the activities of schools and churches, while men's participation in associations comes through with greater frequency. Examinees with elementary education (mostly younger ones) are more engaged in schools and churches, while those with higher degrees take more part in other voluntary activities. The threshold of older examinees in voluntary participations is higher. In this respect there is no detectable difference between men and women. Similarly to members of associations, examinees with

a higher level of education are usually more engaged. There are more cases among young volunteers to offer help to people who are unknown by the volunteer. The oldest age group has had the best experience in volunteering. Women are more satisfied with their voluntary engagement than men. This also applies to urban examinees.

### 3. 5. MOTIVATION FOR VOLUNTEERING: INDIVIDUALLY

A special question was formulated with the aim to discover what kind of reward would motivate the examinees to volunteering best (What could you be motivated by?). From the total number of examinees (1550), we have collected 1162 replies. Table 16 shows groups and sub-groups of comments:

GROUPS OF COMMENTS	SUB-GROUPS OF COMMENTS	N	%
<b>BETTER ORGANIZATION OF VOLUNTEERING</b>		<b>431</b>	<b>27.81</b>
	Obtaining employment through volunteering, volunteering within the framework of one's profession, gathering working experience, employment	110	7.1
	Information on volunteering activities, promotion	96	6.19
	Tangible positive result of voluntary work, usefulness, goal-orientation	63	4.06
	Covering costs and/or minimal payment	61	3.94
	Organized approach to volunteering	43	2.77
	Many volunteers, a massive response to volunteering, the presence of friends / acquaintances	30	1.94
	Morality in volunteering, honesty, sincerity	21	1.35
	Volunteering abroad	4	0.26
	Direct request / invitation to volunteer	3	0.19
<b>PERSONAL SATISFACTION</b>		<b>289</b>	<b>18.65</b>
	Broad selection of interesting voluntary activities (accompanied by a list of concrete possibilities)	96	6.19
	Achievement of personal satisfaction / personal development, acquisition of knowledge	86	5.55
	Socializing, meeting people	73	4.71
	Recognition, gratitude, respect for the invested effort, further recommendations	34	2.19
<b>ALTRUISTIC MOTIVES</b>		<b>177</b>	<b>11.42</b>
	Helping the needy	168	10.84
	Pleasing others	9	0.58
<b>PERSONAL PROBLEMS THAT MIGHT BE SOLVED BY</b>		<b>109</b>	<b>7.03</b>
	More free time	70	4.52
	Stable economic situation	20	1.29
	Better health	19	1.23
<b>OTHER</b>		<b>110</b>	<b>7.1</b>
	Positive approach from society	43	2.77
	Other	61	3.94
	Questionnaire as motivation for volunteering	6	0.39
<b>NO MOTIVATION</b>		<b>434</b>	<b>28</b>
	Nothing can motivate me	46	2.97
	No response / no motivation?	388	25.03

Table 5: Motivation for Volunteering (N=1550)

The results of the analysis of motivation for volunteering show that on the individual level the majority of examinees believe that better organization of volunteering is the most important factor (first of all, this is meant to refer to possibilities of obtaining employment, better information, tangibility of results through volunteering, as well as to the massive response and morality of volunteering). Personal satisfaction achieved by volunteering has also been rated high, and in most cases the help of those in need has been highlighted. Some examinees also mentioned the need to resolve their personal problems: they would be motivated if volunteering were to provide certain possibilities for them (more free time, stable economic conditions, better health). A part of the examinees lack any motivation. Comments show that measures for the improvement of volunteering need to be adapted to specific needs of our population.

Some of the comments:

Most probably I would be willing to volunteer if I had at least some kind of partial "guarantee", or if this was recognized as an advantage in obtaining steady employment. The youth who have no working experience, hardly stand any chance at all to find their deserved position in the present capitalist society. (female, 1975, Rijeka, university degree, unemployed, not a member of any association)

I am unemployed, I lack courage for an actual move to take up volunteering. I would probably accept it, if someone simply handed me a promotional flyer or anything with a list of addresses, just to know whom to turn to for volunteering. (female, 1966, Rijeka, secondary education, unemployed, not a member of any association)

If I could see the actual outcome of what I am doing; if I knew that I had done something worthwhile. (female, 1982, island, high school student, association member)

I respect volunteering, but I could only be motivated if I could earn money. (male, 1984, Rijeka, high school student, considers to become member of an association)

If other people were not inclined to think that there was a profit in this: this is the general opinion – everyone thinks that things are done only for one's own sake, never for pure satisfaction. (male, 1956, broader Rijeka area, secondary education, employed, not a member of any association)

Interesting things to be involved in, while volunteering: something I could be interested in. (female, 1985, Rijeka, high school student, considers to become an association member)

If recommendations could be obtained for voluntary activities as well: I believe that in such a way voluntary work would gain more respect and would develop in a better way. (male, 1979, broader Rijeka area, university student, not a member of any association)

Currently, no young or old person can be motivated to volunteer in this society, or in any kind of charitable activity, for the simple reason that we must continuously fight to survive. (male, 1951, islands, university degree, employed, not a member of any association)

If this (volunteering) was more widespread... I would love it if people did not see this as a waste of time. (female, 1982, Rijeka, high school student, not a member of any association)

Nothing. I am simply not interested. I am fine as I am. (male, 1984, Rijeka, high school student, not a member of any association)

## 5. CONCLUSIONS AND RECOMMENDATIONS

The results of this research indicate that the examinees generally think of volunteering in a positive way; a notable aspect is that the younger generation has a less positive attitude. Despite this generally positive outlook, the analysis of voluntary activities during the year

2000 proves volunteering to be a rather infrequent activity. The reasons are: voluntary work is not sufficiently appreciated, the social climate is unfavorable, and the toughness of the economic situation affects volunteering negatively. Nevertheless those who did in fact volunteer had a positive experience. Measures to improve volunteering must attempt to upgrade the organizational aspects, but they should also focus on changing the social climate.

It can be concluded that the advancement of volunteering is not likely to be a simple task. One of the fundamental goals for the advancement of volunteering ought to be working with the young generation.

The basic goals related to the improvement of volunteering could be expressed as follows:

1. influence change in the social climate in favor of volunteering
2. increase the number of volunteering hours in all categories of the population by including them in quality volunteering programs
3. influence the younger generation to increase participation in voluntary activities

The results of the research show that measures for the advancement of volunteering can be divided into measures primarily effective in the environment itself, and on the other hand, measures related to the advancement of activities. These are:

#### **MEASURES FOR THE ADVANCEMENT OF VOLUNTEERING IN THE ENVIRONMENT**

- develop a value system focussed on general well-being
- stimulate volunteering through the educational system
- strengthen support of the state for volunteering
- offer better employment prospects to volunteers
- motivate the unemployed for volunteering

#### **MEASURES FOR THE ADVANCEMENT OF VOLUNTARY ACTIVITIES**

- introduce quality programs for volunteering (emphasis on training and / or socializing)
- improve distribution of information on volunteering
- stimulate volunteering financially
- introduce a system of recommendations, acknowledgements and recognition for volunteers
- promote voluntary work systematically
- improve activities of associations in the promotion of volunteering

Offering good volunteer training programs would be of utmost importance. The results show that the examinees would be ready to attend a program with the following characteristics:

- good media presentation (easily accessible information);
- organized in all details (all aspects need to be covered), with special emphasis on socializing;
- transparent with regard to problems it treats; easy to understand;
- covers expenses (transportation, meal) and possibly offers a minimal wages;
- focuses on numerous subject matters (those who participate should not feel isolated);
- strives for tangible, measurable and positive contribution;
- issues some kind of a certificate of participation. 1: 157-323

Finally, *The Global Agenda* for strengthening volunteering is an excellent starting point that, combined with the results of this research, can provide helpful ideas for the advancement of volunteering. We remain with the hope that the initiative of the United Nations and the efforts of Croatia will not be left without a lasting response.

**Bibliography:**

Andreoni, James (1988): "Privately Provided Public Goods in a Large Economy: The Limits of Altruism". *Journal of Public Economy*, 35 (1), pp. 57-73.

Anheier, Helmut K. and Lester M. Salamon (1998): *The Nonprofit Sector in the Developing World: A Comparative Analysis*. Johns Hopkins Nonprofit Sector Series. The Johns Hopkins University. Manchester University Press, Manchester.

Be\_ovan, G. (1996): "Privatni neprofitni sektor i razvoj socijalnog re\_ima u Hrvatskoj". *Revija za socijalnu politiku*, 3(3-4), pp. 199-348.

Be\_ovan, G. (1997a): "Privatni neprofitni sektor i razvoj socijalnog re\_ima u Hrvatskoj". In: V. Puljiz (ed.): *Hrvatska kao socijalna dr\_ava- zadanosti i usmjerenja*. Zagreb: Centar za industrijsku demokraciju SSSH, pp. 131-146.

Be\_ovan, G. (1997b): "Privatni neprofitni sektor u Hrvatskoj u komparativnoj perspektivi". In: V. Puljiz (ed.): *Hrvatska kao socijalna dr\_ava- zadanosti i usmjerenja*. Zagreb: Centar za industrijsku demokraciju SSSH, pp. 204-208.

Be\_ovan, G. (1998): "Preispitivanje mogu\_nosti za razvoj privatnog neprofitnog sektora u pru\_anju usluga starijima u Hrvatskoj". In: G. Be\_ovan (ed.): *Neprofitni sektor i pru\_anje usluga starijima*. Zagreb: CERANEO, pp. 1-56.

Billis, D. (1993): *Organizing Public and Voluntary Agencies*. London, Rutledge.

Bo\_kovi\_, Z. (2000): "Volonterski rad". *Ra\_unovodstvo, revizija i financije*, 3, str. 118-120.

Dalsimer, John Paul (1989): "Volunteers: What Are They Worth?" *Management Accounting*, Vol. 70: no. 11, pp. 40-45.

Davidkov, T., Hegyesie, G., Ledi\_, J., Randma, T., Behr, G., Kessler, D., Sulek, M., Payton, R. (2000): "The Future of Third-Sector Teaching and Research in Central and Eastern Europe". *Voluntas: International Journal of Voluntary and Nonprofit Organisations*, Vol 11, no. 2, pp. 181-190.

Day, Kathleen M. and Rose Anne Devlin (1998): "The payoff to work without pay: Volunteer work as an investment in human capital". *Canadian Journal of Economics*, Vol. 31 no. 5, pp. 1179-1191.

Henderson, K.A. (1981): "Motivation and perception of volunteerism as a leisure activity". *Journal of leisure research*, 13, pp. 208-213.

Henderson, K.A. (1984): "Volunteerism as leisure". *Journal of Voluntary Action Research*, 13, pp. 55-63.

*Individual giving and volunteering in Hungary*. Budapest 1995, Studies in Social Statistics.

*1997 National Survey of Volunteering in the UK*, Institute for Volunteering Research. <http://www.ivr.org.uk/nationalsurvey.htm>

James, Estelle (1989): *The Nonprofit Sector in International Perspective: Studies in Comparative Culture and Policy*. Oxford University Press, New York.

Ledi, J. (1995): "Teaching Philanthropy in Croatia: Problems and Projects". *ERIC database*, doc.no. ED 392 754, 7 p.

Ledi, J. (1996): "Philanthropy in Croatia: The Problems of teaching". (Paper presented at the Annual Meeting of the Association for Research on Nonprofit Organizations and Voluntary Action, New York, NY, November 7-9, 1996). *ERIC database*. doc.no. ED 404 324, November 1996, 27 p.

Ledi, J. (1996): "Treći sektor: okvir za razvoj civilnog društva i djelovanja u području okoliša". *Socijalna ekologija*, 5(1), pp. 37-46.

Ledi, J. (1996): "Teaching philanthropy in Croatia". (Proceedings of the 25th ARNOVA conference. *Association for Research on Nonprofit Organizations and Voluntary Action*, November 7-9, 1996, p.68-69).

Ledi, J. (1997): "Croatia". In: CIVICUS: The new civic atlas: *Profiles of civil society in 60 countries*. Washington: CIVICUS, p.30-31.

Ledi, J. (1999): "Stanje i problemi razvoja trećeg sektora u međunarodnom i nacionalnom kontekstu". U zborniku (ur: Trpimir Macan): *Hrvatska i odlični razvitak. Humane i odgojne vrijednote*. Zagreb 1999, Ministarstvo razvitka i obnove republike Hrvatske., str. 199-204.

*Measuring volunteering: A Practical Toolkit*. Independent Sector & United Nations, Washington.

"National Surveys on Philanthropic Activity." *Research Papers*, 1, pp. 157-323, Commission on Private Philanthropy and Public Needs, Washington D.C.

Parker, S.R. (1992): "Volunteering as serious leisure". *Journal of Applied Recreation Research*, 17, pp. 1-11.

Robinson, Mark and Gordon White (1997): *The Role of Civic Organizations in the Provision of Social Services. Towards Synergy*. UNU/WIDER, Helsinki.

Salamon, Lester M. and Helmut K. Anheier (1992): "In search of the nonprofit sector: in search of definitions". *Voluntas*, Vol. 3, No. 2, pp. 125-152.

Salamon, Lester M. and Helmut K. Anheier (1994): *The Emerging Sector: An Overview*. The Johns Hopkins University, Baltimore.

Salamon, Lester M. and Helmut K. Anheier (1997): *Defining the Nonprofit Sector: A Cross-national Analysis*. Manchester University Press, Manchester.

Salamon, Lester M. and Helmut K. Anheier (1998): *The Emerging Sector: An Overview*. The Johns Hopkins University, Baltimore.

Smith, Justin Davis (1999): *Volunteering and Social Development: A Background Paper for Discussion at an Expert Group Meeting*. New York, November 29-30, 1999. United Nations Volunteers.

Stebbins, R.A. (1996): "Volunteering: The serious leisure perspective". *Nonprofit and voluntary sector quarterly*, 25, pp. 211-224.

*The CIVICUS Civil Society Diamond* (First Draft, December 2000) by Helmut K. Anheier with Lisa Carlson, Kumi Naidoo and Volkhart Heinrich .

*The Global Agenda for Action to Strengthen Volunteering*. Draft Presented to the Participants of the 16th World Volunteer Conference. IAVE – The International Association for Volunteer Effort, Amsterdam, The Netherlands, January 2001.

*The role of volunteerism in the promotion of social development*. Note by the Secretary-General. United Nations E/CN.5/2001/6, 12 December 2000.

USAID/Bureau for Europe and Eurasia. 1998. *Lessons in Implementation: The NGO Story. Building Civil Society in Central and Eastern Europe And the New Independent States*. Washington.

USAID/Bureau for Europe and Eurasia. 1998. *Sustainability Index*. Washington.

Van Til, J. (1987): "The Three Sectors: Voluntarism in a Changing Political Economy". *Journal of Voluntary Action Research*, 16 (1-2), pp. 50–63.

*Volunteering and social development*, United Nations E/CN.5/2001/L.4, 21.02.2001. (UN draft resolution)

Wade, R.C. (ed.) (1997): *Community Service-Learning. a guide to including service in the public school curriculum*. State University of New York, New York.

Weisbrod, Burton (1988): *The Nonprofit Economy*. Harvard University Press, Cambridge, Massachusetts.

<sup>1</sup> For example after the acceptance of the National Programme for Science and Research for the period between 1996 and 1998 (at the beginning of the year 1996) by the House of Representatives of the Parliament of the Republic of Croatia, the Ministry of Science and Technology gave support to 53 research programmes in research institutes and 863 research projects at the universities for the mentioned period. The analysis of 916 projects shows that only one of these was partially focusing on the non-profit sector (Social Policy and Social Work in Croatia, researcher in charge: prof. Vlado Puljiz). The following publications have emerged from the results of the present research:

Be\_ovan, G. (1996). Privatni neprofitni sektor i razvoj socijalnog re\_ima u Hrvatskoj. (*Private and Non-profit Sectors and the Development of the Social Regime in Croatia*) Revija za socijalnu politiku, 3(3-4):199-348; Be\_ovan, G. (1997a). Privatni neprofitni sektor i razvoj socijalnog re\_ima u Hrvatskoj. (*Private and Non-profit Sectors and the Development of the Social Regime in Croatia*) In: V. Puljiz (ed.). Hrvatska kao socijalna dr\_ava- zadanosti i usmjerenja. (Croatia as a Social State – Given Factors and Orientations) Zagreb: Centar za industrijsku demokraciju SSSH: 131-146;

Be\_ovan, G. (1997b). Privatni neprofitni sektor u Hrvatskoj u komparativnoj perspektivi. (Private Non-profit Sectors in Croatia from a Comparative Perspective In: V. Puljiz (ed.). Hrvatska kao socijalna dr\_ava- zadanosti i usmjerenja. (Croatia as a Social State – Given Factors and Orientations) Zagreb: Centar za industrijsku demokraciju SSSH: 204-208;

Be\_ovan, G. (1998). Preispitivanje mogu\_nosti za razvoj privatnog neprofitnog sektora u pru\_anju usluga starijima u Hrvatskoj. (*Re-examining the Possibilities of the Development of the Non-profit Sector in Providing Service to the Elderly in Croatia*) In: G. Be\_ovan (ed.): Neprofitni sektor i pru\_anje usluga starijima. (*The Non-profit Sector and Providing Services to the Elderly*) Zagreb: CERANE0:1-56.

<sup>2</sup> While the Internet search of the Amazon.com Bookstore responds with 1,008 titles to the key-word «volunteer», the search carried out by the professional personnel of the National University Library in Zagreb resulted in only two items as response to the Boolean search to the key work «volont\*», and with only one title as response to the keyword «voluntary work»(!)

<sup>3</sup> The incentive for this research, as well as its organisation came from "Smart", the Association for Civil Society Development. The author of this article was also the professional coordinator of the research. The field work was carried out by volunteers, and its completion was enabled thanks to the support of the US Embassy in Croatia, the County of the Coast and Gorski kotar, Croatian Government Office for Cooperation with NGOs, as well as to the fund of the "Smart" Association itself.

<sup>4</sup> With regard to the limited space and topic of this publication in presenting the situation in various countries of CEE and in the Baltic countries, the usual overview of the related projects will be omitted from this paper.

<sup>5</sup> According to the data obtained from the Puls Agency, 46% of the inhabitant of the County of the Coast and Gorski kotar have elementary education, 43% of them have secondary education, while 11% have obtained university degrees.





aspect by contrasting "Civil states" with the state of nature, in which there is always "a War of every one against every one".<sup>3</sup> Following him, a succession of influential political thinkers used the term to depict a political system ruled by legitimate authority. For liberal thinkers, the "civility" of a society was determined by its ability to preserve civil liberties and guarantee the citizenry's political representation. At the early 19th century, a different use of the concept was introduced. The existence of "civil society" as a domain separate from the state was acknowledged first by the conservatives. Thinkers such as Hegel and Tocqueville turned their gaze towards institutions that structure the population's daily life; they stressed their importance as complements to the core system of political rule. These institutions included local government and law-enforcement, but also such non-governmental entities as the press, corporations and voluntary associations.<sup>4</sup> Sociologists have preferred to place civil society to this realm, in contrast to political theory, which still has a tendency of using the term with reference to characteristics of the whole political entity.

As a contemporary synthesis of these two established ways of using the term, Ernest Gellner presented a combination of a narrower and a broader definition. On one hand, civil society is a set of non-governmental institutions which is strong enough to prevent the state from dominating and atomizing the rest of society. Importantly, the formative components of civil society also differ from rigid, traditional, status-based segmentary communities.<sup>5</sup> In a broader sense, however, civil society "refers to a total society within which the non-political institutions are not dominated by the political ones, and do not stifle individuals either".<sup>6</sup> In this second meaning of the term, civil society is a society *containing* civil society in the first, narrower sense; according to Gellner, it is an alternative term for a feasible society, almost interchangeable with, but more illuminating than that of democracy. It is the normative aspect of Gellner's definitions that builds a bridge between the narrower, "sociological" and the broader, "political" treatments of civil society: Non-governmental institutions *of a right kind* are presented as conducive to, and as necessary components of, a "civil" totality.

The 1980s and 1990s have seen a flourishing of research interest towards civil society. Reasons for this are manifold;<sup>8</sup> however, the liberation of Central and Eastern Europe from the rule of authoritarian socialism presently counts among the most important. The post-1989 development has included a creation of both new institutions of democratic political representation and an autonomous associational life. "Civil Society" is a slogan that seems fit to represent both. At the same time, empirical research applying that term tends to be focussed on non-governmental organizations. At a first glance, this practice seems to be in accordance with Gellner's narrower definition. From the point of view discussed above we ought, however, to acknowledge that the connection is based on an empirical rather than analytical statement; it is still in need of empirical control.

We need to ask and answer the following questions: First, are the NGOs in Central and Eastern Europe willing and capable to function as actors relatively autonomous from political institutions? and second, do they embody the idea of institutions open and respondent for initiatives by members of society? These questions have already been raised elsewhere. In his discussion of the NGO sector in Hungary, Ferenc Miszlivetz<sup>9</sup> points out, that the bulk of voluntary associations in Hungary consist of sports and hobby clubs, and that the real

<sup>3</sup> Dahlkvist 1995: 172-4

<sup>4</sup> Cohen & Arato 1992: 91-116

<sup>5</sup> Gellner 1994: 5-12

<sup>6</sup> Ibid.: 193

<sup>7</sup> Ibid.: 189

<sup>8</sup> Cf. Cohen & Arato 1992: 29-82

<sup>9</sup> Miszlivetz 1997

independence of NGOs from the government and political parties is often questionable. To give another example, a study on the structure and resources of the Estonian NGO sector shows, that despite the large number of formally registered organizations, their resources are scarce and unequally distributed.<sup>10</sup>

In short, the status of NGOs as a core element of civil society depends on their ability to act as complementary channels of democratic politics. This point of departure is not altered by the fact, that "politics" itself is a concept in transformation<sup>11</sup> – in addition to the national and communal level, it has come to include initiatives aimed at the global scene and attempts to influence personal life-styles. Here, "political" activity should be understood in a wide sense – the term does not exclude direct action for improving the conditions in one's own community, cultural work that activates people, etc.. In general, civil society as a field of political action can be concerned with any attempts by members of society to influence their environment. *Non-governmental organizations count as elements of civil society to the extent that they serve the cause of civic engagement in structuring social life.*

Stating the relationship between NGOs and civil society as an empirical question I am, of course, also aware of the fact that the answers will be relative, rather than affirmative or negative in an unambiguous way. This is to say, the success of NGOs in functioning as elements of civil society may be bigger or lesser; the sector's internal democracy and autonomy from the state may be greater or smaller. Accordingly, research in "civil society" must more than before be focussed on the actual performance of NGOs with respect to different, specified functions. Moreover, NGO activists themselves should see their organizations' participation in the construction of civil society as a challenge to be met rather than as something that already is there by definition.

## 2. Preparations for the Estonian Concept for the Development of Civil Society

In Estonia, the issue of NGOs and civil society has recently become highly topical. To a great extent, this topicality is due to the drafting and recent adoption of a parliamentary document called *The Concept for the Development of Civil Society in Estonia* (EKAK). This document was adopted by the Estonian Parliament on 12 December, 2002 as an official statement of the foundations of cross-sectoral co-operation. Internationally, there are several recent examples of similar documents. Among the most well-known are the British Compacts on Relations between Government and the Voluntary and Community Sector; also, e.g., France, Canada, Croatia, and New Zealand have adopted analogous documents. In fact, they have been templated or already signed at least in 18 jurisdictions.<sup>12</sup> A distinctive feature in Estonia has, however, been the fact that the initiative for creating such a document came from the NGO field itself, not from the government.<sup>13</sup>

In the following, I will give a short account of the drafting process of the Estonian Concept for the Development of Civil Society (EKAK). What makes it interesting from the point of view of the present article is, that preparing the document also called forth a process of the Estonian NGOs defining themselves, their relations with the public sector, their relations with each other, and their overall role in society. Until April 2001, the work of drafting the document was basically done by activists of the NGO sector, who then delivered the results of their work to the Parliament. Before final adoption it was discussed by three parliamen-

<sup>10</sup> Lagerspetz & al. 2002

<sup>11</sup> Beck 1995

<sup>12</sup> White 2002

<sup>13</sup> Liiv, forthcoming

tary committees and rewritten at least twice more. The preparation process of the draft document and discussions over it reveal widely differing ideas on the overall role of NGOs in society.

Within the Estonian office of the United Nations' Development Programme (UNDP), a programme for the enhancement of sustainability of Estonian NGOs was launched at the end of 1998. The work came to be co-ordinated by a partner organization, The Estonian Network of Non-Profit Organizations and Foundations (EMSL), which was known as an NGO umbrella organization with a relatively wide base of member organizations, and as active in training and informing Estonian NGO activists. It received some funding from the state (which later ceased) and had close contacts with the local Soros foundation. In the spring of 1999, the co-ordinating committee of the programme launched the idea of developing a programme document, which would regulate the relationship between the NGO sector and the state, and would be adopted by the Parliament. To begin with, a Co-operative Board of political parties and NGO umbrella organizations was created in December 1999, and it made a formal decision of starting preparations for the draft document.<sup>14</sup> In this first phase of work, a co-ordinative group was formed by leaders of umbrella organizations and chaired by a project co-ordinator appointed by the EMSL. In March 2000, separate working groups for drafting different chapters of the document started their work with varying activity.<sup>15</sup> After having been approved of by the Co-operative Board, the meant-to-be Bill was presented for inspection to the Cultural Committee of the Parliament on 18 April. The parliamentarians' criticism of the document was, however, devastating:

**Marju Lauristin:** Judging on basis of the text, the conception should belong to the competence of the Constitutional Committee. From the point of view of political philosophy, the text is rather eccentric. [...] Starting from the fact, that everything is turned on its head: "The Civil Society Development Concept is that part of state policy, that reflects the principles by which the state is to create civil society". The state cannot create civil society, that would run against the very concept of it. [...]

**Peeter Kreitzberg:** Such a conception should be formulated with uttermost care. To begin with, it should be elementary to correct printing errors.

**Paul-Eerik Rummo:** I have followed this process from the beginning. The first problem is, that to some extent, the sprouts of civil society have been imported for us. Small groups of missionaries are now trying to awaken civic consciousness. One could say that it is like trying to crack down an open door, which is comical indeed. [...] In my opinion this is a phase already passed, which Estonia does not need to discuss any more. Bills are visible in the Internet and they are relatively accessible.<sup>16</sup>

In conclusion, the Cultural Committee required the draft bill to be written anew with the help of academic experts and research, and that other parliamentary committees be involved in the process as well. As a result of heated discussions within the UNDP Advisory Board of the programme, the project co-ordinator resigned his position, and a new co-ordinator, Mr. Daimar Liiv was appointed from August 2000.

When exposing his views for the Advisory Board in early October, Mr. Liiv regretted what he considered the lack hitherto of a competent central working group. He stated that such a group should consist of independent experts who would need no formal mandate from any of the existing umbrella organizations. For carrying out the tasks to be specified by the document, the government would however be in need of a partner, i.e., of a representative body of NGOs; nevertheless, none of the existing umbrellas should be preferred here, but a round-

<sup>14</sup> *Riigikogu Toimetised 1/2000*

<sup>15</sup> Participant observation.

<sup>16</sup> Protocols of the Cultural Committee of the Estonian Parliament (*Riigikogu kultuurikomisjoni protokoll*), 18 April, 2000

table open for all should be created instead.<sup>17</sup> The creation of such a Roundtable became, in fact, a crucial element of the new strategy of activating NGOs that was to follow. Importantly, grassroots organizations were given the possibility of making their voices heard irrespectively of whether they were formally participating in an umbrella organization or not. The field of NGOs was, accordingly, not seen as structured around a hierarchical system of representation, but as an open field of dialogue.

The Roundtable of Non-Profit Organizations (*Eesti Mittetulundusühenduste Ümarlaud, EMÜ*), the co-ordinating structure stipulated by the new version of the document gathered in Tallinn on 3 February 2001. The 272 participants were divided in five chambers: The registered non-profit membership organizations; umbrella organizations; foundations; non-registered non-profit organizations; and organizations for minorities. Real estate associations, religious organizations and labour unions were not represented. Both the EKAK draft document and the Statutes of the Roundtable were accepted rapidly and without major changes. The different chambers delegated three representatives each (five from the largest chamber, that of registered non-profit organizations) for a Representative Assembly of the Roundtable, which was elected for the period of one year.<sup>18</sup> The Roundtable has not registered itself as a legal entity, and has no fixed constituency of member organizations. Thus, the Representative Assembly is to be elected every year simply by the organizations that have sent their representatives to the Roundtable.

In order to propagate the idea of the Concept and to gather opinions from different NGOs, the project co-ordinator conducted a series of thirteen regional roundtables from October to early November. A central working group of academic experts and NGO activists was created; two of the academic experts were also included in a research group that conducted an interview study simultaneously commissioned by the Chancellery of the Parliament.<sup>19</sup>

A new version of the EKAK was published in a national daily on 27 October<sup>20</sup>, and it was likewise sent for 3,000 organizations by electronic mail.<sup>21</sup> The document came to include a list of the values and principles that form the basis of co-operation between the non-profit sector and the government, and a number of good governance practices that should be applied. Hence, the Estonian document is in many respects reminiscent of analogous documents in, e.g., Britain, France, Canada, and Quebec.<sup>22</sup> What seems to be the most original contribution of the EKAK is the way that the issue of representation is treated. According to the final version of the document, the state "acknowledges the role of umbrella organizations in representing the interests of their members, but does not exclude the right of individual organizations to represent their interests themselves".<sup>23</sup> The Roundtable (which at the time of drafting the earliest versions of the document did not exist yet) was acknowledged "as the most important body representing the interests of the whole sector". In a group interview that was conducted in July 2001 with members of the elected Representative Assembly of the NPO Roundtable, the need for a body of this new kind was stressed:

<sup>17</sup> Participant observation, October 5, 2000.

<sup>18</sup> Participant observation at the occasion; photocopied materials of the Roundtable.

<sup>19</sup> The two academic experts were Prof. Rein Ruutsoo and myself; on the research project, see next section of this article!

<sup>20</sup> *Eesti Päevaleht/Foorum*

<sup>21</sup> According to Daimar Liiv; oral communication, January 31, 2001

<sup>22</sup> Cf. White 2002

<sup>23</sup> EKAK, paragraph III.1.5 of the final version; also included in the previous versions since 24 October 2000.

(Group interview/members of the Representative Board (2), 050701):

(Respondent 1:) One of our strengths lies in flexibility, the lack of formal rules.

(Respondent 2:) Representing an umbrella organization myself I would like to stress, that as representative of an umbrella organization you are bound to further the interests of your own field of activity. As members of the Representative Board we are not dealing with furthering the interests of our own organizations or sub-sectors. We try to stand for the right of [all the many thousands of civil society organizations] to have a legal space to work within. I find this to be our major role, but as another important aspect I would add, that the legally registered institutions tend to become self-sufficient. The important thing with the Roundtable is that it brings together the people who are active at the moment and who are needed for a re-structuring of society. [...]

(Respondent 3:) [...] When representatives of the umbrella organizations are given word, they tend to express their highly personal opinions. In reality, dialogue with membership organizations very seldom takes place. [The leaders of umbrella organizations] represent no one else but themselves as individuals. I do not mean that they fail to address real problems, but in reality, they do not rely on the numerous people in their member organizations.

On 23 April 2001, the Representative Assembly of the Roundtable presented the EKAK for the Parliament for discussion and acceptance as a parliamentary document.<sup>24</sup> Its parliamentary processing was started in October 2001 by three Parliamentary Committees – those of cultural, constitutional, and social affairs. In June 2002, the committees forwarded the document to the Parliament, and it was finally adopted half a year later. However, the document was shortened considerably before adoption, and some formulations were changed. The discussion below will not present any systematic analysis of the final document, but focuses on how the discourses on civil society developed during the period of its preparation.

### 3. Changing discourses on Civil Society

The drafting process of the parliamentary document has, among other things, created an incentive for discussion on what actually is meant by civil society, and on the roles of non-profit organizations in relationship with other sectors of society. A closer look on this emerging discourse shows that for most, the whole field of issues is relatively new and unknown; however, one can also trace a rapid development and maturing of the views held by Estonian NGO activists. From 22 June to 4 December, 2000, our research group<sup>25</sup> engaged by the Chancellery of the Parliament conducted a series of open-ended individual and group interviews with 71 men and women who were classified either as academic experts, civil servants, politicians, local government officials, business people, or NGO activists. To some extent, this classification is arbitrary: Several academic experts, politicians and civil servants were personally engaged in NGO activities, especially within national NGO umbrella organizations. To put it the other way round, it was the business people on one hand, and the persons active in local grassroots NGOs on the other who had less experience of contact with the other groups of interviewees.

An analysis of the interviews allowed us to formulate three competing discourses on the role of the NGO sector in Estonian society. We termed them as *the discourse of the third sector*, *the discourse of corporatist organization*, and *the discourse of participant society*.

<sup>24</sup> An English translation of the final draft document is available in the homepage of the Network of Estonian Nonprofit Organizations and Foundations:  
<http://ngo.ee/est/conceptenglish.html>

<sup>25</sup> Including Professor Rein Ruutsoo (University of Tartu), Ms. Erle Rikmann, MA (Estonian Institute of Humanities), a number of students from the Estonian Institute of Humanities, and myself. The presentation here of our research results is based on Lagerspetz, Ruutsoo & Rikmann (2001).

The first of the three discourses is based upon analogies from economic sphere and economic theory; the discourse of corporatist organization calls for consensus-based mobilisation in order to support the nation-building process; the discourse of participant society presents the NGOs as elements of pluralist democracy.

According to what we decided to call the **discourse of the third sector**, the main difference between the non-profit and for-profit sectors consists of their different principles in the organization of finances. The NGO sector acts within the market economy, and its primary role is to offer social services at monetary costs as low as possible. This is made possible by the NGOs' thorough knowledge of their fields of activity, and by their access to voluntary (unpaid) labour force. According to this view, the main content of an agreement between the public and NGO sectors should consist of a set of rules for the contracting out of public services. Consequently, a central issue to be discussed is the reliability and professional standard of the NGOs who are to carry out the tasks delegated for them by public authorities. Especially the civil servants on whose responsibility it is to make decisions on financing and tax exemptions were in doubt about the reliability of their prospective partners:

(Individual interview/civil service, 010900):

(Answer:) This might not be a proper example, but I would prefer to see more people with a mission. I do not mean to criticise the third sector, but many people are there because of rather a good salary. Those meant-to-be volunteers and so forth – for example, the sole activity of [a certain NGO during 1999] consisted of eight foreign visits by its director, with all costs paid.

Representatives of the business sector, but also many politicians stressed, that as a rule, the NGOs should not require public financial support:

(Individual interview/business sector, 120900):

(Question:) [...] In order to be active, [the civic organizations] also need money, and if they haven't any, should one= (Answer:) =Then let them cease their activity! I mean, it is [...] clear enough, that if you have a hobby or if you want to be active in some way, then you ought to finance it yourself. You should not say, that I (.) that we want to create a civic organization for knitting socks, buy us needles and yarn. [...] In my opinion, the Estonian state already wastes tens or hundred millions of crowns on hobbies and activities of such things as country women's associations and the like.

The **discourse of corporatist organization** sees the primary role of NGOs in their informing the government on different problems, particularly on the fields of cultural and social policies. At the same time, organizations act towards the citizenry as mediators of initiatives from the government. For politicians and civil servants it becomes important to find criteria for defining those partner organizations, who represent a substantial part of the electorate and whose opinions thus have legitimate ground for being taken into account. For this reason, the decision-makers would prefer a clearly structured, hierarchical field of NGOs, which would be capable of formulating a consensual opinion:

(Individual interview/politicians, 200900):

(Answer:) Yes, judging from the state's point of view it would be favourable if the civic organizations would be in the possession of one relatively strong umbrella organization, or (.) it is perhaps not correct to speak of one single organization, but of two or three, because the state is not capable to communicate with everybody and it is better to receive general political advice from a union of some kind, eventually leading to applications in different concrete cases. It is essential for the state also, that there would exist a few organizations which are relatively representative of the whole civil society.

This opinion in turn received criticism especially from representatives of grassroots organizations, who doubted the commitment and capacity of the umbrella organizations to represent the manifold, sometimes conflicting interests of their member organizations. From the point of view of the **discourse of participant society**, the role of the NGOs is to represent the plurality of interests and opinions that exist in society. Accordingly, state policy towards the sector should aim at securing the viability of those organizations above all, which represent the social groups that are poorest in resources.

**(Group interview/academic experts, 080700):**

(Respondent 1:) What I would like to see is, that different organizations, be they big or small, have the possibility of standing up for their interests. Inevitably, when you create umbrella organizations from above, the umbrellas which ought to represent everybody are in practice unable to represent the total plurality of interests. [...] Having myself participated in negotiations between different interest groups I see it very clearly, that an interest group is what it is, because it represents the interests of a given group. And it does not lie in the interests of an interest group to uniform its interests with the interests of another interest group.

It should be stressed, that the discourses formulated here were not present in the interviews as consistent programmes, but rather as fragmentary sets of opinions and attitudes. By the time of making the interviews (late 2000), public discussion on civil society and the role of NGOs had merely begun, and the issue was rather distant for most of our respondents. As will be seen below, the situation has however been changing rapidly.

Later group interviews that were made in July 2001 with members of the Representative Board of the Estonian NPO Roundtable show a totally different picture.<sup>26</sup> The final draft of the EKAK as it was delivered to the Parliament in April 2002, but especially the standpoints of the members of the Representative Board of the NPO Roundtable, are clearly more reminiscent of the discourse of participant society. Rather than organizations, the Roundtable is viewed of as representing different interests and activities. During the few months after the gathering of the Roundtable, the elected representatives seem to have come a long way in creating a coherent ideology out of such attitudes, that still in late 2000 were rather scarcely represented in our interviews. They clearly see themselves as an avant-garde facing a conservative environment:

**(Group interview/members of the Representative Board (1), 050701):**

(Respondent 1:) I have experienced difficulties in explaining our open, democratic structure for people whose thinking is based on a model of rigid organization. Because we lack clear organization and membership, they question our right to represent the whole third sector. Successful communication would require a same kind of open-mindedness on behalf of the umbrella organizations and other institutions inside and outside the sector. They ought to understand that this is what our model is about, that we do not wish strict organization.  
[...]

(Respondent 2:) There are problems on the level of individuals also. When discussing with several members of the Parliament I have experienced, that their thinking is not flexible enough. If we lack an official, legally fixed hierarchy, they are unable to understand our way of thinking. The coming debate over the EKAK can be expected to become quite an interesting process indeed. Let's wait and see.

<sup>26</sup> The interviews were made by Erle Rikmann and myself.

Jokingly, one member of the Representative Board even defined the meaning of the ongoing process in a quasi-Leninist formulation:

**(Group interview/members of the Representative Board (1), 050701):**

(Respondent 3:) [...] Non-profit organizations find their intellectual weapon in the EKAK, and the EKAK finds its material weapon in the non-profit organizations.

What one could call a consolidation of the discourse of participant society is also shown by the final version of the document drafted by NGO activists (April 2002). For instance, it defines participation as "the people's will and ability to get themselves heard and to influence the preparation and implementation of decisions that influence them"; when stating the mutual commitments of NGOs and the Government, the draft document quotes the NGO sector as "acknowledging the right of governmental institutions to decide over their own priorities and the implementation thereof, provided that their action is not incompatible with the principles and practices of democratic society, and that there are no corruptive practices."<sup>27</sup> The formulations of the document that at the end was adopted by the Parliament are more cautious, defining participation merely as a form of dialogue between the public and the decision-makers, and not specifying the conditions under which governmental institutions are considered legitimate. This reminds us of one important issue: Even when ideas of participatory democracy develop rapidly within the NGO sector, similar developments are needed on other sectors also before they can become a part of political practice.<sup>28</sup>

#### 4. The learning process

In the beginning of this article, I stated that the extent to which non-governmental organizations can be seen as a part of civil society is dependent on their willingness and ability to function as channels of democratic participation. In other words, the creation of a viable civil society requires resources, an enabling environment and, last but not least, that the voluntary associations themselves consciously opt for the relevant role. The latter can only result from a process of dialogue and learning. Here, the Estonian policy-making process described above may serve as an example. *In the course of preparation of the Civil Society Development Concept, the Estonian NGOs produced a group of leading activists with clear ideas about the role of NGOs as elements of civil society.* Through an eventual popularisation of the document by the NPO Roundtable, the idea of voluntary organizations having an important role to fulfil in a functioning democracy will hopefully continue to be spread within the sector.

The empirical example described in this article was not explicitly related to education and training. However, similarly to all learning processes when analysed, the present one carries within it an important message for formal educators. Obviously, both willingness and potential exist among NGO activists to define their role with reference not to their everyday activities only, but to the wider society. An important goal for NGO training could consist in what Antonio Gramsci<sup>29</sup> calls to "renovate and make 'critical' an already existing activity". In Central and Eastern European countries, the idea of a participating citizenry was temporarily topicalised during the revolutionary events of the 1980s. However, the post-revolutionary everyday life has replaced the society characterised by powerful social movements with the prevalence of the private sphere of life over public concerns. Such an

<sup>27</sup> My italics.

<sup>28</sup> Rikmann, forthcoming

<sup>29</sup> 1971: 330 f.

attitude has come to characterise the NGO activities of the region also. A recreation of civic participation through voluntary activity will require conscious effort, including public discussion and education of NGO activists. Hence, the task of education should not be seen merely as to help them meet the practical challenges concerned with everyday issues of organization, financing, administration etc.. Ultimately, education of organizational activists in Central and Eastern Europe should be directed towards assisting the process of NGOs becoming civil society.

## Bibliography

Beck, Ulrich (1995): "The reinvention of politics: Towards a theory of reflexive modernization". In: Ulrich Beck; Anthony Giddens & Scott Lash (eds.): *Reflexive Modernization: Politics, Tradition and Aesthetics in the Modern Social Order*. Cambridge: Polity Press.

Cohen, Jean L. & Andrew Arato (1992): *Civil Society and Political Theory*. Cambridge, MA & London, UK: The MIT Press.

Dahlkvist, Mats (1995): "'Det civila samhället' i samhällsteori och samhällsdebatt. En kritisk analys" ['Civil Society' in social theory and social debate. A critical analysis]. In: Lars Trägårdh (ed.): *Civilt samhälle kontra offentlig sektor*. Stockholm: SNS Förlag: 153-230.

Gellner, Ernest (1994): *Conditions of Liberty: Civil Society and Its Rivals*. London: Penguin.

Gramsci, Antonio (1971): *Selections from the Prison Notebooks*. Ed. and transl. by Quintin Hoare and Geoffrey Nowell Smith. London: Lawrence & Wishart.

Lagerspetz, Mikko; Erle Rikmann & Rein Ruutsoo (2002): "The structure and resources of NGOs in Estonia". *Voluntas*, Vol. 13, No. 1 (March 2002): 73-87.

Lagerspetz, Mikko; Rein Ruutsoo & Erle Rikmann (2001): "Kodanikeühiskonna edendamise strateegiad Eestis: probleemid ja perspektiivid. Uurimusraport" [Final report of the research project "Strategies for promoting civil society in Estonia: Problems and perspectives"]. *Manuscript presented for the Chancellery of the Estonian Parliament* (also available at <http://www.riigikogu.ee/osakonnad/msi>).

Liiv, Daimar (2003): "Koostöökokkulepped avaliku võimu ja mittetulundussektori vahel – uued arengud, uued käsitlelused" [Compacts between the Government and the voluntary sector – new developments, new treatises]. In: Mikko Lagerspetz, Aire Trummal, Rein Ruutsoo, Erle Rikmann & Daimar Liiv: *Kodanikeühiskond – tuntud ja tundmatu. Tallinn: Avatud Eesti Fond*.

Miszlivetz, Ferenc (1997): "Participation and transition: Can the civil society project survive in Hungary?" *Journal of Communist Studies and Transition Politics*, Vol. 17, No. 2: 27-40.

Rikmann, Erle (forthcoming): "Kun sivilisointi on meitä nuorempi: kansalaisosallistumisen kulttuurista Virossa" [When civility is younger than we: On the culture of civic participation in Estonia]. *Finnish Review of Eastern European Studies*, forthcoming

Salamon, Lester M.; Helmut K. Anheier; Regina List; Stefan Toepler; S. Wojciech Sokolowski & Associates (1999): *Global Civil Society: Dimensions of the Nonprofit Sector*. Baltimore, MD: The Johns Hopkins Center for Civil Society Studies.

White, Deena (2002): "Social services or social politics? The significance of state-third sector agreements for welfare state development". *Paper presented at the Fifth International Conference of the International Society for Third-Sector Research, Cape Town, South Africa, July 7-10, 2002.*



Marek Rymsza

Institute of Applied Social Sciences, University of Warsaw, Poland  
 69 Nowy Swiat Str., 00 – 046 Warszawa, Poland  
 Phone/fax (48 22) 845 68 58  
 e-mail: Marek.Rymsza@wp.pl

Marek Rymsza is an adiunkt at the Institute of Applied Social Sciences, Warsaw University. For the last several years he lectured the course on Non Government Organisations at IASS. Currently he manages a new academic program (specialisation) on NGOs and Social Policy opened at IASS in 2002. He participated in training programmes focused on the non profit organisations in US (1995) as well as in UK (1996). He has a Ph.D. degree in sociology (1997) and specialises in social policy comparative research. During the 90s he worked for the Chancellery of the Polish Senate. From 2002 he is a Director of Social Policy Programme in the Foundation Institute of Public Affairs – one of the leading Polish think-tanks.

Professor Jasminka Ledic  
 University of Rijeka, Faculty of Philosophy  
 Omladinska 14, HR-51000 Rijeka, Croatia  
 Phone: +385 51 345 051  
 Fax: +385 51 345 207  
 e-mail: jasminka.ledic@ri.tel.hr

Jasminka Ledi\_ received her Doctor of Philosophy Degree in educational sciences. Her interest and involvement in the third sector began in 1994, during her stay in the United States as Fulbright Scholar. She was also visiting scholar at the Indiana University Center on Philanthropy, working on the project "Initiating Philanthropic Activities in Croatia (Rijeka) Through Teacher's Education", which was part of the "Eastern European Initiative" program. As a result of this project, she taught "Philanthropy and Education" at undergraduate and graduate level. She established "Philanthropic Collection" at the School of Arts and Sciences Library. She developed module in "Education for Civil Society" at the undergraduate and graduate level, as well as course "Education for Democratic Citizenship". In addition to her academic work, which includes research and publishing, she is president of "Universitas", Society for Development of Higher Education.

Mikko Lagerspetz  
 Estonian Institute of Humanities  
 Salme 12, TALLINN 10413  
 Estonia  
 Phone: +372 641 6422  
 e-mail: mikko@ehi.ee

Mikko Lagerspetz, Dr. rer. pol., was born and educated in Turku, Finland, but since 1997 has been engaged as Professor of Sociology at the Estonian Institute of Humanities, Tallinn, Estonia. In 1998, he became President of the Estonian Association of Sociologists. His research interests include social constructionist theory, identity and cultural policy issues, social problems and the development of civil society in Estonia. Mikko's major publications are: *Constructing Post-Communism: A Study in the Estonian Social Problems Discourse* (Turku, 1996); (with Rein Raud): *Estonian Cultural Policy and Its Impact, 1988-1994* (Strasbourg 1995); and, (editor and co-author): *Social Problems in Newspapers: A Study around the Baltic Sea* (Helsinki 1994). Among his most recent publications on issues concerned with civil society is "From 'Parallel Polis' to 'The Time of the Tribes': Post-Socialism, Social Self-Organization and Post-Modernity", *Journal of Communist Studies and Transition Politics*, Vol. 17, No. 2: 1-18 (2001).

Olga M. Udovichenko  
Deputy Dean for Finance and Development, Senior Lecturer  
St. Petersburg State University  
School of Management  
16, Dekabristov per.  
199155, Russia  
Phone: +7 812 350-8155  
Fax: +7 812 350-0406  
e-mail: [olga.udovichenko@som.spb.ru](mailto:olga.udovichenko@som.spb.ru)

Olga Udovichenko is the Senior Lecturer at the School of Management, Saint-Petersburg State University. She teaches courses on financial management, taxation and financial accounting and is currently Deputy Dean for Finance and Development. In 1999 she was the head of the design group for a new program of professional training in management for non-governmental organisations for which she carried out a survey of the third sector in Russia and visited Schulich School of Business, York University, the leader in management education for NGOs in Canada. The program design was successfully completed within the context of which Olga will offer the course on "Financial Management for NGOs". In addition to her academic work she has wide practical experience in consulting for NGOs on financial, tax and legal matters as a certified auditor.

Miklós Králik,  
Miklos Kralik  
phd. student  
Department of Sociology and Communication  
Budapest University of Technology and Economics  
Phone: ++361 463 1132  
e-mail: [kralik@elender.hu](mailto:kralik@elender.hu)

Miklós Králik is a graduate of the Budapest University of Economic Sciences, Hungary where he gained an M.Sc. in Economics, specialising in Social Policy and Planning, and Public Policy. He also attended the Catholic University of Leuven, Belgium. Whilst a research fellow at the Hungarian Academy of Sciences, Center for Regional Studies, he contributed to several interdisciplinary studies on regional matters. He worked on the Third Sector Institute Project in Central Eastern Europe, with the Third Sector Studies in CEE International Academic Network. In addition, Miklós is the author of a paper on University/College level Third Sector Studies in Central Eastern Europe; essays commissioned by the World Bank, chapter of the Hungarian Country Report for the European Union; an introduction to the Hungarian Nonprofit Law. Editor of various publications; he has also been involved in and managed translation and interdisciplinary research projects, and was lectured at several – EU, Voluntas, ICNL- conferences.

Actually he is phd. student at the Department of Sociology and Communication Budapest University of Technology and Economics

Radost Toftisova-Matheron  
International Center for Not-for-Profit Law  
Legal Consultant  
Apaczai Csere Janos u. 17 A, fl.1  
Budapest 1052, Hungary  
toftisova@hotmail.com

ICNL is an international organization whose mission is to facilitate and support the development of civil society and the freedom of association on a global basis. ICNL, in cooperation with other international, national, and local organizations, provides technical assistance for the creation and improvement of laws and regulatory systems that permit, encourage, and regulate the not-for-profit, non-governmental (NGO) sector in countries around the world. ICNL maintains a documentation center for laws, regulations, self-regulatory materials, and other relevant documents, it provides relevant training and education, and it conducts research relevant to strengthening and improving laws affecting the NGO sector.

ICNL's "Educational Initiative for Central and Eastern Europe" helps support the introduction of NGO law courses in the region and brings together teachers who are interested in training new lawyers about the laws affecting NGOs (associations, foundations, and other non-governmental entities).

Laszlo Kakai  
Assistant Professor, Political Science Department, University of Pecs  
Ifjusag u.6, 7624 Pecs  
(72) 327-622/4605 fax  
e-mail: kakail@btk.pte.hu

### Andrzej Juros

Andrzej JUROS PhD, psychologist - Associate Professor at the Department of Catholic Social Sciences (Institute of Sociology) and Member of of Steering Committee of The Interdepartmental Individual Studies in the Humanities (MISH) at Catholic University of Lublin

v-ce president of Foundation Central European Institute for Behavioral Economics

fellow of Ashoka - Innovators for the Public

organizer of Lublin Self Help Center and first president of Steering Committee of The Network of Regional Information and Support Centers for Nonprofit Organizations SPLOT (1994 to 2000)

Member of of Steering Committee and first president of WRZOS - Polish Federation of Regional Councils of Welfare Organizations in Poland (2000-2002)