Community Schools

**A Guide to Creating Community Schools:
The Approach and Experiences of Five Countries in Eurasia**

Yerevan -2004

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ACKNOWLEDGEMENTS FROM
THE AUTHOR AND IFES

First of all we would like to thank the thousands of community school supporters in Armenia, Georgia, Kazakhstan, Kyrgyzstan and Russia. These dedicated people of all ages not only dared to dream of a better life for their children, parents, grandparents and community, but, found the courage and inspiration to become active, demonstrated the wisdom and talent necessary to be effective and proved that the community school idea transcends any constraints imposed by circumstance and fate. Special thanks to those who participated in the survey and allowed their material to be used. A full list of those schools is provided in the back of the book. In particular, we would like to thank those who took the time to send additional materials about their work: Izbasar Ysinov, Gagarin Middle School, Evgenevka, Pavlodar Oblast Kazakhstan; Anna Kislova, School #8 Stepnogorsk, Akhmolinsk Oblast, Kazakhstan; Gylbarshin Kasimanova, Pervomaiski YPK, Shemonakhinski Raion, Kazakhstan; T.G. Romanok, Middle School #1, Saran, Karagadinski Oblast, Kazakhstan; Elena Litvinova, Pervomaiski Middle School, Cheremnoe, Altai Krai, Russia; Nikolay Kharchenko, School #187, Novosibirsk, Novosibirsk Oblast, Russia; Natalia Grishaeva, Sherbakly Lysee, Sherbakyl, Omsk Oblast, Russia; Konstantin Yakovlev, Gymnasium #1, Bratsk, Irkutsk Oblast, Russia; Galina Solomovich and S.T. Kolmogorova; School #8, Ust Ilimsk, Irkutsk Oblast, Russia; Middle School #32, Krasnogorsk, Kemerovo Oblast, Russia; School #21, Samara, Samara Oblast, Russia, School #42 Leninsk-Kuznetskii, Kemerovo Oblast, Russia; School #6, Lisakovsk, Kystanaiski Oblast, Kazakhstan; Lysee-Internat Satilganova, Karakol, Kyrgyzstan; the NGO "Participation", Volgograd, Russia; School #26, Gyumri, Shirak Marz, Republic of Armenia (RA) ; School in Meghradzor village, Kotayk Marz, RA; School #150 named after Nansen, Yerevan, RA; School #17, Vanadzor, Lori Marz, RA; School "Evrika" for mathematics and humanitarians, Vanadzor, Lori Marz, RA; School #119 named after Zhamkochyan, Yerevan, RA; School #4 named after S. Avanyan, Charentsavan, Kotayk Marz, RA; School in Azatan village, Shirak Marz, RA; School #1, Aparan, Aragatsotn Marz, Yerevan; School #10, Abovyan, Kotayk Marz, RA; and School #1, Hrazdan, Kotayk Marz, RA.

This book provided us with a wonderful opportunity to reconnect with some old community schools friends and to be reminded of the strong leadership and commitment they have given to the movement. Their willingness to volunteer their efforts so this book could reflect the diversity of experiences that community schools are inspiring in the countries they live and work in is much appreciated: Elena Fomina and Nadezhda Kazantseva-Maximova at the Krasnoyarsk Center for Community Partnerships, Maya Gogoladze and Nino Murkhuadze from IFES in Georgia, Galina Kuznetsova from the Soros Foundation/Kazakhstan, Inna Gorlova from the NGO "Iskra" in Voronezh, Kate Lapham and Saltanat Builaseva from the Soros Foundation/Kyrgyzstan, Inna Anyfrieva at the Leninsk-Kuznetskii Community School Resource Center, Aliona Kazantseva, from the "Rebirth" Organization in the Republic of Altai, and V.I. Gysarov, Otradni Department of Education and Science, Samara Oblast.

Preparing a text in both English and Russian proved to be an enormous challenge. We have tried hard to sort it out so the English sounds Russian and the Russian sounds English. If we succeeded it is due in large part to Irina Serbina from the Omsk

Translation into English

Community School Resource Center. We are also grateful to Oksanna Abrahamyan, who gave us a wonderful surprise with her excellent editing and formatting of this guide.

We are also grateful to our colleagues at the Siberian Civic Initiatives Support Center Foundation for allowing us to pass along their wonderful development models here and to Nick Deychakiwsky at the Charles Stewart Mott Foundation for the on-going stimulating dialogue and for helping spread the Mott community school mission in the CIS. Also, we would like to recognize and thank the Eurasia Foundation for providing possibilities to spread the community school model to various regions of the Russian Federation as well as the OSI Network and its East East Program for supporting over the years several Eurasia-East European conferences for community school practioners and government officials from throughout the two regions.

Though this guide focuses on community school developments in several parts of Eurasia, we would also like to use this opportunity to recognize and thank our community school colleagues in Eastern Europe (particularly in the Czech Republic, Hungary and Slovakia) and the USA (particularly, the National Community Education Association and the National Center for Community Education) for their consistent interest and readiness to engage in mutually beneficial exchanges of experiences, models and techniques with their peers from this part of the world. As this guide is being finalized, colleagues from Nova Skola in Prague are organizing the fourth exchange between community school practioners from Eastern Europe and Eurasia.

Personally the author would also like to thank her daughter Carla for the constant distractions and the perspective that watching the cows go home at night along the river bank can bring and also Tanya Vizayeva for taking care of all of us. To her mother, sisters and brother in America -- their passion, kindness and commitment to social justice are something she strives to live up to. And, thanks is not a big enough word for the author's husband, Ivan Komarov, who not only translated the book but transformed her life into a place where dreams do come true.

Last, but never least, the need for this book has existed for a long time. That it has become a reality is due to the support provided by the staff of IFES in Washington DC and Armenia and to financing from USAID/Armenia.

Sarah Lindemann-Komarova, Novosibirsk
Al Decie, IFES/Armenia, Yerevan

November 2004

Dedication

This book is dedicated to Carolina-Clyde, Lilit and Haik in the hope that the work we do today will make the world they grow up in reflect the principles and vision that are the heart of the community school idea.

Translation into English

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INTRODUCTION

This handbook was created on the basis of eight years of experience in the development of a community school model that was developed in Siberia and documentary material for how it is being implemented successfully today in 5 countries: Armenia, Georgia, Kazakhstan, Kyrgyzstan and Russia. The purpose for this book is fourfold:

1. Provide a step-by-step approach to developing a community school (CS) for those who are interested in implementing this idea.
2. Introduce some advanced community development technologies for those who are already using the model.
3. To respond to one of the greatest needs in the community school movement today by providing an opportunity for community school practitioners to exchange information about their experiences.
4. To demonstrate that the community school model is a very effective mechanism for mobilizing the community to address their needs in the widest range of social, economic and political environments.

At first we introduce the reader with the brief history of the community school concept as it first appeared in America. This is followed by a description of the model as it was developed in Siberia and adapted to the transition environment in Russia. From Siberia the community school model has successfully expanded to other regions of Russia as well as other CIS countries. The strength of the model has been proven by its flexibility to not only generate positive results in all 5 countries, but, it has provided a foundation for practitioners to develop new methods that reflect the principles the model promotes. We include in handbook over 100 methods.

The methodological part of the book starts with presenting the basic tools for developing a community school. This technology is well known and used in the business and non-profit sectors. This is followed by Parts 3-5 that corresponds to the three components of the community school model we represent: Democratization of Schools and Classrooms, Volunteerism and Mutually Beneficial School-Community Partnership. Part 6 looks at Resource Mobilization or, how you can generate increased financial resources for your school, community and other worthy social causes. Part 7 provides an overview of what is happening in the broader community school movement today and the mechanisms that are being used to promote the model on a local, national and international level.

We believe this handbook demonstrates that strong communities will lead to a strong and healthy democracy and that is our shared goal. How do we measure that? The strength of a democracy cannot be measured in terms of economic wealth or military might. Neither money nor weapons can sustain a democratic society if the people are not active participants in that process. What makes democracy most sustainable has been best described by American Humanities Professor, Andrew Delbanco, "Democracy thrives only if it sees to the universal distribution of hope." Thus, the way to measure the strength of a democracy is the degree to which its people have hope, hope that there will be justice, hope that their children will be properly clothed and fed, hope for decent housing and healthcare and equal access to education and a job. Hope that our children will live in peace with dignity and respect towards all citizens of the world. Today, more than ever, this may seem an impossible goal but it is the only goal worth

striving for. This book demonstrates that community schools are a mechanism for generating hope now in Armenia, Georgia, Kazakhstan, Kyrgyzstan and Russia.

> "*Education is not preparation for life; education is life itself.*"
> *John Dewey*
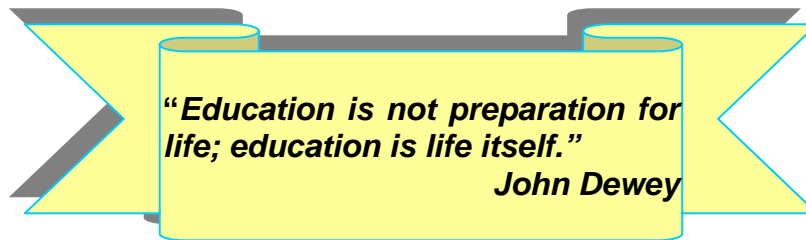
PART I.
A BRIEF HISTORY OF COMMUNITY SCHOOLS: PRINCIPLES, APPROACHES AND MODELS

All positive change in the world begins with the recognition of a problem by one or more people who have the passion and courage to turn a desire to do something about it into action. That is certainly true for the development of community schools. A firm philosophical foundation for this concept started to evolve at the beginning of the 20th century followed by examples of schools providing evening adult education to community members. However, the modern movement to expand the role of schools beyond their function as educational institutions to include, or revive, their role as centers for the communities where they are located began in Flint Michigan in 1935. It was in the middle of the Great American Depression and Frank Manley, a physical education teacher at a Flint public school, was concerned about the problem of juvenile delinquency in the community. Looking for a solution to the problem he noted that one of the communities greatest resources, it's schools, were

> 'The challenge set for all future community school practitioners is the need to find better ways to develop the potential of kids, their families and members of the community. There is an inescapable connection between what happen at schools and what happens in homes and on streets. It is our responsibility to try to discover ways to make this connection a positive one".
>
> *Larry E. Decker*

underutilized closing at 3pm on school days and remaining closed during the weekends and summer vacations. Thus, he proposed opening up the schools to provide organized recreational activities for those who had nothing to do and nowhere to go. He had difficulty convincing school officials so he started informally by asking residents to donate their backyards for these activities. The situation changed when Charles Stewart Mott, a well-known local industrialist and philanthropist, attended a lecture Manley gave presenting his concept of schools as an expanded local community resource. Mott was impressed and agreed to fund a pilot program that included 5 Flint schools. The first step was to open the doors of the school to all community members by providing adult education classes, in essence mobilizing all community resources to provide educational opportunities to the entire community.

The partnership between Mott and Manley fostered the community school movement that today includes thousands of schools in over 85 countries. The focus, models and approaches may vary but they share a set of principles described by Manley in his book:

Community School - **CS**

> *"The community schools, whatever the differences among them caused by varying economic and social patterns, have a common philosophy. These schools are based upon the democratic ideal of respect for each individual person and his right to participate in the affairs of the community which concerns the common good. The program is planned to achieve the active participation of all in solving the problems that exist in the community. Such a program is characterized by change in response to changing needs, continuous experimentation to seek out satisfactory ways of achieving common goals, and careful evaluation of the results of its activities."*

The universality and value in these principles was confirmed as the community school movement started to evolve first in Russia and then to other CIS countries. The process started in 1992 and was based on observations made while working with students and students at Novosibirsk University and local schools. During this early transition period two primary problems surfaced with regard to the creation of a just democracy and improving the quality of life for all citizens. The first was that the majority of young people were supportive of the transition but they had no understanding of the importance of their role in this process or about the responsibilities of being an active citizen in a democratic society. They only equated democracy with "freedom" and freedom without responsibility may not be anarchy but it certainly isn't democracy. Information and training regarding mechanisms for citizen

> **Non-governmental organization (NGO) -** is an organization that doesn't derive profits as a main goal of its activity and doesn't share the profits/goal between the participants. Also called NPOs, non-profit organizations, in some countries. Collectively, NGOs are often referred to as the 3rd Sector.

participation such as volunteerism and the Third Sector started to appear in 1994 but for the most part it was only available to members of NGOs. That meant schools were wholly unprepared to fulfill their critical role in developing the next generation of citizens in this new democracy. In addition, along with the Pioneer and Komsomol, the winds of change swept away most of the school based clubs and other activities that had provided opportunities for pupils to become active, learn new skills and be productive outside the classroom.

> *"Schools are the most logical rallying points for revitalization of local communities. First, they are everywhere. Every city, town, village and micro-region has a school. Second, by introducing the fundamental characteristics of civil society into the substance and style of teaching, schools can help cultivate in young people the habits and skills essential to their effective civic involvement and activism today and in the future. Third, by exercising their human and capital resources, local connections, and reputations, schools can also function as extended-hour local community resource centers which foster grassroots initiatives and address a wide range of local needs.."*
>
> *Al Decie*

The second observation was the critical need to rebuild the sense of community that had been lost when most of the enterprises, institutes and state farms were closed or experienced dramatic cutbacks. During the 1999 International Community School Conference that took place in Krasnoyarsk Al Decie, one of the founders of the movement, described the need for rebuilding at that time to include not only revitalizing the sense of community but to support economic development and activization of residents to participate in local self-governance. Positive change in society is only possible when people open up and come together with their neighbors to find solutions to shared problems. In the early 90's perhaps the only common ground capable of uniting all people was the desire for a better life for their children and grandchildren.

The concept of community schools as a comprehensive model and approach was first presented in Krasnoyarsk, Russia in 1996. It was based on the results of seminars designed and conducted by Al Decie and Sarah Lindemann-Komarova in cooperation with hundreds of teachers, pupils and school directors throughout Siberia. At that time information about Frank Manley and his community school model was unknown to those who were developing what was being called at that time "the Siberian community school model". It was a fantastic twist of fate that the movement here became part of

his legacy when the Charles Stewart Mott Foundation provided the funding to create the first community school resource center and comprehensive training program in Russia – i.e., the Krasnoyarsk Center for Community Partnerships (KCCP).

The model that has provided the foundation for the development of the CS movement in the CIS defines a community school as any school where:

- The emphasis is made by staff and residents on community involvement;
- The school stimulates a free exchange of ideas, assesses local needs and takes part in the decision making process on local issues and also allows for feedback from the community concerning their activities.

The model consists of three components
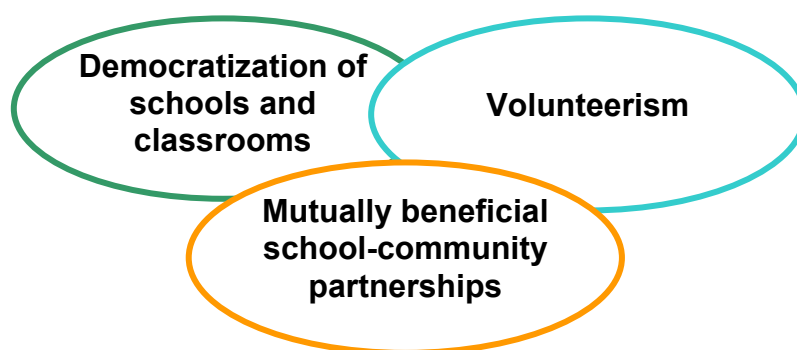
Community schools that began in America, as well as those that started to appear in Eastern Europe in the mid-1990's, have often put their primary emphasis on "community education" or "life-long learning".

Community Education, the educational philosophy that underlies community schools, advocates the creation of opportunities for community members - individuals, schools, businesses, and public and private organizations - to become partners in addressing community needs. Community education is most easily recognized in the community school, a facility that is open beyond the traditional school day for the purpose of providing academic, recreation, health, social service, and work-preparation programs for people of all ages.

The model promoted in the CIS also recognizes the importance of community education but has placed it in the context of providing the underlying principles[*] for realizing the model.

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[*]*For example, see Community Education: Building Learning Communities by Larry E. Decker & Associates. Alexandria, VA: National Community Education Association, 1990.*

PRINCIPLES OF COMMUNITY EDUCATION

✓ **Self-Determination.** Local people have a right and a responsibility to be involved in determining community needs and identifying community resources that can be used to address those needs.

✓ **Self-Help.** People are best served when their capacity to help themselves is acknowledged and developed. When people assume responsibility for their own well-being, they build independence and become part of the solution.

✓ **Leadership Development.** The training of local leaders in such skills as problem solving, decision-making, and group process is an essential component of successful self-help and improvement efforts.

✓ **Decentralization.** Services, programs, and other community involvement opportunities that are closest to people's homes have the greatest potential for high levels of public participation. Whenever possible, these activities should be available in locations with easy public access.

✓ **Integrated Delivery of Services.** Organizations and agencies that operate for the public good can meet their own goals and better serve the public by collaborating with organizations and agencies with similar goals.

✓ **Efficient Use of Resources.** Using the school's and the community's physical, financial, and human resources to address the community's needs. Reducing duplication of services by promoting collaborative effort.

✓ **Involvement.** Isolation or segregation of people by age, financial, sexual, racial, ethnic, religious and other characteristics prevent the complete development of the community. Offering programs and services for all community members, often in an intergenerational setting.

✓ **Institutional Responsiveness.** Public institutions exist to serve the public and are obligated to develop programs and services that address continuously changing public needs and interests.

✓ **Lifelong Learning.** Education is viewed as a birth-to-death process and everyone in the community - individuals, businesses, public and private agencies - shares in the responsibility of educating all members of the community and providing lifelong learning opportunities for learners of all ages, backgrounds, and needs.

In order to better respond to the needs in the CIS post-transition environment it was decided that the focus for community schools should be to stimulate civics activism and that focus is reflected in all three components in order to inspire not only pupils but school personnel, parents, grandparents and all community members to become more active. While we didn't know it at the time our observations had been codified into what is called the "social capital theory". Thus, the importance of community involvement in developing successful schools that Hanifan recognized in rural America at the beginning of the 20th century, we discovered for ourselves working in the city and village schools in Russia at the end of the century. By choosing stimulating civic participation as the primary focus of our community school model we are generating social capital that can be used to improve life in our communities. You give to the community and they will give back to you. Schools become the center for community development and resource centers for other schools and community institutions that share this goal. Today there are community schools as well as resource centers supporting their development in numerous regions of Russia. The results of their work, some of which will be presented in this book, has proven that, indeed, if you tear down the walls of schools and open them up to the community everyone benefits. This is also true for schools in Armenia, Kazakhstan, Georgia and Kyrgyzstan.

The model was first introduced to other regions of Russia outside of Siberia and to other CIS countries in 1999 at the Krasnoyarsk International Conference "Community Schools as a Mechanism for Civil Society Development". The development of the movement in each of the countries is as unique as the countries themselves. In Armenia a community school training program was introduced in 2003 at IFES' initiative. Here, while none of the schools receive any financial support, they have local trainers and experts to help mentor their development. In Georgia IFES implemented a very successful civic education project. IFES Manager Maya Gogoladze finding out about the community school model and decided to organize and provide training to schools-members of civic education network. A similar situation occurred in Kyrgyzstan. The Soros Foundation had a network of schools that had been involved in programs promoting numerous democratic educational techniques such as "critical thinking", "debates" and "school parliament". The ex-Director of Education Program Nurbek Tileshaliev was interested in providing a framework for all of these activities, and hearing about community schools started a training program for schools-members of network. The experience of community school development in Kazakhstan is also interesting. It is also the only country where schools received grant support for their work as community schools. Galina Kuznetsova from the Soros Foundation Kazakhstan attended the 1999 conference, developed the strategy for bringing together schools and communities. The following results are achieved in the region: 23 participating schools underwent community school training, 45 schools have received financial support for their work as community schools and over 300 schools have participated in community school trainings that are now being conducted by local trainer/experts. According to Kuznetsova's estimation the number of schools adopting the idea without financial support is no less than 100. This dynamic growth has helped to inspire the founding of the Kazakhstan Community School Association in 2004.

"…those tangible substances that count for most of the daily lives of people, namely good will, fellowship, sympathy and social intercourse among individuals and families who make up a social unit…The individual is helpless socially, if left to himself...if he comes into contact with his neighbor, and they with other neighbors, there will be an accumulation of social capital, which may immediately satisfy his social needs and which may bear a social potentiality sufficient to the substantial improvement of living conditions in the whole community. The community as a whole will benefit by the cooperation of all its parts, while the individual will find in his associations the advantages of the help, sympathy, and the fellowship of his neighbors".

L.J. Hanifan

Most exciting is that community school activists from all of these countries are finding ways to connect to each other, exchange ideas and experiences and, perhaps most importantly of all, to be reminded of how much we have in common.

Community School = Partnership + Volunteerism + Democratization of the school

Democratization of the school:
- ✓ Inclusion of democratic principles and processes in the entire academic-upbringing system
- ✓ Education for and by experience
- ✓ Citizen upbringing
- ✓ Openness & collaboration, emphasis on development, communication & exchange of ideas

Community School-
- ✓ An ordinary school where emphasis is made by staff and residents on community involvement
- ✓ A school, which tries to involve community residents by different means. The school stimulates free exchange of ideas, assesses local needs, and takes part in decision-making process on local issues, and also performs feed back from community

Mutually Beneficial School-Community Partnership –
- ✓ Uses school resources for community development, community self-organization and self-governance
- ✓ Attracts community resources for support of education at school
- ✓ Develops in the community and schools traditions and practices of civic activism, philanthropy and volunteerism
- ✓ Already now creates on local level real structures of Russian civil society and guarantees their stable development in the next millennium

Volunteerism –
- ✓ Volunteer choice, reflecting personal views and position
- ✓ Active participation of a citizen in community life
- ✓ Increases the quality of life and personal prosperity
- ✓ Promotes more balanced economic and social developments

Community Education -
- ✓ An education philosophy and approach to community development
- ✓ Opportunity for local residents, community schools, local organizations and institutions to become active partners in solving educational and non-educational problems in their community
- ✓ Provides opportunities for parents to take part in the process of education and school life of their children
- ✓ Collaboration with volunteers with the goal of increasing the number of services provided in the community
- ✓ Inclusion of democratic principles and procedures in all aspects of the schools learning culture

### The model presented to CIS countries in 1999.

COMMUNITY SCHOOL EXPERIENCES

Reasons for success of the Community Model include:

- The community school concept is not new for Russia. Its historical roots lay in the "zemskoe" movement of the XIX century. In Russia in 1914 there were 146,000 "zemskii" schools, which were totally oriented on local needs and local finances.
- The community school idea is realized by teachers. By their nature they are community active people, oriented to volunteerism, and capable of a lot of things on behalf of inspiring ideas.
- Education reform is being made not in the Ministry of Education but in concrete schools. The community school movement is successful because it's grassroots and not driven from above.

- For a school director, the idea of partnership is attractive – i.e., "we can now offer cooperation instead of begging."
- The community school model provides for maximum participation of children in community life and for their successful socialization.
- The strength of the model's three components (democratization of school, partnership, and volunteerism) is in their practicality.
- One more value of the community school model is its adaptability. Both small rural schools and large urban schools can find their own approaches on how to realize for themselves the community school model.

The Krasnoyarsk Center for Community Partnerships, Krasnoyarsk, Russia

"One man with courage makes a majority."
Andrew Jackson
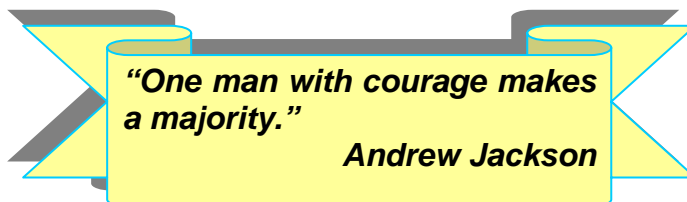
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PART II.
IMPORTANT TOOLS FOR CREATING A COMMUNITY SCHOOL AND FOR ITS SUCCESSFUL WORK

Today school is not only a part of a democratic society, but also, it plays a critical role in the future to determine what kind of democracy it is going to be. If we want to prepare all members of the school and surrounding community to be productive citizens in that society those values must be integrated into every aspect of school life and its engagement with the local environment.

In this part we:
- provide the recommendations for organizing of CS model on the base of your school;
- describe the systemized approach and recommendations for schools which just starting to explore the idea of becoming a community school or already has elements that are a part of the model you want to expand on or systematize;
- in detail describe the skills and mechanisms which will help you to achieve positive results related to each of CS model components.

There are no short cuts and you will be asking people, who are already have daily and professional responsibilities to find time for volunteering. Thus, it is essential that creativity, fun and opportunities for people to learn new skills are built into every step of this process. The information provided below will help you to do that.

CS SURVEY
conducted in spring 2004 in 5 countries of Eurasia
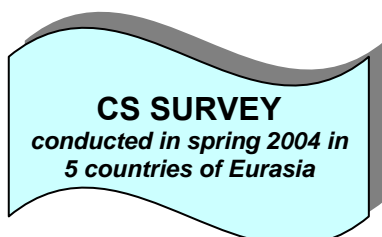
Question: Finish the following sentence "The biggest change in my school after it became a community school was….."
- *Inner voice that says "I can"*
- *Financial stability*
- *School became the center of the community*
- *School life became more interesting for pupils and teachers*
- *Democratization of the academic process*
- *Growth of the creative potential among teachers and pupils*
- *The image of the school increased*
- *A school self-governance group was created and started to work*
- *Parents are well informed*
- *More trust developed between children, teachers, parents, mutual understanding.*
- *Increased material-technical base*

> **Part II.**
>
> **Chapter 1. Forming an Initiative Group.**
>
> **Chapter 2. Information Gathering.**
>
> **Chapter 3. Conducting Effective meetings.**
>
> **Chapter 4. Project Development.**

Chapter 1. FORMING AN INITIATIVE GROUP

The informal mechanism for organizing the process of creating a community school, or any form of voluntary activity, is an initiative group (IG).   All it takes to start an IG is for one person to be interested and willing to devote some time to exploring the opportunities for implementing the CS concept on the base of the school they are associated with.   Most CS IG's started with 2-3 members. The number of members isn't important as long as the plan for development is realistic with regard to the human and other resources you have available. It is natural for most people to want to see results before they get involved. So, don't waste time trying to convince people they should join. It is much more effective to get started, show that you are operating according to the high professional standards and are always ready to provide people with opportunities to join you. The results will speak for themselves and the number of people who want to join the IG will increase as they have in all of the schools we have worked with.

Initiative group - **IG**

IG MEMBERSHIP

In the beginning most IGs are comprised of teachers and school administrators. However, you may involve pupils and parents who take active part in school life. If the school director is not a member of the IG she/he should at least be supportive of the idea to explore the possibility of becoming a CS. If the Director is not interested, the chances of success are close to zero and it makes more sense for the IG to limit their approach to such activities as developing volunteerism or creating a school parliament.

To ensure the maximum effectiveness of the IG, it is desirable for IG members to

- represent diverse interest groups (teachers, school administration, parents, pupils, community members including media, local government, business and NGOs, etc.);
- have time to devote to volunteer activity;
- have management and other skills that are needed to achieve your goals;
- be interested in improving life in school and in the community;
- be capable and willing to work in a team;
- have contacts with representatives of mass media;
- posess human, financial and material resources.

! **Remember:** In an IG, every member has his/her own task and is responsible for its completion.

For the optimal organization of IG work we advise you to distribute the questionnaire on the IG first meeting and ask all members honestly answer to questions.

QUESTIONNAIRE

1.Name_____

2. How can we get in touch with you?
(tel., e-mail _____)

3. Approximate number of hours a
week/month you can give to the IG _____

4. Please indicate below what times are not
convenient for you (N) and those that are
convenient (Y) for you to work with the IG.

	M	Tu	W	Th	F	Sat	Sun
Morning							
Afternoon							
Evening							

5. What you can provide to the IG (skills,
knowledge, contacts, resources, etc.)

IG STRUCTURE

Information from your questionnaire will help you make appropriate choices for who should do what. Obviously those who have more time to spend should be in leadership positions. If there are only 2 or 3 people in the group you may not want to elect a Chairperson until you either have more members or a strategic plan in place. If you decide to wait you should still have temporary job descriptions that clarify who is in charge of what, who reports to whom, when leaders will be selected and what that process will be. It is very useful to spend some time working together before you decide on officers so you will have a better idea of who is most suitable for these positions. The school Director needs to be fully informed and approve of everything that is happening but, regardless of when you elect officers, it is not necessarily a good idea to have the Director serve as the Chairperson. Directors are very busy and you do not want to create the impression that this is a top-down initiative or for people to join the IG because they think that is what the Director wants.

! **Remember:** Once you have decided on what structure you will work with, put it on paper so anyone interested in joining can see how the IG works.

DECISION MAKING

Decision-making is one of the most important aspects of the work of any group. The success of any activity depends on making good decisions. What is a good decision? A good decision is one that limits the risk of negative things happening because of it. Here are some tips for how to make decisions effectively:

Tip 1. People should be agreeing on how the decision is going to be made. For example, if the decision is made by voting, you have to decide if it will be decided by a majority, plurality or consensus.

Tip 2. When you are compiling an agenda for your meeting include easy questions in the first part, then discuss difficult or controversial questions and only at the end of the meeting discuss moderate ones.

Tip 3. There are three things that can happen in the decision-making process:

- the decision can be supported
- rejected, or
- you can decided to delay the decision and get more information if there is a risk that people will not support the decision because they are not satisfied with the level of debate or information available on which they can make a decision

IG PRINCIPLES, POLICIES AND PROCEDURES

The tendency is to just start working without thinking about, discussing and agreeing on such procedures as decision making. This informality often leads to misunderstanding, distrust, people quitting and the end of what was an important initiative. Just because everyone is working as a volunteer does not mean the approach or level of professionalism should be any lower than in a job where people receive monetary compensation. In fact, it is even more important since the only compelling reason for people to continue to volunteer is because they believe in the cause, trust in the process and can see results for their efforts. It isn't necessary, or even realistic, to expect everyone to support you but you don't want anyone to be against you. Remember, an IG is not a "clique" representing limited interests. If people get the impression that the IG is a closed circle of people, then there is little chance they will be able to ascertain and

> "For example, one of the principles that govern your life is "caution". The policy for your home is "only open the door if it is someone I know". The procedure for implementing the policy is: knock on the door, walk to the door and look through the peephole or ask, "Who is it". If it is someone I know – open the door if it is a stranger – do not open the door"
>
> *Alexey Kuzmin,*
> *Director of the Moscow Consulting Firm*
> *"Process Consulting"*

represent the interests of the community in a satisfactory manner. In the end, it is better to include a "difficult" person in the IG then to limit access to the group and risk making that person a critic or opponent of the IG. We recommend that you establish the principles, policies and procedures for how you are going to work in the very beginning (*Defining the 3 "Ps"*). When you are formulating **principles**, you need to think in terms of how you will apply them in the daily activities of the IG – i.e., the IG's policies and procedures.

Policies are the criteria or standards that are applied to taking a particular action or activity that must correspond to the principles of the IG.

Procedures are the steps you take to implement your policies.

For example, your IG has agreed on the principle of "openness". This principle relates to a number of operational issues for the group such as access to information and membership. We need to define a policy of membership that supports the principle of "openness". You may decide that in the beginning it would be more effective if the IG were limited to adults. Therefore your policy is: *"The IG is open to anyone over the age*

of 17 who shares our goals and principles". The <u>procedure</u> for how this works could be: *"Anyone over the age of 17, that attends a meeting or volunteers time conducting an event or IG activity, is invited to fill out a database form. The database form will ask if they would like to be a member of the IG. If they say yes, they may only be interested in volunteering for events, they will then be asked what committee they would like to serve on and be invited to attend all IG meetings. If an IG member misses more than 3 IG meetings they will be asked if they want to continue to be an IG member or switch to volunteer status".*

Defining the 3 P's takes time in the beginning but will save you time later on as new members join the group and can quickly acquaint themselves with how the group operates. Also, the process is useful in terms of team building, gaining experience in seeking compromises and insuring that everyone understands and agrees on the same goals and values that will guide the IG as it works towards establishing a community school.

COMMUNITY SCHOOL EXPERIENCES

"We started by using all opportunities to tell as many people as possible about the community school idea. Then we created an IG with more than 15 members based on the principle of volunteerism. Roles and responsibilities were distributed among the members of the IG and, in order to improve results we conducted regular seminars and discussions during which we identify new opportunities to solve problems. The first event conducted by the IG was the inter-regional action "Good Will, Good Deeds, Good Results" and it was a success. It consisted of several elements: collecting donations of flowers and books for the school, picturing good deeds on paper and in ceramics, beautification of the territory around the pantheon to the war dead fallen for their country, beautification of the common territory, created rest corners in several courtyards, organized a free concert for the community (with the participation of the city musical school), creation of a stand "Let the world wallow in kindness". The entire school actively, with great enthusiasm and kindness, became the center of the community. A few days passed after the events and the school director took the initiative to provide children from poor families with warm clothes. The meeting with the community residents strengthen the relationship between the school and the community, identified
the problems existed and created a mutually beneficial partnership. This was due to the "Good Will, Good Deeds, Good Result" volunteer action and as well as the survey conducted among teachers, pupils and parents. The survey helped to identify future events that take into account the needs and expanding the membership of the IG.*
School # 4 named after S. Avanyan, Charentsavan, Kotaik Marz, Armenia

" Borjomi School# 2 decided to conduct an opinion poll, which was aimed at getting community residents engaged in school life and interested in school problems. Students wrote questions on sheets of paper. These questions illustrated all kinds of problems related to school life. Within a week a group of student volunteers kept bringing answers given by community residents, which disclosed quite interesting and unique views, as well as advice for the school. After the opinion poll had been concluded, the IG summarized the collected materials and conducted an information seminar, which was attended by students, parents, teachers, and community residents. The results of the questionnaire alerted us to a number of problems that we are now trying to overcome."
High School # 2, Borjomi, Georgia

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Chapter 2. INFORMATION GATHERING

Information is the key to understanding the needs and priorities in the community and the resources that are available to address them. Gathered information helps to develop effective programs that respond to these needs. In addition, the process of collection of information increases your connection to the community in a couple of ways. Firstly, it provides people with an opportunity to participate and voice their opinions. Secondly, it increases awareness about your initiative and the principles of openness that you want to reinforce.

We shall present four basic activities, which form the base of creating a dynamically developing community school.

Surveying the local environment	Develop a map of your community. It is basically a database of statistics where the information gathered, which will help you better understand your community, their needs and interests. This could include overall population and its breakdown (pensioners, single mothers, students, ethnic groups etc.), income distribution, businesses and budget organizations located in the micro-region, NGOs, traditional events (type and date) etc. The information gathered will not only help you to better understand your community needs but will help you to target potential partners and donors.
Needs assessment	Determine those activities or services which your neighbors feel are most needed to improve life in the community and school. What are their priorities? Remember - every community is different.
Assessment of available resources	Estimate human, material and financial resources that can be attracted to support your work as a community school.
Monitoring and evaluation	These are the mechanisms that will help you to assess if you are achieving the intended results of a program/project, has long-term strategy been implemented (monitoring). You can make adjustments to increase their effectiveness as necessary and to measure the impact of your program/project or strategy after it has been implemented (evaluation).

There are many different mechanisms of collection of information. Each of them has their strong and weak points. The choice of any of the methods depends on a couple of factors:

- time/human resources;
- and financial/material resources

Most community schools use a combination of the methods. Below is a brief description of these tools as well as their plus's and minus's.

The mechanisms for collection of information

- ✓ Holding community meeting
- ✓ Statistics
- ✓ Interviews with key figures
- ✓ Questionnaires/surveys
- ✓ Focus groups
- ✓ Combination of these mechanisms

METHOD: Holding a Community Meeting

DESCRIPTION: While conducting a meeting you need to create an atmosphere and structure of the meeting to maximize the amount of information you receive. Conduct a group work and prepare an exit questionnaire. The pluses for this mechanism are that you can collect enough of information in a short period of time without spending allot of money. Meetings give you an opportunity for more people to learn about your initiative and to attract volunteers. The minus of this method is that it does not give you broad enough reach into the community since it is equally important for you to understand the needs and interests of people who are not the type to attend such meetings (the majority of people).

METHOD: Statistics

DESCRIPTION: This means straightforward research which involves looking at various directories with local statistics, newspapers etc. You need to be careful that the source is reliable and that the data is current and updated. If you have access to Internet this can be a great tool for conducting such research and a perfect opportunity to include students. However, the statistical data can overwhelm you and make it difficult to identify one or two small ways in which you can have an impact. Besides, the statistics may not indicate what are the priorities for your community residents.

METHOD: Interviewing Key Figures

DESCRIPTION: A key figure is someone with comprehensive knowledge about the community or a specific element in the community. This could be a local government person in charge of social services or a respected local businessperson or, it could be a grandmother who knows everything that is going on in the neighborhood. Once you target the type of information you want, you should make a list of the people who know something about that topic. For example, you don't have a lot of information about the non-profit sector. Therefore, it might make sense to interview a leader in the non-profit movement to find out what other organizations exist and their activities. They can also help you to better understand the position of people in sectors that you do not have a close relationship with or their attitude/level of interest in community school development or projects related to it.

These interviews are useful, because some information is not available in official directories or publications. Through the interview you might get the opinion of the expert and make the first step in developing an important new partner. Besides this method doesn't require considerable finance.

However, collected information has no statistical significance and the information you get could be biased towards a particular personal or organizational imperative or preference. The solution to this is to be a critical thinker when analyzing the content of the interviews and not to rely solely on this method for developing a strategic plan.

METHOD: Questionnaires / Surveys

DESCRIPTION: This is the most complicated, time consuming and expensive method. However, if done carefully it can also give you the most comprehensive feedback on which you can base your future planning.

The first step in conducting a survey is to determine what the goal of it is. Once you have identified the goal there are three questions you must answer to design and conduct a good survey:

- Who do we want to ask?
- What questions will give us the answers we need?
- What resources do we have to conduct the survey?

Surveying a large number of people requires allot of time and does not necessarily mean your survey results will be more reliable (representative of the whole). The key to reliable data in surveying is called a random sample of your target group population. Accurately determine the dimensions of your target group, whatever you think is important (sex, age, occupation, region) a minimum of 30 observations is considered meaningful (legitimate). Suppose you have statistics from your earlier research. Look and see what the

HOW TO CONDUCT AN INTERVIEW

Have a written list of questions you want to ask. Your list should be organized so you can conduct a short, 10 minute, medium 20-30 minutes and long, 1 hour, interview and be sure to get the most important information you need regardless of the amount of time the subject gives you. Your preparation also includes a plan for noting the responses. If you want to use a tape recorder, okay, but have a back up plan for taking notes if the person does not feel comfortable with being recorded or you feel it will inhibit their responses. Sometimes taking notes can inhibit the interview because it keeps you from being directly engaged with your interview subject. Be ready to remember the key points and write them down as soon as the interview is over. When you arrive for the interview the first question should always be "How much time do you have?" This will help you quickly know which scenario you should use. Next, succinctly state the purpose of the interview, describe what it will be used for and the goal of your initiative group. Be sure to indicate that this information is for internal use only. It will not be published or attributed to him/her in public without their permission. It might be helpful to have a one- page description available to leave behind. This should be prepared any way since it may be necessary to send it before you are granted an interview. When the interview is completed thank him/her and tell them you will send them a complete copy of the research when it is completed and invite them to a meeting where it will be distributed.

Even if you took notes during the meeting you should write up a complete report on the interview so you don't forget anything. This could include information you receive that is not directly related to the questions asked such as their personality, likes or dislikes (do they drink coffee or tea) that could help you develop a partnership in the future.

population percentages are for those dimensions. For example, if gender is important, determine what is the percentage of female inhabitants. Also identify the percentage of employed and pensioners. Put together survey sample and make sure that the dimensions of the people there match the general population as closely as possible. A good sample is if it is 5% or less deviation from population. Obviously this is much easier if you are just surveying your school population.

So, you decide that you have the time and money for a sample size, you determine the characteristics of the population according to your dimensions and then identify people randomly that correspond to those percentages. Now, solve the next problem: what do you ask them?

There are three different types of questions that can be used in a written survey[*].

- *OPEN-ENDED QUESTION:* This is a question that the respondent should answer in his or her own words. The space for answering is indicated by underlines or an open space. This format is sometimes referred to as a *"free response"*.

OPEN-ENDED QUESTIONS	
Advantages	**Disadvantages**
+ Can be used when all possible variations for answers are not known or when it is necessary to identify possible options. + Allows respondents to clearly and in detail express their thoughts. + Used when there are too many possible answers. + Is convenient when addressing a very complicated or serious problem that can not be adequately dealt with in simple, short answers. + This format provides an opportunity for a creative approach to the questions and for personal reflection.	− Possible that a large part of the information received is not relevant to the issue. − The information received in this way is difficult to standardize which complicates the analysis process. − This information is complicated to code and analyze and often this process is subjective so there is a great deal of dependence of the result on the person who analyzed the questionnaire. − It is necessary for respondents to be able to write clearly and articulate their thoughts. − Questions can be very general and, therefore, not clear to respondents, which requires follow-up questions. Thus, this format is not well suited to situations where respondents fill out the questionnaires without supervision. − Answering these questions takes allot of time and so the response rate could be very low. − This format requires more paper so the questionnaire may look very long and frighten potential respondents so they don't participate

- *CLOSED-ENDED QUESTION:* This is a question where the respondent must choose from a list of alternative answers. The choice can be made with a check mark or circling the answer. This version is sometimes referred to as a *forced selection* or *"selection"*.

CLOSED-ENDED QUESTIONS	
Advantages	**Disadvantages**
+ All answers are standardized, you can compare different responses. + These answers are easier to code and analyze + The respondents understand what the question is asking + Answers are limited. that minimizes the amount of information received + It makes easier for respondents to answer "uncomfortable" questions. + Is easier for respondents since	− The respondent can guess which is the answer more desired from him or to randomly select an answer. − The respondent may feel disappointed not finding the exact answer he would like to give in the options provided. − There may be too many possible answers to be able to list reasonably. − It can result in the problem of different interpretations for the answers provided. − The answer options provided may be artificially eliminated. − Increased risk of mistakes in filing out or analyzing

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[*] *The definitions of questions and outlines for putting together questionnaires were included in publications by the National Community Education Association in America with segments authored by Larry E. and Virginia A. Decker, Valerie A. Romney and Phillip A. Clark.*

choosing a ready answer is often easier then formulating an answer.	the questionnaire, for example putting the answer for one question in the space for a different question (putting wrong numbers).

- *PARTIALLY CLOSED-ENDED QUESTIONS:* This is a question where the answer options in a closed question includes an open-ended option. If the respondent doesn't want to select one of the offered answers, they can write their own response. This form is known also as *"mixed".*

See
Appendix 1
(page 169)

Most questionnaires are comprised of a combination of all three types of questions.

Recommendations for compiling questionnaire forms

1. When you are developing a questionnaire the key is to be sure it corresponds and supports the overall goal of the research the level and abilities of the respondents
2. The goal of the research must be clear.
3. When you are making the questions keep in mind who will be answering them. Questions should be clear in style and tone according to the community or target group in which it will be distributed.
4. Design the questionnaire so it does not look complicated. Leave open spaces.
5. Make the questionnaire as short as possible. Think over developing and conducting some shorter questionnaires. If you use open questions be sure to leave enough place for them. For community schools' surveys we suggest no more than 4 or 5 questions. Limit open questions to one or 2 since people are less likely to answer them and they take allot of time to register and analyze. Remember, any information is better than no information.

6. If you use closed questions, you should select the answer options on the basis of previously collected information, conduct a brainstorm or a test questionnaire with an open question.
7. Conduct a pilot survey. Give the questionnaire to a small group of people and ask for their opinion. Do these questions give you the information you need? Is it easy to fill out? Is there something that can be eliminated? Is there something that must be added? Are the questions being understood in the way you intended? Change your questionnaire on the basis of information you received from the pilot survey and test the corrections on a new small group. Before going ahead with the full survey avoid incorrect or useless information. This is called a test questionnaire or pilot survey.
8. If we conducted survey in places where more than one language is used in the community we recommend having questionnaires in each of the languages so people can choose the one with which they feel most comfortable.

After you have conducted the test questionnaire and are sure that it will give you the information you expect to get you should spread the questionnaire as widely as possible.

METHOD: Focus group

DESCRIPTION: A focus group is a group interview. A moderator prepares the scenario in order to focus the discussion on the important issues. Focus Groups initiate active exchanges of opinions from people whose relationship to a particular issue you want to know. For

Moderator is the person who conducts the interview/focus group.

example, you can ask for a group of NGOs leaders (8-10 people) about their opinion on uniting in a council for NGOs and what kind of obstacles consists on that way. Each of them will get the opinion of the others and think how this idea will benefit him.

First of all you need to decide how many focus groups, where and when they will be conducted. It is standard to conduct at least two focus groups for each target group to be sure you are getting balanced information. You must make decisions about important points. For scientific work a screening questionnaire is used and only those people who answer all the criteria are invited to take part in the focus group.

The place for the focus group should be easily accessible by transportation. The room should be comfortable and yet formal such as an auditorium, negotiating hall or place for round tables. Regardless of the place, everyone must sit in a circle; this emphasizes the equality among the participants, the absence of a leader. If participants have not met it is a good idea to put nameplates in front of them so they can refer to each other by name.

Another major factor is the selection of a moderator. His/her main task is to take into consideration the opinion of all participants, get each member of the group to open up and honestly present their thoughts on the topic. It is completely forbidden for the moderator to demonstrate any position "It seems to me, Do you agree with me, isn't it correct that…" etc.) He/she must present the questions "What do you think of that idea?" It is important that people in the group think of the moderator as "their person". One person can be the ideal moderator for one focus group, may not be the best choice for a different target group.. The moderator and the researcher (s) develop the scenario, arrange the order for the questions and formulate on the objectives.

! **Remember:** In your scenario should dominate open questions without prepared list of answers. When you are conducting quantitative research and want to determine the percentage of people with the same opinions, use questionnaires with closed-ended questions.

HOW TO SELECT THE PARTICIPANTS OF FOCUS GROUPS

✓ Have members of the focus group met before? It doesn't make sense to relationship may include a large degree of authority over the other person or people to be in the same focus group. You could end up with two identical opinions and that complicates the analysis.

✓ Gender. Take into consideration that there are some topics that are not comfortable for men and women to discuss together. If the subject you are discussing is more important for representatives of one sex than the other, then it makes sense to separate them.

✓ Age. You may not get honest answers out of younger people if older people are present. In America they use the following age intervals for groups: small children within a difference of one year, teenagers within a difference of two years, young people 20-24 years old, adults 25-39 years old, 40-54 years old and 65 and up.

✓ Family status. How is a single person going to feel surrounded by married couples?

✓ Position, behavior, level of education and information. People who know a subject well can dominate a discussion.

You must determine who and how information will be recorded. The moderator cannot do this so you must consider who from among the observers will record comments. The responsibilities of this person are to tape the focus group on film or audio or if this is not possible then to take comprehensive notes by hand.

The time for conducting a focus group should not last any longer than 1.5-2 hours. It is structured to have 2 uneven blocs. In a 2 hour focus group an hour and a half is allocated to the general discussion. There is a 10-minute break when researchers can discuss to which questions they have still not gotten sufficient information. Then 15 minutes to fill in these gaps with the focus group.

The scenario for a focus group is divided into 5 parts:
- Introduction. During the introduction the moderator must give participants an understanding of the goals and objectives for the research, let them know that their thoughts are greatly valued and it is unacceptable to criticize the viewpoints of other participants (this is not a debate). Then, they present the observers and describe their function.
- Background questions.
- Primary questions. You are going to spend the most amount of time on primary questions. Try to receive an answer to all major questions from all participants. Try not to interrupt people when they are speaking but if it becomes necessary, do it politely.
- Additional questions. After a break, you spend time on questions that have been overlooked in some way. Then thank the participants for their help and end the discussion.
- End of the discussion.

Afterwards, you should always write a report on the results of your focus group(s). This report should include an introduction, goal of the research, methods, primary results, outcomes and recommendations. If less than 100 people took part in your focus groups these results cannot be presented as statistical data. So, results are presented in general terms such as "everyone agreed", "the majority", "almost everyone", "several", "no one". These are the things that will provide the basis for your qualitative research.

Analyzing and distributing the information you have gathered

Analysis is the fun part, counting the numbers, reading the responses from interviews and focus groups and seeing how different target groups feel about the questions you have raised. This information will make it much easier for your IG to determine the level of interest in developing a community school among the various groups, which of the 3 model components you should focus on, what issues are priorities for your community and what resources you can attract to address them.   It also provides you with baseline data that will help you measure the impact of your work in the future. Demonstrating impact can help you attract human and material resources.

Regardless of your methods, target groups or results, all the information and analysis should be written up and distributed to as wide an audience as possible. How you do this again depends on the resources available to you: the school newspaper or announcement board, local media, handout copies to parents and community members or you can conduct an open meeting to present your information and discuss next steps.

! **Remember:** Don't be intimidated by whatever results you receive. You can begin to develop a community school on the basis of minimal resources and interest. As long as your strategy is based on the information you receive you can achieve positive results. Small steps lead to big changes.

COMMUNITY SCHOOL EXPERIENCES

"Parents and other family members are the key teachers for a child. Between school and the home there should not be any contradictions if they are going to cooperate successfully. Today, it is important to pay a great deal of attention to getting parents involved at school because that is the key connection between teachers, school, families and the community.

We received the following answers to the questions "What does a community school give the community?" that was included in our questionnaire:

- *Pupils attend school more often;*
- *Strengthening the connection between pupils, parents and teachers*
- *Increased progress*

What steps should be taken at school in this case: the school should open its door wide, do things that attract people, suggestions from the community should be accepted with love, the work taking place at the school should be illuminated in the community. A community school element that is of great use to the community is mutually beneficial partnerships. In this way the image of the school is transformed, they become more competitive and have closer contact with the community."

School # 10 Abovyan, Kotaik Marz, Armenia

"Our school took on the role of center for sociological surveys. In February-March the school conducted an action "The Community and Us!" In the process we were able to survey 123 residents of Sherbakyl. The results showed that residents of Sherbakyl not only see the school as an educational institution from which they receive a high quality government program. In a situation where connections between people weakened or was completed destroyed, school often becomes the only place where a person can feel his social value and participate in a public life. This is what the survey told us.

- *59% respondents support partnership relations;*
- *52% see school as the center as public life;*
- *43% think that school, together with community members, should solve the problem of beautification;*
- *37% think that the community should participate in the governance of the school.*

From this we have objective information of the need and interest in developing partnership relations between school and community and we have assumed the difficult role of organizer for the community".

Sherbakyl Middle School Omsk Oblast, Russia

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Chapter 3. CONDUCTING EFFECTIVE MEETINGS

Every one has attended a bad meeting. By that we mean a meeting that you left annoyed because you were bored and wasted your time attending something that had no results and little opportunity for you to participate. In this section we speak about how to conduct effective meetings, which is an   essential part of developing a community school. People are willing to attend a meeting that is related to their school or community. At the starting point of

Five reasons for holding a meeting:
- To plan future activities
- To evaluate the results of activities that have taken place
- To make a decision
- To provide information
- To collect information.

creating a community school one of the reasons for organizing the first meeting with community members is the presentation of information on the community school model and about IG. The challenge is getting people to leave the meeting feeling positive and, most importantly, ready to come to the next meeting and open to the idea of future cooperation with the IG. The following tips chart out how to hold an effective meeting.

TIP 1.   **Circulate information about the meeting.**

Make sure that as many people as possible hear about the meeting. Announcements or invitations should go out no less than 2 weeks in advance. Then, 3 days before the meeting you will need to remind people either by telephone or with a new announcement/reminder. You will also want to think of a way to get some idea of how many people are planning to come.

TIP 2.   **Make the meeting comfortable.**

Think over three aspects:

- The *time* of the meeting should be convenient for most of the participants. Conduct a quick survey to determine the exact time. You certainly want to make sure it doesn't conflict with any other major activities in your community.
- Think over and choose the suitable *place* to conduct the meeting. We recommend the school hall to conduct plenary sessions and organize separate classrooms for group work.
- Create a welcoming *atmosphere*. Decorate the hall with flowers and serve tea afterwards.

TIP 3.   **Start the meeting as schedule.**

 If you want people to come on time, start on time, even if there are very few people there. When people come late and see that the meeting is in progress, they will be much more likely to come on time the next time. Reward those that came on time by not making them wait for others.

TIP 4.   **Welcome and introduce everyone.**

Do it in a friendly tone. Show that you appreciate people's participation.

If this is a first meeting, asks each person to say something about themselves, their motivation, plans.

TIP 5. > **Keep it short.**

The meeting should be longer than 2 hours. It is better for the first meeting to keep the formal part down to 90 minutes. Plan the time for informal conversation and tea afterwards. Don't forget to include in the invitation the amount of time the meeting will take place. For example:

"The meeting will take place from 19:00-20:30; tea will be served after the meeting".

TIP 6. > **Present the meeting agenda to participants.**

Go over what is planned for the meeting and ask if there are any suggestions for changes or additions. It is important to get people's agreement on what will be happening. Vote to approve the entire agenda with any adopted additions/changes.
- ✓ Stick to the Agenda. If you notice the discussion started on the different topic, turn to the participants, saying, "That's an interesting issue, but we should get back to the original agenda item. We can take that up under new business if there's time or put it on the agenda for the next meeting".
- ✓ Avoid detailed discussion. Some issues are of such detail that they are better handled by a relevant committee. Bring closure to discussions. Sometimes the participants discuss things much longer than necessary. Don't stop on the same problem long. Ask the participants if they are ready to vote on the issue.
- ✓ Be Flexible. Important issues and concerns may alter the agenda. Ask for a five-minute break to confer with other experienced leaders. Be prepared to an alternative agenda.

TIP 7. > **Assign roles and responsibilities to the participants.**

In order to make sure that you accomplish everything you planned develop a detailed agenda that assigns roles and responsibility among all participants in this process. Encourage active participants. Success in building an organization depends on people feeling like they are a part of the decision-making process. Give everyone the opportunity to voice opinion and feel listened to. Let people know that you value their opinion.

Respect everyone. Encourage quiet and shy people to speak and prevent people from dominating the discussion or ridiculing other peoples' ideas. You can ask, "Is there anyone who hasn't already spoken who would like to say something?" and make eye contact with the people who haven't spoken.

THE ROLES AND RESPONSIBILITIES OF MEETING PARTCIPANTS

Chairperson:
- Opens the meeting and welcomes participants.
- Presents the meeting agenda and presents the expected results.
- Introduces the facilitator and IG members.
- Summarizes the results of the meeting and lays out the IG's next steps.
- Thanks everyone for their participation and closes the meeting.

Facilitator (Process Organizer):
- Leads the meeting, but does not participate in discussions. Remains neutral.
- Controls the meeting and keeps track of the time.
- Explains each point of agenda.
- Oversees discussions, presentations and interactive exercises, explaining any instructions for each.
- Ensures that the rules for the meeting are respected by everyone (no participant is allowed to dominate the process and everyone who wants to speak has an opportunity to do so, etc.).

Record-keeper:
- Takes notes of the discussions during the meeting.
- Pulls together written comments of participants during interactive exercises.
- Prepares a full report about the meeting.

Other members:
- Actively participate in group / team work.

TIP 8. **Explain the meeting rules.**

If this is a first meeting, go over some basic rules of order such as the simplified parliamentary procedures or a consensus decision-making process. Make sure that everyone has a copy of rules or that they are posted in the meeting hall in a place visible to all.

TIP 9. **Seek commitments from participants.**

Getting commitments from people to do certain tasks or volunteer for committees is an important way to increase participation. Allow enough time to analyze. You can have newsprint or a chalkboard to write people's names down next to the task or committee they agreed to take on.

TIP 10. **Don't forget to summarize the results.**

Summarize the results of meeting and inform about future plans. Allow

time at the end to go over the results. We recommend distributing questionnaires at the end of the meeting and collecting the information. In this case it will be easier for you to make provisions for follow-up.

Conduct an evaluation. Allow five minutes at the end for receive feedback and opinion of participants. This is a way for everyone to learn about how to hold effective meetings.

> **TIP 11.**   **Thank people and wrap-up.**

Don't forget to thank everyone who participated in the meeting, particularly those with roles and those who helped prepare materials, set the room up or brought refreshments. Remind everyone of the next meeting date. Close the meeting on or before the ending time. Remember, no one minds getting out of a meeting early. Also, thank everyone for making the meeting a success! Ask for a motion to adjourn.

> **TIP 12.**   **Conduct an evaluation and prepare the report.**

After the meeting the record keeper needs to write up a final report of the meeting. When it is ready, you should organize a meeting of the IG meeting to discuss how the meeting went (both its pluses and minuses), to analyze its results, to develop next steps and to plan for wide dissemination of the meeting report. Regarding the latter, think of all methods available (e.g., publishing it in the school paper, posting it on the school's announcement board, sending copies home to parents via their children, etc.). When disseminating the meeting report, don't forget to include information about the next IG and an invitation to attend it.

An effective meeting is only one of the methods of presenting and introducing the community school model. We have provided some tips and recommendations useful both for conducting small IG meetings and larger public meetings.

COMMUNITY SCHOOL EXPERIENCES

In 2001, when we began our program "School as the Center of the Community", we devoted allot of attention to present this to the school in a dignified manner and it seems as if our results were not bad. First, we formulated the goals for the presentation:

- ❖ *To acquaint educational institutions and NGOs with the principles of creating a community school;*
- ❖ *Search for new partners for mutually beneficial partnerships;*
- ❖ *Attract attention to community schools among the community;*
- ❖ *Attract to the movement other schools in the town*

Order of Events
1. *Celebratory informational section*
2. *Welcoming honored guests to the presentation*
3. *Presentation by the school director on the theme "Community School: Characteristics and Principles for its Existence"*
4. *Awarding of "Thank You" Certificates*

5. *Presentation of the IG of teachers*
6. *Excursion around the school:*
   - *Opening of the workout hall;*
   - *Visit the pensioners choir club*
   - *Demonstration of the musical center;*
   - *Acquaint people with the English language and computer courses;*
   - *Demonstration of the sewing group;*
   - *Demonstration of the workshop group*
7. *Buffet*

Among those invited as guests were government representatives from the city department of education, partner organizations (existing and potential partners), directors of schools and other educational institutions in the city, Council of Veterans for the micro-region, city television, active parents and residents. Over 50 people took part in the preparations. Everyone attending received a brochure compiled and printed by the school itself that described all the courses and services available for the community and contact information. We tried to show that school could

definitely become the center of the community and assume certain social functions. The festivities continued for 3 hours and ended with a buffet where guests could exchange their impressions and formalize them by writing them in an album.

The presentation was achieved: the idea to create and develop community schools was widely disseminated in the press. All schools in the City became acquainted with the community school model and many became interested. Also, we established the first contacts.

School # 8, Stepnogorsk, Kazakhstan

"December 2003 in Gyumri School # 7 a seminar was conducted to strengthen the community school initiative. The goal was to expand the work of community schools and the initiative group in Shirak marz, to attract human resources, to strengthen cooperation with local organs of self-governance, relations between schools and the community and encourage democratization of the school. Representatives from the media, NGOs, school directors, teachers, residents of the micro-region and parents attended the seminar.

The agenda included the following issues:

- *Presentation of existing community schools*

- *Exchange information about successful experiences*
- *Cooperation between community schools and local self-government organs*
- *Collect financial resources to support the community school program.*

All the presentations noted that the objectives they identified in the beginning turned out to not be that big. However, in the process of working they were able to overcome all constraints. There was an active, sensible discussion in which all participants were involved. The participants exchanged opinions and experience.

The fourth point in the days agenda was devoted to looking for financial support. Here are the recommendations:

- *Cooperation with business*
- *Develop relations with colleagues*
- *Develop connections with the Armenian Diaspora to do fundraising*
- *Mutually beneficial cooperation between schools and their communities*

There were many positive remarks expressed, for example "New thoughts and ideas, new people and cooperation, new expectations and programs".

Gyumri School # 26, Shirak Marz, Armenia

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Chapter 4. PROJECT DEVELOPMENT

In previous sections we spoke about how to collect the information. In this section we discuss how the collected information can be used to develop a project that will introduce or strengthen some elements of the community school model. Many schools are already using the project approach to increase the effectiveness of traditional activities conducted by the school. It has also been introduced in the classroom as a method that not only reinforces the knowledge associated with a particular academic discipline, but, serves a dual purpose providing pupils with skills and discipline that will be useful throughout their lives. Knowing how to design and implement a successful project helps to attract additional resources to the school. Those who provide financial support to schools, whether they are parents, local business, or government are more likely to give money if they know what concrete result will come from this investment. The same is true for grant competitions. Most competitions conducted by foundations (local, national and international) or government departments only support projects.

So what is a project? A project is a type of activity that:
- is aimed at achieving a specific goal on the basis of developing of one or more objectives;
- is realized during a specific time frame, 1 year, 6 months etc;
- has well defined expected results that can be measured and evaluated;
- consists of activities that are related to each other and build on the results of the previous activities;
- is conducted requiring a specific amount of human, material, financial resources.

A community school project can be targeted at addressing one or more of the three components (democratization of schools and classrooms, volunteerism, partnerships) or the first project may involve introducing the model to the school. The steps we have outlined above represent the activities that could be included in this type of project. Whichever you decide is best for you, all successful projects require that you follow the "project cycle" pictured below (picture 1).

Picture 1. Project Cycle
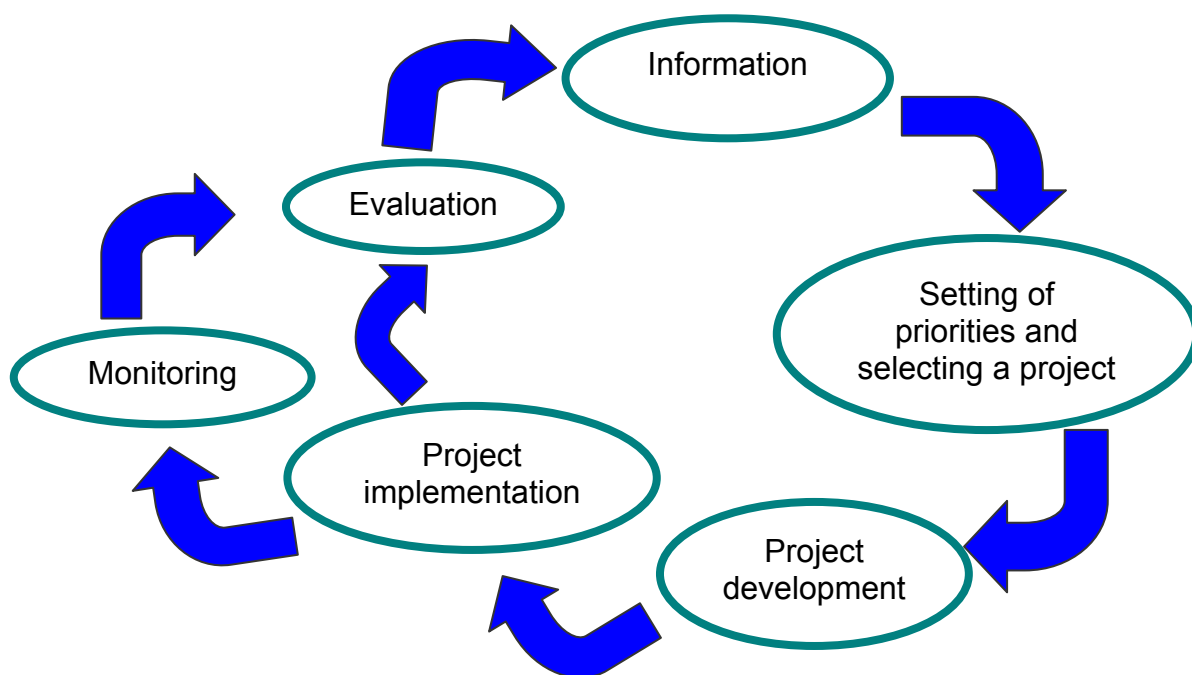
We suggest looking at the project cycle step by step:

Step 1: Analyze the problem.
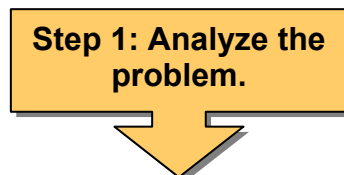
You can analyze the problem through the "*Problem Tree Analysis*" method.

Conduct an IG meeting. Divide participants into groups of 3-7 people and give each group a big piece of paper and marker. Ask them to draw the trunk of a tall tree. The trunk is a problem that was identified during your research as important for the community. Before drawing the tree you can organize the brainstorm. Under the tree you draw the roots with each root representing a cause of the problem. Keep answering the question "why do we have this problem?" Then put the branches on the tree, which mean the consequences of the problem. In picture 2 we give you the example of a "Problem Tree Analysis".

Step 2: Turning problems into solutions.
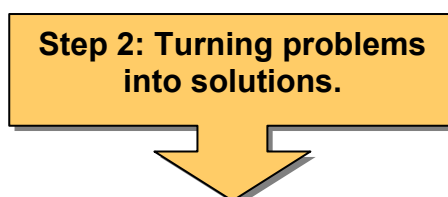
Take the "Problem Tree" and reformulate the problem in its positive form – i.e., a "Solution Tree". See Pictures 2 and 3. Thus, the problem is "increased drug and alcohol abuse by young people" and the positive change you want to see is "No drug and alcohol abuse among young people". This is you goal.

Next, look at the roots and take the cause of the problem. Think what it would take for it to go away. For example, the reason for the problem "Young people have nowhere to go, nothing to do after school and on weekends" would go away if we think of the objective "Increased opportunities for young people to be engaged after school." These are now possible objectives for a strategic plan targeted to achieve the above goal.

A **goal** is a statement that expresses what you want to achieve in order to respond to the need you have identified. It is your overall desire for positive change.

Objectives are statements describing concrete, measurable changes that will take place to support the realization of your goal.

Picture 2. Example of a Problem Tree

Missed classes	Early death	Lack of ability to socialize normally	Diminished opportunities for higher education	Limited career choices	Fear	Increased in the community number of people with disabilities

Health problems and mental illness

Decreasing academic performance

Increased crime and other non-social behaviors

Accidents

Problem: Increased alcohol and drug abuse among youth

Consequences

Reasons

Nowhere to go, nothing to do after school and on weekends	Weakening of the family unit	Dangers of these substances are not taken seriously

Limited school based, organized activities	No volunteerism movement in the community	Lack of joint activities for parents and children	Lack of family counseling	Sex image from media	Availability	Peer pressure

Picture 3. Example of A Solution Tree

Regular school attendance	Greater life expectancy	Integration in social life of school and community	Higher % of pupils entering higher education	Better future job prospects	Safer community	Decrease in the number of people with disabilities

Less health and mental problems	Improve academic performance	Decrease in youth related crime and social deviance	Decrease in substance abuse related accidents

Indicators

Goal: No alcohol and drug abuse among youth

Objectives

Increased opportunities for young people to be engaged after school	Strengthening of family unit	Increased awareness of the consequences of substance abuse

Wider student involvement organizing school	Strengthened partnership between school and community	Increased school based family activities	Increased availability of social services	Strengthened capacity for critical thinking	Strengthened community dialogue	Increased image of other activities

Step 3: Identifying Indicators.

Look at the branches, the consequences of the problem. In our example, the consequence "Decreasing academic performance" becomes "Improved academic performance". So you get indicators, which help you to measure your results.

After you have re-written and developed your "tree" you should start working on the most complicated part of a strategic plan - formulating the goals, objectives and indicators.

> **Indicators** describe the goals of the project in objectively measurable variables, and constitute the basis for measuring the quality of the project's implementation.

Step 4: Priorities.

One of the most common mistakes when people develop a strategic plan is they are not realistic. If we look carefully at the 3 objectives in our example it will become clear that we do not have the human or financial resources to effectively deal with all of them. Think about the positive changes that can be achieved through various activities thus bringing us closer to our goal. You need to identify your priorities.

> Conducting a **SWOT-analysis** involves filling out the following diagram that identifies the *strengths and weaknesses, opportunities and threats* associated with each specific activity, event, strategy or institution it is applied to.

To define your priorities, we recommend that you use the "SWOT analysis" method. **SWOT analysis** helps you identify a strategy, campaign or events that have the most potential for success with the least mount of risk to your group.

Picture 4. SWOT Analysis Table.

Strengths	Weaknesses
Opportunities	Threats

"Strengths and weaknesses" relate to internal factors such as level of understanding about the community or access to human and financial resources, reputation etc.

"Opportunities and threat" are external factors such as competing organizations, changes in the political or economic climate etc.

The following SWOT analysis was developed by the *Cheremnoe Secondary School in Altai Krai (RF)* as the basis for developing a strategic plan to create a "Media Center" at the school.

Strengths	Weaknesses
1. Support from parents, community and potential sponsors 2. The goal inspires people 3. Cadre 4. Pupils are motivated to create the Center	1. No experience in the region 2. Not enough time 3. No possibility for librarian assist 4. Not enough financing 5. We cannot fulfill all requests from the pupils
Opportunities	**Threats**
1. Image of school improves 2. Attract 120,000 rubles 3. Improve level of education	1. No financing from the financial committee 2. Limited available sponsors nearby

What is important to notice here is that you can build a successful project even when there are substantial weaknesses? The SWOT analysis identifies the factors that must be considered in order to develop an effective and realistic plan.

As soon as you have identified your project you need to create a strategic plan. A strategic plan is often referred to as a road map for where you want to go in the future. The goal is your final destination and objectives are the milestones you need see on the way to arriving there.

Step 5: Developing a strategic plan.

So, how do you start to develop your strategic plan? The format we recommend is very basic but it has proven to be effective for community schools.

STRATEGIC PLAN

School_____

Goal of the project (NB: only one) _____

_____

Objectives of the project *(N.B.: 2-4):*   A)
                                              B)
                                              C)
                                              D)

Time period of the project_____

Objectives	Activities	Responsible person	Resources		Expected results (Qualitative & Quantitative)	Thing that could go wrong
			Have	Need		
Objective A	1. a) b) 2.					
Objective B	1. a) b) 2.					
Objective C	1. a) b) 2.					
Objective D	1. a) b) 2.					

! **Remember:** The more detailed your plan is the more chances that you have for success. See Appendix 3 for a description of the categories in the strategic plan table.

See

Strategic plans are not written in stone. You may want to go back and look at them after every activity to see if you need to make an adjustment in scheduling, risks maybe even change the whole approach. A good, big copy of the strategic plan should be made and hung on the wall so that everyone sees it and it becomes a constant reminder of what you are doing.

> **Step 6: Monitoring and Evaluation.**

The next phase of the project cycle is implementation of the project, which is accompanied by monitoring of the project and that is followed by the final phase of the cycle "evaluation." Both of these activities involve gathering and analyzing information so that all the tools described in "Information Gathering" can be used here (questionnaires, focus groups etc.).

WHAT DO WE MEAN BY MONITORING?	WHAT DO WE MEAN BY EVALUATION?
• Collection of information and analysis during the whole project cycle	• Collection of information and analysis at the end of a project
• Oriented on activities and their results	• Oriented on the results and how they relate to the objectives and goal
• An internal process that allows project implementers to determine if they are moving towards their objectives	• Internal or external process that allows project implementers to determine the effectiveness of all project, the project, did it meet expectations in terms of results, if not, why not?
• Opportunity to adapt your strategies accordingly to maximize the potential impact of the project.	
• Purpose of the monitoring is to determine the effectiveness of activities included in	• Provides project implementers with data they can use to determine over a longer

WHAT DO WE MEAN BY MONITORING?	WHAT DO WE MEAN BY EVALUATION?
your strategic plan	period of time how sustainable the changes from this project are and are they providing momentum sufficient to continue moving towards the long- term goal • Purpose of the evaluation is to determine the impact of the event results beyond the life of the project so there is a firm foundation to develop the next project.

It is also important to determine the indicators of monitoring and evaluation, which:
• Provide the information about we is moving towards our ultimate goal and if yes, what is the degree?
• Provide a baseline for monitoring and evaluation.

A representative of a funder once compared indicators with how a baby grows up: quantitative (height and weight) and qualitative (walking and talking) indicators characterizing that baby progressing normally. While analyzing the "Problem Tree" we recommended 11 possible indicators. However, we should choose 2-4 of those "objectively verifiable indicators" that we will use to research our long-term results. When making this choice, the following criteria are useful:
✓ Concreteness
✓ Measurability
✓ Accessibility
✓ Reliability
✓ Significance
✓ Sensitiveness to change
✓ Economy (doesn't take allot of finance or time to get the information necessary)
✓ Regularity.

Among 11 indicators of the above "Solution Tree" only 5 meet these criteria:
1. School attendance
2. Academic performance of pupils
3. Percentage of pupils entering institutions of higher education
4. Statistics on youth substance abuse related accidents
5. Statistics for youth related crime and other forms of social deviance.

These can be formulated as proper indicators – for example:
• Indicator 3 - Percentage of school # X graduates that enter institutions of higher education
• Indicator 4 - Number of school # X pupil substance abuse related accidents.
• Indicator 5 - Number of school X pupil related crime incidents related to alcohol or drug use.

If during the time we see positive tendency in all of these indicators then we can feel confident that our activities are having a sustainable impact.

! **Remember:** Indicators are not the same as the expected results that you include in your strategic plan. The expected results are tied to a particular activity and the project itself. Indicators take the long-term view of impact.
Before performing monitoring or evaluation you need to ask three questions

- What do you want to know?
- Where are you going to find it out?
- How are you going to collect the information we are interested in?

Monitoring is obviously more limited in scope because it is only looking at the impact of activities. Evaluation takes more time because you want to broaden and deepen the scope of your investigation into impact on the objectives and goal. However, both of them require analysis that includes quantitative and qualitative results. After conducting a process of monitoring and evaluation you should have a written in a reports. Monitoring reports usually stay internal documents. After implementing of successful project you can use the information from your evaluation to help publicize that to the community, potential business sponsors or uses it in grant applications. In terms of promoting your community school the more people who hear about your results the better.

This information sharing and collecting brings you back to the top of the Project Cycle and you begin again, on the basis of the experience and results you have gained, to think about what you can do next to strengthen your community school and improve the quality of life in your community.

COMMUNITY SCHOOL EXPEIRENCES

"There are numerous problems facing the community but the community school # 150 decided to solve the problem of the elderly in the community. The initiative group implemented a survey and developed a map of the elderly residents in order to use their professional experience and skills in cultural and sports events. The work brought the desired results.
On the Day of the Elderly, 2 September with the help of the initiative group, we visited 23 elderly residents. Those who were not feeling well were visited by members of the school council and offered help.
The majority of them are veterans of war, doctors, writers, teachers and musicians.
They offered their help in conducting extra-curricular activities and clubs as volunteers.
The initiative group created a work plan "School for the Elderly- The Elderly for School". From October 2 – 25 December a series of activities were conducted for and with the elderly.

- *Round tables, interviews and discussions*
- *Literary and musical events*
- *Weekly visits to lonely pensioners*
- *Show films in the reading hall at school*
- *Chess competitions*
- *New Year events*

Official representatives from the community and community inhabitants sponsors who provide financial and technical support to the school, community members and pensioners took part in all events.
We were able to establish a strong relationship between the school and community and lonely people. School became the crossroad where

pupils, community members and the elderly meet. The foundation for all of this is the education of children to take care of the needy and to create respectable, honest citizens.
No doubt, during this work we overcame many problems and the number of active volunteers reached 100. As a result we are widening our work to cover all elderly in the community with a system of services".

School # 150 named after Nansen, Yerevan, Armenia

"A priority for developing socialization can be work on social projects. First of all, it is possible to attract the entire school, all pupils, teachers, parents and community members in the community school movement. Secondly, it makes it possible to solve several social problems on the school, Village and regional level. Thirdly, positive experiences and achieving practical results provides an impulse for creative activity to children and adults. Further, themes for projects can target all activities related to social upbringing: patriotism, rights, family, healthy lifestyle etc. A result of these activities can be the creation of a Youth Social Center on the base of the Lyceum. Training is necessary for active pupils and teachers. It is planned to launch project planning in January with project realization March through August and result summary September-October, 2004. Several classes already have experience conducting projects (ecology, planting and beautification). These pupils will serve as consultants for other classes.
Examples of themes for projects:
   1. *Talent and fans*

2. *System to provide information to youth in Sherbakyl*
3. *Promote a healthy lifestyle*
4. *Class murals*
5. *Family album (family tree, profession and traditions)*
6. *School book o records*
7. *Expedition "Researchers of Siberia"*
8. *Ecological expedition*

9. *Re-distribution of roles in class*
10. *Passion of modern youth*
11. *Academic institutions in Omsk City and region*

The forms for creative project development have great variety: Social research, conferences, meetings, advertising project etc."

Sherbakyl Middle School, Omsk region, Russia

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PART III.

DEMOCRATIZATION

"Democratization" is the foundation for the development of the other two components of community school: "Volunteerism" and "Partnership". For developing a democratic society which is responsive to the needs of all citizens it is clear that the next generation needs to become active citizens. That is why the place to begin is in the schools.

"Democratization" is democratization of schools, democratization of classrooms and lifelong learning opportunities for the community.

COMMUNITY SCHOOL EXPEIRENCES

"Democracy itself does not guarantee anything. It contains both success and the danger of failure. Democracy then is both a hope and a challenge. It is a hope that people, working together, can be sovereign and have a position that can serve their own intentions, their personal freedom, economic welfare and social justice. It is a challenge because the success in initiating any democratic endeavor is laid on the shoulders of the citizen themselves".

School # 4 named after Avanyan, Charentsavan, Kotaik Marz, Armenia

"Working for the local education administration in the Akhalsikhski Region, I understood that government, is living through the transition period without the necessary conditions to provide financing to schools. The schools have started to loose their ability to provide for the education and up-bringing process and to attract a professional cadre. This process has lead to a serious gap between school and the community. I started to look for a path to restore schools with the goal of making them more active. Therefore, I was extremely happy to be included with a group of teachers to take part in a seminar conducted by IFES on the community school model. After this I was invited to participate in an international community school conference that took place in Yerevan, Armenia and became acquainted with experience at other schools. These opportunities have produced striking results. "

N. Ioseliani, Akhalsikhski Region, Georgia

Part III.

Chapter 1. How to Start?

Chapter 2. Democratization of the School

Chapter 3. Democratization of the Classroom

Chapter 4. Lifelong Learning and Community Education

"Wherever democracy has fallen, it was too exclusively political in nature. It had not become part of the bone and blood of people in daily conduct. Unless democratic habits of thought are part of the fiber of a people, political democracy is insecure."

John Dewey

Chapter 1. HOW TO START?

In this section we are going to speak about how to start the process of democratization by starting with the following steps.

Step 1. Experiencing Democracy.

To start a discussion about democracy -- with any age group -- we usually begin with an exercise called "Constructing a Building for the New Government"[•].

Exercise: "Constructing a Building for the New Government".
Description: Place the participants in a situation in which they will be able to experience and compare 4 systems of governance: anarchy, democracy, oligarchy and dictatorship. The participant are divided into 4 even groups and asked to build the building of a new government. Each group has distinct rules which imitate the principles of each system. The participants build the building with thick papers and tell about their experience.
Number of participants: 4 even groups.
Time: 20 minutes
Materials: 120 pieces of thick paper of equal size (approx. 6 cm. wide and 12 cm. long) and 4 rolls of tape. A set of instructions written for each of the 4 groups should be handed out (see below). A copy of the criteria for discussing the buildings should be prepared and hung on the wall visible to all participants.
Procedures:
- Divide participants into 4 equal groups and give them instructions that they must follow carefully. Rule violations will be noted in the final discussion.
- Select 3 leaders in Group "O" and 1 leader in Group "T". Tell the groups they have 20 minutes to read their instructions and then to design and construct with paper and tape a building for their new state government. While groups are working, you monitor their progress and compliance with the rules. At the end of 20 minutes ask each group to present their buildings to everyone else and to:
    - describe the logic for the design of their building
    - explain the rules under which they operated and how they felt working under those conditions
- Discussion.

[•] This exercise was developed by two US teachers of American history, Francis O'Malley and Gary Mastom, to help their students to better understand the different forms of government. We adapted this exercise for Russia and other CIS countries.

General instructions (oral): Using the materials that your group has been given within 20 minutes, construct a building that will serve as the new home to your state's government. While conducting this task, you should follow the rules that your group will be given. Groups will be monitored to insure that everyone follows the rules they have been assigned.

Group Instructions (written): You hand out one set of rules, prepared earlier, to each of the groups. Groups should only know the rules of their respective group.

Groups	Rules
Group «A» (Anarchy)	– Everyone in the group is allowed to do whatever they want. No one can tell another person what to do and there cannot be any voting when making decisions. – Any attempt to influence the actions of another person will be a rule violation.
Group «D» (Democracy)	– The entire group must vote on any decision made by the group. The group must do whatever the majority of people decide should be done. – There will be a rule violation if a decision is made that has not been voted on or an action is taken that is not supported by the majority.
Group «O» (Oligarchy)	– The 3 people chosen to be leaders must make all the decisions for the group. The rest of the group must do what these 3 people say. – No one can question the decisions of the 3 leaders. – The 3 leaders must agree on all decisions before telling the others what to do. – Any challenges to the decisions of the 3 leaders or if one of them makes a decision without agreement from the other leaders it will be a violation of the rules.
Group «T» (Totalitarian regime)	– The person selected as leader must make all decisions for the group. The rest of the group must do what the leader says. – No one may question the decisions of the group leader. – Any challenge to the decision of the group leader or refusal to act on their decision will be a violation.

Often, the "Democracy" Group building is not completed by the end of the time period because it takes time to listen to the opinions and ideas of everyone and to vote. That is also the case in life. Democracy takes time. This is an acceptable compromise considering the benefits when everyone can feel good about the society they are building and is excited to be a part of the process because their opinions matter and because they can have an impact.

> **Step 2. Defining Principles.**

All schools have an established hierarchy, in terms of roles and responsibilities that has been mandated by the state. Democratization of schools isn't a challenging that hierarchy but enhancing its ability to bring positive results to the school as an educational and social institution. In the previous exercise we examined the democratic process but underlying that process are principles. Thus, it is important for a

«How did we start our transition to become a community school? We evaluated all of our activities through the prism of our new principles for work. That way we did not need to change our work but to simply take what we had and to systematize it.»

Sherbakyl Lyceum,
Omsk oblast, Russia

community school to define the principles that will guide their work in the future.

We recommend a brainstorming session on "Democratic Principles". Participants express any and all of their opinions and points of view. Your task is writing all of their responses on a big sheet of paper. The following are common responses: «People power», «Freedom of speech», «Equal rights», «Respect for the individual», «Responsibility».
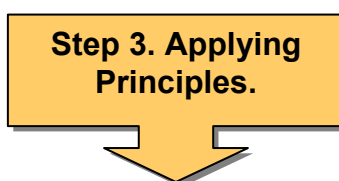
The principle "responsibility", is not always voiced. If it doesn't show up on your list it is important to discuss that issue. People often think of democracy only in terms of freedom and rights but freedom without responsibility can infringe on the rights and comfort of others. Thus, a citizen's responsibility is as important to a healthy democratic society as the rights they receive as part of that society.

Then discuss with your auditorium, which of these principles does everyone agree should provide the basis for the democratization process. Some schools, such as School # 21, Kyibishevski district, Samara city, develop a "Mission Statement" to clarify the principles and goals for their work as a community school.

Mission Statement, **School # 21, Kyibishevski district, Samara, Samara Oblast, Russia:** *Create an educational system that is dedicated to the formation of key components in pupils (citizenship, ability to communicate, individualism – capable of self-development, informed, intellectual) through project development and conducting socially important activities.*

Mission Statement, **Pervomaiski Middle School in Altai Krai, Russia**: *Integration of civic education and upbringing into all aspects of the educational process at school.*

Mission Statement, **School # 4 Chernogorska, Republic of Khakasia, Russia**: *To form socially mobile individuals capable of taking responsibility for their own well-being, able to defend their rights, tolerant towards the views of others, instilled with a desire to improve life in the society and the ability to do this effectively.*

Step 3. Applying Principles.

If you have identified the principles that you want to be the foundation for your community school, you can start to discuss how they can be applied to make your school more democratic. We suggest group work, which should focus on two questions:

1. What procedures or mechanisms do we already have in your school that reflect these principles or that could be adapted to better reflect them?
2. What else could we do that will help students, teachers, parents and other community members practice democracy on the basis of our school?

Once the group work is shared with all participants you can apply the techniques described in Part II for how to target priority activities based on the level of interest and current capacity for change.

The group work will enable each participant to express own opinion.

Step 4.
Optional Step.

If you think that people are uncomfortable or intimidated by addressing the democratization component, we suggest adding the following group work exercise. Divide participants into 4 groups and ask each group to draw a line down the middle of a big piece of poster board. On the left side ask each group to list what constraints there are to democratization of the school? You should allow no less than 15 minutes for discuss this issue. When the time is up, groups should change sheets and on the right side list how these constraints can be overcome. Again, no less than 15 minutes. The results of all groups should be summarized and shared. This will provide you with a better understanding about how to start a democratization process in your school.

CS SURVEY
conducted in spring 2004 in 5 countries of Eurasia

Question on their work on democratization. The results were:

✓ *The schools opens its doors fro community –89%*
✓ *The relations between the schools and community became strong – 89%*
✓ *The relations between teachers and pupils improved-86%*
✓ *Conditions are created in order to hear the voice and opinion of student in the process of developing of school policy- 86%*
✓ *Teachers came to use more interactive technologies during the lessons-83%*
✓ *A students self-governmental committee was established-83%*
✓ *The relations between teachers, schools administration and parents improved-75%*
✓ *The relations between teachers and schools administration improved-73%*
✓ *Pupils started to go to school with interest-73%*
✓ *The relations between school and local authorities became strong-68%*
✓ *Teachers came to appreciate their work-67%*
✓ *Teachers came to involve community into the classwork-64%*
✓ *The participation of parents was increased in the process of developing the school policy-63%*
✓ *The school improved the connection with its gradutes-61%*

"Knowledge is only knowledge, when it is obtained through thinking and not memorization."
L.N. Tolstoy

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Chapter 2. DEMOCRATIZATION OF THE SCHOOL

Democratization of the school refers to issues of school governance, work in the community, and if democratic principles are universally understood, how they are applied varies from country to country and from community school to community school. That is logical because if a democracy is going to be sustainable it must reflect the culture, history and traditions of the society in which it is evolving. Some people in the countries we have worked in wonder whether, in fact, their country is a democracy. These doubts should not frighten or discourage us. Nowhere is the system perfected. Sustainable democracy cannot be imposed, it must grow as part of a natural process of awakening. In strictly political science terms, as defined by Samuel P. Huntington, a "political system is democratic to the extent that its most powerful collective decision makers are selected through fair, honest, and periodic elections in which candidates freely compete for votes and in which virtually all the adult population is eligible to vote". Thus, it is a system that is recognized as moving, in the best case scenario, progressively along a spectrum as people learn to assume more responsibility. That can't happen if there aren't mechanisms that allow people to take responsibility. Community schools have found numerous ways to do this that increase the effectiveness of school governance without compromising the role of school authorities.

Most schools we have worked with had existing mechanisms for democracy. However, many of them, such as Parents Committees, were not maximizing their potential for attracting input or even interest from parents. We recommend starting with these before attempting something new. It is not difficult to adapt stagnant mechanisms to better correspond to the principles by applying some of the techniques introduced in Part II such as making the meetings more inter-active and conducting a survey that asks parents their opinion of the school and how it can better serve their needs as parents and those of their children. Nikolai Kharchenko, Director **School # 187, Novosibirsk, Novosibirsk Oblast** (RF) describes how they approached democratization and dealt with several of the issues raised above:

«*The concept for modernization of the Russian education system required looking at the school from the viewpoint of its fundamental directions for future development and to compare this path with the main direction for the development of education in the country. The realization of the fundamental ideas –educational creativity and civically active individuals- is not possible without close cooperation among all members of the educational-upbringing process, pupils, teachers and parents.*

In our school we have created a functioning democratic institution that is analogous to the government branches of power and can be divided into legislative and executive organs. Each group includes representatives of pupils, parents and teachers.

The Legislative bodies	*The Executive bodies*
• *Pedagogical council*	• *Council of elders*
• *School council*	• *Bodies for pupils self-governance*
• *Council of parents and children in the gifted children class*	• *Institute for class leaders*
• *Council of senior pupils*	• *Community school foundation*
	• *School administration*

It is important to not only create democratic structures but to insure they adhere to democratic principles. We established the School Council –the highest legislative body, which comprised of 50% pupils, 25% parents and 25% teachers. This ratio was intentional so that the adults do not inhibit the children's initiatives The President is elected for a year and an upper classman was elected President thought this post had traditionally been filled by a parent. The Council decides socially important issues in the life of the school. Some of the issues addressed are: management of the office system, school transition to an adapted model of education, the creation of profile classes (intensive focus on a particular sphere), signing an agreement of partnership, changing the school work regime, (5 terms), creating a school-community foundation. In order to fulfill all of the above it became necessary to create a gifted children's class. The Council, together with the Administration developed a proposed academic plan in which informatics, economics, intensive foreign language study, defile, visages, arm fighting were included Parents decided to provide equipment for 2 computer classes and to finance this project.

It should be noted that the partnership relationship between families and the school became well known not only in the micro-region where the school is located. Today, 250 children from other micro-regions study at our school. This is equal to 29% of the student body. If we consider the Pedagogical Council, a traditional school organ, in reality the issue is, how democratic are the sessions? An elderly teacher worked with us for a year then said one day, "You have a real Council. Here you don't just raise your hand to vote."

You can see from the above that there is no fixed set of activities that are assigned to each of the components of the CS model because there is a great deal of synergy between them so, for example, you cannot foster democratization without promoting volunteerism and partnership and vice versa. Some schools consider the creation of a community school foundation part of their democratization component; others consider it a "partnership" activity (where we will be discussing it). All that matters is that you apply the same principles to implementing the activities associated with each of the components.

Democratization strategies are comprised of creating permanent mechanisms or methods for organizing democratic practices that are, as described by an Ust-Ilimsk school, "planted into the structure of the school" as well as short and long term programs that stimulate outreach and awareness. Formalizing these changes so they become part of the structure is important so there is less risk that a new Director could drastically alter the democratic foundation of the school. This has happened in the past and the loss of empowerment that had been gained was discouraging to the entire school community. Some CS have created democratic school charters others, like Ust-

Ilimsk instituted agreements between parents and the school. The form you choose is up to you, however, we recommend some formal document that codifies the new governance procedures, structures, rights and responsibilities of all members of the school community.

In terms of preparing the next generation to assume positions of leadership in a democratic society School Parliaments and Councils are very effective mechanisms. The experience of creating school parliaments at community schools in **Kyrgyzstan** is interesting. Community Schools in Kyrgyzstan grew out of an Open Society program to create School Parliaments. Below are the two models that have been successfully applied in numerous schools throughout the country:

Model of Co-Governance School Parliament and Senate (Parliamentary dominance)

| Senate | → | Parliament | → | Secretary |

Parliament → Speaker

Speaker → Vice-speaker

Speaker →

- Education and culture committee
- Ecology committee
- Economy committee
- Citizen rights committee
- Social issues committee

Model for Co-Governance School Parliament, Executive Authority and Senate (Presidential dominance)

School parliament ↔ Senate → President

School parliament → Speaker

Speaker → Committees

Committees →

- Education and culture
- Ecology
- Economy
- Citizen rights
- Social issues.

Senate → Ombudsmen

Ombudsmen → Mass media

President → Prime-minister

Prime-minister → Ministries

Ministries →

- Education
- Finance
- Healthcare
- Social defense
- Justice.

Elections are a critical component for democratic governing bodies. Some schools of Georgia even introduced election observers in the process. This not only reinforced the

importance of citizen oversight in free and fair elections, but it created an opportunity to strengthen partnership with other community institutions.

Numerous community schools have developed programs that focus on monetary aspects of life in a democracy. For example, middle school in **Khokholski village, Voronezh Oblast** (RF)**.**

"Our school conducts a social-economic game "The Democratic Republic of Khokholandia". All citizens in this Republic can receive work: clean the school courtyard, conduct holidays for the younger children or discs for the school and micro-region, organize excursions to enterprises, organize actions to help children from poor families, etc. Any citizen of the Republic can suggest other forms of work that they think is important for the school. The Minister of Labor oversees the fulfillment of work, the Minister of Finance is responsible for paying salaries. The President of the Republic explains that the order for paying salaries is organized during the session shift and, sometimes, can be held up to 3 days because the Minister of Finance cannot always keep up with his responsibilities since there are allot of working citizens and the bookkeeper requires perfection and properly organized documents. The President, Ministers and other government workers also receive salaries for their work. In addition those with all high marks receive a stipend. At the end of every month the store "Alsy" sells goods that have been acquired on the basis of funding from the school and its sponsors. They sell stationary goods and home products, perfume, cosmetics, souvenirs, stuffed toys, things made by pupils and books. All these goods can only be purchased with the local school currency. Not only pupils participate in this game and make money to purchase things in the store. Teachers also like this idea and participate along with the children in the game."

As we mentioned earlier governance is only one aspect of democratization of schools, there is also community outreach. This can come in the form of opening up the school as a material resource as 11 schools reported in Kazakhstan. In all 11 schools, gyms, libraries, computer centers, were opened to the public: in 9 schools –cafes and halls.

You can use another way to outreach - realize programs targeted at disadvantaged groups in the community. For example, Omsk regional community school resource center developed an experimental program of expanding the role of school press centers in the community and to provide these skills and knowledge to children at a local orphanage. "Rebirth" Organization in the Altai Republic developed a program "Path to Understanding", targeted at developing understanding and increased integration into society of young people with disabilities.

<u>Final words of advice about democratization of schools</u>

If something isn't working the way you expected it to, you always start your analysis of what the problem is by looking at your list of principles and asking "did we stick to our principles during every phase of the implementation?" We worked with a school that found this out through experience. They decided to open the school up to neighborhood pensioners. They planned and organized a whole day of celebration for them on Victory Day. The children prepared a full concert program, old clothes and other items had been collected to be donated to those that needed them, a lawyer and a psychologist volunteered their time to give consultations. When the big day came all the

dozens of volunteers came to provide their services and talents but only a handful of pensioners came to enjoy them. One of the main organizers was in tears as we talked about why people didn't show up. It was a sunny day, the first good day for people to start working on their gardens and that was where all the pensioners were. The organizers never asked the pensioners when THEY would like the celebration to take place. They were not given a chance to participate in planning an event that was meant for them and all the great work that took place would have been lost except for the important lesson the school learned. That school has since become a model community school that includes a successful program for pensioners.

What we can learn from that example is to start small, don't try to do too much at once, learn from small mistakes and build on modest successes. Also, once again, if something isn't working the way you expected it to, analyze the problem asking "did we stick to our principles during every phase of the implementation?"

CS SURVEY

A December 2002 evaluation of 13 Kazakhstan community schools that had been working for 2 years revealed the following statistics with regard to democratization and governance:

- *100% of the schools made their governance procedures more democratic*
- *10 school created community-school foundations made up of teachers, parents, businessmen, residents, school graduates*
- *9 schools created Boards of Directors with members that include parents, local business representatives, community members, school administrators*
- *7 schools created School Councils which included representatives of school administration, teachers, parents and local government*
- *5 schools created School Parliaments for upper classmen*
- *Teachers Councils in 11 schools were expanded to include pupils, parents, representatives of parents committees and Boards of Directors*
- *One school created a Council of Elders*
- *In the 12 schools that provided statistics, school governance has expanded to include 1,254 more people (550 pupils, 358 parents, 204 community members, 72 government representatives, 70 business representatives)*

COMMUNITY SCHOOL EXPIERENCES

"In the high school of Akhalbad chair election of student assembly and chair were held. The election commission was staffed by grades 10-11. Candidates were nominated and presented their election programs. Supporters came up with posters and slogans. Members of the election commission asked the government of the borough to let them have a transparent ballot box, and one of the parents was asked to print ballot papers. In announced Election Day observers were invited from partner schools. Representatives, students, teachers and parents from Borjomi High School # 1 and # 6 attended elections, as did representatives of the non-governmental sector and representatives of the local university student union. Numerous observers witnessed no violations at the elections. Tension arose during vote tabulation. The candidates for the position of assembly chair were particularly nervous. Opponents honestly congratulated the winner and promised their future support. "

Public School of Akhalbad, Georgia

"At our student government one of the main priorities is conflict resolution and we have found a way to work successfully. A "conflict resolution group", which is chaired by an 11th grader, was established as a part of school government. The group arranged an interesting program that focused on conducting training sessions. At one of these sessions, there were three representatives from each of classes VII-X, and working groups together crafted posters and displays. By doing this, students expressed their ideas, debated with each other, and - most importantly - they sought ways of resolving conflict situations in school. The most interesting solution was a method of resolving problems through fun games. Consolidation of the training results leads

the students to conclude that conflict resolution through cooperation can be very successful."
Public School # 6, Borjomi, Georgia
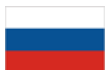
«*Public School # 8, Ust-Ilimsk, Irkutsk Oblast, Russia has been a community school since 2001. Meanwhile in frames of idea of democratization of school events were organized:*
- ✓ *School self-governance through a School Republic;*
- ✓ *Created a center for supporting rights "Femida", the goal is to encourage knowledge about legal principles, norms and defending your rights;*
- ✓ *Since 1999 we have implemented the project "Citizen", the goal is to create a system for civic education;*
- ✓ *Once a year we conduct an Assembly of upper classmen, the goal is to identify problematic issues at school, their solutions, what can be done to develop the school and its members;*
- ✓ *For the 3rd year the school works with parents on the basis of a written civic-*

educational agreement, the goal is to attract an active relationship with the family;
- ✓ *To support the effective development of the school we have a Board of Directors. In addition, this year a parents group was created for to work on analytical, prevention and rights issues».*
Public School # 8, Ust-Ilimsk, Irkutsk Oblast, Russia

5 schools in Akhalsikhski Region, Georgia achieved the following results related to democratization of their schools:

- *Created an association of teachers, pupils and parents;*
- *Created a self-governance organ at school;*
- *Created a student debate club;*
- *Became more open and strengthened the relationship between school and the community;*
- *School became a center of attention for the community.*

Chapter 3. DEMOCRATIZATION OF THE CLASSROOM

In this section we are going to tell about mechanisms and methods of democratization of the classrooms and how you can learn to introduce democratic classrooms in your community school combining these ideas with the principles you have identified.

At the beginning of the 20th century American philosopher and educator John Dewey recognized what remains most from our school days (and has the greatest impact on our lives as adults) are often attitudes about learning, work habits and how we relate to other people and the society we live in. He saw the necessity to develop an alternative approach to education, where students were going to realize their potential as individuals and members of a democratic society. The key concept he developed to create a democratic classroom is "education of, by and for experience".   Dewey identified 4 elements to support this process:
- Connect education to life;
- Develop independence/self-reliance and active participation in the academic process;
- Develop the ability to adjust to changing situations;
- Develop the ability to cooperate with people in all forms of activity.

If you combine these ideas with the principles you have identified you will be able to create a community school democratic classroom. Many, if not most of you, have probably introduced some elements of a democratic classroom at your school. Whether you are just beginning or want to expand on elements that are already in place it is important to take a systematic approach. So, as always, the question is how to begin? In many cases democratization of the classroom involves asking people to change behavior, teaching and assessment techniques that they have used for years and are comfortable with. Therefore, it is important to remember one of the key concepts for the community school model, volunteerism -- no one should be required to participate in any activities associated with community schools. So, what you want to do is to introduce the ideas and stimulate a dialogue focused around the elements of a democratic classroom so that teachers can get inspired and decide for themselves what they feel comfortable integrating into their classroom.

Comparing and contrasting the "traditional" approach to the "democratic" approach is a good way to start the discussion targeted at deepening teachers understanding of the fundamental differences in these approaches and to what degree their classrooms correspond to one or the other approach. We recommend doing the exercise using assessment paradigm[*]. The role-play elements provide an opportunity to experience and observe how certain practices positively or negatively impact on the learning process.

So, divide teachers into groups. The number of groups must be even and depends on how much time you have to spend on the exercise. Select 3-4 pairs of paradigms and copy their descriptions on separate sheets of paper. Give each group either traditional or democratic paradigms from each of the pairs you have selected. Ask the participants group to prepare a short play that demonstrates how that paradigm works in practice.

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[*] Lieber, C., Mikel, E and Pervil, S., «Radical Changes in Assessment: A Catalyst for Democratic Education», Democratic Teacher Education: Programs, Processes, Problems, And Prospects, Novak, John M., editor (Albany, State University of New York Press, 1994), pages. 235-238.

After each pair of paradigms is presented, discuss and compare the differences (see Chart of Assessment Paradigm).

	Traditional Assessment Paradigm	Democratic Assessment Paradigm
1	The assumption of student **inequality** implies that some students will learn; others won't. Some will receive "5s"; others will receive "2s".	The assumption of **equality** implies that everyone can learn and everyone can achieve. Everyone has a potential to receive a "5" (i.e., the highest mark).
2	**Monologue** of instructor dominates, Lecture format conveys to students that "teaching is telling".	**Dialogue** in small and large groups as well as facilitated conversations (newsprint to record and assess ideas) enable instructor and students to seek emergent truths, new insights and questions, and deeper understanding through "give and take" that emphasizes active listening and continual feedback.
3	**Coercive instruction** utilizes fear, shame, threats of punishment, and repressive control in order to "make students learn". Students are assessed on their outward compliance to arbitrary rules and standards.	**Invitational learning** emphasizes voluntary cooperation, self-discipline, and mutually determined expectations and consequences that nurture a desire and will to learn. Students and instructor assess whether, how and to what extent goals are met.
4	**Conflicts, mistakes, and errors are perceived as negative** and often lead to harsh judgment of the student, a "bad" grade", or an immediate punishment. Conflict is to be eliminated as quickly as possible or avoided altogether.	**Conflicts, mistakes, and errors present learning opportunities** for student to assess their thinking and actions and improve their skillfulness. Democratic assessment encourages open acknowledgment of academic and interpersonal difficulties and assumes commitment to resolve conflicts constructively through class meetings one-to-one dialogues negotiation, and mediation.
5	Students experience **dehumanization** when assessment of their work and growth is reduced to a numerical measurement and/or excludes interactive exchange between instructor and student. Depersonalized assessment can build a wall that prevents genuine communication between instructor and student.	Face-to-face conversation, verbal "quick-checks", and personalized written exchanges between student and instructor **affirm the dignity of the individual** and can help break down the adversarial distance between instructor and student.
6	Traditional assessment places more emphasis on **external rewards** (grades, incentive honors, pleasing instructor).	Democratic assessment places more emphasis on **internal rewards and satisfaction** in the learning process itself. The internal reward is in the doing and successful completion of a project or task.
7	Traditional assessment is often **contrived and disconnected** from the real world and from students' own experience and understanding.	Democratic assessment attempts to be **authentic and purposeful**, linking what students learn to how they live. Authentic assessment often engages students in presenting their work to real audiences and tackling real world problems in their schools and communities.
8	**Choice is extremely limited** or non-existent.	**Students have the freedom to make choices** about what they learn, how they learn it, which they learn it with, and how they demonstrate what they've learned.
9	**Instructor takes full responsibility for leadership and learning climate**, diminishing the sense of student accountability and ownership of learning process.	Responsibility for the learning climate is shared and **both instructor and students continually develop and practice leadership skills,** ensuring that everyone shares accountability and ownership of learning process.
10	**Autocratic, unilateral decision-making** guarantees that instructors have all the power because they make all the decisions.	**Shared decision making** ensures that people affected by decisions are involved in making decisions. Instructor and students practice decision-making processes which incorporate consensus and compromise and assesses consequence and

	Traditional Assessment Paradigm	**Democratic Assessment Paradigm**
		implications of choices before making responsible, informed judgments.
11	**The voice of authority** is the only legitimate voice.	**Student voice** is equally valued and encouraged.
12	The over-reliance on a **single point of view in a given situation** necessarily simplifies thinking and encourages absolute judgments and intolerance, limiting the ability to take on the perspective of ^the other".	The inclusion of **multiple points of view** necessarily complicates thinking and encourages tentative judgments, empathy ^perspective-taking^, an greater tolerance o ambiguity.
13	Presumption of **cultural uniformity** in which a dominant, monolithic cultural perspective forms the learning experience of all students. Traditional assessment accepts the premise that all students share the same cultural perspective and make meaning in the same way.	Acceptance of **cultural diversity** in which variety of cultural perspectives inform the learning experiences of students. Democratic assessment accepts the premise that students do not share the same cultural experiences and consequently make meaning in different ways.
14	**There is one right answer.** Quantitative, right/wrong assessment conveys to students **"learning is remembering".**	There are many ways to answer a question, and solutions are often context-dependent. Qualitative assessment conveys to students that " **learning is to be used and applied".**
15	There is **one right approach** or method of learning and **one dominant medium** (usually a timed ^{n} objective" test), which a student must use to demonstrate what he or she has learned.	Democratic assessment encourages instructors and students to become adept at using a **variety of learning strategies and approaches** and encourages students to use a wide range of media and experiences to show what they have learned **(demonstrations, action-research , dialogue, written and oral reflection, presentations, portfolios, exhibits, photo-documentation, the use of visual and recorded media, direct application to real problems.**
16	Instructor sets **predetermined goals** for course and **predetermined standards of quality and criteria for assessment** before meeting students.	**Goals and standards are emergent and mutually determined**. Students identify personal learning goals and everyone participates in setting standards of quality and criteria for assessment.
17	**Emphasis is on competitive learning** that often pits one student's success against another student's failure. Students receive a clear message that there are a few "winners" and lots of "losers" that for me to be better or best, you have to be worse.	Emphasis is on a **personalized approach to independent learning, cooperative learning, and collaborative problem-solving.** Students receive the message that they can all be ^winners" and that collaboration can offer enhance achievement and learning outcomes.
18	**Academic achievement is the dominant or only outcome that is assessed** and therefore diminishes importance of social efficacy and personal growth.	**Academic achievement, social efficacy, and personal growth are all Assessed,** therefore, al three dimensions of learning are valued.
19	**The final product or ^the big exam"** is often the only means of assessing a student's progress. Students and instructors do not systematically question and reflect about what they are thinking, feeling, and learning the rest of the time in a course.	Instructor and student are engaged in ongoing **experience-based reflection** about what they are teaching and learning and how they are experiencing (cognitively, socially, and effectively) the learning process.
20	**Knowledge is one-dimensional**. Legitimate knowledge is the	**Knowledge is multidimensional**. Students actively participate in constructing

	Traditional Assessment Paradigm	Democratic Assessment Paradigm
	linear-sequential knowledge of evidence and ^the expert'[7]. Students are most often the passive recipients of other people's knowledge.	their own knowledge of the world other people and themselves through evidence and research, and exploration of values, feelings, perceptions, reflection and insight, direct experience, and interactive dialogue.
21	Traditional assessment focuses on the individual at the expense of the group. Students are often alienated from the instructor and each other, **living and learning among a group of strangers.**	Democratic assessment pays attention to the whole community as well as the individuals in it. The process of **building a pro-social community** is valued and the well being of the community is constantly being assessed.

These discussions raise a lot of issues. Even the smallest change needs to be carefully evaluated to determine if it is having the desired positive effect and it needs to be adjusted to realize its potential or should be abandoned. After the group discussion, select one or more of these issues to focus on and come up with an approach you can try as a pilot project with one or more teachers who volunteer to participate in the pilot initiative. The following are some examples of how different schools have developed mechanisms and principles that support elements of the democratic paradigm.

Example of paradigm # 1: All pupils have the same potential for success.
"The idea of a "gifted child" does not exist in a democratic classroom. All children are gifted in different ways and our job is to allow each child to discover their talent and uniqueness and facilitate its development. Probably the most obvious example of how society limits children with its assumptions relates to expectations for subjects that boys and girls excel in and their potential for playing leadership roles in the future. The issue of gender equality is something that teachers must evaluate about themselves, are there ways they are reinforcing gender

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stereotypes in the classroom? The school should raise the general idea about the issue of gender equality. Idea: organizing and conducting competition of mini-football: "Football with Braids".

Example of analysis of paradigm # 2 and 3: Invitational Learning.
"The inter-active methods are not intended to entertain students or keep them busy. They have been designed to achieve a specific pedagogical purpose. The basic criteria for the choice of any inter-active method are the maximization of education, self-development and group relations. Schools are interested in integrating of inter-active teaching. Integrating such inter-active methods as developing and implementing a project, conducting a survey, decision making or how to organize effective meetings inspires a deeper understanding of the material covered, increases student involvement and responsibility for the learning process and provides students with skills that will benefit them long into the future. Another useful method is the "case study", which consists of description of the situation, analysis of the situation, outcome and lessons learned".

Just as democracy takes more time, so does establishing a democratic classroom but the work involved provides an enormous opportunity for teachers to be creative. We have never heard a teacher say the rewards were not worth the extra effort. Most importantly, we are starting to get statistical evidence that introducing democratic teaching techniques are improving the level of student academic results. The following is an approach to democratization of the classroom developed by **Pervomaiski School in Cheremnoe Village, Altai Krai** (RF) and some of the results since the program was introduced in the academic year 2000/01.

"Democratization of the Educational Process
- *Pupils have choice in what they will study, how they will study and how they will demonstrate their knowledge.*
- *Decisions on how to organize the life of the school are made together.*
- *Education is based on the encouragement of voluntary cooperation and self-discipline, pupils together with their teachers evaluate whether they achieved their goals or not.*

- *Pupils are encouraged to use a wide array of methods to demonstrate what they have learned.*
- *Goals and standards are defined together in the process of working. Pupils are included in the process of determining the norms and criteria for evaluation.*
- *An individualized approach to independent study is accented in the process of studying together and collective work in problem solving.*
- *Academic progress and results, usefulness in the community and the development of positive character qualities (responsibility, creative approach etc.) are all evaluated.*
- *Teachers and pupils are engaged in an on-going process of thinking about what to study and teach. They exchange their experiences in relation to their study of subjects, their relationships and evaluate their success and discoveries.*
- *Pupils actively participate in building their own knowledge about the world, about other people and about oneself through evidence and research, analysis of values, feelings, thinking and considering the meaning of these things in the context of dialogue.*

Attainment of new pedagogical technology, attracting the community to planning and supporting the educational program and developing self-governance among the pupils encourages increased responsibility and attracting the interest of teachers, pupils and parents towards attaining a quality level of education.

As a result:
- *The cadre of teachers and pupils is stable;*
- *The quality of knowledge grew 8% (1998 = 40%, 2003 = 48%);*
- *The number of teachers with credentials in the first and second category increased;*
- *Absence of grade repeating;*
- *The creation of additional conditions for education with the media center "Lite" and technical equipment;*
- *Every year more books are bought for the library and more textbooks through the educational fund (2003 30,000 к for library books and 60,000r for textbooks);*
- *An increase in the number of pupils who enter institutions of higher education (2003 = 60%, 2002 = 59%, 2001 = 56%)*
- *Increased % of teachers who want to work creatively and are prepared to develop together with pupils*

On the basis of the Russian Federation "Law on Education", statutes for general educational institutions, the school charter, methodological writings and recommendations from the Pavlovski Committee for education, the pedagogical team established for themselves the following objectives.

1. To support the assimilation of the entire teaching staff to interactive methods of teaching and upbringing that promotes in pupils the development of motivation, intellect, independence, community and the ability to manage for oneself academic-cognitive activities.

2. To create the necessary conditions to stimulate a creative search, initiative and individual responsibility of the teachers towards their work.
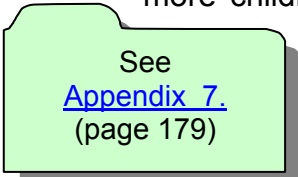
3. Through organizing the development of social partnership, create the conditions for successfully uniting the strength and resource potential of the entire community for the development of school.

In order to successfully realize these objectives the following conditions were established at school:

The academic plan for 2002-2003 was created on the foundation of the basic academic plan and maintains the required level of content for education at every level. In putting together the plan we observed continuity between the classic educational curriculum and homeroom class work, balance between the subject cycles and elective subjects. The weekly workload for pupils cannot exceed an acceptable norm. The academic plan is corrected in accordance with the teaching staffs support".

School in Cheremnoe has also introduced "service learning" at their school. "Service Learning" involves providing students with opportunities to be interns as part of their class work requirement. This can mean spending time at a local NGO or other social institution that a student is interested in learning more about. The Iskra community school resource center in Voronezh is conducting a program to support the use of service learning to community schools in their Okrug. It is important to point out that service learning is not volunteerism. Service learning becomes a part of the curriculum so while there is choice in where a student may want to intern, it is not a volunteer activity. Their work will be evaluated and they are expected to report back on the learning experience and how it relates to the material they have covered in the classroom. This technique is also an effective way to develop partnerships in the community.

Example of analysis of paradigm # 7: Linking what students learn to how they live. "The

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more children see a linkage between what they are being presented in the classroom and the world outside, the greater their motivation to learn. Make sure that the link isn't imposed by the teacher but related to the world of the child. For example, the English teacher from village in Krasnoyarsk Krai encouraged and motivated her students to learn English by listening and translating their favorite songs of British and American rock groups".

Example of analysis of paradigm # 8: Choice.
"Every school has a state mandated academic program that must be adhered to. Community schools have found ways to introduce choice to the curriculum so that students can gain more knowledge about subjects of greater interest. Certainly, introducing curriculum diversity is something that takes time and planning. However, choice with regard to themes or methods for exploring themes is something that any teacher can introduce without challenging the requirements. Implement in teaching process new forms of activities (actions, conferences, role plays, interactive methods)"
Below is a description of the policies implemented at **School # 8 Ust-Ilimsk, Irkutsk Oblast.** Take special note of the "agreement" section. This mechanism of having parents sign an agreement with the school to clarify the relationship and shared responsibility is being used successfully by many community schools.

"Schools are responsible for finding the means and form that make it possible for teachers to support the recognition and development of young people's individualism. In connection to our work as a community school we conducted the program "Cooperation in the Name of Development". One of the signs of the results of this program are the appearance in the educational process of new forms of activities (actions, conferences, role plays, interactive methods).
*A way of life appeared in school that had the following characteristics:*
- *An opportunity for pupils to select not only courses but themes, pace and forms for their activities.*

- *The cultural-educational space (center of socialization) is not excessively regulated and the norms and rules are created by the pupils together with adults and colleagues.*
- *The participation of children, teachers and parents is required when establishing norms and rules associated with school life, this way of life is only possible when there is an agreement among those who must live by these rules and norms. for general school.*
- *Openness in decision making, the opportunity for every person in the collective to influence decisions related to the school "Republic".*
- *Work of the Board of Directors and the Citizens Council of the Micro-region who, prior to children receiving education, select the form of the study, defend the legal rights and interests of the children, family and actively participate in the management of the school.*
- *Cooperation between the school and business and social institutions"*

Example of analysis of paradigm # 18 and 19: grading the whole child.
"Democratization of the classroom invites teachers to expand their systems for student evaluation and establish a system that gives value to various aspects of the learning process and the effort that a student commits to that process. For example, the final a grade reflects the following percentages:
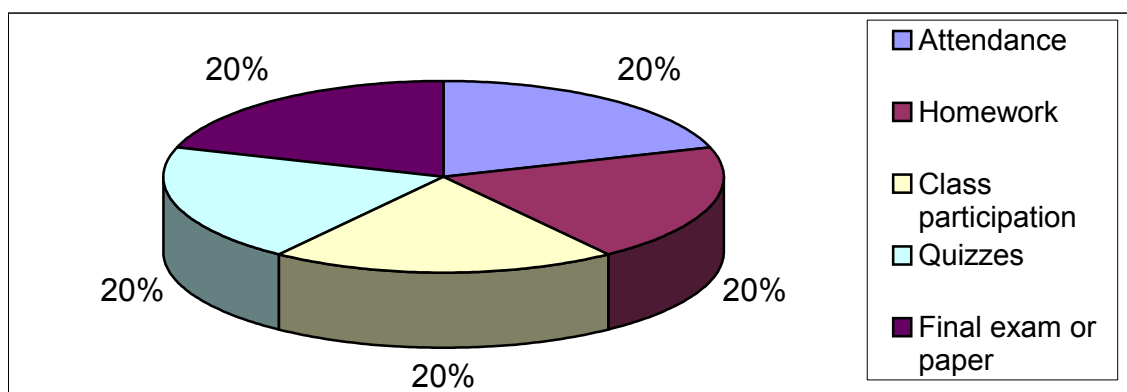
Such a system supports the goals of a democratic classroom:
- It rewards hard work and discipline. A student who is not good at taking tests or gifted in a particular subject can get a good grade by doing homework, attending and being an active participant in class.
- It lowers the incentive for students to be lazy all semester and cram or cheat during a final exam because their final grade will still reflect the effort they put in throughout the semester.
- Students know what is expected of them and how they will be graded so they assume greater responsibility for the results. If they want a good grade, they know what they need to do to get it.
- It is much more difficult for students or parents to protest a bad grade since it is quantified by objectively verifiable factors".

Just as democracy takes more time, so does establishing a democratic classroom but the work involved provides an enormous opportunity for teachers to be creative. And most importantly, introducing democratic teaching techniques are improving the level of student academic results. Each school and each teacher should decide for themselves

on the elements of classroom democratization the want to implement and the terms. Democratization of the classroom is an enormous and growing field of study.

WHAT IS A DEMOCRATIC CLASSROOM AND DEMOCRATIZATION OF SCHOOL?	WHAT IS NOT A DEMOCRATIC CLASSROOM?
√ Schools that support the upbringing of good citizens. Schools that are not disconnected from the rest of society. The walls of the schools are pushed back and opened up so that the classes reflect the world around them.	√ Democratic classroom ≠ democratic society. The level of equality and participation that is possible in a democratic society is not wholly appropriate in a democratic classroom. Pupils do not have the level of competence (knowledge/experience) that would allow them to participate on an equal level in the decision making process. The relationship of teacher-pupil exists and does not imply full equality between the teacher and the pupil.
√ They integrate the principles and processes of democracy in all aspects of school life. Democratic lesson encourages the active participation of every pupil, which promotes social equality, the development of the individual and leadership in decision-making.	√ Democratic classroom ≠ the American system of education. The challenges of developing democratic education are the same in every country in the world today. There is not strict set of guidelines or recipe for success.
√ Democratic classroom is not having a strict structure. The objective of the teachers is to develop their own capacity and methods for creating the lesson.	√ Democratic classroom ≠ academic knowledge is not important. Democratic education looks at the process of attaining academic knowledge differently but a democratic classroom must have equally strict standards similar to a "traditional" classroom. The understanding of "strict" in a democratic classroom includes accessibility ie. 4 subjects are preferable to 8 subjects if you want to achieve real education and academic progress and results.
√ Democratic classroom uses interactive methods that support that support interaction and the development and exchange of ideas.	
√ High quality of academic knowledge is valued and important. Education implies more than just knowledge that is contained in a textbook. The goal is the well-rounded development and training of a pupil in every lesson.	
√ For the teacher democratic education/classroom can involve risks, you cannot plan everything ahead of time since that may prevent a high level of participation for all pupils in the education process.	√ Democratic classroom ≠ anarchy. Democratic classes involve a great deal of pupil participation in many aspects of the academic life and process of education but this does not mean that the teacher has given them full control. In a democratic classroom the teacher is the leader and in full charge of discipline.
√ High level of participation of pupils in the classes – pupils give their opinions and take part in problem solving.	
√ Openness and cooperation: in the classroom we should investigate different aspects of education, including how to evaluate performance.	

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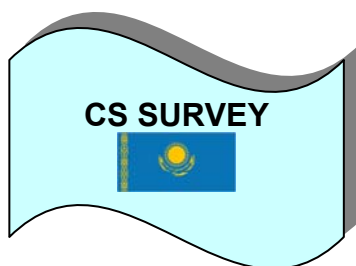
CS SURVEY

A December 2002 evaluation of 13 Kazakhstan community schools that had been working for 2 years revealed that all 13 schools introduced inter-active teaching methods, 9 schools reviewed their grading systems and how they evaluate student performance and 9 schools found ways to give students more choices.

COMMUNITY SCHOOL EXPIERENCES

"Students often have a hard time speaking about their problems. Therefore, the working group at Kutaisi School # 32 decided to create a "problem box", where any student would be able to anonymously deposit a problem in written form. On May 8 we opened the box, and we read about the pains and concerns of students. Letters were about the relationship between students and teachers, conflicts with parents, misunderstandings with friends, holidays, overcoming dullness, how to live better in Georgia, and the question "When will I be a grown up so that all the overprotection and instructions from elders will cease?" On May 12, we invited students to the school auditorium to speak about overcoming these problems. Before starting discussion, we did "relaxation exercises" in order to create an active atmosphere, and to let the students be more open and direct. Afterwards, when the discussion was under way, children were trying to explain their letters and all the issues that had arisen during discussions. Children explained their feelings, recalled some examples from everyday life, spoke about national traditions and habits, about conflicts between teachers and students, between children and parents, between friends and so on. They sought ways of resolving all these problems, and thought about what they would change for the future. Children were discussing different issues together for three hours and still wanted to continue. Obviously, this little activity turned out to be interesting and fun for children. This process will support cooperation between students, the establishment of friendship and
understanding, and will teach them to respect other's opinions, to be more active, to exchange experiences, and to overcome setbacks and obstacles."

Student #32, Kutaisi, Georgi

"Re-working the strategy for the development of the school during the last year the teachers oriented on the following principles:

- *The problems in education are the problems of every member of society;*
- *Education is a lifelong process that does not stop at school or institutions of higher learning but continues throughout a persons life;*
- *To study life can and should not take place only in school*
- *Parents (residents of the micro-region) are active participants in the process of education*

These principles are the foundation for the academic and upbringing model for our school. We also developed a section for additional education and optional education:

- *Early foreign language training, computers, art classes and chess*
- *A special course on economics, art, computers and math*
- *Work with the school craftsman*

50% of this additional courses were conducted by parents or specialists from city organizations".

School # 6, Lisakovsk, Kazakstan

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Chapter 4. LIFELONG LEARNING AND COMMUNITY EDUCATION

Lifelong learning and community education is the final element in the community school democratization portfolio. It reflects Frank Manley's original concept for community schools, making it a learning and recreational resource for the whole community, and Dewey's educational philosophy which identifies the education as a lifelong process.

Introducing educational courses and recreational activities that are open to all members of the community can accomplish numerous important objectives:
- Provide skills that increase career opportunities;
- Increase access to attaining practical skills such as driving;
- Provide community members with a chance to meet new people;
- Expand community school partners by inviting community members to offer courses that share their talents and knowledge;
- Provide young people with ways to spend their free time that are constructive as well as interesting;
- Generate income for the school;
- Create jobs or additional income for teachers, parents and other community members. 4 schools in Kazakhstan reported creating 30 new jobs as a result of their community school programs.

Community Education activities can be provided for free, on a paid basis or a combination of the two. While most of these activities are designed to take place at school one school in Kazakhstan has started a computer based distance learning program. Many community schools have introduced programs that generate substantial money for their school as well as community related programs and activities. In Kazakhstan most community schools have elected to conduct their income generating activities through a community-school foundation. Recently 10 of these funds analyzed their sources of income and on the average money earned through paid services (education and other) constitutes 27% of their income with a range of from 20%-40%. However, the tax and other legislation governing commercial activities conducted by schools varies greatly in the 5 countries we work in.   Some places it may be more realistic to operate it through the school as the legal entity or to register a commercial enterprise. You should explore all of these options before you decide and find out what, if any, licenses are required to conduct certain courses. Therefore, the only recommendation we can make for how to make money from your community education program legally is to take your time, talk to a lawyer and other experts before deciding what form is best for your situation and build in mechanisms for transparency and accounting to the community regardless of which legal form you choose. While you are exploring these options you can start by finding people who are willing to donate their time and introduce a couple of courses as a pilot project.

! Remember: Before choosing the form for making money from your community education program you should talk to a lawyer and other experts.

While you are exploring these options you can start by finding people who are willing to donate their time and introduce a couple of courses as a pilot project.

After you have decided how to handle the financial aspects of your community education program, it is time to collect the information you need to insure the program is a success. This success should be measured not only as the monetary rewards but also in terms of how effectively you are meeting community needs and interests. Answer the following questions:

1. What human resources are available to realize a community education program?
   - Administrative: who is going to manage the program, advertise it, bookkeeping, responsible for the maintain and keeping;
   - Programmatic: who is going to provide courses or other forms of activities? Conduct outreach and find out what possible skills and knowledge the people in your community are ready to offer. Are there grandmothers or grandfathers with skills they would like to pass on such as how make Italian food or how to play chess? Are their NGOs that can conduct classes in First Aid, native dancing, caring for a disabled? Are there business people ready to conduct management, marketing or bookkeeping classes?
   - How much time do they have to give and when are they available?
2. What is the range of costs for human resources? Who is willing to work for free and how much do others want for their services?
3. What material resources are available?
   - Physical resources: what rooms in the school are available at what hours?
   - What equipment is available and at what hours?
   - What additional materials are needed to conduct a particular course, a transportation, access to Internet etc.
     - How much do these resources cost? Do you need to pay for extra electricity and/or heating etc.

EVALUATION FORM

1. The topic of the course _____
2. Were you expectation met? Yes___
   If no, why_____
3. Would you recommend this course to your friends? Yes___
   If no, why _____
4. Are there other courses you would like to attend? Yes___
   If no, why _____
5. Do you have a skills you think would be useful to provide?
   Yes___ No____   Thank you!

Once you have gotten this information you should start to do marketing research. On this step you should find out what courses people are interested in, how much they are willing to pay and what times are most convenient for them to attend. This can be done in a simple questionnaire listing all the possibilities. Received information will help you to determine what courses are in most demand. This information will then provide the basis for a business plan and/or budget. Even if your program is free of charge, you should prepare a budget with the expenses listed as matching. You should to identify the courses and instructors and put together a schedule. Don't forget to advertise before the courses begin. This can be done through the school newspaper, posters at school and at school meetings. It makes

sense to budget some money for printed handout materials that describe each of the courses, teachers, costs and how people can sign up to attend. Be sure in all announcements to include information on a minimum number of people required for the course. Follow the attendance.

Desirably, at the end of each course distribute a questionnaire among participants and give an opportunity to provide feedback? This will help you make good decisions about what courses you include in the future.

COMMUNITY SCHOOL EXPIERENCES

"Developing traditions, we are finding new forms for attracting residents to solving the problem of leisure activities for young people and children, the professional orientation of pupils, disabled children and the elderly. At this stage what is called "Sunday School" or school on non-work days, has been a very effective method. On this day the school presents its services to the residents of the micro-region such as sewing lessons and access to machines, carpentry and metal working workshops, the library (it is important to realize that not every resident is able to have access to newspapers and magazines and in our library they not only have access to books but to over 20 periodic publications), video hall, sports and training hall. In the medical office consultations are given free of charge by volunteer doctors from the local hospital including a psychologist. We are in the process of buying a piece of equipment that will allow physical education teachers and medical workers to provide numerous free healthy and prevention services for children from poor families, the disabled and orphans. Sunday school solves, to a degree, the problem of loneliness since we provide visitors various cultural programs: "Songs From My Youth", "Dancing Hall", "Here is My Grandmother". During the last meeting participants themselves proposed the idea of creating a club for the elderly and a crafts school (there are many people who are ready to teach skills they have on a voluntary basis such as wicker work from vine, timbering, knitting, etc)".

School # 6, Lisakovsk, Kazakhstan

Pervomaiski Technical Combine is developing a community school on the base of our institution. What does that do for us? It teaches us how to work together, to cooperate and offer, we have created a Foundation for Lifelong Learning similar to what exists in Russian schools. Isn't this a solution to the complicated situation confronting professional education institutions?
How is the Foundation for Lifelong Learning supported? Parents dues, government contracts for services, money generated the production of goods by students, charitable contributions, corporate contributions and orders for services by private institutions. All of this goes towards solving the

problem of preparing a professional cadre made up of the most vulnerable people in society, retraining community members who have lost their jobs, pensioners and the disabled. Lifelong, that means that anyone from the ages of 14 to 60 or 70 years old can develop a profession if you take into account the needs in society and the person.
In the history of professional education in the Republic of Kazakhstan a new sphere of activity has appeared that has the potential to solve the problem of unemployment for the population and the social issues related to it, to teach cooperation between professional schools and the community.

A direct influence on the decrease in poverty has been possible thanks to the beginning of professional training, consultations and programs of retraining through the Center of Labor. More than 500 students have been received training or other services and 89% of them have found employment.

Lifelong program of courses is targeted at children, teenagers and adults. Particular attention is paid to the upbringing aspect where mostly highly qualified teachers serve using non-standard, interactive teach methods of teaching and upbringing. The major volunteers are pensioners who hand down their skills and knowledge.

Pervomaiski Technical Combine, as a community school is of great use to the community, it conducts training in the Sunday school where the focus of attention is on girls and young women.

Volunteers from the community are involved in the work of our institution. One of the volunteers is the creator of a training hall and leader of the section "Hand to Hand Fightign" where children from 8 to 17 years old participate. Most of them are "at risk" children.

Pervomaiski Technical Combine, Semonaihinski Raion, Kazakhstan

Young teachers of the school were involved and were ready to add their knowledge, energy and enthusiasm. As planned initially, sports clubs from the community members were formed –

volleyball, basketball, and table tennis (instructors: A. Aghamiryan, A. Zakaryan). An English language group and choir were formed as well as a computer literacy group.

Works in each of the groups were carried out in accordance with the initially drawn up schedule. Positive feedback of the activities were recorded in a book of impressions. The entire process was photographed and an album has been made.

Led by the principle "Not only community for the school, but also the school for community", we will follow up the work that we have started.

Thirty members of the community have passed computer training since September. Two of them have found jobs in the editorial staff of the Hrazdan Municipality "Bruti Khach" newspaper. This is the most important of our successes since people have found jobs with the knowledge that they obtained in our school. The trust and good reputation of the school as a "storage of knowledge" has much improved.

The number of people who want to join the computer literacy classes is growing on a daily basis. Older people are not less enthusiastic than young ones. WINDOWS 2000, WORD, EXCELL, and POWER POINT software are taught.

The English course was conducted from October 6 to December 26. Twenty members of the community participated in the course. They have demonstrated a high level of dedication during the course. This was the reason of our success. During that period we achieved some good results.

After the three-month language course, the listeners are able to read, write, ask and answer questions within the provided topic. They can understand the foreign speech. We provided hours to both phonetics and spelling. Special attention was paid to grammar and reading. Special topics were developed for enhancing the oral speech.

The participants of the language course were pleased to attend it. They value very much this opportunity of learning a foreign language, English in this case. Feedback from the participants is the evidence of this. "I am participating in the English course with pleasure. Thanks to the teacher , the course was interesting, targeted and easy to understand. I appreciate the work done by the organizers and initiators." All attendees wrote almost this same idea.

School # 1 named after Kh. Abovyan, Hrazdan, Kotaik Marz, Armenia

PART IV.

VOLUNTEERISM

Volunteerism is the most popular component of the community school model. The significance of this CS component is to develop an organized system that makes volunteerism a integral part of school life. The difference between the community school approach to volunteerism and many other schools that conduct volunteer actions is that, rather than conducting individual actions, we encourage developing a system that makes volunteerism a regular part of school life. This system reaches out not only to students but teachers, parents and other relatives and community members. It helps fosters the habit of being an active member of one's

"The Fair for Volunteer Vacancies" took place on April 7th in the form of an interactive seminar. Participants included representatives of all educational institutions and heads of additional educational institutions and other types of organizations and institutions that support education. During the seminar a program plan was developed that included the dates and responsible people for each event as well as methods for attracting volunteers and sponsors from heads of enterprises, local government, business structure, NGOs, media, school alumni, teachers, pupils and their parents, community residents."

*Sherbakyl School,
Sherbakyl village, Omsk Oblast, Russia*

community so that student volunteers become adult volunteers. The parents, teachers and other community members that get involved set an example so that donating time to something you care about becomes a natural and expected part of living in a democratic society.

Remember when you are building a volunteer program the number of volunteers is not as significant as the fact that the number continues to grow from action to action, from year to year. If the number of people willing to donate time increases, this is the greatest indicator that you are becoming more professional at attracting and working with volunteers and designing activities that demonstrate results so that others are inspired to become involved.

The fact is, we know that most people in all the countries we work in are not active participants in their communities. In 2001 we conducted a survey of 358 community school practitioners and NGO members in Russia and asked them if they believed there were constraints to people becoming active citizens? 91% responded yes. When we asked them what they thought the primary constraint to being active was we got the following answers:
   1. People don't have enough information about the importance of being an active citizen: 64%
   2. People think it is useless: 50%
   3. People are only interested in defending the interests of their families: 48%
   4. People are afraid of government structures: 35%
      There are not enough opportunities to be active: 35
   5. People are too busy: 23%

When we analyze these answers it becomes clear what we need to do if we want to support increased citizen involvement. We need to develop programs that provide people with information on the value of being active and the tools they need to conduct effective projects or volunteer actions. When other community members see the

positive change that comes from conducting result oriented projects or actions, they will see that becoming active in your community isn't useless and be more likely to get involved. Developing projects and actions based on the interests of community members, students, teachers and relatives will help them to understand the link between the interests of their family and those of the community as a whole. Inviting government representatives help conduct or attend these activities helps eliminate fear by developing trust, greater understanding and partnership between local government and citizens. Finally, provide a menu of ways that people can participate so it is possible for everyone to have some level of involvement regardless of how busy they are.

CS SURVEY
conducted in spring 2004 in 5 countries of Eurasia
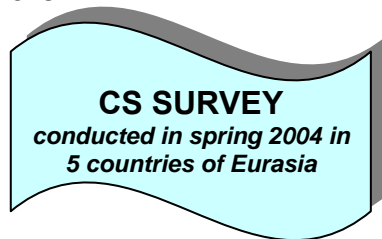
In our survey 92% of the schools reported conducting regular volunteer actions and 81 of the 84 schools indicated they are implementing community school volunteer programs. As a result of these activities the percentage of schools that showed an increase in the number of volunteers was:

- *Students: 89% of the schools*
- *Teachers: 69%*
- *Parents and other relatives: 65%*
- *Community members: 63%*

Part IV.

Chapter 1. Planning and Conducting Volunteer Actions

Chapter 2. Organizing Volunteer Programs

Chapter 1. PLANING AND CONDUCTING VOLUNTEER ACTIONS

Before starting the volunteer action you should find out who is interested in developing a volunteer action and how many people want to get involved. Most volunteer programs start with only two or three enthusiastic people.

This brings us to the usual question, how do you begin to develop volunteerism at your school? Appendix 8 contains an exercise that we often use to introduce the concept and stimulate discussion about why it is beneficial to become active.

> See
> Appendix 8.
> (page 183)

! **Remember:** The most important is not to pressure! If students or parents start to feel that volunteerism is a requirement, the whole meaning of the idea is lost.

Once you have identified a group of volunteers, start developing an action. You don't want to attempt to do something too big or complicated. Start with organization of a small event. Don't forget, concentrate on quality not quantity.

In this section we are going to discuss 7 basic steps, which will help you in planning and conducting a volunteer action.

> **Step 1. Gathering Information.**

In order to attract and interest more people you need to organize an event that corresponds to the interests and needs of the community members. So, the first task for your volunteer group is collecting the information and find out what is the interest of people. Compile a list of possible actions or problems (disabled, orphans, the elderly etc.). Survey people by asking the question, "Which of the following activities/problems would you do voluntarily?" This allows you not only to find out what problems or actions people are interested in but which ones they are willing to spend time working on. Most community schools we have worked with begin with beautification actions but what you do is less important than making sure it is something people can get excited about. Conducting a survey not only helps you to find out what problems or actions people are interested but also it is a good way for people to start to hear about various initiatives.

> A **Volunteer action is** an event of one or a few organizations, which use volunteers as a main human resource for reaching its goal.

> **Step 2. Selecting an issue.**

By analyzing information gathered in Step 1, you will be able to select 3-4 problems that people are most interested in addressing. From this short list, you then need to determine the focus of your action. The focus you select doesn't have to be the most popular since there are other factors to be considered, such as the resources you have

available and your ability to have a visible impact in a short period of time. That is why beautification initiatives are so popular at the start.

Below are 4 methods that are useful for developing your action's focus.

Method # 1
Conducting a **SWOT analysis** (see pg. 33) related to each of the possible variants. This can make it easier to eliminate one or more of the possibilities if the weaknesses and threats outweigh the strengths and opportunities.

Method # 2
There is another interesting technique for prioritizing problems. On separate sheets of small paper write each of the 3-4 problems you are considering. Compile the chart below and discuss whether each of the problems, in relation to the others is "most serious", "serious" and "less serious", then decide if the problem is "getting worse", "staying the same" or "getting better". Once you have agreed, stick the problems in the place they belong on the chart. This exercise is another way to help you evaluate the problems and your potential for realistically solving that problem.

	Most serious	Serious	Less serious
Getting worse			
Staying the same			
Getting better			

Method # 3
If you are still having difficulty deciding what to choose, we suggest voting. Compile a list of problems or activities. Prepare markers in three different colors. Ask everyone attending the meeting to put a mark of definite color on each of the problems/activities:

Color «1»: If they are interested in the problem/activity and are ready to volunteer time to an action connected to solving it.

Color «2»: If they are interested in the problem/activity but not ready to volunteer time to solving it.

Color «3»: If they are against having the group work on this problem/activity now.

Count the votes and the problem/activity that has the most Color «1» dots will be the one you will work on.

Method # 4
Many schools like to start by developing a volunteer action around a traditional school event. This can be a very good idea. It also gives you an opportunity to evaluate these activities. There is an interesting tool that might help you do this.

It was developed to help businesses classify the level of interest in their products or services. We think it can be usefully applied to evaluate activities that take place at school. Sometimes, if we think about it, we are spending an effort to do something that no one is really interested in, "a dog". If we eliminate this then we can devote more attention and resources to "a star".

HOW TO SELECT A STRATEGIC ALTERNATIVE?

Boston Consulting Group Recommendations:

- "Stars" need to be taken care of and strengthened so that they do not become "cows".
- "Cows" need tight control of costs and investment since they use resources that might be given to "stars" and "cats".
- "Cats" need to be investigated to find out whether they can be turned into "stars" if there will be appropriate financing.
- "Dogs" should be gotten rid of if there are no serious reasons to keep them.

Look at the following matrix and think about how you would classify your traditional school events, additional services and activities. Where do they belong in the matrix? Then you can decide if there is an event that could be strengthened by turning it into a volunteer action.

Boston Consulting Group Matrix
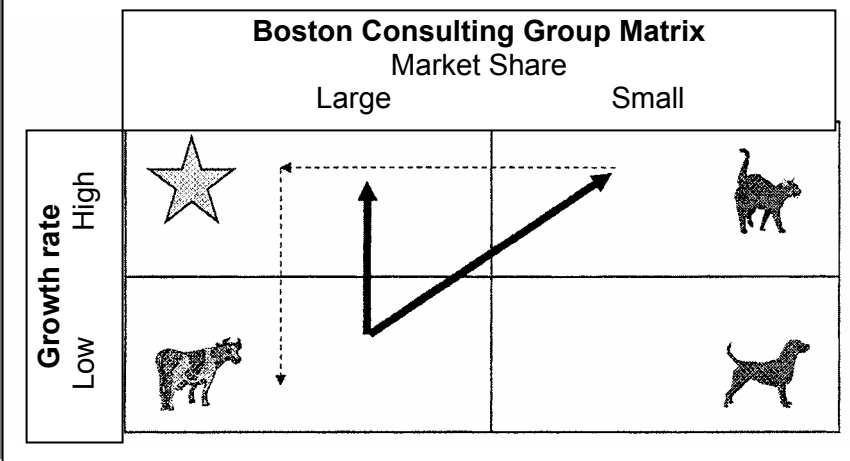
Step 3. Developing a strategic plan.

After you identified a problem, you will need now to decide what type of action you will conduct to help solve the problem. We suggest dividing into groups and having each group come up with an idea. These ideas are presented to the entire group and discussed. If you did not do a SWOT analysis before selecting an activity then you want to do that before you start developing a strategic plan to make sure it is realistic.

Once you know what the action is you are ready to start filling in the strategic plan chart (see pg. 34).

A **Volunteer** is a person, who gives his/her time, energy, knowledge, efforts, experience for realizing activities for the benefits of people and a whole society without payment or abuse, with his/her own will.

Since this is a volunteer action there are some additional things you need to think about and include in your strategic plan.

Addition 1. Prepare a full budget. In this case filling in the blanks for "Resources" on your strategic plan is not enough. You should put together a budget that carefully lists all costs related to conducting the event even if they are being donated. Calculate the number of

hours of labor it will take to conduct each the activities related to the event. Estimate a realistic value for how much you would have to pay someone to do voluntary work. For example, if your action involves cleaning the territory that could be valued at your currency equivalent of $1 an hour. If the action includes having a lawyer or doctor conduct consultations, their rate could be the equivalent of $10 an hour. Multiply the number of hours by the rate you have assigned each of the tasks and include it in your budget under personnel as matching.

PERSONNEL

Position	Rate per units	Number of units	Hours per unit	Request	Match	Total
Bookkeeper	$1	1 чел.	30	$30	0	$30
Clean territory	$0,5	20 чел.	8	$0	$80	$80

You should apply the same mechanism for materials. For example, if a store gives you a 10% discount for food products that will be served at the event in exchange for being listed as a sponsor of the action you put the amount you paid in the "request" column and the value of the 10% discount in the Match column, add the two and put them in the total column. And the same for supplies, printing, communication and travel. Suppose a company is ready to donate use of a bus but you must pay for gas, this is how you want it to look in your budget.

TRAVEL

Item	Rate per units	Number of units	Hours per unit	Request	Match	Total
Bus	$10	1 шт.	4	0	$40	$40
Gas	$1,25	10 л.	0,4	$5	0	$5

These matching numbers are important for two reasons. Firstly, it shows the full amount of material support the action received. The second reason relates to the volunteer hours. In terms of increasing volunteerism in your community, it is very important that people recognize the value of the work that volunteers are doing. Besides, you can use these statistics in the future to demonstrate the effectiveness of your action in monetary terms. It is much more impressive to hear that work that is valued at $500 was done for $50 then to just say the budget for the action was $50. his will encourage people to donate more time and material goods in the future.

Addition 2. Prepare a detailed list of what it is you need volunteers to do.:
- ✓ The skills you need the people to have who will do the task;
- ✓ How much time would need to volunteer if he is going to do the task;
- ✓ When would the volunteer have to be available to do the task;
- ✓ How long times it takes from volunteer to do the task;
- ✓ If it takes place over a period of time can different volunteers do it or do you need the same volunteers every time;
- ✓ What the minimum amount of time someone would have to spend to be an effective volunteer working on that task;
- ✓ Who can donate the materials to accomplish the task.

When making these lists you want to think of as many ways as possible to involve people. We call it providing a menu of ways they can volunteer so that even if someone only has a half an

hour to donate you can suggest a way they can be involved in the action (make phone calls from home to remind people, pick up some materials and take them to the action etc.). If they really don't have time, maybe they will be able to donate some of the materials you need.

Addition 3. You need to recruit volunteers. One of the objectives for a community school-volunteer action is to get as many people involved as possible. The description of how to achieve it should be in your strategic plan. Experience has shown that just putting up posters or even having lots of media coverage is not going to guarantee that people show up. When it comes to getting people to volunteer, there is nothing that takes the place of a personal meeting.

People get active when it is in their self-interest. There is nothing wrong with that it is rational behavior. Thus, your job as a recruiter of volunteers is to discover their interests and determine their motivation. Be patient, you need not only to talk but also listen. The method that we believe is the most effective comes from Janice Fine and the Northeast Action organization developed the method called "One on One". A "One on One" is a form of "relational meeting". During the conversation you will find out what kind of person he/she is and why he/she is active (or not). This type of meeting, allows you to determine a person's motivations and how they could assist you in achieving your goal of conducting an action.

> **THREE COMMON MISTAKES THAT PEOPLE MAKE DURING THE FIRST CONVERSATION WITH A POTENTIAL VOLUNTEER.**
> 1. You ask the person to make a commitment during the first conversation. This tends to scare people. They may say, "yes", just to be polite and then never show up.
> 2. You spend the whole conversation trying to convince the person how important the action is and how great it is going to be. This makes the person feel uncomfortable because it implies that they aren't a good person if they don't agree to participate.
> 3. You give the same speech to everyone and don't ask questions to find out how volunteering for this action is connected to people's interests.

> **SOME TIPS FOR DOING A ONE-ON-ONE MEETING**
>
> 1. Ask "what" questions to get the basics but always follow them with the "why" questions to keep taking you deeper into motivations.
> 2. Err on the side of listening; don't spire to talk all the time.
> 3. Tell about your own history and share with your motivations -- that will also help others to do the same. Keep the focus on interlocutor!
> 4. After the meeting: make some notes with some of the information you gleaned about this person (like a quick stick figure summary).
> 5. After the meeting clarify for yourself:
>   - Is this person a potential leader, a new member, a possible conduct?
>   - What should your next step be?
>   - Whether it makes sense to invite this person to participate in the particular action or not?
>   - Is there any event to invite this candidate?
>
> © Janice Fine and David Donnelly, NorthEast Action Organization

Remember: You need to agree on the meeting, prepare a distinct plan and identify the duration of the meeting. During the meeting ask questions but do not try to "educate" the other person. You also shouldn't tightly script your discussion. The conversation is a process of exploration. You want to be mostly asking questions and listening. At the same time, to build trust you have to speak about yourself and invite the

other person to do the same. You're looking for common ground.

Attracting volunteers for the first time is easy. Much more complicated is getting them to want to keep coming back.   If you want to attract and keep volunteers you should:

- Listen well;
- Identify self-interest;
- Support and develop relations;
- Give and trust people with meaningful tasks;
- Show appreciation.

Addition 4. Create a database of volunteers and organize a schedule for each volunteer. The database for volunteers should include:

- Name;
- Date of birth;
- Occupation and skills;
- Contact information;
- Hours/days they are available;
- Interests.

Prepare a questionnaire for people to fill out it. Keep fill out questionnaire in the special folders or enter the information on a computer. Having this information readily available will make it much easier in the future to find people with definite skills and interests. Compile and fill out the following worksheet:

Time and date of conducting event_____			
Number of people needed_____			
	Name	Contact information	Reminder
Volunteers Committed			
Volunteers facts (who come)			

The section "Volunteers Committed" is use to make sure that people you need to prepare for the action and they know when they are supposed to work and what they are supposed to do. Don't ask people to come unless you have a specific job for them to do. Call and remind volunteers a day or two ahead of time and put a check mark on that column "remind" when it is done. That way if something has come up and a volunteer has to cancel, you will know ahead of time and can plan accordingly. Don't expect people to call and let you know.

As soon as you get a commitment from volunteers be sure to put their name in the column "Volunteers facts" and contact with them around 2 weeks before the event or action, the second reminder call should be 2-3 days before the event.

Create a pleasant atmosphere for the volunteers. No matter how important the action if people do not enjoy the experience of volunteering they are not going to return. Apply the same level of consideration and professionalism towards volunteers as you would towards paid staff, introduce people to each other so they can make new friends, play music and provide tea and cookies for the volunteers. Be sure people understand what the overall goals of the event are, give clear directions for each task that needs to be done and be available to answer any questions. Be polite and patient even if someone makes a mistake and, of course, be sure to thank everyone regardless of how small the contribution of time. The more you are able to make volunteers feel they are a part of the whole and share in the success of the action, the more likely they will be to continue to work with you.

Addition 5. In addition to posters and flyers you want to prepare a press release and distribute it to all appropriate media outlets (see Part VI, Chapter 3 for more information on pg. 131). Make sure that local government and business people get personal invitations and call to remind them a couple of days before the event.

Addition 6. Develop an alternative plan if the event is outside. This is connected to the "what could go wrong" column of your strategic plan. If your action is going to take place outside you want to have a concrete plan for what to do if the weather is bad. If the event has to be done outside then you want to select a "rain" date and publicize that in all materials with information about how people can find out if the date has been changed.

Step 4. Conduct the action.

The day, or days, of the action make sure that every volunteer is assigned to report to a specific person who can give them instructions about what to do. Build in breaks so that everyone has a chance to relax, meet new people and have a good time. The strategic plan should be posted on the wall in a visible place as a daily reminder about what needs to be done and by when.

Step 5. Thank people.

At the end of the volunteer action have all the volunteers get together and thank them. Resources permitting, it is desirable to prepare acknowledgement certificates and award them to participants. You also can find other ways to publicly acknowledge the contribution made by each of the volunteers. For example, to

ОТ ИМЕНИ ДЕТЕЙ МЫ ВСЕМ ГОВОРИМ: "СПАСИБО"

In the name of children We say to all:

"**Thank you**"

There was called an action for collection of children's clothing in the village. The first to respond were:
Sinina N.A. Khusainova M.G. Salova N. Golunets I.V. Sapieva Lyazzat Aubakirov S.S. Lozinskaya L.N. Lozinskaya S.M. Dzyuba Sasha Omarov Kh.R. Idrisova K.Zh.
The action continues!
Staff of the school.

the left is a poster that a School in Kazan village prepared to thank people who donated clothing to support their action for underprivileged children. Note that this was posted while the action was still going on. This shows that anyone who donates is going to get recognition. This may encourage more people to give, too.

Step 6. Evaluate results of the action.

The volunteer action ended. Give everyone a few days off and start to work again. Have a meeting of the organizing committee members and conduct an evaluation of the action. If you have distributed questionnaires during the action to get feedback you can analyze them at this point. From this post-act5ion meeting and your (possible) surveys, try to answer the following questions:

➢ have you achieved the results of action;
➢ how many volunteers worked with you;
➢ have mass media worked;
➢ how many new partners do you have;
➢ have increased recognition of the school;
➢ have organizational problems raised and what to do avoid them in the future;
➢ if some of the objectives were not met what the problem was;
➢ if the targets were too high or did someone not do the job they were responsible for doing;
➢ analyze the budget.

You might want to use a group work exercise where each of the groups is asked to list things that went wrong during the action on one side of a big sheet of paper. When this is finished the groups should exchange their lists and on the other side write down what could be done so that this doesn't happen. The groups share their work and you make a list of the recommendations as part of your evaluation report.

After summarizing the results of action, you should prepare two evaluation reports. One for internal use where you include such things as recommendations and lessons learned. The other should be for the public. This should include all the statistics, names of people involved, comments from participants and those who benefited from the action.

Step 7. Publicize and distribute the results of the action.

It is important that every volunteer hears about the impact that the action they were involved with had towards solving the problem. It is equally important to the growth of your community school that as many people as possible hear about the results of the volunteer action. Compose another press release for mass media or publish the evaluation report in the school newspaper. There can be a poster in the hallway that gives the results and thanks people. Send the information to representatives of local government and business. You may want to have a special celebration, which will be an opportunity to again thank the volunteers and award certificates.

> **Step 8. Start planning for the next action.**

Keep the momentum going. Before you publicize results of the volunteer action, decide when you are planning to do your next action. If you are going to do another action, its important to use the opportunity to publicize results of your current action to advertise your future action. By doing so, you will let people know that the school has a volunteer program. Think about people whose work impressed you and be sure to invite them to the next organization team meeting.

> *"We managed to clean the area from grasses and thorns. So many interesting and useful ideas emerged that this problem became easy to handle. The most important is that our parents and classmates became acquainted with each other during this action and that they recognized the power of love for children –'We are together, we can solve many problems'. After the farewell, we all set a time and date for the next meeting."*
>
> ***Representative School # 1, Telavi, Georgia***

COMMUNITY SCHOOL EXPIERENCES

"My city is the best in the Oblast"
"My house is the best in the city"
"My entryway is the best in the building"

APPEAL FROM STUDENTS OF SCHOOL # 6 TO COMMUNITY RESIDENTS

The goal of our appeal is to call on all city residents to improve the way their entryways look. Everyone who enters a building looks around and thinks about the entryway as the place where a person lives. Surely everyone likes to enter an entryway and find it bright, clean and tidy. There are entryways in our city that look very nice. We wish more good entryways would appear every year. However, sadly, the majority of entryways in our city are in dreadful condition. Our opinion is this: it

all depends on us! To some extent our health,

mood and many other things depend on trying to make our entryways look nice. The condition of the entryway depends a great deal on friendship among neighbors. If people's attitude towards each other is negative, the entryway has no chance to become ideal. You would probably agree that when you enter a nice entryway, you feel a bit better. Your first impression about residents is that they are neat, friendly, industrious, attentive and responsible people. The condition of our entryways influences our body. We think that there should be no strangers in the entryways. To achieve this, you should put in an intercom system. There are elevators installed in some buildings in the 6th district. There are many problems with them. For instance, no light, garbage and so on.

People, start paying attention to your entryways! Do not wait for someone to do it, repair them and then maintain them yourself. We, students of School # 6, can help you with repairing of your entryways. We await your calls with proposals at 2-35-61

School # 6, Lisakovsk, Kazakhstan

"The majority of students from Telavi School # 5 live on the streets close to our school. These are the streets, which belong to the territory of the old city of Telavi. Here we have a historic complex, "Goris Jvari" (Gori cross), which has a huge yard, and students from my school often play there or simply take a walk. The problem is that different parts of the historic monument were full of

dirt, thrown-away food and trash. It has been many years since we children started playing there, but no one ever thought of cleaning the area. This was three months ago; now you cannot even find one small piece of trash there.

The idea to clean "Goris Jvari" was born among us, the students and people living in the neighborhood. It happened when we attended a meeting of the working group of Telavi School # 5. There we discovered what a group of people with similar interests could do together.

Five students from our school, including me, established the "ecological group of Gori cross", and after consulting with the adults, we elaborated a plan on how to clean Goris Jvari. We walked around the precinct and asked everyone - students,

parents, senior citizens, and elders of the community - to give us a hand on Saturday.

Earlier, no one could have persuaded me that we 8th graders could do something like this, but look what happened! So many people came that we were surprised, who could have told them about this activity? The working group of our school notified town hall, that organized cars. In about three hours, the historic monument turned into a spotlessly clean area. This was a very fascinating and pleasing activity, aiming at the development of our school and at community partnership. It was the first time I saw how many people are actually interested in such actions, but before, no-one took the initiative. We are glad that we students made the first step and became the initiators if this idea."

School # 5, Telavi, Georgia

Chapter 2. ORGANIZING VOLUNTEER PROGRAMS

Once you organized and conducted a volunteer action you should establish a volunteer program so it becomes part of the fabric of your community school. The goal of systemized approach is to maximize the impact from volunteers both in the short and long term for the school and community. This is one of the best mechanisms to stimulate citizens' activism. You may create a center of volunteer services for the whole community. In this section we explain the systemizing of a volunteer program. We have provided a description of each of the elements, as well as the methods, which help you build your volunteer program.

Database. This can be as simple as having information on a card in a box or a computerized database that has cross-referencing that can provide you lists of people based on the skills or material support they can provide, the time they are available, their interests and their birthday. The more information you have the more ways you can use the database. If you have the human resources available you may want to keep a complete record of the work each person has conducted as a volunteer (hours, activities).

! **Remember:** A database is useless if it is not maintained an updated.

We suggest updating the database once a year. Entering new volunteers is easy but making sure the information for those in the database is current and the people still "active" can be time consuming. There are many methods of information checking, for example conduct a fall volunteer week that includes meeting volunteers and know about their plans for the coming year. Those of you who live in a village where many people do not have phones might want to consider sending a Volunteer Bulletin with a blank they can fill out and return you. Involve students in doing this: ask them to enter new data into database, make phone calls. This will give them an opportunity to develop communication skills and improve computer skills.

The investment in time you spend creating, maintaining and updating your volunteer database will pay off in the time saved in organizing your volunteer program activities and the increased involvement of people.

Volunteer Recruitment. For each category of potential volunteers there needs to be a special recruitment strategy. "One on One's" is a great mechanism for parents and community members but you may want to think of something else for teachers and students. We suggest that you select a few volunteers and assign them responsibility for overseeing respectively each of these categories. Their responsibility could include designing and implementing the recruitment program and updating the database for their category of volunteers. This is a great volunteer opportunity for people who like to meet new people and enhance their communication and organizational skills. Think how you could organize the enlistment of pensioners. Unfortunately, many pensioners are lonely and often lack communication with others. Pensioners are a huge, under-utilized resource that can bring enormous skills and knowledge to all aspects of your volunteer program. Community schools that have reached out to pensioners in their community

have found them to be excited by the opportunity to be active and to be dedicated to their work as volunteers.

One thing you want to be careful about is not to confuse fundraising with volunteerism. Certainly it makes sense to include providing material support for a specific action or project as part of your menu for opportunities. However, you want to stress personal involvement and donations here are not a form of charity but a way to become active for those who are too busy to give time. In the long run personal engagement is going to yield much greater support for your volunteer program and community school as a whole than "material" participation. We will discuss fundraising in more detail in Part VI: Resource Mobilization.

> **Volunteer program activities.**

Basic objectives of a volunteer program include conducting events, realizing projects, and developing regular mechanisms for volunteer participation.

Organizing and conducting <u>events</u> is usually the first step for community schools interested in developing a volunteer program. As your program becomes more sophisticated you will start to integrate actions into more complex, long-term volunteer projects. Still, there may be actions that are a tradition at your school, that have been adapted on the basis of community school principles, that you want to maintain as part of your volunteer program.

> *"Among the staff at our kindergarten the approach to traditional events changed. We started to attract more parents and community members, older people and even people from other pre-school institutions in the neighborhood."*
> **Deputy Director of kindergarten # 401, Samara, Russia**

The *Spring Week of Kindness* has become a tradition for many community schools. The idea of having a volunteer week at the end of April originated in Moscow in December 1998. A coalition of over 100 organizations from throughout Russia designed it to be a follow-up activity to the successful Week of Volunteers in the winter (International Volunteer Day is December 5). Nadia Kazantseva-Maximova, from the Krasnoyarsk Center for Community Partnerships (KCCP), was one of the participants in that session. When she returned home it was decided to try the *Week of Kindness* as a pilot project in Krasnoyarsk. An organizing committee was created and decided to expand on the concept as Kazantseva-Maximova explains, "We wanted to not only draw attention to big volunteer events, but to welcome the participation of individuals and encourage the understanding of good deeds as part of everyone's approach to life." KCCP also created a format for the Week that assigned a name and theme for each of the days, in fact that first year there were 8 days in the *Week of Kindness*!

Day One: "Just do good!"
> *Sample forms/types of activities: Any person can do something good for his/her family, friends, colleagues, acquaintances and strangers.*

Day Two: "Spring has arrived"
> *Sample forms/types of activities: Organization of concerts, performances for children, veterans' hospitals, and retirement homes.*

Day Three: "A great day on the calendar"
> *Sample forms/types of activities: "Good news" – from the*

mass media, poetry contests on the radio and local TV (on topics of spring and kindness).

Day Four: "Day of Open Hearts"
Sample forms/types of activities: Patronage, help to the needy, communication with and care after them (it is allowed and recommended to show whatever there already is available: people who are constantly doing it).

Day Five: "Day of professional help"
Sample forms/types of activities: Professional consulting and services – free of charge! or at reduced prices.

Day Six: "Earth Day"
Sample forms/types of activities: Fair, food to orphanages, retirement homes and disability centers.

Day Seven: "Forever Young"
Sample forms/types of activities: Organization of entertainment for elderly people.

Day Eight: "Spread cleanliness"
Sample forms/types of activities: Tree-planting event, clean up of building entrances, yards, streets, parks, town squares.

As you see, this format welcomes any form of action and good deed directed at any segment of the population. The *Week of Kindness* invites professionals to volunteer their services to the needy free of charge for a day. For the press it is an opportunity to focus on the positive things happening in the community, for the

organizers it is an opportunity to be creative and design theme days that will inspire a wide range of people to participate. One of the reasons the technology has proven so effective is because it can easily be adapted to suit the needs, interests and resources of any community and all of its various members.

The *Week of Kindness* has potential as a mechanism of community mobilization, which is proved day by day with each new school implementing it.

For example, in Armenia another action of kindness is called "*Bari, Bari, Bari*" ("Days of *Good Will, Good Deeds, Good Results*"). The statistics below demonstrate not only growth over the 3 years the event has been conducted but a significant increase in participation even with the shortened time-frame from 3 to 2 days. This growth is related to the fact that community schools joined in this activity as a group for the first time in 2003.

Years and duration of the action	# Of organizing committee members	# Of organizations conducting events	# Of sponsors	# Of events	# of volunteers
2001 3 days	91	582	N/A	704	63099
2002 3 days	129	756	190	937	103000
2003 2 days	338	703	315	1262	112064

As it has already been mentioned, the project (program) is a series of activities that are related to each other in terms of supporting the attainment of a specific goal on the basis of achieving several objectives. It has a specific time frame and well-defined, measurable expected results. The only difference in a volunteer program is there is an additional emphasis on the volunteer element that can be expressed as an additional objective such as "Increased recognition of volunteerism". This objective can manifest itself in expected results with regard to the number of volunteers involved and the number of people who benefited from their efforts. On the basis of a grant or if other financial support is available it is not necessary for all personnel working on a volunteer project to be volunteers. Salaries for Project Manager or other key personnel can be included in the budget but it is expected that beyond managing the project itself, the work will be conducted by volunteers.

There is large overlap between the "volunteerism" component of the community school model and the "democratization" and "partnership" components. Most of the <u>permanent mechanisms</u> that support those components are dependent on volunteers. All of the technology concerning recruiting and keeping volunteers applies to these mechanisms. The strategy, policies and procedures will, however, be specific to each of these institutions since their needs and resources will vary, they strive towards different objectives and will appeal to different groups of people for different reasons. Among permanent mechanisms we can outline:

- **Community School Partnerships:**
  - ✓ Fund
  - ✓ Association of Graduates
  - ✓ Other forms of NGOs.

- **School Governance:**
  - ✓ Student Parliament or Council
  - ✓ Parents Committee
  - ✓ Teachers Committee
  - ✓ Board of Directors.

- **Targeted Programs.** By this we mean that some community schools have elected to have a strategic target group (the elderly, orphans, the disabled etc.) or issue (ecology, human rights, community hot line, anti-alcohol and drug programs, healthy lifestyle programs etc.) for their volunteer efforts. This usually begins with an action, that is followed by a project and then, it is decided that the school wants to make a long term commitment to providing services to this target group or target issue. Another form could be to create a community volunteer center on the base of the school. Any of these long-term commitments to addressing social needs is considered a permanent volunteer program and can be linked to general efforts to develop volunteerism at school and in the community.

> *"**Together with Grandmothers**"- pensioners and school children from the micro-region built flowerbeds. It is noticeable how people's relationship to "objects" changes when it is the result of their own work – people stopped stepping on the flowers and they continue to grow. Teachers are also attracted to the process of voluntary service. Last year, among active teachers at school, a "Scientific Society" was created with several spheres of focus, natural sciences and biology, physics and math, geography, humanitarian subjects, history and laws, music and art. In association with this program, pupils conduct scientific research, participate in discussions and publish a methodological newspaper on the walls of the school."*
> ***School # 97, Saratov, Russia***

Motivation.

Motivation is related not only to determining the self-interest of individuals but also how you are going to keep the volunteers you have attracted. If a volunteer has come once, you have found the link between their interests and those of your volunteer

opportunity. However, in the process the volunteer should feel that he is treated with respect, knowing that his efforts are appreciated. Carefully develop a system for how your volunteer program is going to respond to these imperatives so that you are not only attracting new volunteers every year but you have a high percentage of returning volunteers.

Overview the basic components of motivation:

- **Information** is a two-way process: you received feedback from volunteers so you can improve your volunteer program and they get information from.
  - **Feedback requires** collection of information through questionnaires or interviews. Prepare questionnaires with questions about what could have been done to improve their volunteer experience, the volunteers' suggestions for actions or projects, etc. You should have short questionnaires for volunteers to fill out after every volunteer action or project related activity. Then, you can conduct focus groups once a year to get a sense of how people feel the program is developing. What is most important is that volunteers know about mechanisms through which they can provide feedback. In this way, volunteers will realize that they are full partners in whatever volunteer activity. They will know they are respected and that their opinion matters.

  > *"In the beginning of every summer the Muslim holiday is celebrated in Karajala and all the village inhabitants take part in it. Nowadays, many guests from Telavi region as well as from different parts of Georgia and from abroad come to Karajala. In order to celebrate this holiday successfully, and to give our village a good look, we met with the village administrator and shared our desire to clean the village. We asked him to help us gather people in order to have everything clean and neat on the holiday. The administrator approved of our idea and we elaborated a plan of village cleaning. The population welcomed this activity and on the second day, 800 school students and over 1000 residents of the village came to clean the roads of the village. Everyone was trying to clean their street the best, and shouting and screaming was heard. As far as we remember, a similar event has never been conducted in the village. Everyone tried to do something. At first we, the children, were the most active. The adults had come only to watch. However, once the school principal and the village administrator explained that this cleanliness would have an impact on the standing of our village, parents and residents started working too. We were extremely happy that numerous residents joined the activity started by us and that we worked together for one purpose, the beauty and neatness of our village."*
  > ***Karajala, Georgia***

  - **Bulletins.** You need to develop a system for how you are going to provide information, how often, what form and what kind of information. It can be as modest as having a Volunteer Program wall at school that keeps everyone informed about what is going on or, you may want to create a volunteer bulletin that would also provide students wit a chance to learn and practice journalism skills.

- **Opportunities to grow.** Create opportunities for volunteers to build their skills. Build up their responsibilities so that, they can start to design and implement their own actions or projects. Volunteerism isn't busy-work, it is targeted activity towards a specific goal but part of the goal can, and should be, to enhance the life experience of everyone involved in the activity.

- **Environment.** Think about creating a supportive environment for volunteers:
  - A person who is managing volunteers should be sure to know the name of everyone he/she is working with. If there are a lot of volunteers you could use nametags.
  - Be polite, make an effort to greet everyone that comes and be available to answer questions they may have.
  - Don't forget about humor. No matter how tense the work situation is, a good laugh is always going to make the situation better.
  - Try to find ways so that people are always working with and meeting new people. These new relationships will help strengthen your community.

- **Thanks.** Saying thank you needs to be part of the every day life of a volunteer program. You need to create a system that, in ways large and small, will let every volunteer know you appreciate the fact that they have chosen to spend some of their free time supporting your program. You may want to design a special certificate or letter or to establish a special pin that anyone who volunteers over a certain number of hours receives. The organizing committee members can put a poster up on the wall with the name of every volunteer.

- **Recognition.** A key element in promoting the growth of a volunteer movement is to increase the prestige and image of people who volunteer. One mechanism that has become popular at community schools and other institutions promoting volunteerism is to conduct a competition **"Volunteer of the Year"**. This can be a very festive occasion for everyone and to award on different categories (Parents, Teachers, Students and Community members). Another recognition mechanism is conducting a **Social Star Competition**. In addition to increasing the status of people who volunteer, it was designed to be a mechanism for strengthening partnership between all three sectors (government, business and the non-profit sector).

Chart 2.   Example of Systematic the Volunteer Program

```
                        ┌─────────────┐
                        │  Volunteer  │
                        │ Organizing  │
                        │ Committee   │
                        └─────────────┘

  ┌──────────┐        ┌────────────┐              ┌────────────┐
  │ Database │        │ Volunteer  │              │ Motivation │
  └──────────┘        │  Program   │              └────────────┘
                      │ Activities │
  ┌────────────┐      └────────────┘
  │ Volunteers │
  │Recruitment │     ┌─────────┐   ┌────────────┐    ┌─────────────┐  ┌──────────────┐
  └────────────┘     │ Actions │   │ Permanent  │    │ Information │  │Opportunities │
                     └─────────┘   │ Mechanisms │    └─────────────┘  │   to grow    │
     ┌──────────┐                  └────────────┘                     └──────────────┘
     │ Students │    ┌──────────┐                                     ┌──────────────┐
     └──────────┘    │ Week of  │  ┌───────────┐ ┌──────────┐┌────────┐│ Environment │
                     │ Kindness │  │ Community │ │  School  ││Targeted│└──────────────┘
     ┌──────────┐    └──────────┘  │  School   │ │Governance││Programs│┌──────────────┐
     │ Parents  │                  │Partnerships│└──────────┘└────────┘│    Thanks    │
     └──────────┘    ┌──────────┐  └───────────┘                       └──────────────┘
                     │ Projects │                                      ┌──────────────┐
     ┌──────────┐    └──────────┘                                      │ Recognition  │
     │ Teachers │                                                      └──────────────┘
     └──────────┘
```

Volunteer Organizing Committee
- Database
- Volunteers Recruitment
  - Students
  - Parents
  - Teachers
  - Community Members
  - Menu of Opportunities
- Volunteer Program Activities
  - Actions
    - Week of Kindness
    - Projects
  - Permanent Mechanisms
    - Community School Partnerships
      - Fund
      - Association of Graduates
      - Other Forms of NGOs
    - School Governance
      - Student Parliament
      - Board of Directors
      - Parents Committee
      - Teachers Committee
    - Targeted Programs
- Motivation
  - Information
    - Feedback
    - Bulletins
  - Opportunities to grow
  - Environment
  - Thanks
  - Recognition
    - Competition "Volunteer of the Year"
    - Competition "Social Star"

Don't be intimated by the size of the above sample volunteer program systematic chart. We wanted to include all the possible elements you can choose from to include in your program. It is impossible for even a community school to be able to conduct such a massive program. In the future, as understanding of the importance of volunteerism continues to grow within the government and business sectors, the time will come when salaries will be available for people who manage such programs at community schools. The day may not be that far off. Some community schools in Eastern Europe already have such a paid position, which is called a "community education coordinator".

CS SURVEY

According to data from the Omsk Regional Community School Resource Center, in 2004 41 schools in 32 cities, towns and villages of Omsk Oblast conducted 320 actions involving 24,648 volunteers providing goods and services to 16,322 people. These actions attracted partners from all sectors (65 government departments, 5 businesses and 107 NGOs). The Resource Center has established a partnership with community schools in Northern Kazakhstan so they, too, along with community schools throughout Kazakhstan now consider Week of Kindness a key element in their volunteer programs.

COMMUNITY SCHOOL EXPIERENCES

"Our action in Kutaisi lasted three days. Many organizations and people took part in it, but I would like to emphasize one important detail. 55 students from Brotseula and Etseri orphanages took part in the action as well. Together with students they planted various plants and flowers; this way, a "Valley of Friendship" was established near the memorial in Kutaisi. Schools often conduct charity actions and they pay visits to different orphanages donating gifts. This is a very kind thing to do, but the day when the orphanage kids engaged in voluntary actions together with us was the most precious one. After the action, we started painting, singing, and playing games together. Soon we became friends and the donation of gifts was a lot easier and more acceptable.

'This is the most beautiful day in my life', my new friend told me, and we realized that they are ordinary children just as we are, only they feel more pain. They need not only gifts and products, but – more than anything else - the warmth of others' hearts. I will never forget the warmth in their eyes when they were inviting us to 'come back again', and let us arrange sports competitions".

School # 32, Kutaisi, Georgia

"The first successful work done by the initiative group was the participation in "Good Will, Good Deeds, Good Results". This inter-regional volunteer movement consisted of a number of events – donating books and natural flowers to the school; paintings and chalk paintings on goodwill actions; cleaning of the surroundings of the grave stones of freedom fighters in the town pantheon and monuments; beautification of the community; establishing recreation sites in some of the yards; organization of a free open concert for community members (with the musical school participating); setting up a demonstration board entitled "Let's fill the world with good". In fact, the school had become the center of the district with all its inspiration, activeness, and goodwill. A few days after this event, by the initiative of the Director of the school, warm clothes were distributed to the children of needy families."

School # 4 named after S. Avanyan, Charentsavan, Kotaik Marz, Armenia

"Week of Kindness" took place for the first time in Sochi. In conjunction with this, Gymnasium # 8 conducted a fundraising activity "Bird of Happiness". This was the first public activity of its type in the City so it had a wide public resonance. In 40 minutes conducting the action we collected 2,500 rubles. This money was used to purchase gifts for the children in the City hospital. The organizers did not expect such a good result and think that the success was, more than anything, related to the fact that this action was a new initiative."

Gymnasium # 8, Sochi, Russia

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PART V.

PARTNERSHIP

The social, political and economic shift that has taken place in the former Soviet Union during the last decade requires that new forms of relationships develop to maximize the benefits that a democratic-capitalist society can provide to its people. The change came so quickly and was so massive in its challenge to the old norms that a lot of positive elements were swept away along with what needed to be eliminated.

One of the unintended negative consequences of this transition was that schools and teachers lost their status in society. They were looked down on rather than respected as, arguably, the most valuable institutions in the community. A lot of this diminishment was the result of having no money. Old values disappeared and money became the determinant factor in judging the worth of a person or institution. Schools became beggars rather than leaders in the community. This, of course, is something we must rebel against. It counters any hope of building a strong democracy because that depends entirely on an educated population that is capable of making rational decisions. The relationship between school and others in the community that we found is most effective in altering this dynamic is "partnership".

The list of characteristics for community school partnerships we come up with is the following:

> *"Partnership means the establishment and development of mutually beneficial relationships between the school, teachers, students, community residents and sponsors for a joint resolution of shared problems. These sides should understand the situation very well, should be informed, and clearly know the benefit it generates for society in order to promote active and energetic improvements to social and educational structures."*
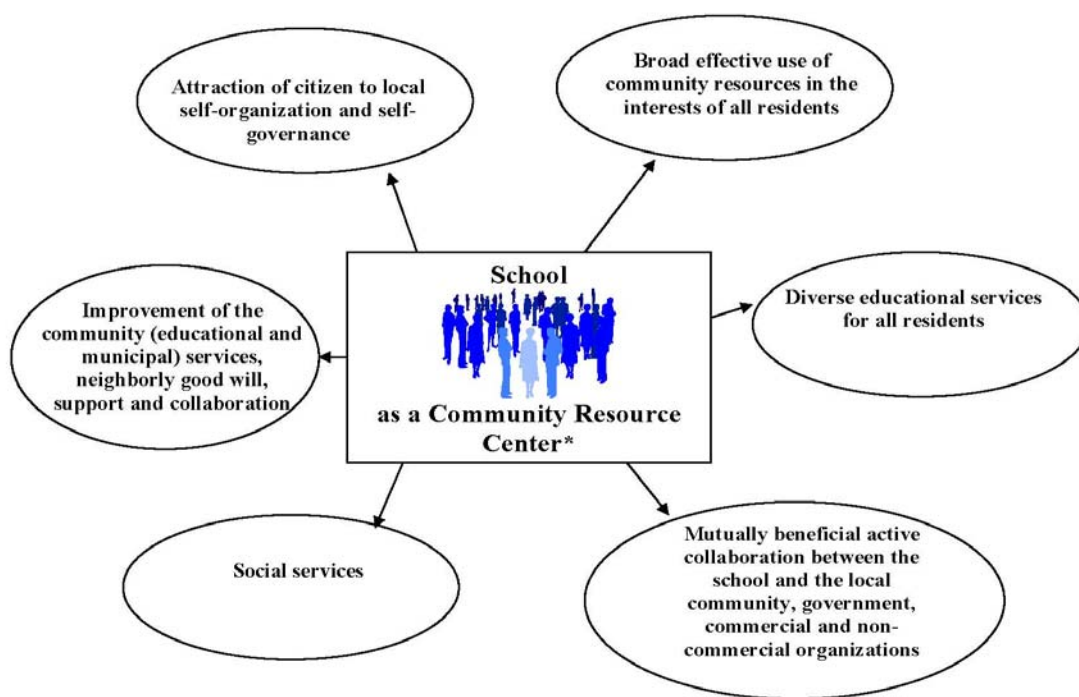>
> ***Svetlana Minasyan,***
> ***CS trainer in Armenia***

  ➢ Mutually beneficial;
  ➢ Transparent;
  ➢ Voluntary;
  ➢ Two way communication (information flow);
  ➢ Honest;
  ➢ Respectful;
  ➢ Equality.

Community school partnerships are a way to increase the image of your school as well as to attract additional resources (human as well as material) to support the school and respond to the needs and interest of your community. They are also valuable as a generator of social capital by developing understanding, trust and reciprocity between representatives from different sectors in the community. In this way they serve to strengthen democracy.

COMMUNITY SCHOOL –
A LOCAL COMMUNITY RESOURCE CENTER

Attraction of citizen to local self-organization and self-governance

Broad effective use of community resources in the interests of all residents

Improvement of the community (educational and municipal) services, neighborly good will, support and collaboration

School

as a Community Resource Center*

Diverse educational services for all residents

Social services

Mutually beneficial active collaboration between the school and the local community, government, commercial and non-commercial organizations

* A school is not only an educational institution, but also
a civic, cultural and social community resource center

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Part V.

Chapter 1. Basic Steps for Creating A Partnership

Chapter 2. Formal partnerships

Chapter 3. Informal partnerships

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Chapter 1. BASIC STEPS FOR CREATING A PARTNERSHIP

How do we develop a partnership? We believe there are 5 steps to establishing healthy community-school partnerships.

Step 1. Picture your community.

Get a big piece of paper and draw a picture of your school in the middle of it. Then, fill in the neighborhood, kiosks, NGOs, schools, other institutions, factories, and all local institutions.

Step 2. Evaluate the opportunities for partnership.

We recommend filling in this table.

«Existing Partners»	«Potential Partners»	«Non-potential Partners»
1.	1.	1.
2.	2.	2.

You can fill this in by brainstorming or divide into groups and compare lists. You should determine the criteria for individuals or institutions and not to look for institutions and individuals with whom you don't want to become partners. The criteria for non-potential partners relates to the principles and image that your community school wants to reflect. Thus, when you start to develop a partnership program one of the first things you need to do is define what partners are appropriate for you to be associated with. For example, if we decided to establish partnership with political parties, so it may involve a risk assessment. While this may help attract resources but what happens if a different party comes to power, or, if a school aligns itself with a particular political party, can that negatively impact on the willingness of others, within the school and in the community, to support your work? There are exceptions to every rule but our recommendation would be for schools to stay *politically neutral*. Partnership with religious institutions is another issue that should be discussed with regard to how this will be perceived by a school and community. Think, are you ready to become partners with businesses whose ethics or products contradict the principles you are trying to promote. The leader of a community school resource center in Russia was approached after Week of Kindness one year by a major vodka manufacturing company. They were impressed with the resonance the event had in the community and offered to provide equipment and monetary support to the organization. The one condition was that they be the sole sponsors of the organization. However, after much deliberation it was determined that, in the long run, they would loose more than

See
Appendix 14
(page 195)

they gain from this partnership. The image and credibility of any institution is the most valuable commodity they have.

! **Remember:** Whatever you decide it is more important that you discuss these issues and make guidelines for the kind of partnerships that your community school will foster. There is much more chance of conflict in the decision making process if these limits have not been agreed on ahead of time.

Step 3. Compile a Plan for Partnership.

Once you filled in the above table, you should compile your partnership map. In the center of the paper draw your school and connect it with an <u>uninterrupted</u> line to existing partners and with a <u>broken</u> line to potential partners. Specific non-potential partners should not be highlighted on your map. This map can be posted on the wall and become a visual indicator of how partnerships are growing.

Step 4. Analyze what your school has to offer as a partner.

Schools have enormous intellectual and material resources they can bring to any partnership. Divide into groups and ask each group to think expansively and creatively what your school has to offer to potential partners. Image, use of school facilities, skills and people are too general, be specific, how can partnering with the school increase the image of a partner, what school facilities could be available and when etc. Conducting this exercise not only provides you with a concrete list of benefits you can offer to partners, but, it serves as a consciousness raising experience to realize how much you have to give rather then concentrating on how much you need or want. Once people in the community start to see how active the school has become, you will be the one approached as a potential partner.

This is important because there is a definite psychological component to successful partnership development, you can't fake feeling equal, and you must believe it. The process of group work builds confidence that is needed when it is time to start approaching potential partners.

Step 5. Information Gathering.

.

You have noticed by this point in the book that collection of information is critical to every element of each stage of the community school development process. The more information you have about a potential partner the better your chances of turning them into an actual partner. While developing mutually beneficial partnerships find the link, the piece of common ground, on which you build the foundation for a long-term

relationship. For example, middle School # 1, Saran, Kazakhstan created the following chart[*] for its partnerships to identify the benefits that each side receives.

School # 1		
Preparation course for entering the College, professional orientation, teacher internships for students	→ ←	**Humanitarian-Technical College** Lectures, concerts, evening leisure activities for the community
Promote the work of the companies, school comedy teams	→ ←	**Businesses** Material support for events for poor people and disabled children
Courses including those for new business people	→ ←	**Employment Center** Public work for specialists based on their specializations
Rooms for conducting large events, promoting the work of the Center	→ ←	**Nationality Center** Promote national traditions, help teach Kazakh language
Make toys and conduct classes outside	→ ←	**Kindergarten "Little Bells"** Cooperative events, art sections for children

Step 6. Develop a strategy.

The most important time has come –to develop the strategy. You probably have a number of potential partners on your list, but the same time you don't have time to target all of them so you need to prioritize the list. Invite them to an event or set up a "One on One" meeting.

! **Remember:** Potential partners are unique so you must approach them each in a unique way.

Let's view an interesting and edifying example. A school in Kazakhstan was in such poor physical condition that the whole building needed renovations. To solve this problem the school Director started by asking every student to bring a brick to school. Once they had done that, she pointed this out to the teachers and said, "if the students could each bring a brick, you each should be able to bring two bricks". After that the Teacher Council appealed to the parents, and they brought more bricks. Once they had enough building materials to start renovations she went to see the head of the local government and asked him a question, "The students, teachers and parents of our school have collected all these bricks to rebuild the school but they would like to know why the government doesn't do anything to help?" The government official was surprised and skeptical about the number of bricks she claimed they had and said he wanted to come out and see for himself. The site was impressive and he agreed to invest in the school. This was the start of a series of partnership projects.

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[*] *We have only included some of the partnerships they have formed. Note how they have relationships with representatives from all sectors (business, government, NGOs as well as other educational institutions).*

Demonstrating that you are not just sitting around waiting for someone to do something for you is a great way to gain attention and respect.

The ways to start a partnership are as diverse as the partnerships themselves, but, the golden rule for all of them is to start by asking "what can I do for you" -- offer something, don't ask for anything. In the example above the Director did not ask the government official for help, she asked him for an explanation. No one had done that before and it surprised and intrigued him. If she had gone in and just asked for money like everyone else, it would have been easy to give the usual answer "we have no money". You need to break the stereotype that people have about schools. That stereotype is, if the Director calls, they want money. Everyone is busy and has limited resources so, if you don't try a new tactic and demonstrate there is something genuinely new, exciting and positive about what you are doing, you are not going to stand out from the crowd. The new tactic is mutually beneficial partnerships.

Before starting the next section we would like to introduce some explanations regarding the types of partnership. There are basically two types of partnerships -- formal and informal. Many of the legally registered community school foundations, graduate associations and other NGOs started their work as informal partnerships and registered after they had been working together for a while. We recommend that approach. There are varying laws that govern NGOs in the countries of

TYPES OF PARTNERSHIP	
There are short-term **informal partnerships** that can take the form of a coalition, such as Week of Kindness, or other kinds of partnership projects and actions you have read about throughout this book. There are also long term informal partnerships. These can be clubs, associations or other formally structured, but not legally registered organizations.	**Formal partnerships** involve some type of legal status, or agreement that defines the relationship. This could be a foundation, association or other form of NGO.

the region. However, all of them require a high degree of responsibility from a registered entity. Also, the costs for registering an NGO have risen in several of the countries so there is a substantial financial commitment necessary to get started. Therefore, this is something you need to think seriously about before making a decision to register. Working informally allows you the chance to get to know each other, develop trust, see how committed people really are and if there is anyone who does not share the principles you have identified. Never waste time trying to change people. People who are not able to compromise and respect the opinions of others and be supportive of a team effort are a threat to the viability of any organization. Everything depends on the people involved and it is much harder to make changes once you have legal status.

CS SURVEY
conducted in spring 2004 in 5 countries of Eurasia
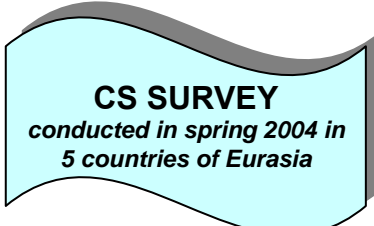
In our community school survey 49% of the schools reported having registered a foundation with a range of between 11% in the Volga Region of Russia and 94% in Kazakhstan. 33% reported registering a different form of NGO (youth, volunteer etc.) with Volga again reporting 11% on the low end and Kazakhstan, again, on the high end with 62.5%. 72% of the schools reported having informal partnerships with a range of 45% in Georgia to 88.8% in the Volga Region of Russia. The following are more statistics that demonstrated the level of partnership and the results with various groups:

- *The role of school as the center of community life has increased: 85%*
- *School is a resource center for information support to other schools: 74%*

- *The school has an alumni association: 20%*
- *The school partners with NGOs: 57%*

COMMUNTIY SCHOOL EXPERIENCES

"In fact, the school and the teachers became the initiators of volunteer movement in the community. During the harvest season, the students provided assistance to their relatives, farmers, and elderly people. Though we did not ask farmers for assistance, we would be happy to accept it. In our project, we mentioned our wish to establish a school farm. We submitted a related letter to the Village Mayor and he promised to provide a land plot at a discounts. We negotiated an agreement with a fuel trading company about purchasing fuel on credit. The teaching staff indicated their willingness to participate in a fundraising to set up telephone lines in the village. Most probably it was the result of the information campaign that over 1 million drams were raised within one month and,
telephone lines are now being set up in the village. By the way, the Village Mayor's office has promised that we will be the first to be provided with a telephone!

…A very complicated situation occurred in the village with the collection of land tax. The Mayor asked for our help on this issue. We, naturally, started with ourselves. Within two-three months, 70% of the overall debts that the teachers had were paid off. An information campaign was carried out also among parents and senior high school students. The Parent's Committee of the school supported the Director on this issue. In the end, the community paid back 30% of the previous year's debts".

Azatan School, Azatan, Shirak Marz, Armenia

Chapter 2. FORMAL PARTNERSHIPS

Before we look in detail at a few of the types of organizations that community schools register, we want to review what we mean by an NGO. In a democratic society there are three sectors:

- The Government Sector,
- The Commercial Sector;
- The Third Sector (non-governmental/ non-profit).

"The biggest change in my school after it became a community school was courage and self-confidence that we had selected the proper and necessary path. The path is more complicated but, also, more interesting. There are more opportunities for developing the abilities of pupils as well as teachers, and, yes, also the parents. In particular, the creation of the Fund for the Development of Gymnasium #1 has proven to be both useful and necessary."
CSF "Development of Gymnasium # 1", Gymnasium # 1, Bratsk, Irkutsk Oblast, Russia

The Third Sector consists of non-governmental organizations (NGO), which are sometimes called in some countries, non-profit organizations (NPO). These are independent organizations whose goal is to serve a common good and not to make a profit. Members of these organizations can work on a volunteer basis or receive salaries but all other money generated by the organization is used to support the mission of the organization. NGOs can provide services, represent the interests of a particular category of people (associations, human rights groups etc.) or promote a cause (ecology, education, housing, healthcare etc.). In some countries political parties and religious groups are registered the same as other NGOs/NPOs. However, they are usually not included in what we refer to as the Third Sector unless the mission of the organization is not solely related to promoting a particular party or religious ideology.

The image of the Third Sector and opportunities for financing continue to grow in these 5 countries but still volunteer work remains the life blood for many organizations. Community school based NGOs are mostly run by volunteers but they have one great advantage over most other organizations, an office space. Like any legally registered entity, NGOs demand time and adherence to strict financial reporting requirements even if no one receives a salary. The advantages to having a legally registered organization may include image, eligibility for financing through grants and, as part of the Third Sector, there are numerous opportunities for training available. Every country has its specific registration requirements and tax laws governing NGOs so you need to get professional advice. There are NGO resource centers in all of the countries included in this book. These centers can provide free information and consultations that can help you register and manage your organization.

There are 3 primary types of NGOs created by community schools. The following are brief descriptions of each of them.

TYPE # 1: CHILDREN, YOUTH OR VOLUNTEER ORGANIZATIONS

The goal of these school-based organizations is to provide students with first hand experience in management, decision-making, designing and implementing programs. While adult supervision is usually built into the governance structure, it is important to

provide students with as much opportunity as possible to take responsibility. And it is desirable that the organization reflects the interests of students as much as possible.
We want to tell you about the Children-Youth Organization "New Generation" at **school # 32 Krasnogorsk, Kemerovo Oblast, Russia:**

"Children's-youth organizations, as democratic expressions, help to promote (create the conditions) self-awareness and self-realization of the child as an individual in an environment where he/she feels more comfortable and therefore more free in his/her desires. These organizations are one of the foundations for democratic social culture. In this way they present a social system based in elements that provide people with relations and connections to being united.

Pupils self-governance in our school is built around the work of the organization "New Generation". The major objective of this organization is to support the development of the spiritual health of a growing individual, all sides of his/her development so they acquire humane values and interest in socially important activities.

Our organization has an emblem: there is a heart that symbolizes kindness and warmth in a child's soul, the sun is rising which is the birth of a new life, new generation that strives for new knowledge whose source is books. The green branches help us make school a garden and the organization gives its members an opportunity for personal growth and improvement.

All activities of the organization operate on the basis of self-governance, the structure is presented in the form of a tree. The roots are the Assembly that serves as the highest organ of governance, the trunk is the Secretariat, that is responsible for the organizational-administrative work and the branches are committees related to the following issues:
- *education;*
- *sanitary-hygiene control;*
- *culture;*
- *physical fitness and sport;*
- *work issues.*

The crowns of the tree are the class groups. Each of these has a name and organ of self-government as do the parents class groups.

A Treasurer is responsible for financial affairs of the organization and pays out of school currency.

The children's-youth organization "New Generation" has its own press center that is responsible for providing information to all pupils and for the publication of a school newspaper "Krasnoyarsk Bulletin".

The process of developing self-governance is oriented, most of all, on pupils. We think that the greatest indicator in evaluating the school is how every person feels there, every child and every parent.

The work of the organization is organized on the basis of programs:

*The program **"Leader"** the implementation of the program helps members of the children's group become more active and oriented on self-improvement and planning for his/her future. This program is targeted at simulating and developing leaders. It is for those children who are respected by their colleagues or who strive to lead others. It provides them opportunities to be involved in a variety of interesting activities.*

*Program **"4 + 3".** This is a development program for the younger children in school so they will become independent, self-motivated young schoolchildren.*

*Program **"Little Earth Prince"** is dedicated to developing a culture of ecological awareness and stimulating the formation of a personal position towards ecology based on morals. It allows children to become a part of the ecology movement and to improve the surrounding environmental situation.*

*Program **"Thanks, NO!"** The primary goal of this program is to increase the spiritual life of youth, to encourage responsible behavior, to defend the health and life of teenagers. This includes a series of classes during which the participants form attitudes that support anti-alcohol and anti-drug lifestyles. It provides them with the ability to assess risk in situations and make appropriate choices in those situations. It encourages pupils to relate to their peers and adults in a conflict free manner.*

*Program **"Games are Serious".** Role playing and other games can be very important in developing an individual. This program involves business games and other training that encourage the development of the intellect and self-determination.*

*Program **"Survival School"** attracts young people to outdoor tourism. Tourism bonds the child to nature, provides physical activity and, most importantly, supports psychological health. The program helps pupils to socially adapt and how to react effectively in extreme situations that they may meet in nature and in town.*

*Program **"Rebirth of the Source"** strengthens the connection between the next generation and the cultural, historical values of the Russian people. It introduces them to the spiritual roots of the culture, traditions and art and inspires love for their country, family, home and native region.*
*One other focus of our work, that plays a very important role in the organization, is promoting **volunteerism**".*

TYPE # 2: SCHOOL ALUMNI ASSOCIATION.

Creating a school alumni association is a challenging long-term task. Your task is to develop the strategy on the base of alumni available, their needs and interests. In our community school survey this type of formal partnership is the least popular with schools in the movement -- only 21% of the schools reported having alumni associations. In many schools alumni remain a hugely undeveloped potential partner. We recommend forming an initiative group of active alumni who are genuinely interested in the idea and ready to volunteer their time. Conduct the collection of information and put together a database of alumni. This can be followed by a short questionnaire. As a questionnaire you can use the following sample:

SAMPLE ALUMNI QUESTIONNAIRE

Name_____

Class _____Contact information _____

1. Are your memories of school?

positive_____ mostly positive_____ neutral_____ bad_____.

2. When was the last time you had contact with the school? During the last month_____ 6 months_____ Year_____ several years ago_____ never after graduation____.

3. How do you feel about the idea of creating a school alumni association? Very positive_____ positive_____ neutral_____ no interest____.

4. If there were a school alumni association which of the following activities would you be interested in (you can check as many as you want):
   - ➢ Bulletin and News about former classmates_____
   - ➢ Alumni database_____
   - ➢ Opportunities to meet with classmates_____
   - ➢ Volunteer to work with students conducting extra-curricular activities_____
   - ➢ Informational meetings with students regarding your profession and provide career development advice: _____
   - ➢ Volunteer your services or talents for school related events_____
   - ➢ Other (please be specific)_____

5. In order for the alumni association to be effective would you be willing to (check as many as you want):
   - ➢ Become a member if there is no dues_____
   - ➢ Volunteer your time to work for the association_____
   - ➢ Provide information for the database_____
   - ➢ Provide information for a bulletin_____
   - ➢ Become a member if it requires paying dues_____
   - ➢ If yes, what level of dues do you think would be appropriate_____

Additional Comments:

Thank you for your time. If you would like to know more about this initiative please contact the School # Alumni Initiative Group at_____

As always, you then analyze the results and develop a plan on the basis of information you have received. Perhaps there are only a few classes that demonstrate sufficient interest to start with. That is fine, work with them and see how interest grows from there among other classes.

Even if there isn't a lot of interest now among former alumni, you may not want to disregard the idea. If even a small group of active alumni decide to go ahead and create an association they have an enormous opportunity to create a strong alumni resource base for the future by introducing upper class students to the association before they

leave school. You may want to consider having them elect a class correspondent who will be responsible for gathering information about the class for the alumni bulletin or database. It is much easier to maintain alumni interest if they are introduced to the idea and get involved before they head off to the world of adulthood.

Creating an alumni association is a challenging long term task but, just like all other initiatives related to community school development, keep your expectations modest, develop your strategy on the base of alumni available, their needs and interests and things will grow from there.

Here is a successful alumni association story from **Lyceum # 2 Krasnooktybrski Raion of Volograd, Russia:**

"It is wonderful when after several years former pupils return to their native school and not only tell about themselves and their success in life but, also, want to know how the school is doing, what issues are important and even sometimes help to solve various problems at school.

Lyceum# 2 will soon turn 25 years old, a quarter of a century. That means it has not only attained a certain age but also a level of understanding. Every year on the 2nd of February school graduates are invited to return to their beloved school. These meetings are always full of joy and exciting. Everyone is involved in the preparation of these meetings, graduates, teachers and pupils. Pupils prepare a concert and of course graduates speak about their feelings towards the Lyceum. Never before at these meetings has anyone suggested creating an NGONPO for the graduates of Lyceum # 2. However, the modern process of education requires attracting additional funding to provide material support to gifted children, to develop the informational-technical base at school etc. Therefore, after several discussions with graduates of the Lyceum, it was decided to found an NGO the "Alumni Association Lyceum # 2". In March 2003, in response to a suggestion by teachers, a meeting for parents and graduates was conducted. During this meeting a survey was conducted that helped to identify the level of interest among former pupils towards creating an NGO/NPO.

The results from this survey showed that it was necessary to identify the goal and objectives for the "Association". A database of graduates was created according to the year they graduated as well as the children who are currently studying at the Lyceum. This was the first step towards creating the "Association".

This will be followed by a founding conference. We hope that mutual activities between the staff of Lyceum # 2 and the "Graduate Association Lyceum # 2" will help solve many problems in the educational and upbringing of pupils and help to revive forgotten traditions at school."

TYPE # 3: COMMUNITY-SCHOOL FOUNDATION

CSF -
Community
School
Foundation

The traditional definition of a community foundation includes the following key words or ideas: a legally registered non-profit organization, dedicated to improving the quality of life in a community, provides support to the community through a grant making mechanism, has or strives towards having an endowment that increases the sustainability of the fund. Such community foundations are operating successfully throughout the world. However, as

people in transitional countries have become more active in grassroots organizing to address the needs in their communities, new approaches to the traditional community foundation model have evolved to correspond to existing local economic, social and political environments.
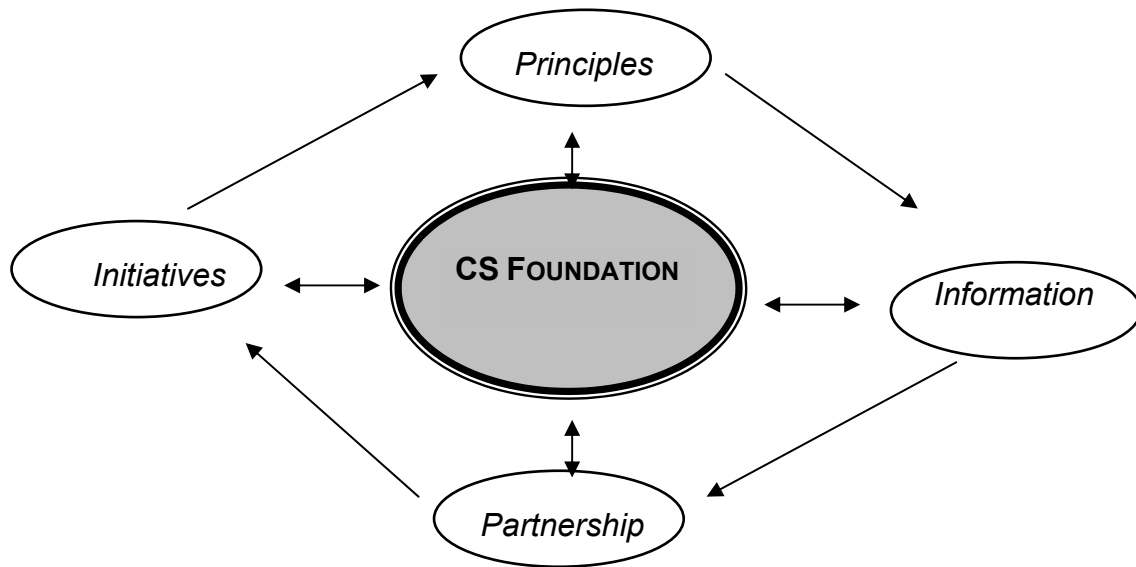
The model we are presenting - is the **community-school foundation (CSF) model**. The primary differences from the traditional model are that the CSF encourages other forms of supporting community development beyond grant making and does not emphasize creating an endowment. The reasons for this are fairly obvious. Most communities in these countries do not have access to sufficient capital to make an endowment a realistic or timely goal. Secondly, since the overall goal of a foundation is to consolidate local resources (human and financial) towards solving local problems, we believe that other forms of activity beyond grant making are beneficial towards achieving this goal. So, the CSF model considers any activity that stimulates local cooperation in problem solving as valid and important.

Community-school foundations are the first type of NGO to be promoted within the model. The community school foundation model evolved out of the partnership component from the Russian community school model. Our initial approach to partnership was to encourage the development of informal relationships. However, the financial crisis facing schools in Russia in 1997 compelled several schools participating in the community school pilot program to explore formal mechanisms for legally attracting non-budget financial support to their schools. The original idea for creating these foundations was to bring more transparency and trust to the

The basic principles of a sustainable foundation
• political non-engagement,
• openness,
• transparency,
• accessibility,
• legality,
• volunteerism,
• responsiveness to the needs of the community,
• encouragement of the local philanthropy,
• inter-sector cooperation,
• dedication to improving life in the community.

process of collecting and spending non-budgeted funds to the school. This was critical because parents and other sponsors were getting tired of being asked for money with no accountability and the potential for corruption was negatively influencing the reputation of many schools. In addition, we saw them as mechanisms for the schools to support the community and attract additional partners. Foundations have become very popular with community schools -- 48% of the respondents to this book's survey participating noted that they had created one.

Community-School Foundation Model

Steps to realize the community school foundation model:

1. Creating an initiative group.

2. Defining your principles.

3. Developing your strategic plan for creating the foundation.

4. Identifying possible partners.

5. Surveying possible partners.

6. Announcing partnership survey results.

7. Drafting founding documents.

8. Conducting the founders' conference.

9. Registering the foundation at the Justice Department.

10. Developing the foundation's first year strategic plan.

11. Implementing the foundation's first year strategic plan.

12. Assessing the foundation's performance.

There are 4 basic components to this model: principles, partnerships, information and initiatives. The arrows indicate that these elements are not only connected to the CSF but to each other and have a dynamic inter-action with the foundation. What that means is that the foundation not only supports and stimulates community initiatives but takes part in initiatives organized by other community members, (Week of Kindness is a good example of this). The foundation gathers information about the community and its needs as well as distributes this information to the public and other information about the work of the foundation.

The steps that are listed above in the model demonstrate the activities necessary to realize the creation of a CSF in accordance with these principles. The order of the steps we suggest may vary depending on the experience of the people working on the project and other internal or external factors. The timeline for conducting the activities culminating in the registration of the foundation can be anywhere from 4 months to one year or more. We strongly suggest taking your time. Legally it only takes a few people to write a charter and register a foundation but the chances of such a fund developing the kind of trust and positive image necessary to yield substantial increases in support are small. Just as with developing a community school, process and principles are the key factors that will make your efforts pay off in the long term. The more people who are included in this process the greater the chance your foundation will grow. Not only with foundations but with any NGO, a positive reputation is its most valuable resource.

While some people see the CSF model as primarily a tool for attracting and distributing financial resources to the school, we see it primarily as a mechanism for establishing partnership between the school and the community.

! **Remember:** You cannot distinguish between the interests of the community and those of the school. What is good for the community is good for the school and vice versa.

That means that a portion of the money collected should be targeted towards community needs and interests. By taking this approach the CSF enhances its appeal to a wider range of donors and can be more effective in attracting resources to both the school and community.

As time goes on some of the foundations that began according to this community school foundation model may evolve into grant-giving community foundations with endowments. The Open Society in Kazakhstan has been supporting the development of community school foundations for a year and is introducing a program for those interested in becoming more established as whole community foundations. All the activities CSFs conduct accumulate social capital in the form of trust and recognition of leadership that will make them an obvious and attractive target for local philanthropy as it continues to develop in these countries. It also allows for the strengthening of social partnerships among those actively involved in the foundation that often include representatives from different sectors (Board, management and revision committee as well as volunteers) and for them to gain experience in NGO management, effective program development and implementation, fundraising, volunteer recruitment and working together.

The following tool[*] was developed for the internal use of community school foundations. It helps a CSF to gain a better understanding of its needs and/or in what areas of its

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[*] *The tool was developed by one of the founders of the community school movement Al Decie.*

management and operations need improvements. Note that not all of the items may be needed by your organization. If have already created foundations or initiative groups just starting to consider seriously creating a foundation, you should not be discouraged if there are many items on the list that have not been addressed yet. Once the list is completed, you will have identified the weak and strong points for your organization and see what needs to be done to improve the sustainability of an existing fund or what you need to integrate into your planning to create a fund.

ORGANIZATIONAL CAPACITY

A SELF-ASSESSMENT TOOL FOR SCHOOL-COMMUNITY FOUNDATIONS ON KEY ISSUES AND PRINCIPLES TO CONSIDER FOR THE SUCCESS AND SUSTAINABILITY OF THE FOUNDATION

This is a self-assessment tool, and naturally, your foundation should evaluate itself honestly. The responses should be used to change or strengthen the foundation's operations.

The self-assessment can be done in a number of ways in a variety of settings. You can have a meeting with various actors involved in your foundation -- founders, members of the board of trustees and of the foundation's management as well as volunteers -- and have them work on and discuss the list together. Ask people to fill it out individually. People's perceptions differ and this is important information for fund organizers to have. Be sure that they aren't afraid to be honest in a group setting. These results can then be tabulated and discussed with the group as a whole. Also, for existing funds, we suggest editing the tool and handing appropriate categories to be filled out to your community partners, other community representatives and members of the school community who are not directly involved in the work of the foundation. This feedback is very useful as, again, your perceptions may not match those whom the foundation was meant to serve.

We strongly suggest that you revisit this list on a yearly basis, to help you identify priorities to be focused on for the next planning/work period.

The following self-assessment list has been broken down into categories reflecting major aspects of operations for any foundation. The categories are:

- ☐ Organizational Purpose
- ☐ Governance
- ☐ Management
- ☐ Planning
- ☐ Financial management
- ☐ Marketing
- ☐ Resource development
- ☐ Activities
- ☐ Infrastructure

Under each category is a list of specific items that you may rank as "strong", "adequate", "weak", or "not applicable". These specific rankings are somewhat flexible. Over time, your foundation may wish to add or change headings. Please note that if you mark an item "not applicable", you should ask yourself why? If it is because you are uncertain, then it should be further reviewed or researched. The results of your institutional self-assessment are for internal use. We recommend that you select one or two points from each of the categories to concentrate on for institutional development as part of your next strategic plan.

This self-assessment tool can be easily adapted for use by any NGO.

	Strong	Adequate	Weak	Not Applicable
Organizational Purpose				
1) The foundation's purpose and activities meet community needs				
2) Concise written mission statement which reflects the foundation's purpose, values and people served				
3) Understanding of our mission by the board of trustees				
4) Understanding of our mission by the administration of the foundation				
5) Understanding of our mission by the school administration				
6) Understanding of our mission by the school faculty				
7) Understanding of our mission by the parents				
8) Understanding of our mission by the general public				
9) The mission statement is reviewed regularly by soliciting input from within and outside the foundation				
10) There is a concise written history of the foundation				
Governance				
1) The foundation is governed fairly and impartially				
2) The foundation does not support any wrong-doing, corruption, bribery, financial impropriety or other illegal acts				
3) The board of trustees is independent, active and informed and serves without compensation				
4) The board of trustees represents the communities served				
5) The charter provides an adequate structure for carrying out the mission of the funds				
6) Roles within the foundation are clearly defined yet flexible enough to adapt to changing needs				
7) Clear lines of accountability				
8) The governing bodies scan the internal and external environment in order to understand the forces affecting the foundation				
9) The governing bodies respond appropriately to important external trends and influences				
10) The governing structure defined in the charter operates effectively and efficiently				
11) There is a board of trustees calendar with meetings, events, activities, and updates				
12) Policies for board member recruitment, orientation and term limitations				
13) The foundation is governed fairly and impartially				
14) The foundation does not support any wrong-doing, corruption, bribery, financial impropriety or other illegal acts				
15) Adequate number of board members				
16) Written board member job descriptions				
17) There is a structure for board committee				
18) Understanding of responsibilities of the board				
19) Attendance at the Board meetings				
20) Procedure for advertising meetings and preparing for				

Translation into English

	Strong	Adequate	Weak	Not Applicable
meetings				
21) Effective use of board times at the meetings				
22) Input of the foundation's administration into the Board's decision-making				
23) Board's understanding of Board/foundation administration relationships				
24) Board's understanding of fund-raising				
25) Board members make sufficient cash contributions annually				
26) Board members give time and expertise				
27) Board members advocate the foundation in the community				
28) Board members review / approve long range plans				
29) Board members recruitment of new sponsors				
Management				
1) Tries to follow the best management practices appropriate to the foundation's mission, operations, and governance structure				
2) Complying with all legal requirements				
3) Periodically the approach to management is reassessed				
4) Administrative leadership of the foundation				
5) Clear lines of accountability				
6) Communication between members of the administration of the foundation				
7) Communication between the administration and the board				
8) Administration's understanding of the functions and duties of the board				
9) Administration's participation in planning				
10) Appropriateness of the size of the administration in regards to the amount of work to be done				
11) Time available to perform the work satisfactorily				
12) The right people are in the right jobs				
13) Level of adult volunteer support				
14) Level of children volunteer support				
15) Opportunities for training and development of members of the administration and volunteers				
16) Systems for recruiting / orienting/ using / thanking members of the administration and volunteers				
17) Database of potential volunteers				
18) Morale of the administration and volunteers				
Organizational Process				
1) Annually developed and adopted written strategic plan for realization of the foundation's mission				
2) Formal communication of the plan to the board, administration of the foundation, volunteers, and community members				
3) The plan is generally accepted and supported by the board and administration of the foundation				

	Strong	Adequate	Weak	Not Applicable
4) The strategic plan is annually reviewed, evaluated and updated by the foundation's board and administration				
5) The plan is based on the assessment of internal and external needs and resources and the foundation's strengths, weaknesses, opportunities and threats				
6) The annual plan has set goals, objectives and activities				
7) The annual plan has a time-line for events, assigned people responsible for each event, and anticipated quantitative or qualitative results for each event				
8) Activities are evaluated in relation to the plan				
9) Methods for determining whether programs meet constituent needs				
10) Mechanisms for receiving and evaluating feedback from various sources				
11) The foundation's activities are implemented smoothly				
12) Decision-making mechanisms are in place				
13) Decisions are made in a timely fashion				
14) Defined policies and procedures				
15) Level that policies and procedures are followed				
16) Policies and procedures are periodically reviewed				
17) There are policies and procedures for guiding evaluation and monitoring				
18) Data gathered through monitoring and evaluation is utilized in strategy, program, policy and budget documents				
Financial Management				
1) Accounting and book-keeping practices in accordance with RF laws				
2) Finances of the foundation are conducted in such a way as to assure appropriate use of funds and accountability to donors				
3) A documented set of internal controls including the handling of cash, deposits and withdrawals, approval over spending and disbursements				
4) All funds are accounted for from the moment they are received				
5) Adequate budgetary planning including yearly institutional budget showing anticipated resources and expenses				
6) The yearly institutional budget is approved by the board				
7) Members of the board and administration are involved in budget planning				
8) Annual audited financial statement				
9) Defined regular reviews of financial statements by the board				
10) Defined system of financial reporting including monthly cash flow reports				
11) Financial management system is transparent, including that the annual audited financial statement is available to any inquirer upon written request				

	Strong	Adequate	Weak	Not Applicable
12) All expenses are approved by a designated person before payment is made				
13) No secret funds				
14) System for managing cash flow				
15) Adequate internal controls over disbursements of money to avoid unauthorized payments				
16) No unaudited transactions or loans to members of the board or administration of the foundation or constituents of the foundation				
17) Ability of the foundation to manage cash flow				
18) System for tracking contributions by donors				
19) Contributions are used as promised or implied in fundraising appeals or requests to donors				
20) System for monitoring grants given / finances distributed				
21) System for monitoring the foundation's assets				
22) Administration's understanding of financial systems				
23) Administration's size in relation to tasks				
24) Resources are not used as instruments of partisan influence or personal gain				
Marketing				
1) Marketing plan to inform and excite the sponsors and the community about the foundation's work and successes				
2) A clear simple message that reflects the foundation's mission				
3) Identification of concerns, interests and needs of key audiences through contact with these audiences				
4) Target messages responding to the concerns, interests and needs of key audiences				
5) Marketing materials				
6) Consistency and clarity of foundation's image communicated to the public				
7) Effectiveness in representing the foundation to: its constituencies				
8) " " : its sponsors				
9) " " : the school				
10) " " : parents				
11) " " : the general public				
12) School see benefits of the foundation and support it				
13) Parents see benefits of the foundation and support it				
14) Businesses see benefits of the foundation and support it				
15) Other community members see benefits of the foundation and support it				
Resource Development				
1) Resources are secured in an ethical manner through activities consistent with the foundation's principles, mission, and plan				

	Strong	Adequate	Weak	Not Applicable
2) Both the board of trustees and the administration of the foundation are knowledgeable about the organization's fundraising process and have roles in it (at each step -- I.e., identification, cultivation, solicitation and recognition)				
3) Mechanisms for providing board input / involvement into fund-raising				
4) The board of trustees has established a committee charged with developing, evaluating, and reviewing fundraising policies, practices and goals				
5) The foundation is accountable to donors and other key constituencies and shows its accountability through annual reports				
6) Process for setting annual targets / fundraising goals				
7) Established timeline for realizing fundraising targets / goals				
8) Types of resources (financial and non-financial) have been determined				
9) Grant-writing expertise				
10) Knowledge of possible sources of grants				
11) Identification of prospective donors and the amounts and types of support to be requested from each prospective donor				
12) Involvement of the board in the identification of prospective donors				
13) Involvement of the board in individual donor solicitation				
14) Foundation's ability to attract donations from individuals and businesses				
15) Level of rayon government support				
16) Level of city government support				
17) System for recording donations				
18) Systemization of information about donors and prospective donors				
Activities				
1) Reflect the principles, mission and plan of the foundation, needs of constituents and wishes of donors				
2) Number of people involved in implementing activities				
3) Realistic and fair division of labor between people implementing the activities				
4) Mechanisms for coordinating the implementation of activities				
5) Mechanisms for monitoring and evaluating activities				
6) Consideration of past successes and failures when developing current activities				
7) Attracting and dispersing funds				
8) Conducting socially significant actions / events in your community				
9) Developing education services of the micro-rayon or village				
10) Improving the standard of living of the micro-rayon / village				
11) Coverage of mass media of foundation activities				

Translation into English

	Strong	Adequate	Weak	Not Applicable
12) Resonance of activities				
13) Collaboration with other institutions / sectors for conducting joint activities				
Infrastructure				
1) Connection between the foundation's strategic plan and its infrastructure opportunities and constraints				
2) On-going planning to address infrastructure concerns				
3) Support from the school in regards to the foundation's infrastructure				
4) Size of office space for foundation's work				
5) Degree of foundation's control over the space				
6) Accessibility of the foundation to the space				
7) Security of the space				
8) Duration of the foundation's lease to use the space				
9) Communication systems / hardware				
10) Level of technology / office equipment				
11) Systems for managing the space and equipment				
12) Connection between the foundation's strategic plan and its infrastructure opportunities and constraints				

Final Comments:

List of Participants in the Self-Assessment on _____ (date)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Recently, 15 community school foundations in Kazakhstan took part in a seminar. Half of the group had very developed foundations with several years of experience, others had only recently registered. We asked them to fill-out this self-assessment tool. We then asked them to identify which of the categories, based on their answers, was strongest and which weakest. These were the results:

Category	Funds strong	Funds weak
Recognition and understanding of the fund	4	
Governance	3	4
Management	2	5
Organizational Process	3	
Financial Management	6	4

Category	Funds strong	Funds weak
Marketing		3
Strengthening material base	1	
Events	3	
Infrastructure	2	2

* Totals add up to more than 16 since some categories tied with each other so both are listed

It is exciting to see that the strengths of these funds outnumber the weaknesses and that is also clear from the statistics reported in terms of revenue generated. All of the funds have increased their revenue flow from year to year and have no less than 4 different sources of funding to support the work of the foundation. Only two of the funds indicated that one revenue source represented more than 50% of the total income. This lack of dependence on one source of income is one of the most important indicators of sustainability for any NGO, so these foundations are highly sustainable. Still, the weaknesses indicated above must be addressed if they are going to continue to grow. We see from these charts that the key areas needing improvement all involve issues related to professionalism of management. This is consistent with other organizations in the Third Sector. We expect that increased stability and professionalism will be a natural development when more local financing for these organizations is available. However, what we often hear from government and business is they are ready to provide more financing if organizations can demonstrate their stability. So, there is a bit of a catch-22 that should inspire those in the Third Sector to do what they can to address these issues.

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Chapter 3. INFORMAL PARTNERSHIPS

In this section we are going to focus on CS experiences implementing informal partnerships. We want to stress here that in order for informal partnerships to yield maximum benefits for everyone involved, the same level of organization as one would apply to formal partnerships should be observed. Informal partnerships can be long term and very effective so there needs to be a specific reason, decided upon collectively, for deciding to formalize the relationship as an NGO or other form of agreement.

The following example describes how a conference can help identify which form is best for different partnerships within the school and surrounding community. The Alumni Association they refer to has been very active for years as an unregistered organization with over 200 active members donating their time to support school related events.

"In September 2002 we conducted a conference "School-Family-Community: Path to Developing Partnership Relations" where we examined the reasons for weaknesses in education and the conditions for developing partnership relations.

During the conference wide use was made of such methods as brainstorms, group work, experience exchange, project development. This not only helped people to become better acquainted and identify problems, but to come up with constructive solutions. One of the positive elements that was mentioned was the Alumni Association.. It was pleasant to see the parents who are members of the Association, that were invited to the conference, offer to provide moral and practical support to their children. A member of the Association conducts the football section.
In addition, the conference decided to develop a contract of cooperation between the school and parents to formalize the mutual responsibility between parents and school for the education of the children. An initiative group was created to work on the agreement consisting of teachers, parents and upper classmen. It was also decided to actively consider the creation of a community-school foundation and increase the work of the School Board of Directors.

The most important result of the conference was the founding of a parents association. The highest organ of the parents' self-governance is the parents' school conference. All of the parents' organs operate according to democratic principles: decisions are made on the basis of support from the majority of participants. The objects for the parents work are the following:

-Identifying the needs and interests of parents in relation to the school
- Create a list of those things that can be realized at school
- Create a plan and program for their realization
- Implementation of concrete activities and analyzing the results."

School # 142, Omsk, Omsk Oblast, Russia

Below are some more examples of informal partnerships. Note the wide range of partners community schools have found to work with:

School # 24, Volgograd, Volgograd Oblast, Russia

"A graduate of the school, who is a lawyer, provides free legal services. This is his charitable contribution to the school. Through the school Director partnership was developed with a photo firm that provides photo services to the school with a 10% discount, school badges are done for free."

School # 1 named after Kh. Abovian, Hrazdan, Kotayk Marz, Armenia

"School # 1 has actively cooperated with the NGO Hrazdan Women's Association since 2001. The NGO proposed that our student's participate in a composition contest, "If I Were an Envoy of Peace". The organization conducted a survey in the school and community on the situation of women. Based on their initiative a "Room for Peace" was opened in school where South Caucasus NGO leaders are invited to lecture."

Lyceum # 33, Rostov on the Don, Rostov Oblast, Russia

"Last year the Lyceum conducted an action together with the Veterans Council and the Council for Preserving Memorials to create a memorial plaque for the school in the name of the Rostov Division of the National Home Guard. A charity action made it possible to collect money to make the plaque. A ceremonial opening for the presentation of the plaque was conducted that was covered by the media."

School # 9, Kamenka, Penza Oblast, Russia

"The circle of partners for School # 9 continues to widen among organizations in the micro-region. An exhibition of work from the pupils at the children's art school was presented at the School # 9 library that was visited by people from all over the City. Together with the local children's library and archeological museum, the school conducted meetings dedicated to our region. These meetings were opened to anyone interested and were attended by pensioners together with their grandchildren".

School # 26, Gyumri, Shirak Marz, Armenia

"The Director of the school invited community based businessmen to a roundtable discussion. As a result of this collaboration, the school received a gift from Samvel Hakobyan, the Director of the stone processing plant. It was a wonderful drinking water fountain that beautifies the schoolyard. He also agreed to support the school in developing crafts in the high school. In addition, collaboration with the local self-governance body was initiated with the Director's letter to the City Mayor and was followed by a meeting with him. This proved to be very effective. The result of this collaboration was setting up the statue of the great artist, Avetik Isahakyan, in the schoolyard. The opening ceremony became another festivity for the entire community".

School # 1, Borjomi, Georgia

"Borjomi School# 1 received an invitation from Tadzrisi High School to visit Gujriskhevi church and to conduct joint activities at the school stadium. This meeting was to become a long bridge of friendship between the two schools. School directors, deputies, students and community residents hosted guests who had been invited to the village. Guests from Borjomi introduced their associates from Tadzrisi to the program "Civic Education in Schools", in which Borjomi schools # 1, 2, 3, 6 and Akhaldaba high schools are actively engaged. Students and teachers from Tadzrisi expressed their desire to take part in a similar project. Students from Borjomi High School # 1 promised their friends that they would conduct joint activities as often as possible; the idea of establishing a long-term friendship between the schools has started developing."

The following describes how one school is working successfully with businesses.

School # 37, Ulyanovsk, Ulyanovsk Oblast, Russia

"In a year of work we were able to develop partner relations with almost all organizations in the micro-region. School actively uses the resources of the mini-market and café. We were able to solve the problems of stationary and sports supplies.

In order to attract money for the school budget, we concluded a contract to rent out space to a non-governmental educational organization "Volga-Dnepr – International Education". Every month this form of cooperation brings us 12,000 who are used for socially important events. Part of this money also goes to support children from poor families so they can receive free lunches."

Here is another example of how the community school resource center has maintained long term business partnerships. As you will see, the key to maintaining these partnerships is first to target the right partner and then keeping them informed:

"ISKRA" Community School Resource Center, Voronezh, Voronezh Oblast, Russia

"One of the important objectives in working with businesses is developing long-term partnership relations. Our cooperation does not end after an event. We regularly send our partners copies of our bulletin, "Staircase", that has information about all the social projects we are engaged in. We congratulate the heads and staff members at our partner organizations on holidays and we invite them as guests to events. This work is conducted so we become better acquainted and strengthen trust between our organizations.

We have been able to build long-term relations with a number of business organizations. These organizations support our events 2-3 times a year. Our requests to them for support in conducting charity actions almost always results in a positive response.

We very carefully analyze situations when businesses refuse to provide charitable help and try to get useful information from them in order to find where our interests may intersect.

The director of a fast food restaurant refused our requests for support twice. The third time he became interested in the Festival of Youth Journalists "Reporter – 2003". He saw the potential during the event for attracting the attention of the Festival participants to his restaurant as regular clients. This resulted in our first cooperative effort. After that ISKRA received a proposal from the restaurant director to conduct a charity action on International Children's Defense Day for orphans at his restaurant. We accepted his proposal."

PART VI.

RESOURCE MOBILIZATION

In countries that have a highly developed culture of philanthropy or government support for grassroots social projects the term "fundraising" may make sense. However, participants of different CSF seminars reported that the biggest difficulty facing them in their work was the lack of a philanthropic culture and weak partnership with local government. These constraints are consistent throughout all the countries we work in. Thus, it is necessary for those who want to improve life in their communities to take a broader approach and to be pro-active in terms of increasing the amount of money that, government and business, as well as individuals provide to support this work. This is what we refer to as "resource mobilization". The following mechanisms will not only help generate money for your community school activities, but, will promote the development of a culture of philanthropy and can help to establish permanent mechanisms for providing local resource funding to meet the needs and interests of the community as a whole.

Part VI.

Chapter 1. Organizing and Conducting Grant

Competitions

Chapter 2. Fundraising Events

Chapter 3. Public Outreach (PR)

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Chapter 1. ORGANIZING AND CONDUCTING GRANT COMPETITION

In this section we will tell you in details about grant competitions. We believe it is important to bring more transparency to the distribution of the funds that are available and open up the process to encourage more people to become active and develop innovative projects that address local problems. Grant competitions are a mechanism that can achieve all of these objectives. They are also the focus of activity for traditional community foundations.
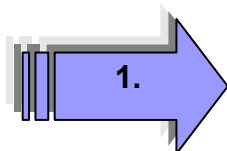
Grant competitions mean distributing money to support specific projects or organizations. Decisions are made by a committee on the basis of reviewing applications that have been submitted. These decisions are based solely on the merit of the project and its potential for successfully addressing the issue, impact. Judging is done on the basis of strict criteria that has been developed ahead of time and described to those considering applying. Distributing resources on a competitive basis is an excellent way to achieve numerous objectives:

- Stimulates work in targeted areas or spheres;
- Promotes recognition for and a positive image of those conducting and supporting it;
- Increases the professionalism of those applying for grants by requiring them to prepare well developed plans and budgets for their work;
- Supports transparency and trust in the institutions conducting the competition because people know to whom and how the money is being distributed;
- Increases the prestige of receiving support;
- Frees government, businesses and other institutions that support social causes from constant requests for money or charges of unfairness in how it is distributed;
- Increases the effectiveness of money distributed by selecting the most promising projects and requiring accountability through reporting, monitoring and evaluation;
- Strengthens inter-sectoral cooperation by including representatives of government, business and other community members on judging committees.

Community schools, even those without foundations, can be the generators of this process in their community. It requires substantial human resources, but very limited financial resources are needed to fund such competitions. Even though the administrative work will be done on a volunteer basis, be sure to include it in your budget as matching. This is important so that your partners understand there are administrative costs associated with conducting a competition. In the future, as the money involved in competitions grows, or if it leads to other forms of government or business-supported competitions, it is appropriate for competition administrators to be compensated for their work.

The following is a description of activities associated with the basic stages for conducting grant competition[*].

Steps for a CS to conduct a grant competition

1.   **DEVELOPMENT OF THE COMPETITION PROGRAM.**

| STEPS	QUESTIONS
Setting priorities for the program	What are the funding priorities and interests of the CS fund?
	What are the needs of the community?
	What are the current resources in the community?
	Who is already doing what in the community?
	Balancing the fund's priorities, the community's needs, and resources available for the competition program (both for the competition awards and the administrative for running the competition)
Securing the financial resources for the competition program	
Defining the guidelines for the competition program	Goal of the competition program and strategic priorities of the competition
	Who are the founders of the competition
	Total amount of financing for the competition
	Maximum amount of each award
	Duration of project to be considered (from __ to __)
	Geographic location of the competition
	Who can participate in the competition? Legal entities? What type? Un-registered initiative groups? If yes, how? 1) Through 3rd party or directly through the fund itself
	Who cannot participate?
	What types of expenses and activities will be allowed?
	What types of expenses and activities will not be allowed?
	Criteria used when judging applications
	Procedure for submitting proposals - to where and by what date (& time)
	Selection procedures & dates for each step (e.g., completion of and submission of an application, then application read by the selection committee, then follow-up questions from the committee to the applicant, then the final meeting of the selection committee, then approval of awards by the fund's board of trustees...)
Defining procedures for disseminating information about the competition program	
Defining	Financial and analytical reports, contents of each, due dates...

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reporting requirements for award recipients	
Defining, within the fund, the roles in the competition - who is to do what	Who is going to take the lead in organizing the competition?
	Who is going to provide consultations during the competition?
	Who's going to supervise awards given?
	The role of the bookkeeper.
	The role of the board of trustees.
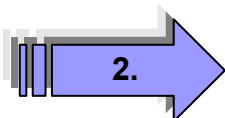
2.   **CONDUCTING THE COMPETITION.**

For this stage it is needed to:

- ✓ Gather an organizing committee who will be responsible for the competition
- ✓ Prepare an application
- ✓ Prepared press release and organize the press conference to announce the competition
- ✓ Distribute applications
- ✓ Conduct consultations for interested applicants
- ✓ Choose a the competition selection committee
- ✓ Prepare an affidavit on conflict of interest
- ✓ Prepare evaluation forms for the selection committee
- ✓ Distribute applications to committee members
- ✓ Selection committee meeting
- ✓ Distribute follow-up questions/site visits if necessary
- ✓ Committee meeting to make final decisions
- ✓ Notify winners and those not selected about the final decision
- ✓ Prepare press release (possible press conference) to announce winners
- ✓ Grant contracts signed (project agreements if it is an initiative group)
- ✓ Transfer money (if it is a grant)
- ✓ Collect interim and final reports
- ✓ Undertake monitoring of projects during their duration.
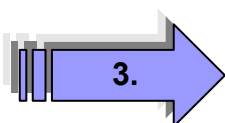
3.   **STEPS AFTER CONDUCTING THE COMPETITION.**

- ✓ Post-project evaluation
  - What are your criteria for evaluating the projects?
  - What means will you use to evaluate the projects?
- ✓ Publicizing the effective grants - increasing the visibility of the foundation and its work
- ✓ Re-evaluating and refining the priorities, policies and procedures for project financing on a competitive basis.

Below are some basic sample documents which can be adapted for your own situation and used for conducting a grants competition[*]. These documents have been used by the Siberian Civic Initiatives Support Center over the last eight years when conducting its "Consolidated Budget Competitions (CBC)" with financial participation by local authorities and businesses. In a CBC, Siberian Center puts forward two-thirds of the competition funds and local partners the other third.

1) **Competition Announcement**

Statutes for Grant Competition
Competition Administration Inter-regional Public Foundation
Siberian Civic Initiatives Support Center (SCISC)

These statutes present the plan for conducting the competition, criteria for awarding grants, eligibility and required application materials for participation.
Competition Organizers: Organizing Committee for the Fair for Socially Important Projects Novosibirsk Oblast.
Goals of the Competition:
- Create the necessary conditions for the realization of the most effective social programs that address the most compelling social needs at this stage of development in the City and Oblast. Projects oriented on the following spheres will be eligible:
- effective solutions to problems related to social and legal defense of the population, youth policy, work with children, ecology, culture and education, work in the community;
- development of a philanthropic culture;
- support for legislative initiatives that support the development of citizen initiatives and involvement.

Financial support for the competition is provided by the Administration Novosibirsk Oblast, Mayor's Office Novosibirsk City, SCISC and commercial structures in the City and Oblast.
The following are eligible to participate in the competition:
• All type and form of registered organizations whose activities correspond to the competition criteria;
 • Initiative groups of citizens who can provide a bank account of a registered organization that serves in the project as the declaring organization.

Political parties and religious organizations are not eligible to apply.

Maximum Grant Amount: 10,000 r.
Term of project: July-October 2000. Project reports must be provided by 15 November 2000.
Applications will be accepted from 12 May until 17:00 4 June, 2000.

The projects will be judged by a committee of experts.
The committee of experts is comprised of specialists and respected representatives from the Third Sector, Administration of City and Oblast and commercial structures.

Expert committee discussions are confidential and decisions made by the committee are final
Applications can be presented at the following addresses and times:

Documents from the Grant Competition of the Fifth Fair for Socially Important Projects Novosibirsk Oblast, May-June 2000. Inter-regional Public Foundation Siberian Civic Initiatives Support Center (SCISC), Novosibirsk.

2) **Title Page of the Grant Application**

TITLE PAGE

Implementing Organization _____

Declaring Organization _____

Project Director
Full Name _____
Position _____
Address _____
Tel/fax, e-mail _____

Bookkeeper
Full Name_____
Position_____
Address_____
Tel/fax, e-mail _____

Location of Project _____

Project Period _____

Requested Sum _____

Matching Sum _____
Total Budget Project _____

DESCRIPTION OF THE TITLE PAGE

The **Implementing Organization**: the name of the organization that will be responsible for the implementation of the project, legal status, address, telephone, e-mail, bank account number and bank name.

The **Declaring organization**: in cases where the project will be implemented by a different organization or group of people then the official grant recipient. The same information is needed for this organization as listed above for administrating organization.

Geography of the project: The specific cities, towns, and villages, micro-regions where the project will take place.

3) **Contents of Applications for the Competition**

SHORT DESCRIPTION OF THE PROJECT
(2-3 paragraphs)

Short presentation of the project should summarize the information presented in the different parts of the full application 91-2 sentences for each part). It should answer the questions: who will conduct the project, who are the beneficiaries of the project and why it is important, goal and objectives, expected results, project plan, length of project and requested sum.

DESCRIPTION OF ORGANIZATION
(No more than 2-3 paragraphs)

Short history of the organization, its goal and objectives, primary sphere of activities and plans for the next two years.

PROBLEM STATEMENT

(No more than 2 paragraphs)

Here you want to describe what problem will this project solve or address, what attracted your attention to this problem, why is it important? Please remember this does not have to be in great detail, you do not need to focus on convincing the committee how important this problem is. Specifics, such as statistics, rather than general statements are an effective way of demonstrating not only the importance but your knowledge of the problem.

GOAL AND OBJECTIVES

(No more than half a page)

Here you must present the concrete goal you have identified for solving the problem and what objectives will be targeted to support the attainment of that goal. Here we are looking for a list of these items with a very short explanation associated with each of them.

STRATEGY FOR ACHIEVING THE GOAL

(Approx. one page)

This section is where you will describe the strategy and methods for achieving your goals, the mechanisms for realizing the project. This includes who will be responsible for the activities, what resources will be required, how will participants be selected (if relevant), how will literature or information be disseminated etc. Here you should include a step-by-step description of how the project will be implemented, who are the beneficiaries and how do they benefit? This is the most comprehensive element in the application.

PROJECT WORK PLAN

This is a graph of the planned activities and when they will take place.

WELL-DEFINED EXPECTED RESULTS

(Two-three paragraphs)

In this section you should give a detailed description (with quantitative and qualitative results) of what will be the result of implementation of the present project. For instance, if there is a seminar planned, then how many people will be trained as a result; if it is a program for providing some services, then how many people or organizations (give a list of these organizations) will be using these services; if it is publishing a bulletin, then how many issues and how many copies will be published, how will they be distributed, through what distribution channels, free or there will be a price, and how many people or organizations (which) will benefit from this publication and so on.

EVALUATION OF RESULTS

(Two-three paragraphs)

How will the effectiveness of the program as a whole be assessed? Who will be evaluating the achievement of specified tasks and results during project implementation as well as at the end of the project? How will they do this? It is desirable to have evaluation criteria developed. If you plan to have a survey of program participants to find out their opinion of the project, it is desirable to have examples of questions to be included in the questionnaire.

FUTURE FUNDING
(Two-three paragraphs)
What resources will be used to maintain and expand on the impact of the present project (if you plan to continue to work on the project after the grant expires)? How will the present program exist in the future after the money received as a grant is spent?

BUDGET
(One or more pages)
It is one of the most important sections so it should be well developed and explained in detail. The following information is included here: the full cost of the project and amount of funding requested from the competition organizers. The budget should be itemized: personnel (includes salaries of full time and contracted personnel, honoraries indicating a share of working time as a % of full time, compensation of contracted consultants for one-time jobs, taxes and insurance payments (40% of the salary fund), main direct costs (rent of facilities, equipment, office supplies, trips, publishing costs and other), indirect costs (if any). Please, indicate the amount of other contributions in kind (including volunteer time) and means acquired from other sources.

In addition, the present section should include a detailed description of every budget line, justification of expenses, sources of existing means (in monetary and in-kind form).

This section should include information about your project management experience. If you have some, give information about the source of funding, the amount of support and a general description of the project.

Briefly describe your accounting system. Who will have an authority to spend money? You will need to keep accounting for the grant separately from other sources. All expenses for the grant will need to have supporting documentation.

If possible, please attach to the application a copy of the last financial report.

SAMPLE BUDGET

Description of the project: Educational program on governance for employees of the city administration. The program includes development of teaching materials, organization of a library, and conducting of a seminar.

Project Director: Ivan Ivanovich Ivanov

Period: 1 June 2000 - 31 October 2000

1. LABOR COSTS

A. Personnel

Quantity	Position	Salary, rub/monthly	% of working time	Duration	Total	Have	Need
1		XXX rub.	100%	12 monthly	XXX	XXX	XXX

B. Consultants and other services:

Quantity	Position	Salary, rub/monthly	Number of days	Total	Have	Need
1	Lawyer-consultant	75	20	XXX	XXX	XXX

C. Social, medical insurance, other mandatory dues: 40.5% of the salary fund	XXX	XXX	XXX
TOTAL LABOR COSTS	XXX	XXX	XXX

2. MAIN DIRECT COSTS

A. Rent of facility and utility payments:

Utilities:	XXX	XXX	XXX
Facility for the seminar:	XXX	XXX	XXX
Total:	XXX	XXX	XXX

B. Trips and transportation costs:

C. Equipment:

D. Communication:

E. Publications

F. Library materials

Purchase of books for the library in addition to textbooks developed for the program of governance according to the curriculum

G. Office supplies

3. INDIRECT COSTS(Should include only those justified indirect costs when the project uses general resources of the organization that is not covered in other budget lines)

Total cost of the project: XXX rubles
Have: XXX rubles
Need: XXX rubles

Attention! After the budget you may attach your commentary for the budget (if it is necessary) where you justify costs according to budget lines, the use of equipment, trips, publishing expenses, how you will receive means from other sources, including those that the organization already has (including all types – monetary, in-kind and volunteer time).

The success or failure of competition depends almost entirely on who sits on the expert committee, so be very careful whom you invite to participate. Obviously, you will want representatives from the donor institutions (government or business). If there are government representatives or businesses that you would like to start developing partnership with, or introduce the technology to, this is an ideal opportunity to invite

them. Experts in the spheres that are covered by the competition, such as education professionals or NGOs' representatives, should also be included. Since this may be the first experience for many committee members, if not all, make sure everyone has instructions on the criteria and how the committee is going to work. Typically there are 2 readers for every project to insure it is fairly evaluated. If there is a difference of opinion then the committee must listen to the arguments and decide whether to support or reject the project. Sometimes a 3rd reader is requested.

If you want the competition to have legitimacy you must make sure that the committee members agree to excuse themselves from discussing any projects where there is a conflict of interest. This usually involves having a close relationship to someone involved in the project. You also need to insure that all committee members will not disclose any information about what happened during the committee meeting to anyone. The final decision comes from the committee as a whole.

It is best to have no less than two readers for each application. If both reject, they need to provide a complete rationale for rejection to the committee. The committee must confirm this decision and record the official reason for rejection. If the readers disagree, they both present their arguments and the committee must determine on the basis of discussion what the committee decision should be. If both support the project, they present their reasons for support and the committee must confirm this judgment. Since there are often more good projects then money available to support them you will probably be returning to review these, in the context of all applications that have been supported by the committee, to select the finalists. There may be situations where you need additional information before supporting. It is also appropriate to agree to support a project but ask project organizers to lower the budget and provide specific instructions on how you want the budget cut. When putting the schedule together for discussing the applications, it is best to discuss those that are recommended by both readers for rejection first, unanimous reader supported projects second and save the more controversial projects for last. That will give the committee a chance to get comfortable working together before they deal with more complex decision-making that will require compromise. A simple majority usually determines support or rejection. A log of the meeting is kept and records the official reason for rejecting a proposal. This is the only information that should be available to the rejected applicant.

> **CONFIDENTIALITY AGREEMENT**
>
> I,_____(Full Name), understand that information received during the expert committee meeting, and in the process of reviewing applications submitted for the 5th Fair of Socially Important Projects Consolidated Budget Competition, is strictly confidential. Any infraction of this agreement will result in my expulsion from the expert committee and loss of compensation for travel and other expenses. I also agree to observe the principles associated with conflict of interest. If, during the course of reviewing grant applications, I come across an organization or material towards which I have a conflict of interest, I will inform the committee and not participate in further discussion of the application. Competition organizers are against discrimination on the basis of sex, race, nationality, religious or sexual orientation and I agree to uphold this principle in my evaluation of the applications.
>
> Signature   Date

All applicants should receive notice of the decision at the same time. There is nothing worse for grant applicants than to hear rumors about someone who was awarded a grant and not to know their fate. Every application should receive the same level of consideration before, during and after the judging process. The only way to minimize the risk that a rejected applicant will feel the judging wasn't fair is to adhere to the highest ethical and professional standards during every aspect of the competition.
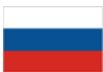
The final important document for conducting a consolidated budget competition (in addition to a written contract) is the format for the grantee final report. We are talking about very small grants so the time period for the projects it is supporting should be quite limited (2-4 months) and grant projects under 6 months usually only require one report. This lets you know exactly what the results were for the project so you can demonstrate the effectiveness of this form of project support. There is always the possibility that a project did not produce the results expected and it is important for you to know why that happened so you can improve your ability to identify successful projects.

This report consists of 2 parts: a financial and a programmatic. The financial includes details and documentation for how the money was spent and provides documentation for any matching that was involved. The programmatic report should give information about project results as they relate to the expected results in the application. In addition, we recommend including an analytical section, which overview:

- ✓ Opportunities
- ✓ Constraints
- ✓ Lessons Learned

This is useful for the grantees because it forces them to think about why the project worked or how it could have been improved. It is useful for competition organizers because it increases their expertise in social project implementation. This will also provide you with impact statistics and success stories that you can use to attract new partners or increase the participation of current partners conducting your next competition. You may want to use this information to encourage government to develop their own competitive mechanisms for supporting social projects that include citizens on the committees, of course.

COMMUNITY SCHOOL EXPERIENCES

"In 2001-2002 Foundation for School Development "Rebirth" of School # 4 and Administration of the school conducted a competition "The House Where You Want to Live".

The goal of the competition was to foster civic activism of students aimed at solving social problems in the local community. It was necessary to show the value of volunteer movement in solving social problems through well-defined actions with results; to find new approaches to solving social problems, to choose the most interesting projects for replication of experience.
The competition had two phases:
Phase 1 (October – beginning of December) – application for participation and project defense.

Phase 2 (December – May 2002) – implementation of the project, analysis of results, awarding of participants.

As a result of the project implementation, classrooms and halls have changed, the library has extended its collection of books, a second-hand shop was opened, parcels were sent to soldiers in the Army, seedlings of plants and peppers were grown and sold to the poor for several hundreds of rubles, façade of the school has been renovated, the school yard was decorated by large beautiful flower-beds, 1,000 books were repaired in the village library, children congratulated residents of the village with holidays all year long, fought smoking, drug and alcohol abuse.

In school year 2002-2003 Foundation for School Development, Administration and teachers of the school proposed a new competition of business projects. This competition had the following goal, to develop an active, conscious, entrepreneurial spirit in students by finding new approaches to solving social problems based on productive activities and work, through support and sharing of successful experience attracting extra-budget revenues for solving problems in school, the classroom and community.

The competition had two phases: fall – application for participation and defense of projects, winter and spring – implementation of projects, summarizing of results at annual "charitable marathon" at the end of the school year.

3-A Class (headed by L.A. Korablina) organized a group that gave concerts in hospitals, orphanages, colleges, kindergartens, schools, organized fee-based class celebrations, birthdays. Parents of the class joined in a family recreation club where they have an opportunity to have fun time with children.

Ecofirm "Greenhouse" was opened right in the classroom of 4-B class (headed by A.I.Aughodeeva. On the window shelves students have grown seedlings of flowers and peppers, which were sold at a fair, raising several hundreds of rubles.

Workshop "Cinderella" (N.I. Nazarenko, during extra curriculum time, 9th grade girls sewed pillows, oven gloves, soft toys, sheeting, coverlets and sold them to residents of the village.

Café "Sweetlover" (L.V. Baranshina) appeared because the school food stand does not work on Saturdays. Senior students organized food for students at breaks. They baked themselves and sold cakes, juice, tea and the like. The café helped during tea breaks and celebrations.

Disco-club (O.B. Evert) , 9th graders organize discothèques. Once a month students prepared and showed theatrical musical performances.
Council of School Fathers (P.V.Grishin) , together with school graduates, renovated a shooting range in the place of a former club "Fakel". Teenagers of deviant behavior were helped with renovations.

At the end of the school year a Charitable Marathon of short-term projects was implemented: Summer café, horse riding, second-hand shop, karaoke singing, hall of terror, textbook sale, computer games, video hall,. Village residents also participated.
As a result of the projects, the School Foundation account has increased by several thousand rubles, winners of the competition received monetary awards and tours around Khakasiia Republic.

In the 2003-2004 school year there was a new round of competition for business projects. Some projects were continuations of previous projects, but there are also new, socially important as well as business projects: "Advertising agency "Moonlight" (where children will learn to conduct sociological surveys and create advertisement, inviting village residents for actions); Shop "1,000 little things" (which sells stationary bought with money received for recycled paper, plastic and glass bottles); "Puppet Theater" (for development of creative abilities and study of German language); "Tourist Agency"; hot food offering with the help of Foundation "Rebirth"; video hall and other.

We would like to mention an unusual business-project for the intellectual development of students, "Club of Connoisseurs "What? Where? When?" It will take place throughout the year. Intellectual marathons will be conducted for two age groups: 7-11 grades and 2-6 grades, once a month. The game will have a quarterfinal, a semifinal, and the final. A team will consist of 6 people, each of whom must make a monetary contribution. In the final, a mixed team will be playing, consisting of children who were active during the games. Winning teams will receive a monetary prize. There will be an entry fee to see the games.

Not all classes chose to have a project. Some continue old charitable projects, some work beautifying the school, classrooms or organize spare time of the youth.
An organizing committee consisting of board members of Foundation "Rebirth", public council of the village, teachers, Administration of the school will mention everyone and will reward the most distinguished projects at the end of the school year at the next Charitable Marathon.

As a result of the implementation of business projects, the school foundation budget has increased by 8,000 rubles. Children have learned important skills including how to earn money, how to attract village residents to their projects and how to work successfully in a team. Project work helps to develop an active, entrepreneurial character in a student."
*School # 4, Chernogorsk, Republic of Khakasia, Russia*

Chapter 2. FUNDRAISING EVENTS

We have already presented several ways that community schools generate income for their schools and communities, such as providing educational courses or other services (room rental, harvesting crops etc.) for a fee, and partnership as the most promising approach for attracting long term financial support from parents, business and government. One of the first school foundations in Kazakhstan at School #19 in Uralsk, was able to eliminate parental dues after a couple of years due to the increase in revenues from other sources.

Most community school income generating strategies include some type of fundraising event, in addition to parental dues, fee for services etc. In this section we'll look at the four basic categories for fundraising events.

But first, we would like to look at an important aspect of fundraising that is often overlooked - its cost in relation to the amount of money raised. Below are some tools, which were prepared by one of the best specialists of fundraising Tony Elischer from "Burnett Associates UK."

One of the tools, which can help you identify the most cost effective methods for fundraising, is the **Cost ratio analysis.**

Statistics of CS Fund at School №19 in Uralsk, Kazakhstan
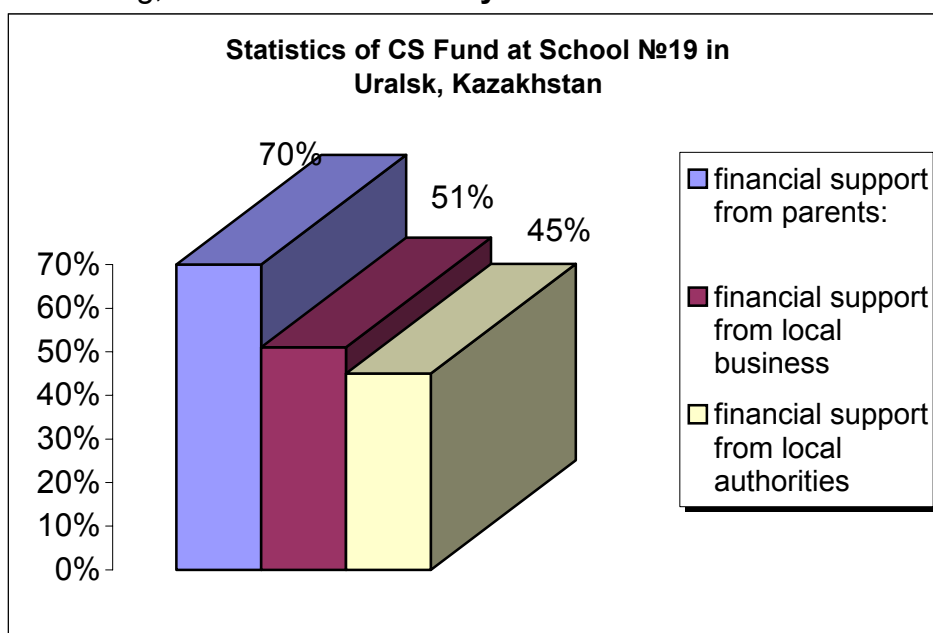
A **cost ratio analysis** will help you determine how much you spend for each dollar you make. This is a simple equation (estimated expense divided by estimated income). Estimated expenses do not include volunteer time, just monetary outlay. Obviously if this tool is going to be reliable your estimates must be reliable which means derived at by research. Don't forget to include the cost of a bookkeeper if this is not a volunteer.

$$\text{Expenditure/Income} = X\%$$

So, it costs X cents to raise one dollar. Let's try a cost ratio analysis for the example of collecting dues.

Determining income: the assumption is this is a month-long activity in a school with 1,000 students. The yearly dues is $1 to be paid in total once a year. Of the 1,000

students analysis has shown that 600 parents are in a financial position to pay dues (this takes into account multi-children families, orphans and poor families). Based on these factors our estimated income from dues is $600.

Determining expenditures: The costs involved are paying a bookkeeper ($10 for the month), printing announcements to be distributed to parents (1,000 copies @ 10 cents per copy). All other costs are donated (phone, labor etc). So, your total expenditure for collecting dues is $110.

Using our formula we find that $110 divided by $600 is .18 or 18% or it costs 18 cents to raise every dollar. This is an excellent cost ratio as your aim to spend as little money as possible to raise each dollar; this considerably lowers your risk. For most other types of fundraising the cost ratio is higher and that is okay. Just remember that the higher the cost ratio the greater the risk.

Also, if your cost ratio is low you can use this to improve your image as an institution that is an effective social investment. So, use it as a marketing tool to attract donors or partners. It demonstrates the efficiency of the organizations use of money (how much goes to administration and how much directly to the cause) and transparency of financial affairs. Imagine you are approached by two charities. Both represent causes you want to support but you have limited money to donate and want your money to have maximum impact. If one of the charities spends $.50 to make each dollar and the other spends $.25 to make a dollar, you know that by donating to the second more of your money is going directly to support the cause and chances are you will choose it.

There are four basic categories for fundraising events. Within each category the range of events that can be designed is as wide as your imagination.

1. Sale of tickets for a charity event. The event can be anything: concert, sporting event, circus, carnival, and dance. Don't repeat the obvious, use you imagination and consider activities that are unique and interesting. For example, an evening of astrology, flower festival in spring, karaoke night or cat show. The most important consideration when planning a ticket event is "Will enough people be willing/able to pay the price you are asking to attend the event?" Of course this must be researched ahead of time by conducting your usual needs/resources analysis to determine the cost of the event. Then you will need to conduct a survey to get an idea of the level of interest in attending such an event and the maximum ticket price people are willing to pay. This survey might include a list of possible events so you can choose the most appealing. In addition you need to find out what other events will be taking place around the time of your event so you don't find yourself competing with other good charitable causes or high profile commercial events. Only when you have all this information can you start to plan.

2. Organizing and conducting sales. There are two basic forms for this.
- straight forward sale of products or services.
- auction of donated items.

You can also combine the two and have the higher quality items offered for auction. However, can you attract enough high quality donated products or services to sell/auction and can you attract enough people who are willing/able to purchase these products or services? Products can be anything from food to old furniture to clothing to

art to new electronic equipment donated by a local store. For example, if there is a parent who is a particularly good gourmet cook, they offer to donate a gourmet dinner. If there is a good car mechanic you can auction off his services. Be creative in thinking of services that might be unique and interesting. Perhaps there is a wonderful musician/artist who would be willing to donate a concert/portrait, which could be bought by a husband or wife to surprise their spouse or child for their anniversary or birthday. Those donating goods and services get publicity (the car mechanic), recognition (gourmet housewife and musician/artist) and are supporting a good cause.

3. Integrated. This is when you combine several fundraising techniques in one event. It is the developed form of fundraising but we do not recommend using it. Until you have gain enough experience to conduct events. You may include the second category, for instance, selling food or school made handcrafts at a ticket or sponsored event to increase the potential income without greatly increasing the effort or risk involved.

4. Sponsored. The category is new for CIS countries. The concept is basically the same as when you ask a businessman to sponsor a particular event. However, the methodology here allows you to dramatically increase the potential sponsors for an event. In the West this has become one of the most popular fundraising event techniques because it gives a chance for a lot of people to participate in an activity and be sponsored for their participation. In addition, the entire process of conducting the event provides a wonderful opportunity for public relations about your community school and its work.

Successful sponsored events have involved almost anything you can think of: bike rides, swimming, basketball game, dancing, running, walking, cross-country skiing etc. Two of the most famous sponsored events in the US are a "bike-a-thon" which raises money and draws attention to AIDS and a "walk-athon" that is dedicated to breast cancer.

First you should study the situation carefully and select an appropriate activity. Factors to determine the most appropriate activity include the resources available, interests of people in your community, time of year/weather conditions, element of fun, suitability to your mission etc. Now, let's assume that after carefully researching the situation you decide to do a healthy way of life walk. This was selected because:

- There is a wonderful well-marked 10k trail that has 5k and 3k turn around points. Thus, everyone from young children to grandparents can potentially participate.
- You want the event to take place at the beginning of the school year to raise money and help promote your foundation and the weather in September is usually good enough for an invigorating walk in the woods.
- No other charity has done anything like this.
- It does not require any additional equipment for participants.
- Your school has a healthy child program that some of the collected money will support so it corresponds to the event by encouraging people to walk.

Now, it's important that the community know about your event so you want to design and conduct a public relations campaign to promote it. Steps connected to the PR campaign include:
- Think out a slogan and a symbol, for example "Walk to a healthier life";

- Prepare an informational letter, poster, sponsorship application, and participant badges/stickers;
- Prepare a press release;
- Once all of these are ready you hold a press conference to announce the event. This should be done well in advance of the event because what you are looking for at first is not sponsors but participants;
- Organize for the events a team, which involves volunteers who will help you to register participants.

When someone wants to sign up they register and receive an official sponsorship blank. If you have money it is also nice to give people an official badge. Badges/stickers are very good PR tools because they draw attention to the event and people enjoy wearing them to demonstrate their association with the activity.

The person who is going to participate in the Walk-a-thon asks all his/her friends and relatives to pledge money for their walk. If a parent or grandparent has any money at all they will be willing to pledge to support their child or grandchild's successful participation. It is also possible for families to walk together. Thus, instead of one or two big donors, you create hundreds of little donors. In fact, it is possible that a local business may be interested in be a partner with you conducting the event since it can generate a lot of public awareness. On the day of the event participants' hand in their pledge sheets, the information is registered.

The event itself should be open to all interested

SPONSORSHIP BLANK

You can help the Development of School # _____ as we WALK TO A HEALTHIER LIFE

Information about the event: what it is (3,5 and 10k walk) where, when, rain date (alternate date for bad weather must be set and here you should include information about how they can find out if the event is being postponed to rain date), phone number for more information etc.

There are two ways you can help support a healthier future for our children. You can sign up to be a participant or you can sponsor someone else who is going to walk. Name of participant should be written here, has signed up to walk the write here 3,5 or 10k. You can pledge a donation for every kilometer he/she walks. Name of person will be visiting you after the walk to collect your pledge. They will have an official end of race result card to verify the length of their walk.

Development of School # ___ thanks you for your generous support and invites you to join us to cheer on all those who are WALKING TO A HEALTHIER LIFE.

Name of Sponsor _____

Address_____

Amount donated per kilometer walked _____

Total sum _____

Total donation _____

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community members. This is a good opportunity for generating additional money by selling donated food and beverages. You will need a considerable staff of volunteers to monitor the walk to insure that participants are honestly completing their distances. If you want, you can include prizes for the first to finish in various categories. Press should be interested and spectators to cheer on their friends and relatives who are walking. The event itself should be as festive as possible and every opportunity should be used to talk about why this money is being raised, what it will be spent for and the work of your community school.

At the end of the walk each participant should get an official card stating the number of kilometers walked. They then have a set amount of time (perhaps two weeks) to collect the pledges listed on their blank and turn in the money to the organizing committee. To be honest, you have to be prepared that a certain number of those pledging will end up not giving the money and a certain number of participants will not finish collecting pledges. The most important thing is to make sure that no one collects the money and keeps it. Thus, all participants must be trustworthy member of the community. The results concerning how much money was collected, the number of sponsors and participants should be widely promoted. Again, you want to include how this money is going to be spent.

Now, let's look at a sample cost ratio for the event. Our imaginary school has 1,000 students, their parents and grandparents and a school staff of 100 – all of these categories of people are our primary participant target group. You can certainly expand to include other community members but for our estimate of income we will rely on this target group.

First, let's look at the potential income. You want to be conservative here i.e., the worst-case scenario for participation and collection. We consider it is reasonable to expect the income from the event to consist of:
- 200 people will sign up to participate in the 10km, each of these will be able to get 10 people to donate $.10 per km walked for a total of $1 donation per person = $200
- 300 people will sign up to participate in the 5km, each of these will be able to get 10 people to donate $.10 per km walked for a total of $.50 donation per person = $150
- 100 people will sign up to participate in the 3km, each of these will be able to get 10 people to donate $.10 per k walked for a total of $.30 donation per person = $30
- The minimum donation per k can be set but there should be no maximum. Some people may be able to pledge $5 per km for their child. Also, some people may be able to get 20 or more sponsors.
- Our total conservative estimate for income = $380

Next we come to expenditures. Of course you want to get as much donated as possible. You can stimulate material and service donations by giving sponsors included in all distributed PR materials and promoted on event day. Do not limit your list of potential donors to essentials for conducting the event – e.g., if you find you can get a company to donate free t-shirts with your logo great!

- The cheapest we are able to make badges is $.10 a badge so 1,000 will cost $100.
- If we can't get a local store to donate materials the cost of printing 1000 sponsorship blanks and 1,500 announcements at $.03 a copy is $75.
- Posters and signs you are doing at the school so you just pay for markers and paper = $15
- Paper cups and napkins for food and drink sale are donated as is the soda and food for sale.
- Prizes are donated.
- Miscellaneous/incidentals = $30.
- Total cash expenditures = $220.

Thus, our cost ratio is $220 divided by $380 = $.58 are being spent to raise every dollar. This is an acceptable cost ratio because of the other opportunities this event provides. Here, a conservative estimate would have you raising $160. If it were important for you to make more money, you could eliminate the badges and raise $260. Either way, in addition to money you have brought massive attention to your school, expanded your list of potential sponsor, helped hundreds of community members get exercise and provided an opportunity for the whole community to have fun.

Here is another multi-sponsor event idea that might be interesting for school that has healthy life-style programs. Pupils get their smoking parents to pledge $.30 a day (the equivalent of a pack of cigarettes a day) for each day they don't smoke. If the pupils smoke, horrible but true, parents could pledge $.30 a day for each day their child doesn't smoke.

If you got just 100 parents, grandparents, sisters and brothers and teachers from our mythical 1,000 pupil school to quit for a week at a minimum pledge of $.30 a day you would have raised $210. Equally important here is you would have encouraged a healthy lifestyle and demonstrated the good that one can do with the money one spends on cigarettes that is destroying one's health. The costs here are absolutely minimal, at most printing 1,000 announcements for pupils to take home, so even if you couldn't get that donated you make a profit of $180 for one healthy week!

Be creative and then do your research! In Appendix 16 there is another tool that could be applied to insure your chosen event maximizes the opportunity to raise money before you decide to conduct it.

See
Appendix 16.
(page 198)

!

Remember: Successfully sponsored events on fundraising should be well planned to minimize the possible risk.

Every organizing committee must create their own checklist for conducting its event. The checklist should based on the committee's strategic plan. Most community schools start their fundraising work by conducting day-long events. This gives them an opportunity to gain experience before starting new more complicated, for instance, complex fundraising activities.

A checklist for conducting an event can look like the following:

What you need to do before the fundraising activity

- Review why you are putting on this event/conducting this activity;
- Do your research;
- Decide what type of event you want to have;
- Determine the place, date, logo and slogan;
- Form your event/activity organizing committee
- Distribute responsibility among committee members (committees are very useful);

- Set timeline for everything that must be done;
- Secure sponsors (if appropriate);
- Review your resources, do you have what is required or do you need to change the scope of your plan?
- Arrange all necessary services for the event;
- Order printing and other materials;
- Maximize your publicity;
- If it is an outdoor event make an alternative plan if the weather is bad.

What you need to do on the day of the event

- Arrive early;
- Ensure all volunteers/staff know what their duties are;
- Check the registration/ticket site or entrance to make sure it is set up and has a volunteer working;
- Check all other sites for the event/activity and make sure they are ready and staffed by a volunteer;
- Make sure you have a volunteer's staff ready to do full clean up after the event/activity.

What you need to do after the event

- Thank everyone officially (sponsors, volunteers, participants) and inform them of result (how much money raised and how it will be spent);
- Make sure you collect all money if the event/activity involved having more than one outlet for collecting money (phone-athon, ticket sales, sponsored event);
- Maximize publicity of results;
- Evaluate the event (what was done well, what could have been improved, recommendations for next year).

COMMUNITY SCHOOL EXPERIENCES
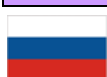
*«Summer Charitable Season»(June – August 2003)*

«Summer Charitable Season» involved the Municipal house for children, Municipal rehabilitation center "Lyuch", 20 business organizations of the city, and 118 volunteers in the project.

"Summer Charitable Season" took place in Voronezh during three summer months. The initiator and organizer of the action was the community school resource center "Iskra" with support from the Department of Education and Department of Youth Affairs of Administration of the city of Voronezh.

As a part of the Season there were a number of actions aimed, first of all, at solving the problem of socialization of orphans and children with disabilities. Experience shows that such actions receive a great response from business organizations, schools, NGO/NPOs. Thus, one can talk about a more global goal of the "Charitable Season" – attracting the attention of the public to social problems of the city and the rebirth of charitable traditions. Events in the "Summer Charitable Season" were supported by more than 20 city business organizations. Such attention to the actions of the Season, and to solving of the problem of socialization of orphans and children with disabilities, from businesses, schools, NGOs is

indicative of a change in attitude of the society towards charitable work".

"ISKRA", the community school resource center in Voronezh
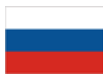
«RAINBOW OF GOOD» CONTINUES TO SHINE OVER THE CITY
The Citywide charitable action "Rainbow of Good" is ongoing in Voronezh. The initiator and organizer of the event is the community school resource center "Iskra" with support from the Department of Education and Department of Youth Affairs of Administration, City of Voronezh. The action includes a series of charitable events aimed at solving urgent social problems in the city and some it's districts. The motto of the action is "There should be more hues, colors and happy people in the world!"

The number of good deeds accomplished by adults and young school representatives is growing every day. On 18th of November volunteers from School # 62 gave a concert for the children at Kindergarten # 37. For an hour more than 40 youngsters had an opportunity to play, sing, and dance with senior high school students.

On 19th of November Gymnasium # 2 was celebrating its Day of Birth. Guests, children from Orphanage # 2, came to join the celebration. There are close friendship ties between the gymnasium and the Orphanage. In order to give presents to guests, a charitable action was conducted by the Gymnasium that raised 1823 rubles 47 kopecks. This money was used to buy toothpaste, soap, washing powder that was given as a gift to representatives of Orphanage # 2.

On 20th of November Lyceum # 4 hosted a charitable lottery and a candy fair that raised 600 ruble. This money was used to buy children's soap, a great necessity at the Somovsk house of children.

On 22nd of November a charitable concert was hosted at the Oblast Center for Social Assistance to Families and Children "Burevestnik". The concert and the game session were prepared by volunteers from Lyceum # 6 for which partnership actions with Center "Burevestnik" have become a tradition. The schoolchildren came with presents: clothing, footwear, stationary, toys. After the concert children had a friendly tea party.

"Rainbow of Good" is an example of the use of social technologies by schools.

Action motto: There should be more hues, colors and happy people in the world!
«Rainbow of Good»(November 2003)

ASI-VORONEZH
(Public Information Service -- Center for Civic Initiatives Development)

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Chapter 3. PUBLIC OUTREACH (PR)

Throughout this book we have talked about creating awareness and a good image for your community school, its related events and organizations. Without it, resource mobilization is impossible. Public Relations, or PR, is how you do that.   Of course before you can conduct a successful Public Relations strategy or campaign, you need to have something worthy of promoting. Thus, creating projects, programs and events that respond to the needs and interests of the community, is the first necessary step to a PR campaign. Community schools that took part in our survey demonstrated that if you do PR while creating community school, you would get results. Schools were asked if their events are more covered in the media since they became community schools. 82% said "yes". 88% reported their school receives more positive recognition in the community.

We suggest you to establish a committee of interested volunteers who will assume responsibility for creating and implementing a PR strategy for your community school and related events. This is an excellent opportunity for students and adults to learn new skills that they can use in other aspects of their life. A PR strategy involves identifying the following:

- ✓ Developing clear, simple messages that describe your community school or the goal of your event.
- ✓ Determining key audiences such as potential partners (companies, parents, graduates, NGOs, media, local authorities etc.) and beneficiaries.
- ✓ Identifying the interests and needs of these key audiences.
- ✓ Developing appropriate vehicles for communicating the messages.

Getting media coverage for your events is not going to take the place of conducting personal outreach work. It is an additional motivation for volunteers to see media coverage of events they were involved in and some potential business and government partners may be more interested in partnership if they know there will be media coverage. We suggest researching the media and seeing what journalists cover subjects associated with your work. Cultivating good relations with members of the press may lead to good coverage of events and announcements that amounts to free publicity. You may have parents or people on your Board who have contacts with the press. We recommend putting together a database of media with contact names and information, details about their deadlines and any other useful information.

> **PR Portfolio.**
> - Announcements in the press (TV, newspaper, radio and don't forget Internet)
> - Press release
> - Articles and letters in newspapers
> - Brochures
> - Posters
> - Stands or presentations for fairs and other public events
> - Interviews on radio and TV
> - Press conference
> - Video material
> - Regular newsletters or bulletins
> - Name and emblem of school or event on pens, shirts, hats, cups etc.

Let's discuss some elements of a PR campaign.

If your school has a particular program or resource that is now available as the result of a long-term fundraising effort, you should consider having a separate **brochure** for that. Brochures can be very inexpensive. In fact, even if you had money or a sponsor willing to do fancy brochures don't do it. . Unless you know you need a certain amount for a big event, it doesn't really make sense to spend a lot of money on printing fancy brochures you will find that the information gets old very fast. It is better to have current information in black and white then old information in color.

Another PR tool is a **promotional stand.** The use of stands increases opportunities for schools to present themselves at fairs, conferences, seminars etc. Many of you have attended these events and there are some stands that immediately get your attention and others that you don't even notice. We suggest having a team of creative people work on developing a basic concept for the stand that remains the same while statistics and pictures can be updated. For instance **Irtish School # 3, Pavlodar region, Kazakhstan** created a very effective stand that was organized to present their foundation:

LOGO		SLOGAN
Community School Foundation "YMUT"		
YESTERDAY Not lots of detail, just a summary of the history with major results.	**TODAY** Short descriptions of programs taking place currently and graphs to show growth in participation etc.	**TOMORROW** Summary of long-range goals.

Key information was underneath each of the sections.   It was a very effective approach. . Lots of schools make the mistake of crowding lots of detail and information on their stands. This is much less effective; it overwhelms people and becomes a blur. The stand could say "Increase in parent volunteerism by 50%" and all details about the volunteer projects can be handed out on separate sheets of paper to those who ask. If possible, have pictures, which will make the stand more interesting. If you want, this is something that could be displayed prominently and updated regularly at school when it is not being used for an event.

Another important mechanism for PR is the **press release**. Press releases are used to invite members of the media to a press conference or event or to simply provide them with interesting information for possible publication or on-air announcement. . There is a standard format for a press release.

Logo/name of the organization	
Press release	
For immediately release	For more detailed information: Contact person: (name, address, telephone)
Date_____ What_____ Who_____ When_____ Where_____ Details_____	

A press release should be no more than one page. It should have the facts but also demonstrate why this is news worthy. Quotes can be very effective. Double-check everything to make sure there are no mistakes. This includes contact information. To increase the chances of coverage you should hand deliver the release to the appropriate journalist and then follow-up with a phone call on the day of the event if it is an invitation.

Here is an example of a press release for a Community School Forum held in Armenia. Note how all the most important information is included in the first paragraph:

- What the event is;
- Who is conducting the event;
- Date, time and place for the event;
- Goal of the event;
- Significance of the event (why it is newsworthy) in this example the important thing was to include the fact that the Minister of Education and Science would be participating.

All the information a journalist really needs should be in that first paragraph. The rest of the announcement adds details and color such as the quote in the 4th paragraph below.

IFES

EXTENDING THE REACH OF DEMOCRACY

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FOR IMMEDIATE RELEASE

CONTACT: Alice Alaverdian,
alice@ifes.am, www.ifes.am

SCHOOLS MEET TO DISCUSS
ARMENIA'S NEW COMMUNITY SCHOOLS MOVEMENT

YEREVAN – May 18, 2004 - IFES-Armenia and the Center for Community Dialogues and Initiatives (CCDI) will hold a two-day forum to discuss lessons learned and new approaches resulting from their joint Community Schools Project in Armenia. The forum will take place on May 21st and May 22nd between 11:00 a.m. and 6:00 p.m. at the Tekeyan Center Foundation (in the big hall on the second floor). All groups involved in the community schools initiative—school directors, teachers and parent councils from the project's eleven schools—will gather to discuss education reforms with the Minister of Education and Science, present an overview of the initiative's activities during the 2003-2004 academic year and design plans for the summer and upcoming school year.

Through a Memorandum of Understanding, the Ministry of Education and Science, CCDI and IFES will work together to promote the community school model by supporting existing community schools and by providing a more comprehensive infrastructure that can help maximize the impact of the community school movement. At the forum, the groups will sign the Memorandum of Understanding to this effect.

The first half of the forum will feature the project's successes in democratizing schools and classrooms, encouraging volunteerism and building mutually beneficial school-community partnerships, elements which comprise the three components of the community school model. The second half will focus on laying plans for the summer and the upcoming school year. Work group discussions will allow participants to explore new approaches and make recommendations for the future.

At the end of the forum, IFES will award certificates to the schools for their active participation in the Community Schools Project. "Current realities and Armenia's culture and traditions provide a foundation for further community school development in Armenia. A community school is a tool that helps a community learn and achieve its goals," commented IFES-Armenia Project Director Al Decie.

A community school is any ordinary school that involves community residents in the life of the school and, in turn, participates in the life of the community. Such a school becomes a center for community development; it is no longer just an educational institution but also a civic and cultural resource for the community. Today, community schools exist in more than 85 countries. In many regions, such as in Eastern Europe, community schools focus on lifelong learning and offer a wide variety of courses for local residents. Because of the social, political and economic situation in the countries of the former Soviet Union, successful community schools there focus primarily on encouraging community building and civic activism to resolve local issues. This has been the approach in Russia, Kazakhstan, Ukraine, Georgia - and now in Armenia.

IFES began developing community schools in Armenia in August 2003, when eleven schools were selected from five regions of Armenia: Kotayk, Lori, Shirak, Aragatsotn and Yerevan. Since then, IFES has provided technical support to the schools by supplying training, advice and informational materials.

Translation into English

# # #

Since 1996, IFES-Armenia has provided nonpartisan, locally defined technical assistance and information to the Armenian population and institutions for the development of civil society and democracy. Worldwide, IFES provides professional advice and technical assistance in the promotion of democracy and serves as a resource for information on governance, rule of law, civil society and elections.

COMMUNITY SCHOOL EXPERIENCES

Municipal educational establishment **"Pervomayski Community School"**
The success of the school is the sum of successes of all the participants in the educational process.

School director Litvinova E.I.
Ass. Director for Education Borisova N.G.
Ass. Director for Upbringing Ivanova G.A.
In the school family everyone is valuable, everyone is important.

The main idea for the development of our school is the integration of civic education and upbringing in all of the educational work of the school.
Address: 659020, Cheremnoye, Altai Krai, Pavlovsky raion, ul. Shkolnaya, 2, Tel. (38511)-33-2-59, Tel/fax 33-2-60, e-mail: cheremsh@ab.ru

We are one of those who make the world!

The school is a member of the inter-regional association of community schools of Russia. This provides staff an opportunity to take part in seminars, exchange experience, and also communicate through the Internet with many regions of the country.
• There are 36 teachers in the school, the majority of them have the highest, or the first qualification, category.
• Average age of teachers is 37 years.
• 6 teachers have a distinction honor "Excellence in People's Education"
• BLOSHKINA Yu.V. has won Russian-American competition of English teachers in 2003. The school received office equipment valued at $2,000 dollars and literature for $200.
• Teacher of informatics, Gubyaydullina M.N., completed qualification training in Moscow and is successfully teaching 2nd graders to use computer since 2001.
• Poetry and music of teacher Kislitsinoy T.D. was published in a regional volume "Zolotye rossypi" in 2003.

• School activities were presented in the competition "Collaboration of Professionals" organized by IREX in 2002. As a result, the school Director was selected to participate in a professional development trip to the United States.
• In 2003 the school was named # 1 among children health camps of the region.
• The school implements the projects "Healthy life style" and "Five steps".
• The school implements the programs "Volunteerism", "Democratization of classroom", "Partnerships".
The school gives students an opportunity to realize creative and physical potential:
- there is a computer class equipped with modern computers and copiers, Internet access is available;
- there is an informational-methodological center "Lite" on the basis of library;
- there is a center of social-psychological support;
The school provides equal conditions for all students to learn by providing an individual approach to gifted students and students with difficulties in learning. As a result:
• Number of students entering universities has increased;
• • During the last several years 50% of students finish every school year with "good" and "excellent" grades;
• 91% of students participate in school-wide events;
• 87% of students are members of sport and other clubs;
• Students win top places in district and regional competitions;
• Sports team is consistently holding 2-3 place in the district;
• Students participate in scientific research;
• Kuzmina Nastya won a regional literature Olympiad;
• Shorohova Yu. and Gorneeva L. were winners of the regional competition "Mass Media Activities in School";
• Tregubova Yu. is a winner of projects from the Siberian Region "WorldAround Us"
• Manasikova Z. is a winner of a regional nature Olympiad of students of secondary education

PART VII.
COMMUNITY SCHOOL MOVEMENT

You have become acquainted with the community school model, the tools to support its implementation and first hand experience from school directors and teachers that are using the model. The community school idea has been demonstrated over and over again in the most diverse environments from small agricultural villages in Kazakhstan to major industrial cities in Siberia. We are not only challenging stereotypes, but we are asking people to take that leap of faith required to become active participants in their communities. People should dare to dream that it is within their power to create a peaceful and just world for our children and grandchildren.

> *"The biggest change in me because of the community school is understanding the necessity for constant development and searching, a realization of the huge opportunities for relating to others, confidence in the good perspectives for the community school movement, and at the same time, it is obvious that stereotypes are hard to break down."*
> **Teacher from Gymnasium # 1, Bratsk, Irkutsk Oblast, Russia**

During the 8 years that we have been actively promoting the CS model several mechanisms have evolved to support the development of a community school movement. Certainly the most important is the role community schools themselves play in transferring knowledge and skills related to the model to other schools and members of the surrounding communities as 74% of the schools that participated in our survey are doing.

In this final part of the guide, we provide brief descriptions of other mechanisms for supporting the community school movement. We also present community school country profiles for each of the 5 countries on the experiences of which this guide is based.

> **Part VII.**
>
> **Chapter 1. Mechanisms for Developing the Community**
>
> **School Movement**
>
> **Chapter 2. Country Overviews of the Community School**
>
> **Movement**

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Chapter 1. MECHANISMS FOR DEVELOPING THE COMMUNITY SCHOOL MOVEMENT

The key mechanisms for development of community school movement have proven to be:

➢ Resource centers;
➢ Associations;
➢ Assemblies;
➢ National forums;
➢ International exchanges of experience.

Resource Centers. The first community school resource center in the CIS was created in 1996, the Krasnoyarsk inter-regional youth NGO "Krasnoyarsk Center for Community Partnerships" (KCCP). The role of a CS resource center is to provide information and training on the model, to organize CS networking events and to develop mechanisms and programs that help schools better realize their objectives as they relate to the 3 components of the model.

Gradually 4 basic types of community school resource centers have evolved:

1. Serving as informal resource centers for the community is one of the basic objectives for the CS model. Some educational institutions have chosen to turn to a formalized one and reformed the resource center into a permanent program or service such as the one that was created in the Pervomaiski village, Kazakhstan at the YPK (vocational training school) or by school # 4 in Charentsavan, Armenia.

2. Numerous existing local NGOs have expanded their mandates and started their activity as CS resource centers. For instance, "ISKRA" center in Voronezh, "Youth Union" in Samara, and "Rebirth" in the Altai Republic and the Siberian Civic Initiatives Support Center in Novosibirsk. This approach has, so far, been limited to Russia but it is something that any NGO resource center can easily include in their slate of programs.

3. International NGOs such as IFES in Armenia and Georgia and the Open Society in Kazakhstan and Kyrgyzstan have served as CS resource centers for these countries and provided financial resources to support training, information and networking opportunities. The Open Society in Kazakhstan was the only program to provide grants directly to schools to support their community schools activities. This form of support is no longer available and as these international programs start to decrease their level of financing, some of them have created local organizations to assume the role of supporting the CS movement in their countries such as the Community School Association in Kazakhstan and the Center for Community Dialogues and Initiatives in Armenia.

4. A few CS activists have taken the initiative to register formal CS resource centers for their regions. Below are some materials related to the work of "Regional Community School Resource Center of Omsk Oblast."

Regional Community School Resource Center of Omsk Oblast

ABOUT THE ORGANIZATION...

The Omsk Regional public organization "Community Schools Resource Center" was established and started to work in 1999 and received legal status in 2001. The Organization was founded with a belief that democracy and reforms aimed at civil society development can be successful only if they are accompanied by comprehensive civic education and mobilization of every community member. The main goal of the organization is to increase citizen activism on the local level through the development of the community school movement in the region and beyond.

The Supreme body is the Council of Members, the Executive body is the Organization Council (members of which are representatives of three sectors: government, business, and citizenry). In the organization there are 5 full time employees, there is a youth press center with 11 employees and a newspaper, "School Steps". There are 52 graduates of the training program of regional community schools, 19 representatives of existing school funds, and 2 associations of graduates. Due to the implementation of the project on youth press-centers, an informational network was created that provides informational support to the organization, consisting of 3 youth TV channels and 10 papers in Omsk Oblast districts. The charitable volunteer action of community schools, "Spring Week of Kindness" in April 2003 involved 41,253 people in Omsk Oblast, young people less than 25 years old – 37,169 people.

In the framework of the three components of its activity, the Resource Center provides the following free resources and services: trainings (programs, seminars, workshops, discussion groups, round tables); dissemination of materials; incubator services (library, office equipment, space for various meetings and events); consultations on different questions related to development of the local community, community schools, community school funds, advocacy, organization of charitable, volunteer actions, public educational campaigns.

One of the key issues for these new CS resource centers is funding. Here is a description of how the Omsk Regional Community School Resource Center applied the partnership approach to attract local financial support.

Experience of cooperation of the Omsk Branch of Commercial Bank "Siberian Society of Mutual Credit" and the Community Schools Resource Center of Omsk Oblast."

There is a lot of talk today about the revival of charitable traditions, civilized charity work, development of private and corporate philanthropy. Not only talking, real actions take place and more effective mechanisms for social partnership are being developed. How to initiate such a partnership, who initiates it, and when it becomes effective – are the questions, answers to which one can get studying the experience of cooperation between the Omsk Branch of Commercial Bank "Siberian Society of Mutual Credit" and the Community School Resource Center of Omsk Oblast.

The core logic of social partnership is in building constructive cooperation among three sectors: government structures, commercial companies, and non-commercial organizations. This is precisely why, upon the founding of the Community School Resource Center of Omsk Oblast, founders were representatives of three sectors: Main Department of Education of Administration of Omsk Oblast, Commercial Bank "Siberian OVK", community schools.

On the one hand, our interest to this bank was explained by three reasons:

1. *A bank is an organization based on people's trust, who choose it as a partner. According to estimates of specialists of the bank "Siberian OVK", the bank is one of the largest independent banks of Siberia and Far East, and in 2000 it was one of the four biggest Siberian banks as measured by the size of own capital.*
2. *A bank has a great responsibility before its depositors and does not have a right for a mistake as far as investment in projects is concerned.*
3. *Omsk Branch of Commercial Bank "Siberian Society of Mutual Credit" from the beginning has set its priorities that include support of educational programs related to supporting the younger generation.*

On the other hand, we understand that the Community School Resource Center has a special responsibility within a social partnership since it is the initiator and coordinator of collaboration with the government and the commercial sector. It turned out that social partnership is a mechanism for testing the strength of the Resource Center in terms of increasing its professionalism and promoting organizational development, as well as for the bank, that faces the necessity to learn opportunities that an NGO can offer.

The most difficult thing at the onset of building a relationship with the bank was to say "no" to the position "they owe us" and transit to the position "how we can be interesting for the partner". Nobody is, generally speaking, interested in how mature we are in the social sense, that we have decided to found an independent organization and solve significant social tasks. Nobody is going to finance, or otherwise provide support, only because we are so good and have "put this on our shoulders". In order to gain support we must use our skills to:

- *do good work;*
- *show its results;*
- *persuade people that this work is useful for them.*

Since effective social partnership is possible only under conditions of mutual trust, a foundation of which is mutual sharing of information of one sector about opportunities, strong sides, and, what is important, problems of the other, a decision was made to establish the Council of the organization. This included the Director of Omsk Branch of Commercial Bank "Siberian Society of Mutual Credit" Victor Ivanovich Kozlov, that helped to start a productive dialogue and develop joint approach to cooperation. The Resource Center has started to provide informational, methodological, training support to participants of the movement of community schools in the region, to act as initiator and organizer of volunteer charitable actions. At this stage the bank took part in events organized by the organization, and helped with the purchase of office equipment.

However, partnership is greater than cooperation. It should include development of a project culture shared by partners. Therefore, there was a need for a project as a means of organizing the work of the parties. The difficulty was that representatives of commercial structures react to social problems but not all of them have time and the necessary level for organization and implementation of a project. The Resource Center was not yet ready to offer itself as an organizer who can develop a project that embraces resources of commercial and non-commercial organizations. Only after the Resource Center received a grant for implementation of the project "Community Schools as a Mechanism for Civic Participation on the Local Level", did the Resource Center offer the bank participation in a joint partnership project "Social Practice of Youth Press-Centers".

It is important to stress that the results achieved at this stage are in need of constant support and strengthening since a great number of social-economic factors do not yet promote sustainability of such relationship. Also, the lack of legislature for social partnership makes it vulnerable to the influence of subjective approaches to management. What makes us optimistic is that the Omsk Branch of Commercial Bank "Siberian Society of Mutual Credit" supports the principle of a responsible attitude towards society and, realizing its role in the development of the region, it helps social projects. In the future, the bank is planning to expand its programs of sponsorship and charity work according to the best traditions of national philanthropy. In the protocol signed on 11 of November 2002 by Chief of Main Department of Education of Administration of Omsk Oblast A.V.Tkalikov, Director of Omsk Branch of Commercial Bank "Siberian Society of Mutual Credit" V.I. Kozlov, and Chairwoman of Community Schools Resource Center of Omsk Oblast I.V. Serbina, representatives of all three sectors have agreed on joint activities aimed at the implementation of a new charitable project, having defined viewpoints of the parties and their individual responsibility.

Investing resources in non-profitable, at the first sight, projects, the bank is investing in the future of its children and grandchildren. Every contribution is a step forward to the society of civic peace and harmony, creation of favorable conditions for business and comfort environment for citizens of the country."

I.V. Serbina, Chairwoman of the Community School Resource Center of Omsk Oblast

Associations. Perhaps the greatest resource available to support the community school movement is the schools and their activists. Thus, the key challenges for the movement are to find ways for CS practitioners to exchange information, ideas, technology and experience. Mechanisms for uniting and creation of associations are an important factor for promoting the community school model on a regional and national level, to increase government support, for training, information and, of course, for education itself. The first community school association in the CIS was founded in Russia. The founding conference was held in December 2000 and the organization was legally registered in 2001.

On April 22, 2004, 47 community schools gathered in Alma Ata, Kazakhstan for the founding conference of the Kazakhstan Community School Association. An initiative group developed recommendations for the Charter that was presented to everyone. Participants were then divided into work groups and reviewed each of

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The Goal of the Association

The Association is created for the development of the civic activism of its members, for assistance to its members in solving social, charitable, cultural, educational, scientific, and managerial tasks for achievement of results in the areas of public health, development of physical training and sports, satisfaction of spiritual and other non-material demands of citizens, protection of rights and legal interests of citizens and organizations, conflict resolution, provision of legal assistance and other, not forbidden by law, activities, aimed at achieving public good.

To achieve its goals the Association:
- provides members with access to information;
- assists with exchanges and promotion of community education and community schools;
- develops and assists with implementation of new educational programs and community education technologies;
- assists with increasing the professional level of Association members;
- defends and supports members of Association.

Inter-regional CS Association,
December 2000, Krasnoyarsk

the sections and make recommendations for changes as necessary. Reports were made, participants voted on each of the elements of the Charter and a slate of officers was proposed. It was determined that every region of the country would have a representative on the Board. The nominations were voted on and then the Board meeting was held when the President was elected. Everyone gathered for the naming ceremony of the First President of the Kazakhstan Association for Community Schools. It was a moment filled with a mixture of pride and hope shared by everyone. Pride at what has been accomplished in the 3 years since the movement began. Hope, that the Association can live up to the expectations that everyone has for it.

Creating an effective association is one of the most difficult tasks in the realm of civil society development. In both Russia and Kazakhstan, these associations grew out of several years of networking among community school participants. While the challenges are great, the need and opportunities are greater for community school associations to play a major role in promoting the principles and practices that we believe are necessary for our schools, our communities and our countries to be strong and to respond to the needs and interests of all citizens.

Assemblies. Another mechanism supporting the community school movement are assemblies. Community schools in Kyrgyzstan are an outgrowth of an Open Society democratic education initiative that began by introducing school parliaments. While the Inter-School Parliament is not directly associated with promoting community schools, it is a wonderful example of how the principles associated with the model can be transferred to students and provide to them experience in democratic leadership. This year, the Assembly had full responsibility for conducting a grant competition. In effect it gave students the skills, experience and knowledge that are at the very heart of democracy. We encourage such initiatives and see them as a valuable contribution to our mission of preparing the next generation of democratic leaders.

CHARTER OF INTER-SCHOOLS PARLIAMENT (ISP)

We, free citizens of the school Republics, full of courage in our faith and promotion of the dignity and value of an individual and his/her rights, and ready to create the conditions under which justice and democratization of schools is fostered, have decided to join our efforts to achieve these goals through the foundation of this organization.

Chapter 1. Goals and principles

Article 1. Inter-Schools Parliament (henceforth ISP) has the following goals:
1. Support democratization processes of the school life through strengthening the system of school co-governance, and for this goal to take active measures for coordination of efforts and consolidate forces for realization of rights and liberties.
2. Develop friendly and productive relations among schools and school councils on the basis of respect of the principle of everyone's equality.
3. Develop inter-school and inter-parliament cooperation in solving problems of all kinds related to democratization of school life.

Article 2. To achieve the declared goals, ISP work in according to the following principles:
1. Sovereignty and full equality of all members.
2. Volunteerism concerning joining and leaving ISP, and also realization of taken responsibilities by ISP members.

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3. Conflict resolution exclusively through dialogue, cooperation, and compromise

Chapter 2. ISP members

Article 3.
ISP members are Republics, founders of this Assembly. A new Republic wishing to join the Assembly submits a request, accepts responsibilities that follow from the present Charter, and receives two-thirds of the total number of votes of deputies of Assembly of both chambers in support.

Article 4.
ISP has a right to deny membership of any Republic in ISP if there were systematic violations of responsibilities, which follow from the present Charter when a corresponding request is made from any ISP member and 2/3 of votes of the total number of both chambers ISP deputies are given in support.

National forums. An example of such a forum was held in Armenia earlier this year. The community school model has been used in Armenia for a couple of years now.

In order to attract attention to the positive results generated by these schools and encourage government awareness and support for the community school model, a Forum was organized that included the participation of the Minister for Education and Science, Republic of Armenia. The final result of the Forum was the signing of a Memorandum of Understanding between the community school resource organization, their international partner and the Ministry of Education and Science of the Republic of Armenia. It cannot be over-estimated the significance of this Memorandum with regard to government support for a community school movement. It is a tremendous step forward. It also stands as an example for other countries in terms of a model for a format to support partnership between national government and community school representatives.

International exchange of experience.
Since the community school movement got underway in Eurasia in the late 1990s, there have been several international conferences organized for practioners and government officials from the region. Colleagues from East European community school movements were also participants at each of these conferences. These three international exchanges were:

"Community Schools as a mechanism of development of civil society in post-Soviet courtiers". October 1-14, 1999. Krasnoyarsk, Russia.

"Community Schools and educational policy in transition countries in the 21 century".   October 9-13, 2000. Omsk, Russia.

"Creation of Community Schools". October 14-18, 2001. Tsakhkadzor, Armenia.

Another similar type of meeting was held in the spring of 2004 when community schools from Armenia, Kazakhstan and Kyrgyzstan were invited to participate with Russian

colleagues in a Fair for Pedagogical Ideas that took place in Samara Oblast, Russia. Not only did this provide an opportunity for them to meet and exchange experiences

with their peers, but, it introduced them to one of the most exciting recent methodologies for supporting development in the sphere of education. We drew attention earlier to the problem of the work of educational professionals being under-paid and under-valued. The Fair for Pedagogical Ideas changed all that by creating a market for original educational programs and methodological approaches. Fair participants present for sale their educational "product". Buyers pay cash and a contract is signed that protects the rights of the authors. One community school representative sold there technology for $30 and went home having made $300. She said she could have made more but it took a lot of time to fill out all the documents. We believe that the Fair for Pedagogical Ideas will, and should, grow and become a major influence in the development of education throughout the CIS. It is easily adapted to any environment. The commercial aspect is something that does not have to be included to achieve some of the objectives. Just providing innovative schools and teachers an opportunity to share their creativity with other educational professionals is an important step forward for supporting the development of education and stimulating innovation.

COMMUNITY SCHOOL EXPERIENCES

CHARTER of the Non-commercial partnership Community Schools Resource Center « Education and Democracy» Leninski–Kuznetsk-2003
3. Goals and Activities of Partnership
3.1. Partnership is created for development of public activities of its members, for assistance to its members in solving social, charitable, cultural, educational, scientific, and managerial tasks, for achievement of results in the area of citizen's health protection, development of physical training and sports, satisfaction of spiritual demands of citizens, advocacy of rights and legal interests of citizens and organizations, conflict and disagreement resolution, provision of legal assistance and other, not forbidden by law, activities, aimed at achieving public good.
3.2. Partnership's activities:
- coordination of joint activities on issues in the sphere of interest of Partnership members;
- representation and advocacy of Partnership members in relations with the third parties;
- provision of informational and legal services;
- assistance with exchange and promotion of ideas of socially-oriented education and work experience of community schools;
- development and implementation of new educational programs and technologies of socially-oriented education;

- organization of educational seminars;
- assistance with training of personnel;
- other work, not contradicting the goals of Partnership and the legislation of Russia.
3.3. For achievement of the Charter goals and tasks, Partnership has a right to:
- enter into transactions, acquire property and personal non-property rights;
- freely distribute information about its activities;
- set up mass media enterprises and publish materials;
- commence various social initiatives;
- attract on a volunteer basis resources of state organizations, self-governing bodies, NGOs and NGO associations, private persons, foreign legal and private persons;
- perform charitable work;
- organize charitable events (including lotteries, concerts, and so on);
- independently determine compensation of full-time and contracted personnel;
3.4. Partnership has a right to carry out entrepreneurial activities not forbidden by law and corresponding to the goals, for achievement of which it has been created.
3.5. Some activities, the list of which is determined by Federal laws, Partnership can do only after receiving a special permission (license).

Chapter 2. COUNTRY OVERVIEWS OF THE COMMUNTY SCHOOL MOVEMENT

KYRGYZSTAN

Community school development began in what year:- 2001

Number of schools utilizing the community school concept (best estimate): 40 schools

Education / non-education rationale for starting community schools in the country (e.g., trends, reforms, needs, etc.)
To overcome the gap between the educational system and broader social context on the grass roots level. To help the community to play a more central role in the school life, and to help the school to play more central role in the community by means of design and development of joint (community/school) projects aimed at solving locally significant problems (educational/non educational).

Significant historical (cultural) antecedents/context for starting community schools in the country.
There is a variety of contexts just as the variety of communities in the Kyrgyzstan, but general feature characterizing the relations between the school and community is the lack of vision and plans for future development of the communities. As a result, the scarce resources available to schools and communities are used to fix the immediate needs, where schools have a miserable role of a "beggar" and most needy stakeholder.

General approach for developing community schools in the country.
Social partnership project is aimed at helping schools and communities in development of strategic plans and projects and providing "seed" money for their implementation. Communities must rely more on their own assets than on external donors, and the partnership of various stakeholders should become a routine rationale behavior model.

Impact of utilizing the community school concept / or spread of the community school movement seen in the country.
The interest is constantly growing, but yet it is hard to measure whether it is becoming rationale behavior model for many communities.

**Level of recognition/inclusion/support in the State's education system / education program:**
No tangible support. Ideological only.

Person completing the Country Profile	Saltanat Builasheva Soros Foundation Kyrgyzstan Educational Program assistant saltabu@soros.kg	Valentin Deichman Soros Foundation Kyrgyzstan Educational programs coordinator Valya@soros.kg

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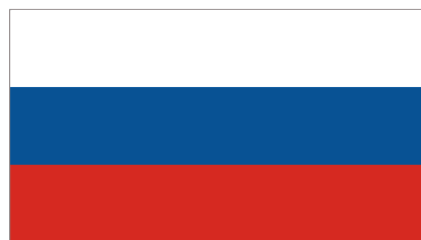
RUSSIA

«Active players in the country's education policy should include: all citizens of Russia, families and parents, federal and regional state institutes, local self-government bodies, the pedagogic community, and research, scientific, cultural, commercial and non-commercial institutions.»
(from the Concept of modernization of education system in Russia up to 2010)

The development of the community schools in Russia can be divided into three stages:

Stage 1. Introduction of the community oriented education in Russia started in 1997 when a Krasnoyarsk youth organization Center for Community Partnerships jointly with its American partner, the non-profit organization ECHO Inc. supported by the C.S. Mott Foundation implemented the first cadre training program for community schools in Krasnoyarsk Krai and the Republic of Khakasia. Over the next three years, the geographic boundaries of the movement in Russia expanded intensively. Community schools appeared in Novosibirsk, Irkutsk, Tomsk, Omsk, and Kemerovo Oblasts, Altai Krai and the Republic of Altai. This resulted in the creation of a network of community schools in nine Regions of Siberia, two international conferences, and recognition and support of the concept and movement by the Ministry of Education of Russia in various regions of the country.

Stage 2 started in 2001 in relation with the emergence of a network of regional resource centers at community schools in Siberia and the Volga River Area. These centers provided (and provide) information, methodology, consultations and trainings on the local level to participants of the CS movement.

Stage 3 enables us to state that community schools in Russia are comprised not only of regular secondary schools but also any educational institution that has become a civic, cultural and public resource center in its neighborhood, district or town. For instance, this conclusion is supported by the experience of kindergartens in Samara Oblast or by orphanages in Omsk Oblast.

The success of the Russian CS movement in our opinion is accounted for by three distinctive features:

1. the historical roots of this socio-pedagogic phenomenon dating back to the 19th century when the local self-government played an important role and served a graphic example of community participation in the management of people's education;
2. high degree of adaptation of the community school to concrete social conditions in which development takes place;
3. high social demand for these schools in modern Russian reality.

The Russian community school, revealing the needs of the local community, through partnership and volunteering, promotes the development of the immediate participatory

democracy in the resolution of educational, social and cultural problems of both the school and the local community. A distinctive feature of Russian schools working as community schools is the **systemic** nature of this work, which, first, suggests the implementation of three avenues of activity:

1. *Democratization of the school*, a program aimed at the implementation of democratic principles and values in all aspects of school life: in classroom, in curriculum and extracurricular work and in the work with the parents;

2. *School - local community partnership*, the program is aimed at the establishment of cooperation between the school and the residents and organizations of the community for joint solution of social and educational problems, the increase in social significance of the school and its appeal as a civic institution, attraction of extra-budgetary funds to the school.

3. *Volunteerism,* a program aimed at the increase of the social activity of the population, the development of volunteer initiatives helping to reduce social and psychological tension in the local community.

Secondly, the close cooperation between these 3 directions and their mutual support to each other.

Thirdly, the Russian CS concept is not only a social but also a pedagogical phenomenon, which is no less important. This feature required changes in the whole educational and methodological framework of school, in the control system and the management of the school, as an educational institution. For example, in Omsk Oblast, as result of these changes, there was formed a methodological group of school administrators, from institutes that had adopted the CS model. The purpose of this group has been to monitor and adjust the activities of their schools and develop recommendations for efficient work under the community school concept.

What makes the development of the CS movement in Russia complicated?

Social requirements play a decisive role in the evolvement of the people's education system. However in the first place, these requirements are determined by the state. In the second place, society itself for the most part is not ready to formulate its requirements for its schools. Thus, the development of community schools coincides with the established and changing social demands in education, which state and public interests prevail intermittently.

On the whole, each Russian community school is a democratic public education system.

Support Centers for community school development in the country.

- **Krasnoyarsk Center for Community Partnership (KCCP)**
Krasnoyarsk Krai, 660077 Krasnoyarsk, Vesni str. 9a, School # 149, PO Box 27027; tel./fax: (3912) 55-33-73; e-mail: kccp@ktk.ru; www.kccp.krsk.ru.

- **Community Schools Regional Resource Center of Omsk Oblast**
Omsk Oblast, 644081 Omsk, Fugenfirova str. 5-A, room 213, Tel: (3812) 13-06-86, Tel/fax: (3812) 13-28-00, e-mail: rc-omsk@yandex.ru.

- **CS Center "Iskra"**

Voronezh Oblast, 394018 Voronezh, Kukolkina str. 3, room 201, tel./fax:(0732) 77-29-97, e-mail: oash-iskra@mail.ru, www.iskra-oash.narod.ru/oash.htm

- **Regional NGO "Rebirth" society of young people with disabilities**

Republic of Altai, 649000 Gorno-Altaisk, Chaptunova str., PO Box 360, tel:(388-22) 2-72-09, e-mail: vozr@mail.gorny.ru

- **Samara Youth Union**

Samara Oblast, Samara, Tel.: (8462) 32-31-86, Fax: (8462) 32-77-12, E-mail: eklenova@yandex.ru, csm@mail.pragma.ru, ssm@sstu.edu.ru

- **CS Resource Center of Leninsk-Kuznetskii**

Department of Education of Leninsk-Kuznetskii city, Kemerovo Oblast, Tel: (38456) 7-00-70, e-mail: goruo@lnk.kuzbass.net.

- **Russian-American NGO "ECHO" (Educated Choices Heighten Opportunities)**

Novosibirsk, Novosibirsk Oblast, e-mail: echo@mail.nsk.ru

Person completing the Country Profile: Irina Vladimirovna Serbina, Omsk Regional "Community Schools Resource Center", Omsk Oblast, 644081 Omsk, Fugenfirova str. 5-A, room 213, Tel.: (3812)13-06-86, Tel/fax: (3812) 13-28-00, e-mail: rc-omsk@yandex.ru.

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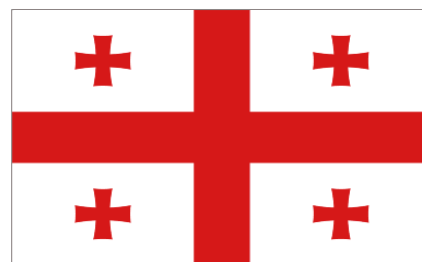
GEORGIA

Community school development began in what year:- 2001

Number of schools utilizing the community school concept (best estimate): 40 schools

Education / non-education rationale for starting community schools in the country (e.g., trends, reforms, needs, etc.)

1. Reform of the education system of Georgia – one of the important components of the reform is that schools be developed as cultural and social centers of the community and not just as education institutions. Another important requirement of the reform is inventing a new school management system which includes Boards of Trustees. The whole idea of Boards of Trustees is that they should promote school-community connections and help schools to meet needs of their communities.

Comment: reform of the education system was a slow process during the pre revolutionary government (i.e., before the Rose Revolution) but all the same this could be considered as one of the rationales for promoting the idea of community schools.

2. Rising need for changing the type of school that was left after the collapse of the Soviet Union. We can say that there has been a rising need of the society to have its schools as more than just soviet type education institutions.

3. IFES/Georgia's civic education project -- part of which was CS development -- was adapted to Georgian environment based of sharing experiences with Russian colleagues and promoters of the community school concept mainly in Russia (the so called Russian Community School Model)

Significant historical (cultural) antecedents/context for starting community schools in the country.

Historical antecedent could be the understanding of the community. Sense of community was strong in Georgia. The idea that community was considered as important decision maker on developing its environment is an important antecedent for developing community schools today.

Another antecedent we would like to stress here is not connected to the history of Georgia but the development of IFES programming in the country. IFES/Georgia has done a significant work in terms of promoting the community school concept through its two programs "Be An Active Citizen" (i.e., a project for community based adult civic education) and Civic Education (a school based program).

General approach for developing community schools in the country.

As it was already mentioned, the state is now developing a clear strategy of building school community connections and building schools as community centers. This development will be supported much through changing the school management system and adopting such mechanisms as boards of trustees. The direct responsibility of which

will be promoting democratization of schools, adopting new tendencies in school development, developing school community connections, fund rising....

Significant steps (milestones) taken to develop community schools in the country.
IFES Civic Education Project developed the concept of community school as party of its school based civic education activities. First it became part of the IFES CEP holistic approach to school development. In the project, there has been trained 4 IFES regional coordinators and 60 representatives of 20 schools form 4 regions of Georgia.

The Georgian community school model is close to the Russian model that is based on three components: Democratization of school, school-community partnership and volunteering.

After presenting the concept to Georgian teachers, parents and students they were asked to adapt relevant elements of the Russian community school model to their concrete environment and to develop locally the concept from this starting point.

When 20 schools involved in CEP started developing the community school concept their main focus basically in all of them was the idea of the opening school for the community and to promote school community partnerships. This could be said also about the idea of Volunteering and community service.

Another aspect of the community school such as democratization of school was on different level of support from schools. The issue here was that it was very important general education policy in the country, which was slow process at some stages.

Impact of utilizing the community school concept / or spread of the community school movement seen in the country.
At this stage the concept of community school is adopted in 40 IFES partner schools.

Level of recognition/inclusion/support in the State's education system / education program.
As it was stressed above pre revolutionary government was not fast in implementing project of education system reform in Georgia. The new government after the Rose revolution made clear state education policy and they are highly supportive to education projects that will promote developing new schools. Based on several discussions with Ministry representatives it could be stressed that one of the important strategies of the Ministry is to develop schools as community centers and not just education institutions.

Country adaptations to the basic three-component community school model used in the country.
Through IFES Civic Education project could be stressed two adaptations of the basic community school model: school-community partnership, volunteering and community services.

Great promoters of community school concept we consider student councils that were elected in all first year 20 schools involved in the program. Student councils became initiators of opening their schools to their communities and promoting volunteering and community service as well as to involve youth in community improvement and decision making processes on local level.

Support Centers for community school development in the country.
1. NGO – "Life Fund"
Contact person: Svimon Okanashvili,
Director, Education Expert
Mobile: (995 99) 57 32 25
e-mail: lifengo@posta.ge

Life Fund's services:
- trainings on community school, new principles of school development and management, law on education, Student Council , school/community partnership, establishing civic education resource centers
- consultations to schools, teachers training local center, students
- computer classes

2. NGO Youth National Association
Contact Person: Madona Tsintsadze,
Chairman , Education Expert
Mobile: (995 93) 30 27 21
e-mail: madonats@yahoo.com

NGO Youth National Association's Services
- trainings on community school, new principles of school development and management, law on education, Student Council , school/community partnership, establishing civic education resource centers, youth development and involvement in community improvement, volunteering and community services , elections of student councils
- consultations to schools, youth groups and associations, teachers, students
- English language classes
- youth exhibitions
- charity activities for shelters in West Georgia (Imereti) region

Association of community school practioners in the country.
Association of community school practioners does not exist in Georgia.

Person completing the Country Profile:
Maya Gogoladze, Senior Specialist of Civic Education Programs, IFES/Georgia, 65 Irakli Abashidze Street, Tbilisi 0162, Georgia, tel.: (992 32) 22 74 07; e-mail: gogoladze@access.sanet.ge.

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ARMENIA

Community school development began in what year:- August, 2003

Number of schools utilizing the community school concept (best estimate): 11 schools in a CS development training initiative and 10 "initiative" schools outside of the program

Education / non-education rationale for starting community schools in the country (e.g., trends, reforms, needs, etc.)

1. The RA education legal framework enables to use new innovative programs for the development of school and society, as well as the introduction of new programs and applications into the school curriculum.

2. The interest and readiness to use the model for the purpose of the development of educational institutions in partnership with the community.

Significant historical (cultural) antecedents./context for starting community schools in the country.

In the 1990s, during the transition period this country sustained a severe economic crisis, which resulted in enormous degradation of the education structure. The state caused the economic depletion of the education system: no other funding was allocated except pay roll, which resulted in the decline of the level and quality of education. However, at the same time, the schools acquired autonomy in management and self-financing, quest for partners and funds. In this respect, an opportunity has arisen for engagement and participation of the schools in various projects offered by international funds for the development education and non-education activities.

There are over 1500 middle schools in Armenia in more than 935 communities. All schools have significant cadre and technical potential which can be used for the solution big and small problems of the community, as well as for the consolidation of the community for the transformation of the school into both the culture and initiative center of the community.

General approach for developing community schools in the country.
The implementation of the Russian experience, based on which the Armenian model of the community school is developing.

Significant steps (milestones) taken to develop community schools in the country.
1. Formation of initiative groups in schools.
2. Development and implementation of strategic plans for program implementation over the academic year.
3. Spreading the idea of the model and involvement of other initiative schools in various provinces of Armenia.
4. Creation of a CS network in Armenia.
In the table are presented the results of yearlong community school development program (2003-2004).

Democratization of the School and Classrooms	Adult and Youth Volunteerism	Mutually Beneficial Partnerships
• Day of Parents' Rule in School • Teacher and parents held meetings, discussions with school children on various subjects: "Love and devotion", "Friendliness and Accord", "Kindness will save the world", an open-door classes "The UN, its background, spheres of activities, and objectives" "Let's Be Kind and Do Good Deeds"; a composition was offered on "What's kind in my eyes". • A competition between 8th-10th graders was organized in school on Law theme • Students' Councils and Student board was established in many of the CSs. • Meetings with pupils' from neighboring school pupils and round tables for experience sharing • Organization of "My Knowledge to You" action, during which the pupils of fifth classes acquainted the community members with church traditions and ceremonies, church holidays. • Class cabinets were opened (geography, military class room, Hrazdan Women's Association the NGO's	• Free of charge English language courses for community inhabitants • The free computer classes for the community residents • Primary school pupils organized sport competitions • Free legal consultancy was organized at school for the socially vulnerable residents • Tree planting in school courtyard and on the lawns adjacent to school • Cleaning of areas • School student choir started to function • Ecologic actions • Visits to a House for Elderly People • At " Teacher's Day" the children visited their pensioner teachers in their houses giving those flowers and handmade postcards. • Organization of "Let's Keep our Community Clean and Tidy" week event with an active participation of pupils and community members. • The pupils of the 10th grade planted trees next to the monument located in the territory of the school, • Medium and high grade pupils helped the lonely elderly members of the community in farming and agriculture. • "Globus" Club tree planting in non-cultivated lands of the community. • The parents volunteered in preparing cookies, preparing food for lonely elderly people, expressed their readiness to co-operate with school in any possible area. • An old grandmother volunteered to organize an after class workshop for the pupils to teach the pupils to knitting secrets. • The school pupils constructed an "area for	• Regular meetings with the students' parents, community council members, community students, and NGO leaders to discuss community issues • Due to School-LSG co-operation Yerevan N 150 Pupils Council organized a one-day works in a village and got paid 60,000 AMD for the works done. • N 119 School implemented by school co-partners-cooperation as a result of which school territory was separated by a fence, the school toilets, sport hall, the roof, corridors and teachers room were completely renovated. • Recently with the help of school graduates living abroad, the school managed to solve the installation of a natural gas pipeline in the school, by covering 10% of the total expenses that the Social Foundation of RoA spent for the works. • On January 8, 2004, the "Young Leaders" and the elderly jointly submitted a community grant proposal and were awarded $100 from Yerevan school N150 • The fair was organized in Yerevan N 150 school and $200 was raised; $120 was given as awards and allowances, $80 was used to buy raw materials for the handicraft groups • With joint efforts of the school and community library has obtained new furniture, computers, a TV, a Video camera, it has got video tapes on different subjects. • A "School Support Fund" was established by community members, parents, businessman and sponsors. • "Nig Aparan" NGO gave presents to the school-a computer, a TV, a printer and some sport inventory. • During the harvesting, the students assisted both the farmers and the elderly and their relatives. • Volleyball and chess teams were formed enrolling the elderly representatives of the community. All games were taking place in school sport hall and in school cabinets • In cooperation with the village council, and with the contribution of the community members teachers and students volleyball and basketball field was built. • Fundraising as a result of which over 3 million AMD was raised, and telephone line installation is already underway in the village. • With their support of community residents and Community Council boiler house was settled at school • "Family and New World" NGO has provided the school with literature on Law • As a result of efficient dialog between the gas company and the school administration, it became possible to build confidence, collect the money,

Democratization of the School and Classrooms	Adult and Youth Volunteerism	Mutually Beneficial Partnerships
initiative, a "Room for Peace" were opened in the school, where South Caucasus NGO leaders are invited to have lectures. • Meetings with outstanding with female professionals • Organization of excursions to the production factories of the community, visits were made to Beer factory and Factory of Canned Production. • In cooperation with Hrazdan Women's Association school conducted a composition contest, "If I were an envoy of peace". The NGO conducted a survey in the school and community on the situation of women.	jumping" • A Charity concert was given at the sport hall of the school for the community members. • A sanitary Day was organized on April 17, in which participated not only the pupils, but also their parents and the community members living in neighborhood with the school. • Retired veteran teachers and elderly people of the community were invited to participate in New Year event organized by the school. • An aural presentation of members of technical workgroups, dance group, choir and individuals at "Narek" House for Elderly people located in the building of the neighboring kindergarten. • School twice a week is giving free of charge classes for pre-school year age children. • A chalk drawing competitions on "My small Planet" • Charitable fund raising started at school; plenty of clothes were collected, for adults and children, soft toys, and stationery.	deposit it in a bank and install a gas line. • In cooperation with community residents school canteen was renovated and furnished entirely and a fundraising was done which will also serve to the community residents, and later on, when there is a possibility, needy students and needy elderly of the community will eat here. • With the direct initiative of the school director and co-operation with the Community Administration, the teachers of the school were enrolled in UN "Food for Work" program. • With the active participation of the parents, the school managed to obtain food commodities, clothing, toys and Christmas presents and sent those items as assistance to the children in Gavar Orphanage. • World Learning, HASK, Lusastgh, HAIK, implement joint project for 9 graders, which is called "Open doors". Through competition a group of 20 people was formed from all schools of Vanadzor. The aim of the project was to aware the students about the activities of LSG bodies within 20 days, visit Marz and local self-government bodies, newspapers offices and get answers to the questions that students had. • "Voter and Election Procedure" training series held under Project Harmony school connectivity project and HENK NGO • Basketball, volleyball and ping-pong groups were opened at schools • The following extra-curricular groups function at school: Embroidery and dress making; knitting and macramé; drawing; history; music and literature; chess • Assistance of the first class pupils parents to the non-English speaking American volunteer, who teaches English language in the school. • A library was established in "Narek" House for Elderly People due to the gathered books by pupils

Impact of utilizing the community school concept / or spread of the community school movement seen in the country.
At present, in addition to 11 program schools there are 10 initiative schools.

Level of recognition/inclusion/support in the State's education system / education program.
RA Ministry of Education and Science, IFES and CCDI signed a Memorandum of Understanding and cooperation for further promotion of the CS model through support of current CS and organization of a larger infrastructure to maximize the effectiveness of the community schools.

Country adaptations to the basic three-component community school model used in the country.

> **DEMOCRTIZATION OF THE SCHOOL +**
> **VOLUNTEERISM=**
> ↓
> **SCHOOL AND COMMUNITY PARTNERSHIP**
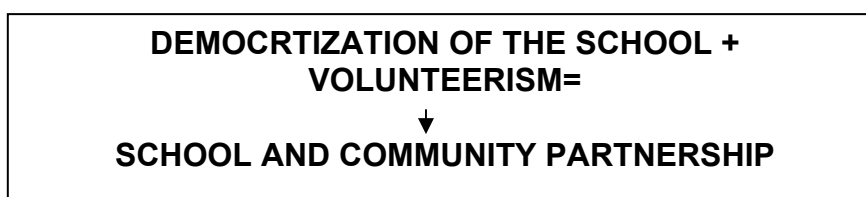
Support Centers for community school development in the country.

Center for Community Dialogues and Initiatives (CCDI)
RA, Yerevan 375070, Tumanyan 8, 3rd Floor, Tel: (3741) 52 77 36, Tel./Fax:(3741) 58 42 97, e-mail: ccdi@ccdi.am, Web site: www.ccdi.am

CCDI's Community School Trainers:
Astghik Bakhalbashyan, Gyumri, Shirak Marz, Tel: 374-41-24102, 21071,
    Email: ccdig@web.am, astghikba@mail.ru
Margarita Ghazaketyan, Ashtarak, Aragatsotn Marz, Tel: 374-32-36276,
    Email: ccdias@arminco.com
Zhanna Dokholyan, Yerevan, Tel: 3741-584279, Email: trainer@ccdi.am
Marietta Mkhitaryan, Abovyan, Kotayk Marz, Tel: 374-22-20422, 25953,
    Email: ccdiab@lifetime.am
Svetlana Minasyan, Vandazor, Lori Marz, Tel: 374-51-4-29-68, 3749- 47 70 50,
    Email: ccdilori@freenet.am, bwca@freenet.am
Arusyak Terchanyan, Abovyan, Kotayk Marz, Tel: 374-22-20422,
    Email: ccdiab@lifetime.am, aruter@rambler.ru

Person completing the Country Profile:
Zhanna Dokholyan, Chairwoman of the Yerevan branch, Center for Community Dialogues and Initiatives, RA, Yerevan 375070, Tumanyan 8, 3rd Floor, Tel:(3741) 58 42 79, Fax:(3741) 58 42 97, e-mail: trainer@ccdi.am

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KAZAKHSTAN

Community school development began in what year:- 2000

Number of schools utilizing the community school concept (best estimate): more than 100 schools

Education / non-education rationale for starting community schools in the country (e.g., trends, reforms, needs, etc.)
The bad financial situation in schools: the state refuses to fund schools, hence they had to survive on their own. Many schools went on decline and shut down.

Significant historical (cultural) antecedents./context for starting community schools in the country.
The analysis of the situation shows than many schools do not use the potential available for the development of their capacities and possibilities of the local community. This happens for various reasons, and amongst them, the fact that schools work as closed-end institutions and the society is indifferent to the education problems in general and school needs in particular.

At the same time, it was in these conditions of insufficient state support, that the school needs more tangible community in order to preserve it in the capacity of an educational institution. The local parent community is an accessible and only resource in the near future for further survival and development. However, civic passivity of most parents and their consumer attitude to the school as a producer of free educational services greatly inhibit the use of this resource by the school. The school can overcome this obstacle only by working with the parent community to develop in them the need for and skills of social partnership, volunteer work and charity, social self-organization and civil initiative. Thus, to survive and satisfy its needs, the school must start the build up of local structures of civil society in and around itself.

General approach for developing community schools in the country.
1. Establishment of the Kazakhstan's CS model.
2. The development of the CS in Kazakhstan.
3. Establishment of Community Fund for school and community development on the basis of the CS.

Significant steps (milestones) taken to develop community schools in the country.
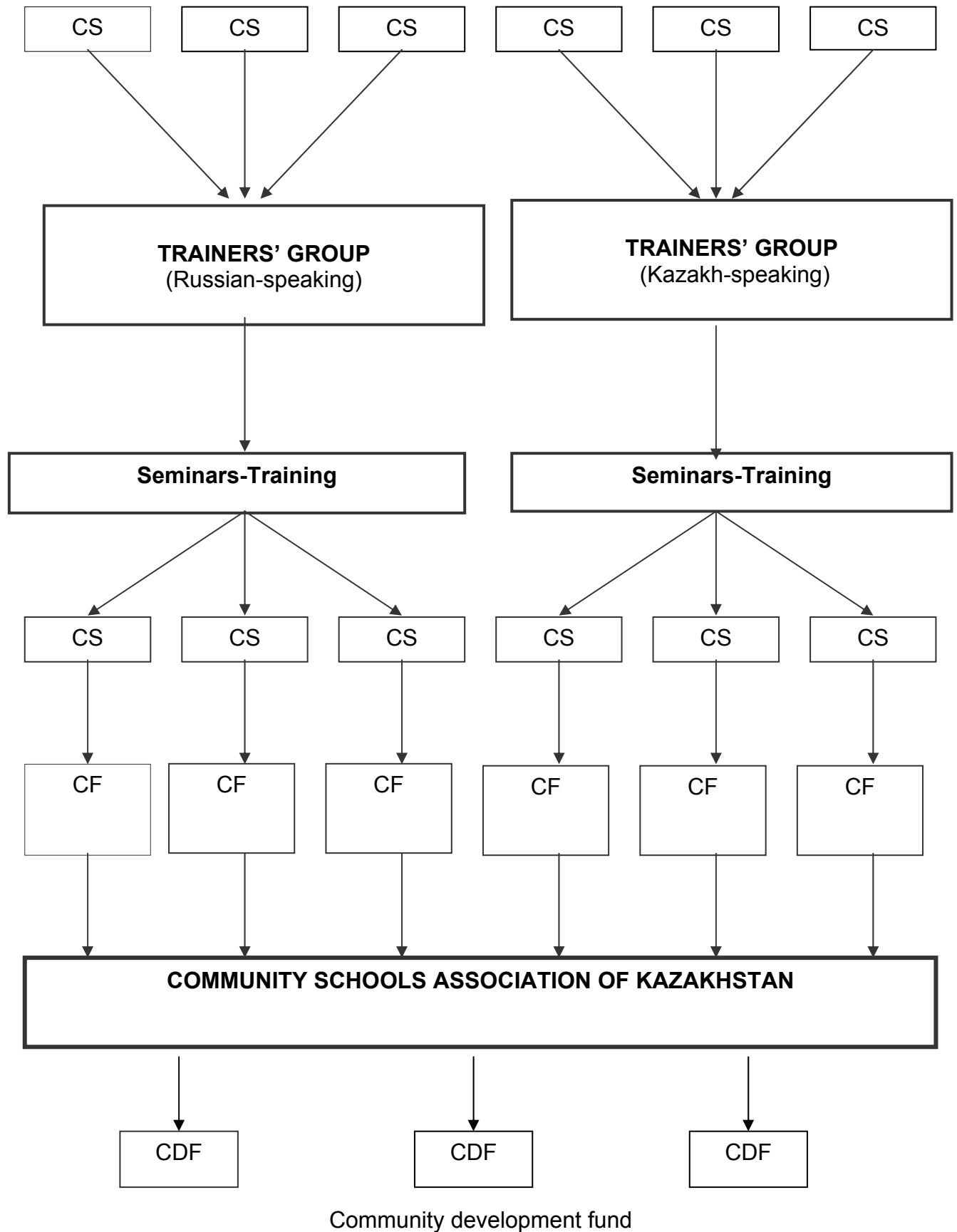
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| TRAINERS' GROUP (Russian-speaking) | TRAINERS' GROUP (Kazakh-speaking) |

| Seminars-Training | Seminars-Training |

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COMMUNITY SCHOOLS ASSOCIATION OF KAZAKHSTAN

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Community development fund

Impact of utilizing the community school concept / or spread of the community school movement seen in the country.

Daut middle school, Akjar district.
It seems, the people are attracted to the school and children, they support our initiatives. There are families where after our conversations and communication, people started household activities, the mothers found summer-time jobs. The village youth learnt to enjoy leisure time without alcohol. Volunteer movement started. Partner relations have been reinforced with "Uak" NPO. After having seen our successes, "Rhythm" recognized us and we have got another partner, "Kurmangozhin". They are all frequent guests at this school. The school has won the trust of the village and district self-government, and the district education department.

CS # 8, Kyzylorda.
The parents and community residents are engaged in the education process. Their activities have intensified. The school has become not only an education but also recreational and sports center of the community.

CS # 8, Stepnogorsk.
- The idea of community oriented education and establishment of the CS has been propagated.
- The idea of specialized summer schools has been propagated.
- Volunteers from the neighborhood have come to the school.
- The school's prestige in town and province has increased.
- Civic activity of the teachers and students has increased, as well as pro-activeness.
- It is possible to attract extra-budgetary funds to the development of the school.
- Additional jobs have been created.
- The idea of extra-curricular events with parents (seminar for deputy school principals) has been propagated.

School # 42, named Baymagambetov, Syrdarya district, Kyzylorda Oblast.
As a result of participation in the projects, the villagers became self-confident and started to actively participate in cultural, national, tree-planting and sports events. Lectures on sound way of life are delivered and family advising. The young learn from the elderly generation and do not leave the village for the urban areas. They acquire professions demanded in agriculture. The population has trust in the school and the school principal has been awarded a medal commemorating the 10th anniversary of Kazakhstan's independence.

CS # 6, Lisakovsk
- Greater interest to school and community problems;
- Willingness not only to be present, but participate;
- Joint efforts of NGOs, temporary mobile groups, neighborhood residents and state bodies, law enforcement bodies and private sector.
- An NGO, «Council of Community» established, which deals with tangible issues.
- Many residents have realized they need to seek for solutions themselves; small business (based on «Age Group Club», a sale of the items produce by club members was arranged)

CS-gymnasium # 5, Lisakovsk.

What do we assess?	How do we assess?	
Behavior, people's conscience, changes in the community and school.	- By observation, - interviewing and - survey. Questionnaire 1. Have there been changes in the school-society relations? 2. How do you evaluate your personal participation in the life of the society: a)active; b) from time to time; c) passive; 3. Have you taken part in volunteer work on weekends, in the tidying up of your building entrance and courtyard?	14 volunteers appeared amongst the neighborhood residents. In 80 building entrances, monitors have been elected. Out of 189 respondents, 90% said that changes did take place in the school-society relations. Many said that there is less vandalism in children and the interest of neighborhood residents toward the school has increased. 102 respondents evaluated their personal participation as active; 74, from time to time; 13 passive. 92% of respondent took part in the 2002 spring volunteer activities on weekends; they mentioned that people have manifested ownership in building and courtyard maintenance, and participated in the tidying up.

CS # 1, Saran, Karaganda Region

Implementation of the program, "The School, a local community center", has shown that the civic initiative of the populace is growing, as well as the citizens' participation in the rearing of the young generation. The interest to a sound way of life has visibly increased, as well as to self-education, willingness to realize one's abilities and potentials to help the society. The certainty about the future in people has visibly increased amongst the elderly and single people. The people have seen that they are not alone in this world, there are compassion, empathy, financial and moral support. More people participate in charitable fairs, which help to offer targeted aid to the socially vulnerable populace.

CS-gymnasium # 6, Semipalatinsk.

The community residents are more actively participating in events organized by the school. A number of constructive proposals have been made about the organization of educational work. We obtained serious aid from the public in all six directions. Probably, it is worthwhile to note that the school-parents dialog has become easier and more constructive. The emerging conflicts we manage to resolve in a constructive way. Many community residents are ready to help the school.

CS # 19, Uralsk

The school is more respected. Mutually beneficial and partner relations have emerged, unemployment has dropped. The school only created 40 jobs. Thanks to the partnership, nutrition for poor has been organized (60 people); 200 students and their families receive aid.

Pervomaysk technical school.

As a result of conducted events, the attitude of the parents, children, local self-government and education department toward cooperation has changed. More people of various age and interests participate now in the events.

Level of recognition/inclusion/support in the State's education system / education program.

The CS is recognized only on the local level where the work is successfully under way.

Support Centers for community school development in the country.
Resource centers provide consulting, technical and methodological services to the CS. Such centers exist in other towns, but our schools actively cooperate with these ones.

# #	Name of organization	Contact information
1.	Social Corporate Fund "Zubr", Ust-Kamenogorsk city	Ust-Kamenogorsk city, Belickii str. 36, office 34 (3232) 479202, zubr@ukg.kz
2.	Public Fund "Decenta", Pavlodar City	Pavlodar city, May 1 str. 40-1, (3182) 300007, 301190, inform@decenta.nursat.kz
3.	Ecological center of Karaganda "Eco Center", Karaganda city	Karaganda city, Zhambula str. 49, office 2, (3212) 562922, ecocenter@nursat.kz

Association of community school practioners in the country.

The CS Association of Kazakhstan is under registration. In the near future its registration documents will be issued e-mail: culag19@mail.kz

Person completing the Country Profile:
Galina Kuznetsova, Educational Programs Coordinator, Soros Foundation Kazakhstan, 117-20, Furmanov St., 480091, Almaty, Kazakhstan, Tel: (3272)503-811, Fax: (3272)503-814, e-mail: gkuznets@soros.kz.

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Country adaptations to the basic three-component community school model used in the country.

CS Model

Kazakhstan

Community School=
Partnership +democratization + volunteerism

PARTNERSHIP OF SCHOOL WITH SURROUNDING COMMUNITY

Program directs the resources of school into the development of community, counterbalances the dependant attitude of public, provides with social partnership skills, fosters active civic position, involves the resources of commercial and non-commercial organizations to solution of problem of education and upbringing

The program is aimed at:
- Realization of cooperation of school with inhabitants and organizations of the community for the common solution of social and educational problems
- Involvement into school off-budget sources
- Decrease in social and psychological pressure in a more or less vulnerable level of society of the micro region, children, orphans, and people with disabilities.

Within the framework of this direction is organized
➢ Meeting with inhabitants of micro region
➢ Community, where we live-«Yard sport ground»
➢ Photo competition (CHP. Plotnikov)
➢ Free of charge medical consultation aid post (consultant-diagnosis medical center t. Lisakovsk)
➢ Club «Delphin» on the base of swimming pool of sport complex «Arai»
➢ Research work of students on the topic «The forms of activeness of community residents during soviet and post soviet period» (joint cooperation with town action «Creation» on the basis of town's archive)
➢ Competition of social projects «How much does it cost to be healthy? » «How much does it cost to build a house»
➢ Competition of the best yard and entrance (joint with the cooperative KSK)
➢ Medical-recovery course for kids with poor health (prophylactics «Alina»)
➢ Training service of town museum in the program «Dialogue of Culture» and organization of research activity of the students on local lore

DEMOCRATIZATION OF SCHOOL

Program is aimed at the implementation of direct democratization of students in all aspects of social life of local community

The program is aimed at:
- Structuring of scheme of civil society in the local level
- Development of local self organization
- Armament of members of local community with skills of the simplest «Lower» democratization
- Social activization of school
- Education of Democracy through community-beneficial activity
- Support to civic education and upbringing
- Active participation of each in the solution of social problems of the local community
- Method of CCA (Collective creative action)

Within the framework of this direction is organized

➢ School's self governance
➢ Debates
➢ School of leaders (trainings on Law)
➢ economical games
➢ elections
➢ Competition of social projects
➢ ecological projects and actions
➢ Survival school
➢ masters School
➢ center "Peace to families"
➢ course psychology of communication
➢ collective creation action
➢ celebration of micro region
➢ business course for unemployed
➢ psychological trainings for unemployed
➢ Courses «Sewing and Knitting»
➢ Town action «Creation» for self governance of the town

VOLUNTEERISM

Program is aimed at increase of civic activism of the inhabitants thus affecting the decrease of social pressure, improving life level in the framework of local community

The program is aimed at:
- Chance to make a good deal
- Principle – "If not me, who else?"
- Solution of the problem loneliness: "People still need me"
- Persuasion "Development of my house and community, we can develop the town"(acc to. A.I. Solzhenitsin)
- Socialization of individual

Within the framework of this direction is organized

➢ Action "Children honor of charity"
➢ Charitable action "Kind Heart"(for people with disabilities)
➢ Action "Care"(for orphan children and poor)
➢ Action "We are together"(for elderly people)
➢ Action "We'll help you"(for alone living pensioners)
➢ Concerts for inhabitants "House of charity"
➢ Action "Present happiness to veteran"
➢ Concert for the students of correction school-internat
➢ Action «Come to our house»

- A ordinary school where is stressed the activeness of community residents in the solution of social, cultural, and educational problems
- School which provides additional and cultural services to community residents
- School which finds out the needs of local community and through partnership and volunteerism supports the development of direct democracy

Translation into English

CONCLUSION

Several years ago we asked one of the early community school leaders why she became active. Her answer was, "I became active because I didn't want my children asking me in the future why I didn't do anything to make life better". This Guide has presented you with all the tools you need to develop an effective community school. The stories you have read here and the results from the informal survey we conducted with 84 schools demonstrate that use of the CS model will lead to pupils who are more active and ready to assume responsibility for improving the world inside and outside of the classroom, parents who are more involved with their children's education, teachers that are more excited about their work, business that is more socially responsible, strengthened linkages between government and citizens, increased resources and a more positive image of the school as it becomes the center of the community. All you need to start is the desire to become active. All you need to start is the desire to become active.

It has been extraordinarily exciting to see the community school idea revive the community spirit that was lost amidst the overwhelming changes that have taken place in the CIS. There is still much that needs to be done if we are going to build a world where the needs and aspirations of every individual are fulfilled. When we started years ago to support several schools in Krasnoyarsk Krai to become more community active, we never would have believed that within a few years we would be writing a book about community schools across Russia, Armenia, Georgia, Kazakhstan and Kyrgyzstan. It is just like the song "Imagine" when John Lennon wrote "You may say that I'm a dreamer, but I'm not the only one. One day you'll come and join us, and the world will live as one." Dare to dream.

This book contains the fundamental concepts, approaches and tools for schools and communities to allow schools to realize their potential and mission as multi-faceted centers of community life. At some point in your community school work, you may have the need or desire to outreach to other practioners in the community school movement. We therefore encourage you to utilize the various contact information in the country profile section of this book and to utilize the Internet as we suggest on the resource section of this book.

As the community school movement in the CIS gathers strength in the region overall and in its respective countries and as you start your own work in this area, we welcome from you any experiences, lessons learned or comments about your community school activities. Please keep in touch.

We wish to all of you – educators and non-educators, teachers and parents, pupils and retirees – the best of success in your community school endeavors.

Sarah Lindemann-Komarova   Al Decie, IFES/Armenia
echo@mail.nsk.ru   agdecie@hotmail.com

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SURVEY RESULTS

Survey was conducted in - May 2004

Total number of Schools Survey ed- 84

Participants:
Armenia (A): 11 schools
Georgia (G): 19 schools
Kazakhstan (Kz): 15 schools
Kyrgyzstan (Kg): 4 schools
Russia (R): 35 schools

Results:

1. **Which components of the community school model are you implementing at your school? (mark all which you implement)**

	Number of Respondents	Percentage of Respondents
a) Democratization of School	11 18 15 3 31	A: 100% G: 95% Kz: 100% Kg: 75% R: 88.5%
Total	**78**	**93%**
b) Democratization of classes	11 17 13 4 29	A: 100% G: 89% Kz: 87% Kg: 100% R: 83%
Total	**75**	**89%**
c) Volunteerism	11 17 15 4 34	A: 100% G: 89% Kz: 100% Kg: 100% R: 97%
Total	**81**	**96%**
d) Partnership on the base of the school – formal (registration of a fund or other NGO on the base of the school)	2 9 15 2 16	A: 18% G: 47% Kz: 100% Kg: 50% R: 46%
Total	**44**	**52%**
e) Partnership on the base of the school -- non formal, i.e., without a legal status	9 9 8 3 31	A: 82% G: 47% Kz: 53% Kg: 75% R: 88%
Total	**59**	**70%**

2. Please mark those features that reflect changes at your school <u>after</u> it started to use the community school model:

I. Democratization of school and classes	Number of Respondents	Percentage of Respondents
a) Teachers started to use more interactive methods during the class	9 15 15 4 27	A: 82% G: 79% Kz: 100% Kg: 100% R: 77%
Total	**70**	**83%**
b) Relationship between pupils and teachers is improved	11 18 13 4 26	A: 100% G: 95% Kz: 87% Kg: 100% R: 74%
Total	**72**	**86%**
c) Relationship between teachers and school administration is improved	11 13 12 3 22	A: 100% G: 68% Kz: 80% Kg: 75% R: 63%
Total	**61**	**73%**
d) Relationship between teachers and school administration and parents is improved	11 14 14 4 20	A: 100% G: 74% Kz: 93% Kg: 100% R: 57%
Total	**63**	**75%**
e) Relationship between school and community is strengthened	11 18 14 4 28	A: 100% G: 95% Kz: 93% Kg: 100% R: 80%
Total	**75**	**89%**
f) Relationship between teachers and local authorities is improved	11 7 15 4 20	A: 100% G: 37% Kz: 100% Kg: 100% R: 57%
Total	**57**	**68%**
g) More Participation of parents in the development of school policies	5 9 11 4 24	A: 45% G: 47% Kz: 73% Kg: 100% R: 68.5%
Total	**53**	**63%**
h) Pupils' self-governance body was created	10 19 12 3	A: 91% G: 100% Kz: 80% Kg: 75%

I. Democratization of school and classes	Number of Respondents	Percentage of Respondents
	26	R: 74%
Total	**70**	**83%**
i) There are conditions for the voice and opinion of pupils to be heard while developing school policies	10 14 13 4 31	A: 91% G: 74% Kz: 87% Kg: 100% R: 88.5%
Total	**72**	**86%**
j) School improved its relationship with its alumni	9 9 10 1 22	A: 81% G: 47% Kz: 67% Kg: 15% R: 63%
Total	**51**	**61%**
k) Pupils are more interested to go to school	10 12 13 4 22	A: 91% G: 63% Kz: 87% Kg: 100% R: 63%
Total	**61**	**73%**
l) Teachers like their job more	9 15 13 4 15	A: 81% G: 79% Kz: 87% Kg: 100% R: 43%
Total	**56**	**67%**
m) The school opens its doors to the community	11 18 12 2 32	A: 100% G: 95% Kz: 80% Kg: 50% R: 91%
Total	**75**	**89%**
n) Teachers include the community in their classes	9 8 10 4 23	A: 81% G: 42% Kz: 67% Kg: 100% R: 66%
Total	**54**	**64%**

II. Volunteerism	Number of Respondents	Percentage of Respondents
a) More pupil-volunteers	11 17 13 4 30	A: 100% G: 89% Kz: 87% Kg: 100% R: 86%
Total	**75**	**89%**
b) More parents and other relatives of pupils' are doing	10	A: 91%

	Number of Respondents	Percentage of Respondents
volunteer work	8 11 3 23	G: 42% Kz: 73% Kg: 75% R: 66%
Total	**55**	**65%**
c) More teachers are doing volunteer work	11 13 11 3 20	A: 100% G: 68% Kz: 73% Kg: 75% R: 57%
Total	**58**	**69%**
d) More community residents are doing volunteer work	9 10 11 1 22	A: 82% G: 53% Kz: 73% Kg: 25% R: 63%
Total	**53**	**63%**
e) The school regularly conducts volunteer actions	10 15 14 4 34	A: 91% G: 79% Kz: 93% Kg: 100% R: 97%
Total	**77**	**92%**

III. Partnership on the base of the school	**Number of Respondents**	**Percentage of Respondents**
a) the role of the school as a center of community life has increased	9 16 15 3 30	A: 82% G: 84% Kz: 100% Kg: 75% R: 86%
Total	**72**	**86%**
b) the school became a resource for information support to others schools	8 12 13 4 25	A: 73% G: 63% Kz: 87% Kg: 100% R: 71%
Total	**62**	**74%**
c) the school registered a fund	4 4 14 3 16	A: 36% G: 21% Kz: 93% Kg: 75% R: 46%
Total	**41**	**49%**
d) the school registered an NGO	6 5 9 1 7	A: 55% G: 26% Kz: 60% Kg: 25% R: 20.5%
Total	**28**	**33%**
e) the school has an alumni association	4	A: 36%

III. Partnership on the base of the school	Number of Respondents	Percentage of Respondents
	2	G: 11%
	2	Kz: 13
	1	Kg: 25%
	8	R: 23%
Total	**17**	**20%**
f) the school provides education services for community members	11	A: 100%
	11	G: 58%
	11	Kz: 73%
	4	Kg: 100%
	17	R: 49%
Total	**55**	**65%**
g) the school partners with NGOs	10	A: 91%
	6	G: 32%
	12	Kz: 80%
	3	Kg: 75%
	17	R: 49%
Total	**48**	**57%**

IV. Recognition	Number of Respondents	Percentage of Respondents
a) school receives more positive recognition in the community	10	A: 91%
	18	G: 95%
	15	Kz: 100%
	4	Kg: 100%
	27	R: 77%
Total	**74**	**88%**
b) school has attracted more first graders	9	A: 82%
	7	G: 37%
	12	Kz: 80%
	2	Kg: 50%
	15	R: 43%
Total	**46**	**55%**
c) school has attracted more support (financial) from parents	11	A: 100%
	13	G: 68%
	11	Kz: 73%
	4	Kg: 100%
	20	R: 57%
Total	**59**	**70%**
d) school has attracted more support (financial) from local authorities	7	A: 64%
	5	G: 26%
	7	Kz: 47%
	4	Kg: 100%
	15	R: 43%
Total	**38**	**45%**
e) school has attracted more support (financial) from local business	6	A: 55%
	6	G: 32%
	11	Kz: 73%
	2	Kg: 50%
	18	R: 51%

Total	43	51%	
f) school events are covered more in the media	7	A:	64%
	12	G:	63%
	15	Kz:	100%
	4	Kg:	100%
	31	R:	89%
Total	**69**	**82%**	

LIST OF SCHOOLS WHICH PARTICIPATED IN THE SURVEY:

Armenia
1. School # 26, Gyumri, Shirak Marz, Republic of Armenia (RA)
2. School in Meghradzor village, Kotayk Marz, RA
3. School # 150 named after Nansen, Yerevan, RA
4. School # 17, Vanadzor, Lori Marz, RA
5. School "Evrika" for mathematics and humanitarians, Vanadzor, Lori Marz, RA
6. School # 119 named after Zhamkochyan, Yerevan, RA
7. School # 4 named after S. Avanyan, Charentsavan, Kotayk Marz, RA
8. School in Azatan village, Shirak Marz, RA
9. School # 1, Aparan, Aragatsotn Marz, Yerevan
10. School # 10, Abovyan, Kotayk Marz, RA
11. School # 1 named after Kh. Abovyan, Hrazdan, Kotayk Marz, RA

Georgia
1. School # 1, Borjomi, Samikhe-Javakheti region, Georgia
2. School # 1 named after Rustaveli, Akhaltsikhe, Samihe-Javakheti region, Georgia
3. School # 1, Telavi, Kakheti region, Georgia
4. School # 2, Borjomi, Samikhe-Javakheti region, Georgia
5. Armenian School # 3 named after Hovhanes Tumanyan, Akhaltsikhe, Samikhe-Javakheti region, Georgia
6. School # 3, Borjomi, Samikhe-Javakheti region, Georgia
7. School # 5, Telavi, Kakheti region, Georgia
8. School # 6, Akhaltsikhe, Samikhe-Javakheti region, Georgia
9. Telavi coordination school # 9 of languages, economics and tourism, Telavi, Kakheti region, Georgia
10. School # 9, Kutaisi region, Georgia
11. School # 32, Kutaisi region, Georgia
12. Non completed School in Minadze village of Akhaltsikh region, Akhaltsikhe, Samikhe-Javakheti region, Georgia
13. Boarding school in Akhaltsikh region, Akhaltsikhe, Samikhe-Javakheti region, Georgia
14. Gulgul School, Telavi, Kakheti region, Georgia
15. Karajal School, Telavi, Kakheti region, Georgia
16. Akhaldabad School, Borjomi, Samikhe-Javakheti region, Georgia
17. Humanitarian lyceum, Kutaisi region, Georgia
18. Regional Coordinator Svinom Okhalashvili, Telavi, Kakhemin region, Georgia

Kazakhstan
1. State CS # 6, Lisakovsk, Kustanai region, Republic of Kazakhstan (RK)
2. Dauts School, Northern Kazakhstan region, Daut village, RK
3. School named Y.Gagarin, Pavlodar region, Aksy, RK
4. School # 1, Karagandin region, Saran, RK
5. School # 43, named Makhambetov, Kizel-Orda, RK
6. School # 3, Irtush village, Pavlodar region, RK
7. School # 19, Western Kazakhstan, Uralsk, region, RK
8. School # 42 named Bayalaganbetov, Kizelorda region, Surdaren, village Atankeldo, RK
9. PS # 6, Northern Kazakhstan region, Akjarsk region, Leningradskoe village, RK

10. Vyacheslavskaya School, Akmolinsk region, Arshalinsk region, Vyacheslavka village, RK
11. School # 3, Alma Atinsk region, Tekeli, RK
12. School Gymnasium # 6, Western Kazakhstan region, Semipalatinsk, RK
13. School # 8, Akmolinsk region, Stepnogorsk, RK
14. Middle scholl # 8 named P.D. Osipenko, Kizel-Orda, RK
15. Pervomaiski Technical Combinat, Eastern Kazakhstan region, Shemonaikhinski region, Pervomayski village

Kyrgyzstan
1. School # 2 named after Noyevoi, Zhelaobat region, Noonenski region, Masa village, Kyrgyzstan
2. Boarding school-Gymnasium named after Tavatarov, Oshski region, Uzgen region, Kyrgyzstan
3. School # 1 named after Karbushev, Kizplkiya, Bashken region, Kyrgyzstan
4. Regional school lyceum named after Satilgenov, Issye-Kyl region, Karakol, Kyrgyzstan

Russia
1. Pervomaisk School, Cheremnoe village, Altai Krai, Russian Federation (RF)
2. Staribelokyrikha School, village Staribelokyrikha , Altai Krai, RF
3. School # 63, Krasnoyarsk, Krasnoyarsk Krai, RF
4. School # 8, Ust-Ilimsk, Irkutsk Oblast, RF
5. School, Tomsk Oblast, Ulu-Yul village, Pervomaiski Oblast, RF
6. School # 4, Chernogorsk, Republic of Khakasia,
7. Sherbakyl Lyceum, Sherbakyl village, Omsk Oblast, RF
8. School # 44, Omsk, Omsk Oblast, RF
9. School # 49, Omsk, Omsk Oblast, RF
10. School # 146, Omsk, Omsk Oblast, RF
11. School # 13, Omsk, Omsk Oblast, RF
12. Center for Children's Creativity "Sozbezdie" , Omsk, Omsk Oblast, RF
13. Gymnasium # 1, Bratsk, Irkutsk Oblast, RF
14. Center for Children's Creativity, Abaza, Republic of Khakasia, RF
15. School # 5, Abakan, Republic of Khakasia, RF
16. School in Rassvet village, Republic of Khakasia, RF
17. School # 7, Abakan, Republic of Khakasia, RF
18. School # 53, Abaza, Republic of Khakasia, RF
19. School # 3, Abakan, Republic of Khakasia, RF
20. School, Birad, Republic of Khakasia, RF
21. Lyceum, Abakan, Republic of Khakasia, RF
22. Pervomaiski School, Pervomaiski village, Bagradski district, Republic of Khakasia, RF
23. School # 7, Chernogorsk, Republic of Khakasia, RF
24. Center for Children's Creativity, Ataza, Republic of Khakasia, RF
25. Novorossiisk School, Novorossiisk village, Altaiski district, Republic of Khakasia, RF
26. Lesoperevalochnaya School # 2, Beltirskoe village, Astyski Oblast, RF
27. School # 21, Samara, Samara Oblast, RF
28. School # 51, Voronezh, Voronezh Oblast, RF
29. Gymnasium # 9, Voronezh, Voronezh Oblast, RF
30. Lyceum # 4, Voronezh, Voronezh Oblast, RF
31. Gymnasium # 2, Voronezh, Voronezh Oblast, RF
32. Natural-Technical College, Voronezh, Voronezh Oblast, RF
33. Gymnasium # 6, Voronezh, Voronezh Oblast, RF
34. School # 11 named Pushkin, Voronezh, Voronezh Oblast, RF
35. School # 51, Voronezh, Voronezh Oblast, RF

APPENDICES

APPENDIX 1.

HOW TO CREATE AN EFFECTIVE QUESTIONNAIRE?

When someone conducts a sociological survey aimed at clarifying the view of citizens on a certain issues, he/she should pay attention to formulation the fill-in forms or questionnaires.

Phillip A. Clark, in his "Handbook for Preparing Community Council Members framed his recommendations as a series of questions for you to answer after you have completed writing your questionnaire.

- Is the name and goal of the survey clear, accessible and understandable?

- Are the instructions for filling out the questionnaire clear and unambiguous?
- Is personal information absolutely necessary for the respondent to provide? Is it easy for the respondent to provide it?
- Have you kept the number of questions to a minimum and organized it so that each section of the survey is not large?
- Are the questions organized to present the easiest first and the most difficult last?
- Do the questions inspire interest and attention?
- Are their questions in the survey that could embarrass, confuse or disturb a respondent?
- Are there questions in the survey that can provoke guessing?
- Are the questions presented in such a way as to require a minimum amount of effort from respondents?
- Are the questions clear, unambiguous and constructed with simple, familiar words and terms?
- Will it be easy to tabulate answers?
- Do some of the questions hint at a certain answer or have hooks, stereotypes or emotionally colored words?

* Fragments from book: Decker Larry E. & Decker Virginia A. Home/School/Community Involvement. Arlington, VA: American Association of School Administrators, 1988.

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APPENDIX 2.

You are introducing something new to your school and community so everything about the first meeting should look and feel new and interesting. Here are some ideas how to make your first meeting interesting.

Exercise: Ice Breakers
Topic: Participant Introductions
Goal: Develop social capital
Number of participants: More than 20
Time: 15 minutes.
Materials: Big pieces of paper, markers, and volunteers.
Recommendation: It is important that participants have a chance to get to know each other in a more relaxed fashion. Even people who have met before can always find out new things they have in common that can help to strengthen the relationship.
Preparation: Before the meeting the members of IG should think of 3-4 questions to ask such as "What month are you born in", "favorite way to spend a vacation", "favorite desert", "hair color" etc. Be creative and think of fun and interesting things to ask that are easy for people to answer and that are appropriate for everyone (questions about children and animals may not apply to all participants). Prepare the possible answers. The number of answers should depend on how many volunteers you can get to help you with the exercise. Thus, if you have 4 people to help then for favorite way to spend a vacation you might want to have "being active with some kind of sports activity", "Sleep", "travel and see new things" and "intellectually stimulating activities".
Procedure: The facilitator will ask participants to stand up and when each question is asked to go to the sign with the answer that most closely corresponds to what they think. Volunteers holding the signs should be located throughout the room. When groups have gathered the sign holder should facilitate introductions during which each group member gives their name, relationship to the school or community.

Exercise: Brainstorming
Topic: Participant expectations / Rules for the Meeting
Goal: Collection of maximum information
Number of participants: Any
Time: 5-10 minutes.
Materials: Big pieces of paper, markers, and volunteers.
Recommendation: It is the job of the facilitator to make sure this happens, that people do not speak at the same time that the responses have been clearly understood and recorded on a big sheet of paper that everyone can see. Facilitator to record the answers on a big sheet of paper in front of everyone so they can be reviewed.
Procedure: Asking meeting participants to identify the rules for the meeting is one technique that allows them to share responsibility for the effectiveness of the meeting. Brainstorming means quick, short answers from anyone in the room that wants to speak. Once an expectation has been given it should not be repeated by others. Every expectation should be recorded. Once you have this list the facilitator should evaluate it in terms of the agenda that has been planned. Expectations should be saved and reviewed at the end of the meeting to see how many of them were fulfilled, partially fulfilled or not met at all. These become part of the final meeting report.
Ask meeting's participants to identify the rules for the meeting is one technique that allows them to share responsibility for the effectiveness of the meeting. Ask the question "What rules are we all willing to observe today that will help us work most effectively?" The answers are usually obvious: "be brief", "do not speak at the same time", "respect the opinions of others", but in addition to establishing shared responsibility, it makes it easier for the meeting facilitator or chairperson to maintain order by reminding transgressors of the rules. These also become part of the meeting report.

Exercise: Group work.
Topic: Introducing the CS Model.
Goal: Encourage participants to discover for themselves the rationale for the Model and how it can improve both the school and community.
Number of participants: No more than 8 people in a group
Time: Depends on scenarios.
Materials: Big pieces of paper, markers
Recommendations: The facilitator provides instructions for the group work and acts as time keeping. IG members should be assigned to each of the groups to facilitate their work. Результаты групповой работы должны быть переданы секретарю, который включит их в отчет о собрании.

Scenario 1:
Participants are divided into groups based on their relationship to the school: school administration, teachers, parents and other relatives of students, students and community members that are not related to students. If participants in the meeting only represent one or a couple of these groups then you will have several groups for one or each of the categories. Each of these groups will be given a list of questions they should discuss and decide on an answer. The answer should be summarized and recorded on large sheets of paper. In the table 1 we suggest questions for different groups. Groups have 15 minutes to answer these questions. After that each group should present their answers to all participants. Each group should have no more than 5 minutes for their presentation. Once the presentations have been made the Chairperson or member/members of the IG introduces the community school model in relation to the information that has been received from the group work.

Scenario 2:
In this group work exercise you can either divide up groups on the basis of their relationship to the school or have mixed groups. Mixed groups provide an opportunity for people with different perspectives to share information and come to a consensus that represents all of them. There should be an even number of groups; the number of groups depends on how many people are attending. Each group receives a large piece of paper that has a line down the middle. Half of the groups are asked to list the biggest problems they see in their community today on one side of the paper. The other half should list the biggest problems they see in the school today. They have 15 minutes to discuss and complete this task. When time is up the community problem groups change lists with the school problem groups. These groups now analyze the problems they have been handed and on the right hand side of the paper write a solution to that problem. Announce ahead of time that "more money" is not an acceptable answer. If more money is needed they should list a possible resource or mechanism for getting the money. They have 15 minutes to complete this task. Groups now present their solutions. Problems and solutions that have already been presented by a group should not be repeated. The Chairperson or a member/members of the IG can now introduce the community school model as a mechanism for organizing the process of problem solving in the school and community by working together.

Scenario 3:
Divide participants into groups and ask each group to draw a picture of the school in the middle of a piece of paper. The task is for each group then to draw their community as it is today in one color and with another color how they would like to see it in the future. They have 15 minutes to do this. Each group has 5 minutes to describe their pictures. The Chairperson or member/members of the IG introduces the community school model as a mechanism for helping to build the community we want to see in the future.

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QUESTIONS	School administration	Teachers	Parents	Pupils	Community Members
What mechanisms exist at the school that allow teachers, parents, pupils and community members to participate in the management process	+				
Are you satisfied with the way they work?	+				
What are the strengths of the school?	+	+	+	+	+
What are the weaknesses of the school?	+	+	+	+	+
What are the benefits that partnership between schools and other community institutions bring to each of these parties?	+				
Are you satisfied with the level of input you are able to have on how the school operates, if not, what would you like to be involved in?		+			
Do you think parents are taking enough responsibility for insuring that their children have a successful school experience? If not, what can be done to improve this?		+			
Do you think it is beneficial for the school to become more involved in the world outside the school? If yes, why?		+			
Are you satisfied with the amount of information you get about what is happening at school and the level of opportunity for you to participate in the process?			+		
Do you think the school provides enough opportunities for your child to develop their skills and knowledge outside the academic environment			+		
Are there ways that the school and other community institutions can/are cooperating that benefit both the school and community?			+		
Do you think the school provides enough opportunities for you to develop your skills and knowledge outside the academic environment? If no, what types of activities would you like to have?				+	
Does the school have mechanisms for your voice to be heard? If yes, what are they, if no, would you like to have a voice and what form do you suggest (school parliament, representation on the school committee etc.)				+	
Is there a difference between life in the school and outside of school? If yes, what is the difference?				+	
Why did you come to this meeting?					+
Do you think it is important for schools and other community institutions to work together and if so, what are the benefits to these partnerships for both sides					+
Are there ways you think the school could be more effective in connecting with the community? If yes, what are they?					+

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Translation into English 172

APPENDIX 3.

The below is an explanation of the terms in the strategic plan table on page 34.

Goal: In a time based project you reformulate your goal to be achievable during that period. So, "No drug and alcohol abuse by young people" becomes "Decreased drug and alcohol abuse by young people" as the goal of your project.

Objectives: It is not realistic to have more than 4. Three is typical but it is also fine to just have one.

Time Frame: Start and end date for the project

Activities: This is where you put step by step what you are going to do to achieve your objective. If you include something like "Conduct a survey" you will want to include information about every step of this process in your strategic plan: develop survey, conduct survey, analyze survey results, distribute survey results.

Date: Each activity should have a date for the beginning and end of the activity. It is usually best to give a time-frame (March-May) since the exact timing of one activity depends directly on the results from the previous one.

Who is responsible: There needs to be one person that takes ultimate responsibility for each of these activities. Even if there is a group that will be fully involved someone has to be in charge, that person should be listed here.

Resources Have: This is where you list the groups of people involved in implementation: 5 people to develop survey. All of the human, material and financial resources that you are certain you have available to conduct each activity should be here. If it is going to be a printed questionnaire and you have the money or access to a Xerox the questionnaire you put it here.

Resources Need: This is where you put the resources you do not have but need to meet your expected results. If you are printing a questionnaire and you don't have money or access to a Xerox you need to solve this or cancel the questionnaire. So, your plan must include an activity to attract these resources.

Expected Results: The objectives define why we are doing an activity, here we need to see quantitatively and qualitatively what we expect to see after each activity that will help us achieve our objective. Thus, for an Open Meeting to introduce CS, we want to see "no less than 30 people attending". Groups often don't bother to clarify qualitative results. This is a lost opportunity because, again, the more detailed a strategic plan the more you increase your chances of having an impact. If we take that Open Meeting to introduce CS, a qualitative result should be "increased understanding and support for CS". A qualitative result could be a data- base of potential volunteers.

Things that could go wrong ("assumptions", "risks"):
You may not want to include this on your strategic plan chart but it is important to go through each of your activities and think about negative consequences for your plan. For instance, "the director of the school is changed" or "bad weather on the day of the

open meeting**".** Even if you do not include this is your written plan, you will have reviewed all the possible problems that could occur and thought about what you would do in response.

There is an additional method that we think is useful to test that the time frames included in the plan are realistic. You write the name of every activity on a piece of paper. You paste a horizontal time line made up of the months during which the project will take place. Stick the activities under the month(s) during which they are supposed to occur. For example:

January	February	March	April	May	June
Study community map	Collect information	Create IG	Discuss and select a project at a community meeting		

Immediately you will see if there are too many activities happening at the same time to be realistic and can change your plan accordingly.

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**STATUTES FOR THE "COUNCIL FOR SENIOR PUPILS"
AT GYMNASIUM # 9, VOLGOGRAD**

APPENDIX 4.

GENERAL POSITION

1. Council of Senior pupils – children's organization that operates at Gymnasium # 9
2. Council of Senior pupils – is an elected organ of self-governance to represent the interests of pupils, defend their rights as they are identified in the Convention for the Rights of Children, the Russian Federation Law "On Education", the program for develoment of education 2002- 2004 and the Charter for Gymnasium # 9.
3. The period for this position relating to the Council of Senior pupils is not limited.

GOALS AND OBJECTIVES OF THE COUNCIL FOR SENIOR PUPILS

1. The goal of the Council for Senior pupils is to create the conditions for the development of self-improvement, self-education and self-realization as individuals.
2. The Objectives for the Council of Senior pupils are:
   - Inspire the creative, organizational and leadership capabilities of children;
   - Support cooperation between participants in the educational-upbringing process;
   - Defend the rights and interests of pupils at the Gymnasium
   - To require of the pupils fulfillment of their obligations;
   - Broaden the forms of leisure activities for youth
   - Increase the prestige of the Gymnasium

STRUCTURE OF THE COUNCIL OF SENIOR PUPILS

1. Pupils from grades 9-11 can become members of the Council of Senior pupils
2. Council of Senior pupils has the right to independently develop their spheres of activities as long as it does not diverge or conflict with the Federal or Local Program of Education.
3. A teacher from Gymnasium # 9 will oversee the activities of the Council of Senior pupils. The objective of this role is to insure the self-affirmation of every pupil, the defense of every member and a positive psychological climate among the group.
4. The leader of the Council of Senior pupils is the President, who is selected in an open election from the members of the Council a week after the Council members have been elected.
5. The Vice Principle for Upbringing is also a member of the Council of Senior pupils. He/she serves as a coordinator between the children and the adults as well as a liaison with other structures: Pedagogical Council, Parents Committee, Academic Departments at Gymnasium # 9, social and cultural institutions and prevention service organs in the City of Volgograd.

ORGANIZATIONAL ACTIVITIES OF THE COUNCIL OF SENIOR PUPILS

1. The Council of Senior pupils meets once a week.

2. A Director's Hour is held once a month during which the Gymnasium Director and the Council of Senior pupils exchange information and discuss solutions to on-going issues involving pupils.
3. The Council Secretary keeps protocols of the meetings of the organization, decisions are subject to agreement with all participants in the educational process and are then mandatory.

RIGHTS AND RESPONSIBILITIES OF MEMBERS OF THE COUNCIL OF SENIOR PUPILS

Members of the Council of Senior pupils have the right to:
1. Participate in working on school documents, to suggest changes and amendments to the Gymnasium Charter and other local acts associated with the educational institution as long as they do not contradict existing legislation;
2. To receive information concerning the educational process from the Administration, Parents Committee and Pedagogical Council;
3. To participate in the planning and governance of the Gymnasium;
4. To have a legal stamp and symbol for the organization;
5. To make suggestions for improving, developing and strengthening the material-technical base of the Gymnasium.

Members of the Council of Senior pupils are obligated to:
1. Adhere to the Charter of the Gymnasium and encourage all members of the educational process to respect its authority;
2. To respect the rights, honor and dignity of pupils and all employees of the Gymnasium; do not allow the infringement of the interests of surrounding people; help the younger ones and your contemporaries to come to rational decisions when dealing with controversial issues;
3. Be disciplined, support social order in the Gymnasium;
4. Provide an example with your personal external appearance;
5. Inform your class and class leader about your work and the work of the Council of Senior pupils;
6. During your term on the Council of Senior pupils, you can withdraw or be recalled.

APPENDIX 5.

SCHOOL PROJECT - PATH OF UNDERSTANDING
created by the NGO "Society of young people with disabilities 'Rebirth'",
Gorno-Altaisk, Republic of Altai (RF)

One of the most important principles of educational integration is the acceptance of the disabled in society as equals. And one of the goals of the school project was targeted at achieving that condition. The process of training the next generation for integration must begin at an early age when they are establishing their worldview and philosophy. Arranging opportunities for interaction helps promote understanding and breaking down psychological barriers among the school children as well as the disabled children. The disabled participants in the project improved their self-image and respect and increased personal growth. They felt their importance and the need for them in society.

During classes of "Kindness", disabled young people explained to other pupils about the problems they encounter, about their potential and their successes. From the given examples children made sure that the disabled are just ordinary people and you only need to listen to understand and to accept them. These inter-actions positively influenced changes in relations between pupils and people who are physically challenged. This can be considered the first step on the path to integration in education.

As a result of this seminar three pairs of trainers from among the disabled participants were selected to conduct the lessons. In the sessions, the young trainers, through inter-active methods, introduced school children to the physical, social and emotional barriers faced by the disabled, the similarities and differences in people, consciousness and culture of disability, the history of volunteerism in Russia and abroad and work in volunteer organizations. Theoretical elements of teaching the disabled were combined with practical recommendations and one of the most fundamental issues was for schools to include children with disabilities in all their events.

The work of the young people conducting the trainings was shown in the media. The project also included an informational bulletin that had a regular column "Opinions of the Project Trainers". All of this encouraged a more positive opinion about relations between the disabled and others in the community.

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APPENDIX 6.

**STATUTE
ABOUT CONDUCTING THE CITY EVENT
"FOOTBALL WITH BRAIDS"** (mini-football)

Organizers: City Event "Football with Braids" (further – Event) is conducted by the Department of Education Leninsk-Kuznetskii City and the Resource Center for Community Schools "Education and Democracy".

Goals and Objectives for the Event
1. To attract attention in the community to the problem of gender equality.
2. To promote a healthy life style.
3. To increase awareness in the City about the work of community schools.

Conducting the Event
The Event will be conducted in the form of a mini-football competition. The competition will have teams that are created according to the defined rules.

Teams: 7 players, within that number one is a reserve player. There will be 5 players on the field plus a goalkeeper. Teams will be made up of community schools and other educational institutions that are interested in the development of civics and human rights education. Members of both sexes can be on the teams with the one condition that everyone must wear braids (real or fake).

Place of the Event
The competition will take place on a field that measures 28-42 m in length, 18-25 m width with fences 3 x 2 m. The rules have been simplified (no off side and limitless substitution). The competition takes place in rotation based on the Olympic system, depending on the number of teams.
Penalty kicks from 7 meters. The length of the game is 2 halves of 15 minutes each with a 5-minute break in between.
Reserve players are included in the list of players before the game. Winners are those with the most points (winning a round = 3 points, tie = 1 point and losing = 0 points).
In the case of a tie between several teams, the team with the greatest number of game victories is the winner.
If the teams have the same number of victories, the teams play with each other and the score determines the winner, the difference and the number of goals scored and lost.

Awards
Members of al teams will be awarded diplomas and certificates. Organizers are responsible for providing information to the local media.

Time and Place: The Event will take place on 05.03.04 starting at _____. The place of the Event is educational institutions.

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APPENDIX 7.

CONCEPT FOR DEMOCRATIZATION OF THE CLASSROOM.
(School # 21 in Samara)

School Mission is to create a system for children's upbringing that is dedicated to forming within pupils key characteristics (citizenship, ability to communicate individualism, competence in self-development, well-informed and intellectual) through project development and socially important activities.

Model Teacher

A teacher is a professional who continually develops their psychological-pedagogical competence through self-education with the goal of including in their methodological arsenal the technology for training and upbringing oriented on developing the individual. A teacher uses dialogue in their work, role-plays, reflexive analysis, individual work, group work, work with question son cause and effect, prognosis and project development.

A teacher perfects their ability to manage the social-psychological process within the children's community as well as in the classroom, and outside of the classroom activities.

A teacher is capable of changing her methods, techniques, capable of actions that are in the interest of the self-development and self-realization of pupils.

A teacher has well formed communication skills, which allows him/her to take into account the health, potential and individual inclinations of children in the selection of methods and development technology, to include in the process of self-development and self-realization of pupils other teachers, parents and pupils

Thanks to that, teachers are capable of developing a relationship with pupils on a subjective level and not only translate knowledge but other humane values, social experience and as an organizer and coordinator of the educational and social activities of pupils, their parents, capable of forming within pupils civic, communicative, informational, intellectual, personal competence.

This is a teacher ready for a community school.

Model Graduate of Lower School

Personal capabilities:
• master a system of techniques and means of control for adhering to norms and regulations of behavior in society
• to remove oneself from the system of individual and group instructions in order to achieve self-actualization.
• to achieve an adequate level taking into account individual health and abilities
• ability to create a comfortable emotional environment with contemporaries, adults and parents.
•Beginner level skills in developing social projects for families, kindergarten, school.

Model Graduate of School

Socially active qualities include:

• formation of an active orientation;
• key characteristics (citizenship, ability to communicate, well-informed and intellectual);
• socially valuable qualities;
• the ability to independently form ones own social status related to one's active civic position;
• capable of self-development on the basis of opportunities for self-actualization;

Model graduate of the middle school
Socially active individual who:

- has mastered civic, information and communicative competence;
- is capable of determining their life and professional paths
- socially and professionally mobile ie. capable, if necessary, of quickly changing one's social function, master new roles, be competitive and in demand;
- consciousness that quality education – is, first of all the creation of a person himself, his vision; not replicated individualism, a creative beginning.

When organizing cooperation, teachers relations with pupils are based on a whole orientation on the necessity of creating a process of self-improvement, self-actualization. The formation of these processes provides pedagogical conditions that take into account the inner process that takes place in the child (self-awareness, self-training, self-determination, self-confidence).

It is necessary to mention that creating socially active children requires attracting their parents to this process. Therefore, the school pays special attention to developing partnership relations with parents.

Model Parents

Socially active parents are those subjects in the educational process that take part in the selection of the educational strategy of the educational institution, strive for partnership relations with teachers, school administrators and school self-government organs towards the development of a civic position in their child.

For realizing a program for the development of social active pupils within the educational environment we have identified the following forms of work:
• social experience;
•collections;
• volunteer actions;
• self-governance in the Foundation structure;
• scientific-creative conferences;
• thematic class hours;
• textbook subjects "Particulars of a Healthy Life Style" "Civics Education" "Particulars of Life Determination".

The most important "object" of the teacher is the group of pupil, friendly relations wit parents, to act according to democratic and humanitarian principles, to create a union of children and adults united by common principles, common activities, moral relations and common responsibility.

We believe that the realization of the concept for a system of children's upbringing in a community school in possible by creating the following conditions:

- Professional competence;
- Organizing goal oriented work with a creative group of teacher ;
- Actively include pupils in various aspects of activities;
- Develop pupils self-governance in the school system of co-management;
- Support inter-sectoral relations among all elements of the educational community (teachers, pupils and their parents);
- Organize activities for children and the adult community on the principles of democracy, voluntarism and partnership;
- Solve school and micro-region social problems together;
- Create school traditions.

The following chart presents the structure for the 1-4 grades educational programs at Samara's School # 21. We have edited out details for the last two sections for space reasons. A similar chart has been created for 5-9 grade students and 10-11 grade students. We would like to draw special attention to the final column, "social partners" and encourage all schools to think about how they can attract community institutions and individuals to supporting the learning that is happening at school.

Structure of Upbringing Activities for Pupils 1-4 grades

Forms of work with pupils	Basic content of the upbringing activity	Basic pedagogic techniques and methods	Social Partners
Basic education			
Lesson that support the Educational Standards	Academic program of subjects	Technology L.V. Zankova, V.G. Goreskovo, conversations on ethics	SIPKRO, MTsSPS, libraries, ROO, parents, children-youth sports school # 5, 15
School and regional lesson components	Educational program "Basics of a healthy life style". Course "Me and my health"; Introduction to communication culture and speaking; Informational culture.	Conversations, training, role plays	
After-class activities			
GPD	Organization of home work (self-preparation); leisure activities (club hour, active games).	Flyers; diagrams; signals; scores; conversations; watching and discussing TV programs; reflection; use of sports equipment; listening to audio records; individual and group consultations.	children-youth sports school # 5, 15, "Nadezhda", swimming pool, circus, museum, MTsSPS, library # 38
Additional education			
Extra curricular activities, clubs	English language; "ISO"; vocal group "School year"; "Biserinki"; "Young mathematician"; "Speech and communication "; "Speech culture "; sports clubs children-youth sports school, cycles, and clubs in "Nadezhda"	Individual and group consultations, role playing, creative tasks (individual and group based), project competitions, exhibitions, sports competitions, reflective analysis	"Nadezhda", children-youth sports school # 5, 15
Social-pedagogical activity			
Individual work with pupils	Lessons with speech therapists, psychologist, socialization teacher, lessons with group in the risk group, consultations with doctors	Questionnaires, interviews, training, screening tests	
Homeroom activities	Birthday celebration; competitions of smart; in-class topic hours; games; days of family activities, lessons of good, Day of Mother, visiting museums, theaters, circuses, supervision of children facility	Competitions, exhibitions, concerts, games of parents and children, reflective analysis, excursions, drawing competitions, conversations, work mobile groups, assistance with organization of parties in children facility, participation in library events	OFSPP "My vmeste", children-youth sports school # 5, 15, OSDUSShOR, FDO, SSM, library # 38, children polyclinic, sanatorium "Volzhskie zori ", "Nadezhda", Veteran committees of region and city, children facility # 168, 265, socially active citizens, theaters, museum
School events			
Health program			

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Translation into English

APPENDIX 8.

How do you begin to develop volunteerism at your school? The following is an exercise that we often use to introduce the concept and stimulate discussion about why it is beneficial to become active.

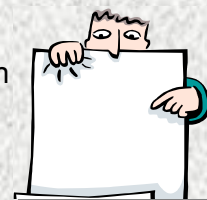**Exercise**: Why it is beneficial to become active?
Topic: Why people come together?
Goal: Analyze the situation and how people respond to a particular situation in their economical status
Number of participants: Three teams
Issues addressed:
  ✓ Working in a team
  ✓ Psychological effects of winning and losing
  ✓ Productive governance
  ✓ Effective group action

Materials required: Envelopes. (You will need the same number of envelopes, as there are participants.) Cut up pieces of paper into small squares. You will need the number of participants x 5 pieces of paper. On each piece of paper you will mark one of 5 colors (GOLD, GREEN, RED, BLUE and BLACK). The number of each color will depend on how many players you have.

CHITS	POINTS	THE NUMBER OF CHITS
GOLD	80 points	Number of players in the Square group plus two.
GREEN	25 points	Number of players in the Square group plus the number of players in the Circle group plus one.
RED	15 points	Number of players times five minus the number of green and gold chits. There should be an equal number of RED, BLUE and BLACK chits.
BLUE	10 points	
BLACK	5 points	
BONUS	20 points	9 chits. These DO NOT go in the envelopes.
5 chits of one color	25 add.points	If players have more then one chit of one color they get extra points
4 chits of one color	20 points	
3 chits of one color	10 points	

Example: If you have 30 students there will be 10 players on each team.
GOLD= 10+2= 12 chits.
GREEN = 10 +10 +1= 21 chits.
RED, BLUE and BLACK = 30 x 5 - 33 = 117 chits (39 RED, 39 BLUE and 39 BLACK)
Each envelope gets 5 chits. The color of the chits should be distributed as follows:
SQUARE TEAM: one gold, one green and 3 mixed combination chosen from red, blue and black chits.
CIRCLE TEAM (except one team member who gets the same as the Squares): one green and 4 mixed combination chosen from red, blue and black chits.
TRIANGLE TEAM (except one team member who gets the same as the Squares): 5 mixed combination chosen from red, blue and black chits.

Procedure:
Divide the participants into three teams and distribute the envelopes to the teams. Participants may look in their own envelopes but they cannot show or tell anyone else what they have. When you tell them to start they have 5 minutes to trade chits (you can make the time more or less depending on how much time you can devote to the game). People can trade with anyone, it doesn't have to be a member if their team. The object of trading is to get the most points.

Rules for trading:
• You must trade one chit for one chit (they do not have to be of equal value).
• If a student doesn't want to trade they must fold their arms across their chest and no one has to trade with them.

When the five minutes are up, people return to their teams and count how many points they have. They should still only have 5 chits.
Write everyone's name, team and how many points on the board. Make note of the top three scores so far.
Now, give each team 3 BONUS chits. They must decide how they want to distribute them among their teammates. They may decide to give all to one person or divide it among two or three. This is up to each team to decide. When the bonus points have been given, mark the new scores up on the board and, again, note the top three scores. If a Circle or Triangle is in the top three ask them to change places with a low scorer from the squares. So, a high scoring Circle or Triangle becomes a Square and low scoring Square has become a Circle or Triangle. The number of members on a team stays the same. Do not make it obvious that you want all high scorers to be Squares.

The second round has the same rules as the first. Five minutes, trade with anyone, one chit for one-chit and cross arms if you do not want to trade.
At the end of the round players should count their points and add them to their previous scores. Note the top three. Have each team distribute their 3 BONUS chits again. Mark the scores down. If any of the top three are not Squares, have them trade places with a low scoring Square so that the top three are all Squares.

For the last round, announce that since the Squares are such good traders and have the most points they will make the rules for the third round. They can make any rules they want. The rules can make them richer or help them to distribute the points more equally among the three groups. It is up to them to decide. When they are ready they explain the new rules to the rest of the players.

Throughout the game you should be observing the participants behavior closely. You know from the distribution of points in the beginning, the game is not fair. The Squares and one Circle and one Triangle have more. The reason for having a Circle and Triangle equal to Squares is so that players don't suspect anything and assume the game is equal and depends on skill.

Observations:
1. How do the people who have more (Squares) behave towards those who have less (Triangles and Circles)?
2. If the Squares with all the power decide to use it to make themselves richer and more powerful what do the Circles and Triangles do about it?
3. Do the Circles or Triangles develop a strategy within their teams to fight back if the rules are unfair (i.e. going on strike and refusing to play) or do they get discouraged and do nothing?
4.Do the Circles and Squares start to talk to each other to develop a joint action?
5.Do the Circles and Triangles try to lobby (influence) the Squares to make laws that are beneficial to all or start to loose interest when they see that they have no power?

Discussion Questions:
1. What was the game about? You may want to explain to participants that the game wasn't fair from the beginning. Life isn't fair. There are always people who have more money, more beauty, more talent, and more connections to power or better luck. The key to the game, as in life is how do you react to that situation?
2. How did the Circles and Triangles feel when the Squares got to make the rules?

 3. Were the Circles and Triangles able to do anything to improve their situation?
4. Would the Squares have responded positively to action by the Circles and Triangles?
5. How did the Squares decide what rules to make? What was the logic and goal behind their decision?
6. Would the Circles and Triangles have behaved differently if the Squares made rules that were fairer or less fair?
7. Was there a way for the new rules to benefit everyone?

Your goal, that the participants recognize is that if the Squares make fair rules chances are the other groups will continue to be active traders. Society continues to function normally with all members trying their best. If the rules are not fair, chances are people will become less active and society will become less productive and/or organize to fight against those who are oppressing them. Equally important is whether the Squares and Triangles tried to join together to improve their situation. The game is designed to demonstrate the value of people working together. There is power in numbers. There is always something you can do to improve the situation if you don't get discouraged, become active and are willing to work with others.

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APPENDIX 9.

With regard to participation in the action itself, as opposed to organizing the action, the following is a useful tool to help you make sure the number of people you want to come show-up.

ORGANIZER'S MATH
by Janice Fine, NorthEast Action

Have you ever been to a poorly attended event? Of course you have! Whether you actually posed the question or not, you were thinking to yourself: "what happened here?" So you had a conversation with the event organizers and they said something like we don't know what happened, we put up a lot of fliers around town and we advertised in the local paper!" And it was at that moment that you realized that you were in the presence of believers in the supernatural.

"Organizer's magic" is the collective belief that "if we build it, they will come." -- in other words, that organizing the logistics of an event and doing some general publicity are enough to draw a decent audience. And every once in a great while, we are right. Most of the time, however, we are wrong. It turns out that there is nothing magic at all about turnout. And that is why we positivists have worked over time to develop a scientific approach to turnout that we call "Organizers math." Here's how it works...

First, we need to have a clear numerical goal. Then if we have a good plan and enough time to carry it out, committed organizations, good lists, and good volunteers, (and the event **is not scheduled** at the same time as a major event that our target audience is more likely to go to) we can usually do respectable turnout. Most importantly, if we are following our plan, we will have benchmarks along the way where we can check in about how it is going with those who are calling to recruit attendees. This means that we will be able to project our turnout in advance of the day of the event, and hopefully to fix it. In any case, if we have done a turnout plan and carried it out, there should be no major surprises on the day of the event -- we should already know the approximate attendance before the first person walks across the threshold! Turnout plans and organizers math are useful not just for events, but for any type of volunteer activity we need to organize--from phone banks to poll-watching.

In setting a numerical goal for turnout, the four most important questions you want to ask yourself are:
1. How many people do we want at this event?   (Maybe even have a high, moderate, and low target)
2. How many people do we have to ask in order to find the 1 in 4 or 1 of 5 or 1 of 6 who will say **yes**?
3. How many are likely to say **yes**, but then not show up on the day of the event? (We usually assume a flake factor of 50%--half the people who say yes will flake before or on the day of the event--in other words, you need to recruit twice the number of **yes**'s in order to reach your target goal.)
4. Where will these people come from? (What is the total universe of active membership? What is the total number of people who have come out to events or volunteered for these groups in the past? How many organizations are involved? If you put all the organizational lists together, what would the total number of active members be? Will the organizers do all the turnout themselves, by calling through lists of members? Will each organization/member of the

committee each commit to numerical goal and devise a turnout plan for their piece of the total including check-in dates?)

OK, so let's try some "problems."

1. If you need to fill a phone bank with ten phones, how many people do you need to say yes?_____(10x2=20)

2. Okay, lets say that you calculate that only 1 of every 5 volunteers that you actually reach will agree to do phone banking, how many do you have to call?_____(20x5=100)

3. You have set a target goal of 30 people you want to turn out for an action. You think that yes ratio will be about 1 out of 4. How many people do you need to call to recruit? (240 because, you really need 60 people to say yes in order to end up with 30, and in order to get to 60, you need to talk to four times that many...capiche?)

4. You want to do a lobby day with 100 people and you think that your yes ratio will be about 1 out of 6. How many people do you need to call in order to get 200 committed to come? (1200=200x6)

5. You want to generate 500 calls to the governor on a hot issue that you want her to veto. You think that your yes ratio will be one out of three, how many people do you need to contact? (Remember, here, we need to build in a smaller flake factor since making a call to the governor is far less work than coming in to phone bank, so we assume 3 out of 4 people who tell us they will make the call, actually do it.)(So we need 625 people to say they'll do it--which means we need to contact 1875).

The real key to consistent good turnout is creating an organizational culture of commitment to specific goals, discipline, and accountability.

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APPENDIX 10.

ROLE-PLAYING EXERCISE "SEARCH"

The following is one more role-playing exercise that can help your organizing committee get ready for "One on One" meetings with perspective volunteers:

Divide people into two groups. 1/3 of the participants will be volunteer recruiters, 2/3 will be school/community members.

Prepare nametags with the names of different types of people (housewife/parent, school graduate, policeman, banker, grandmother, pensioner, factory worker, teacher, student etc.). Distribute the nametags to the school/community members and ask them to pin them on.

The recruiter's job is to try to convince as many people as possible to volunteer for their action (you should determine ahead of time what the action will be, it should be the same for everyone). When a citizen agrees to volunteer they join the recruiter in trying to convince others.

At the end of the time period, this could be 10 minutes or more depending on your meeting schedule, the person who attracted the most volunteers' wins. Ask the citizens what arguments convinced them to join a particular person? Ask recruiters what signals or ideas they used to develop a compelling argument that convinced someone to join and why they were unable to do that with others. Obviously what is successful in attracting a grandmother is not necessarily going to work with a banker. The more practice people have in determining what motivates an individual the more successful they will be at bringing in new volunteers.

(From the book "Volunteers in Your Organization" by Nikolai Slabzhanin, Siberian Civic Initiatives Support Center, 1997.)

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APPENDIX 11.

WEEK OF KINDNESS OF
VORONEZH CS RESOURCE CENTER "ISKRA" (RF)

You may create a format for the *Week of Kindness* in which each of its days has its own name and theme*.* For example, the 2003 Week of Kindness of the Voronezh CS resource center "Iskra" was done in the following way:

«International Day of Youth Service»
On these days teams of volunteers from different organizations gather to prepare Week of Kindness actions. It is suggested that people organize training and round tables on the theme of volunteerism.

«Day of Equal Opportunities»
Events for children and adults with disabilities are conducted, drawing competitions" Children draw Sun", sports competitions, medical services and consultations.

«Earth Day»
Attract the attention of community members to the problems of ecology and training respect for the environment. Cleaning up the territory, planning flowers and trees etc.

«Day of Wisdom»
Attract the attention of members of the community to the problems of the elderly; provide help to specific elderly people in need.

«Family Day»
It is suggested that people organize competitions for family drawing and posters, sports holidays ("Papa, Mama and me – a sports family"), holiday activities for young families.

«Day of Childhood»
Holiday and excursions for children from the City and regions orphanages, actions to support children in the Internet, organized games for children in the courtyards at home, holiday tea drinking for children in poor families. It is recommended that people collect books for the action "Books as Presents"-collecting books for orphanages, children's wings in the hospitals, organize performances, concerts etc.

«Day of Tolerance»
International Round Table and evening of songs with participation from foreign students. Exhibition and sale of things made by people in prison," Books to prison" - collecting books to be donated for those who are incarcerated.

«Day of Kindness»
Conduct the action "White Flower" to collect money to solve local problems, conduct an action to give gifts to the children in the City. "Surprise to a sad man", "Simple gift".

«Volunteerism Day»
Informational exhibition to show the final results from Week of Kindness to local government and the media. Discuss problems related to the development of youth volunteerism, plan actions and social projects for the upcoming year.

Final Results Organize a festive concert (gala concert) and distributing awards to volunteers.

According to data from "Iskra" the results from the 2003 action included:
- Around 8,500 volunteers from schools participated;
- More than 100 events were conducted;
- More than 45 organizations participated in Voronezh and Voronezh Oblast;
- Volunteers planted more than 2500 trees, 50 bushes and 50 flowers;
- More than 4,500 people received different forms of help or support;
- 27 businesses provided support for the Week;
- The economic value of the goods and services provided during the Week of Kindness was approximately $18,130

APPENDIX 12.

STATUTES FOR THE COMPETITION «SOCIAL STARS 2004»

The Social Star Competition was developed by the Siberian Civic Initiatives Support Center.

Note: As community schools start to become centers for their community they also start to play an active role developing civil society beyond the walls of the school. This is a natural extension of the community school process so the democratic society that greets our students outside the school corresponds to the democracy that has been created inside. Civil society development organizations throughout the CIS have been working hard to create mechanisms that support this goal. The Social Star Competition is one of them. It was developed by the Siberian Civic Initiatives Support Center. The goal of this competition is the same as in the competition above but is open to anyone who has made improving the quality of life in the community a priority in their lives. In addition to increasing the status of people who volunteer, it was designed to be a mechanism for strengthening partnership between all three sectors (government, business and the non-profit sector) and has had very successful results in several Siberian cities. Local government demonstrated they recognize the value of volunteers and the necessity to honor active members of the community. Business involvement in civil society development continues to be less robust, so it is useful to include a category that draws attention to those business people who are actively engaged in their communities. A couple of community schools in Kazakhstan included a Social Stars Competition in their strategic plans for this year as part of their volunteerism program. As you will se from the following example, if you decide to try this, there is lots of room for creativity designing the categories for nominations.

These statutes identify the plan for conducting the competition; the criteria for the competition, list of nominations and the application form for participating the competition.

Competition Organizers:
Inter-regional Public Foundation "Siberian Civic Initiatives Support Center" with support from the Administrations of Novosibirsk Oblast and Novosibirsk City.

Geographical focus for the competition:
Novosibirsk and Novosibirsk Oblast

Objectives for the Competition:
- Public awareness of socially active people;
- Support positive civic initiatives;
- Dissemination of successful stories about citizens who care.

Who can participate in the competition?
Any resident of Novosibirsk City or region is eligible to participate.

Who can nominate a participant?
Participants can be nominated by anyone person or group of people, organization independent of its registration status, or a person can nominate oneself.
To nominate a person it is necessary to fill out an application and submit it by mail, e-mail or hand deliver to one of the addresses provided below. A person can be nominated for more than one category.

Nomination Categories:
- *"Only those who sleep are calm"* - for elderly active citizens.
- *"Owner"* – for those who have integrated into their business work for the good of society.
- *"A wider circle"* – for those who have organized people around them to conduct good deeds.
- *"Little Stars"* – for active young people.
- *"Warm Heart"* – for those who from the goodness of their hearts unselfishly help people.

Competition Criteria:
- concrete results for people or the community;

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- public resonance.

Applications will be accepted: from 17 June 2004 until 17:00 September 15, 2004. Applications submitted after that period will not be considered**.**

The **Award** ceremony for winners will take place in October 2004. The exact date, time and place will be announced at a later date. All participants in the competition will receive a diploma of participation and winners, a special "Social Stars" pin.

Who will be judging the applications?
Applications will be considered by an expert committee in Novosibirsk. The expert committee will be made up of competent specialists and respected citizens. The judging committee decisions are made confidentially and their decisions are final.

Applications for participation in the competition can be submitted to the following address: -------
----

APPLICATION FORM
FOR PARTICIPATION IN "SOCIAL STARS 2004"

<table>
<tr><td>

Mark, please, the nominating category you are submitting this person for:
❑ *"Only those who sleep are calm"* - for elderly active citizens
❑ *"Owner"* – for those who have integrated into their business work for the good of society
❑ *"A wider circle"* – for those who have organized people around them to conduct good deeds
❑ *"Little Stars"* – for active young people
❑ *"Warm Heart"* – for those who from the goodness of their hearts unselfishly help people
</td></tr>
<tr><td>

Who is nominating the participant in the competition
Name of organization or person (full name) _____

Address, telephone/fax/e-mail (for contact) _____
</td></tr>
<tr><td>

Information about the nominated person in the competition

Full Name, age (this does not have to be exact)_____

Address/telephone (for contact)_____
</td></tr>
<tr><td>

Describe why you think this person is a Social Star.
Your answer may include the answers to the following questions:
- What, concretely, did he/she do that makes you think of them as a Social Star?
- How well known is this person?
- What has changed in society or among people as a result of this person's actions?
</td></tr>
<tr><td>

Attach, if possible:
- a picture of the candidate,
- materials (video, audio) that tells about the candidate,
- a picture that demonstrates the results of the work of the candidate,
- If this person has been written about in the newspaper, attach a copy of the article/s.
</td></tr>
</table>

Good Luck!

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APPENDIX 13.

**STATUTE
OF CITY COMPETITION "VOLUNTEER OF THE YEAR"**

(The sample documents for a "Volunteer of the Year Competition" in Leninsk-Kuznetskii, Kemerovo Oblast. This competition was open anyone who worked on a volunteer project at a school. It was organized by the department of education Leninsk-Kuznetskii and the Leninsk-Kuznetskii community school resource center).

This statute identifies the plan for conducting the competition, the list of events and requirements for materials needed for participating in the competition.

Administration of the competition will be conducted by the Department of Education City Administration Leninsk-Kuznetskii and non-commercial partnership Resource Center for Community Schools Leninsk-Kuznetskii.

Goals of the Competition:
-   Assist the development of the volunteer movement in educational institutions of all types.
-   Increase the recognition of the role that volunteers have in our City for the solving of social problems.
-   Develop effective mechanisms for relations between educational institutions, organs of local self-governance, local government, commercial structures and NGOs.
-   Attract the attention of the local community to the more successful volunteer projects.

Participants in volunteer projects conducted by educational institutions during the course of the calendar year will be considered as candidates.

The competition will be conducted on the basis of financing provided or attracted by the organizers.
All types of educational institutions can take part in the competition as long as they conduct volunteer projects that correspond to the criteria for the competition.
o   By volunteer we mean activities that are targeted at solving social important problems without being required to do so.
o   The educational institution is oriented towards creating long-term partnership with representatives of the community.
o   School acts as a resource center for the local community and other educational institutions
o   Actively participates in charity campaigns at various levels.

Organizations can nominate no more than 2 people for each category.

Nomination categories:
  1. «Pupil Volunteer»
  2. «Adult Volunteer»

Period for presenting an application until 20.12. of this year
Announcement of the competition winners will take place …..

A judging committee will consider all of the applications.
The judging committee decisions are made confidentially and their decisions are final.

Applications to participate in the competition will be accepted at the following address…..

The competition will be covered by the media, information about the winners will be published on the basis of their agreement

Director Department of Education   Director Resource Center CS

Agreement to participate in the City Competition
«Volunteer of the Year»

Having become acquainted with the regulations for the City competition "Volunteer of the Year" (further- Competition) candidate (name of educational institution and address) nominates for the competition the following candidates:

1) Nomination "Pupil Volunteer of the Year" :
2) Nomination "Adult Volunteer of the Year" :

Those nominated agree to have this information published in the local press wit the permission of the competition organizers.

Signature Director

APPENDIX 14.

Community School Partnership Assessment

Building and maintaining effective community-school partnerships requires dedicated time and ongoing attention to the collaborative process. This checklist focuses on the **process** of bringing partners together and working to achieve desired results. This checklist can help partnerships to focus on, assess, and improve the quality of their collaborative efforts.

Our partnership has developed a clear vision.

| **Disagree** | **1** | **2** | **3** | **4** | **5** | **Agree** |

Our partnership has collaboratively identified the results we want to achieve for children, youth, families, and our community.

| **Disagree** | **1** | **2** | **3** | **4** | **5** | **Agree** |

Our partnership has successfully engaged a broad base of partners from a range of individuals and organizations representing the school and the community.

| **Disagree** | **1** | **2** | **3** | **4** | **5** | **Agree** |

Our partnership has developed strategies for coordinating and linking the array of supports and opportunities for children, youth, families, and community members that are available at or connected to the school.

| **Disagree** | **1** | **2** | **3** | **4** | **5** | **Agree** |

Our partnership has established a clear organizational structure. Our partnership has agreed upon the roles that individual partners will play, and ensured that all partners understand and accept the responsibilities of those roles.

| **Disagree** | **1** | **2** | **3** | **4** | **5** | **Agree** |

All partners involved in our community school have an understanding of who the other partners are, what organizations they come from, and what those organizations do.

| **Disagree** | **1** | **2** | **3** | **4** | **5** | **Agree** |

Our partnership regularly communicates with all partners to keep them informed about its work.

| **Disagree** | **1** | **2** | **3** | **4** | **5** | **Agree** |

Our partnership engages in activities to create awareness about and increase support for the work of the partnership.

| **Disagree** | **1** | **2** | **3** | **4** | **5** | **Agree** |

Our partnership has identified and mobilized resources (financial and other) from partner organizations and other entities throughout the community.

| **Disagree** | **1** | **2** | **3** | **4** | **5** | **Agree** |

Source: "Strengthening Partnerships: Community School Assessment Checklist." Coalition for Community Schools & the Finance Project. September 2000. www.communityschools.org.

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APPENDIX 15.

REGULATIONS GOVERNING THE EXPERT COMMITTEE FOR THE COMPETITION OF PROJECTS DURING THE FAIR OF SOCIALLY SIGNIFICANT PROJECTS

1. General Provisions

1.1. Expert Committee is established with the goal of evaluation of projects submitted in the competition.
1.2. Expert Committee consists of representatives of power structures, sponsors of the competition, and NGOs that did not submit projects in the competition.
1.3. Expert Committee is a body whose decisions are put into effect after they have been voted on by a majority and a log of the meeting has been signed by its members.
1.4. Work of Expert Committee is governed by the present Regulations.

2. Expert Committee Functions

2.1. Development of regulations governing competition of projects for Fair of Socially Significant Projects of Novosibirsk Oblast Organizations
2.2. Expert evaluation of applications submitted in the competition in accordance with criteria of Regulations governing competition.
2.3. Awarding of grants to competition winners.

3. Expert Committee Rights

3.1. Expert Committee has a right to invite other specialists as consultants to its meetings in controversial cases.
3.2. Expert Committee has a right to reconsider its decision to award a grant when the grant funds were used for an unauthorized purpose.

4. Expert Committee Activities

4.1. Questions related to the work and competence of Expert Committee are discussed in meetings, which take place as necessary.
4.2. Expert Committee meetings are logged.
4.3. Information about the essence of projects is confidential.
4.4 All projects after review by experts are returned to Expert Committee.

EXPERT COMMITTEE EVALUATION FORM

• Family name of the expert _____

• Name of organization (applicant's and implementer's)

• Number of project

• Total cost of the project_____

• Area of the project:
Social advocacy _____
Legal advocacy_____
Ecology _____
Education, culture _____
Youth project_____

Questions	Grade (1-minimum, 5-maximum)
1. Does the organization have experience of project/program work	1 2 3 4 5
2. Is the final result clear from the description	1 2 3 4 5
3. Does the project require collaboration/partnership with other NGO/NPOs	1 2 3 4 5
4. Does the project require collaboration with government and/or commercial sectors	1 2 3 4 5
5. Is the target group of the project clearly defined	1 2 3 4 5
6. How clear and well is the targeted problem defined	1 2 3 4 5
7. How timely is the project	1 2 3 4 5
8. How are organization's activities after expiration of the grant presented	1 2 3 4 5
9. Will the project be funded from other sources	1 2 3 4 5
10. Is the budget realistic	1 2 3 4 5
Overall total grade of the project	

Comments/recommendations:

Signature of expert

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APPENDIX 16.

EVENT FEASIBILITY REVIEW

Event:
Date:
Venue (or options):

Responsibility (who is responsible for what: volunteers, refreshments, monitoring walk, publicity, collecting pledges, printing, attracting participants etc):

Event objective:

Estimated gross income	**Estimated gross expenditures**
Pledges	Printing
Sale of Food and Water	Food
Beverages	Transportation
Tickets	Prizes
Other	Badges
Total:	Total:

Estimated net income (gross income minus expenditures) =

Estimated volunteer hours to prepare and conduct event (if you have to pay some people this should be included above):

Preparation committees: # of people X # of hours = total
Event day monitors: # of people X # of hours = total
Etc.

Total number of people and volunteer hours necessary to conduct event.

Type of Event (Sale, Sponsored, Ticket):

Essential elements/features:

Will the event be able to be run without a major sponsor?

What is the breakeven point (number of tickets or items sold, pledges collected etc.)?

What could go wrong (bad weather, artist gets sick etc.)?

What are the competitive events in the market place?

Will this appeal to existing groups of supporters?

Who are we targeting and how?

What media coverage is needed?

What are the lead-in times?

Other comments:

Donated materials expected:

Item   Donor   Value

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APPENDIX 17.

PROGRAM OF THE FOUNDING CONFERENCE OF THE ASSOCIATION OF COMMUNITY SCHOOLS

22 April 2004
Almaty, Rest house "Alatau"

Goal: Founding of an Association of CS

08.00 - 09.00 - Breakfast

9.30 - 11.00 Plenary session
Welcoming
Introduction of a Charter draft.
Report of the working group

11.00 - 11.30 – Coffee-break

11.30 - 13.00 Work in small groups
1st group – Essence of Association's work. Role of Foundations in social development.
      Akmuzrina R.K.
2nd group – Sources of funding. Membership dues. Revenues.
      Aimaganova A.Kh.
3rd group – Structure of CS Association.
      Zhalmagambetova B.Sh.
4th group – Rights and responsibilities of Association members.
      Kislova A.V.

13.00 - 14.30 - Lunch

14.30 - 16.00   1st session – Main activities of CS Association. Prenetation of group work.

16.00 - 16.30 – Coffee-break

16.00 - 17.30   2nd session – Plenary meeting. Approval and acceptance of Charter. Formulation of the Conference summary. Closing.

19. 00 - Dinner

APPENDIX 18.
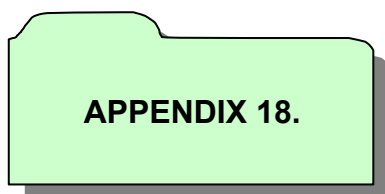
**MEMORANDUM of UNDERSTANDING
by and between
the MINISTRY of EDUCATION and SCIENCE of the RA,
the INTERNATIONAL FOUNDATION for ELECTION
SYSTEMS, and the CENTER for COMMUNITY DIALOGUES
and INITIATIVES**

May 21, 2004

1. Preamble

The Ministry of Education and Science of the Republic of Armenia (hereinafter referred to as the MoES) is the republican body of executive authority, which elaborates and implements the policies of the Government of the Republic of Armenia in the education and science sectors. The International Foundation for Election Systems (hereinafter referred to as IFES) is a non-partisan, nonprofit organization that provides in Armenia objective, locally defined technical assistance and information to the Armenian population and institutions for the development of civil society and democracy. The Center for Community Dialogues and Initiatives (hereinafter referred to as CCDI) is an Armenian nongovernmental organization registered with the Ministry of Justice that strives to promote a more transparent, responsive and democratic government by building the knowledge base and organizing capacities of community members in addition to improving their ability to interact with authorities through the promotion of dialogues and when appropriate, advocacy.

Hereinafter collectively referred to as "the Parties" and singularly as "Party". The Parties agree that this MOU is not a legally binding document. It is not a contract for services. The realization of activities in the area of cooperation of the MOU is done through a partnership of the Parties. This MOU clarifies the expectations of each Party and how they plan to work together. This MOU aims to formalize and enlarge cooperation between the Parties.

2. Subject of Cooperation under the MOU.

The subject of the expanded formalized cooperation
between the Parties is further realization of the community school concept by supporting the existing community school movement and providing a more comprehensive philosophical rationale, system and infrastructure in the country that would maximize impact of the community school movement to date, various legislative and education reform initiatives and the tactical work being done by schools, local and international organizations, and state institutions. Advancement of the community school concept and support to its existing practioners is based on acknowledgement of the following:

• Socio-economic realities and trends in decentralization require greater community involvement in school life and strengthened and broadened mutually beneficial partnerships between schools and people and institutions in their surrounding communities. • Schools are the most logical rallying points for rebuilding of communities. This rebuilding includes revitalizing a sense of community, restoring ties and support networks between community members, economic development and activation of local residents in public life, which in part includes the life of the school.
• Schools have the potential to work not only as education institutions but multi-faceted centers of community life. Expansion of a school's mandate beyond education issues does not diminish its education mandate but in fact enhances it. • Schools play a highly critical role in ensuring the security of democratic values and practices in society, both through their contributions to the civic upbringing of youth and their unique capabilities and position within their communities . Schools can help their communities to help themselves, to become self-organized, self-governed, empowered, and prosperous.
• Many schools in Armenia are taking currently an active position in their communities but they are doing so in a non-comprehensive, non-systemic way. Many also need to develop more

effective and truly representative and participatory school boards of trustees.
• Schools need a unifying strategic framework to become more competitive and community friendly so as to involve vital community human and materials resources, beyond the schools' typical outreach circles and to meet their communities' expectations of quality education and safe healthy happy environments for their children.
• Community schools are a proven effective mechanism for raising the quality of education, generating active community involvement in school life, and encouraging on the local level civil society and good governance as well as community development. The community school concept provides the unifying comprehensive rational and framework that schools in Armenia are seeking.
• There is a small existing community school movement in Armenia. This movement, current realities, and the country's culture and traditions provide a foundation for further community school development in Armenia The Parties agree on the following underpinnings of the community school concept:

A community school is any ordinary school, which tries to involve community residents by different means in both school life and community life. It stimulates free exchange of ideas, assesses local needs, and takes part in decision-making process on local issues, and also provides feed back from community.

A community school is any school that is interested in going beyond the traditional role of schools as primarily education institutions and opening itself up to the community. As a center for community development, a community school is not only an education institution but is a civic, cultural and community resource center for its micro-district, town or village. Community schools embrace the idea of community education and value the contribution that the community can bring to enrich education for children, their parents and the community as a whole. Community Schools, which develop from everyday public schools, are an instrument to support the process of community education and to achieve its goals.

Community education is understood as an education philosophy and an approach to community development. Community education emphasizes continuing education for all, democratization of schools, and whole community involvement in defining local education and non-education needs and resources and addressing these needs. Community education includes:
• An education philosophy and approach to community development
• Opportunity for local residents, schools, local organizations and institutions to become active partners in solving educational and non-educational problems in their community
• Provides opportunities for parents to take part in the process of education and school life of their children
• Collaboration with volunteers with the goal of increasing the number of services provided in the community
• Inclusion of democratic principles and procedures in all aspects of the schools learning culture
Basic components of the community school model are:

1) Democratization of the school and classroom
that entails inclusion of democratic principles and processes in the entire academic-upbringing system, education for and by experience, citizen upbringing, openness & collaboration, emphasis on development, and communication & exchange of ideas.

2) Volunteerism, which means volunteer choice,
reflecting personal views and position, a way of furthering active citizenship and community involvement, enhancement of human potential and the quality of daily life, building up human solidarity, promotion of more balanced economic and social development, takes the form of individual or group activities, and include both the youth and adult population.

3) Mutually beneficial partnerships, which includes
the school revising its image and role as an object needy of charitable assistance to that of a perspective partner with serious human and material resources which it can offer through

mutually beneficial partnerships with other local actors, use of school resources for community development, community self-organization and self-governance, attracting community resources for support of education at school, developing in the community and schools traditions and practices of civic activism, philanthropy and volunteerism, and creating on the local level real structures of civil society and guarantees their stable long-term development.

A country's indigenous community school model(s) reflects these three components, which are further refined on the local level based on the needs, interests, and resources of a particular school and its surrounding community.

3. Activities of the MoES

The MoES agrees to:

• Provide its endorsement and acknowledgement of the community school model as an approved approach for education departments, schools and communities to realizing education reforms and meeting local education needs.
• Share relevant normative acts, instructional letters, reports, studies and other documents and information with IFES and CCDI in order for these Parties to provide their support to community school developments in Armenia.
• Provide IFES and CCDI with authorization and introductory letters to regional and local education departments explaining to them this MOU and requesting them to cooperate with IFES and CCDI, in regards to activities agreed with by the MoES, on the development of community schools.
• Assist IFES and CCDI with timely and efficient distribution of community school-related information and materials, by requesting lower level education departments to cooperate with IFES and CCDI in this respect.
• Allow IFES and CCDI to request from regional education departments time away from regular duties for employees of schools and education departments to attend community school-related events, conducted by IFES and CCDI and agreed with by the MoES.
• When needed, assist IFES and CCDI, as the MoES finds feasible, with venues for community school-related events.
• Regularly meet with designated representatives of IFES and CCDI to discuss community school developments and future activities and forms of support.
• Organize, with IFES and CCDI, roundtables on community schools.
• When possible and feasible, develop joint information products with the IFES and CCDI such as the concise user-friendly booklet on One Hundred Questions and One Hundred Answers on Education Reforms, which the Parties will produce this academic year and possibly revise and reprint during the next academic year.
• Participate in IFES and CCDI-conducted community school events, meetings with community school practioners and observations of the country's community schools in action.
• Include, as it deems appropriate, IFES and CCDI in the MoES' coordination group of international organizations providing technical assistance in the area of education.
• Inform IFES and CCDI about community school related meetings, conferences, other events, articles and publications in Armenia and abroad.
• In community school-related and/or other education-related activities, information products and public outreach, acknowledge, at its discretion and where appropriate, the support of IFES and CCDI and this MOU.
• Make this MOU available to other interested individuals and institutions.

4. Activities of IFES and CCDI

IFES and CCDI, in accordance with available resources, including availability of USAID funding, will conduct the following activities:

• Continue to support the existing 11 schools in the country's community school movement.
• Implement activities and instruments to provide education departments and other schools an

opportunity to become acquainted with the community school model, to realize the model, and to interact with other community school parishioners in the country.

• Document developments in the country's community school movement and share this documentation with the country's community school practioners and other interested individuals and institutions, the MoES, and individuals and institutions abroad.

• Provide to educators and others interested in the community school concept the experiences of community school practioners outside of the country.

• Regularly meet with designated representatives of the MoES to discuss community school developments and future activities and forms of support.

• Provide opportunities for MoES representative to participate in IFES and CCDI-conducted community school events, to meet with community school practioners and to observe the country's community schools in action.

• When possible and feasible, develop joint information products with the MoES such as the concise user-friendly booklet on One Hundred Questions and One Hundred Answers on Education Reforms, which the Parties will produce this academic year and possibly revise and reprint during the next academic year.

• Participate, at the MoES' request, in the MoES' coordination group of international organizations providing technical assistance in the area of education.

• Inform the MoES about community school-related meetings, conferences, other events, articles and publications in Armenia and abroad.

• In community school-related and/or other education-related activities, information products and public outreach, acknowledge the support of the MoES and this MOU.

• Make this MOU available to other interested individuals and institutions.

5. Amendments to the MOU

This MOU may be amended and supplemented in writing at any time as needed to meet the evolving requirements as decided and agreed by mutual written consent of the Parties. The MOU can be extended by agreement of all Parties.

6. Other Conditions of the MOU

IFES and CCDI's capacity to undertake activities within this MOU is subject to the availability of funds, including, in part, the continued support of USAID. Nothing in this Agreement shall be understood or construed to constitute an obligation or commitment of USAID or other funds. Continuation of activities within this MOU is dependent upon continued availability of resources to each of the Parties.

7. Entry into Force of the MOU and Its Termination

This MOU shall commence on the date of its execution by the Parties and shall remain in force until September 21, 2004. Any of the Parties may terminate this MOU by written notification to the other Parties of its desire to terminate. The termination of this MOU shall not affect the implementation of collaborative efforts established under it prior to its termination. Likewise, this MOU and its defined area of cooperation may be extended by mutual agreement of all Parties. Continuation of activities within this MOU is dependent upon extension and further agreement of all Parties.

Concluded in Yerevan, Armenia on May 21, 2004 in 4 (four) copies, which are in Armenian and English.

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APPENDIX 19.

"The Hope for the Next Century

On October 11 - 14, 1999, an International Community Schools Conference was held in Krasnoyarsk. Invited were innovative teachers from Russia, USA, Canada, Hungary, Czech Republic, Romania, Slovakia, Slovenia, Yugoslavia, Armenia, Ukraine, Kazakhstan and Moldova, as well as representatives of education departments from all Siberia's regions, from Tyumen to Chita. The representative of the Ministry of Education of the Russian Federation opened the Conference by reading out a greeting letter from the first deputy minister, Mr. A. F. Kiselyov.

The Conference was convened by the Krasnoyarsk non-commercial organization, t*he Krasnoyarsk Center for Community Partnerships (KCCP)*, with support from the Krasnoyarsk Krai Administration's Department of Education. The event was co-sponsored by the East-East Program of the Open Society Institute-Novosibirsk and the Charles Stewart Mott Foundation (USA). KCCP has operated in Krasnoyarsk for three years in partnership with the American not-for-profit organization, *ECHO, Inc.*

What are Community Schools? They originated as long ago as the 19th century when elective district councils (the so called *zemstvos*) were first formed in Russia. It was back in the 19th century that the first *zemstvo* schools were established and around them took shape circles of people interested in enlightening the nation. These schools had their wardens and philanthropists who contributed to the sustainability of the educational institutions for people. Similar developments occurred in America, too, especially in small towns, where the school and the church became the hub of community life. In the 1930s an American businessman named Charles Mott, having met a physical education school teacher, got very excited about the idea of supporting schools which unite and mobilize people to address various education-related issues and social problems. Mott believed that the school should become the socially significant hub of the neighborhood, village, or township, and that it should provide on-going education for people of all ages and take the initiative in mobilizing people for community service.

Charles Mott set up a charitable foundation which is still active providing material support for community schools around the world, although its founder died long ago. The amount of money that he left for that purpose has since then grown bigger. The C.S. Mott Foundation is real. Its funds are working.

Now that Russia and the East European countries have changed their social system, and social problems have become so acute, the role of community schools in the process of people's self-organization is becoming more and more significant. And there were many examples of that given at the international conference in Krasnoyarsk. KCCP and similar organizations in a number of other countries develop and introduce social technologies which enable "school-organized" people to tackle many local problems jointly and freely. For example, it was KCCP that helped residents of Sovietsky district (Krasnoyarsk) to organize themselves around public school #2 and save the school from closure by raising funds for its full renovation. The teachers of the Divnogorsk city orphanage joined their efforts with the fellow townsmen to hold an action aimed at the collection of shoes for the orphanage's children. In Yurti, a village in Irkutsk Oblast, school teachers initiated an all-village gathering which helped all the inhabitants of the place solve a number of acute everyday-life problems and even make serious changes in the structure of the local self-government. In Tomsk Oblast teachers from a number of schools, one of them located 500 km north from Tomsk, in the so called "Narym country", have introduced, with the help of local businesses and community members, new educational programs and computerized instruction which have made teaching practices more efficient. In Yugoslavia,

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Czech Republic, Slovakia and Hungary new programs have been developed which are aimed not only at children but their parents, too. At such schools the unemployed can master new professions. Moreover, in the above countries there are non-commercial organizations which are actively involved in providing education opportunities for illiterate children and their parents in Roma settlements.

For 10 years now there has been a very successful school in Budapest for 16 to 25 year olds who were expelled from secondary schools for various reasons and thus were never able to get a high school diploma. On top of the regular school curriculum the school also carries out a psychological rehabilitation program for these kids.

In Russia, Kazakhstan, Armenia and Ukraine, in the post-Soviet realm, people are getting used to the fact that the school in their neighborhood or village not only functions as an education provider for the kids but also gets people of different age, beliefs, social status and income, involved in community service. We are getting used to a life where it makes no sense to wait for a "kind outsider" who will miraculously solve our problems. We have to learn how to defend our rights by ourselves, learn how to survive. Here, in Krasnoyarsk, for the three years that KCCP has been around, it has been able to train many educators - both in the Krai and outside it, in 5 more regions of Siberia - to transform the secondary school from just an educational facility to a "community organizer", too. Let's remember: just recently, there was the volunteer action "Week of Kindness" held in Krasnoyarsk and some other Siberian towns under the auspices of KCCP. A bit earlier children of Krasnoyarsk, with support from KCCP, helped the national park "Stolby" in collecting food for the animal shelter. Charitable fairs and concerts, as well as help offered to orphanages, are no longer just one-time events. For many vicinities such school-centered events have become an integral part of public life in the neighborhood, the village, and the town.

At the Conference, much attention was devoted to community education, whereby each class is not only about providing knowledge, but also about raising a socially active person. Is it at all bad that a 3rd grade student from a Krasnoyarsk public school has developed a playground improvement program and wants to present it to the head of the city district administration? Or that a senior student at another public secondary school says that after attending a civics class that she finally felt like a person who had every right to rely on Russia's laws, who was a citizen.

These examples were also discussed at the 4 day international conference. Community schools (and this movement is just emerging in Russia) can become and are already becoming successors of the Russian *zemstvo* traditions, enriched with American pragmatic know-how. At Russian schools, public committees, boards of trustees and school-community foundations are already making their presence felt. The funds raised by parents and the public are beginning to work. Parents sit down at the school desk together with their children, filling gaps in their education and also learning to be active citizens. Continuing education, maximum use of every opportunity to provide more instruction - such are the other distinctive features of the institutions that are being re-modeled to become community schools. Departments of Education at both the City and the Regional levels are supporting this undertaking. Over the last few months people have been approaching KCCP for assistance more and more frequently. And therefore it is not just by chance that Krasnoyarsk, rather than any other place, was chosen to host this international community school's forum. The Open Society Institute-Novosibirsk and other foundations spared no expenses to provide training for community school teachers. Because the community school model is our hope for the future world to come, where there will be no destitution and no illiteracy, and where the school will rightfully take its position as a community leader.

"Gorodskiye Novosti" (The City News),#101 (452), October 19, 1999, Krasnoyarsk, Russia
by Viktor Vladimirovich Evgrafov,
honored artist of Russia, member of the RF Journalist Association

International Conference "Community Schools and Education Policy in Transition Countries during the 21st Century"

From October 9 – 13 2000 in Omsk was held the international conference "Community Schools and Education Policy in Transition Countries during the 21st Century". More than 140 people from 23 regions of Russia and 11 countries of the CIS, Eastern Europe and the USA took part in the conference.

This conference has proven to be an important step in the evolution of civil society in Russia. The conference presented new approaches to the development of local school-based civic initiatives. Community schools in Russia are now working successfully to implement programs of social partnership, development of volunteer initiatives and democratization of the education process.

Invited to the conference were participants from 23 regions of the Russian Federation. International participants came from Hungary, the Czech Republic, Yugoslavia, Croatia, Armenia, Georgia, Moldova, Uzbekistan, Tajikistan, Kazakhstan, and the USA.

Among the participants there were representatives of the RF State Duma, the RF Ministry of Education and ministries of education from other countries, regional education department officials, heads and staff of teacher retraining institutes, professors of social sciences, activists from community schools of Siberia and Eastern Europe, as well as representatives from schools just starting their community education work Also in attendance were representatives of NGOs and journalists from regional mass media outlets and the national newspaper "Civic Education".

During the conference's plenary sessions and meetings of various discussion groups and work groups on joint projects, the conference's objectives were met:
- To present community school models of different countries, exchange information and establish cooperative relationships on community school issues between different conference participants and countries at the conference.
- To involve education department officials in the community school movement.
- To allow conference participants to learn about new ways of strengthening cooperation between education departments and community schools.
- To present experiences of attracting community resources in support of community education.

Conference participants assess that all of the above-shown objectives were met. Participants learned about and discussed community school models from Russia and other countries – including, through site visits, the concrete work of community schools operating in the city of Omsk. Particularly important for participants was the opportunity to communicate with other community school practioners, learn about others' experiences, and to get from their peers tested approaches and best practices. The conference was well organized and provided a lot of practical information.

No less important was the opportunity to work out plans for further development of the community school movement. Representatives from schools and education departments on various levels worked together to find ways to integrate the principles of community education and community schools into regional education policy.

Understanding the importance of the development of the community school movement, conference participants drafted a set of recommendations:
- To involve education department officials into the development of the community school movement.
- To improve interaction between the regions of Russia, CIS countries and Eastern Europe through exchanges of information, experience, and practioners.

- To organize the training of community school cadre through seminars, workshops and other trainings.
- To support the development of a community school network by establishing resource/coordination centers in the regions of Russia, countries of the CIS, and Eastern Europe and by founding a community school association.
- To organize a working conference to further improve the understanding of the idea of community education and community schools.
- To further promote the community education and community school concepts through legislative reforms.
- To continue ties established at the conference by organizing subsequent meetings, implementing joint projects, and conducting regional, interregional and international conferences.
- To work closely with the mass media and organize PR campaigns to further promote the ideas of community education and community schools.

The conference was held through the financial support of OSI's East East Program, the Ford Foundation, the C.S. Mott Foundation, and the Eurasia Foundation/Washington.

Organizers of the conference were the Krasnoyarsk Center for Community Partnerships and the Omsk organizing committee, which included the Education Department of Omsk Oblast, the Education Department of the city of Omsk, and Omsk community schools # 49, 63, 95, and 142.

For further information about the conference, please contact the Krasnoyarsk Center for Community Partnerships at telephone (3912) 55-33-73 or by email at kccp@krsk.infotel.ru. Also, please visit the KCCP website at www.kccp.krsk.infotel.ru.

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APPENDIX 20.

REGULATIONS
for the Fair of Social-Pedagogical Projects and Educational Technologies in the framework of the program "Creation of a Spiritual Culture: An individual and Social Environment."

Founders and co-founders of the competition:
1. Otradnensk Department of Education and Science of Administration of Samara oblast
2. Administration of Otradnyi town
3. Administration of Kinel-Cherkassky district of Samara oblast
4. Administration of Bogatovsky district of Samara oblast
5. Editorial board of "Teacher's Newspaper"
6. Editorial board of magazine "Leaders of Education"
7. Community Schools Resource Center of Omsk Oblast
8. Civic Initiatives Support Center "Sodeistvie"
9. Interregional public organization of children and youth "New Civilization"

Goals of the Fair:
Mobilization of the potential of the pedagogical community, integration of resources of the state, commercial, and civic institutes of society towards the solution of socially important problems of educating the next generation.

Tasks of the Fair:
- *Identification of what should be the emphasis for educating a moral and ethical individual and society as a whole;*
- *Dissemination of international and national experience in the formation of a spiritual and humanistic outlook;*
- *Formation of an active position in life of a citizen and foremost of the new generation through enrichment of the spiritual world of an individual;*
- *Mobilization of pedagogical workers, collectives, NGONPOs and other organizations to formation of spiritual culture, using various educational technologies;*
- *Formation of new social links and fostering of cooperation of the state and civic institutes and business communities in the issues of education of the new generation and general population.*

The participants:
Participants of the Fair can be educational establishments, youth, children and public organizations, cultural establishments, territorial self-governing organizations represented by committees, centers; mass media, and also physical and legal persons whose activity is related to education. Age of participants is not limited.

Organization and dates of the competition.
The competition will be conducted in two stages.
- external (October 2003 – January 2004).
Application deadline 29 January 2004
- internal (April 2004 – 2nd decade of April)

External stage

During the external stage materials sent to the organizing committee will be reviewed (thesis should be in electronic form, 1-2 pages, font Times New Roman, size 12, interval 1.5; margins: top - 2, bottom - 2, left - 3, right – 1.5).
A thesis should outline the basic idea of the applicant's work, it's novelty, practical applicability.

The decision to enter the internal stage is made by a jury of the external stage.

The result of the external stage will be publication of applicants' theses that entered the second stage.

Winners of the external stage will be invited to participate in the internal stage.

The goal of the <u>*internal stage*</u> *is not only to disseminate new experience, attract public attention to problems of the next generation, but also to establish a new level of relations among participants.*

Fruitful intellectual work, as any other product, can and should have a monetary equivalent. Therefore, a participant of the internal stage should give a value to his/her work and, using various forms and methods, sell it as a part of the experience sharing agenda.

The Fair welcomes educational projects, educational technologies, and modern pedagogical ideas aimed at formation of spiritual culture and moral values of the new generation, according to the following topics:
- extra-curriculum educational activity
- pedagogical activity during class work
- family education
- educational work in the secondary education establishments
- education of children with special learning needs
- managerial tasks in educational work.

Thesis selection criteria:
- conceptuality (author's position, main pedagogical idea);
- social significance of the problem;
- novelty of experience, it is desirable to have a system of work for the chosen direction;
- support for chosen approaches, methods, means for problem solving;
- applicability of technology, opportunities for transfer of elements of the system to other teachers or other types of activity;
- system of educational work in the chosen direction.

Work of Fair participants will be reviewed for the following nominations:
- spiritual-ethical education;
- civic education;
- ethnic education;
- art and esthetic education;
- healthy life style education;
- ecological education;
- work habits education and professional orientation.

Winners of the external stage are invited for participation in the internal stage on the basis of private or sponsored funds. The internal stage has a stand format presentation for the project.

***Format of the stand presentation**:*
1. Work (topic) should be prepared in printed form and be on the stand in the size 1.2 by 1.2 m;
2. Name of the project, head of the project, the project itself in a thesis format;
3. Photographic materials;
4. Various amendments, exhibitory material;
5. Project materials for distribution.

Every participant of the Fair will have an opportunity to pay for photocopy materials.

Materials for participation should be sent to:_____

Participants from Siberian region should sent their materials to:_____

This description is not final and is subject to change by the organizing committee.

***"Fair of social-pedagogical projects and educational technologies"
Application for participation in Fair-2***

Check the topic of your work:
- extra-curriculum educational activity
- pedagogical activity during class work
- family education
- educational work in the secondary education establishments
- education of children with special learning needs
- managerial tasks in educational work.

Last name:
Name:
Patronymic:
Date of birth:
Place of work:
Work address:
Home address:
Telephone/Fax work/home (federal code), e-mail:
Qualification category (if any):
Work tenure:
State and field awards:

Brief description of work experience and information about most important pedagogical successes for the last 3 years.

What other information would you like to include. List desirable equipment for presentation of your project (list purpose and the number of units).

Application is to be filled for every participant. I would like to have a hotel reservation made/do not need reservation (underline appropriately).

Date of arrival:
Date of Departure:

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USEFUL RESOURCES

Printed Resources (in Russian and English):

Бостонская Консультативная Группа.

ВенеКласен, Лиза при участии Миллер, Валерии. *Новые Отношения: Власть, Граждан и Политики: Практическое руководство по защите интересов и гражданской активности*. World Neighbors, 2002. Переведено и издано: IFES-Армения и Сибирский Центр Поддержки Общественных Инициатив, 2003.

Горяева Е. Г. *Социальный маркетинг, или Как продвигать общественные организации*. Новосибирск: МОФ СЦПОИ, 1998г.

«Демократия на уроке». Российско-Американская Некоммерческая Организация "ECHO" (Educated Choices Heighten Opportunities). Новосибирск. 1996.

Кларк, Филипп А., «Пособие для подготовки членов муниципального совета»

Линдеманн-Комарова Сара. Общественные школьные фонды. Новосибирск: МОФ СЦПОИ, 2003г.

Материал предоставлен Юго-Западным Центром Развития Общественно – Активного Образования, Аризонский Государственный Университет, Темпе, штат Аризона.

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On-Line Resources on Community Schools and related issues (in Russian and English):

"КОМПАС – Пособие по обучению в области прав человека для молодежи": http://eycb.coe.int/compass/ru/contents.html

Красноярская региональная молодежная общественная общественная организация Центр "Сотрудничество на местном уровне": http://www.kccp.krsk.ru

Межрегиональный Общественный Фонд "Сибирский Центр Поддержки Общественных Инициатив": http://www.cip.nsk.su/index.html

"NGO.RU - каталог общественных ресурсов Интернет": http://www.ngo.ru

Образовательный сайт Казахстана: http://www.bilim.kz

Фонд независимого радиовещания: http://www.fnr.ru/audio.phtml?cs. This link is to a 12-part radio program from Voronezh Oblast called "Citizen Pupils". The radio program presents and describes various aspects of community schools throughout the series.

Центр ОАШ ВРОДО «Искра»: http://www.iskra-oash.narod.ru/oash.htm

Coalition for Community Schools: http://www.communityschools.org

The Community Tool Box: http://ctb.ku.edu/

Institute for Democracy in Education (IDE): http://www.ohiou.edu/ide/index.html

National Center for Community Education: http://www.nccenet.org

National Community Education Association: www.ncea.com

WorldVolunteerWeb.org: www.worldvolunteerweb.org

In addition to these on-line resources, we would recommend that you simply use an Internet search engine in your country/region. For example, for Russian language Internet searches try "ОАШ" or "Общественно-активная школа". In English, you can try the phrases "community school" or "community education". In either language, you'll turn up many possible Internet materials to explore. Good luck!

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ABOUT THE AUTHOR

Sarah Lindemann-Komarova, a graduate of Philips Exeter Academy and Columbia University, New York, has dedicated her focus to grassroots civil society development in Siberia since February 1992. Her work began as a teacher at Novosibirsk State University where she used English language classes as a means of civics education. In 1994 she founded ECHO, an American NGO dedicated to civil society development in Siberia, and was responsible for opening a civil society development center in Novosibirsk. This center was expanded to become the Siberian Civic Initiatives Support Center Foundation (SCISC) in 1995. She served as President of SCISC until 1997 and oversaw the design and implementation of this 11-region network of civil society development centers, the first of its kind in Russia. The foundation has distributed over $1 million in small grants to Siberian organizations and is one of the most innovative and effective development organizations in Russia. Her university teaching experience became the foundation for what would evolve into the community school model presented in this book. This included becoming one of the founders of the first community school resource center in the CIS, the Krasnoyarsk Center for Community Partnerships in 1996. A recipient of an Open Society Individual Fellowship in 2000-2001, Lindemann-Komarova analyzed and wrote about 10 years of civil society development in Siberia and presented the results on a speaking tour at US universities and institutes. She is the author of "Community School Foundations: Mechanisms for stimulating social partnership, community development and local philanthropy" and numerous articles on civil society development in Siberia.

Currently, Lindemann-Komarova serves as a consultant, trainer and expert to SCISC and the community school movement in the CIS. She lives with her husband, Ivan, and their daughter, Carolina-Clyde, in Akademgorodok, Novosibirsk and the village of Manjerok, Altai Republic in the Russian Federation and, whenever work allows, the state of Maine in the United States of America.

IFES ACTIVITIES IN ARMENIA

IFES-Armenia Vision Statement
IFES in Armenia is committed to the success of a vibrant and effective civil society. IFES believes that fair and free elections, good governance, rule of law and civic awareness and participation are necessary components of a flourishing, stable and prosperous democracy.

IFES-Armenia Mission Statement
IFES in Armenia provides nonpartisan, locally defined, technical assistance and information to the Armenian population and institutions for the development of civil society and democracy.

Overview
From 1996 to 2000, IFES provided technical election assistance, which included voter education, election monitoring, guidebooks on election administration, and legal support for the electoral code. Since 2000, IFES has been implementing a major democracy and social reform project to empower the citizens of Armenia. The current four-year, $4.2 million project, funded by United States Agency for International Development (USAID), promotes a more informed and dynamic civil society. By expanding the capacity of grassroots communities to communicate with their elected representatives, the project aims to bring about a more transparent, responsive and democratic government.

Direct Citizen Engagement
With the intent of building a well-informed and pro-active citizenry, particularly in rural areas where information may be limited, IFES directly engages citizens throughout Armenia. IFES has hired and trained a core group of civic educators who facilitate community-based citizen Dialogue Groups (DGs) and Initiative Groups (IGs). By leading discussions and providing informational materials on national and community-specific government structures, activities, and issues, IFES channels citizens' public concerns into advocacy and community involvement. In addition, IFES fosters active linkages among communities through regional, professional, and sectoral associations, NGOs, public officials, and mass media.

As of October 1, 2004, civic education instructors have conducted more than 4,652 meetings of DGs and IGs in 409 communities of Armenia. Of the 78,643 people who have participated, more than half are women. DG themes have featured legal education, community development, local self-governance, community schools, and water supply issues, and other topics. IGs have focused on issues including telephone connections, development of NGOs and condominiums, constitutional amendments, heating for a polyclinic, renovations of kindergartens, and establishment of community foundations and community schools. Other community initiatives have included 80,000 corrections of voter lists in 35 communities of Armenia by Voter Lists Advisory Committees (VLACs). In addition, over 2,899 community events over the last three years have been organized during the annual nation-wide volunteer actions, "Days of Good Will, Good Deeds, Good Results," with the participation of 288,528 citizens. Successful initiatives such as these give citizens the sense that by working together, they can affect real change in their community.

Partnership with the Center for Community Dialogues and Initiatives (CCDI)
The IFES CAPA Network of civic educators and resource centers has developed into a sustainable CAPA Network embodied in a new indigenous civic education NGO: the Center for Community Dialogues and Initiatives (CCDI). The new network, CCDI, has assumed

responsibility for IFES' local staff, infrastructure, and communities where CAPA offices have worked over the last several years. Founded in December 2003, the mission and services of CCDI are grounded on the needs and interests of the communities that it serves and cover the four pillars of a healthy vibrant democracy – civil society, good governance, rule of law, and elections.

Information Resources and Public Outreach
Information is essential to citizen empowerment. IFES produces a number of information products including: independent reports on community council meetings and town hall forums, citizen guides to the national and regional governments, public service announcements and documentaries, televised town hall meetings and candidate debates, and results of public opinion surveys. IFES also produces concept and issue-oriented leaflet series, which in the past has included question and answer guides on the local government, condominiums, the police, everyday legal issues, the presidency; voter education guides; and "How-to" manuals on conducting candidate debates and advocacy campaigns. IFES Armenia also maintains nine resource centers, which are open to the public. The resource centers are equipped with internet access and print, video and electronic materials covering the areas of civil society, elections, rule of law, and governance. IFES resources provide the information, skills, and tools for carrying out various civic initiatives and promote an overall well-informed population. They are open to the public every Wednesday from 11:00 am to 5:00 pm, also any day upon request.

Addressing Gender Issues through Local Education, Advocacy and Oversight
IFES has established a partnership with the Women's Republican Council (WRC), an Armenian non-governmental organization. Through collaborative efforts, the WRC works with IFES to encourage women to engage in public life and to advocate for issues. Joint IFES-WRC activities include an International Women's Day Public Information Campaign, targeted polls, training for women candidates running for local and parliamentary elections, cooperation between NGOs and the media, election observations, publications and public service announcements.

In 2004, IFES and WRC are promoting activities that aim to improve the status of women in Armenia. Through in the development and public awareness of the National Plan of Action on Improvement of Women's Status in the Republic of Armenia and Enhancement of their Role in the Society (NPA), IFES and WRC will work to address actions outlined in the NPA.

IFES – A World Wide Record of Implementing Civic Projects
IFES is a non-partisan, nonprofit organization founded in 1987 and is internationally recognized as one of the world's leading providers of democracy, civil society and governance assistance.

IFES is dedicated to the success of democracy worldwide, the prospect that each person in every corner of the world is entitled to have a free and informed say in how he or she is governed, and that democratic governance is evolving and dynamic, created by and meeting the needs of the people that it serves.

IFES provides professional advice and technical assistance in the promotion of democracy worldwide and serves as a clearinghouse of information on governance, rule of law, civil society and election.

In addition to its current office in Armenia that opened in 1996, IFES has field offices in 25 countries and program experience in more than 120 countries worldwide. Civil society and civic education programs initiated by IFES have also operated in Bosnia, Georgia, Russia, Moldova, Ukraine, Romania, Kazakhstan and other countries.

"Citizens' Awareness and Participation in Armenia" project is financed by the U.S. Agency for International Development (USAID) under Cooperative Agreement # 111-A-00-00-00168-00.

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