



ERSTE Foundation
NGO Academy

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UNIVERSITY OF
ECONOMICS
AND BUSINESS



Social Innovation and Management Programme 2016

Course Projects



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The ERSTE Foundation NGO Academy was founded in 2013 to help strengthen the social sector in Central and South-Eastern Europe. It offers a range of high-quality capacity building programmes for training executive managers and key staff of NGOs. By doing so, it supports the organisations themselves and indirectly also their stakeholders by transferring knowledge, imparting skills and helping them build up networks.

The Social Innovation and Management Programme combines practice-oriented training with a solid base of expert knowledge. The customised, three-week programme, which is held in English, provides participants with the opportunity to acquire the knowledge and skills required to manage their organisations and to use expert input to work on specific challenges relating to their organisations.

This booklet shall give an impression of the “Course Projects” developed by the participants during the Social Innovation and Management Programme 2016. The curricular element of the course project was a crucial feature in the programme design. It aimed at helping participants to develop skills by directly applying new insights and methods to a real-life project. Hence, it explicitly contributed to the further development of their organisations.

Each participant was asked to develop an individual project. Its basic requirements were a direct connection to the participants’ job, his/her special interest in it, and its relevance for his/her organisation. The projects were expected to arise out of new or underdeveloped ideas and to tackle existing challenges such as the development of new products or services, the expansion into new markets, new business models or new internal processes.

In the course of Module I, the participants were exposed to topics in the field of innovation management and acquisition of resources. Subsequently, they were asked to develop a project idea, create a project draft and discuss it with stakeholders such as colleagues, potential customers, and project partners until Module II. Each project draft received profound feedback by experts and peers in the beginning of the second module. In Module II, a range of tools supporting project planning and implementation was introduced, enabling participants to transform their course project draft into an implementable planning document. This document was again feedbacked by experts and peers in Module III.

By presenting all executive summaries, this booklet provides an overview of these course projects. Thereby, it gives insights into the very heterogeneous challenges that non-profit organisations are currently facing in Central and South-Eastern Europe and potentially innovative approaches to tackle them.

Vienna, June 2016

The Team of the ERSTE Foundation NGO Academy



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Irina Adascalitei

Social IMPACT EMBA (SIEMBA)

Social Impact EMBA (SIEMBA) is a professional development program, under the form of a social enterprise, addressed to NGO managers, CSR&PR managers, Social Business Entrepreneurs, Public Institutions Managers and freelancers. The SIEMBA provides state of the art experiential education contexts to management and middle management professionals from the community engagement and community development sector that aims at advancing their knowledge and practice in management and supporting them leading the change in Romania.



The idea of developing an EMBA came from the need for consequent professional development programs of my peers that work in social sector, as agents of change in Romania. The professional development challenges for middle and top management positions in this professional domain consist in:

- (1) Lack of any consequent program for the executives in the above fields and sectors by practitioners and/or experts that have experience here in Romania;
- (2) General perception of each sector representatives about the other stakeholders, based on false assumptions;
- (3) Low level of quality relationship between all of the above stakeholders that decreases the chances for different partnerships (necessary in order to maximize impact of community interventions);
- (4) A common space for a constructive discussions, relevant to our field of work, by sharing challenges and finding solutions, or sharing best practices that can help each other;
- (5) Lack of access for EMBA type of programs, as the average amount (20 000 Euros) is an amount that can't be supported by the target group.

Regarding the **educational model of the SIEMBA**, the program will have a state of top quality educational model, based on an experiential learning curriculum anchored both in theory, but also "real life" case studies from Romania and European region. The **lecturers/tutors** of the program should be one of the unique selling points of the program, having theoretical but more importantly practical experience. It is important that in this particular field the lecturers should have the Romanian experience in the sectors targeted by the program, as Romania has only 25 years of experience in community involvement and there is a culture of reticence and less support than in other developed countries.



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The present proposal plan will be the basis for the decision for developing such a program. The questions that will be answered via this assignment project are:

- (1) Is this idea a viable business for Romania? Can this be a profitable business?
- (2) What are the investment costs and when can we see a ROI?
- (3) If this is not a profitable business, what are other options for developing such a program in Romania?
- (4) Should this be a local or international program?
- (5) Is there market for such a program? Are they willing to pay? How much they can afford to pay? What is relevant for stakeholders?





Elana Andrews

C.A.K.E Time – Organic Networking System

“To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.” Tony Robbins

One of the most effective ways of encouraging a society of equal opportunity is promoting dialogue and communication on all layers of the community. In order to communicate there is the need for connections to exist between those layers of the community.



For three years Superar Romania has been using music to promote dialogue and connection between more than 300 children from Romanian, Roma and Hungarian backgrounds. Now, we want to extend this dialogue to the families and communities of our children, but to do this **we need connections**, we need to know more people, essentially **we need a network**.

Enter C.A.K.E Time – a method of creating an **organic networking system** for Superar Romania while also promoting connections and dialogue with, and between, our families and communities.

Community And Kids Event Time

(C.A.K.E Time) is a series of musically inspired gatherings hosted by our Superar Romania children for their colleagues, families and communities. Each C.A.K.E Time immerses parents and community members in the world of music our children experience on a daily basis while also being a place for networking, socialising and generally enjoying time together. Of course, as the name suggests, much of this happens while eating cake!



With C.A.K.E Time, Superar Romania intends to create a ripple effect; by empowering our children with an ownership of the gatherings they will draw their parents in, who in turn will involve their own social networks, thus extending into the community.

The purpose of C.A.K.E Time, apart from eating cake, meeting new people, singing together and having fun, is to enter as many names and contact details in our **networking database** as possible. Each person attending a gathering will be asked to fill in a guest book and will also have an opportunity to suggest anyone they know who may be of interest for Superar Romania.



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C.A.K.E Time allows Superar Romania to create a regular **connection** our direct parent community. This, in turn, is an opportunity to benefit from their knowledge, tapping into their individual social connections and combining them to develop our own **networking database**.

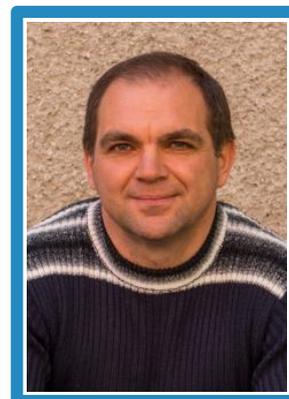
With an **organic networking system** in place Superar Romania is then better able to connect and promote dialogue between all layers of the community.



Valentin Ciobanu

Organic Bread Bakery

Prietenia Association was established in 1996 in Bucharest as a non-governmental, non-profit organization. Its mission, through the Social Therapy Center Pantelimon, is the **social integration and improvement of the quality of life for youth and adults with intellectual and associated disabilities**, using the curative pedagogy and social therapy initiated by Rudolf Steiner. Presently 33 people, ages 18 to 43 years old, **benefit by having assistance and therapy in the Handicraft, Weaving, Carpentry & Gardening Workshops.**



Long-term vision and strategy is to **create a stable environment based on sustainable development**, in which 50 adults with mental and associated disabilities can be integrated and according to the model “maximum independence with minimal assistance”.

Main goal:

Opening in 2016 a bakery for organic bread as a social enterprise, part of the Prietenia Association, aimed at:

- + Increasing the number of beneficiaries that have access to social services, from 33 to 50 people;
- + Creating 2-3 jobs (in activities indirectly related to the manufacturing process) that capitalize on the power of people with intellectual disabilities, improving considerably their morale and self-esteem;
- + Increasing independence for the Social Therapy Center through self financing , gradually replacing punctual methods of obtaining funds;
- + Supporting long-term the social and professional integration strategy of the beneficiaries and raising awareness of local community to existing social problems;
- + Serving as a role model for easy cloning in other geographical regions and social areas in Romania.

There is **still need for 40,000 Euro** for:

- + bakery equipment **19,700 Euro**
- + delivery vehicle **7,000 Euro**
- + start-up & certification **13,300 Euro**





Daška Domljan

EXPLORING WORLDS OF ICT AND ENGINEERING

Although Croatia's most promising industrial sectors are information and communication technology (ICT) and engineering, only 39% of secondary school graduates go after degrees in these fields. At the same time, the high level of youth unemployment remains a social and economic burden.

The majority of secondary school pupils believe that ICT and technical or engineering studies – and subsequently careers – are more 'difficult' than the social sciences. In addition, the belief persists that these subjects are too difficult for girls. Another reason for the lack of sustained interest is that pupils are unaware of the variety of specialization and job opportunities available with top employers.



The education system in Croatia is focused on the accumulation of knowledge, organized around isolated subjects. Learning methods lack connection to real tasks and the specific needs of the labour market because teachers have little insight into ICT and the technical and engineering professions.

This new project aims to significantly increase the number of pupils in Croatia who opt for studies and careers in ICT and engineering and so are prepared for STEM-related employment or for launching a STEM business. With its focus on preparing young people to make informed decisions about training, employment and how to tackle today's life challenges, it is in line with the new curricular reform underway in Croatia, which aims to boost practice-oriented education. The foundation Zaklada ZNANJE NA DJELU (ZND) / Stiftung WISSEN AM WERK (WAW) could serve as a platform for integrating 'real life' experience into the new curriculum and could trigger systemic change – such programmes should become an integral element of the school curriculum.

The programme 'Exploring Worlds of ICT and Engineering', via its network of schools, partner companies and educational authorities, exposes primary and secondary school pupils to professions in the new technologies and the question of how to solve problems through critical thinking, creativity, collaboration and communication ('21st century skills'). The programme also addresses teachers who play a crucial role in motivating children for ICT and engineering topics.

EXPLORING WORLDS OF ICT AND ENGINEERING is a modular framework that combines three basic modules:

Workshops: Teachers and pupils discover what engineers do and explore the opportunities posed by various career paths.

Expert talks: Experts from partner companies talk to pupils and teachers about their activities and the job opportunities at their workplaces.

Industry visits/placements: Groups of pupils and teachers visit relevant industries and institutions. In the placement scheme, individual pupils spend a two-day 'mini-internship' in a company or institution where they are given specific tasks.



Each module comes with a toolkit or worksheets and an activity catalogue adapted to different age groups (7–12 years, 14–18 years, and teachers).

The modular framework can 'break down' into smaller projects (one school/class, one partner) or extend into a larger programme to include a network of schools and partners.

Organization and its expertise

The foundation Zaklada ZNANJE NA DJELU (ZND) / Stiftung WISSEN AM WERK (WAW) is a non-profit organization created by a group of leading Croatian business people in 2014 in response to high youth unemployment and the 'brain drain' from Croatia.

The programmes offered by the foundation Zaklada ZNANJE NA DJELU (ZND) / Stiftung WISSEN AM WERK (WAW) are created in cooperation with local schools, school authorities, partners from the corporate sector, institutions and social enterprises.

Since March 2015, over 250 pupils and almost 100 teachers have taken part in the Foundation's programmes in partnership with 35 Croatian companies and institutions.





Heidemarie Egger

DisAbility Professionals Network

In Austria, we have reached a turning point in the way we see employees with disabilities. Significant progress in the inclusiveness of the education system has been made, and especially universities offer accessible education. Disability management and a declared openness towards job applicants with disabilities are becoming more common in Austrian companies.

However, the increased inclusiveness of the Austrian educational system is not yet reflected on the job market. Companies claim that they are not receiving enough applications from people with disabilities (PwD), despite having stated in their job descriptions that those would be welcome. At the same time, the unemployment rate among PwD remains high.

The DisAbility Professionals Network aims to provide a platform for people with disabilities and to support them in realizing career opportunities by providing them with the skills and knowledge needed. The services offered by the network will include events, workshops, peer-to-peer coaching and an online information tool. The members will include people with disabilities who are in a job, seeking a job, or are in the final phase of their education.

The participants of the network will be able to develop their skills, receive information on the topic of disability in work life and have the opportunity to build connections with other PwD in different phases of their career. It is the aim of the network to strengthen the self-confidence of the individual about their disability and thereby to strengthen their career profile.



Austria has a strong system of support organisations for jobseekers with disabilities that either focus on type of disability or on the educational level of the jobseeker in question. This support of the individual is highly valuable. In addition to these services, the DisAbility Professionals Network provides a job-focused community and long-term career support for people with disabilities. The first step for the formation of this community was the organisation of the DisAbility Talent Programme aimed at connecting university students with potential employers.

The founder of the DisAbility Professionals Network is DisAbility Performance, an innovative social enterprise consultancy that supports companies in utilizing the potential of people with disabilities as employees and customers. The social mission of DisAbility Performance is to create a society without barriers with the help of the economy.



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The next step in the creation of the DisAbility Professionals Network will be to approach suitable foundations to seek financing. Once funding is obtained, a project coordinator (m/f) will be hired, who will be responsible for setting up an advisory board and for launching the project. The financial resources required amount to EUR 52.400,00 for the first year. Additional partnerships and cooperation with other actors will be needed to secure experts, coaching and event venues.

DisAbility Professionals Network





Elvira Hadžibegović Bubanja

International Youth Village

What inspired you when you were young? Peers, nature, interactions, role-models, other cultures, your own culture and traditions, wise quotes – whatever it was – young people today also need it and need chance to find their own inspiration. International Youth Village in Montenegro will provide exactly that.

Montenegro - Wild beauty - The land of the black mountains – geographically and demographically small, regionally recognized as oasis of peace and meeting point for neighboring countries marked with violent conflict following breakdown of Yugoslavia, country of amazing natural beauties and hospitable people, country that is still undergoing transition in quest for own place in the family of democratic societies - at the same Montenegro is country with potential to build just and sustainable society, contributing to the stability of the region, and opportunity to become frontrunner in structural support of YOUTH in their personal and professional development.

In the past decade Montenegro have been, consciously and unconsciously, systematically neglecting its youth, satisfying barely their basic needs. One could argue that there were other priorities - we needed some time to build our country, to build our position in the region, to build and rebuild our relationship with our neighbors, to advance in integration processes and advance Rule of Law, but the fact remain the same – youth were unfairly neglected. Such lack of vision and strategic planning led country to reactive approach – meaning we are only aware of youth when problem arise, when crises emerge – and only then we think of and design “patching” interventions. Reality of youth is that they are left to find the way in our ever transitioning society without any substantial support.

We are witnessing change particularly due to trend in EU that youth is getting higher on political agenda in recent years because of problems such are: striking rates of youth un-employment, emergence of youth radicalization related to extremist actions, etc. However, those European trends are only teaching members states, Montenegro included, that there is crucial need for structural continuous investment in support of *youth personal and professional development*.

Addressing issues of youth, youth work¹, youth activism, youth information and community development provides multiple benefits and basis for sustainable development within the community and it depends directly on level of efforts invested.

International Youth Village, first of its kind in the Balkans region, as an instrument to show the region **the power of youth, to make YOUTH voice louder, TO STRENGTHEN YOUTH IMPACT ON PEERS AND SOCIETY** and to be place of birth of conscious, responsible and active young citizens of **JUST AND PEACEFUL SOCIETIES**.



¹ Youth work is the process of creating environments where young people can get involved on a voluntary basis in non-formal educational activities. Youth work is a planned program of education designed with the aim of supporting young people in the process of becoming independent by support of youth workers in personal and social development in order to become active members of society they belong to. <http://www.forum-mne.com/index.php/mn/publikacije/category/6-publikacije?download=105:elaborat-profesija-omladinski-rad> For more reading - *Working with young people: the value of youth work in the European Union* http://ec.europa.eu/youth/library/study/youth-work-report_en.pdf



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International Youth Village, established as a campus, presents a model that provides young people, especially those from deprived social groups, with educational framework for their personal and professional development, while, at the same time, promoting social integration and offering a wide range of extracurricular activities not available in their schools, home or community. In the specially created campus, settled away from the city noise, following meticulously planned program based on non-formal education methodology, young people will have a unique **opportunity to develop their potentials** by gaining and acquiring skills and knowledge needed for everyday life – communication, team work, problem solving, conflict transformation, self-management, initiative and entrepreneurship, planning and organizing, etc. As well as focusing on finding creative solutions and mechanisms to cope with most current challenges for youth worldwide such as: hate speech, particularly online; unemployment; radicalization and extremism; transition to adulthood; uncertainty of future etc.

All of the activities featured in the program of the International Youth Village are creative and interactive and are targeted to all of the young people from Montenegro, with a special emphasis on those underprivileged. *Youth Village* is also envisioned as an **international youth meeting point** enabling young people from all around Europe to build personal and professional capacities, learn from each other, influence each other and shape theirs/ours joint future.

In our village youth will learn about different cultures both from the design of the Village featuring typical houses from different countries worldwide and from the youth from other cultures that are going to visit and participate in activities of Youth Village. Montenegro is perfect spot for intercultural learning due to its history and nature, and Youth Village even more so due to its design inspired by diversity and participative and inclusive approach.

Forum MNE with its fourteen years of experience in youth field, gathering outstanding youth work leaders and with impressive track record on local, national and regional level is reliable partner with adequate capacities, commitment and motivation to establish International Youth Village.





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Gabrijela Ivanov

VIRGINIA - A Room of Our Own

Virginia is a meeting point, a community living room - space for exchange, education and celebration of nourishment and community values. Virginia is a place where you feel at home whether you are a hard working professional, young queer person or mature person in retirement because Virginia will always have best content for everybody in its local community. Virginia is open every day, generates its self efficiency through smart bar and delicious kitchen and what it earns gives back to the community. And we mean literary, because Virginia employs hardly employable groups, mostly persons below 30 and over 55 years of age from local community.



Virginia is planning to enter a space of 100 square meters in district of Trešnjevka North in Zagreb and is willing to be run by a local cooperative who works by solidarity and self sustainable principles where each of its employees will have a sense of belonging, part in the shares of the company and responsibility for the part of the venture.

See you in Virginia!





Urška Jež

City of Girls

City of Girls is a city of future. It is a city, we yet have to build. Art and culture are the means we have chosen to bring visibility of questions of gender equality in Slovenian educational system.

We aim to raise the awareness of female authorship and achievements within the field of art and culture. We also wish to influence the gender stereotypes related to vocations related to art and culture. The problem we will be tackling with pilot project City of Girls, which includes 3 high schools, 15 teachers and 150 pupils, is underrepresentation of female authors in art and culture and avoidance of gender equality and identity related topics in high school educational system in general.

We have established that in order to address youth, our primary target group are really teachers, who are gatekeepers. Educating them and offering them tools and contents to work with is the way we have chosen to tackle the problem and try to achieve systemic change in the curriculum as the long term objective.

Trough the project we offer high school teachers contents and tools to include (from our organization's point of view) relevant issues in the educational process. We plan to develop these in collaboration with teachers as part of the process which will combine education on the importance of including these issues within the existing curriculum and development of models/tools to do so. The activities of the project include two guided workshops with lectures for teachers where new contents, approaches and tools will be developed with support of and in collaboration with artists, experts from the fields of gender studies, cultural education experts and pedagogues. These will later be applied to teaching process at schools included in the project.

The models and practices developed in the pilot project City of Girls will be used in expanded number of schools in the following years. Sustainable model of financing, developed as part of the project, will allow financing of external artistic and cultural contents used in the educational process. The results of the pilot project will serve as content for advocacy campaign for inclusion of developed models and contents in high school curriculum. We believe City of Girls will contribute to higher sensibility of teachers and high school pupils for gender equality issues, inclusion of female artists and writers in high school curriculum and transdisciplinary collaboration of cultural and educational systems. It will also influence wider society with its positive impact on affirmation of female authors in art, culture and other fields and acceptance of minority gender in the long term.

NGO and public cultural organizations often offer educational programs to schools. They aim at strengthening children's and youth's creativity, competences and tolerance. Often they are contents used as an addition or separate part of the educational process. Our approach differs in two relevant aspects. First, we use art and culture, our dominant field of work where we are a referential organization, as an underlying content for development of teaching tools and concepts used within the pedagogical process. Furthermore, we are developing them in collaboration with pedagogical workers and support of and in collaboration with artists, experts from the fields of gender studies,





cultural education experts and pedagogues. These will later be applied to teaching process at schools included in the project. In the meantime base of contacts and advocacy campaign based on measured impact will be developed for further application of the results in the post-project phase.

The Association for the Promotion of Women in Culture - City of Women is a non-profit organization for the realization and organization of cultural events and was founded in 1996 in Ljubljana, Slovenia. The International Festival of Contemporary Arts - City of Women was established with the aim to lobby on gender issues and promoting equality a year earlier. Our main goal is to raise the visibility of high-quality innovative creations of women artists, theoreticians and activists from all over the world, stimulate discussions about various artistic practices and subjects and create an overall artistic program that reacts to, responds to and reflects upon social, ecological, political and cultural issues to raise awareness of the currently disproportionate participation and representation of women in arts and culture, as well as in society as a whole.

Majority of project resources will be used for education of pedagogical workers and development of teaching tools in collaboration with them. The next phase of the project will be their implementation in the educational process in three participating schools from different regions of Slovenia (urban, rural). Part of the budget is also reserved for development of sustainable funding scheme which will enable post-project application of models to larger number of schools and advocacy campaign to include these methods in high school curriculums and provide also some public funding for their implementation. Total budget of the project is 31.975 €.





Melinda Kassai

How not to give up on young people in rural development?

The Theory of Change of the “HOW NOT TO GIVE UP ON YOUNG PEOPLE IN RURAL DEVELOPMENT?” program is: It is possible to tackle the dual problem of lack of a proper future of rural youth in disadvantaged regions, and lack of local sustainable development in small villages in disadvantaged regions, by creating in interest and a willingness to act from the side of different stakeholders. Parallel with this it is also possible to begin an attitude change among youth. That they begin to see their home-environment not as a place where you are going away from, but to see rural setting as a promising place, where you can develop yourself, and where your personal contribution counts.



The program is a personal and a rural development one.

As it is a new idea, it has 2 distinct phases. The 1st phase serves as a pilot and as a project-incubator of a mid or long term program, with different sub-programs. During the 1st period tasks are also create the necessary partnerships, and the secure financing of the program.

Disadvantaged regions in Hungary, but also in other parts of Central-East Europe are being disadvantaged both in economic and in social sense. There is a high level of unemployment, it is a lack of development, lack of social innovation, it is a bad education level, and often the health situation is also not good of the people. Above this there is both geographical and social isolation is present, there is a high level of poverty. There is high level of Roma population, and often it is also apathy and passiveness present.

Although we see that **sector based projects** (like: youth, employment, education, community development, minority issues, culture etc) are presently **the main-stream approaches**, still they do not take in account the complexity of life, and also not taking into account the environmental credo: **“think global, act local”**.

In this, the background idea is, that **sustainability is an issue**, which can be excellent **tackled on community level**. That environmental economy can be both a solution for poverty, end environmental issues. More in poverty related projects they speak more about LED (local economic development). Both approaches are not much, and not systemically cultivated in rural settings, and they are not connected to community development programs.

In **rural settings also personal development is an issue**, which could be excellent tackled at **community level**. As it should be both the interest and the task of rural people themselves to have visions about how to develop, not only waiting of a future, but actively creating it as well.

Pilot program title: “What future do I have at home?”

“Do I have any future at home, and do I see any possibility of involvement, and how far do I understand sustainability as an important issue? If it was completely my free choice, what I would like to do most in my life.”



The aim is create visions with young people – how do you image your future.

They have the task, to create an **individual plan for their future, and as well for their region. How far could they be connected?**

The concept was developed by Butterfly Development. The organization residents in Hungary and its main profile is Rural Development. The organization originated, designed, developed and implemented the ProRatatouille project, which is a community based organic agriculture, employment and integration project.



As a non-profit organization we work:

- on policy level (Roma issues, rural development, Sustainable development, poverty)
- on field level (design and implementation of Pro Ratatouille program)
- on research (related to both to policy and field-work).

As for an NGO with a high level of human capacity and a low level of financial means – probably it is a good way to start small. It could be also a good way to cooperate with a bigger organization.

An added value can be presented at European level: namely the initial problem is known in other European countries as well. Also countries, who receive immigrants, could have the interest to work on this problem.

There is also a professional challenge: Cross-cutting approaches are very fruitful at intellectual level, but there is a huge problem of logistic is also involved. Experts (and decision makers) on one field, do not possess knowledge of an other field. (Like someone who goes about sustainable or local economic development, does not necessary possesses knowledge about rural youth, disadvantaged situation and vica versa.).



Hajnalka Kerecsi

Social Bio briquette workshop

Roma people are not ready for the real labor market. They don't know what it means to work 8 hours/day, 5 days/week, and they also don't know how to take care of their incomes from one payment day to another. Because of all these circumstances, now these theoretically potential employees are not reliable, so companies don't want to hire them. The twist in the story is that companies are in real need of employees in the city.

- Step by step preparing of Roma people for real labor market -



Órkő – an area populated by Roma people - is located on the periphery of Sf. Gheorghe. This part of the city is “forgotten”, the community is segregated, and they are facing seriously deprived living condition, lacking basic needs. In this community numbering almost 2000 people the unemployment rate is very high and the level of education very low. The majority of the inhabitants cannot write and read. Children who are attending 7th or 8th grades now are too highly educated in comparison to their parents.

This present situation has increased exponentially in the last 25 years after 1989 because of the existing social care system. In all these years, Roma people got used not to work, they don't know what it means to have responsibilities like any other employee, like tax payers. They are living from one day to another. They have always got their social benefits without any conditions or obligations to undertake.

Changes are in progress, more and more of them would like to have a “real job”, a salary, but because of the lack of basic working and social skills they often fail. (For example, it happens that they don't have the mood to go to work, because it's raining and they don't understand why this would be a problem for employers). They also face financial difficulties if they have a new job, because having no savings they cannot “survive” until the first payment day in a company. They lack budget managing skills as well.

Briefly stated, Roma people are not ready for the real labor market. They don't know what it means to work 8 hours/day, 5 days/week, and they also don't know how to take care of their incomes from one payment day to another.

Because of all these circumstances, now these theoretically potential employees are not reliable, so companies don't want to hire them. The twist in the story is that companies are in real need of employees in the city.

This project aims to answer all the above mentioned problems. The Social bio briquette workshop, owned by our organization will undertake the step by step preparing of Roma people to real labor market. With a specially designed working and payment program, we can build the bridge over the gap between companies' expectations and Roma peoples' abilities. We want to develop working and social skills of beneficiaries in a practical environment. Producing bio briquettes is very easy; it does not require any special knowledge. We believe that the easiest way to teach somebody to work in a reliable way is to put him/her to work and help him/her to realize the importance and the benefits of



it. Each beneficiary will participate in a six month program of step by step basic working skills development.

- In the first month beneficiaries will work 2 hours/day. The payment will be on weekly basis.
- From the second month the program is 4 hours/day, and the payment will be in every 2 weeks.
- From the third month the daily program will be 6 hours/day, and we will give two payments like in any factory.
- We will introduce 8 hours/day working program from the fourth month, and we will keep beneficiaries with this program for another month.

After the learning period spent in our workshop, in the sixth month, our beneficiaries will be placed on the real labor market. We will find real jobs for them at companies and in partnership with the local labor agency they will be trained for these new jobs. This partnership is important because the agency has the potential to organize trainings for many jobs, so this part helps us a lot. The basic personnel of the workshop are also very important. We need to involve a social worker and a psychologist as well to help our beneficiaries with their social skills development.

The project is a combination of social business and social assistance of Roma people. The product of the workshop can easily be sold on the local market, because many people are using wood for heating. In these days wood cuts are more and more banned so substitute products are welcomed. Because the business part of the project needs to be supported we will have mixed employees not just Roma beneficiaries. Anyhow, a starting effort is needed. The first group of beneficiaries and the first project period of 6 months will be crucial for the future of the project.

The result and impact of the project is easily countable with the number of beneficiaries who take part in the project and the number of positive examples - those beneficiaries who will end on the real labor market. All our beneficiaries will be followed up for half a year after finishing the project.





Marina Kurilj

Cafe „NAŠBAR“ – a place where people with intellectual disabilities can work



Association “Halfway there” from Pancevo is engaged in improving the quality of life for people with intellectual disabilities and to empower them and their families.

The mission is to create the necessary conditions for equal and active participation of the population with intellectual disabilities in all spheres of the society, to develop a necessary awareness in the community that people with disabilities are equally important and useful members of the society, and therefore enable the full inclusion of this population into society.

Association "Halfway there" has made great efforts in decent years to create the conditions and environment for the employment of the population with disabilities.

People with disabilities have the same needs as everybody else. They have the same social and emotional needs, the same needs for fully and accomplished life. They also want to be a part of the community where they live and they want to be a useful for them self but also useful member of community. The best way to achieve this is to create necessary conditions and ambient in local communities for them to work. If we create the place where people with disabilities can work, the same place as everybody else has got, then we will send a powerful message – *Having intellectual disabilities does not mean that you are useless and incapable.*

The project Cafe “NAŠBAR” has the aim to increase the inclusion of people with intellectual disabilities into the society and into the world of work. It will empower them to be independent, confident and it will improve the quality of their life.





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This project will create a unique interaction between the general population and the population with disabilities, breaking down existing barriers and prejudices.

The café "NAŠBAR" will be a unique place in the town of Pancevo, and in area around, where various types of beverages will be served by people with disabilities, but also with the part of separate space for selling and promoting handicrafts and authentic works created by people with disabilities. The cafe "NAŠBAR" is envisaged to carry out promotions of various activities which are closely related to human rights, inclusion, and etc.

This project will have good marketing strategy which aim will be to accomplish two important things: firstly, to make potential customers aware of "NAŠBAR", its opening and the location; secondly and very important, to let potential customers know what "NAŠBAR" is, what is its idea and the goals, and finally why it is so wonderful.

In Serbia and in the region there have not been attempts to initiate this kind of concept, and this idea certainly represents an innovative approach towards people with disabilities.



David Landsperský

Mobile Experimental School Labs

Experimental mobile laboratories are a project of the JURTA Forest Kindergarten and Nature School focusing on the nature being an integral part of the pre-school and school learning curriculum and deep interaction of the children with nature and community life in Decin and the cross-border Czech-Saxony Switzerland region.

Environmental education is nowadays widely spoken both on the local and global levels, being a topic of summits, conferences, media, funding institutions and also lots of public, private and NGO bodies incorporate these issues in their daily routine. However, raising awareness of the local and global environmental questions is still not very much recognized as an important and/or key subject by many of the educational institutions in the Czech Republic. If at most, people are into being in the nature, rather than into with the nature.

Nature and environment becomes part of the ordinary curriculum usually more or less on the theoretical basis. Very often there is no indication of surveying or exploring the nature and environment, however nature definitely is the most forceful and inspiring source of experiments, learning and cognition. Instead of being outside and discovering in the open air, school classes suffer by visiting “attractions” however nature-oriented or eco-friendly they could be. Nature sciences are taught in the classrooms or in school labs at the very best, but definitely not outside in the real nature world. Instead pupils receive thematic visits and excursions. Formal education reduces school time mainly on transferring knowledge and “hard data” to the children. Direct and individual experience even with very civic topics essential to every citizen, including e.g. foundations of democracy like responsibility, rights, justice or privacy, is missing. Children lack opportunities to get engaged in the community, to be its integral part, to know how to deal with responsibility. JURTA incorporated these principles into the social services finally leading to empowering people with disabilities. The same principles are utilized within the project in case of education and learning. Experimental Mobile Labs focus on both the environmental domain and the community aspects. It reflects the original multileveled roles of schools in communities. The project is practically oriented, extends existing infrastructure and expands it with new content and new measures.

Target group of the project consist of school children, their parents and families, other schools in the region and broad public attracted and affected through various related events. Thanks to the project school children participate in seeking solutions to various issues in the region, they actively work, advocate and react in favor of the community in local and regional context, all of this as part of the learning curriculum. Live topics nowadays cover urban and regional planning (building of a dam on the territory of a national park, landscape preservation), nature preservation and ecology (nature reserve regulation and development, invasive plants, energy efficiency, waste disposal), social and ethnical affairs (excluded Roma and unemployed people, dealing with ghettos, empowerment of disabled people through services of JURTA), infrastructure development (public sport spots, brownfields, sustainable local transport), sustainable agriculture (organic farming, soil degradation), cooperation in the cross-border region (Czech Republic/Germany historical issues and future





development), responsible tourism and many others. Other kindergartens and school in the region form special target group, since they would use the labs either for their own projects or with JURTA supervisors and guides.

The project has an investment phase and three main operational activities. During the investment phase we develop venues for the labs, design, create and test labs prototypes based on rebuilding discarded 20' shipping containers. There is couple of reasons for the labs to be built as mobile. First, if the object of the study becomes unobservable or the venue conditions change, we would benefit from being able to relocate the lab. With mobile labs more venues are observable if labs could be moved during the school year from place to place. Then there are the legal issues both limiting building permanent structures in nature preserved areas and also ordering forest kindergartens to use non-building structures as their bases. Operational activities start with adopting learning curriculum containing the nature and environmental measures and the community focus. For running the kindergarten and school we need to acquire educated staff (university graduate in education) which is willing and used to stay and work outside the whole day. Proper training will then be designed and delivered consisting e.g. of basic nature skills and crafts, safety and rescue, community building, project management, various soft skills etc. Finally, the business plan is created based on evaluation of the pilot phase in order to ensure long-term sustainability of the project. In the investment phase, we expect sponsorships and public money to lead the resources utilized. In the operational phase the project should be self-sufficient in creating enough revenue also thanks to renting the labs or providing trainings for other schools-customers.





Edina Malikć

Introducing Service learning in Bosnia and Herzegovina

Engagement or Learning: Can we do both? is a project proposed by International association “Interactive open schools” (hereinafter MIOS) aimed at increasing the quality of teaching and learning in formal educational sector of Bosnia and Herzegovina. Since 2004 formal educational system of Bosnia and Herzegovina is in the process of reform and institutions on all levels are investing constant efforts to bring it closer to EU framework of educational system. Weaknesses like lack of skills, functional knowledge, competencies of students, program oriented teaching process, lack of learning opportunities for practical and learning by doing, no real and meaningful link between knowledge and real life situations and nonexistence of adequate and unique institution/organization to ensure constant innovations within teaching and learning practice are challenges we would like to address in this project. This is present in elementary and secondary schools of Bosnia and Herzegovina.



This initiative is focused on dissemination of existing schools practice to new administrative units within Bosnia and Herzegovina. School practice is focused on implementation of service learning method in formal education. MIOS has introduced service learning in Tuzla Canton in 2009 and since then we have developed enough resources and positive practice within the schools to further disseminate it. We will offer partnership to institutions of Brčko District, Republic of Srpska (city Bijeljina) and Zeničko – dobojski Canton (Breza) and partners Genesis, Banja Luka and Pons, Bijeljina in delivering support to schools. We already have tested how service learning is understood and accepted among schools by involving three schools per city of Bijeljina nad Brčko and feedback is very positive. Through this project we will offer three levels of interventions: support to the teachers and students and school management in form of trainings, consultancy and networking about service learning method and cooperation, than support for partners in ensuring skills & understanding the essence of service learning and quality assurance in working with schools, and establish Pedagogical workshop as sustainable structure within MIOS for innovations in teaching and learning technologies. Preliminary interest and agreement with Genesis and Pons is already developed.

Throughout work we will offer possibility to combine school learning and community support through community services developed, implemented and evaluated by students. Great impact will be on students since they will be very active in the process: researching the needs, prioritizing and developing adequate service for community, implementing the services and evaluating the effects at the end. Method of service learning is comprehensive way to balance learning in school and potential service that community needs and children can deliver. This will ensure that students use what they have learned in classroom, develop a sense of belonging and values. Balancing both sides in service learning students will be exposed to situations where various skills needs to be used or develop if not earlier. Teachers on the other hand will learn more about facilitation of learning process rather than to be provider of content and only organizer of process, make sure to have clear link what need to be done to develop meaningful and functional knowledge and how to ensure more participative



teaching process since service learning involves external partners like parents, business, or civil society organizations. School management will be in position to learn more about school's openness to the community and responsibility to care for the community as a value or strength. Through this process we believe it is possible to make transformation of teaching process and good experience within the school as well as in the community. Since the beginning the educational reform several great project were implemented that tackle the issue of quality teaching and learning project like active learning, step by step methodology in preschools and elementary schools, Reading and Writing for Critical Thinking (RWCT) and CIVITAS program which represents either base for service learning or extension to these project. Service learning brings students outside, in the community, makes them to observe community, develop solutions and implements them with the community and reflect upon. Other critical moment is that it has to be connected to curriculum and it cannot be any idea we have and can do in the community, which is usual the case. This method change the current approach schools cooperation with the community: we (school) knows what community needs and we provide some activities or services even though they are not needed.

MIOS promotes and develop community schools as effective organizations of learning and teaching where students are in the centre of activity. We work in formal education setting. The main theme for us how children can benefit from education process at any level of education taking into consideration the complex and diverse student's needs using resources internal and external – from the community in creative and innovative ways. We emphasize the important of holistic and synergetic work with diverse partners within the community to support children in their development with the school as central space. Thus key quality areas are strong leadership, meaningful partnership, social inclusion and meaningful learning. We work on national, regional and international level and have diverse group of partner organization important for community schools thus demonstrating the importance of partnership.

This project will involve great number of implementers and clients. Our idea is to develop partnerships with NGO Genesis and NGO Pons in more detail to fit service learning method into their existing strategy and establish communication with educational institutions. Process will be highly participative and process of decision making as well. One important step is to ensure transfer of method to partners and school and develop structure with partners able to support school and quality assurance. Our long term intention is to have this project as ground for further dissemination to next administrative till we cover whole Bosnia and Herzegovina. One strength will be support and experiences from international partners also working on service learning in Balkan, Europe and Latin America.

In the implementation of this Business plan we will invest our trainers, material and guidelines we have produced over to course of years, positive examples from school and join new school to existing network of community schools in Tuzla canton.





Alexandra Mihaela Marchiş

Mura Chao – a social business promoting Roma culture by empowering Roma youth



“Mura Chao” is a social business that promotes art and culture of the Roma/gypsy tradition, combined with practical objects required in the European market. A business where employees are young Roma talents, who, supervised by a trainer, will handcraft objects of traditional art, like wooden tea boxes, painted with specific designs found in the culture of Roma population. Four legal job opportunities

for 4 young people even if they don't have educational background, the only requirements are to have artistic talent. A social business which runs inside a Caritas Community Center for Roma families.

This project is providing solutions to the problem of low employment rate among the Roma population. The Roma community Craica in Baia Mare has approximately 700 members of which 270 adults and young people do not have legal work status and they live on social welfare.

The idea of founding a social business that promotes young talents is a dream of mine as a social worker. Having worked for some time now in the social field and forming relationships with various institutions working in the social field, I noticed that trends in helping Roma people only with material objects and social assistance is not moving toward anything. Pure social work is not just “to give”, but to help people achieve their own standard of living based on their capabilities

The main purpose of this social business is to provide jobs to youngsters from Roma Community Craica who have artistic inclinations, and to promote Roma culture, their traditions and visual aspects that represents themselves.

The vision of this Social business is to foster, develop and promote inside the country and abroad, the artistic and cultural heritage of the multicultural/ethnic communities especially the Roma community in Craica Baia Mare. The three objectives set in this project are: Creating a group of 4 young Roma who have artistic skills and want to work in this field of handmade crafts; Strengthening the skills of young people in developing decorative, artistic, practical items through participation in specialized training and supervision by an experienced person; Making wooden tea-boxes that promote the culture and traditions of Roma communities through their unique design and sell them nationally and abroad.

The product that we will execute and commercialize represents both an object of decoration and utility. Special tea wooden boxes decorated or painted in bohemian style, traditional in Roma history of different sizes and are divided differently. It represents a chic element that stands out, and gives the tea ritual a unique perspective.

Because one of the current and acute problems of the Roma community is the low rate of employment due to lack of education, this project responds to this existing crisis. Many young people in the community have low self-esteem and they assume their failure of keeping a job before even trying. The possibilities of a career for them is almost zero because, without an adequate level of



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education they are forced to undertake demanding physical work, as unskilled workers, something which is not motivating them and makes them to choose social benefits and illegal work on the black market. The fact that we intend to hire legally 4 young people in the first phase of the project will have a positive impact in the community. As a future vision, the project aims through profit and further development to engage more young people including Roma and to produce including its raw material (carpentry workshop) to make unique boxes of tea.





Šimo Maršić

KNOW NOW – KNOW HOW

Center for non-formal education as a means of bridging a gap between formal education and job market

“KNOW NOW – KNOW HOW Center for non-formal education as a means of bridging a gap between formal education and job market” is a project developed by the Youth Center “John Paul II” in Sarajevo. The aim of the project is to establish an educational center which would complement the formal education in Bosnia and Herzegovina and, thus, tackle the pressing issue of youth unemployment and “brain drain”.



Bosnia and Herzegovina is among top three countries in the world in the emigration of highly qualified workers. Majority of the young people want to leave the country in search for better living conditions. This is no surprise, as the country has one of the highest youth unemployment rates in Europe and the scores for other economic indicators are equally poor. On the other hand, researches show that around 70% of those who want to leave would prefer to stay in Bosnia and Herzegovina, should they have the same opportunities and conditions as their peers elsewhere.

Unfortunately, the state does not invest enough effort and resources into the improvement of conditions for the youth. The formal educational system is outdated, unadapt to the needs of the market and inadequate with very little practical training involved. There is little regard for the non-formal education and life-long learning programs which both of which are extremely important in the competitive job market.

The project “Know Now – Know How” was developed out of the need to bridge the gap between the formal education and the demands of the job market for strong practical skills and competences. The project entails the establishment of the educational center for young people who are unable to find their first employment due to lack of demand for their field or lack of experience. The education that they would receive in this center would be focused on the hands-on approach to learning. The 4 different fields of work in which 100 candidates (in each field 25) would be trained throughout one year (in 3 years 300 young people in total) would be chosen based on a research and in consultations with the successful business people, enterprise owners, and representatives of relevant institutions, such as the Ministry of education, science and youth and the state employment agencies.

The main advantage of this project is that this educational center would mediate directly between the possible employers and candidates for employees. With the help of employers, we would be able to understand what the desirable profiles of employees are, and then help young people reach this goal.

The Youth Center “John Paul II” is an institution that aims at providing different sorts of support to young people in Bosnia and Herzegovina. It offers a variety of educational programs, youth exchanges, volunteering opportunities and actions and space for the implementation of individual ideas. These help young people to gain some non-formal education, to learn from their peers and to



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learn by doing and, in this way, to develop the sense of self-worth and self-confidence that they are relevant contributors to their community and able to build their own life in the country.

The educational center would be a logical step forward for the Youth Center “John Paul II”. The network of partners, donors, institutions, NGOs and volunteers is an important initial resource for the implementation of the project, especially in the initial phase.

For the implementation of this project for the 3 startup years we need 150.000,00 EURO that we would use to cover the costs of the project management and training cost.





Ion Neculai

EVALUATIO – an evaluation system to increase the potential, reach and funding of non-formal education programs

Our challenge ?

What we want to do is develop an easy to use system for proving the acquisition of life-skills gained by children through our programs and non-formal hands-on education in general. Life-skills that are crucial to employability, entrepreneurship and life in the 21st century in general. The evaluation system will be focused on measuring the effectiveness of the educational program and not on evaluating children.



Who are we?

eematico is an organization, that leads innovation of educational programs that aim at developing life-skills for the 21st century. We do that through experiential, play based, hands-on activities, using DIY techniques and our own materials. Our core belief is that play is the fundamental learning **process** in nature and design-thinking-based-tinkering its most advanced form.

We develop the programs through our for-profit organization and aim at sharing them with as many children as possible through our NGO irrespective of financial status, social status, race, religion etc.

What is the background of our proposition?

Our programs have achieved international recognition via the *Ashoka Changemakers/ Lego Foundation Re-Imagine Learning Challenge*, in which we were nominated **Pioneers** (we were among the 30 finalists that emerged from the 600+ international organizations that applied). This gave us the opportunity to be part of the debate group that focused on Metrics for education at the **Lego 2015 Idea conference**. We left the conference with the conviction that this will be the big challenge for all education organizations in the non-formal area.

The reasons are simple:

1. Non- formal education does delivers long term meaningful impact; Most of the major funding entities (and parents) expect short and medium term impact;
2. Although a lot of the major funding entities focus these days on employability& entrepreneurship, they do not see non-formal education (and early childhood education) as a solution; for the reasons stated above;
3. In order to understand what we are doing and improve our programs (or create new ones), we need to see and understand the impact of our work;
4. We are not the only ones facing this problem; Other NPO's working in the education&research sector, developing non-formal education programs face the same issues;
5. There is no real solution for this on the (local) "market";
6. Most of today's evaluation of non-formal education is "measured" in numbers of beneficiaries...

What is at stake: the education of a huge number of children that cannot rely just on state sponsored classical school in order to have a viable future.



Some features of this metrics/ evaluation system we are thinking of:

1. The evaluation system will be focused on measuring the effectiveness of the educational program and not on evaluating children.
2. It will be a mix of quantitative and qualitative evaluations;
3. It will be aimed at proving acquisition of 5 chosen life-skills (for instance perceptive skills, curiosity, innovative skills, resilience, communication);
4. It will be aimed (at this stage) at education for children ages 4 & 5. To do that we will be developing it/ testing it on our already 3-6 years old children program I Can Be;
5. We will do two 9 months rounds of testing with (randomly) selected groups of children in 7 kindergartens (from a diverse range of communities in Bucharest); To insure objectivity each location will have two groups one being used for benchmarking purposes;
6. The evaluation system will have a set of easy to use, objective set of tools to be used by: our trainers/ evaluators, kindergarten educators, parents and children;
7. The evaluation system will have a simple, easy to use, summarization and analysis tool.

(optimistic-realistic) Timeline and resource needs?

We estimate the project to last around two years. It will run through a series of steps involving (very) careful planning, research, design, logistical preparations, 2 sets of running tests, with some redesign in the middle, a summarization and analysis period (including development of a simple methodology for that), external evaluation & peer reviewing, publishing and further stage development. It will involve a team a team of 9 people (part & full time) plus at least 2 external experts one of which should be independent.

For the entire 2+ years project we estimate a budget of ~292000 EURO. We plan in covering the money through: a major grant, partnerships, contribution from our for profit, additional sponsorships & other unforeseen sources.

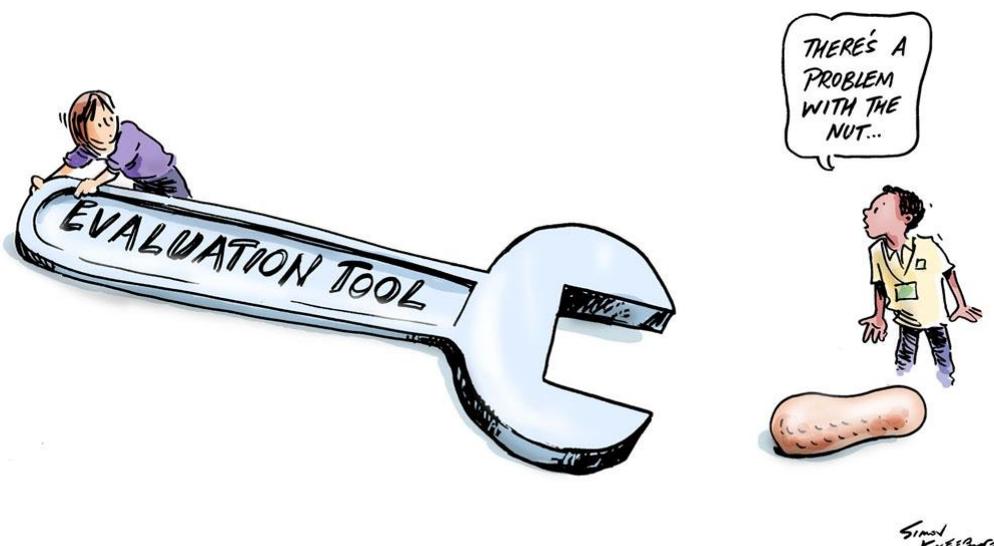
Future sustainability will be achieved through: the success of this project (bringing in further interested parties), customization services for NPO's (that will get the system upon request for free), increased contribution from our for profit due to its development due to the objective validation of our educational methods.

What do we have already?

A great multi disciplinary team, a good program to test and develop the evaluation system on (I Can Be, delivered already to more than 190 children), useful partnerships, some preliminary work in some of the areas, the desire to start working asap (irrespective of funding).

What do we expect?

Finding a way to prove the effectiveness of non-formal educations in life-skills acquisition and increasing funding and investment in this sector for the good of as many children as possible.





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Ruxandra Mihaela Oprică

Community Aid Network (CAN)

Community Aid Network (CAN) has been the only organization in Brasov county region which, since 2010, took on the role of ambassador for a group of local nonprofit organizations and the responsibility of improving communication and collaboration among them. Meanwhile, raising awareness about the nonprofit sector has been not only the primary, but also the most visible activity in the last years.

CAN members are social work provides who aim at improving the lives of various vulnerable groups of people (poor children and families, children and adults with disabilities, victims of domestic violence, Roma people, abandoned children etc).

Since the civil society sector of Brasov, and of Romania in general, is growing, CAN feels the imperious need of lifting standards as well, basically, by offering adequate, relevant and useful services for the actual time frame we found ourselves in. Despite the fact of its limited human and financial resources, the project owner strongly adheres to the responsibility of making every single membership fee worth of spending for local organizations.

Thus, CAN has set the goal of not only adapting but also innovating its member services. It initially started with rethinking the mission, boundaries and abilities and afterwards coming up with a management plan for implementing a set of activities that

- connect members within the network and with others
- generate exchanges of experience among NGOs
- bring challenges as well as solutions together
- prepare us for solving common problems as a group
- advertise social work projects and their best practice models
- emphasize the important role NGOs have in addressing community social issues

As CAN stands for the social integration of marginalized groups of people, during the upgrading process, several adequate opportunities to support NGOs have been encountered. Therefore, it is just a matter of time for all stakeholders to join hands in order to bring about a better, stronger and more efficient network!





Natalija Ostojic

Developing Training and Capacity Building Department within BIRN Network

Developing Training and Capacity Building Department within BIRN Network is a project designed by BIRN Hub in close cooperation with other Network members with the aim of institutionalising the Network's wide range of know-how and further improving internal monitoring and evaluation processes, and consequently increasing BIRN's financial sustainability through expanding the range of its trainings and capacity-building services to other media, NGOs and companies across the region and beyond.



BIRN - Balkan Investigative Reporting Network is a network of local non-governmental organisations, promoting freedom of speech, human rights and democratic values. It emerged from the Balkan programme of the Institute of War & Peace Reporting in London, with the first organisation under BIRN name being registered in 2004².

BIRN editorial coverage is widely spread across the Balkans paying special attention to a couple of major topics – corruption, facing the past/transitional justice and access to rights. In addition, from 2005 Balkan Investigative Reporting Network is widely recognised as a Network that provides different types of training services in the region. Standard journalism training for investigative journalism, analysis writing, data journalism, training in libel law, and many other topics are held by BIRN's professional team. Issue-based training on war crimes, public finances and human rights also fall in to the scope of trainings BIRN provides, along with civil society and public institutions capacity building activities.

However, rapid development of the Network within past twelve years has brought many challenges, among which are the need to collect, systematise, standardise and make available to all members Network accumulated experience and know-how on one hand, and on the other hand addressing commercial sustainability in order to reduce dependence on donors. Thus, one of the strategic solutions for both institutionalizing Network know-how and increasing BIRN's financial sustainability is development of regional Training and Capacity Building Department.

The project of developing regional Training and Capacity Building Department consists of several phases with the first one being systematizing and standardising Network accumulated experience through a series of regional workshops, data collection surveys and finally building a regional learning framework/database that would include information on specific skills that BIRN staff possess on the issues of freedom of speech, human rights, democratic governance, human security and in the areas of policy development, project management, capacity development, monitoring and evaluation, conducting studies and reviews, and institutional development.

The next step towards implementing this project proposal includes organisation of a generic Training of Trainers (ToT) for selected BIRN staff who have expertise in different areas and who are willing to take an active role in further operationalizing of the newly established regional Training and Capacity

² For more information on BIRN please visit www.birn.eu.com



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Building Department. ToT workshop will incorporate different instructional parameters (analysis, design, development, implementation and evaluation) with an emphasis on design and participative delivery. Participants will compose their individual “Trainer’s Manual/Toolbox” to ensure the applicability of their learning and the achievement of concrete result over a certain period of time, with guidance from the trainer/s. After that, over the course of 6-12 months the participants will deliver their trainings to their colleagues and thus improve their training skills.

Finally, the newly developed services/training courses will be advertised and promoted on BIRN institutional website, on BIRN’s flagship website, www.BalkanInsight.com, and on all sites in different languages that BIRN runs across the region and that are read in more than 200 countries worldwide – all with the aim of attracting potential customers and thus further developing existing Network streams of income.

BIRN will continuously monitor implementation of all project activities/phases with the aim of generating lessons learned and best practices and consequently providing valuable feedback to assess progress, but also to provide for adaptive course adjustment to previously developed work plans in order to improve Network financial sustainability.





Dijana Pejić

"Sometimes even the wings of butterflies can affect the world"
- acknowledge our abilities, but sincerely and with faith in us.

Project objective: This action aims at the promotion and support of the abilities and child rights of the children with various developmental disabilities in Bosnia and Herzegovina through the capacity development and innovative use of social media and advocacy events. The proposed action is based on the creative and educational activities.

Main activities:

Activity 1. "Participatory action research³ workshops"

In each targeted municipality a group of youth (mixed of children with various development disabilities and children with typical development) will form "Participatory action research (PAR) group" that will work using PAR methodology. Based on the identified needs, the PAR group, assisted by the PAR support group, **seeks solutions to the problem and designs a Local Action Plan (LAP)** to tackle the priority problem. Once a LAP is designed, the PAR group of children and the PAR support group jointly fundraise for the project from different sectors in the community. PAR reports (gap analysis and research findings), together with developed Local Action Plans and filmed One Minute Junior Movies will be presented to local community reps. In total 20 PAR groups will develop 20 LAPs.

Activity 2. "One Minute Junior Movies⁴ trainings"

Production of One Minute Junior Movies (OMJM) through which children (children with various development disabilities and children with typical development) will advocate children rights and social protection and inclusion (SPI) with special focus on abilities, capabilities and rights of the children with disabilities. In total of 20 OMJM trainings will be organized and minimum 150 OMJMs will be produced by children.

Activity 3. "Public promotion, advocacy and support events"

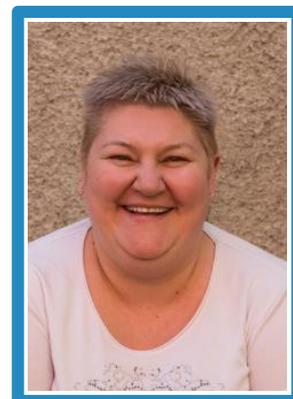
These events will be organized in each of the targeted municipalities in order to raise awareness about abilities of children with various developmental disabilities and to obtain necessary support for implementation of the Local Action Plans, in accordance with participatory action research findings and recommendations. During these events, PAR groups will present research findings, developed

³ Participatory Action Research (PAR)

Participatory Action Research (PAR) is a method by which researchers and those groups who are the focus of the study enter into a partnership to identify the best way to study a problem and make sure that the results of the research make a difference to those who were studied. As such, the Participatory Action Research (PAR) is a collaborative process by which children and young people who are expected to benefit from the research take active part in the design and implementation of the research with guidance by expert researchers. The PAR research findings are a valuable guidance for developing local actions to tackle the recognized issues in a community and empower the groups that are the focus of the PAR to seek the solutions for their problems, supported by influential adults gathered in PAR Support Groups.

⁴ One Minute Junior Movies trainings

[The One Minutes Junior](#) video workshops for children present an activity developed by UNICEF through which children learn how to develop the short movies on the topics related to the social protection and inclusion of children, Convention on the Rights of the Child and peace building. They learn through the series of workshops how to use video editing resources in order to prepare and produce screenplays for one minute videos, and to edit and produce one minute movies. The best movies compete on the [The One Minutes Junior](#) Movie Festival.





recommendations and details of proposed Local Action Plans. In total we will facilitate 20 Public promotion, advocacy and support events in 20 targeted local communities.

Activity 4. "Local Action Plans implementation"

Depending from the developed PAR recommendations, children with propose Local Action Plan (LAP) for each specific local community. LAP plans will be implemented jointly, by selected local communities and Genesis Project teams. Local Action Plans implementation will be conducted in order to support the increasing of the human and institutional capacities and raising of the awareness within selected communities, focusing on social inclusion and rights of children with disabilities, in decisions affecting their lives at municipality level. For each community, project donor will provide the grant in the amount of 2,000 EUR. This grant, foreseen for implementation of particular activities of the Action Plans, will be in a way not to affect the motivation of the local community representatives to participate as much as possible in the implementation of Action Plans. It will be obligatory for local communities to participate in co-financing implementation of the Action Plans, or to provide in-kind contributions to it. In total 20 Local Action Plans will be implemented on the end of the project.

Activity 5. "Organization of BiH OMJM Festival"

In order to make wider BiH public aware of the possibilities of children with various developmental disabilities and in order to award best OMJMs, OMJM Festival will be organized on the end of the project. There will be 5 prizes awarded in the following categories: The Festival Grand Prix, Best scenario, Best direction, Best acting and Audience award. By watching each other's movies, children would see how they have similar problems, worries, fears, hopes, etc. despite their "obvious" difference.

Activity 6. "Networking"

During overall project implementation, different networking activities will be organized: network of 20 local communities (included in the project) will be established; network of 20 local NGOs / Associations of families of children with disabilities will be established and opened for other similar associations; web platform for easier networking and public awareness raising will be established, with all filmed OMJMs presented; etc.

Location: Bosnia and Herzegovina (BiH):

- 10 local communities from the Federation of BiH (FBiH) and
- 10 local communities from the Republika Srpska (RS)





Vera Pfaff

“Vienna - the capital of the Balkans” – Balkan Fest in Vienna

Balkan Fest in Vienna - “Vienna – the capital of the Balkans” - will bring to Vienna the very best performing artist from Croatia, Slovenia, Macedonia, Montenegro and Serbia. Domino, in collaboration with Balkan performing arts network, will create a special program that represents the Balkan art scene the best. As a result, the festival will create in Vienna the display of Balkan arts today. Domino is a non-governmental, non-profit organization based in Zagreb, Croatia, that has as its mission the questioning of the traditional and the transformation of oppressive norms in transitional societies through culture, media, public policies, education and collaboration with local and international organizations. The vision of Domino is that in the society there is a continuous recognition of norms that disables the freedom of art and, more specifically, queer expression, which in its nature is subversive yet peaceful.



Domino is a part of two major European networks - Imagine 2020, art and climate change and Be SpectACTIVE!, European network for active spectatorship and is a proud founder and organizer of two big performing arts festivals. The Perforations festival in Croatia has been awarded with the EFFE Award (European Festivals Association: Europe for Festivals, Festivals for Europe) as one of the most creative manifestation among 720 European festivals. The Queer New York International Arts Festival will celebrate its fifth edition in September 2016. It has been recognized both by the Croatian government that has been continuously supporting the festival, and by the US partners and donors.

This festival will bring together not only Balkan and Austrian artist and spectators, but also the partnering organization. The collaboration between these countries, at least in the field of independent arts, has not been very productive. This project offers taking the first step towards regular program exchange and future joint productions of festivals and/or art pieces. Given the fact that two countries share so much history, it is clear that they have a lot in common and should try to connect also on the artistic level.

Vienna has very rich and live dance and performance scene which is always craving for innovative programs and artists. On the other hand, Balkan has a young and striving scene working independently from institutionalized arts with distinctive aesthetics and work modus. The combination of the two worlds would be very interesting for Austrian artistic directors and festival managers but also the audience.





Dragana Radošević

Finger knitted fairy tales

“**Finger knitted fairy tales**” is the project of the Novi Sad School of Journalism* (www.novinarska-skola.org.rs), which aim is to enrich poor offer of media contents for children with hearing loss. For the purposes of the project, a series of audio-video fairy tales will be produced in Serbian language and Serbian sign language.

Children who are considered to be “different” because of their disabilities, impairments, ethnic origin, language, poverty, etc. are often excluded from society or they are marginalized in society and local communities. Their inclusion means the change of attitudes and practices of individuals, organizations and associations in order to equally participate and to contribute to the life of their community. Inclusive society is the one in which difference is respected and appreciated, and which is actively fighting against discrimination and prejudice.

Sign language is the basis of deaf people’s culture, by which their primary right is encouraged and affirmed, and that is not only the right to have their own language but the right to develop their own culture and lifestyle as well. Media availability of programme contents is a **duty** of society towards this population, and with the aim of their full integration into the social life of the community.

The series of fairy tales in Serbian and Serbian sign language will contribute to the higher level of inclusion by respecting the rules of inclusive communication, and will encourage sensibility of the public, not only in terms of understanding difficulties and needs of children with hearing loss but also their sense of full equality.

The fact that hearing children will have an opportunity to be introduced to sign language and learn some basic terms is of high importance, considering the fact that, besides visual translation into Serbian sign language, every fairy tale will have simultaneously soundtracks in the Serbian language, as well. Every recorded fairy tale will be illustrated, and the illustrators will be children aged 7-11. The idea of the engagement of children as illustrators is to encourage and popularize children’s creativity. All fairy tales recorded will be posted on the website www.novinarska-skola.org.rs, available for downloading after the end of the project.

Along with cherishing positive values, promotion of Serbian sign language and creativity, fairy tales in sign language also enable the creators of children literature to grant their own opuses an additional value, by reviving them in a new media format.

* **Novi Sad School of Journalism (NSSJ)** is a **civil society organization** that is dedicated to the **development and professionalization of the media scene** in Serbia and the region, which respects the values of truth, knowledge and critical approaches in a multilingual, multicultural and multinational environment and fosters a moderate and tolerant dialogue.





Zsolt Rieder

From Giving to Caring – establishing a donor retention program

'From Giving to Caring' is the title for developing and implementing a donor retention program in WWF Hungary, with the aim not only to secure regular donations from signed up donors but to commit them to the environmental issues as well .

Any NGO aspiring to make significant impact should have a strong donor base. A strong individual donor base means diversified income structure and is proof of acceptance and support from the general public. However, donating tends to be a one-off act, while programs with real impact are usually complex and take a longer period to be implemented. It is important not only to attract donors but also to ensure that regular, recurring donations provide continuous funding. In addition, some NGOs are engaged in activities like policy making or advocacy - important and valuable activities - which are usually out of the scope of most funding programs. Such activities can often be financed mainly from funding raised by the organisation for itself. For this, individual donations are a key element. There are two ways to maximise the individual donations: increasing the amount and/or increasing the donation period. The amount increase clearly has its limits, therefore considerable limit should be given to the issue of extending donation period.

Apart from the financial aspect, attracting a donor is also a communication act. By having somebody signed up, the NGO communicated successfully to an individual who was open towards mission, goals, values of that organisation. This openness is based on a short introduction and is valid in that particular moment. Whether that openness can be deepened into commitment and a lasting bond can be established, depends on how successfully the organisation can communicate to the donor. And people who care also care to give.

WWF Hungary made significant efforts to acquire new individual donors in the past few years. We have acquired one-off donors with our adoption programme. With one off donors we have a secure lump sum donation, but targeted efforts to make such donors donating again or becoming a regular donor are expected to bring results. WWF Hungary has built a strong base of donors paying monthly, where the amounts are lower and the donation can be suspended or cancelled each month. We are approaching the limits of the extensive development phase, as the donor base has become big enough that attrition (donors stopping donation for various reasons) is now closing up to the volume of new sign ups. It is time to launch a tailor-made donor retention program, to benefit from intensive development as well.

The project to introduce a donor retention program at WWF Hungary has the aim to have more committed supporters who keep on donating on a regular basis. It starts by focusing on the individual: how donors behave, and what we would like to have from them. By analysing the data about our donors which we have, we can get more accurate info on which subject is interesting, payment patterns, we can see in which period it is more likely that the financial support is suspended or completely withdrawn. Based on the donor patterns and our goals, we have to set up an efficient retention program. In order to do this, we have to map the possible actions and prepare a procedure where different donor actions trigger different messages from us, using various communication





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channels with. We have to evaluate the elements of a donor retention program we have implemented so far (welcome pack, some e-mailing and a magazine), and apply these as well as some new elements within a strategic approach. We have to personalise the communication according to personal interests but also according to what WWF wish to communicate. For the financial aspect, we have to identify the typical periods when donations may be suspended or stopped, and address these situations with effective, individualised communication. As a result, we will have less donors leaving. Ideally, we should be able to detect early warning signs and manage those situations with tailor made communication. It is also typical that giving for a cause does not continue forever. With all the different WWF activities we might be able to re-focus donors to different issues in order to extend the amount and period of financial support. This is particularly important for the monthly donors.

The success of the program will be measured in two major categories: financially, by comparing the retention rate of donors before and after the program, for engagement by comparing knowledge about environmental issues and involvement in non financial activities (conversion rate to sign petitions, opening rate of various messages, conversion to support a different programme etc.) before and after the program. These are indicators to show if donors become more committed, care and act more for the environmental issues.





Ana Stakaj

Start-up Studio for Female Entrepreneurs

Albania is an official candidate country which aspires to join the EU and with an average age of population at 25. In this context it is natural why the project sees a considerable importance of investing in this target group for achieving systemic change. The young generation in Albania is by no means a minority. Fortunately for the country the youth is a big majority which is one of the most promising resources of the country. Despite this, the youth unemployment still is one of the highest all over the Balkans, and the education system still is offering more dead-end-streets than perspectives – not only for the youngsters but also for the Albanian economy. The MWL Women project strategy is to reach the poorest of the poor, those that have not been able to reach the services and traditionally suffer from many forms of exclusion, who typically also are women. By eradicating the poverty through economic empowerment opportunities it will be provided an alternative for sustainable economy. Through the human development training and the advocacy and lobbying for systemic change it will be ensured a better future for Albania and especially for the Albanian women



The range of programme options for the eradication of poverty has exploded over recent years. Even in Albania there are created some entities that are trying to promote start ups as an opportunity for employment and the state's economy in general. Some programme types tend to be more appropriate (given resource requirements, timescales etc.) The studio approach to company building, otherwise known as parallel entrepreneurship, portfolio entrepreneurship, or a lab, is becoming more and more prevalent. We chose the Start Up Studio for "Innovation" through:

- Providing support for young women who have finished the University of Economics, Textile and Tourism to start up their business ideas on creative workshops and a professional atmosphere and provide all the resources necessary to evolve till it is ready to become financially and operationally independent
- Expanding their knowledge on business management, innovation, access to capital, offer mentorship and professional services, and connectivity.

This project of three years relies in the strong collaboration of MWL, Yunus Social Business whom are the leaders of this venture. Another important aspect of this project is the building of a consortium like partnership between the Institutions; NGO's and Start up Accelerator companies in Tirana and their engagement as a joined action to increase the possibilities of young women for economic empowerment. The Final outcome of this joined venture would be the creation of a successful model for building a strategy for gender equality and eradication of poverty for the women in Albania. 20 young women will have developed their ideas into sustainable businesses. The project would be handed over to the Ministry of Economy and Tourism and the Municipality of Tirana for the continuance of this strategy. MWL and YSB will be monitoring the well functioning of this strategy for the upcoming year.

MWL will be the main leader of this project and will be put in disposition the administration and the logistics of the start up studio. MWL will also be the main applicant for the project's funding.

Yunus Social Business will be a joined leader of this project and will lead the Start Up Studio's implementation and the phase of independence due to their expertise in this field.



Start Up Studio For women entrepreneurs

A joined project of
MWL with Yunus
Social Business

*A consortium with:
The Municipality of Tirana
The Ministries
Business Incubators
Chamber of Commerce*

**To empower
Young Women Entrepreneurs**

.....
to evolve their start-up ideas

Into successful
businesses



These are the steps



#1

Agreements
with the
stakeholders



#2

Pitching Event
and selection



#3

Start Up Studio
Implementation



#4

Indipendence



Graduation and start Pitching again



Best practice - hand over as a strategy to
the Ministries



Lejla Strika

BiH Mock Young Mayor Elections

BiH Mock Young Mayor Elections, a project designed by the **Institute for Youth Development KULT**, a non-governmental organization located in **Bosnia and Herzegovina (BiH)**, aims at **strengthening good local governance and democratic processes in BiH** by conducting **3 Mock Youth Election Campaigns** in 3 BiH local communities (1 Mock Youth Election Campaign in each of the 3 participating local communities to be selected by means of a public call) towards **enhancing youth political socialization and increasing the youth voter turnout**.



BiH is a country that suffered a tremendous amount of pain caused by the destructive power of ethnic nationalism. The utter usage of physical force and violence during the **1992-95 ethnic war** resulted in dreadful deeds that are still sowing the seeds of hatred, intolerance and mistrust (the country comprises **2 ethnically divided entities**: the **Federation of BiH [FBiH]**, mainly populated by Bosniaks and Croats, and **Republika Srpska [RS]**, mainly populated by Serbs). **Political turmoil, institutional instability and the lack of political dialogue** between key political agents expose the social, economic, political and democratic development of BiH to vulnerability and numerous challenges. Politically motivated obstacles confine youth to **their ethnically marked livelihoods** within which they remain **vulnerable to political manipulation** triggering **conflict and violence**. Regardless of their ethnic backgrounds, **the corrupt motivations of the political leaders** expose them to **equal social, economic, educational, political and democratic challenges**: the **youth unemployment rate in the FBiH is 67.1%**⁵ while it is **29% in RS**⁶. The focus of the state attention still revolves around the importance of **ethnic, regional and religious identity**, which has set the youth development on the margins of political and public interests. Youth are, thus, **unlawfully and unjustly neglected**, which contributes to a **high risk of poverty, inequality, social exclusion, psychological distress and a feeling of hopelessness**: **77% of youth would leave the FBiH** (37% for good and 40% for a longer time period), **42% would leave RS rural areas** and a total of **81% would leave BiH**.

The Project will **pilot youth political socialization** by supporting **3 young people** (to be selected by means of a public call), from 3 BiH local communities, in leading and conducting **3 Mock Youth Election Campaigns** while running for **Young Mayor's Office**. Each Mock Young Mayor will establish **1 Youth Campaign Team of 10 members** who will constitute the Young Mayor's cabinet (**3 Youth Campaign Teams x 11 members**; a total of **33 aspiring Youth Leaders**) to **simulate election campaigns** while **challenging the current political offer** in their respective local communities, and motivating their **peers to pursue active citizenship and exercise their right to vote**. The pilot will **combine the engagement of local governments, Youth Officers, local umbrella Youth Civil Society Organizations (YCSOs) and the empowerment of youth** and it will, thus, utilize the potentials and resources of the most influential community constituents.

⁵ All data referring to the FBiH current situation were taken from the document *Towards a Youth Policy in FBiH, Survey on the Position and Needs of Youth in the Federation of BiH in 2013*, the Institute for Youth Development KULT, Sarajevo, 2013.

⁶ *Views and Needs of Youth from Rural Areas of Republika Srpska*, the RS Ministry of Family, Youth and Sports, the NGO Perpetuum mobile, the RS Government Gender Centre, 2011. All data referring to the RS current situation were taken from the aforementioned document.



The proposed project activities will focus on **passive young people** who have been distant from democratic engagement and politics, since their lack of participatory experience will make them more open to **the prospect of change** and **the prospect of challenging the ways in which politics have been run** in the contemporary BiH democracy. An engagement context, within which young people will be **given more control over the political decision-making agenda**, will make them more aware of the fact that their participation in politics is the key to voicing their development needs, concerns and priorities. Once they experience the merits of political decision-making, they will be more willing to lend their interest and voice to political, electoral and democratic processes.

In order to support these efforts, the Project will comprise the following strategic components:

1) Capacity building for empowering the **33 aspiring Youth Leaders** to become **agents of change** and **partners in development processes** by undertaking **capacity building training** that will foster both their **capacity development** and **awareness-raising transformative and empowering changes**.

2) Public outreach and awareness raising that will revolve around community-based interventions (at least 5 informative [street] campaigns x 3 Youth Campaign Teams: a total of **15 campaigns**; at least 5 public events x 3 Youth Campaign Teams: a total of **15 events**; 1 Local Civil Initiative [LCI] x 3 Youth Campaign Teams: a total of **3 LCIs**) to be conducted by the 3 Youth Campaign Teams in their respective local communities, for the purpose of generating **a critical mass of at least 600 peer community activists** (at least **50 young people** and at least **150 high-school students** x 1 local community) to acquire a stake in political decision-making by exercising their right to vote.

3) Advocacy and lobbying initiatives (at least 3 meetings with the 3 local governments x 3 Youth Campaign Teams: a total of **9 meetings**; at least 1 meeting with 5 political parties x 3 Youth Campaign Teams: a total of **15 meetings**) to be led by the 3 Youth Campaign Teams to pressure local political decision-makers from the 3 participating local communities to embrace the concepts of **youth-inclusive participatory decision-making** and **youth-responsive local governance**, and make political mobilizing efforts for advancing the corresponding local youth development agendas in line with the undertaken legal accountabilities.

The **pilot will serve as a foundation for collecting evidence-based good practices with a potential to demonstrate a significant capacity for fostering youth political leadership**. Following the project cycle, the Institute will strive towards **upscaling the pilot**, by relying on lessons learned and by replicating good practices, in order to **institutionalize this practice** (i.e. **to enable other high-profile aspiring Mock Young Mayors to undertake an internship with the corresponding local Mayor's office**), as a concept of **youth-inclusive participatory decision-making**, and thus ensure for young people to remain central to local democracy.



Photo by: Damir Hajdarbasic



Arjel Trajani

Youth Center SOCIAL BUSINESS

Youth Center, social business. It is a project from the Consortium made by two Ngo (SHKEJ and ARSIS), Ministry of Social Inclusion of Albania and Municipality of Tirana.

It will be created in January 2017. The idea of this project is to create a better Service with the best professions, Multidisciplinary Staff, and the most important a **Center for Youth**.



Keys to Success

Youth Center Social Business has identified three keys that will be instrumental in their success. First that we will create a center that all the youth can come by all youth Tirana city, the second it is that will be the youth themselves to run the center, The third is that in collaboration with the Government; in the first year will be around 20 employers, and every year 10 more. So we will reduce the numbers of unemployed people. The worker will be people who never find possibilities to work in private companies. A full of 6 month professional trainings and courses will make the people professional.

Products/Services

We will not sell products but service, services that in Albania doesn't exist. It is a service for all you, if they are vulnerable even if they are for all communities and City of Tirana. Youth center will provide entertainment activities with a low fee, but depends from the case management. Such a soccer field, a tennis table, paint class, music class, and most important a class for professional courses. As I said before in collaboration with the Ministry, they will provide teachers/lectors for all this professional courses (such a mason, solar panel, plumber, electrician, auto service etc.)

Market

As we are thinking as a social business we are trying to act like that, and also to understand the market and how to be best on this market. But since we are the only center for youth and with this entertainment and possibility to develop a group of youth that will be ready for the market. We think that the first year will try to have at least 20 youth ready for the market, and also the practice that they will have in the Youth Center will help them to be more competitive in Tirana Labor Market.

Management Team

House Market will be led by two people; one will be in marketing direction and the other one in management direction. In the first year we will have 17 Personnel Staff, 2 Project Manager, 3 social Worker, 2 educational Worker, 3 peer educator, 1 cooker, 1 logistic/driver, 2 cleaning persons, 2 psychologists and 1 accountant.



Financial Plan

Youth Project will begin the project by applying in some calls for projects in Albania. We know that a lot of Foundation like GIZ, KFW, UNDP and Albania Development Fund, try to give funds and grants for projects. But this Foundation support only in buildings and Reconstruction for the building. But also being together with the government in this project we will give us more trust in the donors. We think that for first year we need at least **340.000 EUR** (when the cost for reconstruction for the building is just **200.000 EUR**). In addition, the second and the third year will be **140.000 EUR** per year.





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