Guidelines and Instruments

to provide Support to International Volunteers

in Southeast Europe

Preface

This manual intends to offer assistance to all those who are supposed to support a volunteer engaged in international voluntary services in Southeast Europe. It is an attempt to make expectations and expected quality standards transparent and to offer a set of practical tools.

It is based on, and inspired by "The Mentoring Guide and Toolkit" which was published by the Protestant Forum for Voluntary Services in Development Cooperation in February 2011, and has been developed by experienced scholars, practitioners and members of an international working group, under the leadership of Prof. Dr. Josef Freise, Cologne (see: www.ivs-quality-toolkit.org).

These tools are specifically designed for and adapted to the needs for voluntary service in Southeast Europe. The manual can help in setting up a sound support system for volunteers and making decisions on tasks to be distributed. Agreements on <u>who is doing what in which phase of the voluntary service</u> are crucial and related communication should start well before the volunteer leaves their home country.

We would like to thank the German Ministry for Economic Cooperation and Development (BMZ) for providing funding for this manual, as a contribution to the "world-wards"-program. It is a milestone and a very much needed element in the continuing attempt of BMZ and the involved sending organisations, to increase the quality of international voluntary services, which is a major instrument for building One World!

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Content

1. Introduction

"After my long years of school I wanted to finally leave my usual surrounding and everyday-life to get to know a new culture and its people, make new and totally different experiences, learn about myself and my limits and to hopefully do useful and good work!"

Johanna Schüller
Volunteer 2012/2013

"To learn and to contribute" is the essence of an international voluntary service represented by the four sending organisations involved in the development of this manual and its German funding program (world-wards)[1].

What are young people expected to learn during their international voluntary service?

First of all, they will learn about the country, its history and background, its culture(s), development problems and challenges, societal issues and life styles, and of course the language spoken in the country. These learning experiences are crucial for developing values like tolerance and empathy for those who are different.

Through their work in hosting organisations, volunteers will acquire work experience and cross-cutting life and work skills such as working in a team, communication skills, responsibility and liability.

All cross-cutting learning experiences are life skills: for the first time in their life, young volunteers are living without their family and friends. After many years of school, they have to manage a life on their own, in a country where they have never been before, with a language they don't speak in the beginning, with a culture that is not familiar to them. This is a major challenge, and in general, international voluntary service boosts a comprehensive development of the volunteer's personality.

One of the main motivations of the "world-wards" program is to trigger interest in professional development work, and to potentially recruit staff in national aid programs.

What are the objectives of the aspect of making a contribution?

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[1] The program "weltwärts" (English: world-wards) of the German Federal Ministry for Economic Cooperation and Development is funding international voluntary services.

"I feel lucky for having received so much during my childhood. Grown up in safe circumstances, I could develop myself in many ways and with many possibilities. Nevertheless I know that there's another side of the world, that many children's' eyes are facing poverty and a lack of prospects. I consider my volunteer year to be an attempt to give as much as possible, even if it's just a smile or joy and to see life from another perspective…"

<div align="right">
Franziska Rauber
Volunteer 2012/2013
</div>

The volunteer is supposed to support local organisations which are serving the public good in the widest possible sense.

It is an opportunity for practical commitment, contributing for instance to the development of civil society, inclusion in education and lifelong learning, progress in reconciliation and peace building.

Beyond these aspects of "learning" and "contributing", the international voluntary service is an instrument to produce, and maintain, relations and relationships between people on this planet. It is one attempt to put into practice the idea of "international solidarity" and "One World".

How to use this manual

The following pages offer guidance and explanations. Each chapter starts with an introduction into the topic. Subchapters, enriched by quotations of volunteers, practitioners and examples of *good practice*, announce and explain the tools you will find in the appendix at the very end of this booklet. The tools in the appendix are meant to be printed out or copied and used in practice. They are also available for download in word format on the web-site www.ivs-quality-toolkit.org.

Chapter 2 deals with expectations volunteers and sending organisations have towards all those involved in the volunteer's support system. Chapter 3 identifies different phases of the voluntary service and offers a large set of tools to be used before, and immediately after the arrival of the volunteer in the host country. Ideas about how to support the volunteer during the whole time of her/his service can be found in 3.3 where the term of "mentoring" is introduced. Personal development through intercultural learning is the topic of chapter 4.

This manual is a toolbox. In general, sending and hosting organisations already have set up their respective support system for their volunteers. They might find inspiration, new ideas and effective tools to increase its quality, to pick and choose what they need and adapt it further.

2. Which kind of support is expected…?

"The best support a volunteer can get is a helping hand to find his or her role in the new working place. It's important that a volunteer knows what to do and how it's supposed to be. In order to help others, it's necessary that first the volunteer receives support."

Franziska Rauber
Volunteer 2012/2013

"Before I started my volunteer year it was important for me to have contact to people who have been in Bosnia, who could answer my questions and who helped me preparing myself, emotionally and practically. When I went to Bosnia I was surprised by the poverty of the children I am working with and the instability of the government, I didn't expect this. There were so many new impressions, positive and negative, that I would have needed someone with whom I could talk about that and who would have knowledge of the country."

Almuth Richter
Volunteer 2012/2013

"It was and is great to know that there are persons I can count on when I have problems."

Jenny Steeger
Volunteer 2012/2013

… by volunteers:

Volunteers need and request support in all phases of their deployment: before leaving their home country, right after their arrival in the hosting country, during the voluntary service, and when returning home.

Here are the main areas where support is needed:

- Accommodation, health, transport and communication
- Resident permit in the hosting country, related administrative procedures and needed documents
- Language learning
- Determination/clarification of tasks and responsibilities in the hosting organisation
- In-depth understanding about the hosting country and opportunities for reflection (conversations)
- Resolution of interpersonal conflicts
- Crisis and emergency situations
- Return to home country

… by sending organisations:

All sending organisations involved in this manual and the donor of it, the German state-funded program „world-wards", agree, that professional and pedagogical support provided to volunteers is a key factor for a high quality voluntary service. This expected support can be described as follows:

- The volunteers are in contact with the sending and hosting organisation prior to their arrival in the hosting country
- The volunteers are receiving support and all relevant information immediately after their arrival
- At least one person is available throughout the whole time of the voluntary service for any support needed
- At least one person is available for reflection and conversations
- Intercultural learning is facilitated and supported

3. Different kinds of support to be provided to the volunteer

As chapter 2 has shown, there are needs and expectations on part of the volunteer as well as on part of the sending organisation. Furthermore the hosting organisation has interests and expectations. There has to be a clear communication in order to make sure that all parties involved know what their responsibilities and rights are. An unambiguous, regular and open communication and even written agreements are necessary to build up an efficient support system.

There are different kinds of support to be provided to the volunteer. The minimum requirements are related to the legal residence situation, appropriate accommodation and the possibility to purchase food and other basic products and services. How much support is needed additionally depends on the volunteer's personality and individual needs as well as on what the hosting organisation has to offer (activities, tasks, staff etc.).

From the perspective of the chronology of the voluntary service, there are two phases when support is needed for every volunteer: <u>before leaving</u> the home country and <u>right after the arrival</u> in the hosting country. Support provided <u>during the service</u> by one or more mentors, can be a crucial factor for enhancing the learning processes on all sides. It can also be helpful to allow the volunteer to make a relevant contribution to the hosting organisations performance and activities. The major challenge when setting up a support system is, to clarify between the involved partners and persons, who is responsible for which kind of support. Is it the sending, the hosting organisation or a third person? Each of these possible actors has to know exactly what to do and how to do it. How the elements of such a support system may look like, is presented in this

chapter: 3.1 informs about what has to be done before the departure, 3.2 describes what should be done right at the arrival and. 3.3 offers advice how to support the volunteer during the whole time of the service.

3.1 Support provided <u>before</u> the arrival of the volunteer

In general, each volunteer is going through a 3 to 6 months period of time with a variety of preparations to leave the home country and start a voluntary service abroad. There are two dominant feelings: excitement and insecurity - both with a high number of unanswered questions.

The latter can be softened by early direct contact with a person in the hosting country, either with staff in the hosting organisation, an independent mentor or other volunteers.

It is recommended, that the overall responsible person of the sending organisation allocates the respective responsibility and tasks as early as possible.

Tool:

3.1.1. Checklist, what the volunteer needs before his/her departure

3.2 Support provided <u>right after</u> the arrival of the volunteer in the host country

The volunteer left her/his home and everything familiar. Knowing that somebody will meet them at the airport/ the train station gives a feeling of security. As a good start paves the way for a successful voluntary service, the arrival should be carefully organised in advance. To pick up the volunteer, to give a good welcome and accompany her/him to the accommodation is crucial. During the first days after the arrival, a lot of things have to be organised. It should always be clear who will be the one to support the volunteer at which point during these days.

Picking up

Who will be the one to pick the volunteer up? This person should contact the volunteer before his or her departure. This person should know when and where exactly the volunteer will arrive and how much luggage s/he will have. Details like the size is of the chosen vehicle can be crucial. A prior exchange of photographs helps to recognise one another, an exchange of cell phone numbers makes sure that communication can take place in case of delay or other changes.

First Steps

Accommodation: Most urgent at the moment of arrival is the questions of accommodation. The volunteer has to be introduced to the landlord, the roommates or the host family. After getting to know the place where s/he will live at, s/he might need a little rest to become acclimatized before going on to explore the new surrounding and solve urgent matters such as registering with the police.

Communication: From the very beginning the volunteer needs to know how s/he can communicate as well with the home as within the host country: Where can s/he use internet, buy a cell phone card; which cell phone provider to be chosen?

Money: Where is the next bank or exchange office to purchase local currency, where are shops to buy food and other products and services needed? If necessary, the volunteer might need advice at which bank an account can be opened and which documents are needed to do so.

Registering with the police: Within a certain time limit, each foreigner has to register their residence with the police. Somebody has to accompany the volunteer and explain what has to be done and which documents are needed.

Information on relevant infrastructure: A next step for the volunteer is to get to know the local infrastructure: possibilities to shop, how to use public transportation (where to buy tickets, how to read the timetables…), what dangers to be aware of (see tools 3.3.5 and 3.3.6), possibilities for leisure time and cultural activities (sports, youth and cultural clubs and facilities, houses of prayer and religious institutions, cinemas, theatres, libraries, choirs, orchestras, gastronomy).

The project/hosting organisation: The volunteer has to be carefully introduced to the hosting organisation, its vision and mission, activities and staff, working and communication style. Tool 3.2.3 helps to take all relevant aspects into account. The volunteer´s specific rights, obligations and concrete tasks can be defined and determined in a trilateral agreements, which serves as a reference document to all those involved (see tool 3.2.4).

In-service training: Most likely the volunteer will need on-the-job training in order to be able to do her/his work as expected. Basic instructions should be given, some member of the staff should take care to explain patiently the important things to the volunteer and be prepared for further questions.

Learning the local language(s) and about local culture(s): A language course has to be organised or the volunteer has to be informed how and where s/he can learn the local language(s). But not only has the language itself to be learned, information on cultural issues, e.g. concerning dress codes, communication with colleagues and behaviour with respect to superiors has to be given. More aspects of intercultural and social learning will be presented in chapter 4. It is expected that many questions will arise over time. It is crucial for the volunteer to have someone to talk to! This aspect is topic of the following chapter about mentoring (3.3)

Tools:

3.2.1. List with advice to prepare the volunteers arrival

3.2.2. List with things the volunteer needs to know immediately after his/her arrival

3.3 Mentoring during the volunteer service including crisis and emergency management

"From my point of view a mentor should be a person that is available and can act as a neutral contact person in the event of problems and crises. A good mentor should have the ability to understand the volunteer's perspective. It's not important that a mentor speaks the German language. However he/she should be aware of cultural differences and he/she should be able to "translate" or explain them to the volunteers. Another thing that is very important to me is that the mentor is respected by all the other actors involved which mean the sending and the hosting organisation, the volunteer and the project. Finally a mentor is not expected to do everything for the volunteer: it is more about advice and guidance – the mentor does not need to be an "entertainer" for the volunteer."

Anne Kerber,
coordinator of a German sending organization

If we were to describe an ideal voluntary service, the volunteer is happy with all aspects of life, his/her contribution to the hosting organisation is relevant and truly enriching, and all those involved are going through a precious learning process. One or several persons – so called mentors – can make a decisive contribution to this.

The volunteer may need feedback, input and information, advice or simply someone to share thoughts, (project) ideas and emotions with, to discuss experiences made. This is a rough description of the mentor's possible functions. The term mentor is of Greek origin and referred initially to a person in Homer's myth The Odyssey. This person is a friend of the hero Odysseus, supervising and giving advice to Odysseus´ son Telemachus during the absence of his father. The idea of a benevolent, more experienced person being at the right time at the right place to support and guide a less experienced or knowledgeable person is the core of an understanding of mentoring as used in the following.

There might be just one or several persons who will take over such roles during a voluntary service. Still, it is recommended that there is one person nominated as personal mentor who is during the whole time in regular contact with the volunteer and who should be available whenever questions, problems or crisis arise. This includes personal situations of crises, e.g. health problems or accident, problems occurring at the working place, conflicts with staff, other volunteers or room mates, but also political crisis including problems of public safety or natural disaster, epidemics.

The following quote assumes an ideal internal attitude of a mentor with respect to the volunteers:

"For me it is crucial that the mentor is involved with the volunteers in building of trust, so that the volunteers have confident to share information in times of problems. From a good mentor I expect that he/she can be freely accessed at any time by the volunteers. Finally the mentor should not have a paternalistic attitude but rather be a kind of friend and have an equal relationship with the volunteer. It's not only the volunteer who learns in the whole process, it's also the mentor who learns from the volunteer."

William Stanley
Project coordinator in a hosting organisation

The following paragraph outlines minimal requirements that should be fulfilled by persons acting as personal mentors, discusses advantages and disadvantages of such mentors being members of the host organisation and gives an example of good practice.

Minimal requirements for a mentor:
- **Ability to communicate**: There should be at least one common language in which the mentor, members of the assigning organisation and the volunteer are proficient in.
- **Availability for regular communication** with both host and sending organization and the volunteer: Especially in case the mentor is not a member of the hosting organisation, s/he also has to be able to sustain the communication regarding time for face-to-face-meetings or at least time and knowledge to get in contact with all partners using communications media
- **Soft skills**: The mentor should be able to put her/himself in the place of the volunteer. A mentor having been abroad her/himself might be in a better position to show empathy for a volunteer.
- **Sensitivity with regard to cultural and gender issues**: There should be awareness and knowledge of cultural differences and the ability to explain them to the volunteer. Some ideas how to support processes of intercultural learning are identified in chapter 4.
- **Remuneration and Costs**: Mentoring should not cause costs for the mentor. At least all expenses that arise have to be covered. The mentor should have a budget to spend with the volunteers or even receive an appropriate allowance. Agreements between the stakeholders help to avoid potential conflicts.

Advantages and disadvantages of a personal mentor being member of the host organisation

"What I expect from a good mentor is commitment and being there when a volunteer needs help. This commitment is especially important on the first stages of a Voluntary Service, so when the volunteer comes to the project or to a foreign country. It means walking along the volunteer's side on the first stages. Later it's a constant checking how the volunteer is doing and being ready to interfere and even being a mediator between host organization, sending organization and volunteer – if it's needed."

Agela Starovoytova
former mentor

Location of the mentor	Advantages	Disadvantages
Mentor is a staff member of the hosting project	**Good accessibility** is given because the mentor is in contact with the volunteers on a daily basis Trust and **acceptance by the hosting organisation** The mentor has the opportunity to address problems at **work**	In some cases, the volunteer will not be able to discuss all problems arising during everyday work assignments with complete forthrightness as this can lead to **role-related conflicts** within the organization The mentor may actually be **too focused** on the volunteer's work.
Mentor is someone from outside of the hosting project	The mentor may sense a certain distance from all other stakeholders involved: the hosting project, the sending organization and the volunteer As a result s/he makes a good **mediator** in the event of problems. The mentor's responsibility may be more focused on rendering general support to the volunteer, not only work-related support. **Leisure time activities and global learning** play a more significant role.	The mentor is **not an everyday contact person** and may possibly live very far from the volunteer's assignment location The mentor may **not enjoy 100% acceptance with the hosting organisation** and there may also be problems with the flow of information. As an outsider, the mentor can also be perceived as a controlling function by the hosting project.

Good practice for mentoring:

There are six recommended categories of activities provided to the volunteer by one or more mentors: 1) monthly reports; 2) regularly scheduled conversations; 3) ad hoc support; 4) emergency manual; 5) keeping copies of relevant documents; and, 6) reflection and evaluation. The mentor can be a staff member of the hosting organisation, someone who is paid by the sending organisation, or an independent person working on a voluntary basis and – if possible – living in the hosting location. It is also feasible that responsibilities of mentoring are being shared between two or three persons.

1) Monthly reports: The volunteer writes monthly reports to the mentor(s) and a responsible person in the sending organisation. Report writing is a precious opportunity for reflecting on one's own situation; it can be compared to diary writing. The reports should talk about all aspects of volunteer's life (work, leisure time, social contacts, accommodation, health etc.) and should provide a realistic picture of his/her mental state. By reading the reports the mentor is informed on what happens in all aspects of the volunteer's life and can identify in time upcoming problems. It is therefore crucial, that the volunteer can fully rely on the confidentiality of the reports! They shall in no case be published or forwarded to other persons (see tool 3.3.1).

2) Regularly Scheduled Conversation: The second element is regularly scheduled conversations. Ideally, every month at a previously defined day (for instance the first Monday in the month), the volunteer meets his or her mentor. This can be in a non-formal setting (e.g. a coffee bar) and takes place even if there might not appear any concrete reason (e.g. a problem to be resolved). It is crucial, to have an established time frame and space for reflection (see tool 3.3.2).

3) Ad Hoc Support: The third element is ad hoc support provided by a mentor in cases of interpersonal or intra-personal problems and conflicts. What is most needed when the volunteer is in mental crisis or conflict, is support in order to identify his or her unfulfilled needs and facilitate to find out creative solutions. Tool 3.3.3 provides a structure which can be useful in a conversation for identifying strategies for change. It is based on Marshall Rosenberg's non-violent communication.

4) Emergency Manual: The forth element is a manual which each sending organisation should write and keep updated. This manual contains key information for emergency cases (see tools 3.3.4 – 3.3.7).

5) Keeping relevant documents: The fifth element of mentoring is a protective measure in order to limit damage occurred for instance by theft: The mentor keeps copies of all relevant documents of the volunteer (see tool 3.3.8).

Reflection and Evaluation: The sixth and last category is reflection and evaluation. This manual recommends three conversations with the aim of evaluating the voluntary service: one conversation after 4 to 6 weeks, the second after 4 – 5 months, and the third right before the departure of the volunteer (see tool 3.3.9 – 3.3.11).

Tools:

3.3.1   Guidelines for monthly reports sent to mentor

3.3.2   Key questions for regularly scheduled conversation

3.3.3   Four steps to recognise needs

3.3.4   Guidelines for content of emergency manual

3.3.5   Emergency booklet

3.3.6   Crisis prevention list of the German consulate (for volunteers with German citizenship)

3.3.7   List of photocopied documents to be kept by the mentor

3.3.8   1st Intermediate Evaluation (after 1 month): Key questions

3.3.9   2nd Intermediate Evaluation (after 4-5 months): Key questions

3.3.10   Final evaluation before the end of the voluntary service: Key questions

4. Intercultural learning

How to approach the new colleagues – whom to greet with a handshake, who is kissing whom on the cheek, once, twice, three times? Which issues should be avoided when talking to neighbours, colleagues or strangers in the streets?

Which roles women and man are expected to fulfill? Which tasks are considered female or male? How are cultural or ethnic minority groups perceived? How are foreigners from more wealthy countries perceived? Which beliefs or assumptions, and related expectations exist? How to deal with poverty of peers and local population?

The volunteer will be confronted with cultural differences in all areas of life. Developing awareness of own cultural patterns and understanding for the host cultures is one major aim of the voluntary service. This can be called intercultural learning. Intercultural learning takes place if the volunteer gets familiar with the diverse social, political and cultural realities of the hosting country, if s/he realizes similarities and differences with respect to the home country's situation and understands where they originate from.

There are many possibilities to support intercultural learning. Educational events with experts talking about relevant topics such as the political situation or historical background could be as important as the participation in a family celebration, a visit in the countryside to get in touch with rural life or visits to other NGOs in the region. If the project is located in an urban surrounding it is crucial to get to know the reality of rural life as well as vice versa. The wider the range of experiences is, the clearer the volunteer's impressions of the host country will shape up. Music, literature and movies are appropriate tools. They transport motives, narratives, words and aesthetic patterns of the people producing them and by doing so they influence those consuming them. It might be favorable to encourage the volunteer to get to know the host country using this access as well.

Good practice examples and ideas:

1. To organise educational events
2. To visit development projects in fields of activity that are different from those of the hosting organisation
3. To visit other volunteers and their hosting organisations
4. To invite volunteers to participate in religious or cultural family events (for instance orthodox *Slava*)
5. To arrange visits to producers of agricultural products (e.g. honey, raspberries)
6. To stay in a village for a few days
7. To take part in cultural, political or religious events
8. To watch movies and documentaries
9. To read books
10. To get in contact with local people instead of spending time with other international volunteers

5. Résumé

A successful voluntary service enables all those involved to learn. Not only the volunteer, in the best case all the persons s/he will get in contact with, will learn something from another.

This manual tries to provide assistance for this learning process. Its focus is to set up an efficient support system for making the voluntary service a success for the volunteer, the sending and the hosting organisation.

A crucial factor for success is a clear communication between all involved actors on the following issues:

- the aims of the voluntary service
- mutual expectations
- a common understanding of what quality means
- which kinds of support and assistance are to be provided to the volunteer
- distribution of roles, functions and tasks amongst involved actors
- agreements, which tools are to be used for which purposes

We believe, that international voluntary service can be a powerful means for international dialogue, understanding between peoples, and solidarity in our world, which is One World!

6. Appendix: Tools

Tool 3.1.1.   Checklist: What a volunteer needs before leaving to the hosting country

Note: This checklist is based on the assumption, that the volunteer knows already in which hosting organisation and country the deployment will take place

Accommodation: Address and contact details of the accommodation arranged for the volunteer in the host country; information, which kind of accommodation is arranged for the volunteer.

Contact person(s): Contact details (email address, phone and mobile phone numbers, and address) of one or several persons and their functions/roles in the hosting country and hosting organisation.

Job description: Detailed description of tasks the volunteer will be in charge of in the hosting organisation.

Visa: Information, which documents are required for obtaining residence status (visa) in the host country

Health insurance: Document issued by the health insurance company, confirming that the volunteer is insured and the insurance is covering expenses that might arise in the hosting country.

Contact details of health insurance: Contact details of the health insurance in case of need for medical treatment (emergency phone number).

Reimbursement of costs for health treatment: Forms issued by the health insurance company for reimbursement of minor costs for medical treatment

Vaccination: Information, which vaccinations are required in the hosting country, and where to get them at home

Certificates of vaccination: International certificates of vaccination (Certificates issued in Germany are automatically international documents according to WHO-standards)

Clothing: Information on appropriate clothes to be brought to the host country

Money: Information, which currency and which amount of cash money the volunteer has to carry

Cashless payment: Information, which credit card/bank cards are most appropriate in the host country

Travel and identity documents: Valid identity card and passport valid at least 15 months after entering the host country

Travel arrangement: Information, by which means of transport the volunteer will travel to the country, departure and arrival time and location

Arrival schedule: Information, what will happen immediately after the volunteer's arrival (for instance, foreseen meetings, further local transportation etc.)

Custom declaration: Information, which goods the volunteer can bring into the host country which are not to be declared

Arrival pick up: Name and contact details of the person who will pick up the volunteer at the bus or train station or at the airport

Meeting point: Information, where the volunteer will meet the person who picks him or her up, in case they miss each other at the arrival

Time difference: Information about the time zone/time difference between the home and host country

Country information: information on geography, historical, political, economical and social situation in the hosting country as well as recommendations for appropriate literature and Internet resources (see also chapter 4: intercultural and global learning).

Tool 3.2.1 Checklist: Preparation of the Arrival of the Volunteer in the Host Country

Accommodation: To arrange appropriate accommodation, either temporary or for the entire duration of the deployment. In general, this question has to be agreed upon between the sending and hosting organisation.

Contact person(s): To determine one or several contact persons from within or outside the hosting organisation in order to get in touch with the volunteer, at least one month prior to his/her arrival.

Arrival pick up: To assign one person who will pick up the volunteer at the bus or train station or at the airport.

Name plate: To prepare an easily readable name plate (name of the volunteer) which the person who picks up the volunteer carries

Transportation of luggage: To check with the volunteer, which quantity of luggage will be carried, in order to arrange transportation with appropriate capacity

Tool 3.2.2   Checklist: Information and Support the Volunteer has to receive immediately after the Arrival in the Host Country

Contact person(s): Contact details, availability and responsibilities of the contact person(s).

Accommodation: Expectations of the landlord and/or housemates; house rules; information on time, amount and procedure for payment of rent, needed templates or documents.

Communication: Information, where and how the volunteer can use the Internet and purchase mobile phone prepaid cards.

Registration with the police: Information, which documents are needed for the registration with the police and where/how the registration is being done (note: in SOE countries, registration with the police has to be done within 24 hours after the arrival of a foreigner in the country).
It is mandatory, that the volunteer is accompanied by a responsible person at the police for registration!

Money exchange: Information, by which means the volunteer can exchange Euros in local currency or use cash machines/banks.

Banking: Information, which documents the volunteer needs in order to open a local non-resident bank account; recommendation, at which bank the volunteer is supposed to open a bank account (if needed).

Shopping: Information, where the volunteer can purchase food and other needed products.

Local transportation: Information, where the volunteer can find timetables for local transportation, where nearby railway and bus stations are, and how tickets can be purchased.

Local infrastructure: Information on relevant infrastructure: possibilities for leisure time and cultural activities (sports, youth and cultural clubs and facilities, houses of prayer and religious institutions, cinemas, theatres, libraries, choirs, orchestras, gastronomy).

Security issues: Information about security risks and potential dangers as well as recommended appropriate behaviour (check out tools 3.3.5 and 3.3.6).

Copies of key documents: Key documents (identity card, passport, vaccination certificates, driving license) are copied and copies are kept by either the hosting organisation or the mentor.

Emergency Information: emergency phone numbers and addresses (police, medical emergency service, hospitals, fire department, related Embassy; please check out tools 3.3.5. and 3.3.6.).

Introduction to host organisation and schedule: Information on what is foreseen in the next couple of days; introduction to the staff of the host organisation; definition of tasks and responsibilities as well as clarification of other issues according to the tri-lateral agreement (see tool 3.2.4).

Learning the local language(s): To arrange language courses and other language learning opportunities.

3.2.3 Check list for introduction of the volunteer to the hosting organisation

Vision, Mission and Objectives

- What is the hosting organisations long term vision?

- What is the mission? What are mid-term and short term objectives of its activities?

- What is concretely planned in the next 6 months?

Target Group

- Who is the target group?

- What is important to know about them?

Team / external people / environment

- Who is responsible for what?

- Who are the people outside the organisation the volunteers should get to know? Who is important for the organisation? What are their roles and functions?

- Relevant information about the environment the organisation is working in (e.g. political situation, reputation of the organisation)

Tasks of the Volunteer

- What is current state of affairs of on-going projects and activities?

- What are the most important fields of work in the organisation?

- What are the volunteers´ fields of work?

- Which are the activities to be followed-up by the volunteer?

- In which activities/projects can the volunteer assist and/or cooperate with other team members?

- What are possible (new) activities the volunteer can start with?

Schedule

- What are up-coming important dates?

Communication

- What kind of regular meetings take place?

- How does the exchange of information function?

- Where can the volunteer find support in case of questions or new ideas?

- What are the expectations both of the new volunteer and the local team members concerning their way of working and their involvement?

- How are decisions being taken?

Tool 3.2.4   Trilaterial Agreement between the Volunteer, the Sending and the Hosting Organisation

Information about the Volunteer:

Name of the volunteer:
Address:
Phone number:
Email:

Start of the service:
End of the service:

Information about the Sending Organisation:

Name of the organisation:
Address:
Name and function of responsible person:
Phone number:
Email:

Name of mentor:
Phone number:
Email:

Information about the Hosting Organisation:

Name of the organisation:
Address:
Phone number:
Name and function of responsible person:
Email:

1) Information about the work place:

1. **Work place** (Name of the hosting organisation, location)

2. **Number of weekly working hours:**

3. **Number of holidays/non-working days in 20_ _ /20_ _ :**

4. **Procedure in the case of sickness:**

5. **Area(s) of work:**

6. **Description of tasks including time frame for each area of work:**

7. **Additional Agreements on other tasks/duties/responsibilities:**

2) Communication Agreements between the Volunteer, a responsible Person from the Hosting Organisation

8. **Initial conversation with:**

9. **Regular conversation with:**

   Frequency:

   Other regulations:

10. **Evaluation meeting with:**

3) Financial aspects of the volunteer service

11. **Pocket money financed by:**
    Amount/month:

12. **Accomodation financed by:**
    Amount/month:

13. **Subsistence financed by:**
    Amount/month:

14. **Lanuage course/lessons financed by:**
    Amount: _____,_____ EUR

15. **Other Agreement:**

4)   **How to deal with problems/conflicts or misunderstandings?**

Place, date:

Volunteer	**Representative of hosting organisation**	**Representative of sending organisation**
(Name)	(Name)	(Name)
(Signature)	(Signature)	(Signature)

Tool 3.2.5   Example of a Trilaterial Agreement between the Volunteer, the Sending and the Hosting Organisation

Information about the Volunteer:

Name of the volunteer: Christine Maurer
Address: Patriotske Lige 25, Sarajevo
Phone number: 061/2049283
Email: Christine.Maurer@yahoo.de

Start of the service: 01.07.2012
End of the service: 30.09.2013

Information about the Sending Organisation:

Name of the organisation: NGO "Volunteer"
Address: Grabenstr. 16, 70398 Stuttgart
Name and function of responsible person: Adelheid Schröder (coordinator for voluntary services)
Phone number: 0711/8283726
Email: Adelheid.Schroeder@volunteer.de

Name of mentor: Indira Müller
Phone number: 061/199 742
Email: Indira.Müller@yahoo.com

Information about the Hosting Organisation:

Name of the organisation: School for children with special needs "Otok mira"
Address: Prvomajska ulica 19, 71000 Sarajevo
Phone number: 033/2945888
Name and function of responsible person: Asim Ferhatovic (headmaster)
Email: A.Ferhatovic@gmail.com

1) Information about the work place:

6. **Work place** (Name of the hosting organisation, location)

   School for children with special needs "Otok mira", Sarajevo/BiH (address see above)

7. **Number of weekly working hours:** 27,5

8. **Number of holidays/non-working days in 2012/2013:** 27

9. **Procedure in the case of sickness:** To immediately inform the headmaster in case of absence due to sickness by mobile phone number 061/827762; to provide a medical certificate after the 3. day of absence due to sickness

10. **Area(s) of work:**

- 1. class (6 year olds)
- Daily care centre for children with special needs

6. Description of tasks including time frame for each area of work:

1. class (6 year olds): 8 – 13:00 h
- To support the children with their learning tasks
- To help the teacher to keep order and silence in the class room
- To assist the teacher to educate the children
- To assist the children with satisfying physical needs (nutrition, hygiene)

2. Daily care centre: 14:00 – 17:00 h
- To oversee the children
- To provide assistance to the teacher during the pedagogical activities
- To suggest own ideas for leisure time activities (games, sports, handicraft work)

10. **Additional Agreements**

Tasks related to the subsequent volunteer:
- o   To be in touch by email before the arrival of the new volunteer
- o   To be available throughout the entire training on the job (2 weeks)
- o   To pick him/her up and the airport or railway/bus station
- o   To explain his/her tasks at work

2) Communication Agreements between the Volunteer and the Hosting Organisation:

11. **Initial conversation with:** Headmaster, Ms Suzana Halilovic (teacher) and Indira Müller (mentor)

12. **Regular conversation with:** Ms Suzana Halilovic

   Frequency: monthly (First Monday in each month)

   Other regulations:

   Monthly reports by the volunteer (ca. 1 page) per email to Indira Müller (Indira.Mueller@volunteer-service.org)

10. **Evaluation meeting with:** Headmaster, Ms Suzana Halilovic, Indira Müller

3) Financial aspects of the volunteer service

16. **Pocket money financed by:** NGO "Volunteer" (sending organisation)
    Amount/month: XX,XX EUR

17. **Accommodation financed by:** NGO „Volunteer"
    Amount/month: XX,XX EUR

18. **Subsistence financed by:** NGO "Volunteer" and School "Otok mira"
    Amount/month: XX,XX EUR (NGO „Volunteer")
    The volunteer has the right to eat one free meal per day at the school.

19. **Language course/lessons financed by:** School "Otok mira"
    Amount: Language course provided for free by a teacher

20. **Other Agreement:** School "Otok mira" is paying for monthly tickets for public transport

4) How to deal with problems/conflicts or misunderstandings?

The first person to be informed in case of problems or conflicts is Ms Suzana Halilovic; if appropriate, the mentor Indira Müller will be included.

Place, date: 03.09.2012

Volunteer	**Representative of hosting organisation**	**Mentor**
Christine Maurer	Mr Asim Ferhatovic	Indira Müller

Tool 3.3.1   Guidelines for Monthly Reports

Purpose of the report:

The volunteer reflects by writing his or her overall situation.

The mentor is informed on what happens in all aspects of the volunteer's life and can identify in time upcoming problems

Content of the report:

- situation at work (tasks, relationship with colleagues, possible problems)
- situation related to accommodation (location, relationship with landlord and roommates)
- Leisure time activities
- Contacts with friends and acquaintances
- Learning the country language
- Physical and mental health
- Mental state
- Own ideas how to resolve possible problems in the above mentioned areas
- Upcoming plans and tasks

Form of the report:

It is most appropriate to write the report in the form of an email. There are no guidelines concerning the format.

Frequency of reporting:

The report should be sent in the first five days of the month to the responsible mentor and before the regularly scheduled conversations (see second element).

Tool 3.3.2   Regularly scheduled Conversation – Key Questions

Overall Situation:

- Could you please spontaneously assess your general situation using marks between 1 and 5 (1 being worst and 5 being best)?

- In case of "bad" mark (1-3): What has, to your mind, to be changed in order to have a better assessment?

- Do you think your expectations related to your voluntary service are fulfilled?

- Did anything happen in the last month, which has touched you deeply (positive or negative)?

Situation at Work:

- What are you doing at the moment?

- How do you feel with respect to your working hours?

- How do you feel with respect to your work load?

- How do you feel about your task/s? Is the work too difficult? Or is it not enough challenging?

- Are the tasks and responsibilities appropriate for your skills, talents and experiences?

- Would you like to do something else? If yes, what?

- Do you have any ideas of something completely new you would like to offer?

- Are you offered advice or assistance for carrying out your tasks?

- Are you receiving positive or critical feedback from your colleagues and/or superiors?

- Do you feel integrated, accepted and valued by your colleagues and superiors?

- How do you feel with the clients or beneficiaries you are working for?

- Can you describe what you are getting, and what you are giving?

- Is there a healthy balance between "giving" and "taking"?

- Do you need any support with respect to your work? Training? Coaching? Counselling? Literature?

Situation outside Work:

- What are you doing in your free time?

- How do you feel with your leisure time activities?

- How well integrated to you feel?

- Is there a healthy balance between work and private life?

- Are you able to communicate with family, friends and relatives back home?

- If needs are not fulfilled: What could be done in order to fulfil them?

Practical Issues:
- How do you feel about the location of your accommodation?

- How do you feel about your accommodation? Your room mates? Your landlord?

- How would you assess your financial situation?

- Do you need any support as far as your physical health is concerned?

Situation concerning Language Skills:
- How do you feel about your language skills?

- Are you satisfied with your improvement concerning the language?

- In which way are trying to improve your language skills?

- Do you need support?

Situation in the Country:
- How do you feel in the country? In the location?

- Do you feel safe?

- Is there anything you would like to know, or learn, with respect to the culture in the country?

Special questions before Christmas:
- Are you supposed to work during the Christmas Holidays or at New Year's Eve?

- Are you planning to return to your home country during the Holidays?

- Do you have any ideas how to spend Christmas and New Year when remaining in the hosting country?

Tool 3.3.3   Four Steps to identify needs

When a person feels bad and is in crisis, in the majority of cases needs are not fulfilled. However, for untrained individuals, it is not easily possible to be aware of these unfulfilled needs, and to decide on strategies how to fulfil them.

In the following virtual conversation, the mentor tries to help the volunteer to identify unfulfilled needs, using principles of non-violent communication as taught by Marshall B. Rosenberg:

Virtual conversation

Volunteer: I feel totally unhappy in my accommodation. I would like to rent another flat.

Mentor: Can you tell me more exactly what makes you feel bad?

Volunteer: I don't get along with my roommate. I would like to live with other people.

Mentor: What is exactly the problem?

Volunteer: She is so depressed. I just can't stand her.

Mentor: Can you tell me in more details what your observations are **(1. step: tries to learn about concrete observations)**

Volunteer: She is all the time in her room, chatting with her friends back home.

Mentor: Do you feel lonely, when she is in her room? **(2. step: tries to identify how the volunteer feels)**

Volunteer: Of course I am lonely! I am all the time on my own! There is nobody I can talk to when coming home from work!

Mentor: Would you like to spend time with her, cook and eat together, and have friendly conversations? **(3. step: tries to identify the volunteer's needs)**

Volunteer: Yes. There is so much to talk about, and I have nobody to share with!

Mentor: You want to have a roommate who listens to you, with whom you can share your daily experiences?

Volunteer: Exactly! But my roommate is simply not interested in what happens in my life!

Mentor: Is there anybody else you can exchange your experiences with? Do you have any other friends or acquaintances?

Volunteer: Yes, there is a girl at work with whom I get along very well.

Mentor: What about inviting her for dinner or going out for a drink with her? **(4. Step: tries to find an alternative strategy in order to fulfil the volunteer's need)**

Volunteer: Yes, that's true, I could do that… I will ask her tomorrow to come over to watch a film together and have a joint dinner!

Tool 3.3.4   Tool recommending Content of Emergency Manual

1. Complete contact details of persons responsible for the volunteer in emergency cases

2. Emergency phone numbers of the sending organisation, including office hours, names of contact persons

3. Emergency phone number of health insurance and information, in which case this phone number is to be used (e.g. in case that the health insurance has to cover costs directly with the medical service provider)

4. List of information to be provided to the health insurance in case of emergency (e.g. accident):
   Name of volunteer, date of birth, diagnosis, name and location of hospital, health insurance number of sending organisation

5. Complete contact details of the German Embassy in the hosting country including office hours

6. List of holidays when the German Embassy remains closed

7. Emergency phone number of the Ministry for Foreign Affairs in the home country

8. Link to the web-site of the Ministry of Foreign Affairs in the home country (country information about the hosting country)

9. Information about registration service of nationals with the Ministry for Foreign Affairs (for Germany: https://service.diplo.de/elefand/registration.do), see tool 3.3.6.

10. General information:

     - obligation to inform all relevant persons in case of changes of contact details (address, email-address, phone number)

     - obligation to carry a functioning cell phone, and to be available

     - obligation to save the phone number of the first person to be contacted in case of emergency under the name "AA emergency" in the registry of the cell phone

     - obligation to carry the emergency booklet with all relevant phone numbers (see tool 3.3.5.)

     - obligation to keep copies of personal documents with a third person (see tool 3.3.7.)

11. Information in case of emergency evacuation (to be defined by the sending organisation)

12. General security information

    Example:

- mine awareness
- warnings concerning driving a car in the dark
- awareness of pick pockets in public transport and public places

13. Emergency phone numbers in the hosting country/location (e.g. police, fire department)

14. Phone numbers of bus and railway stations, airport, call centres for phone number information service

15. List of doctors and contact information in the hosting country/location including information on the field of specialisation and foreign language skills

Tool 3.3.5 Emergency Booklet for Volunteers

The emergency booklet contains all important information *about* the volunteer and all important contact numbers *for* the volunteer to be used in the event of emergency situations.

The volunteers should always have their emergency booklet handy (e.g. on their person, in pants pockets, bag and posted next to their bed or mirror at their housing unit/accommodations). Furthermore they should exchange copies of the emergency booklet with their support contacts in the host country, the other volunteers, the hosting family etc.

It is recommended to assist volunteers with the completion of their emergency booklets (e.g. emergency telephone numbers, all contact details of support staff in host country, other useful phone numbers like recommended doctors etc.)

– Emergency Paper –		
Photo		
family name _____ nationality _____ passport number _____ date of birth _____ blood group _____	credit card emergency hotline _____ service hotline: _____ call in case of medical emergency _____ assurance emergency hotline _____ hotline in case of high emergency _____ **Emergency call in host country** police _____ firefighter _____ ambulance _____ hospital _____	**important contacts** German Embassy _____ Tel. _____ hotline _____ **Please contact in case of emergency** parents _____ sending organisation _____ in the host country (e.g. mentor) _____

3.3.6 Crisis prevention list of the German consulate

Every German citizen, who - even temporarily - lives abroad may be included in one of the crisis prevention lists pursuant to § 6 Paragraph 3 of the German Consular Services Law. Volunteers are required to exercise this option, so that the mission or the mentor, if necessary, can take action in a crisis or emergency situation quickly and contact other German nationals. Registration on the Internet is possible:
http://www.konsularinfo.diplo.de/Vertretung/konsularinfo/de/01/ELEFAND.html

Tool 3.3.7   List of copied Documents to be kept by the Mentor

1. Passport
2. Identity Card
3. Driver's License
4. Certificate of Vaccinations
5. Certificate of Health Insurance
6. Credit Card
7. Residence Permit

Tool 3.3.8   Key Questions for 1st Evaluation Conversation (after 4 to 6 weeks after the arrival of the volunteer in the hosting country)

General Issues:

- How did you feel in the first days after your arrival?
- How would you assess your on-the-job training?
- Was the pace and time appropriate?
- How would you assess the relationship with your colleagues and superiors?
- Do you receive answers to your questions?

Daily Routine at Work:

- Could you please describe your daily routine?
- To which extend you are acting on your own initiative?
- Do you get enough guidance and instructions?
- How much self-reliance is required? How do you feel with this?
- Do you feel unable to cope? Or is your job not enough challenging?
- Do you need anything to know with respect to the target group of your work?
- Can you describe the policy or approach of your hosting organisation, concerning the work with its target group?

Feed-back at Work:

- Do you receive regular feed-back, positive or negative?
- Are you being criticized?
- Do your colleagues and superiors value your work?

Working Hours:

- How many hours per day and week are you working?
- Are you satisfied with your working hours?
- Are you free during week-ends? If not: Is it possible to take a day/ days off during the week?

Superiors and Contact Persons:

- Who is your immediate superior?
- With whom can you talk in case of problems?
- Did you experience a difficult situation yet?

Open Questions:

- Are there any unanswered questions at work?

Contacts outside Work:

- Have you met people with whom you can spend your free time?
- Do you meet with other volunteers?

Accommodation and Food:

- Are you satisfied with your accommodation?
- How do you provide food?

Financial Situation:

- Are you getting along with the money you have at your disposal?

Successes and Failures:

Did you experience any particular successes and failures since you started working?

Tool 3.3.9   Key Questions for 2ⁿᵈ Evaluation Conversation (after 4-5 months)

General Assessment:

Please give a spontaneous assessment between grades 1 and 10 (1 is lowest, 10 is highest) to which extend your expectations concerning your voluntary service have been met:

- in general
- in the area of your work
- in your private life

Current and Burning Issues:

Which are the current or even burning issues at the moment?

In Case of Emotional Crisis:

- Did any situation occur which was emotionally difficult?
- Did you have any support? By whom?
- Did anyone give you needed advice or assistance?
- Would you have needed more support in this situation? By whom?
- How did you manage to get support?

Mental State in the following Areas:

Work and tasks at work?

Relationship with target group/beneficiaries?

Relationship with colleagues and superiors?

Language?

Leisure time activities?

Plans and Intentions for the next phase:

What are the issues you want to address?

Do you need any support for this? By whom?

Preparing return to home country:

Are you already thinking of returning back home?

Do you have any plans or ideas?

Do you need any support? By whom?

Next evaluation conversation:

When would be a good moment for the final evaluation conversation?

Tool 3.3.10   Key Questions for Final Evaluation Conversation (a few weeks before the end of the voluntary service)

General Assessment:

Please give a spontaneous assessment between grades 1 and 10 (1 is lowest, 10 is highest) to which extend your expectations concerning your voluntary service have been met:

- in general
- in the area of your work
- in your private life

Preparation of the End of the Service:

- Would you like to leave something behind in the project?
- Do you have any ideas?
- Do you need support for the realisation of your ideas?
- What is needed in order to hand your workplace over to subsequent volunteers?
- Will you receive a certificate or reference from your hosting organisation?
- Are you planning a fare-well event with friends, colleagues and acquaintances?

Learning Experience

- What is your most impressive learning experience?
- Can you describe the circumstances, how this happened?
- Which expectations remain unfulfilled concerning learning experiences?

Remaining free days:

- Do you have remaining days of leave?
- When would you like to take them?

Unresolved matters:

- Are there any unresolved matters before your return back home?

- Do you need support for it? By whom?

Deployment for future volunteers:

- From your perspective, do you think that your organisation is appropriate for receiving volunteers?

- Is there anything which should be taken into account, or changed?

Future:

- How are you plans for the time after your return progressing?

- Do you need any support for that? By whom?

Tool 4.1.1 Literature and movies available in German, originating from or dealing with SEE (to be adapted)

Novels, contemporary

Bodrožić, Marica (2012): Kirschholz und alte Gefühle. München: Luchterhand Literaturverlag.

Bodrožić, Marica (2002): Tito ist tot. Erzählungen. Frankfurt am Main: Suhrkamp Verlag.

Jergović, Miljenko (2010): Das Walnusshaus. Roman. Unter Mitarbeit von Brigitte Döbert. München: Heyne.

Jergović, Miljenko (2009): Sarajevo Marlboro. Erzählungen. Unter Mitarbeit von Brigitte Döbert. 1. Aufl. Frankfurt, M: Schöffling.

Kadare, Ismail (2006): Der Nachfolger. Zürich: Ammann Verlag.

Kadare, Ismail; Röhm, Joachim (2005): Der zerrissene April. Roman. 2. Aufl. Frankfurt am Main: Fischer Taschenbuch-Verl.

Ljubic, Nicol (2010): Meeresstille. Roman. Hamburg: Hoffmann und Campe Verlag.

Nadj Abonji, Melinda (2010): Tauben fliegen auf. Roman. 5. Aufl. Salzburg: Jung und Jung.

Savičević, Olja (2010): Lebt wohl, Cowboys. Unter Mitarbeit von Blažena Radas. Dresden: Voland & Quist.

Simić, Roman (2007): In was wir uns verlieben. Erzählungen. Mit CD. Dresden: Voiland & Quist.

Stanišić, Saša (2006): Wie der Soldat das Grammofon repariert. Roman. München: Luchterhand.

Trojanow, Ilija (1996): Die Welt ist groß und Rettung lauert überall. München: Hanser.

Ugrešić, Dubravka (2010): Das Ministerium der Schmerzen. s.l: Berlin Verlag.

Zeh, Juli (2003): Die Stille ist ein Geräusch. Eine Fahrt durch Bosnien. München: btb.

Novels, modern classics

Andrić, Ivo: Die Brücke über die Drina. Eine Wischegrader Chronik. Roman.

Krleža, Miroslav: Der kroatische Gott Mars. Kriegsnovellen.

Selimovič, Meša: Der Derwisch und der Tod.

Tišma, Aleksandar: Der Gebrauch des Menschen. Roman.

Anthologies etc.

Balkan. Hrsg. von Doris Barbara Grießner. Klagenfurt: Wieser 2009.

Banat. Hrsg, von Okuka, Miloš; Zabarah, Dareg. Klagenfurt: Wieser 2011.

Ihr werdet noch von uns hören. Hörbuch. Hrsg. von Christine Koschmieder und Kruno Lokotar. Leipzig: Partner + Propaganda 2008 (kostenlos auf www.vorleser.de).

Kein Gott in Susedgrad. Hrs. von Nenad Popović. Neue Literatur aus Kroatien. Frankfurt am Main: Schöffling 2008.

Terra Bosna. Hrsg. von Gero Fischer und Milos Okuka. Berlin: Wieser 2002.

Movies – Yugoslav breakup and post-Jugoslav era

Gori Vatra (dt. Es brennt!). Film by Pjer Žalica, 2003, 98 Min.

Go west. Film by Ahmed Imamovic, 2005, 97 Min.

*Grbavica (*dt. Esmas Geheimnis). Film by Jasmila Zbanić, 2006, 90 Min.

Na putu. Film by Jasmila Zbanić, 2010, 63 Min.

No Man's Land. Film by Danis Tanović, 1999, 95 Min.

Underground. Film by Emir Kusturica, 1995, 163 Min.

Parada. Film by Srđan Dragojević, 2011, 115 Min.

Movies – Documentaries

Yugoslavia: death of a nation. Documentary by Brian Lapping, 1995/6.

Schachmatt - Strategie einer Revolution. Documentary by Susanne Brandstätter, 2003, 60 Min. (about the Revolution in Romania).

Studies, essays and chronicles

Boia, Lucian (2003): Geschichte und Mythos. Über die Gegenwart des Vergangenen in der rumänischen Gesellschaft. Köln: Böhlau.

Calic, Marie-Janine (2010): Geschichte Jugoslawiens im 20. Jahrhundert. München: Beck.

Clewing, Konrad; Schmitt, Oliver Jens; Kreuter, Peter Mario (Hg.) (2011): Geschichte Südosteuropas. Vom frühen Mittelalter bis zur Gegenwart. Südost-Institut; Institut für Osteuropäische Geschichte. Regensburg: Pustet.

Holbrooke, Richard C. (1999): Meine Mission. Vom Krieg zum Frieden in Bosnien. München, Zürich: Piper.

Hösch, Edgar (2011): Geschichte des Balkans. 3. Aufl. München: Beck (C.-H.-Beck-Wissen).

Hösch, Edgar (2008): Geschichte der Balkanländer. Von der Frühzeit bis zur Gegenwart. 5. Aufl. München: Beck.

Jovic, Dejan (2001): The Disintegration of Yugoslavia: A Critical Review of Explanatory Approaches. In: European Journal of Social Theory 4 (1), S. 101–120.

Kahl, Thede (Hg.) (2008): Rumänien. Wien: Lit.

Köpruner, Kurt (2003): Reisen in das Land der Kriege. Erlebnisse eines Fremden in Jugoslawien. Diederichs.

Okuka, Miloš (1998): Eine Sprache - viele Erben. Sprachpolitik als Nationalisierungsinstrument in Ex-Jugoslawien. Klagenfurt: Wieser.

Petritsch, Wolfgang; Pichler, Robert; Prochazka, Martin; Petritsch-Pichler (Hg.) (2005): Kosovo - Kosova. Der lange Weg zum Frieden. 2. Aufl. Klagenfurt: Wieser.

Rathfelder, Erich (1998): Sarajewo und danach. Sechs Jahre Reporter im ehemaligen Jugoslawien. München: Beck.

Schmitt, Oliver Jens (2008): Kosovo. Kurze Geschichte einer zentralbalkanischen Landschaft. Wien: Böhlau (3156).

Sundhaussen, Holm (2012): Jugoslawien und seine Nachfolgestaaten 1943–2011. Eine ungewöhnliche Geschichte des Gewöhnlichen. Wien/ Köln/ Weimar: Böhlau.

Ramet, Sabrina P. (2005): Thinking about Yugoslavia: Scholarly Debates about the Yugoslav Breakup and the Wars in Bosnia and Kosovo. Cambridge: University Press.

Todorova, Marija Nikolaeva (1997): Imagining the Balkans. New York: Oxford Univ. Press.

Völkl, Ekkehard (1995): Rumänien. Vom 19. Jahrhundert bis in die Gegenwart. Regensburg: Pustet.