

VALUE: National Report Germany

by the Leuphana University Lüneburg and the University of Hamburg

1 Overview of volunteering – university interaction

1.1 Volunteering in Germany

There are numerous organisations in Germany in which citizens can be actively involved in voluntary work. Non-profit organisation, groups and initiatives play a large role in the context of civil community service. They form a so-called “third sector” alongside the state and market sectors.

Third-sector organisations are formally structured, organisationally independent of the state and independently administered. They are not run primarily for profit (“non-profit organisations” - NPOs). Membership in the organisations is based on the volunteer principle. They set no compulsory obligations and depend to a large extent upon unpaid commitment. Apart from private donations and state support, they basically exist through honorary commitments and voluntary work. In Germany the third sector covers a wide organisational spectrum, extending from the Volunteer Fire Department, member organisations of community service associations, clubs and associations for culture, recreation and sport, to the initiatives and groups active in environmental protection or third-world movements.¹

Since 1999 the national government has commissioned so-called “Volunteer-Surveys“, with the goal of collecting comprehensive quantitative data on civil voluntary activity in Germany.² The surveys cover the type and extent of involvement, motivation and expectations of volunteers, structures of voluntary activities (time given, organisation, target groups, media usage, learning processes), as well as relevant social data (age, education and training, professions), but also the basic parameters for the involvement and the potential for improvement, in order to further

¹ Beher et al., 2008

² Bundesministeriums für Familie, Senioren, Frauen und Jugend (Hrsg.) (2005). Freiwilliges Engagement in Deutschland 1999–2004. p. 3. Available from www.bmfsfj.de/bmfsfj/generator/RedaktionBMFSFJ/Engagementpolitik/Pdf-Anlagen/freiwilligen-survey-kurzfassung

support and develop the entire voluntary sector. Following the surveys of 1999 and 2004, a third "Volunteer-Survey"³ has been carried out in 2009, the results of which are expected in 2010.

A survey conducted by Prognos AG (2008) shows that 34.3% of Germans are involved in voluntary activities. The areas they are particularly active in are recreation (35.9%), children/youth (26.5%), church (21.3%) and social groups (18.8%). Teenagers and young people between the ages of 14 and 24 are among the most active. Men are more active within voluntary associations than women (38% to 32%). However since 1999, the involvement of women has increased more than that of men. Reasons for doing unpaid work are being involved in cooperative activity and building social contacts. Reasons for not being involved in voluntary associations are predominantly based on lack of time, health limitations or lack of information about the possibilities.

According to conjectures by the state secretary, Gerd Hoofe (National Ministry for Families, Senior Citizens, Women and Youth, Bundesministerium für Familie, Senioren, Frauen und Jugend - BMFSFJ) there are the first signs that this involvement and the willingness to do voluntary work may not be able to keep pace with growing social challenges.⁴ The number of people actively involved in established organisations is reducing, support requirements have not been comprehensively assessed up to now, and at this point full agreement on the potential for civil involvement in community service is lacking.

The National Network for Community Service (Bundesnetzwerk Bürgerschaftliches Engagement - BBE), founded in 2002, has given itself the task of promoting the community and the voluntary sector sustainably in all social and political areas. The BBE is a pool of stakeholders from the community, state and industry. The members include umbrella organisations as well as some of the large individual organisations from the following areas: social, environmental, sport, cultural, aid and emergency

³ vgl. www.bmfsfj.de/bmfsfj/generator/BMFSFJ/engagementpolitik,did=121872.html

⁴ Gerd Hoofe, Welcome speech on the occasion of the first congress of the National Forum on 27th April, 2009

services, women's, youth and senior citizens' interests, both Christian churches, charitable foundations, as well as the umbrella organisation for the voluntary service agencies and centres, the offices for the elderly, and the self-help organisations and the self-help contact centres. From the business sector are, among others, DGB (Deutscher Gewerkschaftsbund/Confederation of German Trade Unions), IG Metall (Industrial Union of metal workers) and VERDI (multi-service trade union) and companies like Ford Werke AG, the German BP AG, the Commerce Bank or Betapharm GmbH. The state sector is represented by three national ministries, 16 "Länder" (states), two consortiums of communal regional bodies at the national level and several individual local authorities. Within the framework of the network, the members have the task of creating the best possible legal, institutional and organisational conditions for voluntary activities.

The BBE provides practical materials to support voluntary involvement, organises educational events and conferences and, within the context of its goals, comments on issues affecting the promotion of voluntary involvement and the community. A "Week of Voluntary Community Involvement" takes place every year in September in Germany.

In addition there are many volunteer agencies which give information to volunteers and interested parties locally. They offer a selection of volunteering opportunities from a variety of individual types and intensities. The national work union for volunteers (Die Bundesarbeitsgemeinschaft der Freiwilligenagenturen e.V. - bagfa) operates as a national network and independent interest group for voluntary organisations and registers about 300 voluntary agencies nationwide in Germany.

1.2 University Lifelong Learning (ULLL) in Germany

Lifelong learning is anchored within Germany's constitution and, according to the National Ministry for Education and Research (Bundesministerium für Bildung und

Forschung - BMBF), is one of "the most important tasks of educational politics".⁵ The BMBF recognizes not only informal learning in this context, but also the improvement of educational opportunities and the equality of opportunities for all layers of society, and on-going professional qualifications during the whole work career. The BMBF particularly warns of the demand for lifelong learning for older people because of their strong community involvement, to develop and up-date their competencies and to ensure the transfer of knowledge to younger generations: "At the same time, learning must also remain attractive for people in late-professional life and in retirement, firstly so that their knowledge and competence is not lost; secondly, to promote their social participation and social recognition and appreciation of their experience."⁶ Continuing education and training options should be improved and access to them made easier, in order to increase "motivation for educational activity". Making educational advisory services more professional is as important a part of the catalogue of strategies as improving the underlying research and understanding in the field of "learning during a lifetime".

The national and state commission for educational planning and promotion of research (Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung - BLK)) has published a strategy paper on lifelong learning in Germany in 2004, which stresses, in addition to the compensatory functions of learning and its role in helping maintain self-determination, the importance of building the competencies of older learners because of the desire to strengthen civil voluntary involvement: "Older people achieve new competencies and experience, both in order to pass these on to others or to be able to carry out voluntary functions."⁷ This however is only possible by dismantling age-related barriers present in education "and also by providing fair entrance opportunities for mature people as well".⁸

⁵ Bundesministerium für Bildung und Forschung (2008). Lernen im Lebenslauf. Available from www.bmbf.de/de/411.php

⁶ *ibid.*

⁷ Bund-Länder-Kommission (2004). Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland. p. 5. available from www.bmbf.de/pub/strategie_lebenslanges_lernen_blk_heft115.pdf

⁸ a.a.O. p. 7

Academic continuing education at higher education institutions (HEIs) will attain a prominent position: "Lifelong learning and learning parallel to work must become a leading principle, based on which universities will organise their educational offers in future, in order to take into account changed educational patterns with more individualised educational and professional biographies and the qualification needs of the working individual."⁹

The higher education institutions must thereby guarantee the academic level of educational courses as well as open up their overall educational options to all age groups who are willing to learn. Since the amendment to the higher education framework law in 1998 (4. HRG-Novelle), academic continuing education has become one of the core tasks of universities alongside research, teaching and degree studies.¹⁰

Currently special programmes of academic continuing education for mature students are offered at over 50 higher education institutions nationwide.¹¹ The prerequisites for participation, organisation, type and scope of the courses vary enormously. The spectrum of courses ranges from individual university events and general degree courses to certificate courses over several semesters. Mature students study within the regular semester programmes, but also in special programmes developed for their needs and interests. The universities involved are members of the national work union for academic continuing education for older people (Bundesarbeitsgemeinschaft Wissenschaftliche Weiterbildung für Ältere - BAG WiWA)¹², which has the following goals: to promote new forms of study for later life, to research and document academic continuing education for mature people in practice, to promote an open discourse on the topic, and to bring out its own publications. A current study into the newest developments in higher education for older people in Germany is in preparation. Study opportunities specifically on topics relating to

⁹ Wissenschaftsrat (2006). Empfehlungen zur künftigen Rolle der Universitäten im Wissenschaftssystem p. 65. available from www.wissenschaftsrat.de/texte/7067-06.pdf

¹⁰ Graeßner, G. (2006). Wissenschaftliche Weiterbildung. In: Krug, P., Nüssli, E. (Hrsg.). Praxishandbuch Weiterbildungsrecht, München, S. 3-82

¹¹ Saup, W. (1997, 2001). Studienführer für Senioren. (Hrsg. Bundesministerium für Bildung und Forschung). available from www.uni-ulm.de/LiLL/5.0/publikationen/sfs/sfsframes.html

¹² www.dgwf.net/bagwiwa/index.html

voluntary involvement have a special importance in the academic continuing education opportunities for older people, and are offered by, among others, the University of Münster and the European Centre for University Study for Senior Citizens (see Appendix).

1.3 Political and legislative context: government support in Germany

Civil involvement as a political theme has gained importance in Germany in the past 15 years.¹³ An important step in 1999 was the establishment of a commission of enquiry for the future of voluntary social commitment, in order to analyse the situation relating to honorary work and to develop proposals and strategies for its support and development. Consequently a subcommittee on “Civil voluntary involvement” was commissioned to enable and realise the implementation of these recommendations.

As a result, among other things, is a law to strengthen and promote voluntary involvement. The law “Helping the Helpers”, passed by the Federal Assembly, should improve the tax position of voluntary organisations, simplify non-profit and donation regulations and, not least of all, reduce the bureaucratic workload.

In August 2007, the new Federal Minister for Families, Ursula von der Leyen, started a new initiative, “Civil Involvement With Each Other“. By grouping the social forces around voluntary work, civil voluntary involvement is supposed to achieve recognition, be further developed and be strengthened. The target is to promote good surrounding conditions, research projects oriented to developing strategy and law-making aimed at promoting voluntary involvement. In addition, through this initiative the Federal Minister for Families would like to achieve more appreciation for voluntary involvement. For this purpose it is necessary to harmonise voluntary involvement with industry and to create cooperation with social organisations.

In order to build volunteers’ qualifications, the BBE with the support of the BMFSFJ created the independent “National Forum for Involvement and Participation“. The

¹³ Oik, 2009

contributions of over 300 experts from politics, society, churches, business and academia are to support the national government in developing a national voluntary sector strategy.

1.4 The volunteering – university interaction in Germany

There are connections between university teaching and voluntary work worth mentioning in two areas: firstly the concept of “service learning” adopted from the USA, and secondly the development of university programmes (continuing education) for the qualification of leaders active in third-sector organisations.

First experiences of the “service learning” concept are currently being collected at various German universities. Service learning is understood to mean a learning method which combines academic seminar content (learning) with voluntary involvement (service).¹⁴ Students have responsibilities in their communities and can clearly see the practical application of academic content and better absorb it. At the same time, “service learning” is always anchored in the curriculum, in order to ensure the link between university teaching and specialist content. This distinguishes “service learning” from community service on the one hand and from work-oriented internships on the other.

This concept is actively supported and promoted by the Freudenberg Foundation. Until now, service learning, based on the quality standards of the Freudenberg Foundation, has been offered at the universities of Mannheim, Trier, Duisburg-Essen and Würzburg. In addition, the universities of Erfurt, Saarland and Leuphana University Lüneburg have also integrated service learning into their curriculums.

The German universities, which have implemented service learning into their programmes, have recently joined together to form a network. On 9 March 2009, the university network “Education through Responsibility” was founded. The declared goal is to establish the concept within German universities. The six founding

¹⁴ Reinmuth, Saß & Lauble, 2007

members are the HEIs of Duisburg-Essen, Erfurt, Mannheim, Würzburg and Saarland as well as the University of Applied Sciences Erfurt.

Developing possibilities for unpaid workers to become qualified at university level is of increasing significance in Germany. The first courses available include in-depth university seminars as well as masters' courses offering continuing education parallel to work. The contents particularly focus on the targeted application of current management and leadership practices with specific reference to the voluntary sector. Thereby central topics from ethics are covered as much as strategy development, legal fundamentals and human resource management. Entrance requirements for continuing educational master's programmes in Germany are a university degree and in most cases at least one year of professional experience. To successfully enter a master's programme in Germany, a previous HEIs degree is required. Candidates without an academic degree can usually attend intensive and in-depth seminars.

2 Good practice examples and the effectiveness of the interaction

2.1 Successes and challenges

In Germany most of the interaction between university lifelong learning and volunteering is currently through student volunteering. However, there is also some development of and growing interest in continuing education for those working in civil society and community service organisations. Additionally, universities can support lifelong learning for the voluntary sector by doing the multidisciplinary research which must precede the development of continuing education programmes.

The cooperation between the volunteer sector and universities has advantages for students, not only in the area of "service learning". Universities and communities also profit from the collaboration. Students can contribute their efforts, develop their personalities further, build leadership abilities, gather experience in project management and in the transfer of knowledge and specific, academic learning and can gain professional orientation. There are advantages for the universities through strengthening of responsibility towards the community, the exchange of knowledge

between the university and its region, the variety of seminars offered and the university's image within the society. For the community the cooperation improves the quality and quantity of socially-oriented opportunities, social cohesion through networking and academic expertise in the support and evaluation of projects.¹⁵

However, it is not always so easy to set up cooperations between voluntary organisations and universities. Although the model of "service learning" requires great flexibility, openness and awareness of problems by the teaching staff, their necessary "free hand" is limited by structured, formal, content-specific teaching guidelines. Even incorporating topics wished for by voluntary organisations into a teaching plan can be difficult due to curricular guidelines.¹⁶

"Service learning" also requires a high degree of readiness and commitment. The high time commitment can become a problem due to the changed framework after the Bologna Reform.

University programmes relating to management and governance in the non-profit sector first have to take into account that paid and non-paid careers for educated workers in voluntary organisations progress differently to those in businesses or in public service. In addition, they are reacting to a demand for continuing education which, currently in Germany, can be met only to a limited degree. Thus a study of over 4000 employed and non-paid leaders has come to conclusion that there is a strong interest in continuing education in the third sector.¹⁷ All those surveyed considered qualifications earned from studies and training to be important for qualified personnel in non-profit organisations. In addition, they assessed as important competencies earned in a paid position or developed during a prior non-paid role, as well as so-called "learning-on-the-job" from the current position. All those surveyed saw the need for further and continuing education, especially in the task areas of the organisation and in public relations. In addition, voluntary leaders expressed, a distinct wish for continuing education in the area of voluntary-sector management, while employed leaders favoured the areas of project management and finance.

¹⁵ Eyler & Giles, 1999

¹⁶ Hofer, 2009

¹⁷ Beher et al., 2008

2.2 Examples of good practice and principles

Cooperation between the University of Duisburg-Essen and the Voluntary Agencies in Essen

As a founding member of the network “Education through Responsibility“, the University of Duisburg-Essen has a pioneering role in the area of “service learning“. In 2005, under the leadership of Prof. Wolfgang Stark, the project “UNIAKTIV – the Centre for Social Learning and Social Responsibility“ was initiated, with the purpose of promoting social involvement amongst university members. Since the end of 2006, the project has been supported by the Mercator Foundation. The goal of the project is to promote civil involvement amongst students and to integrate this into university teaching. UNIAKTIV serves as a start-up and advice centre for students interested in civil involvement. Through cooperation with the voluntary agency in Essen, there are over 300 opportunities available for students in non-profit organisations. Students’ voluntary work is integrated into their studies in the form of project seminars, certified by UNIAKTIV and accredited with credit points.

UNIAKTIV has two approaches: one is that students work within a voluntary framework for a specific amount of time within social organisations or in environmental or socio-cultural projects. They have the opportunity to be prepared for their roles and guided in their work. At the end, there is an evaluation seminar, during which experiences can be exchanged and discussed. Through their work, students can gain and strengthen social competencies, like communications skills, and cooperative and teamwork skills. Secondly the concept of service learning is applied in various fields. For example, students can be helpful monitoring in the field of business administration for a community organisation, or develop marketing concepts for social projects. The university students thereby make their knowledge and their manpower available to the community partners and at the same time practice their own skills.

Projects which have already been carried out include “Quality management and evaluation: methods and practice“, “Public work in institutions: know-how and

practical applications” or “Project management: non-profit projects”. Since the winter semester of 2006/2007, more than 800 students from six faculties have taken part in 36 UNIAKTIV service learning activities – seminars and projects with social relevance. To further promote and spread the concept, there are courses for university educators on implementing service-learning seminars. Over 300 non-profit organisations from the city of Essen and region are listed as contact and intermediary partners in the database “Fairmatch“, which is managed by UNIAKTIV together with the voluntary agency of Essen.

UNIAKTIV remains in active communication with renowned US universities practising service learning, like north-eastern University (Boston, MA), the University of Seattle and Massachusetts Institute of Technology (Cambridge, MA). A cooperation project was begun in 2008 with MIT, in which three UDE students together with fellow students from MIT were involved in a development project in South Dakota and Vietnam. The university has often been distinguished for its contributions. In 2007, they received the Jimmy & Rosalynn Carter Partnership Award, were named a “Location in the Land of Ideas” by a Germany initiative and received the USABLE award for ideas from the Körber Foundation.

“Service-Learning-Projects” at Leuphana Universität Lüneburg

In the summer semester of 2007, Leuphana University took part in the pilot project “Do it! –Service Learning for Students”. The project, supported by the Stuttgart agency 'Mehrwert', offers continuing educational opportunities for students, to be active in social organisations and receive ECTS points for their involvement towards their usual degree.

The project is also supported and promoted by the Robert-Bosch-Stiftung. With this support it was possible to extend “Do it! Service Learning“ to the whole of Germany and to offer opinion formers as well as stakeholders cost-free training on the independent implementation of service learning in universities.

The point of the project is for students to become involved in a wide variety of voluntary areas. Individually and in work groups, they take information from taught seminars and develop these into project ideas for civil voluntary activities, and then put these into practice. The selection of study topics, respective projects and testing requirements lies largely in the hands of the students. The university plays a supportive role. A high degree of personal responsibility and organisation is thereby expected of the students.

In 2007, the Leuphana University received second place from the "Jimmy and Rosalynn Carter Partnership Award for Campus-Community Collaboration" for the project "Lunatic e.V.". The Lunatic e.V. project was founded in December, 2003, out of a practical seminar for festival organisation. The community association organises a yearly festival at the university campus in Lüneburg. The project is based on the multi-disciplinary student seminar, which allows and promotes an exchange of experience and knowledge. As a non-profit association, the Lunatic-Team selects a partner project each year (e.g. "Viva Con Agua") and communicates its background and goals through diverse PR campaigns, whereby providing additional promotion through further channels. The association is financed through supportive membership with a voluntary annual contribution of 5,00 Euros. Members can attend talks and events offered by Lunatic e.V.

In addition to this, voluntary work and community responsibility are topics of complementary studies at the College of Leuphana University and are thereby embedded within the curriculum. For example, students can attend courses like "Voluntary Work for the Development of Personal Competencies" within the framework of the "Project and Practice" module. For these project seminars, students are active in voluntary organisations and take on specific tasks there. They are guided in their work for the organisation by the seminar, where students report on their voluntary activities, problems occurring and visible improvements. In the project seminar, students develop their own concept for voluntary involvement in an honorary work area. They explore the concepts behind their host organisation, the concrete demands of its active location, the problems arising there and the potential for the

realisation of their own ideas. Within the project management aspect of their course, they formulate a concrete goal for their own voluntary commitment, and document and reflect upon its achievement or non-achievement.

Study opportunities at the Centre for Social Investments and Innovations at the University of Heidelberg (CSI)

The Centre for Social Investments and Innovations (CSI), founded in June 2006, offers the master's programme parallel to work, "Non-profit Management & Governance" since the winter semester of 2008/2009. The programme deals with management in the third sector and focuses mainly on the areas of strategy development, legal fundamentals, governance and leadership. It caters particularly for a target group of leaders from community-oriented and socially-oriented organisations. Entrance requirements are a university degree, at least two years of professional experience in the non-profit area and a good knowledge of English.

In addition, selected modules from the master's programme are offered as executive training courses of a few days' duration, and over one to two weeks as continuing education seminars. Since spring of 2009, a special European executive training programmes is being run together with European partner universities – "the European Programme In Civil Society Leadership" (EPICS). It consists of four modules, which are held at the various locations of the cooperating universities in Stockholm, Heidelberg, Vienna and Dublin. Apart from extending the knowledge base of participating non-profit managers, the programmes also give them the chance to build their personal networks and to exchange ideas and experiences with international colleagues.¹⁸

2.3 Principles of good practice

An evaluation of the service learning programme *Learn and Serve America, Higher Education* (LSAHE), which was carried out by students, shows that participation in service learning is related to the development of civic responsibility. Personality

¹⁸ CSI-Report, 2009

development in students can be intensified given certain conditions: the course contents should closely parallel the practical experiences which are gathered during voluntary involvement, the number of hours of voluntary work per semester should not be less than 20. Moreover, it is important that students' personal experiences are discussed and reflected in the courses. In addition training and supervision should be available to the students.¹⁹

An important goal of service learning is the partnership and democratic collaboration between the university and the region or community. In order to ensure a profitable collaboration, the university must build contacts within the region which on the one hand make projects available for students, but which also provide projects which can be approved within the curriculum. Baltes & Frotscher identified the following criteria for success, in order to guarantee sustainable usefulness for all parties involved:²⁰

- close agreement with seminar leaders over the suitability of topics within service-learning courses, in order to guarantee the incorporation of academic themes
- formulating agreed goals with the students
- formulating agreed goals with the project partners
- continuous supervision by the university while students carry out their projects
- university-wide and regional publicising of the projects in order to raise popularity and acceptance within the community and amongst students
- ensuring a good information flow with the partner organisations
- naming fixed contact persons for both sides
- initiating a regular exchange of information between all involved parties, in particular concerning changes made to the arrangements
- expressing mutual recognition and appreciation

¹⁹ Adloff, 2001

²⁰ Baltes & Frotscher, 2007

3 Barriers to and opportunities for future development

3.1 Barriers and Opportunities

A fundamental problem in Germany is that the creation of political, financial or structural frameworks for the third sector has been based on doubtful data. There is hardly any meaningful numerical data to provide a picture of the economic, labour-market and socio-political significance or structure of the third sector.²¹

The substantial need for research is also with respect to the framework for voluntary involvement. There are few scientific findings on volunteering or the effectiveness of voluntary work. There are trends towards compensation in various areas of voluntary work and honorary commitment. The significance of cash rewards or alternative forms of payment caused a very intense discussion at a dialogue board of the National Forum for Involvement and Participation. The level of knowledge about the effect of remuneration on the motivation of volunteers is unsatisfactory, according to the board's participants. The first intermediary report from the national forum calls for an empirical investigation of various forms of compensation on volunteers' involvement.

In order to close some of the knowledge gaps, the Stifterverband für die Deutsche Wissenschaft in cooperation with the Thyssen and Bertelsmann Foundations, the Federal Ministry of Families and the Federal Department of Statistics began the project "Civil Society in Numbers" in April 2008. Results should be available at the beginning of 2011. The project is based on internationally recognised data collection methods. These are set out in the "UN Handbook for Non-Profit Institutions in the System of National Accounts" and are currently being used in numerous countries. These methods will allow international comparisons.

The Centre for Social Investments and Innovations (CSI) at the University of Heidelberg has started a socio-scientific research cluster focusing on civil voluntary involvement, which is partly concerned with the qualifications of non-paid workers. In the research project "Qualifications and Civil Voluntary Involvement" („Qualifizierung und bürgerschaftliches Engagement“ - QBE), supported by the Federal Ministry for

²¹ Anheier, 2008

Families, Senior Citizens, Women and Youths (BMFSFJ), research is being done until the end of 2010 to discover where unused potential for civil voluntary involvement can be found and used. The emphasis of the project is to identify measures and projects which can create incentives for voluntary involvement through the offer of qualifications. They are particularly looking for innovative approaches with which, for example, to attract population groups rather less motivated towards voluntary work. This approach assumes that qualifications “create a sustainable social potential for voluntary involvement and work”.²² In this context, the research is to study what structures and offers currently exist, to find out the experiences of these various approaches to date and to identify transferable innovations.

Studies of this type are important for the sustainable cooperation of universities and the third sector. The potential to activate volunteers, demonstrated in the service learning programmes, could be used creatively. Regional and university structures could be formed to allow optimal conditions for voluntary involvement. By working with more continuing education providers in a targeted and effective way, qualifications can be offered to volunteers up to just below management level.

Educational politics has long debated building a stronger link between formal and non-formal educational structures. Whoever is involved in voluntary work, acquires and achieves key competencies. Qualification opportunities developed by universities and other continuing education providers together, could give non-trained volunteers access to, for example social, child-care and health-care jobs.

4 Conclusions and recommendations

The situation in Germany at the moment proves to be ambivalent towards cooperation between universities and the third sector. On the one hand there is no “strategic overall concept, no national strategy or plan which is comprehensive and accepted, offering a framework and structure”.²³ On the other hand, the theme of

²² www.csi.uni-heidelberg.de/projekte_qbe.htm

²³ Gerd Hoofe, Welcome speech on the occasion of the first congress of the National Forum on 27th April, 2009

voluntary involvement is experiencing a rise in importance, resulting in diverse interest groups, cooperations and forums at the political and university level.

There are three fields of action and task areas for the joint work and cooperation between universities and non-profit organisations: first the insufficient research and teaching on civil society is criticised. Helmut Anheier, leader of the Centre for Social Investments and Innovations (CSI) at the University of Heidelberg, is especially responsible here for establishing the discipline firmly within German universities. One of the hopes bound within the so-called Bologna-Process is that exactly this kind of focus on specialist areas will break out in order to stimulate interdisciplinary research. The theme of civil society, voluntary involvement and non-paid offices creates possibilities for research projects which involve a variety of scientific disciplines as well as third sector institutions and organisations.

A second field of action is in the area of “service learning”. Here it is about establishing learning opportunities which extend beyond the scope of the project. Establishing service learning nationwide would not only support students in building and developing social competencies. It would also promote the development of regional networks and establish universities even more deeply within their communities and regions.

Finally, it is essential to mention the university continuing education for those working in civil society and community service organisations. This is about building first upon work experience and about developing qualifications with a high relevance to practice in addition to research based and scientifically founded content. In this way it is possible to impart “entrepreneurship“ to people working in civil organisations, as well as to enable them to analyse and explore ethical questions and to solve problems.

5 Further information

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5.2 Other Resources

5.2.1 Websites (mostly in German only)

Bundesarbeitsgemeinschaft der Freiwilligenagenturen e.V. (www.bagfa.de)

Bundesnetzwerk Bürgerschaftliches Engagement (BBE) (www.b-b-e.de)

Deutsche Gesellschaft für Demokratiepädagogik e.V. (www.degede.de)

European Program In Civil Society Leadership" (EPICS) (www.epics.ie).

Freudenberg Stiftung (www.freudenbergstiftung.de)

Hochschulnetzwerk - Bildung durch Verantwortung (www.netzwerk-bdv.de)

Jimmy & Rosalynn Carter Stiftung (www.jimmy-carter-stiftung.de oder www.jrcpf.org)

Leuphana Universität Lüneburg, Lunatic e.V. (www.lunatic-festival.de)

Netzwerk Service-Learning, Lernen durch Engagement (www.servicelearning.de)

Stifterverband für die deutsche Wissenschaft. Projekt "Zivilgesellschaft in Zahlen". (www.stifterverband.org/statistik_und_analysen/dritter_sektor/index.html)

Universität Duisburg-Essen, Projekt UNIAKTIV (www.uni-aktiv.org)

Universität Heidelberg, Centrum für soziale Investitionen und Innovationen (www.csi.uni-hd.de)

Universität Münster - Zentrum für Nonprofit-Management (npm) (www.npm-online.de)

Wegweiser Bürgergesellschaft (www.wegweiser-buergergesellschaft.de)

ZivilEngagement Miteinander - Füreinander (www.initiative-zivilengagement.de)

5.2.2 Glossary

Third Sector	Sector of society which is different from state, market and community/family. This part of the economy is neither for profit nor governed by the state and covers associations, non-profit organisations or the like. These are subject to civil laws, but do not work for profit and are organised similarly to public institutions in many ways.
Volunteering	Voluntary public post or position in associations, initiatives or institutions without wages.
Formal Volunteering	Unpaid involvement for general/public interest within an organisation, association or club.
Informal Volunteering	Unpaid involvement for general/public interest without an institutional framework. Often also referred to as neighbourhood help
Citizenry Involvement	Is characterised by being voluntary, unpaid, without legal, political or economic constraints, within the public space and being carried out cooperatively or collectively.