

Research Report

The Voluntary Cultural Year in Germany: Perceptions of Volunteers, Institutions, Politicians, and Society

The Future of Civic Service in the Arts

Gesa Birnkraut, Ines E Hein, and Friedrich Loock

Research Report

2004



**Center for Social Development
Global Service Institute**



 **Washington**
WASHINGTON · UNIVERSITY · IN · ST · LOUIS

George Warren Brown School of Social Work

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(Institute for Culture and Media Management)
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List of Abbreviations

BKJ	<i>Bundesvereinigung Kulturelle Jugendbildung</i> : Federal Association for Cultural Youth Education
BMFSFJ	<i>Bundesministerium für Familie, Senioren, Frauen und Jugend</i> : Federal Ministry for family, senior citizens, women, and youth
CDU	<i>Christlich Demokratische Union</i> : Conservative Party of Germany
FSJ	<i>Freiwilliges Soziales Jahr</i> : Voluntary social year
FSJK	<i>Freiwilliges Soziales Jahr in der Kultur</i> : Voluntary cultural year
LKJ	<i>Landesvereinigung Kulturelle Jugendbildung</i> : State Association for Cultural Youth Education
PDS	<i>Partei des Demokratischen Sozialismus</i> : Socialist party of Germany
SPD	<i>Sozialdemokratische Partei Deutschland</i> : Social Democratic Party of Germany

1. Abstract

Since 2001, German adolescents aged 16 to 27 years are able to attend the voluntary cultural year (*FSJK*) as a civic service in cultural institutions. Participating institutions and youth as well as non-participating institutions and youth were surveyed to describe the perceived effects of the program. The research gives insights into the strengths and weaknesses of the program from the perspective of institutions and volunteers. The results show an overall tendency of the program to support institutions in their cultural work. The program also helps support the personal, social, and cultural development of adolescents as responsible citizens. Policy recommendations on how to optimize and promote the program are also made.

2. Executive Summary

The FSJK Program

Since 2001, it has been possible for German adolescents between the ages of 16 to 27 years to attend a voluntary cultural year in cultural institutions as part of their civic service. For young men who are conscientious objectors, this program is a legal alternative to mandatory military or civic service. Mandatory military or civic service is not required for young women, but the program offers them a voluntary position for one year.

Research Objectives

The study illustrates the current strengths and weaknesses of the program from the perspective of participating and non-participating institutions and youth. Based on the findings of the survey, program implications are discussed and recommendations are made to political decision-makers. The research included over 2,000 institutions and adolescents in Germany and was conducted between September 2003 and March 2004.

Research Methods

The research compiled data from actual as well as potential institutions and volunteers to analyze the program's potential in detail. In-depth questionnaires were given to all institutions and volunteers participating in the program since it was introduced. Six model cities in the two federal states of Saxony and Rhineland-Palatinate were chosen as the counter-group. Instead of having to select a representative sample of cultural institutions throughout Germany, this method enabled the authors to make a full assessment of potential institutions in the six model cities without falsifying the results because of the structural limitations of the surveyed institutions. The attitudes of select groups of adolescents from all school types in the model cities were recorded in a field survey. In addition to the quantitative data, political decision-makers in the six model cities were interviewed on the program, its public awareness, and practical importance as well as on the image of civic service and volunteering in the cultural field.

Major Findings

The research results show that the program and its potential are viewed positively overall. Profiles of the participating institutions were compared to what the adolescents considered the ideal institution; the results demonstrated only a marginal divergence. The findings illustrate that the FSJK program does not necessarily have a positive impact on the political and public standing of the institutions within their network of institutions and political partners. However, depending on the volunteer's personality, it shows a positive effect on the work flow, supports innovation, and contributes to the team atmosphere. The general assessment of volunteering and civic service from the institutional point of view further demonstrates that there is a significantly positive attitude towards volunteering and civic service among cultural institutions. But the institutions tend not to actively use volunteers because of their general passive attitude towards volunteerism.

The program has beneficial effects on the personal, social, and cultural development of volunteers. It provides first professional working experiences, supports self-dependence, and opens up a new way of life for the adolescents. The assessment of the impact of role models among family members and close friends demonstrates that the existence of volunteers in the direct environment of the adolescent, in general, has an influence on the adolescent. Also, social and cultural conditioning by parents proves to play an important role in the positive development of cultural interest and civic engagement of the youth. The evaluation of the general image of volunteering and civic service also produced mainly positive results while exemplifying expected differences in the level of positive attitude between the compared groups. However, one of the main findings is that the program currently attracts young men and women who are motivated to serve the community and contribute to the cultural life anyway. Although this is a very positive development, the more important question remains as to what can be done to make the program attractive to those who have never been exposed to cultural life and civic engagement.

In-depth interviews with political representatives in the six model cities support the findings outlined in the analysis. The majority of politicians state that the program has to become better known in the public and in political circles as volunteering and civic service becomes increasingly important in the cultural field. They emphasize the program's importance for society, institutions, and volunteers and agree to lobby for political support of the program. Underlining its sustainability, politicians expect the FSJK program to strengthen the personal and professional development of the volunteers, the growing awareness of the importance of citizenship duties, and expose the youth to an open concept of *culture*.

Major Implications and Recommendations

Based on the survey findings, one of the main recommendations is to approach new adolescent target groups and strengthen the program's appeal for young citizens who have never had contact with cultural work and civic engagement. Stronger and more offensive public relations strategies for the program are also crucial to support its public perception and name recognition. By improving the public perception, institutions might start using volunteers and civic servers actively and thereby contribute to the development of a stronger civic society. Thus, the recommendations of this study aim at supporting public efforts to implement and develop structures for a stronger civic society. They also aim at optimizing the promotion of cultural matters and their social importance. The program implications and the structural as well as political recommendations might partly be exclusively applicable in Germany, but they hope to serve as examples for similar civic service programs in similar fields or in other countries.

3. Introduction

‘Making citizenship’ work is one of the major objectives of the European Union (Commission, 2004) and as such was adopted by the German federal government to strengthen and support citizenship through civic responsibility. Civic consciousness has already been established quite successfully in areas such as social and health care in the last few decades. In fields such as culture and the arts, however, this tendency is yet to fully develop. The development also shows that institutions only passively support civic engagement and volunteering though the concepts are viewed positively.

A new civic service program, the voluntary cultural year (*FSJK*), was introduced in Germany in 2001. It offered young men and women the options to commit themselves to the community while working in the cultural field and to promote cultural understanding. In one of his most recent public appearances¹ Federal President, Johannes Rau, called for a change in the basic perception of cultural matters and all efforts fostering them. He argued that culture had to be understood as a social pre-requisite of a healthy society rather than as a luxury item. The basic principle that is valid for a single person is also valid for the development of a society: Identity and self-esteem emerge from developing understanding, growing respect, and personal commitment. The existence and promotion of culture and civic engagement has to be of utmost importance to assure the growth and identity of our society. As a first step in this direction, the *FSJK* program offers young volunteers access to cultural work and provides a platform that promotes volunteering in the arts.

This study aims to contribute to the ongoing public discussion on the importance of the promotion of culture and civic engagement. The research provides basic insights into the public perceptions of the civic service program and volunteering in general. Suggestions are made to policymakers and program developers on ways to optimize existing conditions to make the program even more successful. The authors underscore that the results of this study cannot be generalized to other service programs, but they hope to provide profound insights and a deeper understanding of the existing situation.

¹ Public speech on the occasion of the music fair in Frankfurt/Main, April 1, 2004

4. The Voluntary Cultural Year Program and Research Questions

Since certain technical terms are used differently in German, the terminology is explained at the outset. In German, the term for volunteering is *Ehrenamt* and the term for civic service is *Freiwilligendienst*. The concept of civic service, however, is different from the concept of volunteering. Civic service volunteers include conscientious objectors who are mandatorily obliged to serve. The objectors are called *Zivildienstleistende*, which is literally translated as *civic servers*. They receive a minimum financial compensation for their service as opposed to volunteers -*Ehrenamtliche*- who do not receive any financial reward for their commitment. *Volunteerism* refers to the general concept of volunteering.

4.1 Program Background

4.1.1 Military Service and Civic Service

According to the Basic Constitutional Law of the Federal Republic of Germany (FRG) (Art. 12a, paragraph 1), every male German citizen aged 18 to 23 (in specific cases 25) years and permanently residing in Germany is required to either serve in the German army or serve as a conscientious objector in a civic service program. Women are not required to serve in the army or in a civic service program.

Military service in Germany was designed to “take over personal responsibility for the protection of the community.” In July 1956, the German government introduced mandatory military service for young men who had to serve in the German army for a period of twelve months. The German Democratic Republic (GDR) of East Germany introduced its National Army of the People in January of 1956. The mandatory period of service has varied over the years; currently, the service duration is nine months.² Starting in 2001, women are allowed to contract as professional or part-time soldiers for the first time. Current figures show that 5 percent of all professional and part-time soldiers are female (Uhlenbruch, 2004).

The law passed in 1956 included a passage regulating alternative service. In January of 1960, the law for alternative civic service in the FRG became effective. Conscientious objectors were to serve the community by supporting the work of hospitals, sanitary facilities, and social care centers as well as any other social and community-based institutions. The law provided the legal administrative basis for accredited conscientious objection. While the Federal Office for Mandatory Civic Service was established in 1973 in the FRG, the *civic alternative service* was renamed the *mandatory civic service*, which established its independent standing and supported its public promotion. The mandatory period of civic service has varied over the years; the current duration of service is ten months.

² A historic overview can be found on www.bundeswehr.de

4.1.2 Voluntary Civic Service

4.1.2.1 The Voluntary Social Year

Starting in 1954, German churches began appealing for women to serve in the charity and social care field in a *diaconal year*. The basic idea of education through social work and the educational supervision of volunteers have been emerging ever since (Kinderhaus Göttingen, n.d.). In 1964, a law supporting the Voluntary Social Year (FSJ) was passed, and the government established the legal groundwork for voluntary services. These included rules on how to assign volunteers, the pedagogical support to be provided by the bearer organizations, requirements the organizations had to meet, age limits of volunteers, and the financial support to be provided to the volunteers (CVJM Westbund, n.d.). The FSJ evolved from the first diaconal year programs and was established to be an educational year for adolescent volunteers. Charity organizations, churches, and regional authorities serve as bearer organizations and are responsible for providing educational supervision and training seminars.

In 2002, the government revised the mandatory civic services law so that accredited conscientious objectors could participate in the FSJ as a legal alternative to their mandatory civic service. The government still substantially funds positions for the objectors while positions for female volunteers have to be financed by the bearer organizations or institutions themselves.

4.1.2.2 The Voluntary Cultural Year

In 2002, a pilot project for a new form of the voluntary social year was started after ongoing discussions on the need to introduce a service focusing on cultural aspects. During the model phase, the Voluntary Cultural Year (FSJK) was introduced in five German states: Berlin, Lower Saxony, Saxony, Saxony-Anhalt, and Thuringia. The project received around one million Euros from the Federal Ministry. The *Youth and Family Foundation of the Federal State of Berlin*, *The Foundation for Democratic Youth*, and the *Robert Bosch Foundation* provided additional funding (BKJ, 2003). Less than one year into the model phase, the Federal Council of Germany passed a bill supporting the voluntary cultural year as a legal alternative to the voluntary social year. Since September 2002, it has been possible to offer positions for a voluntary cultural year nationwide. This rapid legal decision was a result of continuous discussions about the further development of voluntary services in Germany. The legal foundations thus allowed accredited conscientious objectors to serve in a voluntary cultural year and in all other forms of the voluntary social year (ecology, sports). The Federal Ministry for Family, Senior Citizens, Women, and Youth financially supports the program for the following three years, but the number of places is limited. There are 270 positions nationwide for the period 2003-2004.

4.1.3 Definition and Funding of Civic Engagement

To promote the ongoing public and political discussion on the future of mandatory military and civic service in Germany, the Federal Government set up a special commission headed by the State Secretary of the Federal Ministry of Family, Senior Citizens, Women, and

Youth, Peter Ruhenstroth-Bauer. The commission report (BMFSFJ, 2004), *Impulses for the Civic Society*, defines civic engagement as being:

1. voluntary
2. not intended for financial gain
3. targeted on public welfare
4. public or based in public institutions
5. team-oriented and co-operative

The report states that civic engagement is promoted by:

1. social capital
2. democratic competence
3. informal learning processes

Germany has a history of public funding in the cultural sector. A majority of cultural institutions are public and financed by state taxes and federal funds. Cultural matters are, for the most part, within the sovereignty of the federal states. The Federal Government supports cultural institutions and projects of “national importance” with target-oriented financing (Bundesregierung, 2004). The categories that are publicly funded range from music to fine arts to architecture and design. In January 2002, the Federal Government initiated the *Kulturstiftung des Bundes* (Federal Cultural Foundation of Germany) to explicitly support innovative programs and contemporary projects at an international level.

Table 1 gives an overview of public expenditure in millions of Euros for arts and culture conservation between 1998 and 2000 (Statistisches Bundesamt, 2003b).

Table 1: Public Expenditures on Culture 1998-2000

Field of Activity	1998	1999	2000
Theater, Professional Orchestras and Choirs, Other Musical Conservation	2,810	2,875	2,966
Museums, Collections, Exhibitions	1,023	1,050	1,109
Protection and Conservation of Historical Monuments	316	313	318
Nature and Landscape Conservation	533	541	590
Other Arts and Culture Conservation	859	1,056	1,110
Administration of Cultural Matters	491	479	492
Matters of the Church	555	577	592
Cultural Expenditures in Total	6,587	6,891	7,177

A number of foundations and individuals support cultural life in Germany. However, the number is small compared with the personal and private involvement in the arts as found in the United States. Recent figures show that every third German citizen currently volunteers, and 16 percent of these are volunteers in the cultural field (von Rosenblatt, 2001). There are regional differences in volunteer activity. The number of volunteers is higher in smaller cities and villages compared to bigger cities. Volunteer activities in the cultural field include supporting choirs, libraries, youth clubs, museums, theaters, and cultural associations. The average time

volunteered in the cultural field is 14.6 hours per week compared to 23.5 hours per week in the health care sector. The general public lacks a clear notion of the concept of *culture* and its importance in the development of a society.

4.2 Program Overview

4.2.1 Basic Program Conditions

The voluntary cultural year is designed as an educational year for adolescents of both sexes between the ages of 16 and 27. These young people have the opportunity to serve as volunteers in an accredited cultural institution for one year. According to the program guidelines, the *Bundesvereinigung Kulturelle Jugendbildung, BKJ* (Federal Association for Cultural Youth Education) decides which cultural institutions can offer a program position. These include cultural youth education institutions, classical cultural institutions such as museums or theatres, and cultural and social youth centers (BKJ, 2003).

Before an institution is allowed to take on a volunteer, it has to first register the position with the respective responsible body of the federal state. The institution is then provided with structural and content-related help. The responsible body supervises the institutions to ensure that quality standards are met. It offers training sessions for the institutional supervisors and pedagogical seminars for the volunteers. The institutions are coached at the beginning, in the middle, and at the end of the year to ensure the proper handling of the program year for the volunteer. The institutions, on their part, have to spend between Euros 250-400 each month on the volunteer position. The financial duty varies in the different federal states (BKJ, 2003). Being the nationwide responsible body, the BKJ handles the strategic lobbying for the program.

To apply for a position in the program, the adolescents have to send an application form along with an essay describing their personal motivation to the federal responsible body. The accredited adolescents are given a list of possible institutions they may want to serve at. Their first choice is sent to the respective institution, which chooses the candidate in co-operation with the responsible body.

4.2.2 Educational Training and Supervision

The program offers volunteers a total of 25 training days. Volunteers are pedagogically supervised and also meet other volunteers in regional networking groups. A major part of this training is spent in five weekend seminars. The initial and final seminars concentrate on supervision and reflection of the program experiences. The volunteers are encouraged to expand their technical knowledge and gain first key competencies and soft skills during the other seminars and individual coaching sessions with supervisors at the institutions. The volunteers get 26 vacation days a year and receive up to 280 Euros each month as a minimum allowance or compensation. On completion of the program, the adolescents receive a certificate for their program attendance.

4.2.3 Program Objectives

The three major goals of the voluntary cultural year are (BKJ, 2003):

1. generating a sustainable growth of socially innovative potential for the society.
2. improving conditions for adolescents so they can benefit from the specific educational effects of cultural work.
3. supporting adolescents in their career and social prospects with a specific cultural education.

According to the BKJ (2003), the qualitative aspects of the voluntary cultural year program are that it:

1. follows an integral approach since culture supports and stimulates the unity of thoughts, feelings, and actions.
2. is individually designed and adapted to the needs of each serving volunteer.
3. is socio-politically relevant, since adolescents are encouraged to show civic engagement by participating in communitarian concerns.
4. is experimental since it involves creative contexts.
5. is process-oriented, since participants have to deal with situations that hold the potential risk of failure.
6. is application-oriented since both the community and the adolescent volunteers benefit from the project work.
7. is independently initiated and participative since the volunteers set the majority of training targets themselves.
8. is social since the work with and for other members of the community is an essential part of the program.
9. is democratizing since volunteers are given an insight into social contexts and decisions while actively having the option to take part in these processes.
10. is sustainable since the volunteers reflect on the insights gained for their future path of life.
11. is future-oriented since the program offers a productive and creative way to lead one's life.

4.3 Theoretical Background

The authors developed two major guiding theories that, in turn, had a theoretical impact on the research methodology used in this study.

4.3.1 Mutual Benefit and Civic Engagement

Throughout the preliminary research phase, guiding theories to conduct the study were hypothesized. One major assumption was that volunteer work is mutually beneficial for both the institution and the volunteer. A volunteer must never substitute a regular employee, but must contribute to the regular flow of work. If incorporated properly, the volunteer will supplement the teamwork of the employees, and both the volunteer and the institution will benefit from the experiences gained. Another assumption was that a program like the FSJK might have a

“modeling” effect on the adolescent who is serving, as it could be the start of a long-term commitment in volunteering that exceeds the program year. A similar study (Eberhard, 2001) found that former participants of the voluntary social year were willing to volunteer more frequently than the average citizen. However, Eberhard concludes this does not necessarily result from their civic consciousness but from a feeling of being more enriched by the experience. Mitzscherlich (2003) found that the voluntary political year has supported the politicization of the participating adolescents.

To study the impact of the program on the positions adolescents take on civic society and their standing within the given structures, a critical discussion has to account for the fact that the service year for young men is mandatory rather than voluntary. Although they can choose between different services, their situation and personal motivation is not comparable to the young women who serve in the program. Thus, a major question that arises is whether the FSJK has positive effects on civic society through both young men and women. Eberhard (2001) notes that one has to account for the difference voluntary service as opposed to mandatory service makes in support of a growing public social responsibility. She argues that the introduction of mandatory civic service for both young men and women would be counterproductive to the aim of solidarity and sense of community. On the contrary, the education of adolescents should play a role in their socialization and possibilities for civic participation. Further, she concludes that a sense of community and civic engagement must grow from personal belief.

4.3.2 Support of Cultural Life and Cultural Engagement

Another major assumption was that the FSJK actually supports cultural life, fosters its diversity, and strengthens the work of the cultural institutions that offer the program. By doing so, it crucially supports the cultural education of the young volunteers and strengthens the concept of cultural for all individuals involved with the program. Of course, in this case, adolescents have to actively apply for the positions. Thus, it is rather improbable that a person would apply for such a position without being interested in cultural matters at all. But even if a basic interest can be assumed, the guiding assumption is that the program encourages the development of cultural values and cultural engagement.

The city of Zwickau/Saxonia had developed a model program for a voluntary political year. The program was designed for a test group of young men and women between the ages of 18 and 25 in 2001. The final report states that the model program successfully opened a new door to politics for adolescents, prevented further political disinterest amongst adolescents, and supported their interest in political decision structures and procedures (Mitzscherlich, 2003). The report shows that increased political awareness led to a better understanding of politics and political work. This was an important indication of the validity of the second assumption during the secondary research.

All measures recommended by the special commission in the report, *Impulses for a Civic Society*, aim at educating a new generation of citizens who understand civic duty and responsibility as part of their personal contribution to a lively democracy. To what extent the FSJK program supports this aim and helps strengthen civic consciousness remains to be evaluated.

4.4 Research Questions and Hypotheses

Research questions and final hypotheses were developed based on the guiding theories outlined above. Empirical research results were compared with the hypotheses and were confirmed or rejected. The hypotheses are structured into two parts based on the potential impacts of the program on the institutions and the adolescents.

The voluntary cultural year has several positive impacts on **participating institutions**:

1. It strengthens internal operational processes, it enhances employee motivation, and opens new organizational approaches in volunteer work.
2. It fosters and strengthens existing activities.
3. It connects the institution to younger target groups and promotes access to the public.
4. It supports the institutions' public and political standing and improves its lobbying position.

The voluntary cultural year has several positive impacts on **participating adolescents**:

1. It stimulates and enhances social competence, and it establishes a personal definition of citizenship and volunteerism.
2. It offers an insight into the organizational work of cultural institutions and provides first working experiences.
3. It orients adolescents about future training and working career options.
4. It supports a stronger relation with and understanding of cultural institutions, their operation, and their impact on social development in general. It also supports cultural competence.

Assuming that there are a multitude of positive aspects to the program, the analysis demands a detailed assessment of the program's limitations, its weaknesses, and initial problems after the nation-wide introduction in 2002. This implied that a range of thoughtful, unbiased questions had to be included in the questionnaires to detect the weak points and reveal basic program improvements.

Analysis of the program uncovers the strengths and weaknesses of the voluntary cultural year. Of major interest are the potential factors that make the cultural year a success for the institutions and the young volunteers as well as how these factors might be strengthened in the coming years. The research was guided by the central questions of what could be done by both institutions and adolescents to improve, optimize, and expand the program. The survey analyzed the potential of offering an improved program and thus creating higher demand. In order to have sufficient results for these research questions, the research distinguished between actual and potential institutional providers and actual and potential adolescent participants. This ensured a comprehensive view on the potential of the cultural year.

Furthermore, the direct and indirect environment of the institutions and adolescents was analyzed. Major questions focus on the instruments used by federal and regional political bodies to optimize the success of the cultural year as well as on the role these partners are playing in future developments.

5. Methodology

5.1 Theoretical Impact on the Research Methodology

The major part of this study is the empirical field survey and the possible conclusions that can be drawn from the research results. To ensure the most adequate reflection of the current situation, the study includes the latest results from interviews with political decision-makers and the most recent report results from political commissions.

The study incorporates the opinions of participating institutions and volunteers that provide informative insights into the course of the program, its structure, feasibility, and weaknesses observed during the year. In order to properly evaluate the program's success and potential, information about why institutions and adolescents directly or indirectly refrained from participating in the program had to be surveyed also and taken into account. The study's results allow the authors to make suggestions to policy makers and program developers on how to optimize the current program status.

The quantitative study analyzes the four different sample groups: Participating institutions (PI) and non-participating institutions (NPI), and participating youth (PY) and non-participating youth (NPY). These groups were surveyed with an in-depth questionnaire individually designed for each group.³ The survey was supplemented by interviews with select city council and state politicians whose responsibilities cover culture and education.

5.2 Research Design

The research questions and sampling procedures were revised repeatedly and adapted to the most recent findings during the preliminary research. The questionnaires were pre-tested on a group of 40 people and revised accordingly. Existing questionnaires used by the BKJ for internal assessments gave important insights into the structure and questioning methods applicable to the institutional and adolescent groups. The questionnaires covered the following aspects:

PY (64 questions) and NPY (58 questions)

1. General questions on the program.
2. Attitude towards culture.
3. Personal opinion on the program (PY); and personal expectations/estimations about the program (NPY).
4. Demographic data.

PI (80 questions) and NPI (56 questions)

1. General questions on the program (PI); and general questions on volunteering and voluntary service (NPI).
2. General questions on the institution's organization and activities.
3. Attitude towards volunteers and experiences with volunteers.

³ The original surveys are attached in appendix B.

4. Questions on the public communication of program participation.
5. Weaknesses of the program.
6. Demographic data.

The majority of survey results were based on scales ranging from -2 (*I strongly disagree*) to +2 (*I strongly agree*). Cross tabs were used to indicate frequencies and average values for comparison of the groups PY/NPY and PI/NPI. Only a minority of demographic questions and questions on the final motivation to participate in the program were qualitative questions. A partial sampling had to be conducted for the NPI and potential volunteers because of the large number of potential respondents.

5.3 Data Collection

Addresses of the participating institutions (PI) and youth (PY) were provided by the BKJ to conduct the survey. A total of 771 questionnaires, 468 to adolescents and 279 to institutions, were mailed on December 3, 2003. Respondents were asked to return the questionnaires by December 19, 2003. One hundred and twenty five (26.7 percent) adolescents and 123 (44 percent) institutions responded to the survey.

Model cities were selected for the NPI and NPY to make the survey process feasible. Questionnaires were mailed to 515 NPI on January 16, 2004. The institutions were asked to return the questionnaires by February 13, 2004. Seventy-nine (15.3 percent) institutions answered the survey. In a field survey, 803 NPY were asked to fill out the questionnaire; 797 (99.3 percent) provided valid data for the research purpose.

5.4 Selection of Model Cities

Model cities had to be selected because of the large number of potential institutions. PI included classical cultural institutions offering a voluntary cultural year, professional associations, educational centers for children and youth, and semi-public or private initiatives. Such institutions are not listed in general cultural directories or organized under umbrella associations. A complete sampling of these institutions nationwide would have been unmanageable within the scope of this study.

A new sampling method was developed to narrow down the number of institutions without the risk of excluding smaller, private, and unknown socio-cultural institutions and thereby falsifying the survey results. A group of model cities was selected to represent the distribution of the whole variety of cultural institutions in Germany. The survey of potential volunteers was also conducted in these selected cities for structural comparability.

According to geo-demographic data of Germany (Bähr, n.d.), the model cities should correspond statistically with the normal distribution in terms of the size of the federal state, geographic position within the respective federal state, number of inhabitants, and education

standards. They would, furthermore, have to reflect possible existing differences between the New Laender (former GDR states) and the western part of the country. The federal states that participated in the model phase were Berlin (E), Lower-Saxony (W), Saxony (E), Saxony-Anhalt (E), and Thuringia (E).⁴ The task was to find a federal state that would structurally fit one of these states.

Demographic research and discussion with specialists at the BKJ and external advisors revealed that Saxony would be most qualified for a structural comparison. Saxony was both a state in the model phase and a former GDR state and would thus be able to reflect both positions. Further, its economy and infrastructure, and as a result its cultural life, has developed extensively in the last few years in relation to the other states in its group. As a counterpart to Saxony, only two other states qualified due to their size and infrastructure: North-Rhine Westphalia and Rhineland-Palatinate. Compared to the former, Rhineland-Palatinate was similar to Saxony in terms of population, density of population, adolescent population, and so forth. Only unemployment rates were significantly different. Saxony's unemployment rate was around 9 percent, while Rhineland-Palatinate's was around 4 percent (Statistisches Bundesamt, 2003a).

In the second step, the number of cities surveyed was limited to three within each federal state. The selected cities represented the typical population structure of a small city (up to 20,000 inhabitants), a mid-sized city (up to 100,000 inhabitants), and a large city (over 100,000 inhabitants), (Bähr, n.d.). Considering the political structure, the capitals of both states were included since their survey might reflect political decision structures most efficiently. The geographic position of the cities was also accounted for. Both federal states neighbor other European states; Luxembourg in the West and Poland and the Czech Republic in the East.

The model cities selected in Saxony were: Dresden (federal state capital with 476,700 inhabitants), Zwickau (with 104,100 inhabitants), and Borna (with 20,400 inhabitants). The cities selected in Rhineland-Palatinate were: Mainz (federal state capital with 183,100 inhabitants), Trier (with 99,900 inhabitants), and Germersheim (with 20,200 inhabitants). The cities of Dresden and Trier are close to the state border. Dresden, Mainz, Trier, and Germersheim are University cities. Care was taken to ensure that the mid-sized cities were located at a similar distance from their federal state capitals. This was done to avoid an additional effect of the sphere of political and social influence emerging from the capital on the survey.

After the six model cities were selected, a special key was developed for the actual survey. The basic requirement of the survey was a heterogeneous group of adolescents between the ages of 16 and 27. Schools with the largest number of students were selected in each city in order to capture a vast variety of opinions most efficiently. Different types of schools were selected wherever schools of the same size were found. For example, a vocational school for engineering and a vocational school for health care were selected. The graduating class was polled in regular schools. In vocational schools and universities, the selection focused on introductory to advanced education level courses. The survey was conducted between February

⁴ Brackets indicate E/east and W/west of Germany

2-6, 2004 and February 25-26, 2004. Due to the university spring vacation in Saxony in late February, the University of Dresden and the Academy for Music in Dresden could not be surveyed. As a substitute, the Saxonian Academy for Music/Carl-Maria-von-Weber-Gymnasium was chosen. This school integrates both a grammar school focusing on music education as well as music courses for university students. Germany's school system varies in each federal state since the administration and structural development of schools is within each state's sovereignty. Appendix A gives a brief overview of the German school system and its different school types.

A total number of 803 students were surveyed personally by the authors. Of these 803 questionnaires, 797 questionnaires were valid. The age range of the respondents varied from 15 – 41 years. Data obtained from students younger than 16 years or older than 27 years was included in the study since it reflects the general view on the program and its potentials without falsifying the results. The main target group of adolescents between the ages of 16 - 27 years accounted for a total of 743 respondents or 93.2 percent of respondents.

5.5 Sample Description

Quantitative sample

The sampling group of PI included 279 cultural institutions that participated in the program since the model phase in 2001. The sampling group of PY included 468 participants who volunteered in one of the PI since the model phase in 2001. The sample of NPI included 515 cultural institutions in the model cities of Dresden/Saxony, Zwickau/Saxony, Borna/Saxony, Mainz/Rhineland-Palatinate, Trier/ Rhineland-Palatinate, and Germersheim/ Rhineland-Palatinate. The sample of NPY included 803 youngsters mainly between the ages of 16 and 27 in the model cities.

Qualitative sample

During the field survey in the model cities, ten in-depth interviews were held with twelve politicians and political decision-makers. Of these, one interview was done by e-mail, and two were conducted on the telephone. The interviewees selected were the party political speakers for cultural, social and youth policy from the ruling party and its major opponent in each city. The mayor was interviewed in the small cities of Borna and Germersheim. Table 2 provides details on the people interviewed for the study.

Table 2: Politicians Interviewed for Study

City	Interviewee	Office/Position, Date of the Interview
Borna	Ms. Mempel	Director of the office for cultural affairs, 02/02/2004
Borna	Bernd Schröter	Mayor, 02/02/2004
Zwickau	Dr. Pia Findeiss	Mayor for social, youth and cultural affairs, Social Democratic Party SPD, 02/03/2004
Dresden	Anja Stephan	Speaker for cultural policy of the Socialist Party PDS, telephone interview on 02/18/2004
Dresden	Cornelia Wosnitza	Speaker for cultural policy of the Conservative Party

		CDU, telephone interview on 02/25/2004
Germersheim	Alfred Nebel	Director of the central office, 02/04/2004
Germersheim	Dieter Hänlein	Mayor, Conservative Party CDU, 02/04/2004
Trier	Dorothee Klopp	Speaker for cultural policy of the Social Democratic Party SPD, interviewed via e-mail on 02/17/2004
Trier	Peter Spang	Speaker for youth policy of the Social Democratic Party SPD, 02/05/2004
Mainz	Elisabeth Kilali	Speaker for cultural policy of the Social Democratic Party SPD, 06/02/2004
Mainz	Gabi Frank-Mantowski	Speaker for social and youth policy of the Social Democratic Party SPD, 06/02/204
Mainz	Gerd Schreiner	Speaker for social and youth policy of the Conservative Party CDU, 06/02/2004

5.6 Limitations

The study aims at highlighting the strengths and weaknesses of the program, and at supporting its potential by making recommendations to policy and decision-makers in charge of program development. The findings and recommendations cannot claim to be complete and proven. The findings shown and discussed have to be judged against their methodological background to ensure an adequate reading. The results can be said to provide a representative reflection of the thoughts and experiences of the PI and PY based on the high return rates of 26.7 percent and 44 percent.

With respect to the NPI and NPY, the research findings also have a representative character because model cities were selected to avoid a structural limitation of the sample. The results give an insight into the existing strengths and weaknesses of the program. As for the initial aim of the study, it is not categorically necessary to obtain incontestable statistical representation. The objectives of this research rather aim to provide an insight into the current situation based on different point of views and, thereby, develop an understanding of program perceptions, its potential, and impact.

Implications for the program and policy makers have to be judged against these limitations. The authors do not intend to claim that the findings and implications are completely applicable to all cases. The main objective is rather to provide first steps for the continuing public and political discourse on civic engagement in the cultural field and, in so doing, actively support the optimal use of the program.

6. Findings and Discussion

This section starts by illustrating the profiles of institutions and adolescents to give an insight into the demographic structures. Next, it highlights what each group considers as the ideal program and their opinions on volunteerism and cultural matters. The experiences of both groups with volunteering are also presented with a focus on how volunteering can be integrated into the workflow, the sustainability of the volunteer program, and the impact the program has on the youth. Findings from the interviews supplement the analysis with the political point of view.

6.1 Profiles of the Cultural Institutions

6.1.1 General Characteristics

Both PI and NPI were similar in terms of organizational size and location. Around 54.1 percent of PI and 57.9 percent of the NPI had up to ten full-time employees; 18.9 percent of PI and 19.7 percent of NPI had 11 to 40 full-time employees; and 24.6 percent of PI and 22.4 percent of NPI had 40 or more full-time employees.

The majority of PI (32.8 percent) was located in cities with up to 500,000 inhabitants, and 25.2 percent were located in cities with over 500,000 inhabitants. The majority of NPI (76.6 percent) were also located in cities with up to 500,000 inhabitants, and only 2.6 percent were located in cities with over 500,000 inhabitants. It has to be noted that only model cities were included in the case of NPI, which might have resulted in the demographic shift with regards to the population statistics.

The main working areas of both types of institutions were similar. A majority of PI (47.3 percent) and NPI (52.4 percent) were working in the music field. The second most common field of work was fine arts; 41.9 percent of PI and 33.3 percent of NPI worked in this field. The other fields were theater, literature, museums, and media.

6.1.2 Audience Relationship Management

The institutions were asked to evaluate their audience relationship activities. The results illustrate that the institutions were generally open to their audience and that there was a significant correlation between these activities and the willingness to take part in volunteer programs.

Audience relationship management was very important to 35.2 percent of PI and 31.2 percent of NPI. Programs, such as behind the scenes tours, informational events, and so forth, offered by cultural institutions encourage a closer connection with their audience. Such programs were offered by 54.5 percent of PI and 50 percent of the NPI.

6.1.3 Political Network

The institutions were asked to evaluate their political network with the responsible municipal or regional office for cultural affairs and other social and cultural institutions in their

city. Around 48.8 percent of PI felt they had a very constructive and creative co-operation with the office of cultural affairs, while 17.3 percent of NPI felt the opposite. About 37.5 percent of PI and 21 percent of NPI confirmed that they had successfully co-operated with the office for cultural affairs in organizing special events. On the other hand, 52.6 percent of NPI and 25 percent of PI noted that they had never realized special projects successfully with the office for cultural affairs. The group of PI seems to benefit more from the existing political relations. When asked about the support from the office for cultural affairs in general, 35.9 percent of PI stated that the official support was good, while only 6.8 percent were not or not at all satisfied. Among NPI, 12.3 percent were very satisfied, while 13.7 were very dissatisfied.

Around 84.5 percent of PI and 79.2 percent of NPI said that they co-operate with other social and cultural institutions in their city, for example by offering joint programs or referring the audience to their partners' programs.

Since political communication and support is vital for public relations, the political effort to make the program known was surveyed. It was interesting to note that 47.4 percent of PI and 81.8 percent of NPI reported that the elected municipal or regional officers never informed them about the program.

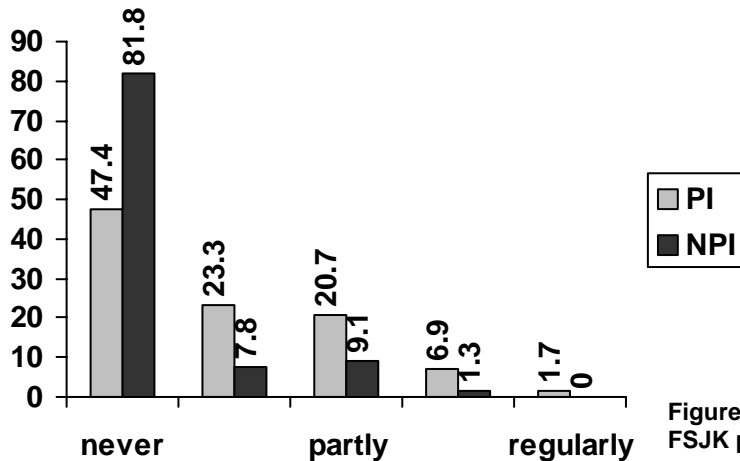


Figure 1: Frequency of political reference on the FSJK program in percent

These results clearly demonstrate that participation in the program is also dependent on the frequency of notice given by the political authorities.

Both types of institutions that knew about the program were asked who or what their sources of knowledge were. A total of 123 of 202 respondents provided valid answers. The majority of PI (63.3 percent) received program-related information from the nationwide organization, BKJ. Staff (21.4 percent) and media (19.4 percent) were the other common sources of information. Of the 25 respondents who chose a personal category called "other sources," 56 percent received the information from political authorities or offices of the federal state representative of the BKJ. The most prominent sources of knowledge for the NPI were partner institutions (48 percent).

6.1.4 Volunteer Status

The institutions were surveyed with respect to their volunteer utilization. Contrary to the common assumption, the results did not show a clear correlation between the use of volunteers and the willingness to participate in the FSJK program.

The majority of PI (75.4 percent) had worked with volunteers before they took part in the program. Figure 2 shows that 68.4 percent of NPI had also used volunteers. Interestingly, 43.1 percent of these NPI had been working with volunteers for more than ten years compared with only 23.1 percent of PI. Only 27.5 percent of PI stated that they had been working with volunteers for the last five years.

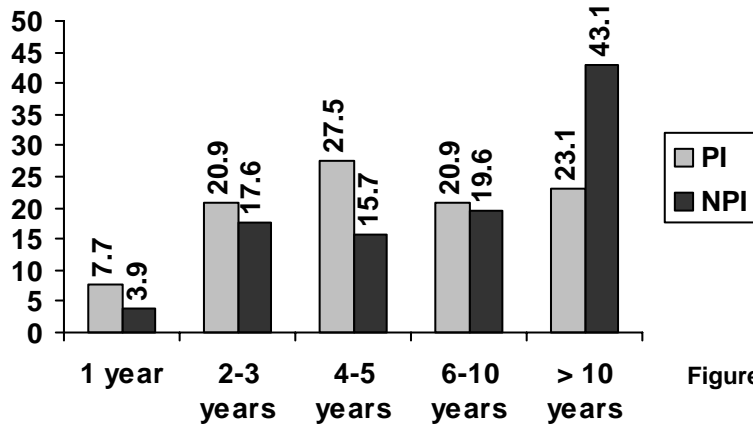


Figure 2: Utilization of volunteers in percent

6.1.5 Participation in the FSJK Program

Both groups were asked if they had participated in a voluntary year program (e.g. social, sports, or ecological) before. In both groups, only 14.5 percent confirmed their participation. When asked if they plan to participate in the FSJK program and accept a volunteer, 63.9 percent of PI agreed to take part in the program again the next year. Figure 3 shows that almost the same percentage of NPI (63.3 percent) stated that they did not have any definite plans to participate.

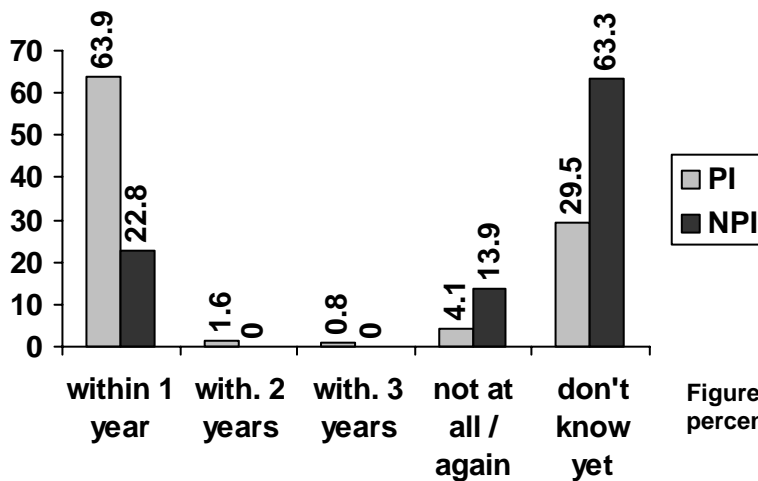


Figure 3: Intention to take part in the FSJK program in percent

Both groups were asked why they would either not participate again or not participate at all in the FSJK program. Respondents could choose the three most appropriate answers out of a list of nine possible reasons. They could also add their personal comments in a free answer option. Of 202 respondents, 25 provided additional comments. The two main reasons institutions would not participate again in the program were the large work effort required (66.6 percent of PI) and, consequently, a disproportion between effort and benefit (50 percent of PI); 47.4 percent of NPI also selected these two reasons for not participating in the program. Lack of adequate financing was another important reason cited in the personal comments option. Of the 25 PI respondents who provided answers in this category, 91.6 percent listed inadequate funding as their most important reason. Sixteen of 79 NPI respondents answered the question, and 62.5 percent of them also listed inadequate funding as an issue.

In a crosscheck, the institutions intending to take part in the program again or for the first time had to choose three most relevant answers out of eight options. One hundred and sixty one respondents provided valid answers. For PI, the most important reasons to participate again in the program are new incentives and the work support they receive from the youth. Structural advantages, such as the need for work support, are the main reason NPI would choose to offer a position for the first time.

Table 3: Institutional Reasons for Taking Part in the FSJK Program

Reason for Participation	PI (%)	NPI (%)
Volunteer provides new incentives	76.9	49.1
Work support	58.3	69.8
Need for additional work power	44.4	64.2
Good proportion between effort and benefit	49.1	35.9
FSJK is an attractive program	49.1	33.9
Volunteer creates positive work atmosphere	31.5	20.8
Volunteer is reliable	31.5	7.5
Requested by full-time employees	1.9	1.9

The results of the survey seem to indicate that the program's strengths are, at the same time, its potential weaknesses. While respondents in favor of the program argue that strength of the program lies in the support of operational and creative work, the others use the same point as a counterargument. A reason for this divergence might be because institutional satisfaction with the program seems to be highly dependent on the personality of the volunteer and his/her operational readiness and creative versatility.

In conclusion, the evaluation of the participation rate in the FSJK program shows a rising percentage of institutions that are taking part in the program again or for the first time. Of 122 surveyed institutions, 41.8 percent participated in the model phase of 2001-02; 59 percent participated in the second year of 2002-03; and 84.4 percent are currently participating in the 2003-2004 program.

6.2 Profiles of the Youth

6.2.1 General Characteristics

Though German men and women do not share the same citizenship duties, 76 percent of PY and 55.7 percent of NPY are female. With regards to mobility, the results show that 44 percent of PY moved within the last six months, indicating that the majority left home to attend the program year. Around 33.6 percent of PY have been living in their last home for six to ten years. There is a tendency to move to bigger cities among the participating adolescents. The rate of PY living in cities with up to 100,000 inhabitants grew from 10.7 percent to 12.5 percent. The percentage of PY living in cities with up to 500,000 inhabitants has increased from 21.5 percent to 27.7 percent. Finally, the percentage of PY living in cities with over 500,000 inhabitants has increased from 15.7 percent to 28.6 percent. In comparison, 56.6 percent of NPY have not moved within the last six to ten years. The largest percent (27.8) lives in cities with up to 30,000 inhabitants, and 24 percent live in cities with populations up to 500,000.

The educational standard of PY and NPY correspond with the national education average. Around 80.8 percent of PY have obtained their *Abitur* certificate (grammar school exams); 7.2 percent have completed intermediate school exams; and another 7.2 percent are vocational school graduates. The majority of NPY (49 percent) have graduated from intermediate school; 23.3 percent have received their *Abitur* certificate; and 10 percent have completed secondary school. The respondents were also asked how they intend to continue their education. The majority of PY (66 percent) plans to attend university, and 23 percent plan to start an apprenticeship. In comparison, 36.4 percent of NPY plan to obtain their *Abitur* certificate; 21.1 percent plan to successfully finish intermediate school; and 20.8 percent plan to attend university. When asked about possible plans to start vocational training, 37.7 percent of NPY confirmed such intentions.

6.2.2 Social Training of Cultural Interest and Civic Engagement

A major point of interest was the assessment of social training and its influences on the cultural and civic behavior of the adolescents. The data give an insight into the correlation between the positive influences of the adolescent's social environment and the willingness to attend a civic service program in the cultural field.

Around 58.1 percent of PY and 37.9 percent of NPY stated that their parents frequently or very frequently took them along to cultural events when they were younger. Around 41 percent of PY attended cultural events more than six times a year, 26.2 percent attended cultural events four times a year, and 9.8 percent took part in a cultural event once a year. The attendance rates for NPY were 21.5 percent, 32.9 percent, and 29 percent respectively.

The adolescents were also asked to provide information about their volunteering role models. The majority of PY (59 percent) had contact with volunteers in their social surroundings; 41.7 percent of NPY had no such contacts. The influence of these contacts is measurable. The respondents were asked to evaluate the influence of these role models. A large percent of PY (49.3) assessed the influence as simply positive, while 13.7 percent assessed it as

extremely positive. Only 4.1 percent of this group claimed that the role models had negative influences on them. In comparison, 9.9 percent of the NPY experienced very positive effects from their volunteering contacts, 39.5 percent assessed the influence to be positive, but the largest percent (47.6) had a neutral opinion on the question. Interestingly enough, only 3 percent of NPY felt that the influences were negative.

When assessing the impact of close social contacts, the figures show that the influence of good friends does not necessarily decide the willingness to volunteer or show civic engagement. Around 9.8 percent of PY and 6.3 percent of NPY strongly confirmed that their friends were volunteers. Similarly, 23 percent of PY and 23.8 percent of NPY confirmed that their friends were volunteers. The difference between the two groups becomes more obvious at the other end of the scale. While only 3.3 percent of PY said that none of their friends were volunteering, the percent significantly increased to 14.8 percent of NPY.

Figures indicating personal civic engagement were more important. The respondents were asked how much they have already volunteered. Figure 4 illustrates the difference between the groups especially in the extreme values (*very often* versus *never*). Around 21.1 percent of PY and 8.4 percent of NPY had already volunteered very regularly, whereas 6.5 percent of PY and 35.4 percent of NPY claimed to have never volunteered before.

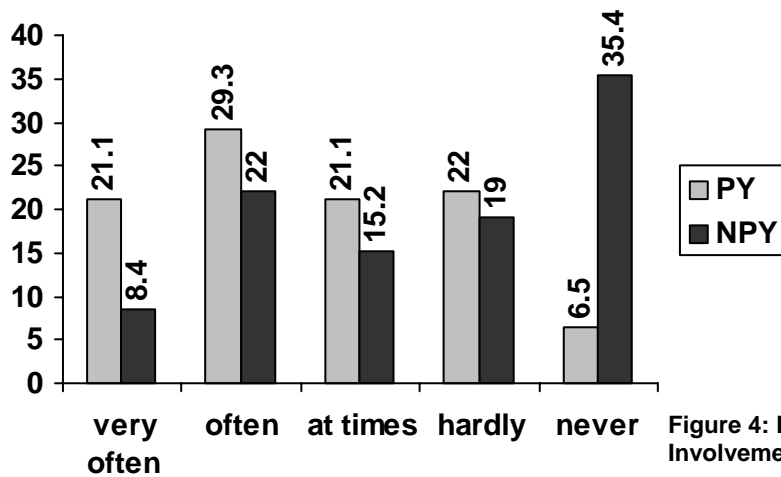


Figure 4: Frequency of personal voluntary involvement in percent

The data makes it possible to see a correlation between former volunteering experiences and the willingness to take part in the FSJK program.

6.2.3 Participation in the FSJK Program

The institutional assessment showed that the FSJK program is not sufficiently known in the public. Data from the group of NPY mirror this result. The NPY were asked if they had already learned about the existence of the FSJK program; 74 percent answered in the negative. When asked if they intend to participate in the FSJK program in the future, the overwhelming

majority of NPY (95.7 percent) answered they did not intend to participate in the program. Only 4.3 percent of the respondents in this group confirmed their plans to participate.

The survey also accounts for the sources of knowledge about the program. The respondents of both groups were asked to choose the most relevant option from a list of six different options.⁵ They also had the option to fill in “other sources” in an open answer option. Of 922 respondents, 295 gave valid answers for the given categories. The main sources of information for PY were friends (51 percent), followed by the Internet (48 percent), and the media (34 percent). Similarly, the main sources of information for NPY were friends (59.5 percent), school (46.6 percent), and the media (32.8 percent). Most interestingly, only 10 percent of PY and 2 percent of NPY were informed about the existence of the program by the nationwide bearer organization BKJ. In the open answer category, 43 respondents from the PY group and 26 from the NPY group provided answers. Here, 16.3 percent of PY and 23.1 percent of NPY stated that they received the information from their responsible employment center or career counselor. Around 27.9 percent of PY said that they were informed about the program by the institution they were later serving at.

6.3 Program Perceptions

6.3.1 Attitude Towards Volunteerism and Volunteering in the Cultural Field

6.3.1.1 Attitude of PI and NPI

To supplement the findings already illustrated, a major part of the questionnaires assessed the institutional image of volunteering and civic service in the cultural field. The survey seeks to exemplify the current trends in volunteering and, thus, provide insight into the potential weaknesses of the program.

The general image of civic service and volunteering among the surveyed institutions was equally positive; 62.5 percent of PI and, almost identically, 62 percent of NPI stated that their general image of volunteering was positive. The majority of PI (63.3 percent) and NPI (67.1) also had a positive image of civic service. The majority of both groups (69.1 percent of PI and 53.8 percent of NPI) confirmed that volunteering and civic service in the cultural field are very important. Furthermore, 44.3 percent of PI confirmed that their attitude towards the importance of cultural volunteering improved since they participation in the FSJK program, while 34.4 percent of the same group say that participation only partially improved their view.

To get a more detailed idea of attitudes towards volunteering, the institutions were asked to give their opinion on what existing stereotypes volunteering is suffering from in the public eye. The results demonstrate that both groups again widely agreed on the surveyed aspects. Around 50.8 percent of PI and 44.9 percent of NPI did not agree that volunteering is exclusively an activity for senior citizens. Volunteering was believed to support the professional career of volunteers by 38.5 percent of PI and 46.1 percent of NPI. Volunteering was not considered a bourgeois activity either by 66.7 percent of PI and 62.8 percent of NPI. The only obvious difference between the groups occurred when they were asked to give their opinion on financial

⁵ The options to chose from were: media, school, friends, BKJ, Internet, and the Office for Mandatory Civic Service.

compensation for volunteers. Only 42.1 percent of PI partly agreed that it is tolerable to pay a very small or no financial compensation to volunteers, while 41.6 percent of NPI agreed with the existing standards. Interestingly, 12.4 percent of PI actually stated that it is not at all acceptable to pay no or very little compensation to volunteers for their efforts.

As for the benefits of using volunteers in the institutions, 60.7 percent of PI and 46.1 percent of NPI felt that volunteers support the institution with their creativity and vision. Similarly, 48.3 percent of PI and 56.6 percent of NPI saw volunteers and civic servers as social role models in their society. Further, 52.9 percent of PI and 45.2 percent of NPI saw volunteers and civic servers as ambassadors of their institutions in their social surroundings.

6.3.1.2 Attitude of PY and NPY

The results show that the general image of civic service and volunteering among youth (44 percent of PY and 34.1 percent of NPY) is positive. The majority of PY (52.5 percent) stated that civic service has a positive image; 35.2 percent of NPY agreed with this view. Interestingly, 10.7 percent of PY stated that they have a negative image of civic service. This might result from negative personal experiences during the program year. The majority of PY (64.7 percent) strongly agreed that volunteering and civic service should receive political support, while 40.8 percent of NPY simply agreed to the statement.

The adolescents were also asked to give their opinions on existing stereotypes about volunteering and civic service. Volunteering was not considered an activity exclusively for senior citizens by 63.2 percent of PY and 38.1 percent of NPY. Around 47.2 percent of PY and 31 percent of NPY felt that volunteering supports their careers. Volunteering was considered an enjoyable activity by 40.3 percent of PI and 31.3 percent of NPY. However, the majority of NPY (51.3 percent) felt that volunteering was not necessarily enjoyable. When asked if they thought volunteering was a bourgeois activity, 64.2 percent of PY and 32.6 percent of NPY strongly disagreed. It is revealing to note that 51.2 percent of PY confirmed that it is tolerable for them not to receive financial compensation for their voluntary efforts; 33.2 percent of NPY agreed with this opinion, but an almost equally large rate of 32.5 percent of the same group thought it was only partially acceptable. Both groups felt that volunteers could be social role models; 38.7 percent of PY and 27.7 percent strongly agreed with this view. Among the NPY, 35.6 percent confirmed that volunteers could be social role models, and a slightly larger percentage of 36.3 percent partially accepted this statement.

6.3.2 Perceptions of the Ideal FSJK Program

6.3.2.1 Perceptions of PI and NPI

It is important to examine how the institutions describe an ideal program, as this will give an insight into ways to optimize the current structures or conditions in response to the demand. This helps create an understanding of program constraints compared with program potentials and enables the authors to give realistic and feasible recommendations.

An ideal FSJK program is one in which:

1. Participation in the program supports the operational work.
2. The participating institution benefits from the creativity of the volunteers.
3. Full-time employees are to some extent motivated by participation in the program.
4. The program encourages sponsors' interest to some extent.
5. The program attracts public interest.

The following aspects of the FSJK program need to improve:

1. The program must become better known in the public.
2. The government must provide stronger financial support to the participating institution.
3. The administrative framework of the program must be optimized.
4. The volunteer must gain experiences for his/her future personal and professional life from the program.

A majority (57.5 percent of PI and 55.6 percent of NPI) confirmed that the FSJK program supports the operational work of the institution. Similarly, 58 percent of PI and 54.9 percent of NPI felt that they benefited from program innovations. Both groups assessed the program's potential to motivate full-time employees; 49.6 percent of PI and 47.1 percent of NPI felt the program succeeded in motivating their employees. Around 50.5 percent of PI and 63.4 percent of NPI felt that the program encourages sponsors' interest. Finally, 39.8 percent of PI felt that the FSJK program raises public interest, while 42.3 percent of NPI felt it is only partially able to do so.

Against this backdrop, the institutional demand for structural and administrative improvements was surveyed. Both groups (47.5 percent of PI and 57.9 of NPI) strongly agreed that the FSJK program has to become better known in the public. Also, both groups (64.4 percent of PI and 44.4 percent of NPI) strongly felt that the government must provide stronger financial support for participating institutions.

In a single assessment, the group of PI was asked to reflect on the organizational efforts they had to make in preparation for the program. About 45.3 percent explicitly wished to improve the framework provided by the government (i.e. with legal information, social security etc.) to make participation in the program easier. Surprisingly, 35.3 percent of PI felt that the administrative and supervisory efforts during the program needed to partly recede, while another 23.5 percent did not think it was necessary. The distribution of statistical frequencies might be affected by institutional differences in size, location, and networking positions since these aspects play an important role in the quick and effective handling of administrative matters.

To study the most decisive reason for institutions to take part in the program, the group of NPI was asked to choose the most important institutional framework requirements out of a list of seven options. Seventy-four of 79 respondents answered the question. An overwhelming percentage (91.9) said that the most important prerequisite was that participation in the program must not result in a financial surplus. The second most important requirement (62.2 percent) was that the administrative effort during program participation must be pinpointed sufficiently in advance. These results show that the most important requirements for institutions that have not

yet participated in the program are reduction of initial administrative barriers and clear communication of operational consequences.

Table 4: Institutional Framework Requirements for the FSJK Program

Framework Requirements	Evaluated by NPI in Percent
Participation must not result in financial surplus load.	91.9
The administrative effort required during program participation must be clarified explicitly sufficiently in advance.	62.2
Full-time employees must not be overburdened or constrained by the program.	44.6
Advantages of program participation must be described explicitly.	29.7
Before taking part in the program, relevant projects for the volunteer would have to be first created.	29.7
A volunteer must apply for a position directly.	24.3
The program should be offered actively to the institution.	23.0

It is important to see whether answers to a qualitative question on reasons to participate in the FSJK program correspond with the requirements outlined above by the group of PI. Ninety-two of 123 respondents provided valid answers; 80.4 percent of these stated that their final reasons to participate would be content-related advantages, such as qualitative work support, positive work atmosphere, adolescent perspectives and access to youth, new visions, and good experiences with former volunteers. A minority of 19.6 percent confirmed that their final decision resulted from structural advantages, such as use of a vacant job position, demand for quantitative work support, and a financial situation that allowed participation.

6.3.2.2 Perceptions of PY and NPY

To study what adolescents considered the ideal institution, the respondents were asked a variety of questions focusing mainly on structural aspects, such as field and size of the institution. These questions were reflective and retrospective for PY, while the group of NPY answered based on their vision of a future work position.

An ideal FSJK program is one in which:

1. The institution has between 11 and 40 full-time employees.
2. The institution operates in the fine arts field.
3. The main job focus is on creative work and teamwork.
4. The institution is located in a city with between 100,000 and 500,000 inhabitants.

Comparing these ideal profiles with the actual profile of the average institution participating in the program, it becomes evident that the average institution is located in a city with a population of the choice of the adolescents. But a typical institution size of ten full-time employees and an operational focus in the music field does not meet the average preference of the youth. However, these results are not significant in the larger context since they do not give meaningful hints on how to optimize institutional profiles to attract more adolescents to the

program. They might, on the other hand, give PI a small but helpful insight into what to consider during the design of a volunteer position.

Both groups agreed on the size of the city they would want to live in during the program year; 46.6 percent of PY and 38.1 percent of NPY chose cities with between 100,000 and 500,000 inhabitants. The majority of adolescents (47.9 percent of PY and 55.9 percent of NPY) wanted to work in an institution with 11 to 40 full-time employees. However, while 24.8 percent of NPY would prefer working with an institution with more than 40 full-time employees, 43.8 percent of PY preferred a smaller institution with up to ten regular employees. This divergence may be a result of the experiences of the PY during their program year. The teamwork and working environment in smaller institutions seem to be more attractive to the youth.

With regards to the field the ideal institution should be operating in, the youth were given a set of six possible options and an open answer option for personal comments.⁶ Of 922 questionnaires, 854 responses were obtained. PY selected institutions in the fine arts field (36.3 percent) and media institutions (31.9 percent) as the most attractive institutions. The majority of NPY (61.9 percent) chose media institutions followed by institutions in the music field (38.5 percent). The evaluation of the open answers did not show any significant trends, but clearly demonstrated that the adolescents aim to explore the full diversity of work options in the cultural field.

The respondents were surveyed about their focus area of work and structure of hierarchy. About 64.2 percent of PY and 46.7 percent of NPY wished to work creatively, and 19.3 percent of PY and 29.4 percent of NPY preferred working with an organizational focus. It was interesting to note that none of the PY wanted to work administratively or strategically, whereas at least 7.6 percent and 3.2 percent of NPY respectively favored these options.

The adolescents also showed a very similar choice with respect to team structures they might prefer to work in. Teamwork was the first choice for 57.1 percent of PY and 63.1 percent of NPY. Others (36.6 percent of PY and 26.6 percent of NPY) preferred to work independently. Interestingly, none of the PY and only 0.8 percent of NPY wanted to work in an institution with a fixed hierarchical structure.

In a single assessment, the group of NPY was asked to choose the most important reasons that would persuade them to participate in the program. The adolescents were given a set of seven possible answers to choose from. They also had an open answer option for *other comments*. Of 797 respondents, 674 provided valid answers.

⁶ The options to choose from were: acting and drama, music, literature, fine arts, museum, and media (broadcasting, TV stations etc.).

Table 5: Reasons for Adolescents to Participate in the FSJK Program

Decisive Reasons to Take Part in the FSJK Program	Evaluated by NPY in Percent
I will work with an attractive institution.	42.3
I feel a growing need to personally support a good cause.	41.1
I am enthusiastic about culture and want to support cultural activities.	36.9
I have sound background knowledge about the advantages of the FSJK program.	35.9
The FSJK program is well perceived by potential employers.	35.8
I want to do something for me.	34.3
The FSJK program is well known in the media, in schools, and youth institutions.	31.5

None of the given choices was declined by the respondents or shows a major aberration in percent. Still, especially against the backdrop of ongoing public discussions, it is important to note that the second most decisive reason for NPY to participate is the need to personally support a good cause. This result gives an important insight into the current attitude of adolescents towards civic engagement. The open answer option provided 49 valid answers. Respondents said that they would participate in the program if their financial situation were taken care of (36.7 percent) or if they needed to bridge the time between leaving school and starting an apprenticeship or at university (22.5 percent).

6.3.3 The Impact and Use of the FSJK Program

6.3.3.1 Perceptions of PI and NPI

Both groups were asked what kind of positive results they saw coming for the youth in terms of their personal, social, and cultural development by participating in the program. The respondents were given three options to choose from and the opportunity to give their personal opinion in an option called *other effects*. Of 202 respondents, 194 gave valid answers. A majority (93.3 percent of PI and 81.1 percent of NPI) believed that the personal experiences of volunteers might prove beneficial in their private and professional life in the future. Figure 5 shows the distribution of percentages in the three given categories.

The evaluation of personal statements (*other effects*) by the respondents shows that these answers can be grouped in three categories. Valid answers were given by 28 PI and five NPI. Of these, 53.6 percent of PI and 80 percent of NPI stated that the volunteers' personal values are improved by the program year; 7.1 percent of PI and 20 percent of NPI felt cultural values are improved; and 39.3 percent of PI stressed the improvement of social values of the volunteer, which finds no correspondence in the other group.

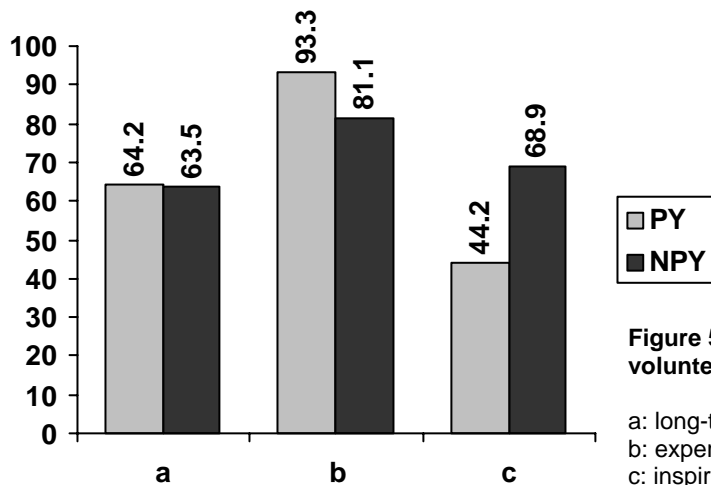


Figure 5: Results for the personal development of volunteers in percent

a: long-term cultural bond
 b: experiences for personal and professional life
 c: inspiration for further civic engagement

6.3.3.2 Perceptions of PY and NPY

The youth were given statements arguing in favor of or against participation in the program. They could choose their level of agreement on a scale ranging from ‘*I strongly disagree*’ to ‘*I strongly agree*’. A majority of PY (69.1 percent) strongly confirmed that the FSJK program offers the chance to work practically, while 54.1 percent of NPY simply agreed to this statement. About 44.7 percent of PY strongly affirmed that the program also offers the opportunity to work on a personal project, while 44.5 percent of NPY thought that this was only partly possible. Both groups also felt that volunteers are given responsibility; 56.5 percent of PY strongly acknowledged this statement, while 52.3 percent of NPY simply agreed to it. Both groups were confident that the FSJK program serves the community. Surprisingly, 51.4 percent of NPY were positive about this statement compared to 41.9 percent of PY. When asked if the lack of financial compensation might be a reason not to participate in the program, 36.3 percent of PY and 31.5 percent of NPY disagreed.

The respondents also gave their opinions about the program’s potential impact on their personal and professional development. Around 40 percent of PY and 41.8 percent of NPY felt that the program was only partly attractive with respect to possible professional options, but 39.1 percent of PY stated that this was, in fact, an existing advantage. Both groups corresponded in their opinion that the FSJK program offers new professional perspectives; 49.2 percent of PY and 56.2 percent of NPY confirmed this statement. A majority (69.9 percent) of PY strongly agreed with the statement that the program is appealing since it offers life experiences to the volunteers; 54.6 percent of NPY simply agreed to this statement.

In a single assessment, the PY were asked to what extent the program has influenced their personal values; 39.7 percent of them confirmed that the program had a positive influence, while 35.5 percent only partly agreed. None of the respondents assessed the influence as strongly negative, but 8.3 percent of the adolescents described the influence of the program year on their personal values as negative.

6.3.4 Impact and Use of the FSJK Program on Volunteering and Civic Service in the Cultural Field

6.3.4.1 Perceptions of PI and NPI

In a more specific analysis, the respondents were asked to estimate the direct impact of the FSJK program on volunteering in the cultural field. The majority of institutions (53.7 percent of PI and 69 percent of NPI) felt confident that the FSJK program actively encourages civic engagement and supports the community. For a more detailed assessment, the respondents were asked if they agreed that the FSJK program is a first step towards the growing importance of volunteering and civic service in cultural institutions. The majority of both groups (52.9 percent of PI and 50.7 percent of NPI) agreed. Also, a majority (56.2 percent of PI and 64.8 percent of NPI) felt that the FSJK program lastingly supports the cultural institutions it is offered at, and, thus, was certain about the sustainability effect of the program.

6.3.4.2 Perceptions of PY and NPY

It was very important to see if individual preferences account for the personal motivation to participate in the FSJK program. Both groups provided answers that give an insight into the importance of culture, their relation to cultural matters, and the potential of the program to introduce the volunteers to cultural work. Both groups take a similar stance on the program's existing potential to offer access and insights into the field of cultural work.

A majority of PY (68.9 percent) stated that they valued culture very highly in their life compared to only 19.2 percent of NPY. However, 32.7 percent of NPY did value culture highly in their life. A majority of PY (44 percent) stated that they observed cultural events and the cultural scene in the media regularly. Only 29.1 percent of NPY were regular observers, and 35.8 percent tracked cultural events in the media from time to time. When asked if they thought culture should play a more prominent role in public life, the overwhelming majority of PY (47.6 percent) strongly agreed; 44.5 percent of NPY also supported the statement. This tendency is confirmed by the results on the question if cultural institutions should receive continuous funding. While 86.3 percent of PY strongly agreed to the statement, only 30.9 percent of NPY did so. Still, 44.2 percent of NPY agreed to the statement. Assessing the importance of volunteering and civic service for cultural institutions and projects, it is again the majority of PY (64.2 percent) that strongly agreed, while 42.8 percent of NPY simply agreed to it. Here, it is interesting to note that only 1.7 percent of NPY felt that civic engagement was not important for culture, while none of the PY chose this answer.

Another part of the questions focusing on cultural aspects aimed at finding out if the FSJK program actually supports the access to culture and cultural work for the youth. A majority of PY (65 percent) strongly agreed that the program provided volunteers access to work in the cultural field; 59.6 percent of NPY agreed to the statement. Both groups (43 percent of PY and 40.2 percent of NPY) also agreed that the program provided options to work artistically. When further asked for their opinion on the program's potential to introduce volunteers to cultural youth work, 47.6 percent of PY and an even larger percentage of 58.1 percent of NPY felt the potential existed.

6.3.5 Public Relations Standards for the FSJK Program, Civic Service, and Volunteering

As discussed earlier, the FSJK program is still not very well known in the general public, and it even lacks sufficient publicity in its own field. This is because the program has not been promoted effectively by the nationwide bearer (BKJ), by the representatives of the federal states (LKJ), or by political communication. The survey indicates that the institutions are better informed than the potential volunteers.

Public promotion strongly depends on the personal press and media contacts of the responsible person in the institution. According to their network and media environment, which is totally different in small cities compared to big ones, the respondents have different individual experiences and opinions on the value of news and media relations.

To understand the reasons for the lack of publicity on the institutional side, both groups were asked whether they thought that publicly communicating their participation in the program or the use of volunteers was important. Most respondents (48.3 percent of PI and 51.4 percent of NPI) agreed on the importance of proper communication. Correspondingly, 44.3 percent of PI and 52.8 of NPI stated that they had often publicly called attention to the use of volunteers or civic servers.

The group that never made efforts to disclose the fact was asked for their reasons for not doing so. Of 9.3 percent of PI, 29.6 percent felt the subject was important or at least partly important. However, 26.7 percent felt the subject was not important enough for the media to cover, and 58.6 percent of them strongly denied that the reason for not disclosing the information was because volunteering has a negative public image

Of 11.1 percent of the group of NPI that refrained from communicating the use of volunteers, 30 percent felt the subject is important enough for media coverage. In contrast, 40 percent felt the subject was not important enough. However, the majority of NPI (54.5 percent) did not disclose the use of volunteers because they felt that volunteering had a negative image in the public.

6.3.6 Experiences in the Daily Working Routine

The evaluation of the expected and actual program effects on the working routine, and the institutional position in co-operation with the public or partners such as the BKJ, derives mainly from single assessments. The results illustrate the beneficial aspects of the FSJK program and demonstrate that full-time employees, for the most part, welcome participation in the FSJK program.

6.3.6.1 Results for the Group of PI and NPI

Most PI (32.1 percent) experienced the political reaction to participation to be neutral, 13.6 percent experienced a very positive political reaction, and 18.5 percent experienced no reaction at all. In comparison, 33.3 percent of the NPI expected the political reaction to be neutral. The range of experiences of PI illustrates that this reaction might be dependent on the

political support and infrastructure surrounding the institution. Corresponding with these results, the audience’s reaction to program participation was expected to be positive by 29.6 percent of NPI, and 37.6 percent of PI confirmed this view. The same percentage of PI felt that the audience reacted neutrally to the FSJK program, which in turn was expected by the majority (48.1 percent) of NPI. As with public relations, these figures demonstrate that the institutional standard for public communication is highly dependent on personal contacts and might also be affected by the co-operation of the institution within its own public network of partner institutions, political contacts, and friends of the institution. Further, the overwhelming majority of PI (89.2 percent) confirmed that program participation had a neutral rather than a positive effect on the co-operation with the responsible office for cultural affairs.

The group of PI was asked a range of questions concerning the actual co-operation with the nationwide or statewide bearer organization, BKJ. The group was given multiple choices to choose from.⁷ Of these, 73.2 percent agreed that the BKJ serves as an agent between the institutions and potential volunteers. Around half (51.2 percent) did not feel that the BKJ was in a position to implement the program, 64.2 percent disagreed that the BKJ acted as their advisor, and 87.8 percent correspondingly did not feel that the bearer organization played a supervisory role.

In response to the daily work with the volunteers, 57.4 percent of PI confirmed that they mainly served as the volunteer’s supervisor; 53.3 percent of this group stated that there were no acceptance barriers at all between full-time employees and volunteers before participation in the FSJK program, and the percentage rose to 65.9 percent following participation. The respondents were asked to choose from five different reasons for the unproblematic co-operation between full-time employees and volunteers. They also had an open answer option. Of 202 respondents, 100 provided answers. In a counter assessment, respondents were given five possible acceptance problems and asked to select the most relevant options in addition to an open answer option. Twenty-three respondents provided answers. Table 6 illustrates that the main reason for the positive co-operation between employees and volunteers is the good work attitude and the reliability of the volunteers. The main reason for acceptance problems (table 7) is the work effort caused by program participation. These findings are supplemented by the evaluation of the answers in the open categories. The results of both groups illustrate that the acceptance or possible acceptance barriers are highly dependent on the volunteer’s personality.

Table 6: Reasons Volunteer Accepted by Regular Employees

Reasons the Volunteer was Accepted	Percentage
The volunteer shows a positive work attitude and is reliable.	75.0
The volunteer offers work support.	66.0
The full-time employees understand the volunteer’s needs.	47.0
There is a good proportion of effort and benefit.	46.0
The volunteer contributes to the good work atmosphere in the team.	38.0

⁷ The choices given were: plays role of agent, makes program possible, acts as supervisor, and acts as advisor.

Table 7: Reasons for Acceptance Problems With the Volunteer

Reasons for Acceptance Problems with the Volunteer	Percentage
The program participation produces a higher workload.	56.5
There is a disproportion between effort and benefit.	34.8
The full-time employees do not understand the volunteer’s needs.	30.4
The volunteer is unreliable.	26.1
The volunteer has a poor work attitude.	21.7

6.3.6.2 Results for the Group of PY and NPY

The majority of NPY (48.8 percent) expected cultural institutions to be more open to their audience and the public in general. This view is supported by the experience of 39.7 percent of PY. Of this group, 66.3 percent, in turn, felt that their participation in the program neutrally affected the social and cultural integration of the institution in the city. However, 27.9 percent felt that their personal work had an integrative impact on the institution. Following this aspect, the respondents were asked if they thought marketing and PR were important for the institutions’ audience relations. The majority of PY (65.9 percent) strongly agreed, while only 23.4 percent of NPY did so. The survey showed an overall positive trend for marketing and PR measures in cultural institutions. The group of PY took a stronger stance in favor of these measures, which might result from their personal experiences during the program year.

6.3.7 Impact and Sustainability of the FSJK Program

The study highlights the structural impact of the FSJK program and the extent to which the program year shows a sustainable effect on the volunteers from the institutional point of view. The adolescents were asked to give their view on the sustainability of the program. Their answers provide information on the success of the program as a ‘door opener’ for further civic engagement and reflect their understanding of volunteer activity.

6.3.7.1 Perceptions of the PI and NPI

The results of these groups show that expectations and reality correspond with respect to sustainability effects. The data illustrate that whenever the program is supposed to actively change the institution’s position, it proves to have, in fact, a rather neutral effect. However, as soon as the institution itself is able to use the insights gained from the program, the changes are noticeably positive.

In a single assessment, 50 percent of PI answered that they have often initiated new activities for adolescents because of their experiences with the FSJK program, and 19.2 percent confirmed that they have done so once since the program started. Participation in the program has no effect on funding and political lobbying according to 53.7 percent of PI and 50 percent of NPI.

In terms of the volunteer’s influence on the institution, the majority of PI (39.3 percent) agreed that the volunteer personally influenced their attitude towards volunteering and civic service. In a single assessment, 202 PI were given four multiple-choice answers to choose from;

115 answers were obtained. The majority (83.5 percent) stated they would use volunteers again because of their experiences with the program, and 78.3 percent wanted to implement the good ideas and suggestions resulting from the teamwork with the volunteer.

The group of PI and NPI was also asked to assess the impact of the program on the volunteer. Interestingly, as shown in figures 6 and 7, the group of NPI showed strong confidence in the positive effects of the program on the volunteer. The majority of NPI (80.6 percent) expected the FSJK program to improve the volunteer’s relation to culture, and this assumption was confirmed by 58.4 percent of PI. The same majority of NPI also believed that the FSJK program improves the social responsibility of the volunteer, and 61.3 percent of PI agreed with their assumption. None of the NPI respondents expected a negative effect on the volunteer, while 0.8 percent of PI confirmed a negative effect on the volunteer’s development of social responsibility.

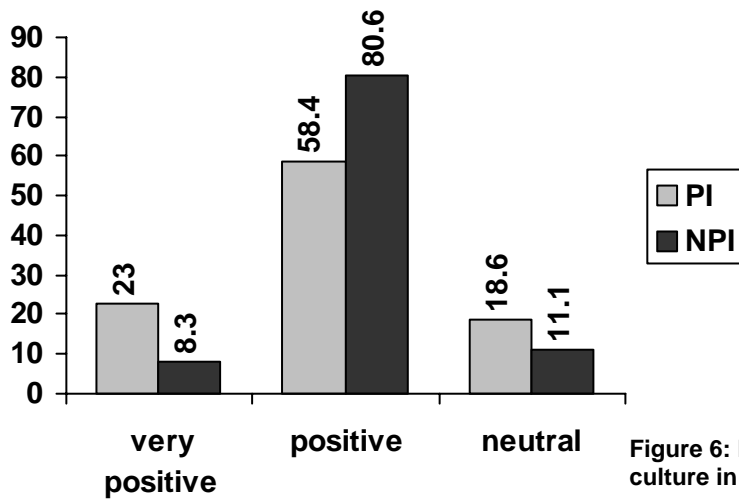


Figure 6: Program impact on the volunteer’s relation to culture in percent

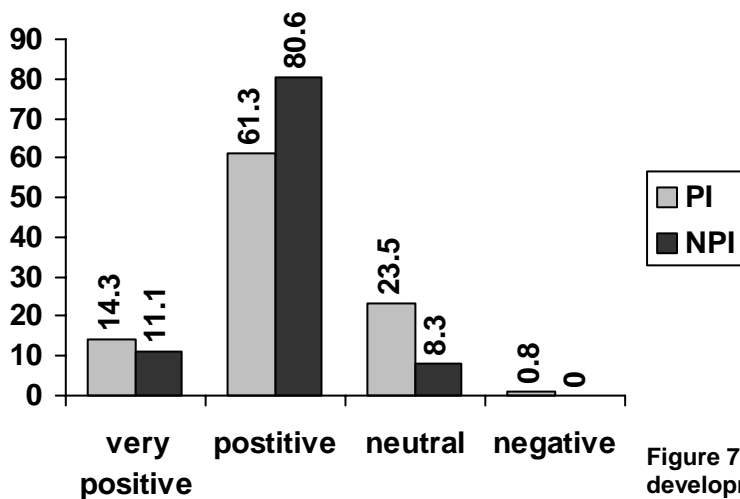


Figure 7: Program impact on the volunteer’s development of social responsibility in percent

6.3.7.2 Perceptions of the PY and NPY

The majority of answers provided by adolescents on the program's impact on their attitude towards volunteering and civic service shows a positive tendency. The program actually has a sustainable impact on the volunteers' attitude towards civic service and volunteering, and it also influences their future intentions to provide further voluntary support.

To understand to what extent the participating adolescents differentiate between volunteers and conscientious objectors in the program, the group was asked to label their activity in a single assessment. The adolescents were to choose between voluntary activity and civic service. They were also free to label their activity in case they did not agree with the two terms. The majority (69.6 percent) chose between voluntary and mandatory civic service; 16 percent were participating in the civic FSJK program; 4.8 percent of the volunteers considered their activity as regular work; and 4 percent were described their activity as an alternative civic service. These results demonstrate that most of the volunteers had a clear understanding of their functional position in the program and differentiate between volunteering and civic service.

Adolescents were asked to assess their change of attitude toward civic service and volunteering through the experiences in the FSJK program. The majority of PY (51.2 percent) felt that participation in the program improved their stance on civic engagement, and 28.8 percent felt that program participation had a neutral effect on their attitude. In a more detailed question, the participating youth were asked if their participation had influenced their civic engagement positively or negatively; 27.7 percent confirmed that the FSJK program had a very positive effect on their civic engagement; 44.5 percent stated that the program had a positive influence; and 24.4 percent only partly agreed about the program's positive influence.

Adolescents of both groups were asked if they intend to participate in voluntary activities or attend a civic service again. Figure 8 shows the distribution of their answers. Most PY (66.3 percent) were still participating in the program, while of the rest, 15.3 percent intended to volunteer or spend time in a civic service program within the next year. In contrast, the majority of NPY (61.7 percent) did not intend to volunteer or serve in a civic service program at all, while 21.8 percent intended to do so within the next year. Further, the figures show that only 1 percent of NPY would not be willing to attend a civic service program or volunteer at all again. Still, the question remained as to what the 66.3 percent of PY would decide regarding their future in civic engagement once they completed the program year. The overall tendency and the sustainability effect of the FSJK program, however, proved to be positive, and so it remains to be proven if most of the former civic servers will continue their support for the community in the future.

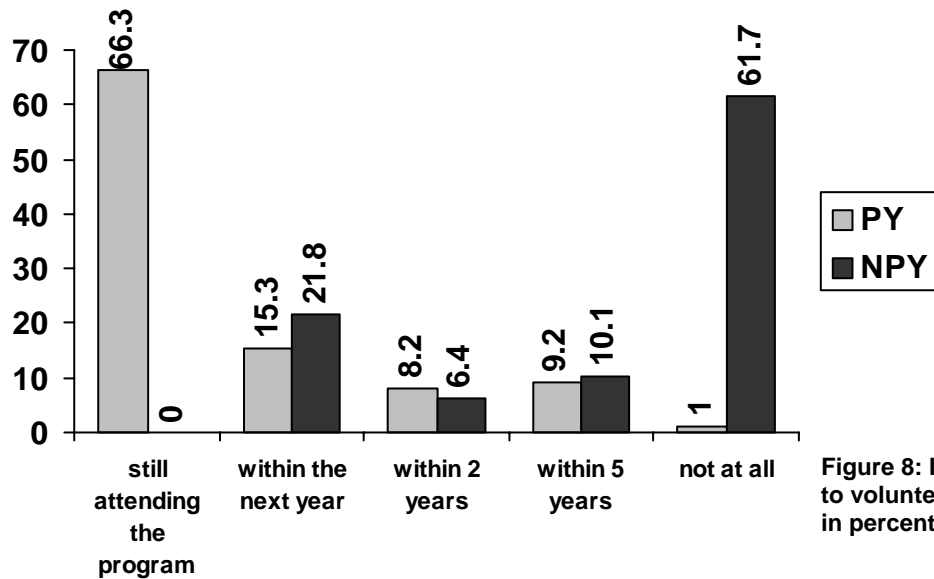


Figure 8: Intentions of the adolescents to volunteer or attend a civic service program in percent

It was interesting to see if the PY who had completed their service in the FSJK program intended to continue supporting the institutions as volunteers. Of 125 respondents, 68 provided answers to this question. The majority (52.9 percent) stated that they would not continue to support their former institution. However, 47.1 percent experienced a sustainable relationship with their former institutions and confirmed that they would continue their civic engagement activity.

6.3.8 Political Perspectives on the FSJK Program

In addition to the questionnaire-based survey of institutions and adolescents, twelve politicians in the six model cities were interviewed in ten interviews on the FSJK program. The results show that the FSJK program is not well known among the politicians. However, the program is considered important for volunteers and institutions and is expected to have a sustainable effect on the volunteer. An overwhelming majority of the interviewees agreed to support the program politically, and all the interviewees confirmed the importance of volunteering in the arts. The interviews included the following questions:

1. Are you familiar with the FSJK program? Where did you receive information about the program?
2. How important is the FSJK program in your opinion?
3. Would you/your party support the FSJK program politically?
4. Can you outline the measures of your political support in favor of the program?
5. The FSJK program is intended to be an educational year for the participating adolescents. Do you think that this program year actually has a sustainable effect on the adolescent volunteers?
6. How important do you think volunteering in the arts is in general?

Most politicians (40 percent) did not know about the existence of the FSJK program; the same percentage of this group had heard of it, but had no detailed knowledge about it. Most of these persons had read about the program in the newspapers or were told of the program's existence by political partners and personal contacts. Only 20 percent of the interviewees were informed about the program and its objectives by federal state authorities or the federal representative of the BKJ.

The majority of interviewees (80 percent) considered the FSJK program important for both the volunteers and the institutions. An interviewee commented that civic service programs should be provided in the broadest fields of interest possible so that adolescents can follow their interests and inclinations. Since the program is offered between leaving school and starting an apprenticeship or at university, the youth get time to think about professional preferences and, at the same time, cultural institutions are supported. Only 20 percent felt that the program is important but has its limitations. One politician underlined that the program year mainly addresses adolescents who are interested in culture and willing to contribute to the community anyway, so the program might not be an effective tool to compensate the youth unemployment rate. Another felt that the year might especially serve adolescents who are preparing to work in the cultural field in the future. It is doubtful whether the program is important for all other adolescent volunteers.

With regards to political support, 90 percent of the interviewees stated that they would politically support the FSJK program. All of them agreed to lobby for political support in favor of the program, and 40 percent also confirmed that they would provide financial support. Only 10 percent of the interviewees did not offer political support for the FSJK program because of the current political situation. Although the overwhelming majority agreed to support the program, some politicians critiqued the current conditions. One politician felt that adolescents should not be urged to serve either in the social or in the cultural field. The lack of personal motivation and interest might have a negative effect on the institution. The federal government should think about whether it has the right to encroach on the personal freedom of young men and women. Another politician stated that the FSJK program needs lobbying from the highest political authorities in the federal state to create a public awareness about the need for and importance of such programs. Others stressed that in addition to political support, a new culture of public acknowledgement has to be created. Adolescents should promote the program for it to gain higher credibility.

As for whether the program has a sustainable impact, the majority of respondents (56 percent) stated that the FSJK program has a sustainable effect on the adolescents. The most important benefits are personal and professional orientation, support of cultural interest and creation of a cultural concept, and access to new experiences, especially with artistic work and community service. Another 33 percent agreed that the program has sustainable effects while stressing its limitations. They emphasized that the program should offer independent work for the adolescent, pedagogical and cultural supervision, and an institutional openness to the volunteer.

All interviewees agreed on the importance of volunteering in the arts and in the cultural field. The survey shows that volunteering plays a major part in the operation of cultural

institutions in the majority of the model cities. The overall image of volunteering is positive. Some interviewees added that a new culture of public acknowledgement must be created to improve the public standing of volunteering and civic service. One interviewee argued, however, that the government might use the promotion of volunteering to downsize its own responsibility.

6.4 Verification of Hypotheses

Germany is the only country in Europe with a history of over forty years of legally regulated voluntary services. All the research results and following recommendations must be judged based on that background. In many other European countries, the impact of voluntary service on society has been accounted for since the late 1990s. Thus, legal and administrative regulations for voluntary services in these countries were implemented only recently (BMFSFJ, 2004). Experiences with new forms of voluntary service have role model qualities and might provide insight for the establishment or expansion of similar programs in other countries.

This section compares the initial research hypotheses with the findings in order to examine to what extent they can be verified or falsified.

6.4.1 Verification of Hypotheses for PI

The voluntary cultural year was hypothesized to have the following positive impacts on PI.

1. *Hypothesis 1: The FSJK program strengthens internal operation processes, enhances employee motivation, and opens new organizational approaches to volunteer work.*

The findings show that the FSJK program does strengthen internal operational processes since the volunteers, in general, positively influence the institution with innovative ideas. The program supports the participating institution since the volunteers function as ‘public ambassadors’ for their institution. The program does not necessarily enhance employee motivation. Finally, program participation does encourage further civic engagement and the continued utilization of volunteers.

2. *Hypothesis 2: The FSJK program fosters and strengthens existing activities.*

The results show that the practical experiences gained from program participation, in general, have a positive impact on the institution and continue to be used even after the program completion.

3. *Hypothesis 3: The FSJK program connects the institution to younger target groups and promotes access to the public.*

The research results illustrate that the FSJK program has influenced institutions to open their programs for the youth in connection with program participation. The extrinsic effect of the program on the public and the audience, however, are limited and not generally noticeable.

4. *Hypothesis 4: The FSJK program supports the institutions' public and political standing and improves its lobbying position.*

The findings show that the institution's standing within its network of professional and political partners is only limited. The positive impact on the political lobbying position does not necessarily result from program participation, and the program does not automatically foster the social and cultural integration of the institution.

To recapitulate, the FSJK program shows potential to have a positive effect on internal processes and operations as well as foster the future use of volunteers. Still, the potential to provide positive external effects is not as prominent as expected, since the program does not necessarily influence the institution's public and political relations positively.

6.4.2 Verification of Hypotheses for PY

The voluntary cultural year was hypothesized to have the following positive impacts on PI.

1. *Hypothesis 1: The FSJK program stimulates and enhances social competence and establishes a personal definition of citizenship and volunteerism.*

The results of the survey show that the social competence of the adolescents is stimulated in several ways. There is a tendency to move to bigger cities to participate in the program. Volunteers largely work independently or are responsible for their own projects. Volunteers have positive life experiences during program participation, which support their personal and social development. Volunteers improve their social responsibility, establish a civic consciousness while attending the program, and are regarded as social role models. Volunteers develop their interest in civic engagement and improve their attitude towards civic service and volunteering throughout the program year. Finally, the FSJK program has a sustainable effect on the volunteer's willingness to volunteer again in the future.

2. *Hypothesis 2: The FSJK program offers an insight into the organizational work of cultural institutions and provides first working experiences.*

The findings demonstrate that the FSJK program complies with the second research hypothesis since it proves to offer practical work and first working experiences in cultural institutions. However, the research results do not provide significant evidence as to whether the volunteers actually obtain an insight into the organizational work of the cultural institutions.

3. *Hypothesis 3: The FSJK program orients adolescents about future training and working career options.*

The examination of the third research hypothesis shows that the program actively orients volunteers' about future professional or working careers. The survey results illustrate that volunteering and civic service and the FSJK program, in particular, support the professional career. The FSJK program offers limited professional advantages as such, but it provides new professional perspectives by offering insight into cultural work.

4. Hypothesis 4: The FSJK program supports a stronger relation with and understanding of cultural institutions, their operations, and impact on social development in general. It also supports cultural competence.

The adolescent profiles described earlier indicate that the group of PY is strongly influenced by culture and linked to cultural matters more closely. The assessment of the cultural potential of the FSJK program illustrates that the volunteers show a clear-cut understanding of the needs and demands of cultural institutions. They developed an understanding of cultural funding, the importance of public relations, and volunteering in the arts before and during program participation. They also feel the need for an increasing significance of culture in the public. The program improves the volunteers' relation to culture, and the program offers work and access to the cultural field since the volunteers are able to work artistically and learn about cultural youth work.

In summary, the results indicate that the program provides the development of social, personal, and professional competencies. It also strengthens the volunteers' bond with culture and establishes a stronger understanding for the conditional framework cultural institutions are operating in. However, these results also demonstrate that the program addresses a target group of young volunteers that is already interested in civic engagement and cultural matters. As such, it is not reaching out to adolescents who do not have a personal access to culture or are not motivated to serve the community.

7. Recommendations and Program Implications

The recommendations and program implications that are deduced from the presented research findings do not claim to be complete or applicable to all institutions, political decision-makers, and responsible authorities. However, the following insights provide valuable information on possible solutions to the current program deficits outlined earlier.

7.1 Recommendations for Youth

7.1.1 Distribution of Information

The research results illustrate that most of the participating youth received information about the existence of the FSJK program on the Internet. It might, therefore, be useful to put an even stronger emphasis on the online promotion of the program. This platform supports the quick distribution of information and attracts the young target group more than any other promotion tools, such as flyers or brochures, are able to.

Recommendation: The BKJ and its federal representatives should concentrate on a stronger use of the Internet as a promotional platform.

7.1.2 Social and Cultural Training

The cultural and social involvement of adolescents is dependent on their educational training. The influence of family members, friends, and other role models play an important role. Exposures to cultural events or early experiences of contributing to the community are crucial elements in the upbringing of youth. This early training has to be supported politically. Civic engagement and the stimulation of cultural interest starts at home, but they have to be supported in schools, youth centers, and in all places where children and adolescents socialize and receive training.

Recommendation: New political approaches to youth education are required from political decision-makers on state and federal level to support the growth of a civic society.

7.1.3 Active Volunteer Acknowledgement

The research results surprisingly show that lack of or minimum financial compensation are not necessarily reasons for adolescents not to participate in the program. Institutions and bearer organizations should, therefore, highlight the ways adolescents can personally gain from the program. The adolescents could benefit by gaining new knowledge on how institutions work, developing new skills, becoming responsible members of society, and serving as role models for other adolescents. This public emphasis might attract more adolescents and increase the public interest in such programs.

Recommendation: Bearer organizations, institutions, and politics have to define a new culture of active acknowledgement for civic engagement.

7.1.4 FSJK Program Testimonials

The image of volunteering and civic service among adolescents is better than what might have been expected. Still, too many non-participating adolescents are not convinced about the importance and advantages of the program, and the overwhelming majority of this group would not consider participating in the voluntary year. The FSJK program, in particular, may need persuasive testimonials from participating youth who can give the program a new public face and promote its credibility.

Recommendation: The FSJK program needs testimonials from participating youth to highlight the advantages and importance of the program year credibly to the target group.

7.1.5 New Target Groups

The average adolescent taking part in the program proved to be female and holding an *Abitur* certificate (grammar school exam). Most of the participating youth were already interested in cultural matters and/or were motivated to participate because of earlier positive

experiences with civic involvement. However, this profile does not match the average German school graduate and might miss the appropriate target group. The average adolescent not participating in the program proved to hold an intermediate school certificate, was not taken along to cultural events by his/her parents as often as adolescents from the participating group, and had no strong positive experiences with volunteering. Moreover, the average adolescent does not even know about the program's existence. The question is whether the program can be better designed for adolescents who do not have access to cultural activities or personal experiences with civic involvement in order to initiate and establish cultural and voluntary engagement on a broader level.

Recommendation: The program might need to have a stronger focus on the target group of adolescents without access to cultural activities or civic engagement and address them directly.

7.1.6 Cultural Conception

The survey has shown that there are vast differences in the adolescent conception or notion of culture and its implications. Almost every adolescent had a good idea about what the work of volunteers and conscientious objectors in the voluntary social year consists of. However, most respondents did not have a clear conception of culture itself and did not know about the operational fields offered in the voluntary cultural year. The concept of culture, therefore, has to be outlined properly and directed at the target group.

Recommendation: The BKJ and its state representative should provide vivid preliminary information about the program and actual fields of work in the cultural landscape to demonstrate the range of possibilities offered by the program.

7.2 Recommendations for Institutions

7.2.1. Return reward

The figures on the voluntary cultural year's participation rate proved that institutions keep returning to the program, and some have already taken part in the program for the third year in a row. The BKJ or its state representatives should consider recognizing the institutions that are repeatedly participating in the program. This recognition or reward might be designed as a newsletter article about the institution or a special report on the website. The recognition will attract public attention and, thereby, support not only the institution but also the program's standing. It might further motivate institutions to participate in the program year for the first time.

Recommendation: The bearer organizations should consider a public recognition of returning institutions as public role models for the program.

7.2.2 Active Participation

The image of volunteering and civic service from the institutional point of view is more positive than might have been expected. However, institutions seem to only passively

acknowledge civic engagement. As long as institutions are not approached directly or actively, the majority seems unwilling to use volunteers. To counteract this tendency of passive goodwill and turn it into active participation, public and political strategies need to be employed. These strategies must clearly demonstrate the program's advantages.

Recommendation: Political and bearer organizations must approach institutions actively and offer the program to them directly in order to turn passive goodwill into active participation.

7.3 Recommendations for Public and Political Organizations

7.3.1 Bearer Organization's Responsibility

The research data show that the nationwide bearer organization is not very well known among the adolescents and only partly known to be responsible for the FSJK program among the institutions. The bearer organization should consider supporting its own role more strongly in order to positively influence its relation with its state representatives (LKJs).

Recommendation: The bearer organizations should consider communicating their own role in the FSJK program more strongly to the public.

7.3.2 Program Promotion

The FSJK program itself has to be promoted more strongly in the public. Politicians, the BKJ, the LKJs, and participating institutions provide testimonials to the success of the program and its impact on the positive development of civic society. The mission is already very strong, but perceptions of the program and name recognition have to be promoted more effectively to the wider public.

Recommendation: Political authorities and the bearer organizations have to promote the FSJK program strongly to the public.

7.3.3 Political Support

Political support is the most important factor of successful lobbying in this field. It is of utmost importance that political authorities support institutions with recommendations, references, and simple name-dropping. If the FSJK program is to be established successfully in the long run, the responsible political authorities must support the bearer organizations more strongly and more publicly. This will draw the media's interest and thus the public's attention to the program.

Recommendation: The FSJK program has to be supported more strongly and more publicly by the responsible political authorities to promote its standing and name recognition.

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Appendix A: The German School System

The current German school system dates back to the 1960s and 1970s. German children start school at the age of six years and attend primary school (*Grundschule*) after most of them spend two to three years in kindergarten, which is not mandatory in Germany. Children attend primary school for four years. In some federal states some primary schools offer another two years of schooling for the students. Children then choose between different school types based on their talents and preferences (The German School System, n.d.): Secondary school (*Hauptschule* or *Mittelschule*), intermediate school (*Realschule*), grammar school (*Gymnasium*), and comprehensive school (*Gesamtschule*). All children attending a post-primary school usually learn at least one foreign language. This language is usually English; however it might be French or Russian in areas close to the Eastern or Western borders. School attendance is legally mandatory for students until the age of 16 years.

School types:

Hauptschule, Mittelschule – secondary school

Students at secondary schools are trained for six years to do an apprenticeship after finishing school, so the curriculum focuses on the application of theoretical knowledge acquired in the main subjects.

Realschule – intermediate school

Intermediate schools offer a broader general education in comparison to secondary schools. Here, students are able to choose a second foreign language and are encouraged to work independently. The intermediate school is geared towards students who either want to attend a vocational school afterwards or at students who want to move to the grammar school after six years.

Gymnasium – grammar school

Grammar schools have the highest education standards preparing students for their final exams (*Abitur*) that allow them to attend university. Students have to attend grammar school for eight or nine years depending on the federal state, and the emphasis is on academic learning. A large variety of subjects are offered, and grammar schools usually vary in their specific focus such as humanities, natural sciences, or social sciences.

Gesamtschule – comprehensive school

The concept of comprehensive schools was introduced in 1969 in some federal states. The comprehensive school offers the different branches in one building, aiming at making it easier for qualified students to move to the next higher school type.

Fachoberschule – specialized secondary school

Students who did not attend grammar school can still achieve an equivalent school-leaving certificate by attending a specialized secondary school. The *baccalaureate diploma* allows them to attend universities of applied sciences.

Berufsschule – vocational school

Around 70 percent of students finish school with a certificate lower than *Abitur*. These students usually start an apprenticeship. Apprentice trainees pass through a dual education system. During their training on the job, which usually takes two and a half to three years, they also attend part-time vocational school (*Berufsschule*) or vocational upper school for two years. Here, students receive special training on job-related subjects and gain practice-related knowledge.

Universität, Hochschule – University

As of 1995, 36.4 percent of students leaving school achieved their *Abitur* certificate and were allowed to attend university. A total of 30.6 percent actually continued their education at the university (Statistisches Bundesamt, 1997). There are four main types of universities in Germany: regular universities, universities of applied sciences, academies, and private colleges. Students are charged school fees only at private colleges.

Appendix B: Questionnaires Used for Survey

The appendices contain the four different questionnaires used for the survey. The data were evaluated with the statistical program SPSS, version 11.5.

Questionnaire for the participating institutions (PI)	77
Questionnaire for the not participating institutions (NPI)	85
Questionnaire for the participating adolescents (PY)	93
Questionnaire for the not participating adolescents (NPY)	100

Questionnaire for the participating institutions

Das Freiwillige Soziale Jahr in der Kultur (kurz: „FSJ Kultur“)

Vorab *Zum Fragebogen:*

Bitte beantworten Sie die Fragen mit Skalen (- 2 bis + 2) durch Ankreuzen der Skalen-Markierung:

Beispiel 1

Die Einrichtung eines FSJ Kultur ist Ihrer Ansicht nach -2 -1 0 +1 +2

-2: sehr schlecht / -1: schlecht / 0: neutral / +1: gut / +2: sehr gut

Beispiel 2

Das FSJ Kultur hat die interne Kommunikation in Ihrem Haus verbessert -2 -1 0 +1 +2

-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

Beispiel 3

Das FSJ Kultur ist für die Administration in Ihrer Einrichtung -2 -1 0 +1 +2

-2: sehr aufwändig / -1: aufwändig / 0: neutral / +1: wenig ... / +2: gar nicht aufwändig

Sollten Sie aus Versehen Ihr Kreuz an der falschen Stelle gemacht haben, dann markieren Sie bitte Ihre richtige Wahl durch einen **zusätzlichen Strich unter Ihrem Kreuz (X)**. Mehrfachnennungen sind leider nur dann möglich, wenn ausdrücklich darauf hingewiesen wird. Aus Vereinfachungsgründen wurde durchgehend auf weibliche Bezeichnungen verzichtet, die Befragung schließt jedoch ausdrücklich beide Geschlechter ein.

1. Allgemeines zum FSJ Kultur

IA01	Wie wichtig finden Sie Ehrenamt / Freiwilligendienste in der Kultur? -2: sehr unwichtig / -1: unwichtig / 0: neutral / +1: wichtig / +2: sehr wichtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IA02	Die Einstellung Ihres Hauses gegenüber Ehrenamt/Freiwilligendienst in der Kultur hat sich durch das FSJ Kultur insgesamt ... -2: stark verschlechtert / -1: verschlechtert / 0: neutral / +1: verbessert / +2: stark verbessert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IA03	Ihre Einstellung gegenüber Ehrenamt/Freiwilligendienst in der Kultur wurden beeinflusst durch das Verhalten des Freiwilligen: -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IA04	Ihre Einstellung gegenüber Ehrenamt/Freiwilligendienst in der Kultur wurden beeinflusst durch gesellschaftliche Einflüsse: -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IA05	Ihrer Einschätzung nach hat sich das soziale und gesellschaftliche Verantwortungsbewusstsein Ihres letzten bzw. aktuellen Freiwilligen durch das FSJ Kultur... -2: stark verschlechtert / -1: verschlechtert / 0: neutral / +1: verbessert / +2: stark verbessert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IA06	Das Verhältnis des letzten bzw. aktuellen Freiwilligen zur Kultur hat sich Ihrer Meinung nach durch das Ableisten des FSJ Kultur ... -2: stark verschlechtert / -1: verschlechtert / 0: neutral / +1: verbessert / +2: stark verbessert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2

- IA13 Was resultiert Ihrer Meinung nach aus einem erhöhten sozialen und kulturellen Bewusstsein?
(**Mehrfachnennung möglich**)
- Langfristige Bindung an die Kultur 1 Erfahrungen für das zukünftige Privat- und Berufsleben 2
- Ehrenamtliches Engagement wird geweckt 3 Sonstiges _____ 4

2. Allgemeines

- IA14 Veranstaltungen zur Besucherbindung (z.B. Hintergrundgespräche, Werkeinführungen, Gespräche „hinter den Kulissen“ etc.) haben bei Ihnen einen hohen Stellenwert.
-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu
- IA15 Diese begleitende Programme (z.B. Führungen, Hintergrundgespräche) sind in Ihrem Haus fester Bestandteil des Veranstaltungsplans.
-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu
- IA16 Ihr Haus kooperiert mit anderen kulturellen oder sozialen Einrichtungen Ihrer Stadt (z.B. gemeinsame Programme, gegenseitiges Informieren des Publikums etc.).
-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu
- IA17 Die Kooperation und Zusammenarbeit mit dem zuständigen Kulturamt ist sehr konstruktiv und kreativ.
-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu
- IA18 In Zusammenarbeit mit Ihrem Kulturamt haben sich **über den üblichen Rahmen hinaus** bereits erfolgreiche Projekte umsetzen lassen.
-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu
- IA19 Die Unterstützung Ihrer Aktivitäten durch das zuständige Kulturamt ist...
-2: sehr schlecht / -1: schlecht / 0: neutral / +1: gut / +2: sehr gut
- IA12 Inwieweit wurden Sie jemals von **politischer Seite** auf die Möglichkeit eines FSJ Kultur hingewiesen (z.B. durch Mandatsträger)?
-2: sehr schlecht / -1: schlecht / 0: neutral / +1: gut / +2: sehr gut
- weiß nicht 99

3. Verhältnis zum Freiwilligendienst

- FA16 Das Image von Ehrenamt (z.B. Freiwillige Feuerwehr) im Allgemeinen ist meiner Meinung nach...
-2: sehr negativ / -1: negativ / 0: neutral / +1: positiv / +2: sehr positiv
- weiß nicht 99
- FA17 Das Image von Freiwilligendiensten (FSJ, FSJ Ökologie etc.) ist meiner Meinung nach...
-2: sehr negativ / -1: negativ / 0: neutral / +1: positiv / +2: sehr positiv
- weiß nicht 99
- FA09 Ehrenamt ist nur etwas für ältere Menschen, die nicht mehr im Berufsleben stehen.
-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu
- weiß nicht 99
- FA10 Ehrenamt bringt etwas für die berufliche Karriere.
-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu
- weiß nicht 99

FA13	Ehrenamt ist spießig und konservativ. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu <input type="radio"/> weiß nicht 99	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
FA15	Ich finde es in Ordnung, dass ehrenamtliche/freiwillige Tätigkeit nur mit wenig oder keinem Geld entlohnt wird. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu <input type="radio"/> weiß nicht 99	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
IV08	Ehrenamtliche und Freiwillige bringen Innovation und neue Ideen ins Haus -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu <input type="radio"/> weiß nicht 99	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
IV09	Ehrenamtliche und Freiwillige sind gesellschaftliche Vorbilder. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu <input type="radio"/> weiß nicht 99	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
IV10	Ehrenamtliche und Freiwillige sind Botschafter ihrer Institution in ihrem sozialen Umfeld. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu <input type="radio"/> weiß nicht 99	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
IA09	Haben Sie bereits mit sonstigen Ehrenamtlichen/Freiwilligen gearbeitet? (Praktikanten und Umschüler zählen nicht zu den Freiwilligen!)	<input type="radio"/> ja	<input type="radio"/> nein	<input type="radio"/> weiß nicht		
					1	0 99
IA10	Falls ja , seit wann? <input type="radio"/> seit einem Jahr 1 <input type="radio"/> seit bis zu drei Jahren 2 <input type="radio"/> seit bis zu fünf Jahren 3 <input type="radio"/> seit bis zu 10 Jahren 4 <input type="radio"/> länger als 10 Jahre 5 <input type="radio"/> keine Angabe 99					
IA11	Und in welchem Bereich? (Mehrfachnennung möglich) <input type="radio"/> Presse- und Öffentlichkeitsarbeit 1 <input type="radio"/> Bürotätigkeiten 2 <input type="radio"/> Pädagogische Arbeit 3 <input type="radio"/> Fundraising 4 <input type="radio"/> Besucherbetreuung 5 <input type="radio"/> Freundeskreis 6 <input type="radio"/> Sonstiges: _____ 7					
IV01	Planen Sie, einen nächsten FSJ Kultur-Teilnehmer in Ihrem Hause einzusetzen? <input type="radio"/> Ja, im nächsten Jahr 1 <input type="radio"/> Ja, in 2 Jahren 2 <input type="radio"/> Ja, in 3 Jahren 3 <input type="radio"/> Nein, gar nicht 4 <input type="radio"/> Kann ich noch nicht sagen 5					
IV02	Für den Fall, dass Sie keinen Freiwilligen mehr aufnehmen möchten, sind die Gründe... (bitte maximal 3 Antworten) <input type="radio"/> Mehr Arbeitsaufwand durch den Freiwilligen 1 <input type="radio"/> Störung der gewohnten Arbeitsabläufe 2 <input type="radio"/> Unzuverlässigkeit der Freiwilligen 3 <input type="radio"/> Missverhältnis von Aufwand und Nutzen 4 <input type="radio"/> Negative Veränderung der Arbeitsatmosphäre im Team durch den Freiwilligen 5 <input type="radio"/> Mangelnder Bedarf an neuen Mitarbeitern 6 <input type="radio"/> Mangelnde/fehlende Information über das FSJ Kultur 7 <input type="radio"/> Schlechtes Image des FSJ Kultur 8 <input type="radio"/> Akzeptanzprobleme durch die hauptamtlichen Mitarbeiter 9					

	<input type="radio"/> Sonstiges: _____								
									10
IV03	Für den Fall, dass Sie erneut einen Freiwilligen aufnehmen möchten, sind die Gründe...								
maximal 3	Antworten)								(bitte
	<input type="radio"/> Arbeitserleichterung durch den Freiwilligen								1
	<input type="radio"/> Neue Impulse durch den Freiwilligen								2
	<input type="radio"/> Zuverlässigkeit der Freiwilligen								3
	<input type="radio"/> Gutes Verhältnis von Aufwand und Nutzen								4
	<input type="radio"/> Positive Veränderung der Arbeitsatmosphäre im Team durch den Freiwilligen								5
	<input type="radio"/> Mitarbeiterbedarf für neue Projekte								6
	<input type="radio"/> FSJ Kultur ist ein attraktives Angebot								7
	<input type="radio"/> Auf Wunsch der Mitarbeiter, Freunde, Interessenten								8
	<input type="radio"/> Sonstiges: _____								9
IV04a	Gab es anfangs Akzeptanzprobleme des Freiwilligendienstes bei den hauptamtlichen Mitarbeitern?								
	-2: sehr stark / -1: stark / 0: teils, teils / +1: kaum / +2: gar keine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> weiß nicht								99
IA04h	Gibt es heute Akzeptanzprobleme des Freiwilligendienstes bei den hauptamtlichen Mitarbeitern?								
	-2: sehr stark / -1: stark / 0: teils, teils / +1: kaum / +2: gar keine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> weiß nicht								99
IV05	Falls keine Akzeptanzprobleme bestanden/bestehen, was sind dafür die Gründe? (bitte maximal 3 Antworten)								
	<input type="radio"/> Arbeitserleichterung durch den Freiwilligen								1
	<input type="radio"/> Gute Arbeitseinstellung / Zuverlässigkeit								2
	<input type="radio"/> Gutes Verhältnis von Aufwand und Nutzen								3
	<input type="radio"/> Positive Veränderung der Arbeitsatmosphäre im Team durch den Freiwilligen								4
	<input type="radio"/> Gutes Verständnis der Hauptamtlichen für die Bedürfnisse der Freiwilligen								5
	<input type="radio"/> Sonstiges: _____								6
IV06	Falls Akzeptanzprobleme bestanden/bestehen, was sind dafür die Gründe? (bitte maximal 3 Antworten)								
	<input type="radio"/> Mehr Arbeitsaufwand durch den Freiwilligen								1
	<input type="radio"/> Schlechte Arbeitseinstellung / Unzuverlässigkeit								2
	<input type="radio"/> Unzuverlässigkeit der Freiwilligen								3
	<input type="radio"/> Missverhältnis von Aufwand und Nutzen								4
	<input type="radio"/> Negative Veränderung der Arbeitsatmosphäre im Team durch den Freiwilligen								5
	<input type="radio"/> Mangelndes Verständnis der Hauptamtlichen für die Bedürfnisse der Freiwilligen								5
	<input type="radio"/> Sonstiges: _____								6

IV07	Wie schätzen Sie das Potential des FSJ Kultur für Ihre Institution ein? Im Idealfall brächte das FSJ Kultur Ihrer Institution...								
	Keine Arbeits erleichterung	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Viel Arbeits erleichterung	1
		-2	-1	0	+1	+2			
	Keine Innovationskraft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Viel Innovationskraft	2
		-2	-1	0	+1	+2			
	Keine Mitarbeitermotivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Viel Mitarbeitermotivation	3
		-2	-1	0	+1	+2			
	Kein Sponsoreninteresse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Viel Sponsoreninteresse	4
		-2	-1	0	+1	+2			
	Kein öffentliches Interesse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Viel öffentliches Interesse	5
		-2	-1	0	+1	+2			

IV11 Was gab den letztendlichen Ausschlag dafür, in Ihrem Haus ein FSJ Kultur anzubieten?

IK01	Wie wichtig schätzen Sie es für Ihr Haus ein, die Teilnahme am FSJ Kultur nach außen (Presse, Publikum etc.) zu kommunizieren? <i>-2: sehr unwichtig / -1: unwichtig / 0: neutral / +1: wichtig / +2: sehr wichtig</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
		-2	-1	0	+1	+2			
	<input type="radio"/> weiß nicht								99
IK11	Wurden Sie durch die BKJ (oder ihre Landesverbände) darauf hingewiesen und darin unterstützt, die positive Wirkung des FSJ Kultur der Öffentlichkeit gegenüber zu kommunizieren? <i>-2: niemals / -1: selten / 0: teils, teils / +1: manchmal / +2: sehr oft</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
		-2	-1	0	+1	+2			
	<input type="radio"/> weiß nicht								99
IK02	Wenn Sie bislang mit Freiwilligen in anderen Bereichen zusammengearbeitet haben, wie oft haben Sie deren Einsatz aktiv publik gemacht? <i>-2: niemals / -1: einmal / 0: teils, teils / +1: mehrmals / +2: sehr oft</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
		-2	-1	0	+1	+2			
	<input type="radio"/> weiß nicht								99

Falls Sie den Freiwilligendienst **publik** gemacht haben,
bitte gleich weiter zu nächsten Frage.



Falls Sie den Freiwilligendienst **nicht publik** gemacht haben, was waren die Gründe für Ihre Entscheidung?

IK03	Das Thema war für uns nicht wichtig genug. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
		-2	-1	0	+1	+2			
IK04	Wir haben angenommen, dass das Thema nicht wichtig genug für eine Meldung in der Presse ist. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
		-2	-1	0	+1	+2			
IK05	Ehrenamt hat ein negatives Image, wir wollten daher den Einsatz ehrenamtlicher Kräfte bei uns nicht publik machen. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
		-2	-1	0	+1	+2			

IK06	Falls Sie den Freiwilligendienst publik gemacht haben, wie haben Sie das gemacht? (<i>Mehrfachnennung möglich</i>)						
	<input type="radio"/> Pressemitteilung	1					
	<input type="radio"/> Homepage	2					
	<input type="radio"/> Newslettermeldung	3					
	<input type="radio"/> Pressekonferenz	4					
	<input type="radio"/> Tag der offenen Tür	5					
	<input type="radio"/> Berichterstattung im Programmheft	6					
	<input type="radio"/> Brief an den Freundeskreis	7					
	<input type="radio"/> Sonstiges _____	8					
IK07	Wenn Sie bisherige Freiwilligendienste publik gemacht haben, wie hat die Presse darauf reagiert? <i>-2: vollkommen ignoriert / ... bis ... / +2: sehr positiv berichtet</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2
	<input type="radio"/> weiß nicht	99					
IK08	Wenn Sie bisherige Freiwilligendienste publik gemacht haben, wie hat das Publikum auf den Einsatz von Freiwilligen/Ehrenamtlichen reagiert? <i>-2: vollkommen ignoriert / ... bis ... / +2: sehr positiv berichtet</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2
	<input type="radio"/> weiß nicht	99					
IK09	Wenn Sie bisherige Freiwilligendienste publik gemacht haben, wie hat die Politik (politische Mandatsträger, die zuständige Kulturbehörde...) auf Ihren Einsatz von Freiwilligen/Ehrenamtlichen reagiert? <i>-2: vollkommen ignoriert / ... bis ... / +2: sehr positiv berichtet</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2
	<input type="radio"/> weiß nicht	99					
IK10	Durch das FSJ Kultur hat sich die Kooperation und Zusammenarbeit mit Ihrem zuständigen Kulturamt/Kulturbehörde ... <i>-2: stark verschlechtert / -1: verschlechtert / 0: neutral / +1: verbessert / +2: stark verbessert</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2
	<input type="radio"/> weiß nicht	99					

4. Chancen und Risiken des FSJ Kultur für Ihre Institution

IC01	Haben Sie durch die Erfahrung mit dem FSJ Kultur neue Aktivitäten für Jugendliche und junge Erwachsene initiiert? <i>-2: niemals / -1: selten / 0: einmal / +1: mehrmals / +2: sehr oft</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2
	<input type="radio"/> weiß nicht	99					
IC02	Inwieweit, glauben Sie, verändert die Teilnahme am FSJ Kultur die Argumentationsposition von Kulturinstitutionen in der politischen Diskussion, wenn es um Finanzierung, Bestandserhalt und Lobbyarbeit geht? <i>-2: stark verschlechtert / -1: verschlechtert / 0: unverändert / +1: verbessert / +2: stark verbessert</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2
	<input type="radio"/> weiß nicht	99					
IC03	Inwieweit glauben Sie, dass sich die soziale und gesellschaftliche Integration Ihres Hauses durch das FSJ Kultur verändert hat? <i>-2: stark verschlechtert / -1: verschlechtert / 0: unverändert / +1: verbessert / +2: stark verbessert</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2
	<input type="radio"/> weiß nicht	99					

IC12 Wie setzen Sie die Erfahrungen, die aus dem Einsatz von Freiwilligen des FSJ Kultur in Ihrem Haus resultieren langfristig um? (**Mehrfachnennung möglich**)

- Wir ziehen positive Bilanz und behalten die guten Ideen und Anregungen bei. 1
- Wir schaffen eine neue Stelle, weil wir neuen Mitarbeiterbedarf erkannt haben. 2
- Wir schaffen eine neue Stelle, weil wir den Mitarbeiter halten möchten. 3
- Wir setzen erneut Freiwillige ein. 4
- Sonstiges _____ 5
- Gar nicht 0

Inwieweit treffen Ihrer Einschätzung nach folgende Aussagen zu?

IC04	Das FSJ Kultur dient der aktiven Bildung bürgerschaftlichen Engagements und fördert somit das Gemeinwesen. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IC05	Ehrenamt und Freiwilligenarbeit in Kulturinstitutionen werden in naher Zukunft immer mehr an Bedeutung gewinnen. Das FSJ Kultur ist ein erster Schritt. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IC06	Das FSJ Kultur dient der nachhaltigen Unterstützung einzelner Kulturinstitutionen. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IC07	Damit das FSJ Kultur in Zukunft noch erfolgreicher wird, sollten die Institutionen mehr finanzielle Unterstützung durch den Staat erhalten. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IC08	Damit das FSJ Kultur in Zukunft noch erfolgreicher wird, sollte der Staat noch bessere Rahmenbedingungen (z.B. Infomaterial, Gesetzestexte) schaffen. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IC09	Das FSJ Kultur muss in der Öffentlichkeit (Kulturinstitutionen, Gesellschaft, Jugendliche) bekannter werden. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IC10	Damit das FSJ Kultur in Zukunft noch erfolgreicher wird, muss der administrative und betreuerische Aufwand sinken. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IC11	Den Träger des FSJ Kultur (= BKJ, LKJ) empfinden wir als ...					
	<input type="radio"/> Vermittler	1	<input type="radio"/> Ermöglicher	2		
	<input type="radio"/> Ratgeber	3	<input type="radio"/> Supervisor	4		
	<input type="radio"/> Sonstiges _____	5				

5. Allgemeine Angaben

IT01 In welchem Jahr oder in welchen Jahren haben Sie am FSJ Kultur teilgenommen:

2001/02 2002/03 2003/04 1 2 3

IA08 Woher wussten Sie vom FSJ Kultur? (Mehrfachnennung möglich)

Presse 1 Mitarbeiter 3
 Bundesvereinigung für kulturelle Jugendbildung (BKJ)² Internet 4
 Partnereinrichtungen 5 Sonstiges: _____ 6

IT02 Waren bereits vor der Einführung des FSJ Kultur Teilnehmer anderer Freiwilligendienste (z.B. FSJ, FSJ Sport etc.) in Ihrem Hause tätig?

ja nein weiß nicht 1 0 99

IG01 Wie groß ist Ihre Institution?

bis 10 MA bis 40 MA über 40 MA 1 2 3

IG02 Ihre Institution ist aus dem Bereich... (Mehrfachnennung möglich)

Schauspiel 1 Musik 2
 Literatur 3 Kunst 4
 Museum 5 Medien (Funk, Film, TV) 6
 Sonstiges: _____ 7

IG03 Ihre Institution liegt in einer Stadt mit ...

über 500.000 Einwohnern 4 zwischen 50.000 und 100.000 Einwohnern²
 über 100.000 Einwohnern 3 bis zu 50.000 Einwohnern 1

IG05 In welcher Position stehen/standen Sie zum Freiwilligen?

Ich bin direkter Betreuer. 1 Ich bin einer von mehreren Betreuern. 2
 Ich gehöre zur Verwaltung. 3 Sonstiges: _____ 4

IG06 Wie würden Sie in einem knappen Satz das Leitbild Ihrer Institution beschreiben?

IG04 Im Rahmen dieser Studie werden wir zusätzlich ausgewählte Experteninterviews führen. Zu diesem Zweck würden wir Sie bitten, wenn es in Ihrem Interesse ist, uns nachstehend Ihre Kontaktdaten zur Verfügung zu stellen, damit wir sie im gegebenen Fall gezielt ansprechen können. **Die Angabe dieser Daten ist optional und rein für den wissenschaftlichen Zweck bestimmt.**

¹ Name: _____ Bitte Stempel der Einrichtung mit Adresse

³ Telefon: _____

⁴ Telefax: _____

⁵ E-Mail: _____

Bitte senden/faxen Sie den ausgefüllten Fragebogen bis 19. Dezember 2003 zurück an:

Institut für Kultur- und Medienmanagement
Hochschule für Musik und Theater
Harvestehuder Weg 12
20148 Hamburg
Fax: 040/44 50 62 87

Wir bedanken uns herzlich bei Ihnen, dass Sie uns bei unserer Studie unterstützt haben!

Questionnaire for the non-participating institutions

Das Freiwillige Soziale Jahr in der Kultur (kurz: „FSJ Kultur“)

Vorab Informationen zum „FSJ Kultur“

Bundesweite Einführung	2002
Idee	Kulturelle Institutionen bzw. Einrichtungen mit kulturellem Schwerpunkt können Freiwillige bei sich für ein Jahr aufnehmen
Teilnehmer	Jugendliche und junge Erwachsene (16 und 27 Jahren)
Vorteil für Teilnehmer	Das FSJ Kultur ist anerkannt als Ersatz für Zivildienst oder andere Freiwilligendienste
Träger	Die Bundesvereinigung für kulturelle Jugendbildung (BKJ) bietet Freiwilligenplätze im gesamten Bundesgebiet an
Finanzieller Aufwand.....	Die Kulturinstitutionen beteiligen sich an den Kosten des Einsatzplatzes je nach Bundesland mit 250,- bis 400,- € im Monat

Zum Fragebogen:

Bitte beantworten Sie die Fragen mit Skalen (- 2 bis + 2) **durch Ankreuzen der Skalen-Markierung** wie dargestellt:

Beispiel 1

Die Einrichtung eines FSJ Kultur ist Ihrer Ansicht nach -2 -1 0 +1 +2
 -2: sehr schlecht / -1: schlecht / 0: neutral / +1: gut / +2: sehr gut

Beispiel 2

Das FSJ Kultur hat die interne Kommunikation in Ihrem Haus verbessert -2 -1 0 +1 +2
 -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

Beispiel 3

Das FSJ Kultur ist für die Administration in Ihrer Einrichtung -2 -1 0 +1 +2
 -2: sehr aufwändig / -1: aufwändig / 0: neutral / +1: wenig ... / +2: gar nicht aufwändig

Sollten Sie aus Versehen Ihr Kreuz an der falschen Stelle gemacht haben, dann markieren Sie bitte **Ihre richtige Wahl** durch einen **zusätzlichen Strich unter Ihrem Kreuz (X)**. Mehrfachnennungen sind leider nur dann möglich, wenn ausdrücklich darauf hingewiesen wird. Aus Vereinfachungsgründen wurde durchgehend auf weibliche Bezeichnungen verzichtet, die Befragung schließt jedoch ausdrücklich beide Geschlechter ein.

1. Allgemeines zum Freiwilligendienst

IA07 Wussten Sie von der Möglichkeit, ein FSJ Kultur anbieten zu können? ja nein 1 0

IA08 Falls ja, woher? (Mehrfachnennung möglich)

<input type="radio"/> Presse	1	<input type="radio"/> Bundesvereinigung für kulturelle Jugendbildung (BKJ)	2
<input type="radio"/> Mitarbeiter	3	<input type="radio"/> Internet	4
<input type="radio"/> Partnerinstitutionen	5	<input type="radio"/> Sonstige: _____	6

IA01 Wie wichtig finden Sie Ehrenamt / Freiwilligendienste in der Kultur? -2 -1 0 +1 +2
 -2: sehr unwichtig / -1: unwichtig / 0: neutral / +1: wichtig / +2: sehr wichtig

FA16 Das Image von Ehrenamt (z.B. Freiwillige Feuerwehr) im Allgemeinen ist meiner Meinung nach... -2 -1 0 +1 +2
 -2: sehr negativ / -1: negativ / 0: neutral / +1: positiv / +2: sehr positiv

weiß nicht 99

FA17	Das Image von Freiwilligendiensten (FSJ, FSJ Ökologie etc.) ist meiner Meinung nach...									
	-2: sehr negativ / -1: negativ / 0: neutral / +1: positiv / +2: sehr positiv									
	<input type="radio"/> weiß nicht	99								
FA09	Ehrenamt ist nur etwas für ältere Menschen, die nicht mehr im Berufsleben stehen.									
	-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu									
	<input type="radio"/> weiß nicht	99								
FA10	Ehrenamt bringt etwas für die berufliche Karriere.									
	-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu									
	<input type="radio"/> weiß nicht	99								
FA13	Ehrenamt ist spießig und konservativ.									
	-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu									
	<input type="radio"/> weiß nicht	99								
FA15	Ich finde es in Ordnung, dass ehrenamtliche/freiwillige Tätigkeit nur mit wenig oder keinem Geld entlohnt wird.									
	-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu									
	<input type="radio"/> weiß nicht	99								
IV08	Ehrenamtliche und Freiwillige bringen Innovation und neue Ideen ins Haus.									
	-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu									
	<input type="radio"/> weiß nicht	99								
IV09	Ehrenamtliche und Freiwillige sind gesellschaftliche Vorbilder.									
	-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu									
	<input type="radio"/> weiß nicht	99								
IV10	Ehrenamtliche und Freiwillige sind Botschafter ihrer Institution in ihrem sozialen Umfeld.									
	-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu									
	<input type="radio"/> weiß nicht	99								
IA09	Haben Sie bereits mit sonstigen Ehrenamtlichen/Freiwilligen gearbeitet? (Praktikanten und Umschüler zählen nicht zu den Freiwilligen!)									
	<input type="radio"/> ja	<input type="radio"/> nein	<input type="radio"/> weiß nicht							
										1 0 99
IA10	Falls ja , seit wann?									
	<input type="radio"/> seit einem Jahr		1	<input type="radio"/> seit bis zu drei Jahren						2
	<input type="radio"/> seit bis zu fünf Jahren		3	<input type="radio"/> seit bis zu 10 Jahren						4
	<input type="radio"/> länger als 10 Jahre		5	<input type="radio"/> keine Angabe						99
IA11	Und in welchem Bereich? (Mehrfachnennung möglich)									
	<input type="radio"/> Presse- und Öffentlichkeitsarbeit		1	<input type="radio"/> Bürotätigkeiten						2
	<input type="radio"/> Pädagogische Arbeit		3	<input type="radio"/> Fundraising						4
	<input type="radio"/> Besucherbetreuung		5	<input type="radio"/> Freundeskreis						6
	<input type="radio"/> Sonstige _____									7
IT02	Waren diese Freiwilligen im Rahmen eines anderen FSJ-Programms (wie z.B. des Freiwilligen Sozialen Jahres oder des FSJ Sport) bei Ihnen im Hause tätig?									
	<input type="radio"/> ja	<input type="radio"/> nein	<input type="radio"/> weiß nicht							
										1 0 99

IA12	Inwieweit wurden Sie jemals von politischer Seite auf die Möglichkeit eines FSJ Kultur hingewiesen (z.B. durch Mandatsträger)? -2: niemals / -1: selten / 0: ab und zu / +1: häufiger / +2: oft								
	<input type="radio"/> weiß nicht	99		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
				-2	-1	0	+1	+2	
IV01	Planen Sie, einen FSJ Kultur-Teilnehmer in Ihrem Hause einzusetzen?								
	<input type="radio"/> Ja, im nächsten Jahr	1	<input type="radio"/> Ja, in 2 Jahren	2					
	<input type="radio"/> Ja, in 3 Jahren	3	<input type="radio"/> Nein, gar nicht	4					
	<input type="radio"/> Kann ich noch nicht sagen	5							
IV02	Für den Fall, dass Sie keinen Freiwilligen aufnehmen möchten, sind die Gründe... (<i>bitte maximal 3 Antworten</i>)								
	<input type="radio"/> Mehr Arbeitsaufwand durch den Freiwilligen	1							
	<input type="radio"/> Störung der gewohnten Arbeitsabläufe	2							
	<input type="radio"/> Unzuverlässigkeit der Freiwilligen	3							
	<input type="radio"/> Missverhältnis von Aufwand und Nutzen	4							
	<input type="radio"/> Negative Veränderung der Arbeitsatmosphäre im Team durch den Freiwilligen	5							
	<input type="radio"/> Mangelnder Bedarf an neuen Mitarbeitern	6							
	<input type="radio"/> Mangelnde/fehlende Information über das FSJ Kultur	7							
	<input type="radio"/> Schlechtes Image des FSJ Kultur	8							
	<input type="radio"/> Akzeptanzprobleme durch die hauptamtlichen Mitarbeiter	9							
	<input type="radio"/> Sonstiges: _____	10							
IV03	Für den Fall, dass Sie einen Freiwilligen aufnehmen möchten, sind die Gründe... (<i>bitte maximal 3 Antworten</i>)								
	<input type="radio"/> Arbeitserleichterung durch den Freiwilligen	1							
	<input type="radio"/> Neue Impulse durch den Freiwilligen	2							
	<input type="radio"/> Zuverlässigkeit der Freiwilligen	3							
	<input type="radio"/> Gutes Verhältnis von Aufwand und Nutzen	4							
	<input type="radio"/> Positive Veränderung der Arbeitsatmosphäre im Team durch den Freiwilligen	5							
	<input type="radio"/> Mitarbeiterbedarf für neue Projekte	6							
	<input type="radio"/> FSJ Kultur ist ein attraktives Angebot	7							
	<input type="radio"/> Auf Wunsch der Mitarbeiter, Freunde, Interessenten	8							

2. Allgemeines

IA14	Veranstaltungen zur Besucherbindung (z.B. Hintergrundgespräche, Werkeinführungen, Gespräche „hinter den Kulissen“ etc.) haben bei Ihnen einen hohen Stellenwert. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu								
				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
				-2	-1	0	+1	+2	
IA15	Diese begleitenden Programme (z.B. Führungen, Hintergrundgespräche) sind in Ihrem Haus fester Bestandteil des Veranstaltungsplans. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu								
				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
				-2	-1	0	+1	+2	
IA16	Ihr Haus kooperiert mit anderen kulturellen oder sozialen Einrichtungen Ihrer Stadt (z.B. gemeinsame Programme, gegenseitiges Informieren des Publikums etc.). -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu								
				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
				-2	-1	0	+1	+2	
IA17	Die Kooperation und Zusammenarbeit mit dem zuständigen Kulturamt ist sehr konstruktiv und kreativ. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu								
				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
				-2	-1	0	+1	+2	

IA18	In Zusammenarbeit mit Ihrem Kulturamt haben sich über den üblichen Rahmen hinaus bereits erfolgreiche Projekte umsetzen lassen. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
IA19	Die Unterstützung Ihrer Aktivitäten durch das zuständige Kulturamt ist... <i>-2: sehr schlecht / -1: schlecht / 0: neutral / +1: gut / +2: sehr gut</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2

3. Die Freiwilligen

IA06	Ihrer Einschätzung nach hat das FSJ Kultur das Potential, das Verhältnis des Freiwilligen zur Kultur (z.B. Interesse an und Verständnis gegenüber künstlerischer Arbeit) so zu beeinflussen, dass es sich... <i>-2: stark verschlechtert / -1: verschlechtert / 0: neutral / +1: verbessert / +2: stark verbessert</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IA05	Ihrer Einschätzung nach hat das FSJ Kultur das Potential, das soziale und gesellschaftliche Verantwortungsbewusstsein des Freiwilligen so zu beeinflussen, dass es sich... <i>-2: stark verschlechtert / -1: verschlechtert / 0: neutral / +1: verbessert / +2: stark verbessert</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2
IA13	Was resultiert Ihrer Meinung nach aus einem erhöhten sozialen und kulturellen Bewusstsein? <i>(Mehrfachnennung möglich)</i>					
	<input type="radio"/> Langfristige Bindung an die Kultur 1					
		2				
	<input type="radio"/> Ehrenamtliches Engagement wird geweckt 3					
						4
						<input type="radio"/> Erfahrungen für das zukünftige Privat- und Berufsleben
						<input type="radio"/> Sonstiges _____

4. Kommunikation

IK01	Wie wichtig würden Sie es einschätzen, Ehrenamt und Freiwilligendienst in Ihrem Hause nach außen (an die Presse/das Publikum) zu kommunizieren? <i>-2: ganz und gar unwichtig / -1: unwichtig / 0: neutral / +1: wichtig / +2: sehr wichtig</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2

Falls Sie bereits mit Freiwilligen zusammen gearbeitet haben, dann beantworten Sie bitte die nachfolgenden Fragen.

Falls Sie bislang *nicht* mit Freiwilligen zusammen gearbeitet haben, dann gehen Sie bitte zu Punkt 5 („Chancen und Risiken“).

IK02	Wenn Sie bislang mit Freiwilligen in anderen Bereichen zusammengearbeitet haben, wie oft haben Sie deren Einsatz aktiv publik gemacht? <i>-2: niemals / -1: einmal / 0: teils, teils / +1: mehrmals / +2: sehr oft</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> weiß nicht 99	-2	-1	0	+1	+2

Falls Sie den Freiwilligendienst **publik** gemacht haben, bitte gleich weiter.

Falls Sie den Freiwilligendienst **nicht publik** gemacht haben,
was waren die Gründe für Ihre Entscheidung?

IK03	Das Thema war für uns nicht wichtig genug. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
IK04	Wir haben angenommen, dass das Thema nicht wichtig genug für eine Meldung in der Presse ist. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
IK05	Ehrenamt hat ein negatives Image, wir wollten daher den Einsatz ehrenamtlicher Kräfte bei uns nicht publik machen. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2

IK06 Falls Sie den Freiwilligendienst **publik gemacht** haben, wie haben Sie das gemacht?
(*Mehrfachnennung möglich*)

- Pressemitteilung 1
- Homepage 2
- Newslettermeldung 3
- Pressekonferenz 4
- Tag der offenen Tür 5
- Berichterstattung im Programmheft 6
- Brief an den Freundeskreis 7
- Sonstiges _____ 8

IK07	Wenn Sie bisherige Freiwilligendienste publik gemacht haben, wie hat die Presse darauf reagiert? <i>-2: vollkommen ignoriert / ... bis ... / +2: sehr positiv berichtet</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> weiß nicht 99					

IK08	Wenn Sie bisherige Freiwilligendienste publik gemacht haben, wie hat das Publikum auf den Einsatz von Freiwilligen/ Ehrenamtlichen reagiert? <i>-2: vollkommen ignoriert / ... bis ... / +2: sehr positiv berichtet</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> weiß nicht 99					

IK09	Wenn Sie bisherige Freiwilligendienste publik gemacht haben, wie hat die Politik (politische Mandatsträger, die zuständige Kulturbehörde...) auf Ihren Einsatz von Freiwilligen/Ehrenamtlichen reagiert? <i>-2: vollkommen ignoriert / ... bis ... / +2: sehr positiv berichtet</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> weiß nicht 99					

5. Chancen und Risiken eines FSJ Kultur für Ihre Institution

IV07	Wie schätzen Sie das Potential des FSJ Kultur für Ihre Institution ein? Im Idealfall brächte das FSJ Kultur Ihrer Institution...								
	Keine Arbeits erleichterung	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Viel Arbeits erleichterung	1
		-2	-1	0	+1	+2			
	Keine Innovationskraft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Viel Innovationskraft	2
		-2	-1	0	+1	+2			
	Keine Mitarbeitermotivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Viel Mitarbeitermotivation	3
		-2	-1	0	+1	+2			
	Kein Sponsoreninteresse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Viel Sponsoreninteresse	4
		-2	-1	0	+1	+2			
	Kein öffentliches Interesse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Viel öffentliches Interesse	5
		-2	-1	0	+1	+2			

Wenn Sie sich zur Teilnahme am FSJ Kultur entschließen würden, wie sähen Ihre Erwartungen aus?

IC02	Inwieweit, glauben Sie, verändert die Teilnahme am FSJ Kultur die Argumentationsposition von Kulturinstitutionen in der politischen Diskussion, wenn es um Finanzierung, Bestandserhalt und Lobbyarbeit geht? <i>-2: stark verschlechtert / -1: verschlechtert / 0: unverändert / +1: verbessert / +2: stark verbessert</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
	<input type="radio"/> weiß nicht	99					-2	-1	0	+1	+2
IC03	Inwieweit glauben Sie, dass die soziale und gesellschaftliche Integration Ihres Hauses durch ein FSJ Kultur verändert werden könnte? <i>-2: stark verschlechtert / -1: verschlechtert / 0: unverändert / +1: verbessert / +2: stark verbessert</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
	<input type="radio"/> weiß nicht	99					-2	-1	0	+1	+2
IC15	Glauben Sie, dass sich durch ein FSJ Kultur in Ihrem Haus die Beziehung zum Publikum ändern würde? <i>-2: stark verschlechtert / -1: verschlechtert / 0: unverändert / +1: verbessert / +2: stark verbessert</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
	<input type="radio"/> weiß nicht	99					-2	-1	0	+1	+2

Inwieweit treffen Ihrer Einschätzung nach folgende Aussagen zu?

IC04	Das FSJ Kultur dient der aktiven Bildung bürgerschaftlichen Engagements und fördert somit das Gemeinwesen. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
	<input type="radio"/> weiß nicht	99					-2	-1	0	+1	+2
IC05	Ehrenamt und Freiwilligenarbeit in Kulturinstitutionen werden in naher Zukunft immer mehr an Bedeutung gewinnen. Das FSJ Kultur ist nur ein erster Schritt auf diesem Weg. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
	<input type="radio"/> weiß nicht	99					-2	-1	0	+1	+2
IC06	Das FSJ Kultur dient der nachhaltigen Unterstützung einzelner Kulturinstitutionen. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
	<input type="radio"/> weiß nicht	99					-2	-1	0	+1	+2

IC07 Damit das FSJ Kultur in Zukunft noch erfolgreicher wird, sollten die Institutionen mehr finanzielle Unterstützung durch den Staat erhalten.
 -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

weiß nicht 99

-2 -1 0 +1 +2

IC09 Das FSJ Kultur muss in der Öffentlichkeit (Kulturinstitutionen, Gesellschaft, Jugendliche) bekannter werden.
 -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

weiß nicht 99

-2 -1 0 +1 +2

IC14 **Welche Rahmenbedingungen müssten erfüllt sein, damit Ihre Institution am FSJ Kultur teilnimmt? (Mehrfachnennung möglich)**

- Das FSJ Kultur müsste aktiv an unser Haus herangetragen werden. 1
- Die Vorteile des FSJ Kultur müssten unserem Haus klar und deutlich aufgezeigt werden. 2
- Es muss sichergestellt sein, dass das FSJ Kultur keine starke finanzielle Mehrbelastung mit sich bringt. 3
- Es muss sichergestellt sein, dass die hauptamtlichen Mitarbeiter durch das FSJ Kultur nicht überlastet oder eingeschränkt werden. 4
- Ein Freiwilliger müsste sich uns direkt anbieten. 5
- Der Arbeitsaufwand bei Bewilligung und Betreuung des Freiwilligen muss vorab klar aufgezeigt werden. 6
- Bei uns müssten erst Projekte für einen Freiwilligen geschaffen werden 7
- sonstiges _____ 8

6. Allgemeine Angaben

IG01 Wie groß ist Ihre Institution?
 bis 10 MA bis 40 MA über 40 MA 1 2 3

IG02 Ihre Institution ist aus dem Bereich... (Mehrfachnennung möglich)

Schauspiel 1 Musik 2
 Literatur 3 Kunst 4
 Museum 5 Medien (Funk, Film, TV) 6
 Sonstiges: _____ 7

IG03 Ihre Institution liegt in einer Stadt mit ...

bis 1.000 Einwohnern 1 1.000 bis 5.000 Einwohnern 2
 5.000 bis 30.000 Einwohnern 3 30.000 bis 50.000 Einwohnern 4
 50.000 bis 100.000 Einwohnern 5 100.000 bis 500.000 Einwohnern 6
 über 500.000 Einwohnern 7 ich weiß nicht 8

IG06 Wie würden Sie in einem knappen Satz das Leitbild Ihrer Institution beschreiben?

IG04 Im Rahmen dieser Studie werden wir zusätzlich ausgewählte Experteninterviews führen. Zu diesem Zweck würden wir Sie bitten, wenn es in Ihrem Interesse ist, uns nachstehend Ihre Kontaktdaten zur Verfügung zu stellen, damit wir sie im gegebenen Fall gezielt ansprechen können. **Die Angabe dieser Daten ist optional und rein für den wissenschaftlichen Zweck bestimmt.**

1 Name: _____ Bitte Stempel der Einrichtung mit Adresse

3 Telefon: _____

4 Telefax: _____

5 E-Mail: _____

Bitten senden/faxen Sie den ausgefüllten Fragebogen bis 13. Februar 2004 zurück an:

Institut für Kultur- und Medienmanagement
Hochschule für Musik und Theater
Harvesthuder Weg 12

20148 Hamburg

Fax: 040/44 50 62 87

Wir bedanken uns herzlich bei Ihnen, dass Sie uns bei unserer Studie unterstützt haben!

Questionnaire for the participating adolescents

Das Freiwillige Soziale Jahr in der Kultur (kurz: „FSJ Kultur“)

Vorab Zum Fragebogen:

Bitte beantworten Sie die Fragen mit Skalen (- 2 bis + 2) durch Ankreuzen der Skalen-Markierung:

Beispiel 1

Die Einrichtung eines FSJ Kultur finden Sie grundsätzlich -2 -1 0 +1 +2
 -2: sehr schlecht / -1: schlecht / 0: neutral / +1: gut / +2: sehr gut

Beispiel 2

Ehrenamt bringt mir etwas für meine berufliche Karriere. -2 -1 0 +1 +2
 -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

Sollten Sie aus Versehen Ihr Kreuz an der falschen Stelle gemacht haben, dann markieren Sie bitte Ihre richtige Wahl durch einen zusätzlichen Strich unter Ihrem Kreuz (X). Mehrfachnennungen sind leider nur dann möglich, wenn ausdrücklich darauf hingewiesen wird. Aus Vereinfachungsgründen wurde durchgehend auf weibliche Bezeichnungen verzichtet, die Befragung schließt jedoch ausdrücklich beide Geschlechter ein.

1. Allgemeines zum FSJ Kultur

Unter **Freiwilligendienst** verstehen wir die freiwillige Vollzeit-Tätigkeit über den Zeitraum eines Jahres hinweg (z.B. freiwilliges Jahr in der Altenpflege, im Sportjugendheim oder in einem Museum).

Unter **Ehrenamt** verstehen wir regelmäßige teilzeitige Tätigkeit (z.B. einen Nachmittag pro Woche bei der Feuerwehr, im Sportclub oder bei einer Theatergruppe).

FA01 Haben Sie in Ihrem näheren sozialen Umfeld (Familie, Freunde) Personen, die einen Freiwilligendienst abgeleistet haben? (**nicht gemeint** ist Zivildienst).

ja nein ich weiß nicht 1 0 99

FA02 Wenn **ja**, inwieweit haben die Erfahrungen dieser Personen Ihre Meinung über Freiwilligendienste und Ehrenamt beeinflusst? -2 -1 0 +1 +2
 -2: sehr negativ / -1: negativ / 0: neutral / +1: positiv / +2: sehr positiv

ich weiß nicht 99

FA03 Inwieweit haben Sie durch Ihre Eltern, Freunde oder Bekannte bereits früher ehrenamtliche Tätigkeiten kennen gelernt?

-2: gar nicht / -1: weniger / 0: teils, teils / +1: mehr / +2: sehr viel -2 -1 0 +1 +2

ich weiß nicht 99

FA04 Wie sind Sie auf das FSJ Kultur aufmerksam geworden? (Mehrfachnennung möglich)

- Presse 1 Bundesvereinigung für kulturelle Jugendbildung (BKJ) 2
- Schule 3 Internet 4
- Freunde 5 Kreiswehrrersatzamt 6
- Sonstige: _____ 7

FA05 Wie bezeichnen Sie Ihr Engagement, wenn Sie anderen davon berichten?

Ehrenamtliche Tätigkeit EAT Freiwillige Tätigkeit
 Sonstiges: _____

FT

FA06 Wie stark waren Sie bereits vor dem FSJ Kultur freiwillig/ehrenamtlich tätig?
-2: niemals / -1: kaum / 0: ab und zu / +1: manchmal / +2: häufig

-2 -1 0 +1 +2

Wenn Sie bereits freiwillig/ehrenamtlich tätig waren:

FA07 In welchem Bereich lag Ihre Tätigkeit: FA08 Planen Sie, auch weiterhin freiwillig/ehrenamtlich tätig zu sein?

<input type="radio"/> Kultur	1	<input type="radio"/> innerhalb des nächsten Jahres	1
<input type="radio"/> Sport	2	<input type="radio"/> innerhalb von 2 Jahren	2
<input type="radio"/> Soziales	3	<input type="radio"/> innerhalb von 5 Jahren	5
<input type="radio"/> Soziokultur	4	<input type="radio"/> Gar nicht	0
<input type="radio"/> Umweltschutz	5	<input type="radio"/> Ich weiß nicht	99
<input type="radio"/> Politik	6	<input type="radio"/> Ich bin noch im FSJ Kultur tätig	77
<input type="radio"/> Sonstiges _____	7		

FA23 Hat Ihr FSJ Kultur Ihr persönliches Engagement im Freiwilligendienst positiv oder negativ beeinflusst?
-2: sehr negativ / -1: negativ / 0: neutral / +1: positiv / +2: sehr positiv

-2 -1 0 +1 +2

FA24 Wenn Sie Ihr FSJ Kultur bereits abgeschlossen haben, sind Sie weiterhin unterstützend (z.B. ehrenamtlich) für Ihre Einsatzstelle tätig?

ja nein 1 0

Inwieweit stimmen Sie folgenden Aussagen zu?

FA09 Ehrenamt ist nur etwas für ältere Menschen, die nicht mehr im Berufsleben stehen.
-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

-2 -1 0 +1 +2

ich weiß nicht 99

FA10 Ehrenamt bringt mir etwas für meine berufliche Karriere.
-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

-2 -1 0 +1 +2

ich weiß nicht 99

FA11 Beim Ehrenamt kann ich Dinge ausprobieren, die mich interessieren.
-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

-2 -1 0 +1 +2

ich weiß nicht 99

FA12 Ehrenamt macht Spaß.
-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

-2 -1 0 +1 +2

ich weiß nicht 99

FA13 Ehrenamt ist spießig und konservativ.
-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

-2 -1 0 +1 +2

ich weiß nicht 99

IV09 Ehrenamtliche und Freiwillige sind gesellschaftliche Vorbilder.
-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

-2 -1 0 +1 +2

	<input type="radio"/> ich weiß nicht	99							
FA14	Meine Freunde und Bekannte engagieren sich ehrenamtlich oder freiwillig. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
	<input type="radio"/> ich weiß nicht	99							
FA15	Es ist OK für mich, für ehrenamtliche/freiwillige Tätigkeit wenig oder kein Geld zu bekommen. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
	<input type="radio"/> ich weiß nicht	99							
FA16	Das allgemeine Image von Ehrenamt ist meiner Meinung nach... -2: sehr schlecht / -1: schlecht / 0: neutral / +1: gut / +2: sehr gut		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
	<input type="radio"/> ich weiß nicht	99							
FA17	Das allgemeine Image von Freiwilligendiensten ist meiner Meinung nach... -2: sehr schlecht / -1: schlecht / 0: neutral / +1: gut / +2: sehr gut		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
	<input type="radio"/> ich weiß nicht	99							
FA18	Meine Einstellung gegenüber Freiwilligendienst/Ehrenamt hat sich durch mein FSJ Kultur insgesamt... -2: sehr verschlechtert / -1: verschlechtert / 0: neutral / +1: verbessert / +2: sehr verbessert		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
	<input type="radio"/> ich weiß nicht	99							
FA19	Die Beziehung meiner Einsatzstelle zum Publikum hat sich durch meinen persönlichen Kontakt mit dem Publikum (z.B. Besucherführungen) ... -2: sehr verschlechtert / -1: verschlechtert / 0: neutral / +1: verbessert / +2: sehr verbessert		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
	<input type="radio"/> ich weiß nicht	99							
FA20	Meine Arbeit im FSJ Kultur hat meinem Eindruck nach die Integration meiner Einsatzstelle in die soziale und kulturelle Gemeinschaft der Stadt ... -2: sehr verschlechtert / -1: verschlechtert / 0: neutral / +1: verbessert / +2: sehr verbessert		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
	<input type="radio"/> ich weiß nicht	99							

2. Verhältnis zur Kultur

Der **Kulturbegriff**, der hier verwendet wird, ist sehr allgemein und übergreifend gehalten. Damit sind z.B. gemeint: klassische Musik, Pop-Musik, Theater, Tanz, Literatur, bildende Kunst, künstlerisches Handwerk, Video-Kunst, Performances, Architektur und Design, Fotografie und Grafik sowie Film und Fernsehen.

FK01	Wie häufig haben Ihre Eltern / Familie / Freunde Sie bereits als Kind zu kulturellen Veranstaltungen mitgenommen? -2: sehr selten / -1: selten / 0: ab und zu / +1: häufig / +2: sehr häufig		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
FK02	Wenn Sie damals mitgenommen wurden, wie oft kam das durchschnittlich vor?								
	<input type="radio"/> 1 x pro Jahr	1							
	<input type="radio"/> bis 4 x pro Jahr	4							
	<input type="radio"/> bis 6 x pro Jahr	6							
	<input type="radio"/> öfter als 6 x pro Jahr	8							
FK03	Wie oft besuchen Sie heute auf eigene Motivation kulturelle Veranstaltungen?								
	<input type="radio"/> 1 x pro Jahr	1							
	<input type="radio"/> bis 4 x pro Jahr	4							
	<input type="radio"/> bis 6 x pro Jahr	6							
	<input type="radio"/> öfter als 6 x pro Jahr	8							

Wie stehen Sie zu folgenden Aussagen?

Bitte denken Sie daran, dass Kultur alle oben genannten Bereiche einschließt.

FK04	Kultur hat einen sehr hohen Stellenwert in meinem Leben. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht 99					
FK05	Ich verfolge das Kulturgesehen regelmäßig in den Medien. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht 99					
FK06	Kultur sollte einen hohen Stellenwert in der öffentlichen Wahrnehmung haben. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht 99					
FK07	Es ist wichtig, dass kulturelle Einrichtungen weiterhin öffentliche Gelder bekommen. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht 99					
FK08	Ehrenamt/Freiwilligendienst ist wichtig für die Kultur. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht 99					
FK09	Ehrenamt/Freiwilligendienst sollte durch die Politik gefördert werden. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht 99					
FK10	Kultureinrichtungen sollten sich dem breiten Publikum mehr öffnen. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht 99					
FK11	Marketing und Öffentlichkeitsarbeit sind wichtig für die Kommunikation zwischen Kultureinrichtung und Publikum. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht 99					

3. Persönliche Einschätzungen

Stellen Sie sich vor, Sie dürften sich **die ideale Einsatzstelle für ein FSJ Kultur** aussuchen. Wie sähe diese aus?

FE01i Die Einrichtung müsste ...		FE01b Die Einrichtung müsste sein aus dem Bereich ...	
<input type="radio"/> groß sein (mehr als 40 Mitarbeiter)	3	<input type="radio"/> Schauspiel	1
<input type="radio"/> mittel sein (zwischen 10-40 Mitarbeiter)	2	<input type="radio"/> Musik	2
<input type="radio"/> klein sein (bis 10 Mitarbeiter)	1	<input type="radio"/> Literatur	3
		<input type="radio"/> Kunst	4
FE01s Die Einrichtung müsste in einer Stadt sein mit ...		<input type="radio"/> Museum	5
<input type="radio"/> mehr als 500.000 Einwohnern	4	<input type="radio"/> Medien (Funk, Film, TV)	6
<input type="radio"/> bis 500.000 Einwohnern	3	<input type="radio"/> Sonstiges: _____	7
<input type="radio"/> bis 100.000 Einwohnern	2		
<input type="radio"/> bis 50.000 Einwohnern	1		

FE02 Wenn Sie sich **eine persönliche Idealrolle** in Ihrer Kulturinstitution aussuchen dürften, wie sähe diese aus? (Bitte jeweils nur eine Antwort!)

FE02i Mein Tätigkeitsschwerpunkt müsste in erster Linie...		FE02p Ich müsste hauptsächlich	
<input type="radio"/> administrativ	1	<input type="radio"/> selbständig und eigenverantwortlich	1
<input type="radio"/> organisatorisch	2	<input type="radio"/> rein ausführend und ohne Eigenverantwortung	
<input type="radio"/> kreativ	3	<input type="radio"/> im Team	3
<input type="radio"/> umsetzend	4	<input type="radio"/> in einer festen Abteilung	4
<input type="radio"/> strategisch.....sein	5	<input type="radio"/> in einer festen Hierarchie.....arbeiten	5
<input type="radio"/> sonstiges: _____	6	<input type="radio"/> sonstiges: _____	6

Wie stehen Sie zu folgenden Aussagen?

FE03	Für ein FSJ Kultur spricht, dass die Freiwilligen Lebenserfahrung sammeln können. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> ich weiß nicht 99	-2	-1	0	+1	+2
FE5	Für ein FSJ Kultur spricht, dass die Freiwilligen im kulturellen Bereich tätig sein können. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> ich weiß nicht 99	-2	-1	0	+1	+2
FE6	Für ein FSJ Kultur spricht, dass die Freiwilligen bessere berufliche Chancen haben. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> ich weiß nicht 99	-2	-1	0	+1	+2
FE7	Für ein FSJ Kultur spricht, dass die Freiwilligen ein eventuelles Wartejahr sinnvoll überbrücken können. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> ich weiß nicht 99	-2	-1	0	+1	+2
FE8	Für ein FSJ Kultur spricht, dass die Freiwilligen vor dem Studium etwas Praktisches tun können. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> ich weiß nicht 99	-2	-1	0	+1	+2
FE9	Für ein FSJ Kultur spricht, dass die Freiwilligen Verantwortung übernehmen können. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> ich weiß nicht 99	-2	-1	0	+1	+2
FE10	Für ein FSJ Kultur spricht, dass die Freiwilligen etwas für das Gemeinwohl tun. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> ich weiß nicht 99	-2	-1	0	+1	+2
FE13	Gegen ein FSJ Kultur spricht, dass die Freiwilligen ein Jahr lang (fast) ohne Geld arbeiten. -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/> ich weiß nicht 99	-2	-1	0	+1	+2

FP06 Ausgeübte Tätigkeit des Vaters: _____

FP07 Ausgeübte Tätigkeit der Mutter: _____

FP08 Postleitzahl Ihres gegenwärtigen Wohnortes: _____

FP09 Seit wann leben Sie dort?
 seit weniger als 6 Monaten 1 seit bis zu einem Jahr 2
 seit 1 bis 2 Jahren 3 seit 3 bis 5 Jahren 4
 seit 6 bis 10 Jahren 5 seit über 10 Jahren 6

FP01v **Der Ort, an dem Sie vor Beginn des FSJ Kultur überwiegend gelebt haben, hatte...**
 bis 1.000 Einwohner 1 1.000 bis 5.000 Einwohner 2
 5.000 bis 30.000 Einwohner 3 30.000 bis 50.000 Einwohner 4
 50.000 bis 100.000 Einwohner 5 100.000 bis 500.000 Einwohner 6
 über 500.000 Einwohner 7 ich weiß nicht 99

FP01h **Der Ort, an dem Sie heute leben, hat...**
 bis 1.000 Einwohner 1 1.000 bis 5.000 Einwohner 2
 5.000 bis 30.000 Einwohner 3 30.000 bis 50.000 Einwohner 4
 50.000 bis 100.000 Einwohner 5 100.000 bis 500.000 Einwohner 6
 über 500.000 Einwohner 7 ich weiß nicht 99

Bitte senden Sie den ausgefüllten Fragebogen bis 19. Dezember 2003 zurück an:

Institut für Kultur- und Medienmanagement
Hochschule für Musik und Theater
Harvestehuder Weg 12
20148 Hamburg

Fax: 040/44 50 62 87

Wir bedanken uns herzlich bei Ihnen, dass Sie uns bei unserer Studie unterstützt haben!

Questionnaire for the non-participating adolescents

Das Freiwillige Soziale Jahr in der Kultur (kurz: „FSJ Kultur“)

Vorab Informationen zum „FSJ Kultur“

Bundesweite Einführung	2002
Idee	Kulturelle Institutionen bzw. Einrichtungen mit kulturellem Schwerpunkt können Freiwillige bei sich für ein Jahr aufnehmen
Teilnehmer	Jugendliche und junge Erwachsene (16 und 27 Jahren)
Info für Teilnehmer	Das FSJ Kultur ist als „Bildungsjahr“ anerkannt und damit als Ersatz für Zivildienst oder andere Freiwilligendienste. Es kann auch als Wartejahr auf einen Studienplatz angerechnet werden. Für bis zu 280,- € pro Monat erhalten die Teilnehmer 25 Seminartage, 26 Tage Urlaub und abschließend ein Teilnahmezertifikat.
Träger	Bundesvereinigung für kulturelle Jugendbildung (BKJ)

Zum Fragebogen:

Bitte beantworten Sie die Fragen mit Skalen (- 2 bis + 2) durch Ankreuzen der Skalen-Markierung wie dargestellt:

Beispiel 1

Die Einrichtung eines FSJ Kultur finden Sie grundsätzlich -2 -1 0 +1 +2

-2: sehr schlecht / -1: schlecht / 0: neutral / +1: gut / +2: sehr gut

Beispiel 2

Ehrenamt bringt mir etwas für meine berufliche Karriere. -2 -1 0 +1 +2

-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

Sollten Sie aus Versehen Ihr Kreuz an der falschen Stelle gemacht haben, dann markieren Sie bitte **Ihre richtige Wahl** durch einen **zusätzlichen Strich unter Ihrem Kreuz (X)**. Mehrfachnennungen sind leider nur dann möglich, wenn ausdrücklich darauf hingewiesen wird. Aus Vereinfachungsgründen wurde durchgehend auf weibliche Bezeichnungen verzichtet, die Befragung schließt jedoch ausdrücklich beide Geschlechter ein.

1. Allgemeines zum Freiwilligendienst / Ehrenamt

Unter **Freiwilligendienst** verstehen wir die freiwillige Vollzeit-Tätigkeit über den Zeitraum eines Jahres hinweg (z.B. freiwilliges Jahr in der Altenpflege, im Sportjugendheim oder in einem Museum).

Unter **Ehrenamt** verstehen wir regelmäßige teilzeitige Tätigkeit (z.B. einen Nachmittag pro Woche bei der Feuerwehr, im Sportclub oder bei einer Theatergruppe).

FA01 Haben Sie in Ihrem näheren sozialen Umfeld (Familie, Freunde) Personen, die einen Freiwilligendienst abgeleistet haben? (**nicht gemeint** ist Zivildienst).

ja nein ich weiß nicht 1 0 99

FA02 Wenn **ja**, inwieweit haben die Erfahrungen dieser Personen Ihre Meinung über Freiwilligendienste und Ehrenamt beeinflusst?

-2: sehr negativ / -1: negativ / 0: neutral / +1: positiv / +2: sehr positiv

FA21 Wussten Sie, dass das FSJ Kultur existiert?

ja nein 1 0

FA04 **Falls ja**, woher? (Mehrfachnennung möglich)

Presse 1 Bundesvereinigung für kulturelle Jugendbildung (BKJ) 2

Schule 3 Internet 4

Freunde 5 Kreiswehrrersatzamt 6

Sonstige: _____ 7

FA03 Inwieweit haben Sie durch Ihre Eltern, Freunde oder Bekannte bereits früher ehrenamtliche Tätigkeiten kennen gelernt?
 -2: gar nicht / -1: kaum / 0: ab und zu / +1: etwas / +2: sehr viel

-2 -1 0 +1 +2

FA06 Wie stark waren Sie bereits freiwillig/ehrenamtlich tätig?
 -2: gar nicht / -1: kaum / 0: ab und zu / +1: etwas / +2: sehr viel

-2 -1 0 +1 +2

FA07 Wenn Sie **bereits freiwillig/ehrenamtlich tätig** waren

FA08 Wenn Sie **noch nicht freiwillig/ehrenamtlich tätig** waren

In welchem Bereich lag Ihre Tätigkeit:
 (Mehrfachnennung möglich)

Planen Sie eine freiwillige/ehrenamtliche Tätigkeit

- Kultur 1
- Sport 2
- Soziales 3
- Soziokultur 4
- Umweltschutz 5
- Politik 6
- Sonstiges _____ 7

- innerhalb des nächsten Jahres 1
- innerhalb von 2 Jahren 2
- innerhalb von 5 Jahren 5
- gar nicht 0
- ich weiß nicht 99

Inwieweit stimmen Sie folgenden Aussagen zu?

FA09 Ehrenamt ist nur etwas für ältere Menschen, die nicht mehr im Berufsleben stehen.
 -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

-2 -1 0 +1 +2

ich weiß nicht 99

FA10 Ehrenamt bringt mir etwas für meine berufliche Karriere.
 -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

-2 -1 0 +1 +2

ich weiß nicht 99

FA11 Beim Ehrenamt kann ich Dinge ausprobieren, die mich interessieren.
 -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

-2 -1 0 +1 +2

ich weiß nicht 99

FA12 Ehrenamt macht Spaß.
 -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

-2 -1 0 +1 +2

ich weiß nicht 99

FA13 Ehrenamt ist spießig und konservativ.
 -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

-2 -1 0 +1 +2

ich weiß nicht 99

FA14 Meine Freunde und Bekannte engagieren sich ehrenamtlich oder freiwillig.
 -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

-2 -1 0 +1 +2

ich weiß nicht 99

FA15 Es ist OK für mich, für ehrenamtliche/freiwillige Tätigkeit wenig oder kein Geld zu verdienen.
 -2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu

-2 -1 0 +1 +2

	<input type="radio"/> ich weiß nicht	99							
FA16	Das allgemeine Image von Ehrenamt ist meiner Meinung nach <i>-2: sehr schlecht / -1: schlecht / 0: neutral / +1: gut / +2: sehr gut</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
	<input type="radio"/> ich weiß nicht	99							
FA17	Das allgemeine Image von Freiwilligendiensten (z.B. FSJ, FSJ Ökologie) ist meiner Meinung nach <i>-2: sehr schlecht / -1: schlecht / 0: neutral / +1: gut / +2: sehr gut</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
	<input type="radio"/> ich weiß nicht	99							
IV09	Ehrenamtliche und Freiwillige sind gesellschaftliche Vorbilder. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
	<input type="radio"/> ich weiß nicht	99							
FA22	Planen Sie, ein FSJ Kultur zu machen?								
	<input type="radio"/> ja		<input type="radio"/> nein		<input type="radio"/> ich weiß nicht				
						1	0	99	

2. Verhältnis zur Kultur

Der **Kulturbegriff**, der hier verwendet wird, ist sehr allgemein und übergreifend gehalten. Damit sind z.B. gemeint: klassische Musik, Pop-Musik, Theater, Tanz, Literatur, bildende Kunst, künstlerisches Handwerk, Video-Kunst, Performances, Architektur und Design, Fotografie und Grafik sowie Film und Fernsehen.

FK01	Wie häufig haben Ihre Eltern / Familie / Freunde Sie bereits als Kind zu kulturellen Veranstaltungen mitgenommen? <i>-2: sehr selten / -1: selten / 0: ab und zu / +1: häufig / +2: sehr häufig</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
FK02	Wenn Sie damals mitgenommen wurden, wie oft kam das durchschnittlich vor?								
	<input type="radio"/> 1 x pro Jahr	1							
	<input type="radio"/> bis 4 x pro Jahr	4							
	<input type="radio"/> bis 6 x pro Jahr	6							
	<input type="radio"/> öfter als 6 x pro Jahr	8							
FK03	Wie oft besuchen Sie heute auf eigene Motivation kulturelle Veranstaltungen?								
	<input type="radio"/> 1 x pro Jahr	1							
	<input type="radio"/> bis 4 x pro Jahr	4							
	<input type="radio"/> bis 6 x pro Jahr	6							
	<input type="radio"/> öfter als 6 x pro Jahr	8							
	Wie stehen Sie zu folgenden Aussagen? Bitte denken Sie daran, dass Kultur alle oben genannten Bereiche einschließt.								
FK04	Kultur hat einen sehr hohen Stellenwert in meinem Leben. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
	<input type="radio"/> ich weiß nicht	99							
FK05	Ich verfolge das Kulturgeschehen regelmäßig in den Medien. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
	<input type="radio"/> ich weiß nicht	99							
FK06	Kultur sollte einen hohen Stellenwert in der öffentlichen Wahrnehmung haben. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			-2	-1	0	+1	+2		
	<input type="radio"/> ich weiß nicht	99							

FK07	Es ist wichtig, dass kulturelle Einrichtungen weiterhin öffentliche Gelder bekommen. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FK08	Ehrenamt/Freiwilligendienst ist wichtig für die Kultur. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FK09	Ehrenamt/Freiwilligendienst sollte durch die Politik gefördert werden. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FK10	Kultureinrichtungen sollten sich dem breiten Publikum mehr öffnen. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FK11	Marketing und Öffentlichkeitsarbeit sind wichtig für die Kommunikation zwischen Kultureinrichtung und Publikum. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99

3. Persönliche Einschätzungen

Wie stehen Sie zu folgenden Aussagen?

Ein kurzer Überblick: Das FSJ Kultur ist als „Bildungsjahr“ anerkannt und damit als Ersatz für Zivildienst oder andere Freiwilligendienste. Es richtet sich an Teilnehmer zwischen 16 und 27 Jahren und kann auch als Wartejahr auf einen Studienplatz angerechnet werden. Für bis zu 280,- € pro Monat arbeiten die Teilnehmer ein Jahr lang in einer Kulturinstitution und verbringen in dieser Zeit 25 Seminartage, in denen Arbeits- und Lernschwerpunkt vertieft werden.

FE03	Für ein FSJ Kultur spricht, dass die Freiwilligen Lebenserfahrung sammeln können. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FE05	Für ein FSJ Kultur spricht, dass die Freiwilligen im kulturellen Bereich tätig sein können. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FE06	Für ein FSJ Kultur spricht, dass die Freiwilligen bessere berufliche Chancen haben. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FE07	Für ein FSJ Kultur spricht, dass die Freiwilligen ein eventuelles Wartejahr sinnvoll überbrücken können. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99

FE08	Für ein FSJ Kultur spricht, dass die Freiwilligen vor dem Studium etwas Praktisches tun können. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FE09	Für ein FSJ Kultur spricht, dass die Freiwilligen Verantwortung übernehmen können. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FE10	Für ein FSJ Kultur spricht, dass die Freiwilligen etwas für das Gemeinwohl tun. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FE13	Gegen ein FSJ Kultur spricht, dass die Freiwilligen ein Jahr lang (fast) ohne Geld arbeiten. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
Inwieweit treffen folgende Aussagen nach Ihrer Vorstellung vom FSJ Kultur zu?						
FE16	Das FSJ Kultur ermöglicht, künstlerisch tätig zu sein. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FE17	Das FSJ Kultur ermöglicht, neue berufliche Perspektiven zu gewinnen. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FE18	Das FSJ Kultur ermöglicht, Einblicke in kulturelle Jugendarbeit zu gewinnen. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FE21	Das FSJ Kultur ermöglicht, ein eigenes Projekt zu verwirklichen. <i>-2: trifft gar nicht zu / -1: trifft nicht zu / 0: teils, teils / +1: trifft zu / +2: trifft sehr zu</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		-2	-1	0	+1	+2
	<input type="radio"/> ich weiß nicht					99
FA25	Was wären für Sie die ausschlaggebenden Gründe, sich im Rahmen eines FSJ Kultur für das Gemeinwohl zu engagieren? <i>(Mehrfachnennungen möglich)</i>					
	<input type="radio"/> größere Bekanntheit des FSJ Kultur in den Medien, in Schulen und Jugendeinrichtungen					1
	<input type="radio"/> größeres Hintergrundwissen über die Vorteile des FSJ Kultur					2
	<input type="radio"/> wachsendes Bedürfnis, sich für eine gute Sache zu engagieren					3
	<input type="radio"/> etwas für mich zu tun					4
	<input type="radio"/> attraktive Einsatzstelle					5
	<input type="radio"/> positive Wahrnehmung des FSJ Kultur von potentiellen Arbeitgebern, Ausbildungsstätten					6
	<input type="radio"/> Begeisterung für Kultur und der Wunsch diese zu unterstützen					7
	<input type="radio"/> Sonstiges: _____					8
	<input type="radio"/> ich weiß nicht					99

Stellen Sie sich vor, Sie dürften sich **die ideale Einsatzstelle für ein FSJ Kultur** aussuchen. Wie sähe diese aus?

<i>FE01i</i> Die Einrichtung müsste ...		<i>FE01b</i> Die Einrichtung müsste sein aus dem Bereich ...	
<input type="radio"/> groß sein (mehr als 40 Mitarbeiter)	3	<input type="radio"/> Schauspiel	1
<input type="radio"/> mittel sein (zwischen 10-40 Mitarbeiter)	2	<input type="radio"/> Musik	2
<input type="radio"/> klein sein (bis 10 Mitarbeiter)	1	<input type="radio"/> Literatur	3
		<input type="radio"/> Kunst	4
<i>FE01s</i> Die Einrichtung müsste in einer Stadt sein mit ...		<input type="radio"/> Museum	5
<input type="radio"/> mehr als 500.000 Einwohnern	4	<input type="radio"/> Medien (Funk, Film, TV)	6
<input type="radio"/> bis 500.000 Einwohnern	3	<input type="radio"/> Sonstiges: _____	7
<input type="radio"/> bis 100.000 Einwohnern	2		
<input type="radio"/> bis 50.000 Einwohnern	1		

Wenn Sie sich **eine persönliche Idealrolle** in einer Institution aussuchen dürften, wie sähe diese aus? (Bitte jeweils nur eine Antwort!)

<i>FE02i</i> Mein Tätigkeitsschwerpunkt müsste in erster Linie...		<i>FE02p</i> Ich müsste hauptsächlich	
<input type="radio"/> administrativ	1	<input type="radio"/> selbständig und eigenverantwortlich	1
<input type="radio"/> organisatorisch	2	<input type="radio"/> rein ausführend und ohne Eigenverantwortung	2
<input type="radio"/> kreativ	3	<input type="radio"/> im Team	3
<input type="radio"/> umsetzend	4	<input type="radio"/> in einer festen Abteilung	4
<input type="radio"/> strategisch.....sein	5	<input type="radio"/> in einer festen Hierarchie.....arbeiten	5
<input type="radio"/> sonstiges: _____	6	<input type="radio"/> sonstiges: _____	6

4. Persönliche Angaben

FP02 weiblich männlich 1 0

FP03 Ihr Geburtsjahr: 19 ____

FP04 Ihr höchster erreichter bzw. angestrebter Schulabschluss:

<i>FP04i</i> Ihr erreichter Abschluss:		<i>FP04z</i> Ihr angestrebter Abschluss:	
<input type="radio"/> kein Abschluss	0	<input type="radio"/> kein Abschluss	0
<input type="radio"/> Hauptschul-Abschluss	1	<input type="radio"/> Hauptschul-Abschluss	1
<input type="radio"/> Realschul-Abschluss	2	<input type="radio"/> Realschul-Abschluss	2
<input type="radio"/> Fachhochschulreife	3	<input type="radio"/> Fachhochschulreife	3
<input type="radio"/> Abitur	4	<input type="radio"/> Abitur	4
<input type="radio"/> Fachhochschulabschluss	5	<input type="radio"/> Fachhochschulabschluss	5
<input type="radio"/> Hochschulabschluss	6	<input type="radio"/> Hochschulabschluss	6
<input type="radio"/> Sonstiges: _____	7	<input type="radio"/> Promotion	7
		<input type="radio"/> Sonstiges: _____	8

FP05 Haben Sie eine Berufsausbildung?

- | | | | |
|--|---|--|---|
| <input type="radio"/> Ja | 1 | <input type="radio"/> Ich befinde mich in einer Ausbildung | 2 |
| <input type="radio"/> Ich plane, eine Ausbildung zu machen | 3 | <input type="radio"/> Nichts zutreffend | 4 |

FP06 Ausgeübte Tätigkeit des Vaters: _____

FP07 Ausgeübte Tätigkeit der Mutter: _____

FP08 Postleitzahl Ihres gegenwärtigen Wohnortes: _____

FP09 Seit wann leben Sie dort?

<input type="radio"/> seit weniger als 6 Monaten	1	<input type="radio"/> seit bis zu einem Jahr	2
<input type="radio"/> seit 1 bis 2 Jahren	3	<input type="radio"/> seit 3 bis 5 Jahren	4
<input type="radio"/> seit 6 bis 10 Jahren	5	<input type="radio"/> seit über 10 Jahren	6

FP01h **Der Ort, an dem Sie leben, hat...**

<input type="radio"/> bis 1.000 Einwohner	1	<input type="radio"/> 1.000 bis 5.000 Einwohner	2
<input type="radio"/> 5.000 bis 30.000 Einwohner	3	<input type="radio"/> 30.000 bis 50.000 Einwohner	4
<input type="radio"/> 50.000 bis 100.000 Einwohner	5	<input type="radio"/> 100.000 bis 500.000 Einwohner	6
<input type="radio"/> über 500.000 Einwohner	7	<input type="radio"/> ich weiß nicht	99

Wir bedanken uns herzlich bei Ihnen, dass Sie uns bei unserer Studie unterstützt haben!