

# DARE

Democracy and Human Rights Education in Adult Learning

**Focus Meeting:**

**“Fundraising strategies for  
European initiatives  
in the field of Education  
for Democratic Citizenship and  
Human Rights Education”**

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**DARE**

Democracy and Human Rights Education in Adult Learning

**Focus Meeting Partners:**



Humanity in Action Denmark

**DARE**

Democracy and Human Rights Education in Europe



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## INTRODUCTION

The EU Lisbon Strategy aims to develop the European Union into "the most dynamic and competitive knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion, and respect for the environment by 2010". All EU policies – and all EU grant programmes - contribute to this goal.

In the field of Education and Training the programme for "Education and Training 2010" defines the cooperation of all EU member states and defines European educational goals:

- enhance the level of education by raising quality of education and further education systems.
- open up systems of lifelong learning and empower all citizens to participate in them.

Several strategy papers, tools and indicators have been developed to reach these goals, among them the European strategy for lifelong learning, the European key competences for lifelong learning and the European qualification frame for LLL.

The DARE focus meeting "Fundraising strategies for European initiatives in the field of Education for Democratic Citizenship and Human Rights Education" aims to highlight the EU policy framework in the field of EDC/HRE and to exchange successful fundraising strategies employed by stakeholders in the field. The focus meeting was jointly organized by DARE - Democracy and Human Rights Education in Adult Learning, IUC Europe ([www.iuc-europe.dk](http://www.iuc-europe.dk)) and Humanity in Action ([www.humanityinaction.org](http://www.humanityinaction.org)).

Participants from 10 European countries contributed to the conference with reports, best practices and innovative European fundraising approaches. Following presentations on the most important EU policies in the field of education and the ratio of EU grantmaking, workshops introduced the EU Grundtvig and Daphne grant programmes. An introduction to foundation grants, corporate philanthropy and private donations provided guidance for raising the necessary co-funding almost all EU grant programmes require. The participants discussed pros and cons of different funding sources/strategies and came to the conclusion, that a healthy fundraising mix is most promising, especially in times of economic crisis, that are unfortunately not the best for fundraising in general.

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Our warmest thanks to the workshop leaders, training facilitators, moderators, speakers, researchers and all others who helped to make this focus meeting a success! Please do not hesitate to contact us should you need additional information.

Georg Pirker, Anne Stalfort  
*DARE Project Office Berlin*

For further information on DARE and on the EU project, Democracy and Human Rights Education in Adult Learning, please visit [www.dare-network.eu](http://www.dare-network.eu) or contact Georg Pirker at [pirker@adb.de](mailto:pirker@adb.de).

## **Overview:**

# **Fundraising strategies for European initiatives in the field of Education for Democratic Citizenship and Human Rights Education**

*Georg Pirker (Arbeitskreis deutscher Bildungsstätten, Germany)*

## **Some initial thoughts**

The situation for NGO's active in EDC/HRE in relation to receiving funding is all over Europe somehow comparable:

- It does not matter whether an NGO receives some infrastructural support or not on any level: There is almost no country in Europe, where you do not have to apply for external funding to run your educational programmes and to finance your activities.
- To organise the financial support for your activities has become a more and more time and resources consuming work, and it has become a core element of NGO's work.
- Of course a NGO that has an infrastructural support from national, regional or local level or own financial resources has the advantage to be able to co-finance their activities.

This presentation is about to give you an overview about some guiding principles and ideas that stay behind the EU funding. It aims a bit to help you to get orientation in the jungle of EU funding programmes but even more aims to help you understanding the structures that define the of European funding opportunities.

## **I. Education in the legal Frame of the European Union:**

Until now Europe is a voluntary entity of 27 member state. These members agreed in diverse treaties (put together in the so called EU-Treaty) to organise some of their policies in common responsibility. Therefore the EU was given in some policy fields supra-state authority by its member states:

Generally speaking there are

- 1) policy areas where the EU has the general authority and defines the rules by the European Law and
- 2) areas where the EU has only partial authority – following the principle of subsidiarity – and
- 3) policy areas that are run only under the full authority of the Member states – which is still the biggest part.

Especially the "soft" areas of policy – health, welfare/social policies, family, youth, education, culture – mostly belong to national sovereignty, here the EU has only a few policy and funding competences – of strictly additive nature.

To get an overview how the responsibilities and competences are organised in the EU treaty, have a look at: [http://en.wikipedia.org/wiki/Three\\_pillars\\_of\\_the\\_European\\_Union](http://en.wikipedia.org/wiki/Three_pillars_of_the_European_Union)

## **II. Consequences for the logic of EU-funding**

Where the EU has only some partial authority the EU has no right to establish the European law. Here European Union is only allowed to support measures or to establish consultation processes. The instrument in this field is to financially support specific measures with European dimension.

This all has consequences for or an impact/meaning on European funding:

- 1) Without legal frame the EU can not step into action. That means if a field of political activity is somehow part and mentioned in the EU-Treaty (Lisbon Treaty) there can be an approved budget. If there is a budget then there can be generated financial resources for activities
- 2) In a lot of policy areas the authority and competence of the EU is limited to a strict frame and ends up where national right starts. Here the only instrument for the EU is to stimulate with financial AID common aspects of national policies in order to enhance their European dimension.
- 3) This means that European financial support is limited to projects that show genuine European characteristics or projects that stimulate further European cooperation in the respective field of policy. Saying it the other way round: normally programs would follow the respective national structures of the member states and their political priorities – for the EU it does not matter if the national states really fund them or not.
- 4) A European funded project therefore should be established on a diverse ground – including various partners from national and supranational levels. And it should aim from the starting point to have the biggest impact on organisations, policies etc. within the EU member states: all goals measures and content should aim to be at least exploited on further levels.
- 5) EU funding programmes mostly have a strictly supportive nature, which has the effect that their political goals and tasks change from time to time and aim to further develop. Since European Funding is always just of additive nature and is only co-financing (but up to 75%) the funding naturally depends on national state funding programmes. In certain fields – like the EU managed structural funds – an existing state co-financing is binding.

## **III. The EU policy frame for EDC/HRE**

Education for Democratic Citizenship and Human Rights Education is first of all located in the policy area of Education. (other fields of course are relevant as well → EU Fundamental rights, et al) Education belongs to the weak policy fields with a strong level of regulation on the national level.

Having a look at the policy frame the member states and the EU have adopted several goals that are guiding for the activities of the EU in this field of policy.

### **III.1 Lisbon Strategy:**

Set out by the European Council in Lisbon, March 2000, the Lisbon Strategy's aim is to make the EU "the most dynamic and competitive knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion, and respect for the environment by 2010". That means that all EU policies contribute to this goal.

In the field of Education the program for "Education and Training 2010" defines the cooperation of all EU member states and defines educational goals and indicators.

The goals are:

- 1) to enhance the level of education by raising quality of education and further education systems.
- 2.) Opening the Systems of Lifelong learning and empowering/invite all citizens to participate in these systems.

There are several tools for to contribute to reach these goals: the European strategy for lifelong learning, the European key competences for lifelong learning and the European Qualification frame for LLL, et al.

#### **III.1.1. European Strategy for LLL**

*The European Strategy for Lifelong Learning aims to ensure that in the field of Lifelong Learning the Lisbon goals can be reached. Thus by:*

- 1) *Making Lifelong Learning and mobility a reality*
- 2) *improving the quality and efficiency of Education and Training*
- 3) *promoting equity, social cohesion and active citizenship*
- 4) *enhancing creativity and innovation including entrepreneurship at all levels of Education and Training*

(source : [http://ec.europa.eu/education/lifelong-learning-policy/doc28\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm))

#### **III.1.2. Key competences:**

*Key competences represent a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and employment. These should have been developed by the end of compulsory school or training, and should act as a foundation for further learning as part of Lifelong Learning. The key competences are:*

- 1) *communication in mother tongue*
- 2) *communication in foreign tongue*
- 3) *mathematical literacy and basic competences in science and technology*
- 4) *digital competences (including the ability to critical use of media..)*
- 5) *learn-to-learn (problem solving, organise own learning processes..)*

- 6) *interpersonal and civic competences (all forms of behaviour in relation to participate in social life and to resolve conflicts, etc)*
- 7) *entrepreneurship*
- 8) *cultural expression*

(Source: <http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf>)

The contribution of EDC/HRE activities to the Lisbon goals with regard to the key competences is the field where non-formal EDC/HRE educational activities might become extremely relevant and are easy to bring in line with the Lisbon Agenda.

### **III.1.3. European Added Value**

*“This means a number of different things. Most of all, though, it means that at some time the project will have relevance for all the Member States of the EU. The project should generally ‘operate’ in more than one EU country (there are some exceptions, for example a national pilot project to set up a model multidisciplinary task force to tackle domestic violence in a particular context with a view to later sharing that model with other countries). To work together, countries do not necessarily have to have identical problems or responses to these. There is much to be learned from the different ways different Member States respond to issues (... ) By working together, organizations from different Member States can explore these differences and also identify similarities, moving towards models, practices and policies that can cross the borders and become ‘European’.*

*So, European added-value includes geographical coverage of a project but most of all analysis and experimentation that leads to recommendations for common models, protocols, guidelines, structures, mechanisms, policies and processes. In time, for example, a small project run in two or three countries might lead to the production of components of a training course that can be adapted for use in all the Member States. Research on legislation or standards of care, and materials for school curricula or awareness-raising campaigns might lead to EU-wide actions and change. Importantly, the lessons learned from ... projects should be able to feed into European debate and inform policy makers on both the issues and possible responses. In practice, to build ‘European added-value’ into a project, it is necessary not only to attempt to run the project in a number of Member States and build multinational partnerships, but also to look beyond the confines of the project to find the broader European relevance of the issues, the actions and the output of the project. Every project should end, if possible, with a clear indication of how the project can be further developed at EU level, and with a statement of its potential for European debate and action.”*

(Source:

[http://ec.europa.eu/justice\\_home/daphnetoolkit/html/launching\\_project/dpt\\_launching\\_project\\_12\\_en.html](http://ec.europa.eu/justice_home/daphnetoolkit/html/launching_project/dpt_launching_project_12_en.html) )

### **III.1.4. Charter of Fundamental Rights of the European Union**

*“The European Union Charter of Fundamental Rights sets out in a single text, for the first time in the European Union's history, the whole range of civil, political, economic and social rights of European citizens and all persons resident in the EU. These rights are divided into six sections: Dignity, Freedoms, Equality, Solidarity, Citizens' rights, Justice. They are based, in particular, on the fundamental rights and freedoms recognised by the European Convention on Human Rights (<http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=005&CL=ENG>), the constitutional traditions of the EU Member States, the Council of Europe's Social Charter, the Community Charter of Fundamental Social Rights of Workers and other international conventions to which the European Union or its Member States are parties.”*

(Source: [http://www.europarl.europa.eu/charter/default\\_en.htm](http://www.europarl.europa.eu/charter/default_en.htm))

The document in itself is unique in the History of the European Union, but one needs to emphasize that there is almost no direct relation to the Lisbon Goals, which are guiding for EU's funding programs. Whenever one wants to argue with the FRC when it comes to EU programs, then there needs to be a strong line between the FRC and the contributing of a project to the Lisbon Goals.

### **IV.5 EU external relations**

Human Rights and Democracy belong to the EU's second pillar, which is the area of the European Foreign & Security Policy. Keep in mind: all Member States of the EU adopted the Universal Declaration of Human Rights and all members of the European Union are democracies. The consequence in EU-speech is that human rights and democracy learning issues might be of interest most of the time in the EU external relations. You will not be surprised to find every year calls for proposals with big grants to support the establishment of civil society and its forms of organisation with all the EU external countries.

Whenever one wants to raise European funding for activities in the field of EDC/HRE he/she needs to refer to the above mentioned policy frame. The project needs to contribute to the goals defined in the Lisbon Strategy. They should idealiter deal with the instruments recommended by the EC, they should refer to the key competences and contribute by this way to the further development of the field generate an European Added Value

### **IV. EU project funding**

- 1) As already mentioned above the EU usually co-finances projects. As a general rule for the field of education one could say that you never will succeed in receiving money from the EU for a project where you don't get supported on national/regional/other level.

2) EU-funded activities:

- a) The EU usually co-finances a work plan and the activities related to it: There is a clear intention to produce outcomes (=products) and related activities.
- b) The EU also co-finances activities that contribute to these activities (working time/travelling/meetings)
- c) The EU co-finances the dissemination of the activities/products
- d) the EU co-finances the exploitation

Of course – since it is always project funding - the time is limited. Therefore the EU is interested in receiving a clear defined work plan that clearly indicates that the partner's consortium is capable to reach the projects aims.

And the EU – since it is bound to concentrate on “pilot” projects – usually does not steadily fund the same activities: That means there is a steady interest in further developing the projects (even if they are workshops) adjusting them to the political priorities and needs defined regularly on national and European level. Also the EU is interested in diversifying the activities, on level of their contractual partners which means that new players might get the funding easier than already established ones.

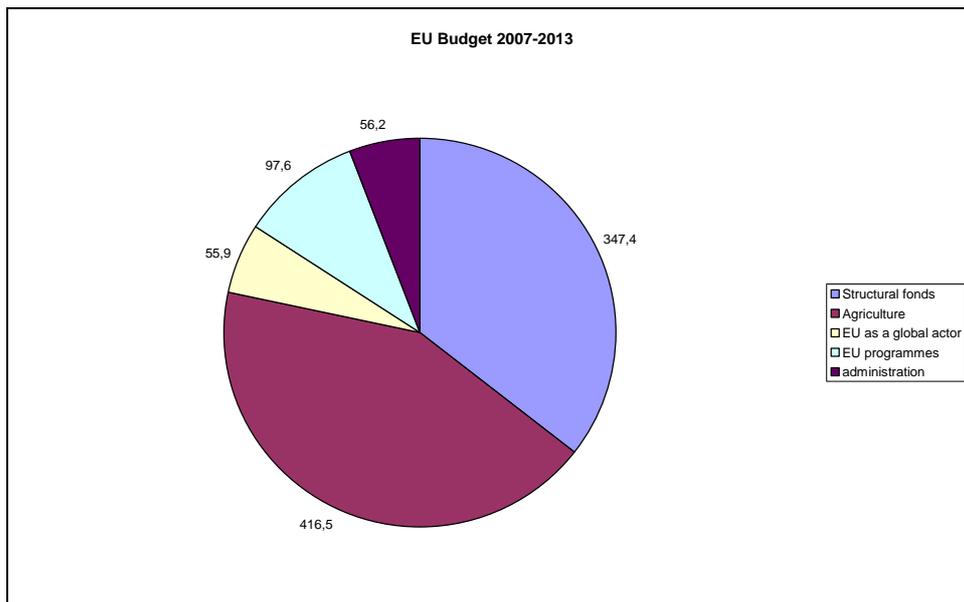
#### **IV. I. How does the EU finance activities and what are the goals?**

In General the funding budget distributed by the EU offers co-financing on four possible levels of actions:

- 1) Structural Funds (fully administrated on national level).
- 2) Projects Programmes (administrated on European and/or national level)
- 3) Agricultural, fisheries and food policy (direct subventions, on national level managed programs)
- 4) 3rd countries – cooperation with non-EU countries, European neighbourhood policy, administrated and managed on level of the EU Commissions Delegations) (EUROPEAID, PADOR)

To get an in detailed overview have a look at the web of the European Commission  
[http://ec.europa.eu/grants/index\\_en.htm](http://ec.europa.eu/grants/index_en.htm)

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#### IV.II. Goals of EU Funding and where to get it?

The EU has set out 4 main goals for financial help:

- 1) solidarity and cohesion
- 2) Lisbon Agenda: relevance of the projects themes targeting the Lisbon Agenda, relevance of the contribution of the projects outcomes to the Lisbon Agenda. This has for the EU even a higher relevance than the relevance of the project and its outcome for the partners. The idea behind is again the subsidiarity principle.
- 3) Reform of Europe's agricultural policy
- 4) EU as a global partner

Where to get it?

- 1) European structural funds (ESF):

The ESF funds are the "invisible" money of the EU. These programmes are administrated and often co-financed by the member states/regions/community level. No European partners necessary, sometimes a partner consortium on local/regional level is necessary. This money funds projects and structures. The European dimension is indirect and contributes to the aim of Solidarity and Cohesion.

- 2) The EU programmes of action.

The political responsibility is on level of the EC, which is the key player but there is a trend/tendency to administrate the programmes in external agencies both on national and European Level. (for example the Education, Audiovisual and Culture Executive Agency: <http://eacea.ec.europa.eu/index.html>)

The EU programmes are managed and administrated both on EC and/or on national level. There is a clear orientation on the implementation and contribution of the Lisbon Agenda, with a clear European dimension. The programmes run multi-annual (2007-2013) often the policy frame covers an even longer time (for example the recently discussed frame for youth policy in Europe reaches from 2010-2018). Each program reacts on specific needs and themes that come up on European level during that time, so each program continuously is being evaluated/ monitored/ adjusted and the priorities change on both EU and national level almost every year.

There is generally speaking a tendency to simplify the process of grant making. More and more flat rate grants appear especially on level of the EC managed programmes.

The EC will either co-finance a project by a Grant or co-finance the work related to the fulfilment of a working plan (so called institutional funding)

There is also the tendency to choose a rather technical approach for the proposals. Instead of a long written text one has to fill in numbers code that relate to targets and goals, etc.

The European Commission regularly issues calls for proposals in various policy areas which allow civil society to apply for EU funding for specific projects. Below you can find a list of possible POA's open for proposals relevant to EDC/HRE work:

- All calls concerning the 7th Framework Programme (FP7): <http://cordis.europa.eu/fp7/dc/index.cfm>
- Europe for Citizens Programme proposals Active Citizens for Europe, Active civil society in Europe and Active European Remembrance: see: [http://ec.europa.eu/citizenship/index\\_en.htm](http://ec.europa.eu/citizenship/index_en.htm)
- Lifelong Learning Programme (LLP): This is, in particular, accessible for not-for-profit organisations, voluntary bodies and NGOs. Most of the Lifelong Learning Program follows a logical architecture: from individual mobility support to large scale activities (for example: Grundtvig): [http://ec.europa.eu/education/programmes/llp/leonardo/call\\_en.html](http://ec.europa.eu/education/programmes/llp/leonardo/call_en.html)
- Call for Proposals: Youth in Action - Programme (2007 - 2013) - Deadline: from February 2007 up to the end of 2013. Deadlines vary according to Action. Please contact the European or your National Agency: Get a good overview on the ENAR website: <http://www.enar-eu.org/Page.asp?docid=15806&langue=EN>
- Freedom, Security and Justice: Grants for Fundamental Rights and Justice [http://ec.europa.eu/justice\\_home/funding/intro/funding\\_rights\\_en.htm](http://ec.europa.eu/justice_home/funding/intro/funding_rights_en.htm)
- The European Commission Communication DG awards every year grants for national and regional European initiatives by civil society organisations that provide information on the EU to European citizens, (f. e. focusing on young people and women as the main target groups organisations in EU countries.) For detailed information see: [http://ec.europa.eu/dgs/communication/contracts\\_and\\_grants/grants/index\\_en.htm](http://ec.europa.eu/dgs/communication/contracts_and_grants/grants/index_en.htm)
- The EC DG External Relations pays naturally huge attention to the issues of Human Rights and Democracy: [http://ec.europa.eu/external\\_relations/human\\_rights/index\\_en.htm](http://ec.europa.eu/external_relations/human_rights/index_en.htm)
- Of interest might also be some lines under the EU PROGRESS Program: <http://ec.europa.eu/social/main.jsp?catId=327&langId=en>

## V. Some basics on EU project grants

- 1) The criteria of the relevant Call for Proposals are binding
- 2) The more partners (also the more diverse the partner consortium and its expertise) the better.
- 3) EU provides only co-financing
- 4) The partner organisations countries must belong to the eligible countries within the Program. This is sometimes really difficult to find out since some partner countries participate even in just in specific actions of programs
- 5) The duration of the project and the time covered by the grant are precisely defined. Within this time all funded project activities have to take place and they need to be in a logical order.
- 6) A deadline is a deadline is a deadline: Not to stick to an EC deadline is a risk for your NGO.

## VI. Where to get information

Try to get familiar with the EU policy in your field of interest, keep in mind how the funding works in general. Discuss the implications for your organisation clearly and long term in advance.

Before applying for the first possible opportunity make clear that you screen regularly and structured the EU's funding opportunities. If there is a possibility to make use of a database or paid service make sure you get the best available information – it should contain far more info than just the overview on the relevant calls for proposals. Can not give any specific recommendation there is a lot of rubbish on the web, where you pay a lot more than you actually get, sometimes political parties in the member countries offer quite a good EU service and funding info.

The best way to get solid information is the EC- webpage, [http://ec.europa.eu/index\\_en.htm](http://ec.europa.eu/index_en.htm). Here you can find tons of material on every issue of policy the EU deals with. But the problem is that you need to know what your specific area of interest is. Otherwise you will be lost in the web.

<http://eacea.ec.europa.eu/index.html> Education, Audiovisual and Culture Executive Agency. The EACEA is a technical office that manages the whole Lifelong Learning Program on level of the EU. There are some more Executive Agencies in other fields than the LLP field.

Visit the info days offered by the EACEA often in cooperation with the National Agencies and visit the info events of your respective National Agency:

Subscribe to the newsletters of your National Agencies (Youth, Leonardo, Europe for Citizens etc)

In case you want to apply for ESF money, find out who runs the ESF-programs on your national/regional/local level. Download the Program Handbooks for the relevant program from the National Agencies Web.

*Note on the author:*

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## EU project applications for HRE/EDC - some provoking thoughts

*Wim Taelman (VORMEN vzw, (Flemish Expertise Centre for Human Rights and Children's Rights Education)*

### **in general:**

- A successful European project is nearly a miracle; a failed project can ruin your NGO.
- Only commitment + expertise + resources can make a good project
- A well prepared project makes project management much easier and avoids some of the potential conflicts.
- Foresee enough time for preparing an application.

### **on project ideas:**

- After a wild brainstorm one needs to make hard choices.
- A project should not be a goal in itself. It should have the potential to make a real difference towards the objectives of your NGO.
- A good project doesn't only bring benefits for the partner NGOs. For convincing the funders you need to show that the whole sector will benefit from it.
- First think your project through (outcomes, methods, finances...), then start looking for partners.
- Be ambitious. Don't be too ambitious.

### **on partners:**

- Choose your partners carefully (broad-narrow, expertise, reliability, stability, commitment...). The lead NGO must have a good level of project management capacity.
- For each partner there needs to be a balance between what they invest (time, money, own expertise...) and what they get from it (outcomes, money).
- The bigger the number of partners, the higher the risk for weaker 'ownership' of the project. Though with higher numbers of partners a two-level model of project involvement is a realistic approach, the EC seems to reluctant to accept this.
- Also discuss if it is 'senior staff' or 'junior staff' that needs to be involved in the project.
- (on working out the projects before handing in)
- Work out your project idea to a quite detailed level before applying. Discuss in details the timeline, the expected outcomes (quantity + quality) the tasks/workload for each partner, the distribution of the grant...
- Try to estimate and calculate everything: workload, costs ...
- Don't underestimate/overestimate the workload for the lead NGO.

**on finances:**

- As funding authorities only provide part (e.g. max. 75%) of the funds needed, have a good solution for the remaining %, eventually a 'plan B'.
- Ensure that the funder's financial rules and procedures are well known and understood (and accepted) by all partners.
- Discuss the internal rules and procedures for sharing the grant: timing, amounts, conditions (tasks fulfilled), pre-financing of the last instalment, transparency...

# Grundtvig Learning Partnerships and Grundtvig Workshops: Getting started with EU funds

*Anne Staffort (Arbeitskreis deutscher Bildungsstätten / Humanity in Action)*

## 1. The rationale behind EU grantmaking (focused on the field of education)

The EU is not a charitable organization and does not simply donate money to good causes. EU grants - being European tax payers' money – are used to support current EU goals and strategies, for instance:

- the so called “Lisbon Strategy”: Transforming Europe into a knowledge-based society and therefore foster employability and mobility
- social cohesion, equal access and equal rights for all Europeans
- cross-border cooperation of national/regional organisations in Europe

As the EU has very little authority in the field of education, EU grant programs are a tool to exercise some influence here. For this reason, the overall grant budgets in the field of education have been increased constantly since 2000. Until 2013 this trend is going to continue. As the EU cannot build up directly a significant number of European educational institutions, grant programs support those organisations with a clear European agenda, many European partners and a tangible European added value.

Most importantly, any first EU grant opens the door to larger ones. The EU does not suffer from “donor fatigue” (like many foundations do) but rather increases the grant amounts to well established partners.

## 2. One example of a well-fitting EU program for DARE members:

**Life Long Learning (LLL), sub-program GRUNDTVIG (for adult learning)**

All Info at: [http://ec.europa.eu/education/lifelong-learning-programme/doc86\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc86_en.htm)

The GRUNDTVIG program:

- focuses on the teaching and study needs of those in adult education and alternative education streams (staffers, volunteers and learners)
- encourages lifelong learning and mobility within Europe
- aims to provide adults with ways to improve their knowledge and skills, keeping them mentally fit and potentially more employable
- covers learners in adult education, but also the teachers, trainers, education staff, volunteers
- encourages European cooperation of relevant associations, counselling organisations, information services, media, policy-making bodies and others involved in lifelong learning and adult education at local, regional and national levels, such as NGOs, enterprises, voluntary groups and research centres.

- Develop and transfer innovative adult education and management practices
- Ensure that people on the margins of society have access to adult education, especially older people and those who left education without basic qualifications

## 2.1 GRUNDTVIG Actions include support for:

A: Mobility grants for individuals (staffers and volunteers): Mobility grants for professionals and regular volunteers, including participation in (eligible) trainings and conferences, study visits, 'assistantships', job shadowing etc.

Create your own training schedule with a partner organisation or find an eligible training/conference at <http://ec.europa.eu/education/trainingdatabase/>

B: Grants for Organisations: Grundtvig Learning Partnerships focusing on themes of mutual interest to participating organisations

- Process oriented learning, but with a concrete result that can be spread.
- At least 3 partners in 3 different countries, 8-10 is better. No grants to already existing umbrella organisations or firmly established networks!
- Integrate learners

C: Grants for Organisations: Grundtvig Workshops

- Minimum 5 working days, maximum 12
- Minimum 10, maximum 20 participants
- Not more than 1/3 of the participants from the same country
- No money for participants from the host country
- Topic: Basically anything within the GRUNDTVIG scope

## 2.2 How much money is in it?

Learning partnerships:

- Flat rates for each project partner organisation per "mobility".
- (1 mobility is 1 person crossing a border for an activity in the workplan)
- Project duration: two years, Sept 2010-Aug 2012
- German National flat rates (country list on the programs' website)
- 4 Mobilities: 10.000 Euro; 8 Mobilities: 13.500 Euro; 12 Mobilities: 18.000 Euro
- 80% of the money in advance, 20% at the end. Keep travel receipts for five years – but no need to hand in a financial report.
- Usually, the grant allows for a substantial overhead

Workshops

- Roughly 7000 Euro for all indirect costs (staff, office)

- National flat rates per participant, depending on the duration (in Germany for instance 1100 Euro per person for 6 days)

#### Individual mobilities

- National flat rates per participant, depending on the duration (in Germany for instance 1000 Euro per person for 5 days, 1500 Euro for 12 days)

### **2.3 Deadlines for applications at national Grundtvig agencies**

Individual mobilities: Some national agencies have “rolling” deadlines, some fixed deadlines. In Germany there are 4 deadlines per year – for instance apply until Jan 15, start your mobility in May .

Application process learning partnerships:

- The lead organisation applies to the National Grundtvig-Agency by Feb 2010
- Partner organisations hand in a copy of the application to their respective agency (just a formality) by Feb 2010. Sometimes a translation of the summary part is required.
- The decision is made until July-August 2010 by the agency in the country of the lead organisation. The other countries have to follow this decision – if there is still money in their “Grundtvig pot” (the more citizens, the more money).
- You can start the partnership in September 2010

Application process workshops:

- The organisation in the country of the workshop (host organisation) applies to the National Grundtvig agency by Feb 2010
- The decision is made until July-August 2010 by the agency in the country of the host. If you are turned down, you will be told why and you can try again a year later.
- You can start the workshop in September 2010

### **2.4 National Agencies**

- Offer information and application forms, sometimes extensive consulting/training options for applicants and grantees
- download list at:  
[http://ec.europa.eu/education/lifelong-learning-programme/doc1208\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc1208_en.htm)

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## Applications within the DAPHNE grant program

*Györgyi Toth (Active Citizenship Foundation, Hungary)*

Daphne III centers around three major groups of beneficiaries in relation to violence: children, young people and women and the main aim is to prevent and combat violence, and to protect victims and groups at risk. It provides yearly 16,3 mil Euros in grants (the current programme is called Daphne 3 and is running until 2013). New in Daphne III compared to previous Daphne grant programmes is the fact that transnational networks of organisations working in the above fields can receive grants to operate the network.

Objectives: prevention of violence and providing support to victims of violence (not only physical violence, but verbal, socio-economic violence etc). The organisations applying should be working specifically on the issue of violence.

Activities funded so far include:

- 1) assisting and encouraging NGOs and other organisations active in this field;
- 2) targeted awareness-raising actions;
- 3) disseminating results obtained under Daphne;
- 4) actions contributing to positive treatment of people at risk;
- 5) setting up and supporting multidisciplinary networks;
- 6) expansion of the knowledge base and exchange,
- 7) identification and dissemination of information and good practice;
- 8) designing and testing awareness-raising and educational materials;
- 9) studying phenomena related to violence and its impact;
- 10) developing and implementing support programmes for victims and people at risk and intervention programmes for perpetrators.

Apart from the main aim of the Daphne III programme, the Annual Work Plan (described in the annual call for applications) describes the priorities for the year. It is highly recommended to study closely the annual priorities, as projects fitting most into the priorities are more likely to receive funding.

The applicants (and partner organisations requesting funding) can be NGOs, local or regional public authorities or institutions such as universities or research centers. They have to be registered in EU member states or EEA countries. Organisations in Turkey and the West Balkans can be involved as non-funded associate partners only. That also means that (unless they can fundraise support from other sources), in the Daphne project they would play a limited role, maybe as multipliers of the results, but not active participants in creating the results, or maybe contributing at international meetings only.

Consequently, the money has to be spent within the borders of the EU or EEA countries, only per diems can be given to non-funded associate partners. At least two organisations from two different countries have to partner for the project, but ideally at least 3-4 organisations from 2-3 countries should be

involved, since the application process takes about a year, and during this time some planned partners might close down, if there are too few partners, this threatens the project.

The Daphne funding is very competitive in the sense that there are every year many more applications than can be supported (e.g. in 2008 there were 400 proposals handed in and only 40-60 were funded.) Therefore it is crucial to pay detailed attention to hand in a proposal that meets all the formal requirements as well as the eligibility requirements, as proposals who do not meet these two criteria will not be considered even for review.

The process of selection of successful proposals takes 4 to 6 months. Calls for proposals are published at the end of every year and the deadline is 2-3 months after publication. In practice it will take about a year from the moment an organisation looks for partners and hands in a proposal to signing the contract with the commission. As this is a long time, it is inevitable, that certain budget lines need changes. This is possible, the rules and limits to changes are all included in the documentation of the Daphne III, available on the Commission's website.

In recent years grants offered were from 75,000 to 300,000 euros per year for 12 or 24 months projects. The European Commission funds a maximum of 80% of the total costs of the project. The other 20% has to come from project partners and the applicant. It is not necessary to equally share this part of the contribution, but is certainly a good practice to do so. A maximum of 7% of the project costs can be used for overheads of project partners, this is a contribution by the project towards the operational costs of the organisation, as every project makes some use of the organisational infrastructure, but it is often difficult to isolate the cost of some phone calls, the use of the Internet, etc. The overhead does not have to be reported in detail in the financial report.

### **Some ideas on writing the proposal**

As generally recommended, read carefully the call for proposals, paying particular attention to the annual workplan priorities, the eligibility criteria, deadlines, and the list of documents required to hand in. As the proposal has to be innovative, it is justly expected of applicants to be informed about what has already been achieved, produced in the European context on particular issues, topics in general, and within the Daphne programme in particular. For the latter, the Daphne Toolkit (see website address at the end of this paper) is a very valuable source of information. The Toolkit is a collection of good practice, exemplary projects and of projects so far funded, including a short description of project results, list of partner and applicant organisations, and a collection of materials (posters, flyers, manuals, booklets, video spots, etc.) that have been produced with the support of the Daphne programmes. As the programme by now has a 12-year history, there is a wealth of information.

The Toolkit can be used for many other purposes as well. It is welcomed to include the dissemination, adaptation of already existing resources created with Daphne funding (as long as there is an innovative element, and it is not a simple repetition. Also, the list of organisations already funded by Daphne can be a good resource for potential partners: they have proven their expertise, the results are available for

viewing, and we can be assured that these organisations are likely to have an understanding of the management requirements of the Daphne programme for partner organisations.

It is also very useful to study the budget and staff forms well ahead of actually writing the proposal. The Daphne funding has a very well structured budget form, which can help in structuring our ideas for what we might need funding for, also gives a quite clear picture of what is funding available for within a Daphne project. It is especially advisable to consult the part of the call which details funding rules. The reasonability of the budget and the price-value ratio will be two of the aspects that will be examined in the awarding process, thus a reasonable and sound budget is just as important an element of success as the activity plan.

**Further information:**

Daphne Programme website

[http://ec.europa.eu/justice\\_home/funding/daphne/funding\\_daphne\\_en.htm](http://ec.europa.eu/justice_home/funding/daphne/funding_daphne_en.htm)

Daphne Toolkit website

[www.daphne-toolkit.org](http://www.daphne-toolkit.org)

# Funding from private donors and foundations

*Written by Daniela Kolarova, Partners Bulgaria Foundation ;*

*Presented by Tsvetoslav Nikolov, Bulgaria Foundation*

## 1. Overview

### Global picture: more work, less money

The impact of the financial downturn on NGOs is widening. In 2009 many European NGOs are laying off staff and cutting back programmes as the global recession deepens. The prospects for 2010 also look bleak. Many NGOs face that double curse of a drop in income as well as an increased demand for services of high quality. Giving from private foundations declined significantly during the last year and the same trend is expected in 2010.

### Cuts and reduced operations

NGOs having governments support experience bigger security but many of them report decrease in the revenue. Those who base their work on private support have similar problem. Private foundations in USA and Europe have faced own difficulties: there have been cutbacks in budgets and programmes, wage freezes or even decreases, hiring freezes, travel restrictions, etc. There also have been functions eliminated and layoff. NGOs which rely their support experience respective shortfall in revenue that lead to closed programs and reduced operations.

### New ways to raise money

This situation calls for new approaches. Approaching individual wealthy donors is worth as the contribution of just one or a few of them can fill the gaps in the budget. Some groups of NGOs are looking to raise money from donors in places like China and India, but obviously the recession has had an impact too on donors in such countries. Others demand increase of governments support and continue to pursue government grants.

Difficult times stimulate a lot of fundraising creativity such as working with celebrities or posting messages that require public support at theatres, cinemas or other venues.

### Challenges

Many challenges around NGOs fundraising today are related not only to necessity to provide the expected annual revenue but to keep mission focus and core principles of operations. Many NGOs admit they trade their independence for necessary government funding. In a scathing critique on NGOs, *Le Monde diplomatique* article claims that financial support from Western governments, multinational corporations and "multilateral" institutions makes NGOs "accountable to their funders, not to the people they work among."

To avoid this kind of critique NGOs need diversification of their funds including substantial revenue coming from private funding.

## 2. Private Donors

### Diversification of sources of revenue

Like many European NGOs, DARE network and its members rely on funding from different sources like the EU programs, individual donors, foundations, corporations and governments. The first rule every fundraiser learns is that funding sources must be diversified because dependency on one source or on limited number of donors can seriously affect NGO sustainability but also its policy, making these organizations potentially the creatures of special interests. Such charges challenge NGO legitimacy especially when funds come from "outside" - including foreign governments, corporations or foundations.

There are many pros and cons related to private donors:

### Pros:

1. Wealthy private donors can actually give more than institutions. While many foundations and agencies have large budgets, the funds are split among many organizations and there are limits on the size of each grant. Getting a very large grant from a foundation involves just as much relationship building and negotiating as a private donor gift would. Besides, private donors who have entered into a relationship with one NGO can focus the majority of their giving on this specific NGO.
2. Private donors can move much faster than institutional donors –in the right conditions. If good relationships are built, or if the fundraiser has been introduced and supported by someone who has a strong relationship with the private donor, and if the timing for the request is right, the decision can be made in days, not months. And they often will do it without an elaborate proposal.
3. Finally, private donors, once they are on the NGO side (or on its board) are far more loyal than foundations or development agencies. The upside of spending 18 -24 months building a relationship with an individual often means she or he is with you for many years... a rarity among institutional donors.

### Cons:

1. Raising money from private individuals can be frustrating, especially for Europeans with less experience than the Americans who have made the "major donor ask" to a fine art. Simply finding the right donor and then building a relationship is often daunting for a small NGO. Not every organization can develop skills to confidently approach wealthy individuals or corporations.
2. The process of relationship building or trust building can last two years, followed by months of agonizing over when to ask –and how much to ask for. Many organizations prefer to work with foundations and government agencies where the process is clear, transparent and rigid. While their politics may be mysterious to some, at least they have routines for asking, and schedules for making the decisions.

### 3. How to ensure success with individual donors?

Every NGO dreams for its long life wealthy friend who is committed provider of support for its mission and activities. Actually many organizations have such kind of supporters. Some organizations have support from their founding members or from their acting Board, who contributes to organizational budget. Most of organizations are looking for private donors at their start up phase. There are different factors of success when seeking for private donors:

- The personal network and skills of the Founder or leader of the organization are key. It is the Founder's own personal network that is going to get the whole ball rolling. The individual or the group of individuals who founds or starts up an organization should have a good judgment, passion and exceptional competence. The outcome of most meetings with individual donors in the early years of organization start up rest on the competence of a Founder/or Founders. Likewise, their ability to attract a strong Board, that can perform an essential fundraising duty, is also a key consideration.
- Fundraising among individual donors is a "friend-raising" and takes time. It takes years to create a strong constituency of individual donors for any organization. Donors do not like to be treated as "targets". They are people first, with complex lives and many interests and the relationship with them has to be handled with the sensitivity everybody would bring to any relationship they care about.
- Donors are increasingly educated and savvy people, schooled in the philanthropic conversation and scrutinizing of their investments. Approaching donor means excellent preparation, homework well done, high integrity and effective communication. Inauthentic interaction can be dissatisfactory for all concerned. From the donor's point of view being a philanthropist can be draining as many are targeting their money.
- Fundraising is not an isolated function. Fundraising cannot be separated from the overall strength of an organization. To present well, an organization needs strong program development, professional operations, an active, committed Board, and a strategic development plan. Every organization should be able to present its core documents and answer questions related to balance sheets and accounts. In order to start successful fundraising the NGO needs to strengthen all the aspects of the organization.
- Donor sources should be diverse. Even those who decide to work only with private donors need a multi dimensional approach to find donors: Good PR, regular special events, and tapping into the donors' networks are essentials. Best thing is the team can motivate and mobilize the existing donor base to find new donors. That again, comes down to the conviction, energy and vision of a NGO leader and staff.

#### **4. Implications of private funding**

Private funds allow NGOs to respond quickly to a certain need. This is especially important for humanitarian NGOs – within hours or days they can respond to sudden crises using their “unrestricted” money. Organizations working in the field of education can be more flexible in their reactions to ad hoc created projects, to calls for international meetings or to creative ideas promoting EDC/HRE. This can not be the case with the budgets secured from government or other institutional donors which have clear budget lines for spending.

Private funds allow NGOs to safeguard their independence from governments and to be more flexible. The chief advantage is the NGO can react very quickly and can use the money for anything they need. With unrestricted funds NGOs can help set the donor or media agenda rather than being driven by it. The private sources allow detecting and revealing a problem that official sources will then pick up on.

##### Constraints

As all extremes, heavy reliance on private donors is risky because on a daily basis they are more volatile than institutional donors. It is also more subject to sudden shifts in headlines in the economy. People tend to be more spontaneous in their giving, and the lack of predictability is one of biggest management problems. Meanwhile many of the biggest institutional donors have pledged they will do all they can to maintain their civil society related budgets.

The global economic crisis is hitting private donations hard, causing many dependent NGOs to downsize or reduce their educational activities. For example, Caritas, a network of 162 NGOs whose funding for humanitarian and educational purposes is equivalent to the Swedish government's, has a fall in private donations across its network. Unfortunately at the time of crisis humanitarian purposes take over the educational activities. Patrick Nicholson, the spokesman of Caritas says that "There is a commitment to keep frontline services up and running at the same funding levels, which will mean cuts in areas such as education or advocacy campaigns".

In this context searching funds for EDC/HRE purpose must be well justified, e.g. related to urgency to prevent xenophobia and violence rising at the time of economic crisis.

#### **5. Private Foundations**

Private foundations are legal entities organized as a nonprofit, a non-governmental organizations with funds (usually from a single source, such as an individual, family or corporation) and programs managed by its own trustees or directors. They are established to aid social, educational, religious or other charitable activities, primarily through grantmaking. Unlike a charitable foundation, a private foundation does not solicit funds from the public. Various countries have laws relating to the establishment and operation of these foundations. The European Foundation center is an entity that unites foundations and corporate funders and works towards promoting collaboration, both among foundations and between foundations and other actors. In some countries foundations are tax-exempt.

## **6. Family Foundations**

One common form of a private foundation is a family foundation. Families sometimes use a family foundation as a forum in which family members can work toward common goals, or as a way to instill the value of charitable giving in future generations of the family. The funds are derived from members of a single family. At least one family member must continue to serve as an officer or board member of the foundation, and as the donor. The family member plays a significant role in governing and/or managing the foundation throughout its life. Most family foundations are run by family members who serve as trustees or directors on a voluntary basis-receiving no compensation.

Examples of family foundations working in the area of EDC/HRE is OAK foundation based in Geneva. The resources of the Oak Foundation originated from an interest in the Duty Free Shoppers business which Alan M. Parker helped to build up. Parker's family the parents and their children and children in law are serving as trustees. They hire executive director and supervise the Foundation program. OAK has a Human Rights program and since 1998 when the Foundation was reorganized and began to hire new staff, it has made over 1500 grants to not-for-profit organizations throughout the world.

Rockefellers Brothers Fund is another example of a family foundation which was founded to helping to build a more just, sustainable, and peaceful world. The Rockefeller Brothers Fund was founded in 1940 as a vehicle through which the five sons and daughter of John D. Rockefeller Jr., could share a source of advice and research on charitable activities and coordinate their philanthropic efforts to better effect. John D. Rockefeller Jr., made a substantial gift to the fund in 1951, and in 1960 the fund received a major bequest from his estate. Together, these constitute the original endowment of the fund.

The Ford Foundation was established on Jan. 15, 1936, with an initial gift of \$25,000 from Edsel Ford, whose father Henry, founded the Ford Motor Company. During its early years, the foundation operated in Michigan under the leadership of Ford family members. Since the founding charter stated that resources should be used "for scientific, educational and charitable purposes, all for the public welfare," the foundation made grants to many organizations. The programs today serve the public welfare by strengthening democratic values, reducing poverty and injustice, promoting international cooperation and advancing human achievement.

## **7. Corporate Philanthropy**

Corporate philanthropy or corporate giving is the act of corporations donating some of their profits, or their resources, to nonprofit organizations. Corporate giving is often handled by the corporation, directly, or it may be done through a company foundation.

Corporations most commonly donate cash, but they also donate the use of their facilities, property, services, or advertising support. They may also set up employee volunteer groups that then donate

their time. Corporations give to all kinds of nonprofit groups, from education and the arts to human services and the environment. For example IBM gives millions of dollars each year to nonprofits through its corporate philanthropy program. Coca-cola, DHL, General Electric are other examples of corporate giving. Many studies show that corporate charitable giving helps improve a company's bottom line, reputation, brand awareness, relationships with public leaders. A big % of consumers indicate they would switch brands or retailers to one associated with a good cause, when price and quality are equal. 87% of employees at companies with philanthropic programs feel a stronger sense of loyalty to their employer.

Corporations operate an annual giving program to make charitable grants, funded as part of their annual operating budgets. Business owners can blend their family business with family philanthropy by channeling their charitable support through their family corporation(s). A corporate giving program has no independent endowment, and its budget is typically administered by corporate staff and directed by the advisory committee of management staff members. A corporate giving program is not subject to the rules and regulations governing private corporate foundations.

A company can create a corporate foundation as an independent, private foundation. A corporate foundation is usually started with a single gift that can become the endowment, to which the company can add future contributions as it wishes. The foundation's officers are usually the company's owners and key executives, although leaders from headquarters communities are sometimes included. At some companies, employee committees make giving recommendations about projects they believe are worthy of support. The corporate foundation is subject to the same rules and regulations applicable to private foundations.

Sometimes companies often offer volunteer time to nonprofit organizations. Some companies also organize employee workplace volunteer efforts, donate "in-kind" gifts of their products, or offer their services to charities on a free "pro bono" basis.

## **8. European foundations**

European foundations are well defined by the European center of foundations where many of them belong. They represent a diverse community with common aim: to associate private wealth to benefit the public. The role and activities of foundations are driven by a general philanthropic impulse which aims at an improvement in the living conditions and quality of life of the general public and specific disadvantaged groups and individuals as well as promoting civic initiatives and active citizenship. The foundation landscape in Europe is richly varied, in part due to the many cultures and the different legal environments from one country to the next.

The estimated 200,000 European Foundations, although diverse, share common essential features. They are *independent, separately-constituted non-profit bodies with their own established and reliable source of income*, usually but not exclusively from an endowment, and *their own governing board*. They have been attributed goods, rights and resources for the performance of work and support for

*public benefit purposes*, either by supporting associations, institutions or individuals etc., or by operating their own programmes. One of the main goals of the ECF is to support community philanthropy through development of community funds or community foundations.

Among the most popular European foundations are the King Baudouin Foundation, Robert Bosch Stiftung, Charles Stewart Mott Foundation, United States, Compagnia di San Paolo Italy, European Cultural Foundation, Netherlands, Fondation de France, France etc.

## **9. Partners Bulgaria Foundation experience**

Partners Bulgaria has a long experience with government and with private donors. Since its establishment in 1998 the main government supporters of the organization have been the USAID and many foreign embassies. Since 2005 OAK foundation is one of the main contributors to Partners Bulgaria Foundations annual revenue. PBF is supported for its innovative project in the area of children rights and child protection. OAK foundation has no call for proposals and limits of financing but requires 50% matching fund. King Baudouin Foundation has been a main supporter of PBF during the period 2001-2004. Through the King's Baudouin Fund PBF acted as a grant making operator for local civil society organization promoting children rights. Open Society Fund was another supporter during the years especially in the area of alternative dispute resolution and mediation.

Rockefellers Brothers Fund has funded the work of Partners for Democratic Change network aiming at encouraging civic participation. A one to two year projects are usually considered with funding around 50-90 000 USD. No matching fund is required. Ford Foundation supported the Religious Diversity and Anti-discrimination Training project, where Partners Bulgaria has been a consortium member in a EU funded project. Ford foundation provided 20% of the EU demanded matching contribution to this work. General Electric is a main donor of Partners for Democratic Change Network. In 2008 they donated initial \$ 1 mil to the network to establish new centers committed to promoting democratic development, peaceful conflict resolution and strengthening civil society in Yemen, Serbia and Colombia.

Partners Bulgaria experience shows that development of relationships with private corporations and foundations is key for success when working with private corporations. These may happen through initial meetings, participation at conferences, e.g. the annual meetings organized by the European Centre of Foundations or via recommendations of person who is close to their senior management. Board development and attracting people from corporate world to NGOs board is important strategy for fundraising. Once created maintenance of these relationships is an issue of importance as the continuity of cooperation depends of that. The main fundraising lessons learned are also related to clear organizational goals and plans, identification of a distinct niche, professional performance and ability to deliver at high quality, proven operational and financial capacity and partnership with key agencies.

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## National, European cross-Border and international foundation grants for European EDC/HRE initiatives

*Anne Stafort (Arbeitskreis deutscher Bildungsstätten / Humanity in Action)*

### 1. The role of foundations in the world of fundraising

#### ➤ Foundations are private enterprises – not public bodies

As legal entities, foundations have to follow certain national regulations – but in grantmaking they do not have to follow political trends, shifting governmental interests or EU strategies.

Therefore most foundations do not see their role in co-supporting projects or organizations already substantially funded by the public. Most foundations like to fund innovative/progressive pilot projects, which are not - or only partly - eligible for public money. Foundations are very hesitant to step in for decreasing public funds in an already running activity. A pilot project established with the help of foundations may of course later receive public money or even institutional funding.

Additionally, it is attractive for some foundations to, let's say, triple their own grant in a public-private partnership: A project receives for instance 75% public funds if it can come up with 25% co-financing through a foundation grant.

#### ➤ Foundations have to give money – unlike private individuals

Foundations are obliged to spend the interests of their assets (for instance 40.000 Euro per year if a foundation has 1 Mio in assets) on charitable purposes outlined in the foundations' statutes. An application to a foundation is not "begging" for money – the foundation has to give out grants to suitable projects.

Moreover, foundation grant applications and grant management requirements are usually far less formalized and administration-intensive than public grants.

Unfortunately, more than 50% of all foundations do not invite grant applications: These "operative" foundations have considered to support always the same organization, like a hospital, a school etc.

#### ➤ Foundation fundraising demands communication and networking

The decisionmaking power is usually exercised by a group of individuals (boards/trustees). They – advised by leading staffers – determine where the money goes. All too often, this decisionmaking group of individuals is very small, so communication is crucial. "Friendraising" is the key term – getting foundation support has much in common with raising donations from individuals.

#### ➤ Foundation profiles are very diverse

Foundations are usually founded by individuals – and are therefore as diverse as humans. Some are limited to support local causes, some act internationally. Some are very visible and invest in PR, others are almost impossible to find. Some are newborn start-up, some or very old. Some

were set up with minimal assets (in Germany: 50.000 Euro – you can calculate the maximum yearly interest rate of that yourself) and give very small grants, if any.

The goals differ – they can be very broad or very specific from supporting a concrete kindergarden to improving the transatlantic relations.

## 2. Foundation grantmaking in Europe – some statistics

*Cited from:* <http://www.pnnonline.org/article.php?sid=4620>

Europe's top 40 foundations gave away 3.2 billion euros in 2002, compared to grants from the biggest spending foundations in the United States of 6.8 billion. However, Europe's foundations are a great deal more international in their giving than their American counterparts, in general spreading their grants across European and international borders. In contrast, according to the report mentioned above, of the 40 top American foundations, only 14 made any grants outside the US.

Europe's Top 40 Foundations (by expenditure) all figures in euros:

1. Wellcome Trust (UK) 701 million
2. Fundación La Caixa (Spain) 169 million
3. Stichting NOVIB (Netherlands) 154.7million
4. Calouste Gulbenkian Foundation (Portugal) 132 million
5. Volkswagen Stiftung (Germany) 124.4 million
6. Compagnia di San Paolo (Italy) 117.4 million
7. Friedrich Ebert Stiftung (Germany) 110 million
8. Konrad Adenauer Stiftung (Germany) 102 million
9. Aga Khan Foundation (Switzerland) 91 million
10. Fondazione Cariplo (Italy) 90.1 million
11. Fondazione Monte dei Paschi di Siena (Italy) 80.05 million
12. Fundacion ONCE (Spain) 78.2 million
13. Knut och Alice Wallenbergs Stiftelse (Sweden) 66.15 million
14. Bertelsmann Stiftung (Germany) 65 million
15. Fondazione Cassa di Risparmio di Torino (Italy) 64.5 million
16. HIVOS (Netherlands) 59.5 million
17. Wolfson Foundation (UK) 58.2 million
18. Fondation de France (France) 58 million
19. Bank of Sweden Tercentenary Foundation (Sweden) 55 million
20. Gatsby Charitable Foundation (UK) 55 million
21. Garfield Weston Foundation (UK) 47.5 million
22. Robert Bosch Stiftung (Germany) 47 million
23. Technologiestichting--STW (Netherlands) 46 million
24. Fundacion Telefonica (Spain) 45 million (2002)
25. Gemeinnützige Hertie-Stiftung (Germany) 45 million
26. Vehbi Koc Foundation (Turkey) 44.4 million
27. Deutsche Bundesstiftung Umwelt (Germany) 40 million

28. Fondazione Cassa di Risparmio di Padova e Rovigo (Italy) 40 million
  29. Henry Smith's Charity (UK) 36.4 million
  30. Avina Stiftung (Switzerland) 33 million
  31. Tudor Trust (UK) 32.3 million
  32. ZEIT Stiftung (Germany) 28 million
  33. Software AG Foundation (Germany) 26 million pa
  34. Fundacao Oriente (Portugal) 26 million
  35. King Baudouin Foundation (Belgium) 25 million
  36. Fondazione Cassa di Risparmio di Roma (Italy) 25 million
  37. Alfried Krupp von Bohlen und Halbach-Stiftung (Germany) 24.4 million
  38. Bayerische Landesstiftung (Germany) 21.8 million
  39. Jacobs Foundation (Switzerland) 21.2 million
  40. Suomen Kulttuurirahasto (Finland) 20 million
- Total 3.2 billion

### **3. How to successfully identify “your“ foundation in the jungle**

- Ask your present supporters
- Ask your partner organizations for advice – create joint projects
- Spy on your competitors
- Research your national foundation scene for umbrella organizations, newsletters, databases
- Read foundation websites, order reports and newsletters: Learn their language, get to know what they are really keen on funding.
- Your foundation might be based in a neighboring, another European country or even on another continent – think and network globally!

### **4. Useful websites for foundation research**

#### Germany

German umbrella organization of more than 15000 foundations:

<http://www.stiftungen.org/>

Free database with profiles of more than 6000 German foundations:

[http://www.stiftungen.org/index.php?strg=87\\_124&baseID=129&](http://www.stiftungen.org/index.php?strg=87_124&baseID=129&)

#### European Foundation Center

Sadly enough, this center offers only limited support for grantseekers, but offers some interesting data and reports about foundations in Europe:

<http://www.efc.be/projects/knowledge/ForGrantseekers.htm>

<http://www.efc.be/publications/Default.htm>

<http://www.efc.be/projects/knowledge/MemberOverviews.htm>

US/international:

Database (20 USD/month) with 100.000 US Foundations (many of them fund internationally):

<http://foundationcenter.org/findfunders/fundingsources/fdo.html>

Book (US) "Grants to Foreign and International Programs" (125 USD)

[http://foundationcenter.org/marketplace/catalog/product\\_directory.jhtml;jsessionid=A5GSN0HZXJ5DTL\\_AQBQ4CGXD5AAAACI2F?id=prod30033&navCount=0&navAction=jump](http://foundationcenter.org/marketplace/catalog/product_directory.jhtml;jsessionid=A5GSN0HZXJ5DTL_AQBQ4CGXD5AAAACI2F?id=prod30033&navCount=0&navAction=jump)

*Note on the author:*

*Anne Stalfort is Director of Cooperations at the transatlantic human rights network Humanity in Action, a member of the DARE network. She also works at the DARE project office at Arbeitskreis deutscher Bildungsstätten – AdB.*

## Conference Flyer

### DARE

Democracy and Human Rights Education in Adult Learning

#### Conference:

## “Fundraising strategies for European initiatives in the field of Education for Democratic Citizenship and Human Rights Education”

Copenhagen, (Denmark) October 1 – 3, 2009



Hosted by IUC-Europe



in cooperation with  
Humanity in Action  
Denmark



#### Schedule:

##### Oct 1: Arrival and check in

Optional welcome meeting at 20.00 in the hotel lobby

##### Oct 2:

- 10.00 – 12.00 Workshop 1:  
EU-Fundraising strategies for European initiatives in the field of Education for Democratic Citizenship and Human Rights Education (EDC/HRE): An overview (Georg Pirker, Arbeitskreis deutscher Bildungsstätten; Wim Taelman, Vormen, Belgium)
- 13.30 – 15.30 Workshop 2:  
Grundtvig Learning Partnerships and Grundtvig workshops: Getting started with EU funds  
(Anne Stalfort, Arbeitskreis deutscher Bildungsstätten / Humanity in Action)
- 16.00 – 17.30 thematic working groups of participants / best practice exchange

##### Oct 3:

- 10.00 – 12.00 Workshop 2:  
Applications within the DAPHNE grant program  
(Györgyi Toth, Active Citizenship Foundation, Hungary )
- 13.30 – 15.30 Workshop 3:  
National, European cross-Border and international Foundation grants for European EDC/HRE initiatives  
(Anne Stalfort, Arbeitskreis deutscher Bildungsstätten / Humanity in Action)

Departure

#### Location of the conference and accommodation:

**Accommodation:** (please wait for a confirmation after your registration): Hotel Sct. Thomas, Frederiksberg Allé 7, 1621 København V, [www.hotelsctthomas.dk](http://www.hotelsctthomas.dk)

**Location Workshops Oct. 2-3:** The Danish Institute for Human Rights, conference room at Strandgade 71, 1401 Copenhagen K, [www.humanrights.dk](http://www.humanrights.dk)

Please check [www.dare-network.eu](http://www.dare-network.eu) for regular updates!

#### Financial information:

Costs for travel and accommodation can be reimbursed only to representatives of partner organisations of the DARE project “Democracy and Human Rights Education in Adult Learning” (EU-Project No. 134263-LLP-1-2007-1-DE-GRUNDTVIG-GNW)

We strongly encourage all other interested applicants (Dare network members and other interested applicants affiliated to European organisation working in the field of EDC/HRE) to apply at their national agencies for support via Grundtvig or Comenius individual mobility grants.

Democracy and Human Rights Education in Adult Learning  
EU Project No. 134263-LLP-1-2007-1-DE-GRUNDTVIG-GNW



## GROUP PICTURE



## DARE BLUE LINE EDITION 2009

For more information on the DARE Network please contact:

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or

- visit DARE´s website at [www.dare-network.eu](http://www.dare-network.eu)
- contribute to DARE´s blog on EDC/HRE in Europe: [www.dare-network.blogspot.com](http://www.dare-network.blogspot.com)
- subscribe to the e-DARE newsletter

Democracy and Human Rights Education in Adult Learning

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Education and Culture DG

Lifelong Learning Programme

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This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# DARE

## Democracy and Human Rights Education in Adult Learning

EU Grundtvig Network Project No. 134263-LLP-1-2007-1-DE-GRUNDTVIG-GNW

### Beneficiary organisation:



Arbeitskreis deutscher  
Bildungsstätten e.V.

Association of German Educational Organisations  
Germany

### Partner organisations:



Centre for Citizenship Education in Schools  
Austria



VORMEN vzw  
EXPERTISECENTRUM  
MENSENRECHTEN- EN  
KINDERRECHTENEDUCATIE  
VLAANDEREN

Flemish organisation for Human Rights Education  
Belgium



Partners Bulgaria Foundation  
Bulgaria



IUC-Europe  
Denmark



Jaan Tõnisson Institute  
Estonia



Sonnenberg-Kreis e.V.  
Internationales Haus Sonnenberg  
Germany



Pharos e.V.  
Germany



Active Citizenship Foundation  
Hungary



Lithuanian Centre for Human Rights  
Lithuania



Centre for Civic Initiatives  
Lithuania



Human Rights Education Associates  
Netherlands



ONG Scuola Strumento di Pace - E.I.P.  
Italy

Centrum Edukacyjne  
Paideia

Paideia Educational Centre  
Poland



Centre for Global Education  
United Kingdom



Black and Ethnic Minorities Infrastructure  
Scotland/UK

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