EVEN YOU CAN BE INVOLVED!

Who else?

jsns.cz

PROJECT **MANUAL**

Erasmus+

INTRODUCTION

One World in Schools is one of the **educational projects of the People in Need** organisation. Since 2001, we have been contributing towards educating **responsible young people**, who are able to find their way in today's world, have an open and critical approach to information, and are not indifferent and want to – and indeed do – influence the world around them.

This manual has been prepared for the students and teachers participating in the Who Else? project, which is only one part of the One World in Schools programme. Because the Who Else? project extends into the international sphere, an English version has been prepared in order to be accessible not only to participants in our partner countries but also to anyone else who wants to learn how to constructively resolve issues in their surrounding environment.

Most likely, each of us has sometimes thought: 'It's not worth it anyway. Can I, as an individual, change things around me?' It is very easy for each and every one of us to succumb to the belief that many problems cannot be solved by one person alone, and that any attempt to do so is beyond our powers. However, problems do not mean only those that seem to be very far away, such as poverty in third world countries, wartime conflicts, human rights violations in totalitarian states, and other such issues. All you have to do is look around your own environment, and you will find that more commonplace problems occur in our daily lives – for example, bullying, racism, or environmental destruction. Possibly we are just bothered by the fact that there is no pedestrian crossing by the local playground, or that there is an old church in our town that is slowly going to ruin and we have an idea of how it can be renovated and used.

Maybe you are one of those individuals who thinks about how something in your immediate surroundings could be changed for the better. Possibly you have already experienced the feeling that you should do something, but are not sure exactly what it is or where to start. We would like to inspire you at least a little bit. The aim of our manual is to show you some possible ways how you might go about things if you decide to do something specific.

The publication you now have in your hands provides basic information about project management, as well a specific tools and examples of actions that are possible to organise and use to increase awareness and resolve a problem that you have identified in your environment. Let yourself be inspired and use our manual to help manage your project.

Now, let us return to the original question: Is it even worth doing anything? We are convinced that it is. There are countless examples of how individuals or groups of citizens have successfully achieved the implementation of something that at first seemed impossible. Even you can do something similar. Why? Well, who else but you?

Collective of authors
Jana Bok Toužimská
Project coordinator

I. A BIT OF THEORY TO BEGIN

PEOPLE AS CITIZENS

What is a citizen? A citizen is a member of a particular state, and while there are various ways in which a person can become a citizen, usually it happens automatically at birth. Citizenship can also, however, be obtained through marriage or by applying to be a citizen of a state.

'In its narrow sense, the **term "citizen"** signifies that a person belongs to a particular group of people or community. As citizens, we are members of a particular place inhabited by a group of people, a community, a state, which means that a person can only actually be a citizen within the context of a constitutional system that defines that rights and responsibilities that are attached to citizenship.

In the wider sense of the word, being a citizen implies an individual's willing acceptance and actual exercise of **responsibility** for the larger group, which also means an individual has a moral commitment to the society he or she lives in.*

Anyone who is a citizen of the Czech Republic is simultaneously a citizen of the European Union. Citizens have **specific rights, liberties, and responsibilities**, and these define the actions and behaviours that determine where a person's position is in relation to the state and society. Rights, liberties, and responsibilities are inseparable and interrelated and for this reason are usually all codified together in the same document. In the Czech Republic that document is the Charter of Basic Rights and Freedoms of the Czech Republic, which was ratified in 1992. The term citizen is used to distinguish how they apply to different groups of people (which is necessary, for instance, in the case of the right to vote or the right to found a political party or movement).

The rights, liberties, and responsibilities of citizens overlap with human rights and responsibilities, which in turn define the relationship between the individual and society. Every country that signed the *Universal Declaration of Human Rights* adopted at the United Nations General Assembly in 1948 in doing so expressed its recognition of human rights and responsibilities. The protection of human rights in Europe is also governed by the *European Convention on Human Rights and Fundamental Freedoms*, signed in Rome in 1950.

In an age of information technology and a globalised economy, there has been talk around the concept of **global citizenship** (citizenship which relates to the planet as a whole without regard to state borders). However, this is more a sociological concept than an actually codified form of citizenship.

CIVIC ENGAGEMENT

What does it mean to be an active citizen? An active citizen is someone who does not just passively exercise his or her rights and freedoms but actively takes part in helping to **shape public life**. In order to be an active citizen, you have to be informed about what's going on around you, feel you belong to and are a part of the society you live in, and accept co-responsibility for that society. This requires an awareness of how things on every level of society relate to each other and a willingness to participate in the life of society – and to do so not just in theory but in practice.

While there may seem to be an element of elitism to the idea of taking an active approach to citizenship, sociologists have noted with some concern that people in western Europe and North America are participating less and less in the life of society.

CIVIL SOCIETY

Civil society is an abstract concept. It can be defined as **the actions of citizens in the affairs of society** that are not organised by state structures or commercial organisations. They can take the form of action undertaken by a single individual or the activities of various initiatives, groups, and associations. The exact definition of civil society has changed over time, and there are various interpretations of the term even today. Generally, however, the concept of civil society attempts to propose a vision of the interrelationships between democracy, the private sphere, the public sphere, the market, and the citizen.

TEAM PROJECTS

A project consists of a systematic plan of activities drawn up with the goal of creating, organising, implementing, producing, improving, or resolving something specific ... A project or 'student enterprise' is organised by a group of people who share an objective, work together, enhance and support each other, organise and divide up their tasks, and adhere to rules that everyone in the group respects. A 'team' project indicates that all the work within the frame of the project should primarily be performed by the students themselves.

The outcome of the project can, for example, take the form of a charity event, a new playground, **an exhibition, a publication, or the presentation of a proposal (a plan) to solve some kind of community problem.**

* *Retrieved 29 July 2013, RVP: http://clanky.rvp.cz/clanek/c/Z/386/obcan-a-obcanstvi.html/*

II. PLANNING AND PREPARING THE WHO ELSE? PROJECT

1. WHAT IS A PROJECT

Project → a systematic plan of activities drawn up with the goal of creating, organising, implementing, producing, improving, or resolving something specific ... A project or 'student enterprise' is organised by a group of people who share an objective, work together, enhance and support each other, organise and divide up their tasks, and adhere to rules that everyone in the group respects.

Project outcome → examples include a charity event, a new playground, an exhibition, a publication, the presentation of a proposal (plan) for solving some community problem.

The precondition for a successful project → team cooperation, choosing effective methods, communication, partners.

TIP

* In this section of the handbook you will find icons that refer to Worksheets that we have prepared for you. Use them to plan and implement your specific project.

2. CHOOSING A PROJECT TOPIC

The first step in implementing a project is to select a topic. Just like when you are trying to write about something, the hardest thing here too may be getting started.
In every well-functioning democracy, there are problems that are waiting to be solved. Project topics may relate to society as a whole or may address ostensibly small problems at the local level – in your town, community, or school.

OBTAIN CURRENT INFORMATION ON THE TOPIC – A NEEDS ANALYSIS

After you have selected a topic for your project, it is necessary to obtain as much information as possible on the topic. This will help you to establish the right goal – if you were to begin work on the project right away it might not be as useful in the end as you had planned, and a lack of sufficient knowledge about the field could even prove to be a complication.

'What was important is that there was a strong interest in the issue and a desire to follow it through to the end, which the team resolved itself to do. What worked was to look into everything in advance and to plan things well.' Michal, 4. A, Benešov Academic Secondary School

HOW TO PROCEED?

* *Level 1* → Conduct a quick search on the internet, in the library, or in the media. Observe – get to know your environment while keeping a look out for a good topic idea.
* *Level 2* → Identify institutions, people, and other sources that could help you to obtain the more detailed information you need – for example, the local authorities, people in local NGOs.
* *Level 3* → If the project is focused on a local topic (such projects tend to be the most effective ones), it is good to talk to the very people the project will affect.

❶ Find out what are the pressing issues in your environment

If you want to find out what issues are of current importance to local citizens, your schoolmates, or other groups of people, you can ask them by preparing and administering a survey or questionnaire. You can use these tools not just to learn what basic issues people around you are concerned about but also to learn more information about your topic.

❷ Collect ideas for the topic of your project

At this stage, write down all the topics you come across while searching for information in your environment. Add to it any topics that you yourself are interested in.

❸ Select a topic

Now you have to select one topic for your project to focus on. This may seem difficult, but if you proceed by following the methods outlined below, it will be easier to reach your goal. Use the worksheet Methods for Selecting a Topic on p. 4. Choose one of the methods and decide on your topic.

EXAMPLES OF TOPIC AREAS FOR TEAM PROJECTS

The choice of topic generally evolves out of a problem that you students regard as an issue of importance to the community around you or to society.

Society
* Racism, xenophobia, neo-Nazism
* Migration, integration, ethnic and cultural minorities
* Bullying
* Drugs
* Civil society

The Environment
* Protecting natural resources
* Water
* Land use
* Responsible consumption
* Fair trade / local products

Global issues
* Poverty in the world
* The right to education
* Gender equality and gender issues
* The rights of children / child labour
* HIV/AIDS in the Czech Republic, Europe, the world

3 DEFINING THE GOAL AND CONTENT OF THE PROJECT

It is important to make a list of the activities (tasks) that you plan to carry out in order to achieve the goal you have set for the project. Always keep in mind the connection that exists between the goal of the project and what you are doing to achieve that goal.

USING CRITERIA TO MAKE A CHOICE

Discuss your ideas and choose a maximum of three proposals (assign points and choose the ones with the most, for instance). Analyse the proposals and choose the one that seems to be the most suitable. → The project should have no more than two final goals.

Establish as a group **five criteria** that are important in your view and choose the best topic based on those criteria.

Examples:

THE GOAL AND CONTENT OF THE PROJECT

GOAL (What kind of change can we make ourselves or what can we help or contribute to?)	CONTENT (How do we go about reaching our goal?)
❶ Assist in the integration of students from a different cultural background	❶ Establish an extracurricular group focused on multiculturalism ❷ Organise volunteer tutoring for children from a different cultural background ❸ Organise a series of multicultural afternoon events – food, music, films, discussions

EVALUATION TABLE

Goal and content of the project	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5
	The topic interests us	We have information on the topic	We know how to obtain information on the project	No funding is required	We have the means, the space or the materials necessary
❶ 1. Integration of students + extracurricular group	✓	✗	✓	✓	✗

SWOT ANALYSIS str. 68

A SWOT analysis is used to assess the strengths and weaknesses of any project. In a SWOT analysis, we try to objectively identify the potential problems and shortcomings of a project and look for opportunities in it.

It is good to know at the start of a project what we have working to our benefit (strengths), what we have to pay more attention to (weaknesses), what we can take advantage of (opportunities), and what we have to avoid or watch out for (threats).

= Use the worksheet at the end of the Project Notebook

SWOT:

Strengths

Weaknesses

Opportunities

Threats

4 DESCRIBING AND PLANNING THE PROJECT

Outline what the content of the project is to be. It is important to list all the activities (= tasks) that will be carried out in order achieve the goal that you have set. Keep in mind the connection that exists between the goal of the project and what you are doing.
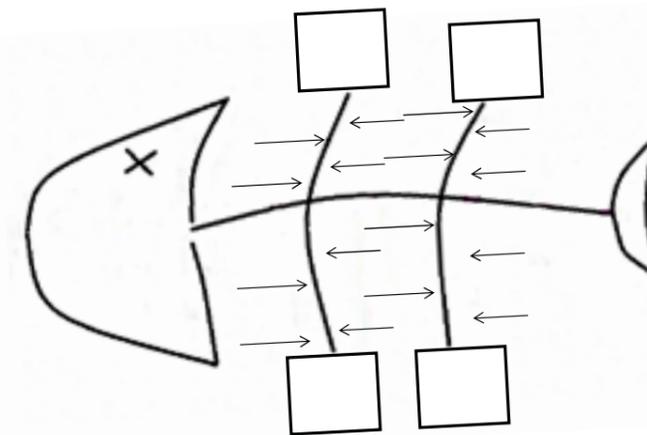
'At the start, we had five proposals for a project; following a process of elimination we selected two in the end. One of them, however, required a lot of initial capital, so we decided for the festival because we had amongst us some musicians and people who perform in the theatre.'
Nikol, 9th grade, Kopřivnice

5 PREPARING A PROJECT OUTLINE

The next step in the preparatory stage is to create a detailed outline of the project's content and activities. The Fishbone Diagram and the Project Outline table are designed to help you with this. Work out exactly what the activities, procedure, and outcome of your project should be. Keep in mind that there must be a connection between what you do and the goal you have set.

6 PROJECT SCHEDULE

During the initial stage of planning the project, it is useful to prepare a schedule of work on individual activities and tasks. You can even draw up several schedules, one for each of the activities planned.

Implementing activities and reviewing them on completion

❶ Each team member is responsible for the activities he or she has been assigned.

❷ There may be cases where more than one student is working on the same activities → they cooperate and coordinate their work, keep each other informed, and speak with one voice/make an outward display of unity.

❸ Problems will probably arise → be collectively constructive, listen to each other, and search as a group for the best solutions. It is natural that things will develop in a way that may differ from your initial plan; don't worry about changes, but keep the goal of your project in sight.

❼ BUILDING A TEAM

Every member of the team is important, and everyone should have a role that fits them and with which they feel comfortable. It doesn't matter if the team isn't complete at the start; you can add new members over the course of the project. One member of the team can hold several roles (be careful, however, to keep things balanced).

Individual members can volunteer to take up the role or roles they want to perform, or members as a group can vote for the person they want to take up a particular role. Try to divide up the roles in such a way that they suit the personal characteristics of individual members.

The roles that team members can fill:

❶ Team leader

❷ Secretary

❸ Spokesperson – PR

❹ Manager of finances

❺ Fundraising coordinator

❻ Production manager

❼ Other roles depending on the type and needs of the project (e.g. photographer, main technician, researcher).

RUNNING THE TEAM

TIP

A SCHEDULE OF TEAM MEETINGS

● A good practice is to regularly organise team meetings.

● Team meeting → 1× a week (when a big event is being organised, they can be organised more often if necessary)

● Who calls the meetings? → the team leader

● The meeting agenda is prepared by → the team leader and the secretary

● During the meeting → minutes taker records the meeting's proceedings

● Assigning tasks → assigned to specific individuals by name and with a deadline

'Everyone came to the first two meetings, but gradually the numbers attending began to fall off and I had to keep reminding them to come. Two of them then completely lost interest and we had to replace them.' Ester, 9th grade, Montessori Basic School, Kladno

EFFECTIVE COMMUNICATION

What works:

❶ Creating group email addresses for the project,

❷ Sharing materials on the web,

❸ Communicating with the media to give the project visibility.

RECORDS

Keep records of your activities → take notes, maintain an attendance sheet, and maintain photographic records of activities. Keep samples of prepared materials for yourselves → leaflets, posters, brochures.

❽ TECHNICAL EQUIPMENT

It is necessary to have an idea at the outset of the project what kind of **technical equipment** you will need in the course of the project and whether the school has the equipment. It is a good idea to agree in advance with the project coordinator or the owner of the facility about the conditions that are attached to using technical equipment that you do not own. Or, in the case of school projects, whether it is possible to send correspondence through the secretary's office and thus whether the school will partly share in the costs. **Don't underestimate the value of seeking assistance from parents or even their businesses.**

❾ FINANCIAL PLAN AND ACCOUNTING

Given that your project seeks to address a **real problem in a real place**, it may be necessary to obtain **funding** in order to implement it. If it is, you will need to draw up a financial plan, which means a budget that outlines individual planned expenditures. Where possible, it is also a good idea to indicate the source of funding you plan to draw on, such as donations from parents and other sponsors, earnings from social entrepreneurship at the school or a donation from the school, or donations in the form of services or materials (e.g. printing).

Accounting and the Budget

Keep records of all expenditures and income and **carefully save and store all documents** and receipts, and always keep them in one place. Keep doing these things continuously as you go along throughout the project and be accurate. Draw up a budget in advance and then revise it to conform to real prices and costs.

'Other students and their parents were essential for obtaining sponsors. Only a few businesses responded to emails with requests for financial support, but there were some.' Honza, 2nd grade, Vocational technical high school, Mladá Boleslav.

10 PROMOTION AND PUBLIC RELATIONS (PR)

Even the best ideas and the noblest goals will be of little effect if no one knows about them. You need to properly promote the project you are organising and ideally to do so by all legally available methods.

It is important to keep a record of the contact information on people with whom you are communicating, what you are asking them for, or what these people are asking you for, and who on the team is communicating with them.

'We underestimated publicity a little. Next time I'd plan things earlier and I'd start promoting the event several (3–4) weeks in advance, and not just on the school's website. We should have taken advantage of an offer from the local newspaper for an interview, but no one felt up to it, so in the end we didn't talk to them.' Jáchym, 4th grade, academic secondary school in Mnichovo Hradiště

PLANNING PROMOTIONAL ACTIVITIES / PR

Think about whom your project is aimed at, who might be interested in it, and therefore whom to contact. The best approach is to use multiple methods at the same time (see the table below).

Which methods to choose?

Target group	Promotional methods
Classmates, friends	Notice boards, school newspaper and radio, leaflets and posters, school website, social media (set up a Facebook event page)
Parents and alumni associations	School website, leaflets students can give to their parents, school newspaper, parent-teacher conferences
Inhabitants of your town and the wider public	Posters, leaflets, local press, local TV, radio, websites, shop windows, social media

Make use of the skills and knowledge of the team's members
Some people are good at communicating, some people know how to draw well or design posters or websites, and others know how to write articles. People who are good speakers can present the project to local authorities or the school administration.

Name and logo
The name of the team and the name of the project are both very important – they are what you and others will be able to identify with. You can use a logo on posters and in online profiles.

11 EVALUATION OF THE PROJECT AND FINAL REPORT

It is important to evaluate every activity and project after they are concluded and to conduct this evaluation from several perspectives. The most important one is whether the goal established at the outset was achieved. You should also think about evaluating your team's work and how your team carried out its work.

HOW TO PROCEED?

- Each member of the team should conduct a self-evaluation.
- The team should together think about whether and to what extent its goals were fulfilled.
- To conclude, the team should draw up a final report on the project.

The final report should contain the following sections:
- A description of the problem and the goal that was set;
- A description of the target group;
- A brief introduction of the members of the project team;
- A description of the implementation of the project – content and activities;
- Project accounting (this can be attached as an annex to the report);
- An evaluation of the fulfilment of the project goal;
- A list of institutions, organisations, companies, businesses, and important individuals the team cooperated with.

12 COOPERATION IS IMPORTANT

COOPERATION

TEACHERS | **SCHOOL ADMINISTRATION AND OTHER TEACHING STAFF** | **PARENTS**
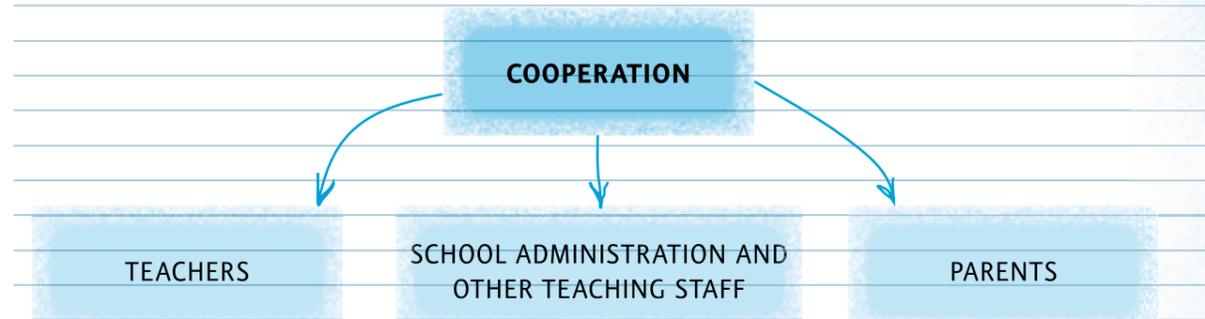
TEACHERS
If you are organising a project within the framework of the school curriculum, it is usually a good idea to get **one of your teachers to act as a project supervisor**. The person should act as a consultant and know how to leave you, the students, to plan and run the project yourselves.

THE SCHOOL ADMINISTRATION AND OTHER TEACHING STAFF AT THE SCHOOL
The topics that can be addressed in the projects are ones that can also often be addressed in different courses taught at the school. It may then be possible to have some of the activities and planning take place within the teaching framework of a particular course, which will help save time that you would have otherwise had to spend outside of school on planning and activities. It is a good idea for the **student team and the project supervisor to inform the rest of the teaching staff and the school administration about their activities.**

'At the start of the project, we prepared a presentation about what our social mini-enterprise was planning to do and who we wanted to support. First, we went to see the mayor and presented our plan to him. Surprisingly, I was more nervous when we went to see the school headmaster. But he supported us and allowed us to organise our fairs at the school.' Tycho, 8th grade, basic school in Potěhy u Čáslavi

PARENTS
Cooperation with parents is an essential part of work on the project. Before starting the project, it is a good idea for the project supervisor, preferably together with representatives of the team, to present the project and its purpose to parents, for instance, at parent meetings and **inform the parents about it. It is important to explain the purpose and goals of the project, how you plan to proceed, and any perceived difficulties.**
Many tasks that are part of the project will have to be performed outside school hours and thus outside the school building. It is important to plan and agree with the project supervisor on how much time will have to be spent on the project outside school.

THINGS WILL (PROBABLY) BE EASIER IF THE ADULTS ARE ON YOUR SIDE
It is an advantage to win the support of the school's administration and teachers and the support of your parents for the project. Prepare a presentation and then present the project to the adults. The presentation can be adapted to suit whomever it is you are going to present it to. Don't forget to mention all the benefits and advantages the project will bring to the school or community.

III SPECIFIC TYPES OF ACTIVITIES

A LIST OF SPECIFIC TYPES OF ACTIVITIES

1. CULTURAL EVENTS
2. QUESTIONNAIRE AND SURVEY ACTIVITIES
3. HAPPENINGS
4. GUERRILLA MARKETING
5. FLASHMOB
6. PUBLIC GATHERINGS
7. SCREENINGS OF DOCUMENTARY FILMS FOR NON-PROFIT AND EDUCATIONAL PURPOSES
8. SCREENINGS AND POST-FILM DISCUSSIONS IN SCHOOLS

1. CULTURAL EVENTS

WHY?

Holding an exhibition, a concert or a small cultural festival is a possible way of drawing attention to a problem and can also serve as a form of help or support.

Cultural events are also a good opportunity to form good neighbourly ties and foster cooperation at the local level.

HOW TO PROCEED?

- *Type of event* → who's on your team, what are your possibilities? What can you best get your hands on – music, photographs, films, or traditional regional cuisine?
- *Event location* → the best and easiest thing to do is to organise an event at your own school – they know you there, you have a good base there, and you don't have to pay to rent a space. Other options are a local cultural centre, youth centre, or cafe.
- *Permission* → for example, in order to organise a concert in a public area, it is necessary to inform the authorities of the event at least five days in advance.
- *Plan in advance* → Invite other people to join your team. Divide up responsibility for different tasks. If one or two people try to handle everything and the others have nothing to do, then an error has been made in the project's communication and management. Even though it may at times seem that it is easier to do something yourself than to explain it to someone else, it is wise to divide tasks among multiple people.
- *Finance* → it is essential to carefully **monitor and keep records** of the handling of money.
- *Before important meetings* → **think through the main points** in advance – what you want from each individual, what you can offer him or her, or why he or she should support you.
- *Promotion* → if you don't have the resources, don't be shy about **approaching a sponsor**. A sponsor can provide you not just with financial but also other forms of support – for example, printing promotional materials. **This also applies for other costs** (in the case an exhibition, for example, frames for paintings).
- Other steps depend on the particular type of event organised.

Flyer for cultural event.

2. QUESTIONNAIRE AND SURVEY ACTIVITIES

Questionnaires and surveys can be used in various stages of the project:

- To obtain information on the topic (it is good to know what your classmates' or the public's opinion is; it may be that what you see as a problem others do not, and vice versa there may be problems that you know nothing about).
- Your project can also be based on a questionnaire or survey – for example, if you are interested in the issue of making use of newly renovated public spaces, if you want to find out whether people know about the public authorities' plans and agree with them, etc.

TIP

- You can use the results of your research also to explain the purpose of your project and in negotiations; they could be of interest to regional newspapers, and they can be presented publicly on a blog on the given subject, etc.

HOW TO PROCEED?

- *Topic* → define and name your topic.
- *Prepare specific questions* → they should be simple and easy to understand, motivating, and straightforward, as that way they work the best. They should not be leading questions – suggesting a particular response to the respondent.
- *Questionnaire* → a questionnaire can be constructed using **closed questions** – respondents choose one (or more) from a selection of responses offered to them.
- *Responses* → it is possible to offer **a selection of two** (man x woman, yes x no) or more possible response options to choose from (strongly agree – somewhat agree – don't know – somewhat disagree – strongly disagree).
- *What do you want to know* → think about how you can connect one question to the next and whether you can learn something interesting from your combinations of questions.
- *To conclude* → it is also possible to use an **open question** (What would you like to improve about our school?), where the respondent is able to comment on the problem in his or her own words. All questions should form a **comprehensive unit**.
- *Distribution of the survey/questionnaire* → you have several options:
  - **Directly** – go around the classrooms on breaks.
  - **Passively** – leave a box at a visible and frequented location where completed surveys/questionnaires can be dropped off.
  - **On-line** – There are a number of online applications (e.g. Google Docs, Surveymonkey) that can be used to create a survey or questionnaire directly online. The prepared form can then be distributed by email or posted on a website, a Facebook page, etc. Don't forget to actively promote your survey, its purpose, and your request for respondents to complete and return it.
- *Evaluating the results and the conclusion* → **publish** the results.

SURVEY OR QUESTIONNAIRE?

A survey is smaller than a questionnaire in terms of the number of questions. We approach a specific group of people with a **questionnaire** and directly ask them to fill it in, whereas a survey is open and can be completed voluntarily.

Survey
1. It would bother me if students with disabilities attended the same classes we do.
a) yes   b) no

Questionnaire
1. I am:
   a) a boy
   b) a girl

2. I am:
   a) 12–14 years old
   b) 15–16 years old
   c) 17–18 years old
   d) 18 or over

3. I personally know someone with a disability:
   a) yes
   b) no

4. My relationship to that person is:
   a) good
   b) neutral
   c) bad

5. If students with disabilities attended the same classes as us:
   a) I'd be glad
   b) I wouldn't mind
   c) It would bother me

6. If you were the principal of our school, how would you try to make the life of students with disabilities easier?

EVALUATION

Among the most widely used statistical tools are Excel and Open Office Calc.

A) Frequency calculations
A basic step is to sum up the results by adding up the total number of responses of individual groups of respondents. It is possible to calculate the absolute (sums) and relative (percentage) figures.

B) First-order classification (according to one characteristic, category)
From the preceding classification, it is possible to determine how the individual questions were answered by different people according to sex, age groups, experience with disabled persons, etc. The results can be easily transformed into various types of graphs.

**C) Evaluating the open questions**
The fewer questions there are in a questionnaire, the easier they are to evaluate. Individual responses should be sorted into categories that you create and that concisely reflect what question the respondent was answering in the open question.

An example of an evaluation of an open question – classed by age group

Questions		<12 yrs	12–15 yrs	16–18 yrs	>18 yrs	total	in %
1) I am							
	a) a boy	10	18	7	1	36	41.38
	b) a girl	12	15	21	3	51	58.62
	Total	22	33	28	4	87	100.00
2) I personally know someone with a disability:							
	a) yes	1	2	8	3	14	16.09
	b) no	21	31	20	1	73	83.91
	Total	22	33	28	4	87	100.00
3) My relationship to him is:							
	a) good	17	17	8	2	44	50.57
	b) neutral	5	15	18	2	40	45.98
	c) bad	0	1	2	0	3	3.45
	Total	22	33	28	4	87	100.00
4) If students with disabilities attended class with us:							
	a) I'd be glad	20	27	20	4	71	81.61
	b) I wouldn't mind	2	5	6	0	13	14.94
	c) It would bother me	0	1	2	0	3	3.45
	Total	22	33	28	4	87	100.00

Example – a pie chart created in Excel for the total number of students who answered question no. 4 in the original questionnaire:

- a) I'd be glad
- b) I wouldn't mind
- c) It would bother me
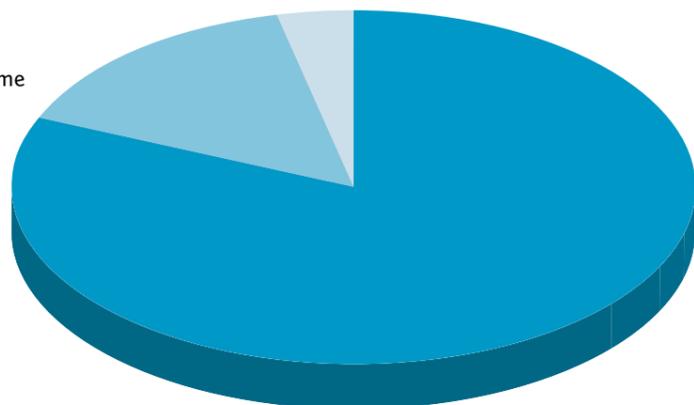
5) If you were the principal of our school, how would you try to make the life of disabled students at our school easier?

Build a barrier-free entrance	8	9	12	3	32	30.77
Install tangible symbols systems for the vision-impaired in class-rooms/halls/change-rooms	0	2	3	1	6	5.77
Hold talks on disability in classes / games on this subject / introducing a student into the collective	4	5	5	2	16	15.38
Have a professional assistant in the class	3	8	2	2	15	14.42
Recommend students to assist the students	6	9	4	2	21	20.19
Don't know	4	6	3	1	14	13.46
Total	25	39	29	11	104	100.00

3   HAPPENINGS

Happenings and guerrilla marketing both employ unconventional strategies and methods with which to produce a response from (and usually entertain) the public and require a minimum of financial resources.

Happenings originated in the 1960s as an unorthodox form of artistic expression. In their current form, happenings can also be represented by an occasional public gathering, a street theatre performance, a programme of concerts drawing attention to specific (social) problems.

4   GUERRILLA MARKETING

Guerrilla = a Spanish word for a partisan method of combat in which small groups can surprise even a much stronger opponent by using rapid and unexpected tactics of action.

Guerrilla marketing uses unorthodox channels, provokes, and uses humour and a certain amount of aggression. It often operates on the edge of the official rules. It operates in the physical public space (spontaneous gatherings of people who stop for a minute and engage in a planned activity – flashmobs), but also uses the virtual space (viral marketing, grapevine marketing, and contributions to online discussions promoting a specific issue or product).

A major advantage of this unorthodox method of marketing is the low cost.

*Guerrilla marketing warning smokers about the dangers of smoking to promote Quit
(photo: http://www.pinterest.com/pin/261982903295465600/).*

> ### TIP
>
> - If you organise a **public gathering** (for example, a march, a demonstration, or some type of happening), it is necessary to inform the relevant authorities of the event at least five days in advance.
>
> - If you are organising a **sporting or cultural event** or you want to install some (artistic) object in a public place, it is necessary to ask the owner of the property or the relevant authorities for permission to do so at least one month in advance. Sometimes it is necessary to inform the police.

HOW TO PROCEED?

- **The core of the problem →** think about what it is you want to draw attention to. If the problem is complex, write up a list of individual topic points. **Be concise.**
- **What do you want to achieve? →** set a goal.
- **Plan the course of the entire event →** be creative (and patient). What's most important with this kind of strategy is to have an **idea, intuition** and **inspiration**. If you don't succeed at first, it doesn't matter; write down what comes to mind and have a meeting the next day.
- **Choose an interesting location →** think about the location/locations in your area where you can impact the largest number of people possible.
- **Use social media →** to promote the event in advance, to evaluate it, and, for example, even to look for co-organisers; in the case of guerrilla marketing, use a viral approach to distributing interesting information, videos, and photographs.
- **Consult with the authorities →** we recommend finding out in advance everything you need to know to make sure that the event takes place in accordance with the law.
- **Seek to provoke interest, curiosity, and a change in attitudes →** we definitely do not recommend using aggressive strategies.
- **Contact the media →** if you want to increase the impact of the event, approach local journalists and inform them about it in advance, and discuss whether they would be interested, for instance, in doing a report directly from the site or whether you could send them a press release after the event.
- **Document everything →** take photos and make videos. While the event is in progress, you can post messages with photographs and videos on Facebook and Twitter. After the event, you can write an article to be published on the website of your school, your blog, or the website of the event/project.

5 FLASHMOB

Flashmob is a term for a sudden gathering of people at a specific location and at a specific time, both of which are determined in advance. There is one particular concept shared by all those who take part – the same behaviour, the same clothing, and so forth – which has the effect of provoking surprise and amusement among passers-by. Typically, this is a quick event (most flashmobs last no more than 10 minutes), and afterwards participants quickly disappear back into the crowd. A flashmob can be conceived purely as a prank, but it can also be a tool of protest or to draw attention to a specific problem. Classic flashmob events involve dancing or singing in public areas where there tend to be crowds of people (airports, public squares, train stations, shopping malls, etc.).

HOW TO PROCEED?

- **Avoid being aggressive →** be considerate – what might seem funny to some may be unpleasant for others. Ask some friends or parents what they think about your plan.
- **Strength in numbers →** the more people you involve in the event, the more visible it will be. Approach potential participants, for instance, through your Facebook page.
- **Make sure the details are clear →** make clear what everyone taking part needs to know and clearly explain everything to everyone.
- **Stay undercover →** it should not be possible to tell by looking at the people who are going to participate in a flashmob that they are planning to do something together – that could ruin the ultimate effect. Ideally, you should all first meet somewhere close to the target location and give the participants their instructions there. This minimises the chances that you'll give yourselves away before the event takes place.
- **Work with the media →** like with other types of events, try to bring this event to the media's attention.

TIP

- Here is a link to an amusing flashmob organised in an effort to draw attention to the problem of the excessive use of plastic bottles and the need to recycle: *https://www.youtube.com/watch?v=nNXG8AxqJuU*
- This flashmob promoting the ReShare project is trying to draw attention to the problem of homelessness. In this flashmob a group of homeless people sang the Czech national anthem 'Where Is My Home' at Masaryk train station in Prague. You can watch the flashmob here: *https://www.youtube.com/watch?v=3PelGvbjcj4*

6 PUBLIC GATHERINGS

If you want to publicly express your opinion on a specific public issue, you can do so in the form of a public gathering. If a large number of people take part and the event is well covered by the media, it can have a significant impact. Public gatherings can take the form of street marches, demonstrations, and some types of happenings (ones that are large, open to everyone, and take place in a public area).

TIP

- If you are trying to *advance some particular cause at the local level*, it will be more effective if prior to the gathering you first use *other methods of communication* with public representatives and authorities – *personal meetings, lobbying, petitions,* etc. If these methods are not sufficient or you don't have enough time for them (for example, if you decide to take action shortly before a major decision is to be made), then you can start by using this method to express your opinion.

HOW TO PROCEED?

- **The 'official organiser' of a gathering** → the person who assumes official responsibility in the eyes of the authorities for organising the event must be over the age of 18.

- **Duty to notify** → public gatherings are subject to this duty, which means that it is necessary to notify the municipal or local authorities in the given area. Notification of the event can be made no earlier than 6 months and no later than 5 days prior to the event.*

- **Written notification** → there is no single form for this. Individual municipalities or authorities often have their own forms, which in most cases you can download from the website of the relevant municipal or local authority.

- **Organisational team** → as in the case of other types of events, divide up the tasks to organise this kind of event – decide who will notify the authorities of the event, who will coordinate the individual steps, who will speak on behalf of the 'official organiser' and the organisational team to the participants, etc.

- **Programme of the event** → the order of speakers at the gathering, for example. If you are expecting a large number of participants, it is a good idea to have a megaphone or a microphone with an amplifier and speakers.

- **Present your message visually** → prepare, for example, placards, banners, interesting allegorical floats, costumes, etc., that will help present your message visually in photographs and in the media.

- **Plan your route well** → if you are planning a gathering in the form of a **street march**, decide the route you will take and give it a test run first. Keep in mind that there will be a large number of people moving along the route and large groups move much more slowly than small ones. You also need to notify the authorities of your route.

- **Publicise your event** → promote your event on social media, through leaflets, and with the help of the media. Promote information on the event at least two to three weeks in advance, and on the day of the event draw attention to it again. Invite representatives of the media that you want the information about the gathering to appear in to attend the event, or you can even issue your own statement to the press.

- **Documentation** → Photograph and film everything. You can post comments with photos and videos on Facebook and Twitter live while the event is going on. After the event, you can write an article about it and post it on your school website, your blog, or the website of the event/project.

- **Saying good-bye** → after the gathering is over, say good-bye to the participants and call on everyone to disband peacefully.

- **Continue to communicate with the media** → in order to get the media to report on your event, offer them, for instance, an interview with the organisers, use of your own photos and videos, etc.

* *Relates to the Czech Republic.*

PEACEFUL GATHERINGS

Try to prevent any conflicts from arising during the course of the event. Announce at the start of the event the exact plan or agenda for the event, the time at which it is to conclude (based on what the authorities have been notified), and what rules participants need to follow. Also remind participants that after the event is over they are required by law to peacefully disband.

If someone appears at the gathering who seems intent on preventing it from proceeding peacefully, inform that person and the others that the effect of that person's conduct will be to prevent the event from fulfilling the goal you have set for yourselves – this should help to prevent that person from appealing to or provoking other participants. The organiser of the event is responsible for its safety, and if a conflict arises it is up to the organiser to resolve it immediately.

WHAT DO YOU NEED TO INCLUDE IN YOUR WRITTEN NOTIFICATION?

- The purpose of the gathering, the date and location it is to take place, the time it is to begin.
- The time it is expected to end.
- The expected number of participants.
- The measures the 'official organiser' plans to take to ensure that the gathering proceeds in conformity with the law (most notably, that there will be the required number of people over the age of 18 present at the event acting in an organisational function in conformity with the number required by the law, and how these people are to be identified).
- If you are organising a march, you need to indicate where the march is to start, the route it will take, and where it will end.
- The name, surname, ID card number, and permanent residence of the 'official organiser' (if the official organiser is a legal entity, provide its name and official address and the name, surname, and permanent residence of the person authorised to act on behalf of the legal entity in this matter).
- The name, surname, and permanent residence of the person who is authorised to act as a representative of the 'official organiser'.
- If the event is to be organised as an open-air event or is to be held somewhere other than in a public space [is to be organised at a location that is not a public space but a private one, for instance, on a larger outdoor field], the 'official organiser' is required to include with the notification the written consent of the owner or occupant of the land on which the event is to take place.

7 SCREENING DOCUMENTARY FILMS FOR NON-PROFIT AND EDUCATIONAL PURPOSES

Screening documentary films is a relatively simple but highly effective tool. You can organise a screening of one film or come up with a programme of films to screen.

TIPS

- If you plan to organise a film screening at your school or in an educational facility as part of the teaching programme, you are **relatively free** to use films, music recordings, writings, plays, etc. The use of these materials for **teaching purposes** without paying a copyright fee is governed by exceptions in national copyright legislation relating to what can be called 'fair use' or 'fair dealing'*, usually with the condition that **the name, title, and source of the work** are presented with the work.
- In the case of **a public screening** (i.e. **outside the school**) it is necessary to **find out what the conditions are for publicly screening the given film**; for example, if you borrow a documentary film, ask the lender of the film about the conditions of the agreement that the lender has signed with the owner of copyright to the film.
- **A public music production**, for example, as part of an accompanying programme – **contact the Copyright Protection Association (in your country)** and consult with them on your particular case.
- **Do not charge an admission fee (the exception to this is if you are organising a charity event)** – that changes the nature of the event and makes it a commercial activity.

* (particularly Section 31 of the Copyright Act – see Act. No. 121/2000 Coll., on copyright and rights related to copyright)

8 SCREENINGS AND POST-FILM DISCUSSIONS IN SCHOOLS

HOW TO PROCEED?

Decide what type of screening you want to organise

POSSIBLE TYPES OF SCREENINGS
- **One screening at the school** organised for other students,
- **Organising a school film festival,**
- **Screening a film/s at an institution for people with fewer opportunities** (e.g. children's homes, youth residential or detention centres, addiction treatment centres, protected housing, hospital wards for chronically ill patients, homes or centres of seniors).

HOW TO PROCEED?

- **Communication with the school administration and teachers →** arrange a meeting with them, prepare for it, and present your plan.
- **Map your options →** that means, where and when would it be possible to organise a screening and what the technical conditions are (the availability of a data projector, sound equipment, DVD player, darkening the room, etc.); if the necessary conditions for organising a screening are not available, try borrowing the equipment you need.
- **Date and subject of the screening →** discuss this as a group – what are you and your classmates interested in, and when would the best date be to organise the screening?
- **Guest at the discussion →** pick someone you could invite to the event and contact that person. If you have no idea whom to invite as a guest, contact an organisation or institution that focuses on the subject you are interested in for a suggestion.
- **Film →** pick the film that you want to screen (if you contact the coordinators of the One World in Schools project – skoly@jsns.cz – they are sure to help you; they have a database of more than 200 documentary films).
- **Publicity →** if people don't know about the film screening they won't come. Don't worry if attendance at your screenings is low to begin with. This is nothing unusual. Documentary films are not Hollywood blockbusters.
- **Discussion →** think about the subject you want to focus on, what points you want to highlight, look for current information on the subject, and prepare a sufficient number of questions for the guest at the post-film discussion.
- **Test screening →** give the entire screening a trial run in advance and test your equipment.
- **The screening and post-film discussion →** the event itself.
- **Evaluation →** discuss with other members of the team afterwards what went well, what you would like to improve, and what to pay attention to next time. You can also get feedback from the audience using questionnaires.

POST-FILM DISCUSSIONS

We recommend organising an open or moderated discussion after every documentary film screening. This provides an opportunity to continue working with the subject of the film, to clear up anything that might have seemed unclear, and to enrich the impression produced by the film with additional interesting information. People often get more out of the post-films discussion that they get from the film itself. A guest can be invited to take part in the discussion – for example, an expert on the subject or someone with personal experience of the subject dealt with in the film.

I WANT TO BE A GOOD MODERATOR

A good moderator fosters a good moderated discussion. A discussion can take place freely without a moderator but that kind of discussion is better suited to a narrower group of friends (for example, regular members of a film club with a relatively small number of people who know each other personally).

Think about who would be a good candidate for the role of moderator – it should be someone quick-witted and assertive but who is also respectful of others. The purpose of the discussion is not to listen to a monologue from the guest, but to allow an exchange of opinions between audience members and between the audience and the guest. The moderator must ensure the discussion remains interactive. A discussion is essentially a kind of conversation – every question should be followed by an answer.

- Determine what the main question is. If the discussion gets out of control it is always possible to come back to the main question. Find as much information as you can on the subject or even on the guest you have invited.
- Prepare a script in the form of several questions that you definitely want to ask.
- It is good to think about who will be sitting in the audience: take into consideration the age of the students, the expected number of people, the amount of interest in the subject, etc.
- Create and write up a brief list of discussion rules (for example, how long the discussion should be, what it should be about, time limits on individual contributions to the discussion, the names of the discussants, etc.). Inform the audience of them before the discussion begins.

MODERATOR TIPS

- **During the discussion, the moderator:**
  - **observes how the discussion develops** and if the discussion turns in the wrong direction uses a prepared question to get it back on course,
  - **keeps an eye on the clock** – the total length of time for a discussion is limited, so it is necessary to plan how much time is to be spent on different parts of the discussion and stick to that plan as much as possible,
  - **guides the discussion** – alternates between letting members of the audience and guest speak,
  - **tries to hold the audience's attention** by presenting the public with questions that are as specific as possible,
  - **watches the audience** – if two people in the audience are talking amongst themselves for some period of time, it is possible to ask them what they are talking about because everyone else might also be interested. A good trick is to start the debate at the back of the room, where the attention of the audience is often weaker (for example, asking someone specifically in one of the back rows a direct question),
  - **keeps the discussion moving along** – if someone is talking for a very long time, it is necessary to politely interrupt the person (preferably by referring back to the rules that were presented at the start of the discussion),
  - **keeps hold of the microphone** – it is better to hold onto the microphone when discussants are speaking into it. That is the only way not to lose control of the discussion.
- **If two fundamentally different opinions arise, the moderator can try to divide the audience into two camps and let them exchange opinions with each other.**
- **An important form of response from audiences is applause. Even discussions should be accompanied by applause. The moderator can even be the one to initiate the applause and trigger it, for instance, by thanking the guest or the audience.**
- **The moderator must remain polite, but should act confidently.**
- **It is very important to sum up and assess. This does not mean going into detail; it means the moderator sums up the discussion to bring the discussion to a close.**

IV SPECIFIC TOOLS

1. COMMUNICATING WITH THE AUTHORITIES

LIST

RIGHT TO INFORMATION

Thanks to the Act on Free Access to Information (Act No. 106/1999 Coll.), you do not have to be afraid of requesting that civil servants provide information associated with their field of competency, that is to say the area in which they work.

Examples:

Topic: Polluted stream → Department of the Environment

Topic: Dishonest trader → Trade Licensing Office

Topic: New pedestrian crossing → Zoning and Building Department

HOW TO PROCEED?

- *Obligation to provide information* → state authorities (such as the Office of the Government of the Czech Republic, the Czech National Bank, etc.) and local government authorities (e.g. city/municipal or regional authorities, etc.) have a duty to provide information.
- *The request* → may be submitted orally or in writing.
- *Written request* →
  - Addressee – to whom or to which entity the application is addressed (for example, Tábor Town Hall, Department of the Environment).
  - Sender – who is requesting the information and their contact details.
  - Understandable and substantive content of the request.
- *Within 15 days* → the mandatory deadline for providing information; this deadline may be extended by 10 days if there are serious reasons for doing so.
- *Payment* → for providing the information, the relevant authority is entitled to claim reimbursement of the costs associated with searching for information, copying, etc.
- *Information sometimes cannot be provided* → you will not be given information that is personal, classified (according to Act No. 148/1998 Coll.) or a trade secret.

WHOM TO ADDRESS?

When resolving public issues, you cannot avoid dealing with civil servants. It is important to find a person who can help you; the area of your project must fall within his or her scope. It is always good to approach a person who is the closest to a solution for your problem, bears responsibility, and knows local circumstances. In smaller municipalities, which do not carry out delegated competences (state administration), contact a member of the local council or possibly the mayor of the municipality. Try to handle the matter yourself; maybe with a teacher, but only as an escort.

CITY, MUNICIPAL, OR REGIONAL GOVERNMENT

- **Head Mayor, Mayor, Governor** – represents the statutory city or municipality externally, heads the city (municipal) council and the city hall (municipal authority), and is elected by the city (municipal) council.
- **City, municipal, or regional board** – has 5–11 members (depending on the size of the municipality or region), carries out the decisions of the relevant council, and decides mainly about operational matters.
- **City, municipal, or county council** – is the highest authority in a municipality, has 7–65 members (depending on the size of the municipality or region) who are elected for terms of four years, and approves generally binding decrees. The meetings of the city and municipal councils are public.
- **City, municipal, or regional authority** – *independently* executes the tasks assigned to it by the municipal board or council. It also carries out (to varying extents) state administration for the municipality (i.e. *delegated competences*). The municipal and regional authorities are usually divided into **departments** that provide performance for specific areas of the delegated competence. These departments are established by the municipal council, which also defines the scope of the work they carry out. It is within these departments of the municipal authority that you are most likely to find a competent and responsible official for your project area. We can distinguish the following types of municipalities according to the size of their population: municipality, town, township, and statutory city. In towns, we talk about town halls, in statutory cities about city halls.

OMBUDSMAN

If an authority is unresponsive, you may contact the Public Defender of Rights – the Ombudsman. This office was set up specifically to protect individuals from breaches of the law on the part of authorities resulting from their inaction or the violation of the principles of good administration. The Ombudsman provides an impartial and complete assessment of the submitted complaint. The Ombudsman may appeal to the authority or institution for remedy, but cannot overturn or amend its decision.

The Ombudsman addresses complaints about: the ministries, the Council for Television and Radio Broadcasting, municipalities or regions in the execution of state administration within the context of delegated competence (but not in situations where they make decisions as the local self-government), the police (except for investigations), the army, the prison service, the Prague Castle Guard, and the health insurance companies.	Address of the Public Defender of Rights: Údolní 39, 602 00 Brno The complaint to the Ombudsman must include: • Name, surname, address, region, and telephone • Against whom the complaint is directed – name and surname, or other information about the identity of the person you are complaining about, and, as applicable, specification of the authority concerned (a Ministry, the Czech National Bank, etc.) • An accurate presentation of the complaint • Whether the matter has already been submitted to another state authority • What you want to achieve by submitting a complaint • Whether you have appealed to the authority you are complaining about to remedy the situation • List of attachments • Date and signature

1.1 TELEPHONE

Let us briefly review the principles of a formal phone call.

HOW TO PROCEED?

- **Introduce yourself** → who you are and where you go to school.
- **Is this a good time?** → find out if the person you are calling has time for you at the moment, or agree on a date when you can call again.
- **Explain your project** → elaborate on the topic you are dealing with; obtain the necessary information or arrange a meeting; always be polite and concise.
- **Arrange a meeting** → at a meeting, you can present the project in more detail and find out the civil servant's position and opinion regarding the topic involved.

1.2 FORMAL LETTER

If, in order to implement your project, you want to reach out in writing to someone with whom you are in a formal relationship, or whom you do not know at all, it is advisable to follow the basic rules of writing a formal letter. For delivery, you can use either traditional post or send it as an e-mail (or attach it, in PDF format, to an email).

Note: The rules for writing formal letters are different in individual countries, so please follow the rules applicable to your country.

1.3 PERSONAL MEETING

A very effective way to speed up the solution to your problem is to personally visit a person who has competence over the area that your project concerns, such as a school principal, a member of the town council, a public servant, or another person with specific responsibilities.

HOW TO PROCEED?

- **Meeting date** → Always make arrangements for the meeting in advance by phone or e-mail.
- **Topic of the meeting** → it is advisable to tell the other person the subject of your conversation in advance. The official will then be able to prepare the background materials for a joint discussion.
- **Attending a meeting in a group** → go to a meeting in a group of two or three, to support and complement each other. This also emphasises the urgency of resolving the issue.
- **Introduce yourself, then describe the problem** → state your name, where you live, and which school you attend; only afterwards specify the issue that you have come to resolve.
- **Correct form of address** → preferably address the individual you are speaking with by using their title or function. (Note: This applies in Czech; the rules may be different in other languages.)
- **Be brief and accurate** → Have your facts ready – bring with you, for example, the results of surveys, or articles from regional newspapers that relate to your problem.
- **Reasonable requirements** → do not ask for everything at once, but do not let them dismiss you with vague promises either. Consider your requirements in advance and write them down.
- **Praise their work** → Political representatives and civil servants hear a lot of complaints, but if you let them know that you agree with any of their previous actions or solutions to problems, it will help your case.

TIPS

- Do not be aggressive, angry, or threatening – it will reduce your credibility. On the contrary, try to act positively but firmly and confidently. Be specific.

- Do not apologize that you are taking the representative's or official's time. He/she is elected or employed to represent and assist the citizens – he/she is there also for you.

1.4 PUBLIC DEBATES

Talks on specific topics organised by public or governmental authorities, representatives, NGOs, and citizen groups are called public meetings, debates, or discussions. Their purpose is to create a forum in which to discuss, as a group, possible solutions to real problems and propose improvements in cooperation with the relevant public authorities.
Usually the point is not to deal with some highly specialised topic but rather to create a space for civic participation – to involve citizens in the decision-making process at the local level. Students can also take part in these meetings and present their particular viewpoint.

HOW TO PROCEED?

- **Obtain information about planned meetings →** Find out whether there are any upcoming public meetings with citizens planned dealing with a topic that interests you. You can find out by browsing the website of the public authorities and organisations or you can phone someone and ask.
- **You can also present an opinion →** If you want to represent the opinions of a group of people at the meeting, you can conduct a poll or questionnaire survey among, for instance, your fellow students or the local population.
- **You can attend without registering →** If you want to participate actively, that is if you want to present an opinion, sometimes it's necessary to register or notify someone in advance – for example, by sending a message to the email address on the invitation. But often it is possible to speak without announcing or registering your participation in advance.
- **Come with a proposal on how to solve the problem →** Present an opinion on a problem, but also present some proposed solutions to the problem and even offer to help or collaborate in the work.
- **Remember to be polite →** Respect your partners in the discussion.

How to debate persuasively?

Debate is sometimes interpreted more narrowly than the more general word discussion. It emphasises that some kind of solution should be reached in the process beyond just talking over the topic from every angle. The aim in this case is to express your opinions in a persuasive manner within a limited frame of time. If you want to be successful, you have to prepare well for the debate.

- **Prepare your arguments in advance** and think about how your opponents might respond to them.
- **Support your arguments with facts** – draw on facts you discovered while gathering information or from survey results, etc.
- **Respect your opponent** as a partner in debate.
- **Listen carefully** to what your opponent in the debate says, what his or her opinion is, and what kinds of arguments are being used.
- **Think deeply about your own arguments** and react to what your opponent says.

TIP:

ARGUE PERSUASIVELY

- It is necessary to give careful consideration to how you use your arguments in a debate. Continuously assess the weight of your arguments – some arguments will be based on facts that you know about the problem you are discussing, and others may be based on your personal experience, but others may just be assumptions. Generally, it is better to work with several good arguments than to bombard your opponent with a huge number of facts.
- To keep the debate interesting, it is a good idea to support your claims with real examples, personal experiences, and so forth.
- A debater who does not know how to 'sell' his or her arguments is not going to win. As well as presenting good arguments, it is also important to pay attention to body language and practise public speaking (e.g. getting over your nervousness).

1.5 LOBBYING

Lobbying (from the English word *lobby* – originally the reception area or a hall near the entrance in a building; in a figurative sense it has come to refer to an interest group) tends to be associated with corruption, but its meaning is much broader. It refers to systematic efforts on the part of a particular group of people to advance or promote their interests, usually through the media, in the public, and among the authorities of the state and the state's representatives.

In modern democratic states, the power of the state is understood as having been delegated to the state by its citizens through the process of elections, and elected delegates (e.g. MPs, local representatives) exercise this power on behalf of citizens. Therefore, communication with voters is essential and desirable. This communication is even guaranteed in the Constitution, as is the right of petition. That is why elected officials, MPs, and other delegates have offices that are open to the public, and visiting hours.

HOW TO PROCEED?

- **Get as many volunteers involved as you can →** The objective is to approach as many people in public office as you can, whether at the local level (municipal assembly) or higher up (regional representatives, MPs, senators).
- **Try to win over one elected representative →** If a member of an elected body presents your case to other representatives – for instance, in the municipal council – it will be easier for you to win support. If that person can win over the majority of representatives, you'll be well on your way to success.
- **Municipal assemblies are by law open to the public →** Note, however, that meetings of the municipal councils are not public. You can easily attend an open assembly to support your issue and watch the proceedings, and you can even contribute with questions and comments.

The right of citizens to participate in the administration of public affairs

The right of citizens in a particular community (which means the place of your permanent residence) to comment during the course of the debate on issues is enshrined in law, although this law is not always respected (this right is established in Article 21, paragraph 1, of the *Charter of Fundamental Rights and Freedoms* – the right of citizens to participate in the administration of public affairs. The given assembly's rules of order may define in more detail how this right is exercised, but it cannot restrict or ignore a citizen's right).

1.6 PETITIONS

A petition is a tool with which a group of people can express an opinion on a particular issue and attempt to influence decisions that are taken on the given issue – for instance, decisions made by elected representatives or public officials. A petition can be used to assert basically any issue, but it cannot interfere with the independence of the courts or incite violations of the Constitution or the laws of the state. The effectiveness of petitions is sometimes questioned, but there are many examples that can confirm the power a petition can have. You can also use petitions within the framework of the school, where you have a chance of being much more successful than you do with the public authorities.

Online petitions

Nowadays petitions are appearing with increasing frequency online. A Web presentation can help to promote the petition and thereby obtain a larger number of signatories (the people who sign a petition). Signatures acquired through the Internet, however, have only symbolic value; Czech legislation does not yet recognise signatures signed online; it only recognises petitions with real, original signatures. Despite these disadvantages, online petitions have a place in civic participation.

HOW TO PROCEED?

- *In writing* → A petition must be put in writing.
- *Who can submit a petition?* → A petition can be written by any individual or a petition committee can be formed. Members of the petition committee must delegate one person aged 18 or over to represent the community in communication with public authorities or bodies, but committee members can be under the age of 18.
- *Important information to include in a petition:*
  - → the text of the petition,
  - → the name, surname, and home address of the person who drew up the petition, or the names, surnames, and home addresses of all the members of the committee,
  - → the name, surname, and home address of the person delegated to act on behalf of the petition committee,
  - → the name or office (administrative body) the petition is addressed to and the current date.
- *Signatures:*
  - → For everyone who signs a petition, it is necessary to include: the person's name and surname, address, and signature; there is no need for a person to include his or her personal identification number;
  - → Petitions can also be signed by foreign nationals (see the Charter of Fundamental Rights and Freedoms, where Article 18 states that the right of petition is guaranteed to all and therefore also to foreign nationals. If foreign nationals are unable to use their official place of residence as an address, they can use the address of the place where they actually reside);
  - → The collecting of signatures for a petition from the public in a public place can be performed by any person who has reached the age of 16;
  - → Petitions and the signature forms can also be left or placed in public locations, and there is no need to obtain permission from any state authority for this (unlike, for example, when you are going to occupy a public space), nor do you have to notify anyone about plans to collect signatures (the way you do when organising a public gathering). However, the collection of signatures for a petition must in no way obstruct the traffic of motor or other vehicles or disturb public order.
- *Submitting a petition:*
  - → It is advisable to deliver the petition forms in person to a specific individual in an office of the relevant authority or representative body.

2 MEDIA AND PUBLIC RELATIONS

Media and media communication are not just a part of our everyday reality, they also help shape and construct that reality. If we want to come out in public with our projects, we have to learn how to cooperate with the media. Working with the media is not complicated, and there's nothing to fear in it.
The relationship between the media and reality operates in both directions. The media report on the world around us, but they also shape that world with their images. When we gain a voice in the media, we help shape what the discourse on our topic is like. And that is usually the reason why we go to the media.

2.1 PUBLIC RELATIONS (PR)
- The impression we create about who we are and what we do,
- The image we build of who we are and what our 'product' is.

!!! The essence of PR is communication!!!

HOW TO PROCEED?

- *Answer this question for yourself* → *'Why should we go to the media, what will get out of it?'* Because people will hear about what you are doing, and it will be easier for you to raise money. Because you want to change public opinion and the prevailing way of a looking at something. There are many good reasons for working with the media, and it is a good idea to know what your reasons are before you approach any journalists.
- *Target group* → *how narrow or wide is our target group?* The more narrowly you define your target group, the easier it will likely be to reach them.
- *Choosing media partners* → *is our theme local or does it have a wider impact?*

TIP

NATIONAL AND REGIONAL NEWSPAPERS
- media forms with wide distribution, coverage usually boosts the status of an issue
- difficult to get your topic covered

TELEVISION, RADIO
- traditional and prestigious branches of the media, but ones whose audience numbers are declining

ONLINE NEWS SERVICES AND ONLINE NEWSPAPERS
- often accompanied by a print version
- strong competition between what topics are covered
- pressure to be quick and current

NATIONAL WEEKLY MANGAZINES
- the possibility of more coverage space
- strong competition between topics covered

LOCAL MAGAZINES OR PERIODICALS
- local news bulletins issued by municipalities, towns, boroughs, etc.
  - more precise local targeting, easier to obtain coverage of your topic

SPECIALISED PERIODICALS
- school magazines, hobby/special interest magazines, women's magazines, magazines for beekeepers, mushroom collectors, hunters, etc.

Municipal news services

Regional news services

National media

2.2 THE NEW MEDIA AND SOCIAL MEDIA – 'EVERYONE'S A JOURNALIST'

The basic truth nowadays is that anyone can get a message to huge numbers of people within just days. You don't need to rely on a big media outlet; it's enough 'merely' to film a video that has the potential to go viral online.

TIP

- The characteristic of being 'viral' is particular to the new media that work through the Internet. If something goes viral this means that through online sharing its content will reach hundreds, thousands or even millions of people. If your video does go viral (and that's not easy to achieve), your content will spread over the Internet just as quickly and contagiously as a virus.

YOUTUBE
Most of the videos that you find on YouTube have never gone viral and do not have this characteristic. But it still makes sense for you to post your video on YouTube even if you aren't expecting it to go viral. A video always has the effect of adding more life to something. YouTube offers the opportunity to create your own channel where you can post your own videos or videos by others that have to do with your topic.

WHAT YOU MAY NOT KNOW ABOUT FACEBOOK
The phenomenal expansion of Facebook means that today people often turn to Facebook as their first PR platform – a place to communicate with potential supporters. The growth of Facebook as a tool of marketing and PR is unfortunately not accompanied by user support. The rules can change unexpectedly and within just a few days. If you are not on the page of someone who uses Facebook as a promotional and information channel every day, you will probably have a hard time finding your way around all the possibilities it has to offer.

The basic functions of a Facebook page – what it can do that a personal profile can't:
- schedule the posting of a message at a specific time and date,
- backdate a post,
- monitor and compare statistics with other selected pages,
- manage your adverts and measue their effectiveness,
- and much more

Even though Facebook and its tools can be unpredictable, it is still a very useful tool through which you can reach a large target population at low cost, so it is a good idea to devote some care to preparing your Facebook page.

TIP

Basic rules:

- *Never 'buy' your followers* – you want real and relevant followers, not someone who 'likes' your page just to win a discount on shampoo.

- *Always give some thought in advance to how you promote your posts.* In most cases, it makes sense to pay for promotion that will target your current followers and their friends and then gradually expand your network.

One problem with Facebook is the decreasing **visibility of the messages posted on pages**. In practical terms, this means that the average post will be seen by around 10% of your followers. If you want all your followers to see your posts, the only way is to pay for targeted advertising. At present it is not too expensive and for between 2 and 8 EUR per post, you can ensure that your followers and their friends see your posts. The question, however, is how much the price could continue to rise.

TWITTER
Twitter is a social network that is primarily designed for written posts and it is less widespread than Facebook in the Czech Republic. However, you can also find an audience on this network. If you have the feeling that your topic is well suited to the kind of communication that takes place on Twitter, do some research to find the opinion leaders on your topic. You can then follow them and ideally post immediate responses. Introduce your Tweets with hashtags that resonate with public opinion. If you want to include a long Web reference in your Twitter posts, use an URL shortener.

Did you know that …
Some media use sections of Twitter discussions in their news channels. You can link your Twitter account to your Facebook account. As with Facebook, with Twitter it's best if you can respond immediately – i.e. within minutes. A large part of the discussion that follows a Tweet will take place within the three hours after it is posted, and one day later no one is interested in your response.

WHY (NOT) TO BLOG
There are hundreds and thousands of Czech blogs that no one is interested in. There are dozens of others that have found their readers and whose authors are able to significantly shape public opinion. Just as Mr Zucchini (a Czech food blogger) has become a recognised food expert through his blog, you too can use your blog to build up your position as an expert on your topic. However, it requires a great deal of hard work, patience, and skill to write texts that are relevant and that people want to read.

There are a number of servers that offer space for blogs – for example, blogger.com. If you really want to make the most of your blog you can use WordPress, a Website creation and content management system. It is free, but first you should consider how much time you actually want to spend on the visual design of your blog.

We can't give you any sure recipe for making your blog a success. The success of a blog depends entirely on your ability to write something that people want to read, to write clearly, and to choose interesting topics. Your blog also has to be in tune with the social climate – that is, it has to be of interest to enough readers. Controversial subjects can often generate a wider readership – this is particularly true of topics connected with migration, human rights, gender issues, and so on. Be prepared for the fact that most reactions can be very critical. Think about whether you are able to respond to your opponents with a cool head and rational arguments. If not, don't respond at all, or wait a day before you respond.

COMMUNICATING SAFELY

Privacy is paramount

It is important to be transparent: publish information about the project, offer contact information, and state who is behind the project. But not at the expense of your own privacy!

- *Create 'project' contacts* → set up a contact telephone number and an email account for the project where you can deal with matters relating to the project.

- *Do not publish* → your personal telephone number or private email address on the Web, social media, or on your blog.

- *Do not write too much about yourself* → if you want to introduce who you are as a person, focus on education and experience.

- *Separate* → the social media pages and profile of the project from your own personal profile.

- *Photos* → only photographs relating to the project's activities belong on pages on the Web. Personal photographs are not only inappropriate, but by publishing them you open yourself up to a potential risk from stalkers..

'LET'S CREATE A MEDIA STRATEGY' – OR WHEN YOU'RE REALLY SERIOUS ABOUT THE MEDIA

A media strategy is a list of activities from which we can determine what media we want to contact with our message, how, and when.

HOW TO PROCEED?

- *Identify the target group of the message* → How do they behave, what do they do, where do they go, how do they obtain their information. Be aware that the target group is made up individual people.

- *What is your goal* → Do you want 150 paying guests to come to an event you are organising? Or do you want to influence the opinion of the wider public? Do you want to solve a local issue or an issue of wider importance beyond the boundaries of your town, region, or country?

- *Popular media* → Where are your selected target groups: Do they read newspapers or magazines? Which ones? Do they watch television or listen to the radio? What channels and when? Do they use Facebook? Do they use other social media?

- *The structure of the selected media* → Every newspaper is made up of multiple sections. Try to pick out a journalist who might be interested in your topic and can help you to get it media coverage.

- *When to publish things?* → Schedule dates for your events or campaign or for releasing data that you want to make public on an issue. The dates you choose probably have a wider context that you should pay attention to. For example, the summer holidays are known as the 'silly season' in news, so it will be easier to get journalists to notice your topic then because they are not as busy. You can also take advantage of important dates or holidays or international days that occur close in time to your scheduled event. Some important dates, however, can hurt your cause. The day on which the election results are being announced is not the right date to approach the media with your press release.

- *Numbers* → Add up how much it will cost to print your leaflets, etc. It is good to know in advance where you will need to invest your time and money.

STRATEGIES FOR APPROACHING THE MEDIA

The easiest tool for communicating with the media is to publish your own press releases. If your aim is to approach more than two or three printed or online periodicals, we recommend making an effort when you prepare a press release. This is a format that journalists are used to and are able to work well with. Press releases are a specific genre and it is necessary to master some basic rules about what they should look like. For more, see the chapter *'Press Releases'* below.

TIP

- Kind in mind when communicating with journalists that these people work under a great deal of time pressure, and they may have almost no knowledge of the issue you are dealing with. Unlike you, they may not have as much time to devote to the issue, and it should not be assumed that during the few hours they have to work on your article they will be able to acquire the knowledge they need. Reconcile yourself to the fact that the information that will be published about you in the media will always be condensed, and there will almost always be some factual errors published.

- When communicating with the media, try to understand things from their perspective. Be aware that their aim is to attract readers, viewers, or listeners, and they use various strategies to increase the size of their audience. Journalists like great personal stories, curiosities, statistics, and trends.

WHAT TO REMEMBER WHEN COMMUNICATING WITH THE MEDIA

- You are not the only interest group that exists.
- Your opinion may be the minority opinion.
- Treat the media and the public fairly.
- Don't lie, try to be objective.
- Base yourself on substantiated arguments.
- Be open and forthcoming.
- Maintain good relations and personal ties.
- When communicating with others, respond to them in a timely manner. In some cases (owing to deadlines), the media count time in hours or even minutes, not days; what's more, the media are interested in information that is relevant right now.
- As with any other form of mass communication, always include the recipient in the Bcc field of your message!

HOW TO WRITE A PRESS RELEASE

A press release is a standard way of approaching the media and informing them of some event. A press release is usually around five paragraphs long (one A4 page). It should contain new and topical information (a real press release should focus on a real event that is happening today). It is a statement that provides a journalist with information from which to write a report for a newspaper or prepare a report for television or radio.

The Structure of a Press Release:

Headline (title)
- This is almost always the most important part of a press release.
- It should be concise and accurate and should contain a verb.
- It should encapsulate the content and purpose of the press release as a whole.
- Often it is best formulated after the press release has been written.

Letterhead
- This contains contact information (on the organisation, the organisers, a contact address, telephone, email, Web address).

Dateline
- Information about the time and place at which the press release is issued. It is presented at the start of the first paragraph, which is called the 'lead paragraph'.

THE BODY OF THE PRESS RELEASE – HOW TO PROCEED?

- **The inverted pyramid →** Write down the information that is to be presented in the press release, from the most important information at the top to the least important at the bottom. If you have to cut out information and you proceed by deleting from the bottom of this inverted pyramid up, it should continue to make sense almost to the very end.
- **The five W's →** There are several basic rules to follow when writing a press release (like any news report). Every press release should cover the five W's: it should answer the questions: Who? What? When? Where? Why? You can also add an answer to the additional question How?
- **The lead paragraph →** The first paragraph should contain the answers to the five W's. This part of the text needs to be very clearly formulated. The reader should learn from this 'lead paragraph' what the press release is about. Journalists often never read beyond the first paragraph.
- **Direct speech →** While the lead paragraph should contain just facts, in the second and subsequent paragraphs you can include comments on and evaluations of the event described in the text. Opinions are best expressed in the form of direct speech, so provide quotes from members of your initiative, those at the head of the organisation (school), or experts you are working with on the topic.
- **Contact →** At the end of the press release, include the contact information for your contact person (his or her name, email, and telephone number). Contact information can also be presented in the letterhead.
- **Notes, appendixes →** You can attach numbered references or even explanatory notes in an appendix to your press release. These are used when we want to explain something in more detail, but there is no room to do so in the text. If you refer to external sources of information in the text, always include the exact reference on where to find the source of the information presented or use a live link. Anchor hypertext links directly in the text.
- **Brief information about the organisation (the boilerplate paragraph) →** You can append a short paragraph about the organisation or organisations issuing the press release.
- **Pictures or a video →** You can insert pictures or a video directly in the text of the press release (preferably right after the first paragraph) or as hyperlinks (i.e. insert a hypertext link directing the reader to the basic Website of the project).

2.3 MAKING A VIDEO

A camera or even a simple cell phone can be transformed into an important device that can help to bring your project closer to the public or inform them about interesting subjects. An unedited recording without comments can provide important testimony about events and has already become an effective tool of citizen journalism. Filmed material can also be modified – you can edit a recording to build a video report, a short documentary film, or, for instance, a social advertisement.

HOW TO PROCEED?

- **Before filming →** Carry with you a spare memory card (if using a digital camera) or a cassette (if using an analogue camera). Ideally, you should have a spare recording device. Make sure your batteries and devices are charged when you set out and bring an extra power source.

- **Script →** Before filming, think through the basic script of the film.

- **The story →** Record the course of the entire event (the preparation of the event, the event itself, the conclusion), and record the reactions of the public. From this material you can create a story – edit it, add music, and add comments describing the event.

- **Interviews →** Film as many interviews as you can. Most people are reluctant at first, but they usually open up gradually and talk. Interviews are an excellent source of sound commentary to accompany the film footage from the event. Think about the sound (pay attention to the environment you are filming in, try to get the microphone as close as you can).

Filming

❶ When filming it is a good idea to follow some basic rules of filmmaking. A video looks best and more professional when it is edited.

❷ When you start making a recording, always show the time and date for around three seconds. You can introduce the recording with several brief and clear sentences (for example: 'It is 15 August 2014, I'm on Morava Square in Brno, and we're watching a happening intended to draw attention to human rights violations in Myanmar.').

❸ To show and prove where the recording was made, include within the frame of the film a prominent structure in the surrounding area – a building, a sculpture, etc.

❹ Try to hold the camera firmly so that the picture doesn't shake.

❺ During shots of each key scene, hold the shot for at least ten seconds without adjusting the focus or moving the image.

❻ Don't try to adjust the focus when moving the camera; change the shots slowly and smoothly. Use the zoom as little as possible.

❼ Try to record the action from as close a distance as possible and as circumstances permit.

More useful rules

Composition: There should be a clear structure or order to the space of every shot. When it comes to choosing foreground and background, always check, for instance, that the speaker isn't going to bump his or her head on a wooden ceiling beam.

Depth of focus: The object that is being filmed should be in focus. If you use the 'auto' mode when filming, make sure the camera doesn't automatically focus on objects in the background. If you use the 'manual' mode when filming, you will have to regularly adjust the focus, which requires practice and a good camera.

Panning and panorama: If you are filming a panorama (e.g. life in the village, a landscape), the angle of the shot must not exceed 180 degrees. Panning (swift movement of the camera) should have a stationary beginning and end shot.

Tripod: Use a tripod if possible. It helps keep the camera from shaking, and then you can create smooth panning and panorama shots. A good hand-held camera can be used to carry the viewer deeper inside the action, but you need to know how to use the camera well!

Light and sound: You should always film with the light at your back. Don't film facing the sun. Think about sound! Most cheap cameras have a microphone with a wide-angle feature, which means that it can pick up ambient sounds. This can have an effect, for instance, when you're conducting an interview on the street. We recommend that you give some thought in advance to the answers to the **What, Where, When** and **How** questions that you want to film, and test out or rehearse the film shots you want before you get started on the 'real thing'.

Request for filming permission: Before you start filming, don't forget to ask participants for their permission to film and make recordings.

BASIC FILM SHOTS

Very wide shot → The shot encompasses the wider setting around us, capturing a wide expanse. Such shots have the effect of providing the viewer an orientation and information.

Wide/Long shot → The shot takes in the setting and the subjects in it, and the subjects can be clearly distinguished from each other. This shot can create the effect of action because usually it records the actions of more than one figure.

Medium shot → The focal point of the image is directed at one person, and the shot takes in a maximum of three people. It focuses on or highlights one or more figures in action.

Medium close-up → The shot frames a person or figures in action from the waist up. It meaningfully distinguishes the background and amplifies contact with the viewer. A medium close-up develops conflict and provides an idea of the inner state of mind or nature of the people in the shot.

Close-up (double close-up) → The shot captures a person in action in a close-up view and isolated from the surrounding space. Emotionally, the effect can be one of intimacy, celebration, pathos, or even expressiveness.

Audiences

A digital video recording can be posted on the Internet, where it can be accessed by anyone. It can be posted on general video-server sites like YouTube, or on websites devoted to citizen journalism. On YouTube, you can add subtitles to the video in any language. If you want your video to reach an international audience, consider using the following channels:

http://hub.witness.org
http://satellite.indymedia.org/index.html
http://tv.oneworld.net

❸ FUNDRAISING

By 'fundraising' we mean acquiring the financial resources necessary to implement a project. Given the nature of the project, it is likely that you will not ask your supporters just for a financial contribution but also, for instance, for donations of services, material, and know-how.

TIP

When approaching potential donors, keep in mind the basic rules of fundraising:

- If you want to convince others to support you, you must be convinced of your idea yourself.
- Win the support of people, not money.
- You're the one who will usually have to take the initiative in seeking donations.

Psychologically, there is certainly nothing easy about asking others for financial donations or donations in kind. Before you begin, work out for yourself the answers to at least the first two questions below.

❶ *Why do you think your topic or issue is important?*
❷ *What is motivating you personally to address this topic or issue?*
❸ *And if you are doing it, why wouldn't you be able to convince someone else?*

Where to look for resources:

- **grants and subsidies** (e.g. from various local and regional authorities, ministries, European funds, foundations)
- **company sponsorship**
- **donations from individuals**

The options of where to look for financial and material support go well beyond the three options listed above. Think about what you are working on, your target group, potential partners, and like-minded persons, and you may be able to come up with **new and innovative methods of cooperation**.

REQUESTING A DONATION

Communicating with companies and people is different in nature from communicating with official bodies. While you will usually be required to complete a rigidly structured application when applying for a grant or subsidy, as soon as you turn to companies or individuals with a request for support the structure of the conversation is more or less in your hands.

TIPS

- Briefly introduce your project, inform the donor of the goal and content of the project. Formulate everything in such a way that you can explain it all within 5 minutes. Try to get the donor excited about your cause.
- Inform the donor of exactly what you plan to use his or her donation for.
- Openly answer all his or her questions.
- If you have no experience, practise this kind of conversation amongst yourselves, or ask your teacher, a parent, or a friend to play the role of the donor.
- Never forget to make an appointment first.
- Have a healthy amount of self-confidence, but also be polite and respect your partner in the communication process.

WHY SHOULD MY COMPANY GET INVOLVED?

If you are going to ask a company for financial or other support, be aware that your goal is to **create a win-win situation**, a situation where both sides gain something. **Donating is not a one-sided affair. With your support, the company will be strengthening its good image, improving its PR** and increasing its appeal to clients. Some companies elaborate their own strategy of 'corporate social responsibility' (CSR). CSR strategies usually comprise the sphere of issues that the particular company wants to support. Take a look at the website of the Association of Social Responsibility to see if you can find a potential partner there.

The company will be interested among other things in how you plan to ensure the visibility of the company's support. Before going to your first meeting, come up with some ideas for making corporate support visible and clarify for yourself where your own limits lie and what form of advertising is beyond what you can agree to. You should also

know whether any companies exist whose support you would not want because of opposing interests (e.g. support for an environmental initiative from the largest polluter in the region).

Any form of material or financial support should be concluded on the basis of a **Donation Agreement** or an **Agreement on the Performance of Non-monetary Obligations**.

GRANT APPLICATION

A grant is a sum of money that is designated in advance for a **specific type of activity** and is usually awarded through **a call for grant applications**. Grants may be provided from public sources (from state or international authorities and institutions) or private sources (in this case, the funding is administered by a foundation established for this purpose). Sometimes what are called 'micro-grants' are also provided by non-governmental organisations (NGOs).

To apply for a grant, you must complete a **grant application**.

TIPS

- Be attentive and meticulous in your communication with the donor or in preparing your grant application – this work will serve as a calling card for your ability to carry out the project you describe.
- Find out early on the conditions for applying and the deadline for applications.
- Before you begin writing, clarify the following for yourself:
  - **Starting point.** What is the situation like at present in the topic area that you are planning to get involved in?
  - **Goal of the project.** What specifically do you want to achieve and what is realistically possible?
  - **Content of the project.** What do you have to do to achieve the goal?
- When writing your application, be as precise and explicit as possible; use numbers and bullet points to guide the reader smoothly through your project description.

A SHORT GUIDE TO THE LANGUAGE OF GRANTS

HOW TO PROCEED?

- **Subject of the project** → The area the project relates to (e.g. social exclusion).
- **Purpose of the project** → What you would like to achieve generally, what in your view would be the 'ideal state' of things.
- **Goal of the project** → What specifically do you want to achieve with this project.
- **Target group** → The group of people that your project will directly affect; **primary target group** – those who will be primarily affected by the project; **secondary target group** – those who will be secondarily or indirectly affected by the project.
- **Content of the project** → A brief summary of what you plan to do to implement the project.
- **Project activities/outline** → The individual activities that you will carry out as part of the project.
- **Project budget** → A breakdown of income and expenses planned in the course of the project.
- **Evaluation** → The project can be evaluated in various ways – for example, with the use of questionnaires, interviews, or self-evaluations (in which the team critically assesses what went well and what needs improvement).
- **Indicators** → Measurable indicators of the success of the project can take the form of **quantitative indicators** – whatever is created within the framework of the project and is quantifiable, or **qualitative indicators** – what changed or what occurred or emerged as a result of the project, where it is more about content or value and not so much about the exact number of things.
- **Project risks** → Factors that could pose a threat to the project.
- **Summary of the project** → A brief description of the project that does not provide a breakdown of individual activities.
- **Appendixes attached to the project application** → Documents that you attach as supplements to the project application to support its content with facts. It is necessary to create a list of annexes and number them individually.

CROWDFUNDING

Network financing or 'crowdfunding' is a relatively new and popular way of finding **funding for activities with social impact**. Crowdfunding is essentially a public collection of funds that is conducted on the Internet, where individual donors can contribute different sums of funding. The most widely used crowdfunding platform now in the Czech Republic is HitHit*.

When you seek to raise funds on a crowdfunding network, it is necessary to take into account the platform operator's fee. An important and fundamental aspect of most of these networks is the **system of rewards** that the funding recipient provides to donors in exchange for funding. You are at a big advantage if you are able to offer your donors a reward through which you will not incur any additional expenses (e.g. free admission to a concert). Conversely, be careful if the rewards you are offering require an expenditure of more time and money on your side.

Crowdfunding is sometimes adopted as the main fundraising activity; sometimes it is used to supplement other sources of funding. It is not very easy to succeed in this fundraising arena. You will have to get your own social networks involved and adequately promote your campaign through the media. In short, successful crowdfunding is a project in its own right.

* https://www.hithit.com/en/home
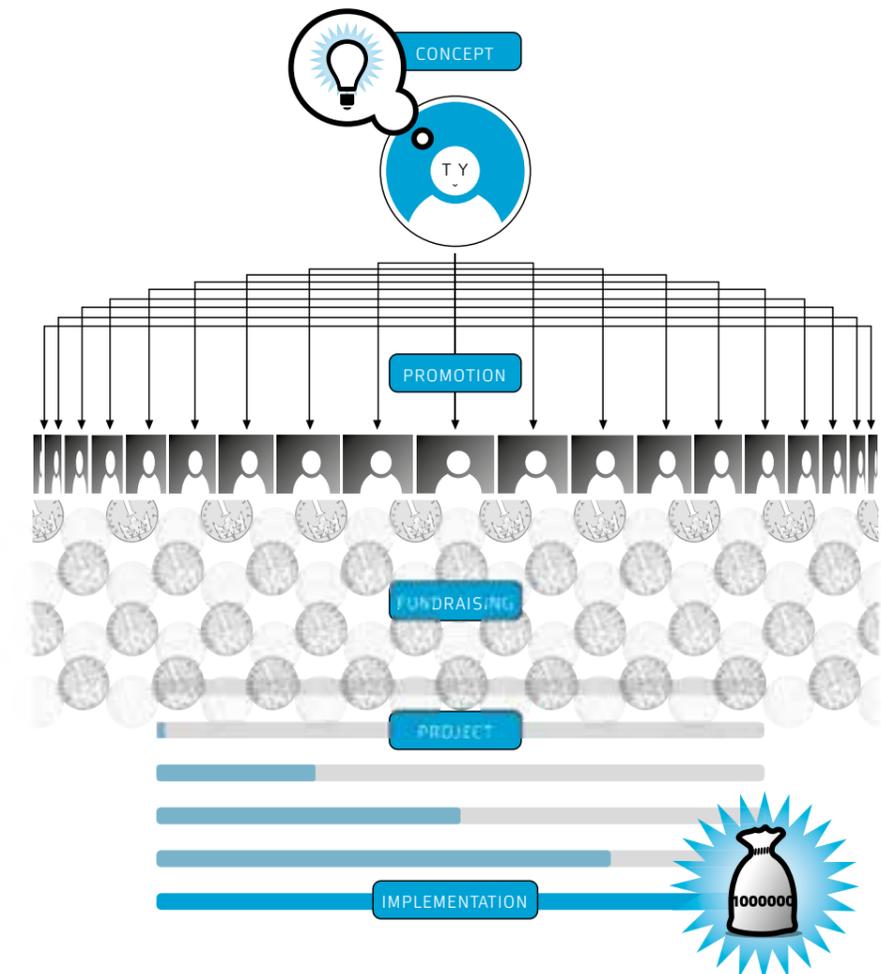
V. PROJECT HANDBOOK – WORKSHEETS

INTRODUCTION

It is not necessary to make use of all the steps described here when you work on a project – which steps are taken depend on individual conditions. However, following the steps described here will help you to run your project more effectively and avoid potential difficulties. In this section are worksheets in which you can write down everything you need. Always keep in mind such basic principles as establishing a goal, dividing up roles between members of a team, maintaining good communication, managing a schedule and funding, and making a final evaluation.

1. METHODS FOR SELECTING A TOPIC

A. ASSIGNING POINTS

Each member of the team has three points, and he or she can assign one point each to three different topics (e.g. mark a stroke on the chalkboard or a piece of paper, drop votes into a hat or a box). Add up the points awarded to each topic and select the three to five topics that got the most points. Write down these topics on the chalkboard or a piece of paper and briefly discuss them.

Then repeat the method of assigning points once more, but this time assign one point to each of the remaining topics to ultimately choose the winning topic.

B. BRAINSTORMING

The aim of this method is to collect as many ideas as possible and then discuss them, rank them, and select the best one. This is a very useful method if you are working in a group and you have to come up with something together as a group. It is important to keep in mind several principles that will make your work easier:

- Write down all the ideas that come up – sometimes the least realistic ideas will later prove to be very useful.
- Write down any ideas and associations that sound similar – later you can choose the best formulation.
- Don't criticise other people's ideas – it's easier to really think about something if we don't have to worry about our ideas being accepted or not.
- End the brainstorming only once it is clear that no one is able to think of anything more.

C. VOTING

This is the simplest and fastest method – everyone has just one vote. However, this method has its risks – if voting is held before any discussion has taken place and before arguments relating to individual topics have been presented, it may happen that some participants will vote without giving real thought to their choice or may vote somewhat randomly. Therefore, we recommend combining this method with other methods and using it, for example, to conduct a final vote to choose between two topics.

Voting can proceed openly, for instance, by raising hands or by marking the number of votes on the chalkboard, or in secret, by dropping a piece of paper with a vote on it into a hat or a box.

D. THE RIVER

The River is a technique that, although it takes more time, allows everyone to genuinely express themselves.

- Start by discussing the topic in pairs or groups of three. Talk through all the ideas (or in this case, topics) that have been proposed and rank them according to your preference.
- Then bring two pairs or trios together and again try to agree on the order of the five most interesting topics.

Keep repeating this 'confluence of streams' until you end up in one big group. Once you are in one big group, try to agree on two to three preferred topics and write them on the chalkboard or a piece of paper. From there you can proceed by voting or using some other decision-making technique.

At the end, discuss the topics again. If you are certain that you have selected the right topic, you can proceed to the next steps. However, if there is still a discrepancy of opinion in the group, it is necessary to go back to the selection of topics and try to reach an agreement. There's nothing wrong if it turns out that there is more than one preferred topic – if you do not succeed at implementing a project on the first topic that you choose, you can always change your topic at any time and go back to one of the others that was next in line in your ranking. You can also try to come up with a project that combines two topics or create two project teams that will focus on different topics.

2 THE GOAL AND CONTENT OF THE PROJECT

After choosing a project topic, think about what specific problem you want to deal with. The foundation stone is laid by setting the goal that you want to achieve. Try **brainstorming** – let your imagination go wild and write up all the ideas that occur to you in the table. The basic principle is that no idea is a bad idea. Although some ideas may seem crazy at first, they may also serve as a source of inspiration. Discuss all your ideas as a group.

GOAL AND CONTENT OF THE PROJECT

	GOAL (What kind of change can we make or what can we help or contribute to?)	CONTENT (How do we go about reaching our goal?)
	Example: Improve road safety on the road near our school.	1. Prepare an information campaign targeting the public using posters and social media. 2. A happening near the school – we can draw attention to dangerous sections of the road. 3. Distribute a questionnaire among students
1		
2		
3		
4		
5		

Choose a maximum of three suggestions from among the proposed ideas (for example, by assigning them points) and talk them through thoroughly. Then decide which one is the best. To help you with this, use a table in which you define your five most important criteria. Then evaluate each idea according to these criteria.

EVALUATION TABLE

Content of the project (Activities)	Criterion 1 Example: The topic interests us	Criterion 2 Example: We have information on the topic	Criterion 3 Example: We know how to obtain information on the topic	Criterion 4 Example: We need no or little funding	Criterion 5 Example: We have the infrastructure, the space, and the materials necessary
	√ / X	√ / X	√ / X	√ / X	
1					
2					
3					

3 PROJECT OUTLINE

The next step in the preparatory stage is to prepare a detailed outline of the project and its activities. To help you with this, you can use the 'Fishbone Diagram' and the Project Outline table. Make clear for yourselves what the content of the project should be, how it should proceed, and what its results should be. Keep in mind that what you do must be consistent with the goal you have set for yourselves.

Describe in writing in each field of the table what will be going on in your project. Make a list of the activities you plan to carry out in order to achieve your goal.

PROJECT OUTLINE

Project section	Question	Answer
Goal of the project	What do we want to achieve? What changes should occur as a result?	
Content of the project	What are we going to do? (Roughly describe the work you plan to do.)	
Project activities	What exactly will the project consist of? (Write up a list of individual activities one by one in the order they are to be performed.)	
Timetable	The entire duration of the project from when to when.	
Project location	Decide whether your project is local, national, or global, and determine its location.	
Target group	Who is going to participate? Who is the project intended for? (Write down the groups of the population that you want the project to impact.)	
Project funding	How much money do we need and what will we use it for? Where will we get money for the project?	
Evaluation method	What are we going to evaluate? Decide on at least some measurable (quantitative) indicators = the visible results of your work that can be quantified.	

4 FISHBONE DIAGRAM

Using this tool, you will literally sketch out the skeleton of the problem you want to resolve with your project. It helps you to identify the causes, and may provide you with a different perspective than otherwise expected. Basically, you create an idea map, making it easier for you to figure out how to approach the problem. Once again, use the brainstorming method.

Procedure:
1 Name the problem and write it in the rectangle representing the fish's head.
2 Think about the categories/factors that are associated with the problem and somehow affect it. Write them in the rectangles angling towards the fish's backbone.
3 For each category, consider the possible causes. Write them beside the side arrows alongside the individual fishbones.
4 Now your "fish" is ready. Look for interrelationships and analyse the sources of the problem.
5 Think about the strategy for its solution and go to the Project Plan table.

Drivers exceed the speed limit.

Pedestrians neglect to look both ways before crossing.

There is no radar next to the road.

They do not realise that they are driving past a school.

Children are rushing to get to school.

There are too few police patrols.

There are no traffic lights.

Dangerous pedestrian crossing in front of the school

The main road passes by the school.

The sign is damaged.

There are only a few bike paths in the town.

The paint of the zebra crossing is faded.

Too many cars drive on the road.

The pedestrian crossing is hard to see.

5 SWOT ANALYSIS

Before work on the project begins, it is a good idea to conduct a SWOT analysis of the project. Assess the project's strengths and weaknesses and objectively reflect on potential problems, opportunities, and risks.
Fill in the table. To address weaknesses and threats, think up some steps or activities that can be performed to minimise them. Conversely, take full advantage of your strengths and opportunities.

SWOT Analysis

	Strengths	Weaknesses
Internal environment	EXAMPLE: The vicinity around the school is well suited to cycling. The school administration supports the project. Lots of kids cycle to school.	EXAMPLE: We have no experience negotiating with the police or the public authorities. The project won't be for everyone; not everyone has a bicycle.
	Threats	**Opportunities**
External environment	EXAMPLE: Resistance from the public and some parents.	EXAMPLE: European Car-Free Day – 22 September. The opportunity to get a donation from one of the parents.

6 BUILDING YOUR TEAM

Every member of the team is important, and everyone should have a role that fits them and with which they feel comfortable. It doesn't matter if the team isn't complete at the start; you can add new members over the course of the project. One member of the team can hold several roles (but be careful to maintain a balance).

DIVISION OF ROLES IN THE TEAM

Job	Suitable personal characteristics	A description of activities	Who will do the job
Team leader	Natural authority, reliable, objective, ability to resolve crises, ability to monitor and evaluate the work of others, trustworthiness	Coordinates and leads the team, manages activities, makes decisions	
Secretary/ Minute taker	Meticulous, conscientious, perseverant, reliable	Collects materials, keeps records, takes minutes and notes, helps the leader	
Spokesperson – PR	Extrovert, skilled at speaking in public, good written and spoken language skills, ability to communicate with the authorities and businesses	Communicates with others outside the team and with the public, issues press releases, informs the public about the course of the project and the results	
Manager of finances	Reliable, meticulous, good with numbers, calm, attention to detail	Plans the budget, does the accounting, prepares the final financial report	
Fundraising coordinator	Communicative, ability to communicate with institutions, ability to argue and explain things well, personable, persuasive	Organises, plans, and carries out fundraising (activities to obtain funding for the project), communicates with donors and sponsors	
Production manager	A good understanding of technology, communication skills, practical	Responsible for the production of various materials, responsible for the technical side of implementing activities, coordinates the preparation of the Website, etc.	
Other roles in your team:			

7 BUDGET

No project can get by without a budget. Try to negotiate a way of obtaining as many services and materials as possible for free or at a discount. It is a good idea to make use of contacts that you have, your parents or your teachers, and to make use of donations, even in the form of materials and services.

SAMPLE BUDGET TABLE

Expenditures		
	Material expenditures For running the project (paper, toner, publications…), material for producing the products you need, etc.	
	Total	
	Non-material expenditures Travel, leasing space	
	Total	
	Expenditures for external services Printing materials at a copy centre, consultation services	
	Total	
	Expenditures for operational services Telephone, internet, postal fees	
	Total	
	Human resources expenditures Agreements to perform work, authors' fees	
	Total	
	Total Expenditures	
	Donations	
	Grants	
	Income from the team's activities	
	Total Income	

8 FUNDRAISING PLAN

If you are planning to apply for funding or other support from a company, an individual, or the public, first make up a list of possible donors. Keep a record of what you requested from them, their contact information, how they were contacted, and the results of your negotiations.

TABLE OF DONORS														
Who	What we request-ed	How much we re-quested	Why we are making the request	Person who contacted the donor	Contact information	Dat Contact method and date	Result	Notes						
Printing press XY	To print out fliers	Services valuing an amount equal to 5000 CZK	For them to support the activities of the school	Eva	Jiří Brouček, tiskarnaxy@email.cz, 777 888 999	By email, 5.1.2015	Agreed to print materials at an amount equal in value to 4000 Kč	Will deliver materials by 11.2.2015						

9 MONITORING PREPARATORY WORK

A key step in ensuring your project is successfully implemented is to continuously monitor whether you have completed the work that you planned. Regularly record in a table what you have completed. This will provide you with an overview of what you have done and what you have yet to do. Monitoring your progress will allow you to uncover or avoid any serious problems.

MONITORING PREPARATORY WORK		
Task	**What do we need to do?**	**Result**
Discuss the topic	Discuss as a group the topics you might focus on	
Select a topic	Pick the topics that interest you, and from among those topics pick one that you will focus on	
Define a goal	Set a realistic goal that you want to achieve	
Identify the target group	Decide who you want your project to impact	
Identify the location of the project	Decide where the project is to be carried out	
Determine the content of the project	Think up a brief proposal describing what you want the project to achieve	
Think up the title of the project	Agree on what you want to call the project	
Create evaluation criteria – indicators	Determine what criteria can be used to assess whether your project was successful or not	
Divide up roles and decide on individual tasks	Divide up the individual tasks and roles that are to be performed by team members	
Define the individual activities in the project and create a timetable	Define in detail what exactly you want to do during the course of the project and when each activity you want to do is to be done	
Draw up a financial plan	Estimate and write down how much the project will cost (if it will cost anything)	
Plan and prepare promotional activities	Think up and plan how and by what means you want to inform others of your activities	

10 PROJECT SCHEDULE

In reference to your project outline, work out a timetable for all the activities and events in the project. Always assign one person to be responsible for each activity and write down the names of who will do what in the individual fields. Adhere to the deadlines you set and always keep each other informed about the progress of your work.

WORKING TIMETABLE

Activity	1st week	2nd week	3rd week	4th week	5th week	6th week	7th week	8th week	9th week	10th week	11th week	12th week	13th week	14th week	15th week	16th week	17th week	18th week	19th week	20th week	21th week

11 MEDIA STRATEGY

Planning promotional activities

Think about who your project is aimed at, who it might interest, and who therefore to target in promoting it. The use of several promotional channels works best, as different things work better for each different target group. It is therefore best to combine different promotional tools.

What tools to choose?

Target group	Promotional tools
Schoolmates, friends	Billboard, school newspaper and radio, flyers and posters, the school Website, social media (Facebook event)
Parents and friends of the school (alumni)	School Website, flyers that students can deliver to their parents, school newspaper, class reunions, and alumni associations
Inhabitants in your community and the wider public	Posters, flyers, local press, local TV, radio, Websites, empty shop windows, social media

12 SELF-EVALUATION

At the end of the project, assess how successful your work was. Start first with each individual team member's evaluation of his or her own work and fill in the evaluation table from a personal perspective. Then, as a group, think about how well you managed to fulfil the goal you set for yourselves.

EVALUATION TABLE	
Personal evaluation	Complete the sentence:
I worked on …	
I was successful at …	
I had problems with…	
I proposed dealing with the given problem by …	
Things I would improve next time include …	

13 FINAL REPORT FORM

Please prepare the final report using this form. Compare your plans with reality and justify any deviations. Consider the fact that your report will be read by people who do not know your project in detail.

Project Title:

Project Topic:

Project Objective:

Project Description

Project Contents (a brief summary of what was implemented):

Why did you choose this particular project topic and objective?

Why did you choose the selected project contents?

Was the project objective successfully realised? What changed as compared to the original plans? Why?

Project Activities (a more detailed description of what was implemented):

Cooperating institutions, organisations, companies, and important individuals:	Type of Cooperation:

Summary of the Evaluation:

Project Team Members and Their Roles:

Name and Surname	Role/Task	Signature

14 INSPIRATION

If you and your students are looking for inspiration for some kind of project, try looking at the tips we have prepared for you below.

Don't forget, however, that the best inspiration can be found around you – all you need to do is to explore what the current concerns of the students and local inhabitants are and what opportunities exist around you.

TITLE	GOAL	DESCRIPTION
A Jog through Local History	Strengthen community ties, raise awareness among schoolmates and the public about local history.	Conduct research in local chronicles or online to find out what historically interesting sites lie in your vicinity; prepare an educational game for younger school students and/or for the public (the game can take the form of a quiz or activities).
Safely to School	Increase the safety of children and adults on roads/motorways.	Find out where around the school the most dangerous places for children and adults on streets and motorways are, and try to get the local representatives to make changes to improve safety (a new crosswalk, speed bumps, a cycling route, etc.).
Be Friends and Support Each Other	Improve the standard of living of disadvantaged people in your area.	Undertake to assist a particular person over the long term (a person with disabilities, an elderly person, a child from a family that does not provide sufficient support for the child's personal development, migrants who need help with the local language and/or integration, etc.); agree on a group event as a team.
The Way Out of the Ghetto	Assist children from socially excluded communities to help them out of the ghetto.	Contact a low-threshold club or local field workers and in cooperation with them prepare a series of activities for children from socially excluded environments. Organise an excursion to the zoo, a nearby outdoor museum, a bio-farm, or a walk in the woods, which for them may be the first such experience and one that they will long remember and could provide them with considerable motivation and strength for tackling the difficult path out of the circle of social exclusion.
What's Bugging the School?	Strengthen community ties, commit to solving current issues that the school is dealing with.	Administer a survey or questionnaire and find out what students consider to be current problems that need to be addressed at the school. Then, in cooperation with the administration, organise a public debate on an issue or introduce regular school debates.
What Is the Local Population Concerned about?	Strengthen community ties, initiate change to address a specific problem.	Using a questionnaire survey, find out what issues local inhabitants are worried about most; initiate a public debate with local representatives on these topics.
Two Hours a Week	Assist in the integration of children with disadvantages.	Find out which students at your school or in a local elementary school are experiencing learning difficulties and could use assistance (these may be children from socially excluded areas, children with learning disabilities, or children for whom Czech is a second language). Provide assistance in the form of tutoring and do so in cooperation with the students' teachers and family. This can be a long-term or a short-term project, and it is possible to introduce different things and invent different versions of the project (e.g. a group sporting or cultural event for all the tutored children and their tutors).

TITLE	GOAL	DESCRIPTION
Photography Competition	Draw attention to a particular social issue, as a group analyse its causes and effects	Organise a photography competition on a topic connected with global or local problems, and conclude by organising an exhibition and award prizes on its opening night – the photographs can be exhibited in areas inside the school; a discussion of the issue can also be organised to accompany the event.
Our School's Global Footprint	Increase the awareness of students at your school about environmental issues, help in the effort to slow climate change.	Calculate the school's global footprint; think up and implement to at least some extent as many activities as possible that work to decrease the school's global footprint.
Guerrilla Events	Draw the public's attention to a specific issue.	Organise a guerrilla event, which is an interesting and amusing way of drawing attention to a particular issue (e.g. LGBT issues, human rights, domestic violence). The event can assume various forms. For more, see the chapter Specific Activities.
Happenings	Draw the public's attention to a specific issue.	Organise a happening, which is an interesting and amusing way of drawing attention to a particular issue (e.g. LGBT issues, human rights, domestic violence). The happening action can take various forms. For more, see the chapter Specific Activities.
Games without Borders	Help integrate children facing various types of disadvantages.	Organise a day of competitions and 'weird sports' (e.g. throwing mud balls, a match between two teams wrapped in leftover pieces of soft foam) with a specific theme for children from a children's home, a low-threshold club, a socially excluded area, etc. The competitions can in most cases also be partly educational.
We Want This Place to Be Clean	Create a project to contribute to improving the living environment in the immediate area.	Find a place in the immediate area where a lot of rubbish has accumulated that doesn't belong there. This may be an illegal dump or a polluted stream. Then try to improve the area – organise a brigade of voluntary cleaners, meet with local representatives about getting rid of the illegal dump, conduct an information campaign for the local population and visitors, etc.
Are You Visible at Night?	Increase the safety of child and adult pedestrians on roads in the vicinity.	Conduct an experiment in which you record (preferably in photographs or a video) how visible pedestrians or cyclists and inline skaters are at dusk when they are walking or moving about in areas where there is a risk of collision with motor vehicles or cyclists. Then prepare an information campaign for students at the school and/or parents.
One Day in the Life of …	Help people learn about other cultures and help integrate foreign nationals residing in the country.	Organise a daytime/evening event thematically devoted to a specific country/culture, where people can try traditional meals, watch films, or attend a disco with music only from that other region, etc.
Club Night	Draw attention to a specific social issue.	Organise a musical club night centred on a specific issue, e.g. relating to human rights, and at the event present different ways anyone can help. It is possible to involve well-known figures; among local young people who lack good role models and the right impulses, it may provide them with some inspiration to get involved.

TITLE	GOAL	DESCRIPTION
The City Seen from a Wheelchair	Improve and increase accessibility throughout the city for people with physical disabilities.	Working together with people in wheelchairs, create a map of the city and various sections of it and highlight spots that are difficult for people in wheelchairs (but also perhaps for people pushing strollers) to access or navigate; present the map to local representatives with proposed improvements, draw the media's attention to the event.
To Have a Place to Play	Strengthen community relations and give children and parents the possibility to play sports.	Find out whether children in the area have a place they can go to play and practise sports. If there are obstacles to these activities in the area, try to fix the situation on your own – for instance, clean up a playground or repair it yourselves.
Paint a Prettier World	Use painting to decorate and improve the living environment in some facility; financially support a project or a foundation.	As part of art class, work on decorating a local hospital, a home for senior citizens, a refugee camp, etc. It is also possible to create products that can be sold at a charity market (e.g. before Christmas), and the proceeds can then be donated in support of a project or a foundation, etc.
Hop into Another Culture	Help people learn about other cultures and help integrate foreign nationals living in the country.	Draw up a set of activities for the entire team that can be used to promote learning about other cultures; record how these activities unfold and then organise a group exhibition at school, write an article for a local magazine, etc. Activities can include, for instance, preparing traditional meals from the cultures of local foreign nationals, organising an evening get-together with the family of a foreign national, or mapping the history of the family of a foreign national by conducting an interview with the eldest family member, etc.
Nature Trail	Increase public awareness of interesting sites in the area (interesting from an artistic, historical, or other perspective, etc.).	Create the information boards for a nature trail in the area.
An Ordinary Day	Help eliminate inequalities between men and women.	Find out what an ordinary day is like for the each of the parents of individual team members, then as a group chart the parents' activities (how much time do mothers and fathers spend at work, on housework, on leisure activities, etc.); the same thing can be done for different generations.
Reviving Local Tradition	Strengthen community ties, increase awareness of local history among students at school and the public.	Find out some interesting tradition that existed in the area and try to revive it (e.g. the festive opening of a natural spring, an Easter parade, a fair, etc.).
Site of Remembrance	Strengthen community ties, increase awareness of local history among students at school and the public.	Find out whether there is an interesting site in the area to which some story is attached and create an artistic monument or poster or initiate the creation of something like that to commemorate the site.

TITLE	GOAL	DESCRIPTION
The Prejudice Trap	Help combat prejudice.	Create a quiz, a surprising exhibition on the main square, etc., that forces viewers/participants to confront their prejudices. For example, they can be assigned with the task of guessing which celebrities, introduced in brief personal profiles, are immigrants, or have a minority sexual orientation, etc.
Traveling Theatre	Increase awareness about human rights; add some variety to the daily programme of people living in special facilities.	Put together a group and study a short play dealing with human rights; 'travel' around various special facilities in the area to perform (homes for senior citizens, children's homes, etc.).
Dog Walks	Improve the lives of animals living in shelters.	Agree on an arrangement where individual members of the team will take dogs at the local animal shelter on walks, or help other people walk their dogs when for various reasons (illness, old age) they are unable to do so as much as they would like.
Swap Shop	Take action against the trend of over-consumption.	Organise a swap meet at school or somewhere where people can swap clothes – instead of buying new things, participants can build up their wardrobe in an environmentally friendly way (and for free); combine this event with, for instance, an installation of information panels on environmental topics or with screenings of environmental films, etc.
School Magazine/ Student Website	Strengthen community ties in the school, draw attention to current issues relating to school life, and other things depending on the focus of the magazine.	Run a magazine just for students at the school, or create and actively maintain a Website for students at the school.
School Parliament	Strengthen community ties, commit long term to addressing current issues that concern the school.	Initiate the creation of a School Parliament for the purpose of improving communication between students and the school administration.
The Willow Tree in the School Corridor	Help children and young people cope with problems with the assistance of experts.	In cooperation with a guidance counsellor, create a visually imaginative tree as an installation in the school corridor. The willow tree will have a slot and a mailbox in which students can drop anonymous or signed letters about what is troubling them or what they would like to change. This offers a simple way for them to ask for expert guidance in solving a problem, or to submit a request to the school administration to change something.
A Race against Prejudice	Help combat specific prejudices.	Create a route for a race with stations along the way where participants will be presented with different tasks to perform (quizzes, happenings, etc.), the objective of which is to challenge traditional prejudices and xenophobic views.

15 WORKING WITH NON-GOVERNMENTAL

NON-PROFIT ORGANISATIONS

Non-governmental non-profit organisations (NGOs), are organisations that engage in activities intended for general public benefit. They do not operate as any part of the government or public administration, of which they are entirely independent, and their work is not pursued for the purpose of profit (this means that they do not produce a profit). They can take the form of civic initiatives, public benefit organisations (e.g. in Czech an 'o. p. s.'), foundations, endowment funds, or church entities.

You can turn to then:
- for advice
- for consultation on the goals of your project
- with an offer to work together

There are all sorts of NGOs, some small, some large. Below is a selection of examples of NGOs, and many more links can be found by visiting the websites: www.isnno.cz, www.neziskovky.cz/katalog, and www.kormidlo.cz. Up-to-date information on the non-profit sector can also be found at: www.econnect.ecn.cz.

The contact information of homes for senior citizens, children's home, halfway houses, and similar facilities are best sought by consulting information provided by the local or municipal authorities – don't forget that these facilities can be non-governmental but they can also be state non-profit organisations.

EXAMPLES OF INTERNATIONAL NGOs

Name of the organisation	Area of activity	Website
ActionAid	Combating poverty.	www.actionaid.org
ADRA (Adventist Development and Relief Agency)	Humanitarian organisation; there is a Czech branch.	www.adra.org www.adra.cz
Amnesty International	Human rights; there is a Czech branch.	www.amnesty.org www.amnesty.cz
Deeep	Platform for European development organisations.	www.deeep.org
ECEAT (European Centre for Ecological and Agricultural Tourism)	Eco-agrotoursim; there is a Czech branch.	www.eceat.org www.eceat.cz
Greenpeace	Ecology and environmental protection, anti-war activities; there is a Czech branch	www.greenpeace.org/international www.greenpeace.org/czech
Human Rights Watch	Research and promotion of human rights.	www.hrw.org
ICRC (International Committee of the Red Cross)	'International Red Cross'; help for victims of war.	www.icrc.org
International Red Cross and Red Crescent Movement	Humanitarian aid.	www.ifrc.org
IOM (International Organisation for Migration)	Assistance for migrants; there is a Czech branch.	www.iom.int www.iom.cz
Médecins sans frontières	Organisation of independent doctors; there is a Czech branch.	www.msf.org www.lekari-bez-hranic.cz
OXFAM International	Promoting human rights and combating poverty in the world; this is an umbrella organisation.	www.oxfam.org
Reporters sans frontières	Organisation of independent journalism.	www.rsf.org
Transparency International	Monitoring and actively working to combat corruption; there is a Czech branch.	www.transparency.org www.transparency.cz
WITNESS	Providing information on human rights violations with the help of AV media.	www.witness.org

HOW TO INCORPORATE THE 'WHO ELSE?' TEAM PROJECT INTO THE TEACHING CURRICULUM

Below there are several suggested ways in which the Who Else? team project can be incorporated into the curriculum of schools at the basic and secondary levels of the education system. There is also a proposed course syllabus and a general list of the key skills students can develop by working on a Who Else? team project.

1 INCORPORATING THE WHO ELSE? TEAM PROJECT INTO CIVIC EDUCATION

Basic School

- When deciding which programme of study the Who Else? team project should be incorporated into, one good option is **civic education** because it is premised on active participation in the life of the community. The ideal **project coach** in this case would be the teacher of this course.
- In the case of team projects with an environmental theme, study programmes in science or environmental science, for instance, could serve as an equally good base for this activity.
- **Most people are enthusiastic at the start of the project**, but as soon as the project tasks start to be divvied up – tasks that are often challenging –the motivation of students quickly diminishes. It is important that every student has a **defined role** –a specific task to perform in the project – and feels a responsibility to fulfil it. This usually produces a group of students who share a genuine interest in the topic of the project and achieve their goal. It is not uncommon for one group of students (in a classroom) to work on a team project while the teacher prepares alternative activities for the other students.
- Education through team projects is more demanding on teachers than the traditional teaching method of lecturing from the front of the classroom. At the elementary school level, teachers must be prepared **to provide students with adequate stimuli, to guide them towards effective planning, to teach them how to evaluate their own work, and to offer sufficient support**, so that they can learn from their failures and value their achievements. However, this teaching method provides teachers with an opportunity **to directly witness the results of their efforts**, which is an undeniable advantage of the project.

2 THE WHO ELSE? TEAM PROJECT AS EXTRACURRICULAR GROUP

Basic/Secondary School

- Possible advantages to organising Who Else? team projects through an extracurricular group is the **composition of students and the smaller number of students in the group**. This kind of group has from the outset the same shared objective and the shared ambitions to work together to change something in society.
- The work will also be **more pleasant** and **easier** for the leader of the extracurricular group because the students will be **more motivated**, and the leader can fully devote him/herself to the extracurricular group or school club and can join the students in meetings with experts or on excursions that may, for example, be organised during regular meetings of the group or club.

3 THE WHO ELSE? TEAM PROJECT AS AN ELECTIVE COURSE

Basic/Secondary School

- An elective subject is a nice **compromise** in between the two options mentioned above. The teacher can focus entirely on the students, who tend to be fewer in number in elective subjects, and the students are more interested because they chose the subject themselves.
- The teacher will be required to submit a **teaching plan at the start of the school year**. When preparing a teaching plan, it is necessary to outline the content of each lesson in a general way and not to define the project topics beforehand, and it is also important to focus on building the key skills that the students are supposed to acquire. The proposed teaching plan presented below can serve as a source of inspiration.
- The **advantage** of an elective subject is that **the entire lesson can be devoted** to the chosen subject. The teacher consequently has the opportunity to address the subject in **a wider context**.
- The disadvantage is the need to **introduce and establish** a new elective subject and related learning objectives **into the official school curriculum** and to teach subsequent years according to the same plan. This is another reason why it is recommended that the subject be defined more generally, especially if it is just being first introduced.

4 THE WHO ELSE? TEAM PROJECT IN CIVIC EDUCATION COURSES

Secondary School

- How the team project is implemented may depend on the **type of secondary school** and the **focus of the project**. Secondary school courses well suited for introducing the Who Else? team project include **Foundations in Civics and Social Sciences (at academic secondary schools)** and subjects that fall within the curriculum area **social sciences education (at vocational schools)**; the specific name of the taught course will depend on the individual school. The project can also be introduced in other courses if the **focus of the topics or the content of the projects are partly defined in advance** – for example, Czech Language (developing communication skills), Aesthetics (developing visual arts and music skills), History, Media Studies, Biology, etc. In their projects, the students can also **apply knowledge** learned in other school courses and subjects – for instance, from courses in information technology, foreign languages, etc.
- **Interdisciplinary work** can also be very useful. It is possible to immediately recognise the **interdisciplinary scope** of individual projects, but it depends on their specific focus. Just as the students can draw on the different types of knowledge they have acquired and can work on developing various skills, teachers of different subjects at a school must also work together. It is thus important that the main coordinator of the project, along with the students, also motivates and attracts other teachers to cooperate in the project.
- **Unlike in elementary school**, it is possible to assume that secondary school students will already to some extent have developed an individual profile of educational interests and preferences and thus also motivations, and it will then be easier for the **specialised knowledge and skills** they have developed to be put to use in the project. It is also useful to motivate students with the awareness that they may be able to apply the experience and knowledge they acquire if they go on to study at a post-secondary institution or in practice in their work.
- It can also be assumed that the secondary-school students will be able to **run their projects more independently** than students at elementary schools.